



## **Mounts Bay Academy**

**Mounts Bay Academy is set out for all students to succeed. With students being assigned to an individual tutor group, year group and to one of the houses we ensure that a sense of belonging is developed for all our students. We endeavour to ensure all our students progress in all areas of school life; we work in collaboration with parents/carers and students, to make sure this happens.**

**We therefore ensure that students who have a special need are able with intervention, support and personalisation to achieve their full potential. Our SEN staff are deployed to offer the best and varied intervention possible in order for students to be able to make progress. Every SEN student has access to a Learning Support Manager who will act as a link to teaching staff to enable any barriers to learning to be overcome.**




**Our Local Offer is information for the parents/carers of children who have Special Educational Needs and disabilities (SEND) and all those who support children with additional needs. This information outlines the support and provision they can expect to receive, if they choose Mounts Bay Academy for their children.**

**[Our 'Local Offer' for Special Educational Needs and Disability \(SEND\)](#)**

**Name and contact details of the Special Educational Needs and Disabilities Coordinator:**  
**Julie Payne Mounts Bay Academy**  
**Tel 01736363240 jpayne@mountsbay.org**




## The levels of support and provision offered by our school

### 1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p><b>The views and opinions of all students are valued.</b></p> <p><b>Students voice is represented in all aspects of the academy.</b></p> <p><b>Student voice is heard through:</b></p> <ul style="list-style-type: none"> <li>- Co-production</li> <li>- Consultation</li> <li>- Focus groups</li> <li>- Questionnaires</li> <li>- Junior Leadership Team</li> <li>- House Representatives</li> </ul>	<p><b>Students with SEND are included in all consultation groups.</b></p> <p><b>Additional provision is developed in light of student voice</b></p>	<p><b>Individual support is responsive to the views of the student.</b></p> <p><b>Students' views are an integral part of TAC meetings and SEN reviews.</b></p> <p><b>Students are supported in personalised centered planning and target and outcome setting.</b></p> <p><b>Advocacy is available to ensure the above.</b></p>




<p>- Department Leaders - Student Council</p> <p>Through having all these positions, all students have the opportunity to share their ideas about the school.</p>		<p>All documentation is presented in a format that is accessible to the student.</p>
---	--	--

## 2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p><b>The school works in partnership with all parents and carers.</b></p> <p>The parents/carers of all students attend parent/carer evenings.</p> <p>Students' tracking reports are sent home once each semester.</p> <p>The school planner encourages written dialogue between families/parents and school.</p>	<p><b>Families are invited to attend information sessions re: supporting their young person at home e.g. parenting skills, literacy and numeracy skills, independent homework, skills needed to support successful examination arrangements – scribing</b></p> <p>Parents are informed as to when changes are happening to their child's provision and what intervention is being put in place.</p>	<p><b>Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews.</b></p> <p>Parent/carers views are an integral part of TAC meetings and SEN reviews.</p> <p>All documentation is presented in a format that is accessible to individual parents.</p>

<p>Parent/carers know whom to contact if there are any concerns (the child's tutor).</p> <p>The virtual learning environment, and/or website, enables parent/carers to understand more about what their young person is learning.</p>	<p>Parents are able to contact school with concerns at any time, and an appropriate person will aim to contact them as soon as possible.</p>	<p>Home/School Link Diary is supplied for specific individuals where more contact is necessary</p> <p>Parents have contact with Learning Support Managers who are assigned to the child. They are able to discuss the provision that is being put in place and how they can support the education plan at home.</p>
---	--	---




### 3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>·The curriculum is designed to ensure the inclusion of all students.</li> <li>·All students, regardless of their ability and/or additional needs, have full access to the curriculum.</li> <li>·Assessments (including dyslexia testing)/Cognitive Ability tests are used to identify students who need specific interventions.</li> <li>·The lessons are carefully planned</li> </ul>	<ul style="list-style-type: none"> <li>- A small number of students in key stage 4 have the opportunity to access a bespoke curriculum:</li> <li>- Intervention packages are bespoke and needs led.</li> <li>· The progress of students taking part in intervention groups is measured on a regular basis.</li> <li>· The intervention packages are adapted in light of student progress.</li> <li>· Small group intervention</li> </ul>	<ul style="list-style-type: none"> <li>-Students are supported in following their interests and their chosen curriculum, regardless of their SEN and/or disabilities. For example, a student with a physical impairment is given the support they need to access GCSEs.</li> <li>· Students with special needs and/or disabilities can access the curriculum with adult support as appropriate.</li> </ul>

<p>to include clear stages, regular progress checks and different learning styles.</p> <ul style="list-style-type: none"> <li>· Students are grouped within lessons to support their learning.</li> <li>· A range of learning styles are used with in classrooms.</li> <li>· Learning Objectives and clear outcomes are displayed and discussed,these are also referred back to during the lesson for students to be aware of what they are learning.</li> <li>· Differentiated Success Criteria are displayed and referred back to. These are linked to the ability levels of the students within the room.</li> <li>· Students' work should be regularly marked. This includes: WWW (What Went Well) and EBI (Even Better If), and a student response section. Target grades and current working levels are shared with students.</li> <li>· Literacy and numeracy is a focus. Students have literacy and numeracy activities within their tutor times.</li> </ul> <p>Literacy strategies are being developed across the school with</p>	<p><b>includes:</b></p> <ul style="list-style-type: none"> <li>- Literacy – reading, spelling comprehension,</li> <li>- Handwriting</li> <li>-Numeracy</li> <li>- Speech and language</li> <li>- Study skills</li> <li>- Social skills</li> <li>- Dyslexia</li> <li>-Dyspraxia</li> <li>- Read, Write, Ink</li> <li>- Social Stories</li> <li>- Self management</li> <li>- Exam preparation</li> </ul>	<ul style="list-style-type: none"> <li>· In exceptional circumstances students can be extracted from some subjects. This must be agreed by all parties involved.</li> </ul>
--	--	---




<p><b>all staff supporting students on basic punctuation and literacy skills.</b></p>		
---	--	--

#### 4. Teaching and learning




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>· The whole school uses a ‘dyslexia friendly’ approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students.</li> <li>- The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</li> <li>· Different level groupings are identified for each class and students are made aware that at least some of the time they will be seated in ability groups.</li> </ul>	<ul style="list-style-type: none"> <li>· Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision.</li> <li>· Teaching assistants/class teachers work with small groups to:               <ul style="list-style-type: none"> <li>- Ensure understanding</li> <li>- Facilitate learning</li> <li>- Foster independence</li> <li>- Keep students on task.</li> </ul> </li> <li>· If the class teacher is working with a small group the teaching assistant supports the class with</li> </ul>	<ul style="list-style-type: none"> <li>· Personalised and highly differentiated work is provided enabling independent learning.</li> <li>· One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia.</li> <li>· Outreach from special school requested for advice on teaching and learning.</li> </ul>

<ul style="list-style-type: none"> <li>· Preferred learning styles are used frequently.</li> <li>· Learning Objectives are displayed and discussed, as well as frequently revisited during the lesson and reflected on.</li> <li>· Differentiated Success Criteria is displayed.</li> <li>· Students' work is regularly marked, in line with the school marking policy), and their target grades should be visible or easily accessible.</li> <li>· Literacy/Numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed.</li> <li>· Alternative ways of recording are used. IPAD</li> </ul>	<p>tasks already set by the teacher.</p> <ul style="list-style-type: none"> <li>· Independent student learning is supported by the use of technology,</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>- Laptops</li> <li>- Voice recognition software</li> </ul> <ul style="list-style-type: none"> <li>· Special examination arrangements</li> </ul> <p>are put in place for internal and external tests and examinations (readers scribes etc.),</p> <ul style="list-style-type: none"> <li>· Homework support is available in the homework club.</li> </ul>	
---	--	--

5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>· <b>Technology is available to aid independence e.g. IPAD</b></li> <li>· <b>Tutors support students to ensure that they have the right equipment with them in order to be independent within the lessons.</b></li> <li>· <b>All students can access a regular homework club</b></li> </ul>	<ul style="list-style-type: none"> <li>· <b>Where teaching assistants are in the classroom they facilitate independence.</b></li> <li>· <b>Students have personalised equipment to help them to learn, such as overlays and IPADS</b></li> <li>· <b>Students have access to:</b> <ul style="list-style-type: none"> <li>- <b>Visual timetables</b></li> <li>- <b>Learning passports</b></li> <li>- <b>Task cards</b></li> <li>- <b>Prompt cards</b></li> <li>- <b>Traffic light system</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· <b>Teaching assistants working one-to-one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc.</b></li> <li>· <b>Additional support is shared to build resilience in the young person, so that they have self coping strategies when and if the teaching assistant is absent</b></li> <li>· <b>Personalised timetables are in place to support.</b></li> </ul>



## 6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>· <b>PSHE lessons include all students</b></li> </ul>	<ul style="list-style-type: none"> <li>· <b>Breakfast Club is available on a</b></li> </ul>	<ul style="list-style-type: none"> <li>· <b>TACs, Early Support meetings</b></li> </ul>






<ul style="list-style-type: none"> <li>· Peer mentors/buddies are trained to support fellow students.</li> <li>· School Prefects are used to support students in ensuring that they feel safe</li> <li>· Students have access to the school nurse. Sessions are private and confidential.</li> <li>· Bereavement counseling available.</li> <li>· Student issues are dealt with by trained staff, as they arise.</li> <li>· Risk assessments are carried out.</li> </ul>	<p>daily basis.</p> <ul style="list-style-type: none"> <li>-Emotional /health workshops are available.</li> <li>· Risk assessments are carried out on the specific activities that are in place.</li> </ul> <p>Time limited and monitored groups address:</p> <ul style="list-style-type: none"> <li>- Self-esteem</li> <li>- Social skills</li> <li>- Life skills</li> <li>- Self management</li> </ul>	<p>and reviews are supported by a range of agencies including the school nurse.</p> <ul style="list-style-type: none"> <li>· Additional support for students can be requested from</li> <li>- CAMHS</li> <li>- Social Care</li> <li>- Youth Centres</li> <li>- Dreadnought</li> <li>- Aspires</li> <li>- Penhaligons Friends</li> <li>- Music therapy</li> <li>- School Nurse</li> <li>- Cornwall/Duchy/ Truro College</li> <li>· Individualised support is provided for students who begin to display early signs of disaffection in KS3.</li> <li>· Students with specific medical conditions have individual health care plans.</li> </ul>
--	--	---

## 7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
---	---	---

<ul style="list-style-type: none"> <li>· All students have opportunities for social interaction, regardless of need.</li> <li>· All students belong to a form/tutor/Year/House/Crew group.</li> <li>· All students are invited on trips and visits.</li> <li>· All students belong to a House within the school. They are all invited to take part in House competitions and events, including the 24 hour event.</li> <li>· Transport is available for all students to get home after any after school club.</li> </ul>	<ul style="list-style-type: none"> <li>· Peer mentors/buddies for vulnerable children and young people.</li> <li>· Autism champion ensures social interaction opportunities for students with autism.</li> </ul>	<ul style="list-style-type: none"> <li>- Autism champion uses strategies to engage individuals in how to socially interact.</li> </ul>
--	--	--




8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
---	---	---

<p><b>All areas of the school are accessible to everyone including those students with SEND.</b></p> <ul style="list-style-type: none"> <li>· All faculties have wheel chair accessible classes.</li> <li>· Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</li> <li>· There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</li> <li>· All areas of the school are uplifting, positive and support learning.</li> <li>· Teachers focus on rewarding good behaviour to promote a positive learning environment</li> <li>· The rewards and sanctions system is robust and displayed around the school.</li> </ul>	<ul style="list-style-type: none"> <li>· Non-slip, non-breakable equipment available in practical lessons.</li> <li>· Adapted PE equipment available.</li> <li>· There are named adults who are team teach trained.</li> </ul>	<p><b>Specialist equipment in practical lessons enable disabled students to be independent.</b></p> <ul style="list-style-type: none"> <li>· Classrooms/halls/corridors are made accessible for young people</li> <li>- The lift can enable students to reach all classrooms in the main building.</li> </ul>
---	--	---

9. Transition from year to year and setting to setting

Whole school approaches	Additional, targeted support and provision	Specialist, individualised support and
-------------------------	--	--

<p>The universal offer to all children and YP</p> 		<p>provision</p> 
<ul style="list-style-type: none"> <li>· There are strong links with feeder primary schools. Pastoral leads identify students who may need extra support at transition from KS2 to KS3</li> <li>· Primary children visit school regularly from Year 3 for specific events.</li> <li>· Secondary staff visit and teach/support in feeder primaries.</li> <li>· Taster days for students in Years 5 and 6.</li> <li>· Students are supported in making their choices in Year 8 with interviews with Senior Leadership Team to support.</li> <li>· Year 11 students are supported with the sixth form/FE application and interview process. This is completed with Tutors.</li> <li>· All students have a meeting with a Careers Advisor in Year 11.</li> </ul>	<ul style="list-style-type: none"> <li>· Students identified as possibly struggling with transition have many additional visits in small groups</li> <li>· Additional Transition Days are put in place for those students who are deemed as vulnerable.</li> <li>- Extra visits are laid on for Year 6 pupils and Year 11 students attending college.</li> <li>· Careers Southwest work with more vulnerable students to ensure that pathway is in place Post 16.</li> </ul>	<ul style="list-style-type: none"> <li>· The SENCO attends year 6 annual statement reviews (and earlier if the parent requests).</li> <li>· Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.</li> <li>· Post 16 providers are invited to attend transition reviews.</li> <li>· Students with SEND have extra visits to college in Year 11.</li> </ul>

## Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Education Welfare Officer	Employed by the school to work with families and students who have barriers to education and attendance. We are in the fortunate position to employ our own EWO.	Please refer to SEND Directory
Primary Mental Health Care Nurse	This service works with families to support the mental health of the child.	Please refer to SEND Directory
CHES	This service supports education both at home and in school, offering one to one tuition. Please refer to SEND Directory	Please refer to SEND Directory
CAMHS	This service works with families to support mental health well-being.	Please refer to SEND Directory
Ed Psyc	This service helps to support teachers and students in strategies around a students' educational needs from a psychological perspective.	Please refer to SEND Directory
Autistic Spectrum Team	Autistic Spectrum Team This service works with the school and the family, offering strategies	Please refer to SEND Directory

	to support students with Autism. This can include classroom and home observations.	
<b>Education Health and Social Care</b>	This service works with the school and family, offering strategies to support students from an emotional and Social perspective.	Please refer to SEND Directory
<b>School Nurse Service</b>	Provide advice and health Information.	Please refer to SEND Directory
<b>Together for Families</b>	This service works with the school and family, offering strategies to support adults in the world of work.	Please refer to SEND Directory
<b>External Services:</b> <b>BF Adventure (Developing students' confidence, self-esteem independence) Careers South West (Careers, Independent Advice and Guidance)</b> <b>CLEAR (Support for Domestic Violence)</b> <b>Dreadnought (Support for students with emotional well-being, anger management)</b> <b>SHARE (information and guidance for young people aged 13-15 years)</b> <b>Penhaligon's Friends (support for students who have suffered</b>		Please refer to SEND Directory or Family Information Website

bereavement)		

## Answers to Frequently asked Questions

Below are examples of questions that parents may ask a school. Schools are encouraged to create their own questions with the parent/carers of children or young people attending that school.

### 1 How does your school know if children/young people need extra help?

This may be passed on through the feeder school (through Primary Transition). This can also be communicated by parents if they have any concerns. However, as a school we also use data and student current performance to identify if students are underperforming and, therefore, may need additional support. Teachers and Head of Houses can also refer a student to the SEND team if they feel that additional support is needed.

### 2. What should I do if I think my child may have special educational needs?

Contact the SEND team to share your concerns. We will then discuss with you the options available to you and your child. Please contact the child's tutor in the first instance or the Director of Progress. If you would like further guidance, you can contact the SENDCO for further support.

### 3. Who is responsible for the progress and success of my child in school?

We are all responsible for the progress of a child and work as a team to support them. This team consists of: the teacher, the student, the tutor, Director of Progress and parent or carer. Other people may become part of that team (for example the SENDCo) depending upon the child's needs.

4. How will the curriculum be matched to my child's needs?

Students are supported to choose the right pathway for them when they make their option choices in Year 8. A member of the Senior Leadership Team and the child's tutor will support you and your child in this process. Students with specific needs may also have a personalised timetable in order to support their success.

5. How will school staff support my child?

There are many ways in which we will support your child. Each student has a tutor who, alongside their Director of Progress, will work with your child and you to look at the holistic picture. All staff plan lessons around the individual needs of the children within the lesson. Depending upon your child's needs, additional people may then become involved.

6. How will I know how my child is doing and how will you help me to support my child's learning?

Each semester you will receive a report that shows you how your child is achieving. You will also foster a strong relationship with the tutor and will be encouraged to contact to discuss any concerns. Parents evenings also take place throughout the year to discuss achievement. The school planner is also a home/school communication tool and can be used to support discussion.

7. What support will there be for my child's overall wellbeing?

The tutor has a significant role in supporting your child's wellbeing. They will see your child every day and will be able to spot any concerns. They are also the person in school who other staff communicate with to share any concerns or positives. If a concern is raised, this will then go through a process where we put in place interventions to support the child in their wellbeing.

8. How do I know that my child is safe in school?

As a school we have risk assessments surrounding our environment. There are clear rules and boundaries that all students and staff must adhere to. Students are informed of these in their first few days in school. All students are reminded of these rules as well. However, to ensure that we can continue to safeguard your child, it is important that all contact details are kept up to date with the school so that we can contact you in the unlikely even of an emergency.

9. What specialist services and expertise are available at or accessed by your school?



We access a range of specialist services, as well as provide many by the staff that we have trained within the school. These are summarized in the table above. However, we are a continually changing school and actively look for training opportunities for members of staff. We have in place an Autism Champion to support students with this specific special educational need.

10. What SEND training have the staff at school had or are having?

There has been a restructure in our Student Services with new staff being appointed in new roles. Our SENDCo has completed the National Award for SEN with other members of staff looking at different training opportunities to support the new roles that we have created for the development of the SEND department. We have already completed Autism Champion training, and are looking at other members of staff training in different specialisms to support our students

11. How will my child be included in activities outside the classroom including school trips?

All children are invited to take part in extra-curricular activities. This includes Project Week at the end of each semester and Adventure Learning Week at the end of the year. If there is a concern with a child accessing the trip, a risk assessment will take place and we will look for solutions to support. This might be someone from an external provider coming in, or a member of staff being put onto the trip to support the child and their needs. We are an inclusive school and feel passionately that this also includes trip, visits and other extra-curricular experiences.

12. How accessible is the school environment?

The school is an open site with outside spaces between each of the main buildings. All buildings are accessible on the ground level and all first floors are accessible. We have put in stair lifts to support students in accessing upstairs in all other areas of the school. There is also a lift to access floors in the tower block. All outside parts of the school are accessible through ramps.

14. How will school prepare and support my child through the transition from key stage to key stage and beyond?

We work carefully with the primary schools to ensure that information is passed from Key Stage 2 to 3. Students are then invited to attend additional days to get to know the school. We also ensure that the first day of the school year is only with Year 11 students so that new Year 7 students can ease in. With Key Stage 4 to 5, the colleges come to share information about open days with students. Students are also able to and complete a day in Cornwall College as a taster for the different courses that they might be interested in. The college is also invited to their Annual Review and additional visits are arranged as well.

15 How are the school's resources allocated and matched to children's special educational needs?

Depending upon the needs of the child, the student will have a personalized resource allocated to them. Students with statements will have a Learning Support Manger that will ensure that their special educational needs are being met and reviewed throughout the year. If a student is underperforming and needs additional support, there will first be identification as to why they are underperforming and then the right intervention will be put in place to support.

13. How is the decision made about what type and how much support my child will receive?

This is completed on an individual basis and will depend upon the achievement of the child. Again, a case-by-case basis will mean that a personalized intervention will be planned around the specific child's needs. Students who have specific funding due to their statement will have this money spent on resources for them.

16. Who can I contact for further information?

In the first instance, it is best to contact the Tutor with your query. We can then ensure that the right person is asked to contact you. This might be the SENDCo, Director of Progress, Tutor, Learning Support Manager or a specific intervention leader.

17. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

You should contact the Director of Progress the SENDCo or Learning Support Manager to discuss your concerns.

18. How is your Local Offer reviewed?

The local offer will be reviewed annually. However, the School Offer will be reviewed continually throughout the first year.