

Mount Tamar: Our Designation, Our Students

“A great place to learn”

When we are assessing a student for a place at Mount Tamar, we look first for evidence of these key criteria:

Primary Need/Diagnosis: Identified Social, emotional and mental health needs and are predominantly named as the first area of need on a young persons EHCP plan. However where other areas of need lead to challenges around young people ability to regulate we will consider pupils in this category.

Cognition & Learning:

- Our students are at least of broadly average cognitive ability and can access, with scaffolding and support, an age-appropriate curriculum in most subject areas.
- Our students, with the right strategies and scaffolding, can learn independently with the aspiration to achieve level two qualifications in some or all subjects by the end of Year 11.

Social Communication & Interaction:

- The majority of our students can successfully interact independently in a range of learning and social situations with a range of suitable adult support and structure as needed.
- Our students, with access to appropriate information and strategies, aspire to be an independent member of society.

Physical & Sensory:

- Our students are independent regarding their intimate and personal care.
- A number of our students have sensory need(s) that can often only be met with specialist adaptation or resourcing.

Social, Emotional and Mental Health:

- Our students often have difficulty in being able to self-regulate in a range of situations but with significant effort or adult support can develop these skills.
- Our often require high levels of support and structure in order to be able to manage their emotions to remain safe, maintain socially appropriate interactions and communication in a range of situations and setting. With

a view to learning strategies to manage the responses to differing situations.

This is not an exhaustive or fully comprehensive list but communicates the focus of our school setting:

- We educate pupils in key stages 1 -4 who have typically found mainstream environments overwhelming
- We offer a range of national curriculum subjects and KS4 qualifications as appropriate to pupils needs and aspirations
- We teach students who are on a pathway to independent or supported post 16 learning, employment, or training.
- We offer a blended academic and therapeutic/intervention based curriculum personalised to the needs of each student, within the context of the year and school cohort.
- Our fundamental way of working is to educate students in groups with a minimum adult/student ratio of 1:5.
- We make all possible adjustments to our physical environment and learning resources to meet the needs of students to access and achieve within the framework of the national curriculum and KS4 qualification requirements.

A full-time place at Mount Tamar will provide:

- A school day from 9am to 2:45pm that provides a range of social, academic and personal development opportunities to stretch, challenge and engage students with a range of educational needs and areas of interest.
- Students are taught in groups of between 4 – 8 based upon their learning levels, needs and social interaction skills.
- The timetable is built to enable access to a range of supportive strategies and spaces that enable pupils to regulate.
- AT the Row Lane site specialist classrooms for science, design technology, cooking and art will be an integral part of the curriculum delivery.
- High expectations regarding learning and social behaviours with a focus on developing skills and strategies to thrive independently in a real-world setting.

- Staff use a trauma informed approach in all of their work with our pupils across the age range and all staff receive training in this area to support pupils primary area of need.
- A regular and consistent input focused on wellbeing, physical and mental health, relationships, safety and citizenship is threaded throughout every curriculum area.
- Targeted provision to support students throughout their time at Mount Tamar includes access to specialist pastoral staff, Trauma informed practitioners and a range of other staff with dedicated specialism.
- A broad and balanced curriculum that follows the national curriculum and KS4 qualification syllabi suitable for the needs and aspiration of the young person.
- A personalised curriculum model that enhances skills, deepens knowledge and enables students to have a comprehensive range of qualifications, that prepares them successfully for adulthood.
- We teach students on a pathway to participate post 16 learning, employment or training.
- A blended academic and therapeutic/intervention curriculum personalised to the needs of each student to include expert input from Occupational therapists and Educational Psychologists
- Therapeutic specialist environment and learning resources with all staff trained in de-escalation and specialist support strategies for students with additional needs related to an SEMH diagnosis.
- We primarily educate students in groups with a minimum adult/student ratio of 1:5.
- We make all possible adjustments to our physical environment and learning resources to meet the needs of students within the framework of the national curriculum and KS4 qualification requirements.
- If eligible for school transport, this will be provided by the child's relevant local authority.