



Policy Information	
Policy Owner	Rachel Hayes
Issue Version	
Approving committee	Mount Tamar School and IAB
Adopted Cycle	Draft
Review Cycle	Annual
Last Review	July 2025
Next Review	July 2026

Special Educational Needs & Disability Policy

Adoption of the Policy

This Policy has been adopted and reviewed by the Mount Tamar Interim Academy Board, part of Transforming Futures Trust.

Signed:

Date: July 2025

A handwritten signature in black ink, appearing to be 'R. Hayes', is written over a faint, illegible stamp.

Chair of the Mount Tamar IAB

Mount Tamar School SEND Policy

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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 website 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, Rachel Hayes 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.

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 [SEND Code of Practice January 2015.pdf](#) and the following legislation:

- Part 3 of the Children and Families Act 2014 [Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014 [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and are Plans (EHCP), 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. Objectives of SEND provision

- To provide the best possible experience for all pupils, within a safe, caring, respectful and stimulating environment to reduce barriers to learning.
- To ensure maximum access and progress for all children to achieve at their own pace.
- For all practitioners to be teachers of pupils with additional needs and to differentiate according to the needs of the children in their care.
- To meet the physical, emotional, mental health and intellectual needs of all our children.
- To involve parents and carers in the implementation of programmes of support.
- To involve external agencies as part of the school support system.
- To monitor progress of all children in order to enable appropriate action to be taken.
- To use early identification, assessment and intervention as the key to meeting the needs of individual students.
- To involve children in decision making and problem solving through a person-centred planning approach, listening to pupil voice wherever possible.
- To have due regard to the Revised SEN Code of Practice 2015, the Disability Discrimination Act, the Children and Families Act 2014, and other statutory guidance, and that these requirements are implemented effectively within the school.

5. Roles and responsibilities

5.1 The SENCO

The SENCO is Rachel Hayes

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

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- Advise on a graduated approach to providing support for pupils
 - Support the 'plan-do-review' process.
 - 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

5.2 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

5.3 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

6. SEND Information Report

Students with SEN and/or disabilities could have difficulties with one or more of the following categories of need:

- Cognition and Learning, including specific literacy difficulties.
- Communication and Interaction, for example, autistic spectrum condition, speech and language difficulties, sensory processing disorder.
- Social, emotional mental health, including ADHD and a range of mental health conditions.
- Sensory and/or physical, including hearing impairments.

6.1 Identification, assessment and monitoring progress for pupils with SEND

- When referred to our school, all students are baselined to establish where they are with their learning, how we can best support and if they require additional intervention.
- Mount Tamar will pay regard to advice and information from students, parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches.
- The identification of a student's strengths and difficulties is part of our standard admissions procedures. This information forms part of the each pupil's Relational Support Plan.
- Mount Tamar make use of a range of appropriate screenings and assessments to identify needs. If needed these will only be used by appropriately trained and qualified staff.
- We will seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc.
- Progress of all students across the Service, including those identified with SEND is regularly tracked, reviewed and monitored.
- Baseline assessment and school data is used to ensure appropriate target setting is in place so that lack of appropriate progress is identified.

- Good communication between staff is seen as vital and teachers are held responsible and accountable for pupil progress within their class.
- We review and evaluate provision regularly in the light of the information gathered following the graduated approach and the four-part cycle of assess- plan- do- review. We repeat this process throughout the year as is required.
- Interventions and actions are then put in place and adjusted as appropriate.

6.2 What support does Mount Tamar provide for pupils with SEND.

Mount Tamar believes in an inclusive approach towards education for all children regardless of their abilities ensuring they have a sense of positive well-being and above all feel safe, respected and happy within our settings.

Mount Tamar believes that every child has the fundamental right to access a broad, creative and enjoyable education experience.

Students are placed within a particular provision dependent on appropriate identification of their main areas of need.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is the first step in responding to pupils who have SEND. This will be differentiated for individual pupils. This sits alongside our whole school trauma informed approach to meeting needs.

In addition to this through the graduated approach:

- Additional key adult support is available to all students. This may be within their teaching groups or provided as interventions outside of lessons.
- Class size and staffing ratios can vary dependent on the needs of the student but tends to range from 6-9 students at most if they are within a group.
- We offer an alternative and flexible curriculum which is carefully created to try to meet the needs of our students in the first instance as part of our universal offer to all. We work closely with a wide range of external vocational providers and services to provide students as many curriculum options as possible.
- Suitable interventions and targeted or specialist additional support (school based and external) will be put in place as needed to meet a student's needs and enable progress to be made. This may be time

limited or part of their continuous provision. For example, precision teaching, Lego therapy, trauma informed profiling and activities, literacy and reading interventions such as Read, Write, Inc/ Fresh Start, sensory diets, social skills programmes and so on.

- We have a dedicated pastoral support team on every base who work supporting students, staff and parents as needed.
- We will seek to involve other professionals as appropriate with your permission and consent.
- We will offer support for transitions into other settings; alternative specialist provision, post 16, mainstream.

6.3 Access to additional external support

Further advice and professional support are sought and implemented as is considered necessary for the individual needs of the children. Many of our students may also receive direct intervention from outside services. We therefore work closely with a range of organisations including:

- The Educational Psychology Service
- CAMHS • Speech and Language Team
- Communication and Interaction Team (CIT)
- Independent careers advisers
- Health
- Social Services
- Inclusion, Attendance & Welfare Service (IAWS- formerly the EWS)
- Youth Service
- Family Psychotherapists
- Youth Offending Service
- Drug and alcohol support such as Harbour.

For Plymouth families, please contact Plymouth Information, Advice and Support for SEND - Supplying you with information, advice and support ([Plymouth Information Advice and Support for SEND. - Supplying you with information, advice and support](#))

For those families living in Devon, please contact Home - Devon Information Advice & Support ([Home - Devon Information Advice and Support](#))

For those families living in Cornwall, please contact Home - SEND IASS - Cornwall ([Home - SEND IASS - Cornwall](#))

6.4 Involving Parents and Students

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential.

Mount Tamar recognizes that parents hold key information and have valuable knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

All parents will be supported to play an active and valued role in their children's education.

The majority of our parents/ carers have weekly contact from key members of staff involved with their child.

Parents/carers are invited to participate in review meetings to discuss concerns, progress and to be involved in setting targets with appropriate intervention strategies to help the student both in school and at home.

Children and young people have a unique knowledge of their own needs. They will be encouraged to participate in all decision-making processes and contribute to the assessment of their needs, the reviews and transition processes when appropriate.

6.5 Appropriately Trained Staff

Mount Tamar work to the principle that all staff are responsible for meeting the individual needs of all pupils that they work with, and so all teachers and staff are equipped to deal with a diverse range of needs.

Therefore:

- All members of staff attend relevant training to meet the specific needs of the children within their cohort or particular role. For example, this may include supporting literacy/ASC/ Mental Health/ Child Protection etc.
- Specialist training is delivered on a regular basis by appropriately qualified staff (i.e. the SENDCo) or specialist external support services such as CAMHS or Speech & Language Team as required.

- Individual needs of staff are also identified and audited regularly to ensure that all staff training needs are met.

6.6 What if you're not happy?

Parents should feel free to contact the school to discuss any concerns which will be dealt with appropriately and promptly.

Please liaise with the Tutor, or Centre Lead, in the first instance.

Any formal complaints or concerns that you as a parent may have regarding the provision available and in place for your child should be made in line with Mount Tamar's complaints policy.

Further details and a copy of the Complaints Policy can be found on the main Trust website Trust Policies - Transforming Futures Trust.

Our Executive Head Teacher is Mr Mark Ruffett. Please contact the Mount Tamar (on 01752 365128) if you wish to arrange an appointment to see or speak to him directly.

6.7 Where do I get more information?

For further information, parents are advised to speak to Centre Leads or our SENCO, Rachel Hayes.

Contact details are as follows:

Mount Tamar main number 01752 365128

SENCO – Rachel Hayes – rachel.hayes@transformingfutures.org.uk

Centre Leads

(Primary) Cassie Lambert-Lea - Cassandra.Lambert@transformingfutures.org.uk

(Secondary) Sam Payne - Sam.Payne@transformingfutures.org.uk

(Seymour) Claire Howard - claire.howard@transformingfutures.org.uk

6.8 The Local Authority's 'Local Offer'

Local Authorities are obliged to set out their local offer regarding the special educational provision that all early years' providers, schools, post-16 providers and other institutions within their locality are able to provide to children and young people with SEN.

Plymouth's Online Directory which will offer a wealth of information and support available to you. Please follow this link; [Plymouth Online Directory - Plymouth Online Directory](#)

If you live in Devon, their Online Directory can be found on this link; [Devon's SEND Local Offer - help and support for children with SEND](#)

For Cornwall, please follow this link; [Family Information Service Cornwall](#)

We greatly value the input that parents make to their child's education and aim to work closely with parents to provide the best support possible. We welcome feedback from parents and other key stakeholders. If you would like to comment on the usefulness or clarity of information in the SEND Information Report which is also published as part of the LA's Local Offer, then please contact relevant Mount Tamar staff.

7. Monitoring arrangements

This policy will be reviewed by SENCO and SLT annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.