



MOUNTS
BAY

SEN Information

Date of review	
Date approved by Governing body	
Date for next review	
A Behaviour Policy	

www.mountsbay.org

How does the school know if students need extra help with learning?

Mounts Bay Academy is a mainstream school. We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEND are educated in an inclusive environment alongside their peers. This enables each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014) and through transition meetings with SENCO and teaching staff in primary schools.
- Parents/carers and students are fully involved in the identification and assessment of SEND. At Mounts Bay Academy, we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources and we regularly assess impact via SMART (specific, measureable, achievable, realistic and time-related) targets.
- As a Teaching School, we maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory or Physical

If a student has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

At Mounts Bay Academy, we recognise that students make progress at different rates. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis

If a student is identified as having SEND then their name will be added to the SEN register which is entitled the Record of Need, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

What should I do if I think my child has special educational needs?

Your initial point of contact at school should always be your child's Form Tutor or Learning Support Manager. You can start by contacting them and they will be able to discuss your concerns with you. If you need to speak with other staff members, such as Directors of Progress or the Special Educational Needs Coordinator (SENDCO), then the Learning Support Manager will be able to help you arrange this.

How will the school support my child?

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students.

The SENDCO is responsible for ensuring that:

- Teachers understand a student's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a student's needs
- The quality of teaching for students with SEND
- Provision across the school is efficiently managed and of high quality
- Assessing and ensuring impact

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations

for their age. Then, the Student Services Team, with the SENCO, in collaboration with Directors of Progress and the Raising Standards Team where appropriate, is responsible for organising targeted SMART intervention for an individual or small group of students, which might include one of these provisions, for example:

- Students come out of some lessons for pre-arranged sessions with teachers or Specialist TAs. We publish a Directory of our interventions in an annual booklet that specifies the very broad range of intervention packages and toolkits that we offer. This is available on our website.

Homework

The homework set by teachers is an integral part of students' learning and can contribute directly to how well a student makes progress. Home learning consolidates and builds on the learning in lessons, ensuring that students fully understand concepts and apply skills they have learnt. The Academy will support parents to engage with their child's home learning, so that students can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every student's learning.

There is a free whole school Homework Club available in the Library to all students, 3 days a week 3.15-4.30pm where students can seek help from a member of staff.

For students with SEND, there is a separate Homework Club, this is run on a Thursday 3.15-4.15 and staffed by the SENDCO, so that students can receive more targeted help and staff can differentiate materials to support the student in accessing the curriculum.

Who will explain provision to me?

- Information about the provision in individual subjects can be discussed with subject teachers, or academy Heads of Faculty leaders. There is an annual opportunity for this at parents' evening, but teachers can meet with parents/carers at any point in the school year to discuss students' progress. Email also enables correspondence at any point in the academic year and is encouraged.
- In the case of individual or small group interventions, SENDCO or Learning Support Managers will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to

keep parents/carers updated on their child's progress and discuss support in more detail, if required.

How are the School Governors involved and what are their responsibilities?

- The SENDCO reports to the Governors annually to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
- One of the governors is responsible for SEN and meets with the SENCO. This 'SEN link governor' (Mrs N Walters) also reports to the governing committees, to keep all the governors informed.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation that will help my child?

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student, whether categorised as SEND or not. In some curriculum areas, students are grouped by levels of attainment in some year groups. Whilst other curriculum areas are taught in mixed ability groups. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

- Visual, auditory or kinaesthetic activities
- Pre-teaching content or vocabulary
- Over-learning topics
- To set alternative activities for home learning
- To provide specially targeted texts and resources appropriate for students' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

At Key Stage 4 (year 9 onwards) students choose from a range of GCSE, BTEC and vocational courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions. Students may also be offered bespoke intervention workshops.

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities are there to discuss my child's progress?

Parents and carers are welcome to contact staff at any time to make an appointment to meet with either a subject teacher or Director of Progress or any other teacher, and discuss how their child is progressing. Parents/carers can contact staff members directly by email or by writing a note in their child's planner, or through the school office on 01736 363240

Planned arrangements for communicating between school and home include:

- Every student has a school planner, which travels between home and school every day so that so that comments from parents/carers and teachers or tutors can be shared and responded to as needed
- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning
- Each year group has a report programme, which includes one progress check (current levels of attainment) and one full report (alongside current levels of attainment). These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas
- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCO and attended by parents/carers, teachers and outside agencies involved in the student's education. The Academy also offers an Interim Review between Annual Reviews if this is required.

How does the school know how well my child is doing?

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at Mounts Bay Academy includes:

- Data collection each semester, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene where necessary.
- In the case of intervention programmes, progress is reviewed every 8 weeks, which can include testing or screening. The SENCO and

Learning Support Managers, who use the information to plan and design the next intervention programme, review these programmes.

- In-class additional support is reviewed weekly at the LA Team meetings. LAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Senior leaders and line managers observe teachers as part of the school Performance Management system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Raising Standards team (which includes a Deputy Principal, Vice Principal and Raising Standards Leaders) are responsible for whole school data and track the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.
- At the start of Y7 and the end of Y9, students are screened with the CATs. These tests, alongside other testing, allow us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The academy's positive behaviour management system provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a student is learning at the academy.

What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?

The Academy uses a positive behaviour management system. Every lesson, some students will receive VIVOs from the teachers for Academic Excellence and effort, they are also awarded for character and services to the academy community. These are monitored by Form Tutors.

We have a Pastoral Support Team, which includes a Vice Principal and Assistant Principal and Directors of Progress plus Learning Support Managers. The SENCO liaises with this team as necessary, and pastoral leaders can request additional support for their students, when they consider it to be suitable. Examples of the type of outside support that is available and can be arranged through the school are Hayle Youth Project (1:1 mentoring for young people), The Dreadnought Centre (group support) and Penhaligon's Friends (bereavement support).

Students who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before school.

If a student is unwell during the school day, then they will be sent to the First Aid room, which is run by Learning Support Managers. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, the Attendance Officer or other First Aider will attend urgently, or may call for an ambulance if the student requires hospitalisation. Students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.