

Special educational needs (SEN) information report

Mount Tamar School



Approved by:

Chair of the Mount
Tamar IAB

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Last reviewed on:

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July 2026

Our Special Education Needs and Disabilities (SEND) information report aims to;

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in support pupils with SEND

Mount Tamar School is a school for children who already hold an Educational, Health, Care Plan (EHCP) and their first area of need is Social, Emotional, Mental Health (SEMH) needs. However, SEMH is not solely the only area of concern and children require a bespoke blend of support and intervention. For many of students it is sometimes difficult to unpick a 'traditional' SEND need due to trauma experience, mental health need, Adverse Childhood Experience (ACE). Sometimes, needs can be intertwined, and a holistic view is required to create a provision to meet the needs of the child at the present time.

As the Government remind us; SEND can affect a child or young person's ability; to learn – not just academic, but their behaviour or ability to socialise, ability to understand things, concentration levels, physical and sensory ability.

We aim to support our children to be the best they can be, achieve aspirations and move onto adulthood.

This is why supporting SEND underlies all aspect of our school provision – curriculum pastoral or planning for the future. It is an intrinsic thread that runs through everything we do to support our students.

If you want to know more about our arrangements for SEND, read our SEND policy.

What types of SEN does the school provide for?

Our school is a special needs school and supports children with a first area of priority of Social, Emotional and Mental Health Needs, However, this does not stand alone, the majority have secondary needs such as;

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties (SLCN)
	Sensory Processing Disorder (SPD)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Trauma/ High ACES
	Mental health difficulties i.e. anxiety, depression.
Sensory and/or physical	Hearing impairments

Who will support my child, and what training have they had?

Our SENCO is Rachel Hayes, who is mainly based at our main site at Row Lane, Higher St Budeaux – Email address: rachel.hayes@transformingfutures.org.uk. Rachel oversees all pupils at Mount Tamar.

Please feel free to contact Rachel with any concerns you may have regarding your child, however, parents/carers are advised to contact Tutors or Centre Leads in the first instance.

Centre Lead contacts;

Cassie Lambert-Lea, Lead Teacher of Primary, Row Lane. Cassie's email address is; cassandra.lambert@transformingfutures.org.uk

Sam Payne, Lead Teacher of Secondary at Row Lane. Sam's email address is; sam.payne@transformingfutures.org.uk

Claire. Lead Teacher of Seymour and Beacon, Claire's email address is; claire.howard@transformingfutures.org.uk

How will the staff know if my child needs extra support?

All children who attend Mount Tamar School have an Education Health Care Plan (EHCP).

We ensure that teaching and support staff have appropriate guidance around identification of SEND. We make appropriate use of screenings and assessments to further identify and assess needs if these are concerns. These will only be used by appropriately trained and qualified staff.

In line with whole school policy, the academic progress of all students is regularly tracked, reviews and monitored using robust and clear tracing systems. Baseline assessment and school data is used to ensure appropriate target setting is in place.

We follow an 'Assess,-plan-do-review' cycle and have meetings with key staff and parents to monitor, review and evaluate progress. We are happy to continuously review and adapt provision and interventions as needed in order to best support your child's needs.

All our class teachers are aware of the outcomes and are vigilant for pupils who require additional support. Concerns raised by parents/carers are communicated via the Tutor. Such concerns, or queries, are brought to the attention of subject leads and the SENCO. Even if there is a change to your child's behaviour and /or communication, this should also be raised as this could a way of voicing they are unhappy or not at ease. If there is a lack of progression academic or wellbeing area of learning opportunities.

If the pupil is still struggling, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child requires extra support.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will begin to build up a picture to provide more of an idea where the difficulty may lie. A conversation will take place with the parent/carer and the child. A Pupil focus meeting will take place to discuss strategies to support and added to their provision.

How will the school measure my child's progress?

At least once a year an annual review of every child's EHCP takes place where information about progress towards both EHCP outcomes and academic attainment is shared and formally reported to parents/carers and the local authority.

Termly data collection points are held throughout the year alongside internal verifications, these will then be shared with parents/carers.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

The school follows 'Assess-plan-do-review' cycles, whereupon reasonable adjustments, changes in provision or additional support will be identified as required.

Further advice and professional support may be sought and implemented as is considered necessary for the individual needs of our students. The following list is not exhaustive;

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Child Development Centre (CDC)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Family Support Worker
- Voluntary sector organisation

When we seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved.

The external specialist may act in an advisory capacity towards staff and parents, provide additional specialist assessment to be involved in teaching the child or young person directly.

How are the school's resources allocated and matched to children's special educational needs?

Each child is allocated funding by their local authority which we then allocate to each child through their individual provision. The funding is used to provide additional support or resources dependant on individual needs. Further support or resources may be allocated to your child following assessments by school staff or outside agencies. For information on how the pupil premium is spent, see the pupil premium report.

How will I be involved in decisions made about my child's education?

Partnership with parents plays a key role in enabling children and young people to achieve their potential. We recognise that parents and carers 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.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We would like to work with you to support your child to reach their full potential.

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

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed.

If you have concerns that arise between these meetings, please contact your child's class teacher, details of which are on our website.

How will my child be involved in decisions made about their education?

Children's voice is integral to their progress and will be sought regarding the majority of decisions.

We may seek your child's views by asking them to:

- Attend Reviews and meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

What training around SEND do your staff have?

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

All members of staff attend relevant training to meet the specific needs of the children within their cohort or particular role.

Specialist training is delivered on a regular basis by appropriately qualified staff (i.e. the SEND team) or specialist external support services such as CAMHS, the Speech and Language Team or Educational Psychology Service as required.

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

What if I'm not happy with the support my child is receiving?

In the first instance, talk to us! Tutor Teams will contact home at least once a week to touch base and discuss events and updates of the week. However, if there is a concern, or you are not happy, please do not wait for these calls, please contact us to let us know.

We welcome dialogue with parents/guardians and pride ourselves on good home/school communication. We encourage parents and carers to raise concerns with us so that we can quickly address and resolve them.

Parents should feel free to contact the school to discuss any concerns which will be dealt with appropriately and promptly. Our Executive Head Teacher is Mark Ruffett.

Please contact Mount Tamar on 01752 365128 if you wish to arrange to speak to him directly. 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 which you will find on our website.

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Please visit 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](#)

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

What can Mount Tamar offer your child?

All pupils have an Educational, Health and Care Plan (EHCP) and are identified as having SEND. The EHCP sets out outcomes upon which Mount Tamar will need to be able to meet need to ensure your child is able to make progress and reach their potential.

Aim

We provide access to quality first teaching and appropriately personalised learning activities, interventions and approaches. It is up to us to ensure that we identify and offer achievable learning opportunities. Our aim at Mount Tamar is to provide a meaningful educational opportunity to provide children with the correct skills to navigate through life experiences.

We therefore aim:

- To place what is in the best interests of the child at the centre of all discussions and decisions
- To provide a broad and balanced curriculum and learning environment that is accessible for all students
- To ensure that the individual needs of pupils are identified as soon as possible so that appropriate support, provision and intervention is put in place following a graduated approach
- To follow a trauma informed approach that is focused on the importance of relational practice
- To ensure all pupils are assessed, monitored, planned for and regularly reviewed to improve outcomes and therefore make the necessary progress (assess-plan-do review cycle)
- To ensure pupils are prepared for adulthood and equipped for life in the wider community by promoting independence whenever possible, at whatever stage of development
- To gain the views of the child and enable them to have a voice
- To take into account the views, wishes and feelings of parents and carers and ensure they are involved in decision making, assessing progress and determining goals
- To provide training, advice and support for all staff working with pupils with SEND

- To identify and refer pupils to the appropriate services where a need has been identified and then work collaboratively with these services through a multi-agency lens.

How

Through 'high quality joined up universal provision', every child at Mount Tamar School is provided with early identification and collaboration between leaders, teachers, support staff, external agencies and families, all pupils will be supported to succeed. We will:

- Make best use of prior information and data to identify children and young people who may have additional needs as early as possible when they first join us and facilitate a plan to ensure the appropriate level of support, provision and intervention is in place for when they start, and that this is effectively shared with staff through the use of Individual Learning Plans and Relational Support Plans.
- Use a trauma informed, relational based approach to underly all provision, intervention and decision making regarding our students. We will advocate for what we believe is in our students' best interests at all times.
- Follow an 'ASSESS-PLAN-DO-REVIEW' and Student Focus Meetings, which are available to all children. Staff working with the students, along with all relevant staff that support your child; other professionals, parents and the child, will monitor progress regularly against relevant outcomes that are appropriate for the individual child. Reasonable adjustments, changes in provision or additional support will be identified as required.
- Follow our core offer, provides an alternative curriculum that is not only broad and balanced but is flexible and adaptive to meet a range of needs. Teaching staff have ambitious expectations for all. All students have access to quality first teaching and appropriately personalised learning activities. Preparation for adulthood is a key feature of our curriculum.
- Ensure students requiring provision, interventions and approaches that are additional to the core offer, have access to specialist support as needed. This may include support from other professionals.
- Ensure staff initiate and support relevant processes for referrals to and support from other services and professionals such as CAMHS, EP, SALT; applications for funding or Education, Health and Care Plans (EHCPs) if felt this level of support is beneficial to the child.
- Ensure that all staff receive relevant, meaningful and ongoing training and CPD to allow them to best meet the SEND needs of individual students.

Outcome

As a trauma responsive and inclusive school, we place our students safety and emotional needs at the heart of all we do and ensure that all of our adults have the emotional capacity and skills to support our students in the very best way possible. This results in:

- Students that feel safe, happy and have their needs met within school. We have safe learning environments where respectful, positive and trusting relationships are evident.
- Students and families that feel they have a voice and are heard – they are involved in decisions made about themselves and their children
- Students who are enabled and encouraged to have high aspirations, ambitions and opportunities
- Staff who are empathic, supportive, compassionate, inclusive and knowledgeable, creating effective learning opportunities for all
- Students, who regardless of starting point, have access to the same opportunities and experiences as their peers. Relevant and beneficial support is put in place as early as possible to have the greatest impact. This support and progress is tracked, monitored, reviewed and updated as needed.
- Students who are identified as having complex SEND that requires specialist support (such as EHCP's) generally make at least good progress across subjects. When expected progress is not being made, additional support and provision is put in place, reviewed and monitored.

- Staff that feel knowledgeable and informed about the needs of their students and how best to support them – they ask for help when they need it and the school ensures they are fully supported through relevant CPD, discussion and supervision.
- Students who leave Mount Tamar School have the relevant tools, strategies and confidence to be independent and resilient.

How will the school evaluate whether the Core Offer in place is the correct provision for my child?

The admissions process at Mount Tamar School follows a structured approach to ensure transparency, fairness, and the best outcomes for your child.

Paperwork is received from the Local Authorities, which will include the EHCP. We may also receive additional paperwork, including reports from schools and other professionals. It may be necessary to further investigate by contacting present/previous educational establishments, which includes alternative provisions, speaking with parents and meeting with the child may also take place.

Careful consideration is given as to whether Mount Tamar is the correct provision.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term

Moving to adulthood

We provide all our pupils with appropriate advice on paths into work or further education. Additional support is offered from a Local Authority Careers Advisor.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We support children with their transition to Post 16 Education.

What support is in place for looked-after and previously looked-after children with SEN?

Claire Howard, our Designated Teacher, will work with Rachel Hayes, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Tutor in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

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 us.

We are grateful for your contributions.