



Mount Tamar
Aspire – Adventure – Achieve

SEN Policy

Approved by Board of Governors on 7th May 2021

Adapted from the Key for School Leaders

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1. Aims

At Mount Tamar we believe that everyone has the right to learn and succeed. Our staff and governors work with young people, parents / carers and appropriate outside agencies in order to remove barriers to learning. The Mount Tamar community aims for all of our young people to experience an enjoyable and challenging education, involving literacy, numeracy and social skills throughout all subjects. Students are enabled to take a wide range of recognised qualifications in order for them to have opportunities to choose appropriate next steps towards further education, training or employment.

Each young person is treated with dignity and respect, and these values are taught and encouraged with the goal of students playing a contributing role to society.

We aim to achieve the above in the following ways:

- Every young person has the right to make choices, to be informed, to be consulted and to have a voice. Person centred planning contributes to this.
- Students' progress will be monitored, recorded and celebrated

This policy should be read in conjunction with:

- Our SEN information report ('School Offer'), which is published on our web-site and updated annually
- Plymouth Local Authority's 'Local Offer'
- Our Admissions Policy
- Our Vision Statement
- Our policy and school offer will be reviewed by Governors on an annual basis.
- Our named SENCO, Kim Wentworth is responsible for developing this policy and the school offer and for ensuring their implementation.

Our Designation

Mount Tamar is designated as a school for students with SEMH - Social, Emotional and Mental Health, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, and MLD - Moderate Learning Difficulty

Admissions

All admissions to special schools in Plymouth, including Mount Tamar School, are determined by a Local Authority Single Multi Agency Panel (SMAP).

The panel considers all evidence submitted as well as family preference. All students that attend Mount Tamar must have a Statement of Special Educational Need or an Education, Health and Care (EHC) plan (please see our Admissions Policy)

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Kim Wentworth

They will:

- Work with the headteacher and the governing body to determine the strategic development of policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils at Mount Tamar
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils at Mount Tamar receive appropriate support and high-quality teaching
- Advise on a graduated approach to providing support for pupils
- Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils up to date

4.2 The governing body

Governors will:

- Help to raise awareness of specific issues at governing board meetings
- Monitor the quality and effectiveness of SEN provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and governing body to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy

5. Monitoring arrangements

This policy will be reviewed by SENCO and SLT **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions