



MOUNTS BAY  
ACADEMY

SEN Information

2023 24

## How does the school know if students need extra help with learning?

Mounts Bay Academy is a mainstream school. We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEND are educated in an inclusive environment alongside their peers. This enables each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014) and through transition meetings with SENCO and teaching staff in primary schools.
- Parents/carers and students are fully involved in the identification and assessment of SEND. At Mounts Bay Academy, we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources and we regularly assess impact via SMART (specific, measurable, achievable, realistic and time-related) targets.
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory or Physical

If a student has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

At Mounts Bay Academy, we recognise that students make progress at different rates. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis

If a student is identified as having SEND then their name will be added to the SEN register which is entitled the Record of Need, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold, they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

### **What should I do if I think my child has special educational needs?**

Your initial point of contact at school should always be your child's Tutor or Learning Support Mentor. You can start by contacting them and they will be able to discuss your concerns with you. If you need to speak with other staff members, such as the Head of Year or the Special Educational Needs Coordinator (SENDCO), then the Learning Support Mentor will be able to help you arrange this.

### **How will the school support my child?**

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students.

The SENDCO is responsible for ensuring that:

- Teachers understand a student's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a student's needs
- The quality of teaching for students with SEND
- Provision across the school is efficiently managed and of high quality
- Assessing and ensuring impact

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the Student Provision Team, with the SENCO, in collaboration with Heads of Year and the Academic Development Team where appropriate, is responsible for organising targeted SMART intervention for an individual or small group of students, which might include one of these provisions, for example:

- Students come out of some lessons for pre-arranged sessions with teachers or Specialist TAs. We publish a Directory of our interventions in an annual booklet that specifies the very broad range of intervention packages and toolkits that we offer. This is available on our website.

### **Homework**

The homework set by teachers is an integral part of students' learning and can contribute directly to how well a student makes progress. Home learning consolidates and builds on the learning in lessons, ensuring that students fully understand concepts and apply skills they have learnt. The Academy will support parents to engage with their

child's home learning, so that students can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every student's learning.

There is a Homework Club available in the Compass to all students, where students can seek help from a member of staff.

For students with SEND, there is a separate Homework Club, and staffed by the SENDCO, so that students can receive more targeted help and staff can differentiate materials to support the student in accessing the curriculum.

### **Who will explain provision to me?**

- Information about the provision in individual subjects can be discussed with subject teachers, or Heads of Faculty leaders. There is an annual opportunity for this at parents' evenings, but teachers can meet with parents/carers at any point in the school year to discuss students' progress. Email also enables correspondence at any point in the academic year and is encouraged.
- In the case of individual or small group interventions, SENDCO or Learning Support Mentors will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.

### **How are the School Governors involved and what are their responsibilities?**

- The SENDCO reports to the Local Academy Committee annually to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
- One of the governors is responsible for SEN and meets with the SENDCO. This 'SEN link governor' (Mrs J Atkinson & Mrs N Walters) also reports to the Local Academy Committee, to keep all the governors informed.

### **How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation that will help my child?**

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student, whether categorised as SEND or not. In some curriculum areas, students are grouped by levels of attainment in some year groups. Whilst other curriculum areas are taught in mixed ability groups. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

- Visual, auditory or kinaesthetic activities
- Pre-teaching content or vocabulary
- Over-learning topics
- To set alternative activities for home learning

- To provide specially targeted texts and resources appropriate for students' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

At Key Stage 4 (Year 10 onwards) students choose from a range of GCSE, BTEC and vocational courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions. Students may also be offered bespoke intervention workshops.

### **How will I know how my child is doing and how will you help me to support my child's learning? What opportunities are there to discuss my child's progress?**

Parents and carers are welcome to contact staff at any time to make an appointment to meet with either a subject teacher or Head of Year or any other teacher and discuss how their child is progressing. Parents/carers can contact staff members directly by email, or through the school office on 01736 363240.

Planned arrangements for communicating between school and home include:

- Every student has a school planner, which travels between home and school every day so that so that comments from parents/carers and teachers or tutors can be shared and responded to as needed
- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning
- Each year group has a report programme, which includes one progress check (current levels of attainment) and one full report (alongside current levels of attainment). These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas
- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCO and attended by parents/carers, teachers and outside agencies involved in the student's education. The Academy also offers an Interim Review between Annual Reviews if this is required.

### **How does the school know how well my child is doing?**

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at Mounts Bay Academy includes:

- Data collection each semester, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and

academic leaders in each subject area can track the progress of students across the school year and intervene where necessary.

- In the case of intervention programmes, progress is reviewed every 8 weeks, which can include testing or screening. The SENCO and Learning Support Mentors, who use the information to plan and design the next intervention programme, review these programmes.
- In-class additional support is reviewed weekly at the LA Team meetings. LAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Senior leaders and line managers **support** teachers as part of the school Performance Management system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Curriculum, Assessment and Standards Development team (which includes a Vice Principal, Assistant Principals) are responsible for whole school data and track the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.
- At the start of Y7 and the end of Y9, students are screened with the CATs. These tests, alongside other testing, allow us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The academy's positive behaviour management system provides parents/carers with information about how well a student is engaging with the learning opportunities on offer and provides pastoral staff with evidence for how well a student is learning at the academy.

### **What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?**

The Academy uses a positive behaviour management system. Every lesson, some students will receive achievement points from the teachers for academic excellence, behaviour and effort, they are also awarded for character and services to the academy community. These are monitored by Form Tutors.

We have a Student Experience Team, which includes a Vice Principal and Assistant Principals and Head of Years plus Learning Support Mentors. The SENCO liaises with this team as necessary, and pastoral leaders can request additional support for their students, when they consider it to be suitable.

Students who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before school.

If a student is unwell during the school day, then they will be sent to the First Aid room, which is run by Learning Support Mentors. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, a First Aider will attend urgently, or may call for an ambulance if the student requires hospitalisation. Students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

### **What we believe at MBA:**

Every child who joins us at MBA will gain access to a unique world of opportunity and experience. Talent is celebrated, curiosity is nurtured and every individual is given the chance to shine. We help to develop young people with a positive attitude to learning and life, ready to take on the challenges of our fast-changing world. We screen all students for Dyslexia in Year 7.

It is our role to nurture the very best in each person by removing barriers to learning and identifying every child's strengths and talents. We foster students' natural abilities and support them on their journey as they become forward-thinking, well-rounded, unique individuals.

At MBA, we have our very own Dyslexia Champion. The main purpose of this role is to:

- Deliver bespoke intervention programs to targeted groups of students either on a one-to-one or small group basis.
- To create support plans targeting the specific needs of individual students.
- To be able to identify any barriers to learning and make the necessary adjustments as well as advise the wider teaching staff.
- To liaise with students regularly and monitor their progress.

To effectively communicate any progress or concerns to the SENDCo, HOY, LSM, class teachers and parents/carers if necessary.

### **Interventions:**

#### **Nessy**

#### **Brief Summary:**

Nessy was developed specifically to support learners with learning disabilities/ dyslexia. It is a computer-based, structured phonics resource for reading and spelling including learning of letter patterns as well as spelling and reading rules. The material includes visual memory aids, games and activity worksheets which are often humorous. Nessy learning begins with an assessment to identify areas of need. The intervention provides digital learning with a focus on foundational reading and spelling, with reinforcement through written worksheets (Beat Dyslexia Books).

#### **Specific Details:**

The Nessy Learning Programme will improve reading, spelling and writing. Nessy is a huge resource of strategies, games, worksheets and phonics, covering the very first

stages of letter sounds to advanced multi-syllable words. It encourages positive, independent learning. Students are encouraged to mark their own work and take on more responsibility for their own learning by playing games, watching rules and completing interactive worksheets. The game-based learning has proved extremely effective in addressing the needs of disaffected students, motivating and building self-esteem.

This intervention is aimed at struggling readers, writers and spellers. Each student will be given their own login details to access the programme. Nessy will give the students access to structured activities which are based on helping them to develop their incremental phonics, language skills, writing skills and vocabulary development.

This is a highly effective multi-sensory learning approach.

- 20 Computer Games.
- 25 Animated Rules.
- 70 Phonic Animations.
- 5000 Words and Sentences.
- Library of Mnemonics.
- Over 1000 Printable Worksheets.
- Printable Certificates.
- Writing Skills.
- Group Monitoring & Student Records.

Dyslexia friendly iPad apps will also be discussed with students.

### **Expected Outcomes:**

- Help students to rebuild their self-confidence.
- Help students to rediscover their self-esteem.
- Improve students reading, writing and spelling skills.
- For students to gain a better understanding of phonics and letter patterns.

### **Duration:**

A 30-minute session once a week. This intervention will take place for 6 weeks or longer if required.

### **Assessment:**

Printable and written reports of their progress which will be evidenced in a file. Pupil questionnaires may also be used. Beat dyslexia booklets are also available to complete as well as the use of iPad apps which support dyslexia.

### **IDL**

### **Brief Summary:**



In response to the critical number of older students needing help with reading skills, IDL was developed. The activities in the program are specifically designed to accelerate the acquisition of essential reading skills while offering age-appropriate content and interface. The focus of the activities helps students to increase automatic word recognition by reinforcing phonic elements and sound-symbol relationships. As students progress, more advanced phonic, comprehension and vocabulary exercises are introduced.

### **Specific Details:**

Due to its computer-driven nature, IDL when used consistently has been proven to close the reading gap. What is more, the embedded reporting system instantly delivers real-time data to inform planning and evidence progression.

IDL allows students to work independently, as well as on a one-to-one or small group basis. Students will then receive the appropriate support on a need-to-have basis.

IDL's embedded assessment and reporting system provides real-time, actionable data without interrupting the flow of instruction to take time-consuming tests. Lexia provides a set of easy-to-interpret, consistent measures to demonstrate progress at individual, class or school level.

IDL reading software is available via the web. This means systematic and engaging personalised learning can be accessed anytime, anywhere. To ensure usage goals are met, students can seamlessly continue their work at home using a digital device.

### **Expected Outcomes:**

- To help students to increase their automatic word recognition by reinforcing phonic elements and sound-symbol relationships.
- Accelerate the acquisition of essential reading skills.
- Close the reading gap.

### **Duration:**

One 30-minute session, once a week. This intervention will take place for 6 weeks or more if required.

### **Assessment:**

- Student progress will be tracked through online graphs and printed out.
- Student usage will be tracked through online graphs and printed out.
- Student skills reports will be printed out.
- Individual workbooks can be created and printed - Students can work on these at their own pace.
- Action plans can be devised.
- Each student will have his or her own 'Lexia' intervention folder, containing all of the above information. Miss Wearne will create these folders and keep hold of

them in school in order to monitor progress.

Please see below a link which will take you to our Dyslexia section on our Academy website:

[mountsbay.org/send](https://mountsbay.org/send)

### **Whole School Approach**

All teachers at Mounts Bay Academy are teachers of children with special educational needs. As such Mounts Bay Academy adopts a 'whole school approach', which involves all the staff adhering to a model of good practice. Staff at the Academy are committed to identifying and providing for the needs of all children, irrespective of need in an inclusive environment and in line with the outcomes of the Every Child Matters agenda.

Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The Academy engages in an intensive transition programme for students joining us in Year 7, visiting their Primary School and organizing a number of additional transition visits to ensure we know the students well before they join us in September, and have a plan in place to support their needs.

The special needs of the majority of our children are provided for within the framework of the normal curriculum with the emphasis on the quality of learning and the desire for all students to make significant progress. The Compass centre provides both short and long-term specialist support and intervention programmes for students who need to boost their literacy, numeracy and social skills. We work closely with the English Faculty to ensure appropriate teacher-led support is in place for students who join us with low levels for Literacy. For example, in Years 7 and 8 we have small groups studying the KS3 English Curriculum which encompass Read, Write Inc. and the Accelerated Reader programme.

The Academy employs a number of Teaching Assistants. Some are specialists in specific special educational needs whilst others work across a range of additional needs. They work with specific allotted children 1:1 or in small groups in both mainstream lessons.

Interventions are carefully planned and targeted. Interventions last 8 weeks and the impact of the Intervention is evidence-based and is assessed at the end of the eight-week programme to give next steps for the student, teachers and support staff. The Academy has an Autism Champion who has received specialist training in how to support students with ASD in a mainstream school setting. We also have a Vision and a Hearing Support Co-ordinator.

The Trust's policy on Special Educational Needs complies fully with recent Government legislation and with the revised Code of Practice; it is monitored and reviewed regularly. Any parent who is concerned about how the special needs of a child will be met should contact the Academy's SENDCO: [jpayne@mountsbayacademy.org](mailto:jpayne@mountsbayacademy.org).

The Academy's SEN Policy can be found in the Policies section of the website.

Mounts Bay Academy follows its Equal Opportunities Policy and guidelines. The entire school is fully committed to the promotion of equality of opportunity in all areas of school life.