

Support

Learning
/Curriculum

Teaching

Environmental &
Physical
Resources



FAQ

School SEND Information Report 2020 2021

	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Support	<ul style="list-style-type: none"> • Smaller class groups of 1 teacher to 6-8 pupils on average • High level in class support • Support provided to meet personal and social needs • Multi agency support • Family Support worker works closely with families and young people. • Weekly whole school meetings to share information and review student progress • Programmes and guidance provided by Speech and Language therapists and Occupational therapist delivered by Teaching assistants and teachers integrated within the class timetable to support and facilitate access to the curriculum as required. • Occupational therapist support, including training by OT to staff. 	<ul style="list-style-type: none"> • Enhanced staff support during lessons and class activities • Increased levels of multi-agency support," Team around Me" • Support/guidance from Educational Psychologists (as required) • Support/advice from Senior leadership team. • Support from Therapy team. • Programmes and group sessions occasionally led by School Therapy Team and Educational Psychologist. • Intervention Team to add additional support: Literacy Interventions Numeracy Interventions Social Skills 	<ul style="list-style-type: none"> • 1:1 support as and when needed. • Regular multi-agency support and meetings • CAMH's worker linked to the school-available for referrals. • Intensive support from Educational Psychologists. • Additional advice from medical services, teams, health care teams etc. • Specific therapy programmes delivered directly by either Speech and Language Therapists, Occupational Therapists, mental health support etc integrated into the classroom. • Support for Parents in regular training sessions by School Therapists. • Chick's involvement.

	Whole School Universal Approach to <u>All</u> Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Learning / curriculum	<ul style="list-style-type: none"> • Inspiring Futures Plans (IF Plans) linked to EHC objectives and Therapy targets – reviewed at least termly • Short term targets in all subjects and differentiated learning intentions for each pupil for every lesson • Detailed termly planning for all subjects with differentiated outcomes for every pupil • Meetings with families to discuss progress • Annual Review/ EHCP and Annual Report • On-going contact with families through emails, Weekly news letters and telephone calls. • On-going assessment of pupil progress and attainment • Analysis of NC levels data for whole school and individual pupils • Generic risk assessments • Schedules and individual work systems for pupils, differentiated to their learning needs • TEACCH/TEEP approach in delivery of lessons. • Social Skills, Talkabout and life skills curriculum • Focus on positive behaviour management for all pupils and use of PACE approach as a whole school ethos 	<ul style="list-style-type: none"> • On-going monitoring, recording and analysis of behaviour • Intrinsic motivators and PACE approach to encourage pupils in their successes and achievements • Meetings with families regarding specific issues • Additional information shared on pupils at whole school meetings • Travel training • Bespoke learning package for offsite pupils. 	<ul style="list-style-type: none"> • Weekly assessment of challenging behaviour, pupil concerns with regards to progress and behaviour and behaviour data and resulting adjustments made • Daily contact with families • Support from external professionals where appropriate • Multi agency meetings to review areas of difficulty and levels of support • Risk assessments relating to specific activities • Different timetable and activities • Individualised learning programmes • Structured environment with regular built in times for Sensory breaks. • Sensory integration assessment and sensory diet- supported advice from external OT. • Specialist areas with trained staff to support sensory needs and develop individual choice making skills • Bespoke curriculum for our most complex learners. • For some pupils- as appropriate pupils are included into mainstream to access higher level GCSE exams as appropriate.

	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Teaching	<ul style="list-style-type: none"> • Small group teaching for all lessons. • 1:1 teaching at times on a regular basis • Groups changed to reflect pupils' learning needs for each lesson • Structured environment within each class • Consistent routines and systems across the whole school • Social learning curriculum 	<ul style="list-style-type: none"> • A range of teaching strategies to support behaviour. • Additional visual clues and guidance • 1:1 support provided to meet personal and social needs • Intervention sessions from specialist staff : Literacy, Numeracy and Social Skills. • Youth Team approach to support complex students. 	<ul style="list-style-type: none"> • Pupil taught on individual basis 1:1 attention for all or part of the day. occasional 2:1 for specific needs, with individually designed curriculum • Teaching at times can be in alternative spaces • TEACCH approach for individuals where appropriate. • Trained staff to work with attachment trauma and pupils with complex needs • Specialist staff with expertise in Autism- able to offer advisory support to staff and families.

	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Environmental and Physical Resources	<ul style="list-style-type: none"> • Well lit and well resourced environment • Visually clear classrooms • Access to specialist areas such as Science Lab, Food Technology room, technology area and Sports facilities. • Stimulating external play areas for all ages. • Play and sport facilities for all ages including climbing frame, play equipment, sports hall, Gym • Access to The Aquarium. • After school activity clubs, including; football, cooking, dance, walking, sensory, cycling. • Access to a safe place as and when required. 	<ul style="list-style-type: none"> • Dedicated resources matched to pupils' behavioural, social and learning needs with individual motivators and rewards • Links with other schools to enable access to mainstream environment and lessons. 	<ul style="list-style-type: none"> • Designated teaching areas for identified pupils, as required • Dedicated resources matched to student' social and learning needs are carefully managed.

	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Emotional	<ul style="list-style-type: none"> • Positive Learning environments with excellent staff role models. • Focus on developing confidence and self esteem. • Anti-Bullying policy in place. • Full time Safeguarding officer/Family support worker running CAF's, attending appointments to CAMHS etc. with families. • Part time family support advisor-supporting families. • Interventions to support • Therapeutic approach • PACE approach • Non sanction/natural consequences approach • Based on building relationships that develop trust and safety. 	<ul style="list-style-type: none"> • Additional time allocated to support emotional development and understanding • Focus on developing shared attention skills • Focus on developing interest in learning through activities based around skills and interests. • Counselling- with school staff. • Personalised learning spaces • Key teams work around a child • Opportunities to stay away from home overnight during trips: planned residentials for all age groups. • Opportunities to compete and be positively challenged through sport, activities, sailing trips, 	<ul style="list-style-type: none"> • Emotional development and well being is main focus • Increased joint working between parents/carers, school and multi agencies. • Individual counselling • Support from individual staff when making difficult decisions.,

<p>How will the curriculum be matched to my child's needs?</p>	<p>Our curriculum is based on the National Curriculum and it includes mainstream subject areas. Detailed curriculum documents have been produced for every subject, but it has been written by staff to enable all pupils to access each subject in a meaningful and purposeful way.</p> <p>Every child has a personalised learning programme, which includes differentiated (individualised) learning outcomes for every subject and individual expectations to match the pupils' social skills and behaviour. It also includes appropriate therapies and support according to the individual.</p> <p>Children also have the opportunity to generalise and transfer their learnt skills to other settings.</p> <p>PSHE is very important within and an emphasis is placed upon all children becoming as independent as possible, as both a learner and a young person. life skills as well as personal development. This curriculum has been specifically designed by our staff to take into account the pupils specific needs and learning necessary for life now and beyond school. We also have some pupils needing a very different curriculum and we have developed personalised Therapeutic packages to meet their complex needs.</p> <p>Where it is clear a pupil is more able and should be accessing GCSE and BTEC subjects, this can be facilitated through mainstream inclusion or specific courses developed for unique cohorts of pupils here. The curriculum and accreditation options are ever evolving to meet individual and cohort needs.</p>
--	--

<p>How does Mount Tamar know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>The Local Authority Single Multi Agency Matching Panel places children at Mount Tamar following agreement. All children have an Education, Health and Care Plan, which describe their individual areas of special needs and inform his/her individual education plan.</p> <p>Education Health Care plans are reviewed annually however in some cases an interim review can be held to discuss your child's progress, their current areas of special needs and to agree at least three targets. Any additional needs are discussed as part of the review and if appropriate, alternative or additional sources from within school are agreed. As all classes have high staffing ratios each teacher is able to quickly identify any requirements for additional support on an ongoing basis throughout the year and will discuss these with senior managers and parents. The class tutor or Senco is the first point of contact for parents who think their child has developed additional needs and so may require alternative support</p>
---	---

<p>How will Mount Tamar staff support my child?</p>	<p>High levels of staffing. With specialist knowledge and understanding of communication and interaction needs. The class teacher plans for all the children in his/her class and is responsible for the overall assessment of their progress. Children are taught as a whole class, in small groups and/or 1:1 by both the class teacher and the teaching assistants.</p> <p>We believe it is important for children to develop relationships with a number of adults and so we do not allocate specific assistants to work with identified children. All children work with every adult in their class team. Children with attachment disorders/trauma often need key adults and key teams- we address these needs differently than for those without attachment.</p> <p>At the end of each school year, we include photographs of the adults in each class team as part of the Home School Diary so parents can recognise who will be working with their child the following year. We provide transition information with photos for new and existing pupils and do a stepped transition programme at the end of each year to prepare new and existing pupils for September changes.</p> <p>The School Governors are ultimately responsible for the progress and attainment of all the children although they delegate this responsibility to the Head Teacher. They receive collated and anonymised data about the progress of groups of children and hold the Head to account for how good this is, in comparison to nationally similar groups of children. The Governing body are regularly in the school and monitoring.</p>
---	---

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Assessments of your child's progress are made on a daily, weekly and half termly basis so the teacher always knows what each child in their class has achieved and what needs to be further developed. Parent/Carer evenings, EHC reviews and "meet the tutor" evenings give you the chance to meet with tutors, support staff, Therapists and subject teachers.</p> <p>All parent/carers are required to attend EHC reviews, after which an updated version of the plan is sent out to all attendees. Part of this process includes reviewing outcomes/provisions to ensure your child's needs are being met.</p> <p>In addition to parent meetings, EHC meetings and informal meetings, we send out termly reports to update families on pupil progress and achievement. Families will also receive regular phone calls and emails, to inform you of successes and progress as they happen.</p>
---	--

<p>What training have the staff had or are having?</p>	<p>All staff, both teachers and support staff receive comprehensive and ongoing training in meeting the needs of children with complex difficulties, in addition to ongoing safeguarding training.</p> <p>A detailed induction programme is given to all new staff, volunteers and students.</p> <p>Staff have specific Autism training and some specialise in TEACCH, PECS, Social Stories, PACE, Attachment Trauma and Talkabout. All staff have been trained in TEEP. Staff also receive regular training from the school's Occupational Therapist.</p> <p>All class-based staff complete a MAPA course and where needed manual handling training, both of which are regularly up dated. Staff also receive basic first aid training, epilepsy awareness, fire safety and annual safeguarding training. The five annual training days are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement. Some staff also receive minibuss training.</p> <p><i>The school benefits from having its own trainers in positive behaviour/ MAPA.</i> <i>Staff benefit from weekly teaching and learning meetings.</i></p> <p>All staff are trained routinely in managing challenging behavior, and in supporting learning using a range of different strategies adapted to suit the child's needs.</p>
<p>What specialist services and expertise are available at or accessed by Mount Tamar?</p>	<p>Senior leaders, teachers and support staff are highly skilled and experienced in meeting the individual learning, behavioural and social needs of children with complex learning difficulties.</p> <p>The school accesses a range of specialist services including Educational psychology, CAMHS, Education Welfare Officer social care, Support'Ed, On track and health services. We also provide a school counsellor.</p> <p>The school have a Therapy Team, this includes an Occupational therapist.</p> <p>Sensory Profile assessments by OT. Sensory diet support for pupils as needed.</p> <p>Intensive interaction for complex pupils. Donkey assisted therapy (Donkey Sanctuary) Bees Farm</p>

<p>How accessible is the school environment?</p>	<p>Mount Tamar is a fully accessible building.</p> <p>The colour scheme has been chosen to support children with complex needs and contributes to a calm and welcoming environment.</p>
<p>How will Mount Tamar prepare and support my child to join the school and then transfer to a new school or adult services?</p>	<p>Once a place at Mount Tamar has been confirmed, parents/carers will be invited to meet the Senco and information gathered about your child to try and provide the school with as clear picture as possible of your child's needs.</p> <p>A home visit from the PSA will prepare you and your child. Following this visit your child will be invited to spend some time within a class at Mount Tamar although depending on the point of entry and your child's needs, this will vary. The phased transition is usually completed within 4-6 weeks.</p> <p>As part of their transition from Year 9 (approximately 14 years of age) children receive a Person Centred Transition Review, which concentrates on learning and holistic outcomes as well as focusing upon transition planning. The aim for the school is that both our young people and families are fully satisfied with the Post-16 placement.</p> <p>A similar process happens when a child leaves Mount Tamar. We support visits to the new placement, liaise with the staff to share information. Our staff work closely with Careers Southwest to access latest college information and arrange visits to colleges. We support families in making future choices beyond Mount Tamar. We have a careers southwest key worker to support pupils into college and maintain a link.</p>
<p>How are Mount Tamar's resources allocated and matched to children's special educational needs?</p>	<p>Children receive support matched to their own level of need.</p> <p>This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances.</p> <p>If a child's needs do change, or this is identified at EHC reviews, we undertake additional assessments and hold a review with the Local Authority to best determine how to proceed.</p>

<p>How is the decision made about what type and how much support my child will receive?</p>	<p>When children whose SEN circumstances, Health requirements, behaviour or complex learning needs indicate that additional support may be required, discussions are held between the Senco, Tutor and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times, <i>within social learning</i> etc.</p> <p>As well as additional adult support, pupils may also receive a range of interventions, based on their individual needs, from class staff or specially trained staff members across the school. These interventions are then reviewed regularly to ensure that they continue to meet the needs of the child.</p> <p>If the evidence suggests that even higher levels of support may be beneficial and senior leaders agree this, the resource is provided from within the school initially. Due to the high levels of staffing in each class this is not required very often and only in very extreme situations would additional support be requested from the Local Authority.</p> <p>Parents/Carers are generally aware of the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. If so, the support is reviewed on an ongoing basis.</p>
---	---

<p>What support will there be for my child's overall well being?</p>	<p>Your child's well being and emotional health is an important aspect of life at school. A happy child is a child ready to learn and make academic progress. Class teachers plan for the development of your child using knowledge gained from yourself, other professionals and observations to promote their confidence and self-esteem. Staffing levels in each class enable the class teacher to provide additional support when required to promote the emotional well being of your child.</p> <p>When a child's behaviour becomes challenging, teachers are supported by the Senior Leadership Team to understand the function of behaviour and agree with you as to the best way to manage the behaviour in a positive and proactive way.</p> <p>When necessary we hold joint professional meetings with Parents/Carers to have a solution focused approach to needs.</p>
--	--

<p>Will my child study for qualifications whilst at Mount Tamar School?</p>	<p>We feel that it is an important part of your child's education to receive recognition for their efforts, both academically and within other areas, such as life skills or self-help skills.</p> <p>Throughout their time at Mount Tamar school recognition for your child is provided through weekly assemblies.</p> <p>All children in KS4 are additionally given the opportunity to study for qualifications according to their ability. We use a range of exam boards to support us in being able to deliver accreditations that are meaningful and relevant to our pupils. These include, AQA, BTEC, ASDAN. Their provision for this is started in KS3 as we prepare them for KS4.</p> <p>Dependent upon ability your child may study Entry Level Certificates in Functional Skills in English, Maths and ICT. These are certificates particularly suited to those students who are working below the level required for a GCSE grade 1. Pupils working beyond this level will progress onto Level 1 and 2 within Functional Skills. In addition to this, pupils will complete BTEC accreditation in Science, Physical Development and Home Cooking as well as ASDAN accreditation in Personal and Social Development at a level appropriate to them.</p> <p>For some pupils, who are our most able, it is appropriate for them to access GCSE qualifications. We do, when suitable, put together specific courses for individual pupils and groups depending on the cohorts or alternatively have successfully included some students into mainstream school to access GCSE subjects with mainstream peers. Any mainstream work is supported initially and students transitioned successfully with Mount Tamar staff support.</p>
---	---

<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>All children are given the opportunity to participate in whole school, curriculum and off site activities. The extent to which your child participates and the level of support required is part of a teacher's risk assessment and may vary over time and for differing activities, however we differentiate all activities to enable all children to participate.</p> <p>Parents are requested to give generic permission for their child to participate in activities in support of curricular objectives, i.e. a visit to the local shops, swimming pool, etc. All visits are risk assessed prior to access. Further permission will be sought from yourself for visits that last for a whole day or more, or are further afield, such as the Ten Tors Jubilee Challenge.</p> <p>We offer a residential at Heatree House or PGL for students within all key stages. We also plan additional week long trips for KS4 students to visit the Lake District, Poland or Spain.</p> <p>We have enlisted the services of an outdoor learning specialist in order to increase the quality and quantity of outdoor learning provision.</p> <p>We run lunchtime social learning opportunities for all pupils to ensure the most unstructured parts of the day have some structure and to enable pupils to develop skills of collaboration and friendship- something that the vast majority of our pupils need support in developing. We find that these activities run very successfully and that historic issues of problems and breaks and lunchtimes no longer exist. We have high levels of adult staffing running activities at these time and do not employ meal time assistants. Instead we use our teaching and support staff to run these sessions- enabling better understanding of our pupils and avoiding typical issues with unknown/ non specialist adults overseeing.</p> <p>We run after school clubs available for all pupils to access. The clubs are a variety of sporting and non sporting opportunities- run by our specialist staff and also accessing professional coaches from the community to work alongside our staff team.</p>
--	---

<p>Who can I contact for further information?</p>	<p>The first point of contact for anything relating to your child's education is the class teacher. We encourage parents/carers not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff can be available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please either telephone or write in the Home School diary if you wish to meet or speak with the class teacher.</p> <p>For matters not directly relating to your child's progress parents/carers are invited to contact our PSA She is available to provide targeted support to parents/carers on a range of issues such as parental/carer's support, transport, transition, attendance etc. Or you can contact one of the School Leadership Team.</p> <p>Considering a Special School for your child can be a very daunting time and we have parents/carers who are happy to talk with prospective parents/carers to share their experience and answer questions about Mount Tamar from their perspective. Support can be provided as required or requested to help parents and carers access the information.</p>
---	--

What should you do if you feel that the SEN information report is not being delivered or is not meeting your child's needs?	<p>Parents/carers who believe their child's needs are not being met within school are asked to meet with the Head Teacher to talk through their concerns.</p> <p>Where appropriate an early Annual Review can be arranged, with representation from the SEND team to formally review your child's progress, current special needs and provision.</p>
---	--

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

How does Mount Tamar know if children need extra help & what do I do if I think my child may have SEN?

How will Mount Tamar staff support my child?

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

What training have the staff had or are having?

What specialist services and expertise are available at or accessed by Mount Tamar?

How accessible is the school environment?

How will Mount Tamar prepare and support my child to join the school and then transfer to a new school?

How are Mount Tamar's resources allocated and matched to children's special educational needs?

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

Will my child
study for
qualifications at
Mount Tamar
School ?

What support will there be for my child's overall well being?

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

Who can I contact for further information?

What should you do if you feel that the SEN information report is not being delivered or is not meeting your child's needs?

Will my child
study for
qualifications
 whilst at
Longcouse
School?
Will my child
study for
qualifications at
Mount Tamar ?