



## **SEND Information Report for Mossbourne Community Academy September 2020**

As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer' which sets out the support that is available for children and young people with SEND in the local area.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

The following information outlines the support and provision that pupils with SEND can expect at **Mossbourne Community Academy**.

### **Overview of SEND at the Academy**

Mossbourne Community Academy (hereafter MCA) is an inclusive all-ability secondary school offering places for boys and girls aged between 11 and 18 years in Hackney. The school has a large number of Statements of Special Educational Need and Education, Health and Care Plans, comprising approximately 5-6% of our pupil population. Mossbourne Community Academy is a mainstream academy, and it is expected that all pupils will attend mainstream lessons for the majority of their school day, only being withdrawn for specific interventions or programmes. The school currently supports pupils across all 'broad areas of need' as detailed in the SEND Code of Practice, 2015.

At MCA we support pupils with all types of SEND including:

- Specific, Moderate and Severe Learning Difficulties
- Speech Language or Communication Needs
- Autism Spectrum Disorder
- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability
- Other Disability/Difficulty
- Social, Emotional and Mental Health

## **Identifying Pupils' Additional Needs**

On admission, the academy receives hard copy and electronic information from the pupil's previous setting regarding any additional needs and support.

Once on role at MCA, the following procedures are in place for the identification of additional needs:

- Tracking of pupils' attainment and rate of progress monitored by the Pastoral and CSD team in weekly meetings, and by teachers and subject areas
- Teachers expressing a concern to the SENCo via the Academy's SEND Initial Concern process
- Concerns raised by the parent which are followed up using the Academy's SEND Initial Concern process
- Information provided to the academy by other professionals

The Academy meets regularly with all pupils who are receiving SEND Support to ensure they are making good progress towards personalised targets. Should concerns arise, reports are sought from professionals and/or teachers, in consultation with pupils and parents.

The Academy ensures that screening tests for Access Arrangements are undertaken and that Access Arrangements are in place, for pupils requiring this provision, for both internal and public examinations.

## **Dedicated Contacts in the Academy**

Parents are advised to speak to their child's subject teachers, in the first instance, should they have concerns about their child's progress.

The Curriculum Support Department is led by the Head of the Curriculum Support Department –Jessica Edgar, Acting SENCo and Head of Inclusion.

The CSD team includes:

- Learning Support Teachers
- Teaching Assistants
- Speech and Language Therapists
- Learning Mentors

The Department also has links with many external agencies who provide additional support including:

- Counselling
- Occupational Therapy
- Educational Psychology
- CAMHS

## **Admissions for Pupils with Additional Needs**

For admissions, please refer to the academy's Admissions Arrangements on the academy website. All applications to Mossbourne Community Academy must be made through the Hackney Education who operate as part of the PAN London admissions system. The Admissions Arrangements for future years can also be found on the academy website. Admission for children with Education, Health and Care Plans are undertaken via a consultation process; for further information and for admission to the ASD Resourced Provision should be sought via Hackney Education.

## **Involving Children and Parents/Carers in Planning Support and Reviewing Outcomes**

We recognise the importance of making and maintaining strong home-academy links and, at all times, endeavour to work closely with parents and pupils to ensure that their wishes and concerns are fully considered through:

- Regular planning and review meetings, organised to ensure that appropriate interventions and support are provided to meet individual pupil needs and that these are communicated to parents / carers
- Promoting and maintaining effective communication between all professionals involved with the pupil.
- SEN Support Plans for pupils with an ECH Plan
- Annual Review for pupils with an ECH Plan
- Parents' Evenings
- Termly progress reports
- Meetings with other professionals, such as Educational Psychologists
- Effective communication between primary schools and colleges at the point of transition

Pupils on the SEND register are actively involved in setting and monitoring their targets through regular meetings with home and 1:1 support from their allocated Learning Support Teacher/Key Worker.

## **Range of Support Available to Pupils with SEND**

At Mossbourne Community Academy, our aim is to ensure that all of our pupils achieve their full potential, both academically and socially. We are committed to meeting the needs of pupils with special educational needs and aim to ensure that all pupils have access to as broad, balanced and relevant a curriculum as possible, including activities outside of the classroom such as educational visits. In accordance with the Revised Code of Practice, 2015, and the Academy Special Educational Needs Policy, we recognise that children have special educational needs if they have "a learning difficulty which calls for special educational provision to be made for them".

All teachers at Mossbourne Community Academy are responsible for children with special educational needs and are accountable for their progress. For pupils who require additional input, including emotional and social development, this may include support from:

- A Learning Mentor
- A Teaching Assistant in class, shared between several pupils or 1:1
- A Learning Support specialist teacher in class, shared between several pupils. (This support can also be in the form of 1:1 work for a short amount of time per week.)
- A Specialist Teacher for Autism in a small group or 1:1 in the Autism Resourced Provision for one or more hours per week (for pupils included in the ARP RP)
- An external specialist e.g. Educational Psychologist, Occupational Therapist, Counsellor, Mental Health Nurse Specialist, CFCS, Physiotherapy, Speech and Language therapist.

A Set 9 exists for all core subjects in Year 7, providing a reduced size, enhanced and supportive teaching environment for the 10-12 pupils in this year group working well below expected norms. A small number of pupils in each year group embark upon an option choice that includes a PSD (Personal

and Social Development) programme and other qualifications that provide greater support and less content demand than GCSE qualifications.

Speech and Language Therapy provides either 1:1 sessions or small group work. This work is typically undertaken as a 'block' of intensive, therapeutic support rather than long-term support.

A range of literacy interventions run across the academy, including Lexia, Accelerated/Acceleratewrite, Reading Plus and 1:1 intervention with a specialist Teaching Assistant/Teacher. Entry for interventions are determined by rigorous and regular pupil literacy assessments.

A range of interventions and strategies are in place for improving pupils' emotional and social development. This includes extra pastoral support such as mentoring, access to an on-site counselling service and small group interventions. MCA has a 'no tolerance' policy on bullying. Further information is available in the academy's "Anti-bullying Policy" on the website.

### **Medical Needs**

MCA works closely with nursing services to schools, physiotherapists, occupational therapists, and other relevant professionals e.g. from Hackney ARK. We work in close partnership to meet the medical needs of children. This may include creating, alongside parents, a Health Care Plan to help ensure that children's needs are met. Relevant professionals are also encouraged to attend multi professional meetings.

### **Autism Resourced Provision**

In each year group, in Years 7-11, the academy accommodates three resourced places (15 places in total) for pupils with an EHCP and a diagnosis of autism. The provision is not suitable for pupils who require the support of a base or a unit as all resourced pupils are fully included in all aspects of academy life. Places in the ASD RP are allocated by Hackney Education's Complex Needs Panel based upon the outcome of a consultation between the local authority and the academy. For further information, please speak to your local authority SEN Case Officer.

### **Measuring Pupil Progress**

Every teacher is a 'teacher of SEND' and is, therefore, responsible for the progress of every child in their class. Pupil progress is monitored, tracked and challenged by the Extended Leadership Team and the SENCO.

Parents and pupils receive feedback on progress at annual Parents' Evenings, scheduled throughout the year. Parents can also arrange to talk to, or meet with, subject teachers to discuss subject-specific concerns.

In addition, pupils on the SEND register are invited to three SEND Support and Planning meetings per year, with a member of the Curriculum Support Department. The meeting allows for a review of outcomes and the effectiveness of the current provision in addition to the setting/revision of targets and may be scheduled during the annual Parents' Evening.

### **Support and Training for Academy Staff**

All new staff receive SEND and ASD training as part of their Induction. Further training is undertaken, as required, throughout the year, both on general SEND and at a pupil-specific level.

### **Academy Resources**

Academy resources are allocated according to the individual children's need. During SSP/Annual Reviews decisions are reached, in liaison with Parents, Learning Support Teachers, TAs and, if appropriate, external professionals regarding the level of support required and how the support will be delivered. Provision for pupils is detailed on an Individual Provision Map and is shared both with parents, professionals and the Local Authority, as applicable. Parents have an equal say in the decision making process.

### **Accessibility**

Lifts are located throughout the building; there is also a disabled toilet with a hoist. Manual Handling training for staff is provided, as required.

### **Inclusion**

All pupils on roll at MCA are fully included in all aspects of academy life e.g. extended learning opportunities, educational trips, extra-curricular activities and special events. Risk Assessments will be undertaken where necessary, and in liaison with parents, and support is provided.

### **Transitions Between Phases of Education and into Adulthood**

The SENCO and Learning Support Teachers work with SENCOs from primary schools to ensure a transition plan is in place for pupils with EHCPs. Transition work includes SENCO/LST visits to the primary schools, a SEND transition morning and Year 6 Transition Day. All parents are expected to attend the dedicated Year 6 Transition Evening.

MCA employs a full time Careers and Transition Officer who liaises with all families of pupils from Year 9 onwards. The Curriculum Support Department also works closely with the careers service, who attend relevant Annual Reviews and offer expertise to pupils and families during the transition process. Pupils requiring further support during transition into adulthood are identified, in liaison with Heads of Year and parents, and are provided with additional transition support.

### **Transport**

MCA works with Hackney Transport Solutions to support children with SEND travel to and from the Academy.

## Complaints

Complaints regarding children with SEND, about their provision or about any other matter should be made following the Academy's 'Complaints Procedure', which can be found on the Academy website: [www.mca.mossbourne.org](http://www.mca.mossbourne.org).

Complaints for children with SEND will comply with The Special Educational Needs and Disability Regulations 2014 and will follow the Academy Complaints Procedure in liaison, as appropriate, with the SENCo and Head of inclusion.

## Support and Training for Parents and Carers

MCA recognises that parents and carers have a vital role to play in the development of the pupil and that they are the true "experts" on their child. We therefore strive, at all times, to work in partnership with parents and carers to ensure that the special needs of the pupil are met appropriately. Parents/Carers of pupils with SEND will be invited to review and planning meetings to contribute to action planning for their child. MCA will provide reassurance and advice for Parents/Carers and will make every effort to inform Parents/ Carers of any people and/or organisations, both within and without academy, who might be of interest or assistance to them.

## Further Information

Further information about the academy can be found on our academy website.

Please contact the Curriculum Support Department via the Academy Reception, on the number below, who will appropriately direct your query:

**The Academy contact details are:**  
**Mossbourne Community Academy**  
**100 Downs Park Road**  
**Hackney E58JY**  
**Phone: 0208 525 5200**  
**Fax: 0208 525 5222**  
**Email: [enquiries@mca.mossbourne.org](mailto:enquiries@mca.mossbourne.org)**

**Further information about Special Education Needs in Hackney can be found here:**

<https://www.learningtrust.co.uk/SEND>

**Specific information regarding the Local Offer in Hackney is located here:**

<http://www.hackneylocaloffer.co.uk>

**Queries relating to Secondary Transition:**

Parents/Carers of Year 6 pupils may register an enquiry [here](#).