



Mossbourne Community Academy

Policy for Special Educational Needs and Disability Inclusion

Contents

1.	Policy	2
2.	Definitions and References	2
3.	Key Principles of Inclusion	3
4.	Responsibilities	5
5.	Role Definitions	6
6.	Identification, Assessment and Review	14
7.	Review Procedures	18
8.	SEN Student Support Plans (SSPs and ESSPs)	19
9.	Record Keeping and Monitoring	20
10.	Access to Examinations	21
11.	Resources Allocation	21
12.	Admissions for Pupils with SEN and Disabilities	21
13.	Accommodation	22
14.	Autism Resourced Provision	22
15.	Inclusion strategies	22
16.	Complaints Procedures	23
17.	INSET Staff Development and Induction	24
18.	External Support	24
19.	Parents and Carers	25
20.	Pupil Participation and Involvement	25
21.	Transition Arrangements	26
22.	Safeguarding	27

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

Special Educational Needs Inclusion

1. Policy

1.1 Mossbourne Community Academy is committed to meeting the needs of pupils with special educational needs and evaluating their progress.

1.2 The needs of pupils with special educational needs will normally be met in a mainstream school or setting.

2. Definitions and References

2.1 Mossbourne Community Academy, in accordance with the Code of Practice 2015, recognises that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

2.2 Mossbourne Community Academy understands that children can be defined as having a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream, post-16 institutions.

2.3 The term Parent(s) will be taken to include parents, carers or guardians.

2.4 Non-teaching staff that support pupils across the curriculum including accessing the curriculum are known as Teaching Assistants (TAs).

2.5 The use of the term 'SEND' is avoided, except for more formal contexts, in order to dissipate preconceived ideas and prejudices. The SEND Department is known as the Curriculum Support Department and those working within it as the Curriculum Support Team.

2.6 Pupils with Special Educational Needs are generally referred to as 'Pupils on the SEND register'.

2.7 The term 'Curriculum Support' has been adopted recognising the wider work of the Curriculum Support Department in supporting every aspect of the curriculum to the benefit of all pupils, including those on the SEND register.

2.8 This Policy, other curriculum policies and schemes of work take appropriate account of the Disability Discrimination Code of Practice (2006), The Equality Act (2010) and the SEN Code of Practice (2015).

2.9 Whole school policies take account of the Code of Practice (2015) and the Principles contained in "Removing Barriers to Achievement (2003), and the Inclusive Education Programme. They also take account of the Disability Discrimination Code of Practice (2006), and The Special Educational Needs and Disabilities Regulations (2014).

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

2.10 Inclusion is defined by the academy as a process that maximises the opportunity for all children and young adults to access a broad relevant and stimulating curriculum in a range of educational settings appropriate to their needs.

3. Key Principles of Inclusion

3.1 The academy:

Is committed to the principle of being an inclusive school and:

- Will promote active involvement of the pupils, parents, staff, governors and the wider community in this process
- Provides ongoing training for all staff which forms part of the School Improvement Plan
- Will ensure that arrangements for planning, implementation, funding, monitoring and evaluation of SEND are clearly defined
- Will ensure that prior to any inclusion, an audit of the school premises is carried out to ensure that provision is suitable and that all necessary Health and Safety considerations have been taken into account
- Will work collaboratively with Hackney Education and the Department for Education to overcome problematic issues
- Will provide a secure and stimulating environment to meet the needs of its pupils
- Will be flexible in meeting the unique individual needs of its pupils
- Will ensure that the school calendar provides sufficient time within the school year for the necessary planning, evaluation and reporting procedures prescribed by the Code of Practice
- Will ensure that appropriate assessment and support arrangements are in place to monitor the progress of pupils
- Will ensure that the language used within the school is appropriate and monitored regularly
- Will provide resources which offer positive role models
- Will develop a wide range of support and advice from external agencies and will consult with such agencies to assess and support pupils where necessary
- Will ensure that our Equal Opportunities Policy reflects the high priority we place on inclusion for all pupils at the school
- Will share our good practice and learn from others

3.2 Entitlement - All pupils at Mossbourne Community Academy are entitled to receive:

- A full and warm welcome, acceptance and real opportunities to make positive relationships with their peers and adults
- Respect from their peers and adults
- A broad, balanced and relevant curriculum which meets any special need they may have
- Support to develop their independent learning skills and independence within the school community

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- Access to as full a range of learning opportunities as possible, including collaborative learning with their peers
- Appropriate, timely and effective support and access to resources and advice to assist in overcoming potential barriers to learning
- Learning experiences that provide appropriate challenges and high expectations
- A learning environment that promotes positive attitudes to gender, disability, and racial, social and cultural diversity

3.3 Implementation - Mossbourne Community Academy will endeavour to ensure that:

- The admission of pupils with SEND is handled sensitively
- Contributions by all pupils to the work of the school are valued
- Positive images of an inclusive education are presented at all times
- Programmes of learning provide personalised learning which is appropriately differentiated, and that takes account of different learning styles
- Approaches are used that develop the strengths and aptitudes of pupils to ensure effective inclusion and participation
- The academy works with external professionals to enhance the provision offered at Mossbourne Community Academy
- Pupils are included as fully as possible in all discussions concerning their progress both with parents and any involved professionals, and are given full opportunities to identify targets and evaluate their own progress towards them
- Effective support appropriate to the individual pupil's needs is provided

3.4 All members of the school community will actively work towards the full inclusion of all pupils.

3.5 All pupils will be valued as members of the school community with unique interests and strengths.

3.6 All those involved with the pupil: outside agencies, governors, teaching staff, non-teaching staff and, most importantly, parents will be encouraged to work in partnership, sharing their knowledge and understanding for the good of the pupil.

3.7 All teachers at Mossbourne Community Academy are responsible for children with special educational needs and disabilities, and are accountable for their progress. Teaching at Mossbourne is inclusive as this is a whole school policy.

3.8 The resources allocated for support and provision for SEND will reflect the various levels of need experienced by pupils and will be "transparent" and available for staff, parents and other professional workers to see.

3.9 All those involved with pupils on the SEND register will strive to ensure that they are given the fullest possible, appropriate opportunities to reach their full potential educationally, emotionally, physically and spiritually.

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- 3.10 Pupils with special educational needs and disabilities will be identified at the point of transfer or during their time at the Academy.
- 3.11 Relevant and ongoing guidance, support and advice will be provided for post-16 education and training.
- 3.12 Children with special educational needs and disabilities will be offered full access to a broad, balanced and relevant education including the National Curriculum and the QCA/DfE/Ofsted “Guidelines for Teaching” for children who are attaining significantly below age-related expectations. Pupil progress will be assessed and monitored.
- 3.13 The identification and assessment of pupils whose first language is not English requires particular care. Mossbourne Community Academy makes a clear distinction between EAL and SEND (See Section 4.10).
- 3.14 Parents and carers will have a vital role to play in supporting their child's education.
- 3.15 The views of the pupils will be sought and will be taken into account.

4. Responsibilities

- 4.1 The Governors will appoint a nominated SEND Link governor who overviews, on behalf of the Governing Body, the way the school manages its provision for pupils who are on the Special Educational Needs and Disabilities register.
- 4.2 The Principal is the day to day manager of all aspects of Mossbourne Community Academy's work, including the provision of special educational needs. The Principal has delegated responsibility for SEND to the SENCo, Head of Inclusion.
- 4.3 The SENCo, Head of Inclusion leads the Curriculum Support Team of Learning Support Teachers to whom areas of SEND responsibility are delegated.
- 4.4 The Learning Support Teachers (hereafter referred to as LSTs) are responsible for the day to day running of delegated areas of responsibility. The term LST is used throughout this document and refers to the team member responsible for the specific area.
- 4.5 The SENCo, Head of Inclusion reports directly to the Senior Leadership Team on all matters pertaining to the Curriculum Support Department.
- 4.6 Heads of Learning Areas (HOLAs) ensure that SEND Inclusion is an agenda item at each meeting. The SENCo, Head of Inclusion attends Extended Leadership and Heads of Learning area meetings.
- 4.7 The SENCo, Head of Inclusion and LSTs liaise with Heads of Learning Areas (HOLAs) and Heads of Department (HODs) on a regular basis.
- 4.8 The SENCo, Head of Inclusion is responsible for ensuring good liaison with HOLAs & HODs and teachers of pupils in Set 9 (Referred to by staff as the ‘Nurture’ Set in Year 7 only).

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

4.9 The SENCo, Head of Inclusion is responsible for ensuring the plans for the CSD department are in line with, and meet, academy objectives.

5. Role Definitions

5.1 The Role of the SENCo, Head of Inclusion (SENCo &HOI) is to:

- Manage the day-to-day operation of the SEND Inclusive Education Policy
- Liaise with Hackney Education about SEND issues
- Liaise with other Local Education Authorities about out-borough pupils with EHCPs
- Manage the Curriculum Support Team and Curriculum Support Learning Area including departmental meetings, ensuring that accurate minutes of all meetings are kept and available to department members and the Principal
- Maintain the SEN register and oversee the records of all pupils with SEND
- Monitor the Element 3, (High Needs funding) for pupils with EHCPs, where relevant, ensuring accurate records are kept of statutory provision and ensure that this information is shared with the Federation Finance Team and Chief Operating Officer
- Ensuring pupils receiving Element 3 High Needs funding receive support in line with the provision specified on the EHCP, ensuring that appropriate Annual or Early Reviews are carried out where funding is not adequate to meet pupil needs
- Line-management of Learning Support Teachers and co-ordination of their timetables
- Line-manage the Senior Teaching Assistants
- Line-manage Teaching Assistants and liaison with Learning Area Heads regarding the co-ordination of the TA support timetables
- Liaise with, advise and support all staff and pupils
- Co-ordinate provision for pupils with SEND both in school and externally
- Liaise with parents and carers and developing ways to improve parental awareness and partnership
- Identify and contributing to whole school SEND training
- Deliver and co-ordinating newly qualified teacher and departmental training
- Liaise with external agencies
- Liaise with Heads of Learning Areas and departments
- Liaise with pastoral leaders
- In consultation with colleagues, use information from pupils' previous and current attainment, CATs, NCTs, Reading Ages and information from primary school to provide starting points for the development of an appropriate provision for individual pupils
- Liaise with Heads of Year including attending Heads of Year Meetings to identify, monitor and review pupils with SEND
- Contribute to the development and implementation of whole school Behaviour Management Plan including the management of procedures used in the Learning Support Unit
- Arrange and chair review meetings including Annual Reviews, ESSP Meetings and SSP Meetings for pupils on a caseload
- Ensure ongoing observation and assessment of pupils on the SEND register, and provide regular feedback to all teachers and parents/carers about pupils' achievements and

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

experiences to ensure that the outcomes of such assessment form the basis of planning for the next steps of pupils' learning

- Monitor the provision for pupils on the SEND register in terms of planning, writing and delivery of group and one-to-one interventions, as appropriate
- Liaise with the SEND Inclusion Link Governor
- Raise awareness of the SEND Inclusion Policy at Mossbourne Community Academy
- Liaise with feeder schools to ensure a smooth transition for pupils on the SEND Register and to ensure that information is passed on from primary schools
- Ensure that assessments and submissions for Special Arrangements for Examinations and Key Stage Assessments are carried out in line with the Academy's Access for Examination Arrangements Policy
- Liaise with Heads of Learning Area and Heads of Year regarding the assessment and induction of all new pupils to Mossbourne Community Academy, including those who are not part of the new intake for Year 7

5.2 The Roles of the Senior Pastoral Team & Heads of Year are to:

- Identify pupils with SEND
- Liaise with and inform the SENCo & HOI or LST following the receipt of an 'SEND Initial Concern Referral Form' to identify pupil needs
- Liaise with the HOI/LST in the provision of differentiated targets and strategies to meet the needs of pupils
- Monitor the progress of pupils with SEND and contribute to School Support Plan /Education Support Plans reviews
- Share responsibility for Pastoral Support Plans
- Update the SENCo & HOI on all issues pertaining to SEND
- Ensure that SEND issues are discussed at Form Tutor Meetings
- Ensure that all issues pertaining to inclusion are addressed
- Collaborate with the SENCo & HOI when meeting parents and external agencies, in review or planning meetings and regarding provision or action that needs to be implemented

5.3 The Role of the Form Tutor is to:

- Have a knowledge of individual needs of pupils in their form on the SEND register
- Use identified strategies to meet pupil needs related to inclusion
- Monitor progress of all pupils in the form, in line with assessment procedures at Mossbourne Community Academy
- Monitor progress towards the targets set in SSP/ESSPs
- Liaise with the SENCo & HOI and Head of Year using appropriate forms and reports regarding any issues or concerns
- Report any concerns that emerge using the form 'SEND Initial Concern Referral'

5.4 The Role of the Head of Learning Area (HOLA) is to:

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- Identify the learning needs of all pupils
- Ensure that SEND is an agenda item of every Learning Area meeting
- Ensure that Inclusion forms part of the Learning Area Policy
- Ensure appropriate teaching and learning strategies are in place to meet the needs of all pupils
- Liaise with the SENCo & HOI in the deployment of teaching assistants
- Ensure that a record of differentiation forms part of the planning process in order that lessons provide all pupils with the opportunity to succeed, in line with the Special Educational Needs and Disabilities Regulations (2014).
- Collaborate with subject teachers in ensuring that a differentiated curriculum is implemented to meet the pupil's needs
- Ensure that subject teachers liaise with and inform HOD or Head of Learning Area of pupils causing concern using agreed pro-forma 'SEND Initial Concern Referral' form.
- Monitor the pupil's progress within the specified time-scale with the subject teacher and liaise with the HOI using the agreed pro-forma should concerns arise
- Collaborate with the HOI when reviewing pupil progress and in the decision to take further action
- In collaboration with the SENCo & HOI, meet with the parent or carer to inform them of the steps being taken to meet the pupil's learning needs
- Ensure that teachers in the Learning Area bring to the attention of the SENCo & HOI names of any pupil already on the SEND register who is causing concern using pro-forma 'SEND Initial Concern Referral' form

5.5 The Role of the Head of Department is to:

- Ensure that SEND is on the agenda of every departmental meeting
- Ensure that Inclusion forms part of the departmental Policy
- Ensure appropriate teaching and learning strategies are in place to meet the needs of all pupils
- Ensure that differentiation forms part of the planning process for every teacher in the department
- Ensure that subject teachers liaise and inform HOD of pupils causing concern using agreed pro-forma 'SEND Initial Concern Referral' form.
- Collaborate with subject teachers in ensuring that a differentiated curriculum is implemented to meet the pupils' needs
- Ensure that a record of differentiation forms part of the planning process in order that lessons provide all pupils the opportunity to succeed, in line with the Special Educational Needs and Disabilities Regulations (2014)
- Monitor pupils' progress under the specified time-scale with the subject teacher and to liaise with the SENCo & HOI using the agreed pro-forma should concerns arise
- Collaborate with the SENCo & HOI when reviewing pupil progress and in the decision to take further action
- In collaboration with the SENCo & HOI, meet with the parent or carer to inform them of the steps being taken to meet the learning needs
- Ensure that teachers in the department bring to the attention of the SENCo & HOI names, via agreed channels, of any pupil already on the SEND register who is causing concern

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

5.6 The Role of the Subject Teacher is to:

- Identify the needs of pupils with special educational needs using the agreed pro-forma 'SEND Initial Concern Referral' form
- Liaise with the HOD or HOLA to discuss strategies to support the pupil causing concern
- Take account of pupils' and parents' views
- Plan individually or with another adult for the differentiation of activities and tasks to ensure that the curriculum is accessible to all pupils, in line with the Special Educational Needs and Disabilities Regulations (2014)
- Deliver effective classroom management, including the management of teaching assistants (hereafter referred to as TAs)
- Provide access/copies of lesson planning, including learning outcomes for TAs
- Work collaboratively with TAs and LSTs
- Provide evidence of pupil progress through assessment and record keeping
- Set individual targets for SSPs and ESSPs
- Provide opportunities for pupils to work towards the targets set for them in the SSP or ESSP within the context of the subject, where appropriate
- Monitor and evaluate pupil progress and to provide feedback to the HOI or Head of Department/Learning Area in line with policy procedures
- Inform the HOI about any pupil already on the Code of Practice who is causing concern, via the appropriate channels

5.7 The Role of the CSD Literacy Team (CSD Literacy Co-ordinator, Specialist Teacher (SpLD) Literacy and Language Tutors) is to:

- Identify pupils for specific literacy interventions
- Liaise with the teacher responsible for study support and SENCo & HOI, in the scheduling of extra-curricular activities to maximise appropriate interventions for all pupils who are performing below expected levels
- Liaise with the SENCo & HOI in the provision of appropriate intervention strategies for such pupils
- Liaise with English teachers in the identification of pupils causing concern
- Support teachers of pupils causing concern in the planning of the differentiated curriculum and literacy strategies to support such pupils
- Lead in ensuring that staff seek to remove all barriers to learning in line with the Special Educational Needs and Disabilities Regulations (2014)
- Ensure the early referral by English teachers to the Literacy Team of any pupils who may have specific literacy difficulties
- Ensure that reading tests are carried out, marked and recorded, in line with academy procedures
- Liaise with the teacher responsible for study support and SENCo & HOI, in the scheduling of extra-curricular activities to maximise appropriate interventions for all pupils who are performing below expected levels

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- Liaise with the SENCo & HOI in the provision of appropriate intervention strategies for such pupils
- Liaise with English teachers in the identification of pupils causing concern
- Support teachers of pupils causing concern in the planning of the differentiated curriculum and literacy strategies to support such pupils
- Lead in ensuring that staff seek to remove all barriers to learning in line with the Special Educational Needs and Disabilities Regulations (2014)
- Ensure the early referral by English teachers to the Literacy Team of any pupils who may have specific literacy difficulties

5.8 The Role of the Learning Support Teacher is to take responsibility for a caseload of pupils on the SEND Register, as designated by the SENCo & HOI, and encompasses the following:

Working with pupils with Special Educational Needs:

- To take responsibility for designated pupils with SEND
- To ensure that pupils with SEND are included as fully as possible
- To involve the pupil as much as possible in decisions regarding the learning process, support and target setting
- To assess the learning needs of pupils and give advice or set targets for pupils' education support plans, in accordance with the Code of Practice and all related documents
- To be responsible for the writing, monitoring and evaluation of support plans for pupils as directed by the SENCo & HOI (see section 8)
- To be responsible for the planning, delivering, assessing and recording of support given to pupils in line with department record keeping procedures, and to ensure that these are in good order
- In liaison with the SENCo & HOI, to ensure the support provided to pupils with EHCPs on the caseload is in line with that specified in the EHCP and to work with the SENCo & HOI to ensure appropriate resourcing is in place to meet pupils' needs
- To support the learning of pupils with SEND in a variety of ways to meet the needs of the pupil: support in class/withdrawal, small group in class/withdrawal or team teaching with the subject teacher
- To write and update records for pupils on the caseload and ensure these are available, as appropriate, to staff
- To prepare Annual Review Reports for pupils with Education, Health and Care Plans, in line with the Annual Review Procedures
- To assist in transition support from primary to secondary and from secondary to Post-16 education
- To provide support for life-skill development towards independence
- To give advice on assessment both in specific areas of the curriculum and in relation to examinations
- To support the SENCo Examinations in writing reports and applications for Access Arrangements
- To liaise with External Agencies as directed by the SENCo & HOI

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- To provide advice and guidance on such specific/specialist SEND techniques as might be required
- To identify training needs and attend courses to develop professional expertise to meet the needs of pupils on caseload

Working with Subject Teachers

- To liaise with subject teachers of pupils on their caseload to advise and support in the appropriate differentiation of work for pupils to ensure the inclusion of all pupils, in line with the Special Educational Needs and Disabilities Regulations (2014)
- To work collaboratively with subject teachers in a variety of ways: in class support, small group, team teaching and in modelling a variety of teaching styles, appropriate to the needs of pupils with SEND
- To support subject teachers in making reasonable adjustments to ensure that pupils who are disabled are not put at a disadvantage, in comparison to pupils who are not disabled, in line with the Disability Discriminations Code of Practice (2006)
- To provide advice and guidance on such specific/specialist SEND techniques as might be required
- To attend all and, as directed by the SENCo & HOI, to act as chair at Annual Reviews for pupils for whom they are responsible
- To assist the SENCo & HOI at Parents' Evenings/Review Meetings and in the review process for pupils with SEND
- To arrange and hold reviews for pupils on caseload at alternative times to ensure reviews are held at once per term

Working with Teaching Assistants

- To arrange regular planning meetings with TAs to discuss SSP and ESSP targets and strategies to meet individual pupil needs
- To liaise with the TA to plan and advise staff regarding appropriate support strategies, schemes of work and of ways of working with pupils
- Advise and oversee TAs in the use of resources
- To discuss pupil progress regularly with the TA
- To oversee record keeping by the TA, in line with department procedures
- To review progress, discuss outcomes and plan for the Annual Review
- To advise and train TAs in developing pupils' literacy and numeracy skills and in the differentiation of the curriculum
- To advise and train TAs on issues of self-help and independence
- To attend meetings as directed by the SENCo & HOI

Working with Parents

- To work in partnership with parents, in accordance with the Code of Practice and other related documents and in line with departmental procedures

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- To assist in regular Home/Academy liaison, undertaking communication in line with departmental procedures and ensuring that accurate records of such liaison is kept, in line with departmental policy and procedures
- To provide support, by way of advice, regarding parental support for the pupil at home
- To provide advice and information on voluntary bodies and support groups and further information on SEND issues in line with academy and departmental guidelines

5.10 The Role of the Teaching Assistant:

- The Teaching Assistants are employed as part of the Curriculum Support Team and will endeavour, at all times, to promote the inclusion of all pupils. At Mossbourne Community Academy, Teaching Assistants provide support for the pupil, the teacher, the curriculum and the school. In turn, the academy is responsible for supporting the Teaching Assistant in fulfilling the expectations of their role, through the provision of in-service training and involvement in the Academy's Performance Management Programme
- Teaching Assistants work most closely with pupils identified as having special educational needs on the SEN Register. They also have a role in supporting pupils identified as being a cause of concern for any reason.

Teaching Assistants will:

- Participate fully in the life of the school, attending CSD briefings and meetings, INSET and whole academy events as directed by the SENCo & HOI
- Supervise and assist individuals and small groups of pupils under the management of the teacher
- Supervise and assist individuals and small groups of pupils under the management of the line manager; this could be the SENCo & HOI, Senior Teaching Assistant, Learning Support Teacher or Class Teacher (hereafter referred to as line manager).
- Develop pupils' social skills
- Assist teachers in the furtherance of agreed education plans and programmes, and in the care and behaviour management of pupils
- Promote pupils' independence and self-help skills
- Explain instructions and motivate pupils to remain on task
- Undertake basic literacy and/or numeracy skills work with pupils in a 1:1 or small group basis, as directed by the line manager
- Maintain appropriate resources under the direction of the line manager
- Participate in the running of break and lunchtime clubs and activities to support pupils' learning
- Assist in the supervision of pupils in and around the school, and at break and lunchtimes, as directed by the line manager
- Give guidance and assistance to pupils in their homework and course work, as appropriate.
- Monitor the progress of targeted pupils using the agreed record keeping systems
- Provide evidence for and assist in the setting of targets for SSPs/ESSPs
- Attend Planning Meetings and Annual Reviews for pupils for whom they act as Key worker

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- Liaise with the subject teacher, whenever possible, with regard to the provision of support and materials for target pupils
- Work with outside agencies as directed by the line manager
- Attend weekly departmental meetings
- Attend courses to further their professional development
- Maintain strict confidentiality, at all times, with regard to pupils
- To observe and share good practice through undertaking a programme of peer observation as part of the Performance Management Programme

Senior Teaching Assistants, in addition to the above, will:

- Assist the SENCo & HOI & LSTs with the supervision of the TA Team, contributing to the agenda for the departmental meeting
- Assist the SENCo & HOI & LSTs in drawing up timetables for TAs and directing their areas of work
- Overview and report to the SENCo & HOI & LSTs concerning the professional conduct and performance of TAs, including punctuality, attendance, record-keeping and confidentiality
- Work with the SENCo & HOI & LSTs in providing induction programmes for TAs and assist in the provision of a programme of professional development for TAs
- Under the direction of the SENCo & HOI & LSTs, assist in routine administrative and clerical duties pertaining to SEND issues.
- Undertake other academy duties as directed by the Principal

5.11 The Role of the Learning Support Unit (LSU) Manager is to:

- Liaise with the SENCo & HOI & LSTs (as appropriate) on all learning support matters pertaining to pupils on the SEND register placed in the LSU
- Follow academy procedures in registering concerns about pupils
- Work closely with senior pastoral staff and learning mentors in supporting and monitoring pupil exit procedures

5.12 The Role of the Learning Mentor is to:

- Take responsibility for mentoring pupils as designated by the line managing pastoral leader including pupils who are not on the SEND register
- Ensure that pupils receive regular support and input to promote their progress, both academically and socially
- Involve the pupil as much as possible in decisions regarding the learning process, support and target setting
- Assess the learning needs of pupils and give advice or set targets for SSPs, ESSPs, BSPs and SSPs, in accordance with the Code of Practice and all related documents
- Be responsible for the writing, monitoring and evaluation of targets for pupils as directed by the line manager and in line with departmental procedures

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- Be responsible for the planning, delivering, assessing and recording of support given to pupils in line with departmental procedures and to ensure that these are in good order
- Support the learning of mentored pupils in a variety of ways: e.g.1:1 support in class, individual and regular withdrawal, small group in class or team teaching with the subject teacher as appropriate to each pupil's needs
- Prepare review reports for pupils with SEND, and Looked After Children in line with the Annual Review and LAC procedures
- Hold review meetings with parents of pupils on the SEND Register
- Liaise closely with senior leaders to identify the provision of targeted support for pupils identified as under-achieving
- Liaise closely with the Pastoral Team in the identification and the provision of targeted support for pupils identified with social and behavioural difficulties
- Assist in transition support from Primary to Secondary and from Secondary to Post 16 Education.
- Work closely with the Head of Lower School to provide support for pupils identified as vulnerable at the time of transition
- Attend all meetings as directed by the line manager

6. Identification, Assessment and Review

6.1 Procedures for the identification, assessment and review of pupils follow the guidance in the revised Code of Practice, as set out in chapter 5, 6 and 7 and forms the basis of the academy's graduated response to pupil needs.

6.2 The Initial Concern

- Concerns about a pupil may be raised by parents, carers, any member of staff or professional involved with the pupil, or occasionally, by the pupil
- The relevant SEND Initial Concern Referral Forms should be completed and passed to the SENCo & HOI
- The parent must be informed and consulted by the SENCo & HOI or LST about the concerns raised, should be invited to contribute to discussions regarding differentiated strategies to support their child and notified of the review date
- A copy is filed and the name of the pupil and review date is logged.
- The SENCo & HOI or LST sets a review date, no longer than 6-8 weeks from the date of referral and parents and pupil are invited to attend along with any relevant staff or professionals
- Prior to the review meeting, relevant academy staff will audit the pupil's academic progress, personal development and, in particular, any issues that may be affecting the pupil's progress in school
- Teachers and/or Heads of Year/Learning Areas will plan and implement a differentiated curriculum and will set two or three individual targets to meet identified objectives. External professionals may also be involved as part of this process
- During the next 6-8 weeks, the pupil's teachers Heads of Year/Learning Areas will also be asked to provide information on some, or all, of the following:
 - Current levels, grades and test scores as appropriate

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- Indication of progress in both class work and homework
- An outline of differentiated strategies used to support the pupil in accessing the curriculum and an evaluation of their success
- Comments on the behaviour or any other appropriate aspect of the pupil's performance
- An indication of the pupil's level of competency in named specific skills
- Feedback from the pupil

6.3 Initial Concern Review

- This review takes place after a period of 6-8 weeks following the decision to implement a differentiated approach to the pupil
- The Initial Concern Review is recorded using the form 'Action Steps following receipt of a SEND Initial Concern'
- The meeting will be chaired by the SENCo & HOI or representative and will be attended by the pupil, parents, all key staff involved and any external professionals involved
- Opinions of all will be valued and carefully considered
- At the review a decision will be taken as to whether any further action is required. Possible outcomes include:
 - No further action is necessary.
 - Continue to monitor the pupil for an agreed time period, with a view to all parties agreeing to conduct a further review of the pupil's progress. (This and subsequent reviews at the Concern Stage are recorded on the form 'Action Steps following receipt of a SEND Initial Concern')
 - Place the pupil at SEND Support on the SEND register

6.4 Triggers for SEND Support

There are many reasons why the decision that a graduated response to the pupil is now required. With the agreement of parents, a pupil will be placed at SEND Support if at least one of the following applies:

- Despite differentiated and personalised learning opportunities there is little or no progress in developing literacy or numeracy skills
- There are continuing on-going communication/interaction difficulties, which impede progress, despite the implementation of a differentiated curriculum
- There are continuing on-going persistent emotional and/or behavioural issues, which are not ameliorated by management techniques and the differentiated strategies employed
- The pupil has sensory or physical problems, which impede progress, despite the provision of specialist equipment and support
- The school or Parent/Carer may want to seek the services of an outside agency. Concerns will be raised at the review or at a meeting called for this purpose. Referrals to external agencies, made with parental agreement, will be made if at least one of the following applies:
 - There is still little or no progress in the development of literacy or numeracy skills, despite access to school-based provision.

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- Pupil grades are substantially lower than that expected, despite access to school-based provision
- There are continuing, on-going communication issues, despite access to school-based provision
- There are continuing ongoing behavioural issues that have not been ameliorated through the pastoral behaviour systems, despite access to school-based intervention
- The pupil has sensory or physical problems, which impede progress, despite the provision of specialist equipment and despite access to school-based provision

6.5 SEND Support

SEND Support is the provision that will be made by the Academy to meet the pupil's needs. This provision will reflect the wide variety of needs of pupils placed. In order to monitor provision, and pupil progress the following will now take place:

- An SEND file will be set up to include all SEND documentation pertaining to the pupil
- All meetings and reviews will now be recorded using an SEN Student Support Plan
- Parents will be consulted regularly and invited to three meetings per year, arranged termly
- Teachers will be consulted regularly regarding pupil interventions and progress
- A SEN Support Plan will be drawn up using targets identified by some, or all, of the following: the pupil, teachers, parents, Head of Year, Head of Learning Area
- The pupil will have access to academy based provision, as appropriate to their needs
- Staff will be notified that the pupil has been added to the SEND Register
- Information on the pupil's needs will be made available to all involved with pupil, as appropriate
- If appropriate, the Academy's graduated response is supported and enhanced by the advice and/or provision of specialists from an external agency, e.g. an Educational Psychologist, Speech and Language Therapist, CAMHS
- The pupil will have access to external provision/advice, as appropriate to needs (This support may be delivered in-house or externally.)

6.6 Triggers for Statutory Assessment for an Education, Health and Care Plan

- In some circumstances, it may be deemed necessary to seek a Statutory Assessment. The Academy follows guidelines given in the revised SEND register. The criteria for seeking a Statutory Assessment are laid down by the local authority responsible for the pupil. The importance of close liaison with parents is recognised during the Statutory Assessment process
- The SENCo & HOI, in liaison with all involved with the pupil and with parental agreement, submits a request for Statutory Assessment or SA1

6.7 Statutory Assessment for an Education Health and Care Plan

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- When a pupil is issued with an Education, Health and Care Plan (hereafter referred to as EHCP) the Academy has a legal duty, with the support of the child’s residing local authority hereafter referred to as LA) to make the provision outlined in section F of the EHCP
- Following the formal presentation of an EHCP, the SENCo & HOI will: undertake to co-ordinate provision for the pupil based on specification written in the EHCP and, within 6 weeks of the Final EHCP issue date, will hold an initial planning meeting with the parents and all involved professionals and:
 - Allocate the pupil to a Learning Support Teacher and allocate Teaching Assistant support, if appropriate, ensuring that all support, as specified in the EHCP, is implemented
 - Ensure that appropriate written information is available for staff, as appropriate
 - Oversee the formulation of an EHCP Student Support Plan (therefore after referred to as ESSP)
 - Ensure that the ESSP is delivered and monitored
 - Liaise with, and ensure access to, external agencies as appropriate
 - Liaise with the LST to co-ordinate the Annual Review, inviting parents and all professionals involved in the pupil's education

6.8 Change of provision from Education, Health and Care Plan (hereafter referred to as EHCP) to Student Support Plan

On occasion, the LA will decide that a full EHCP is not warranted, but may wish to outline the specific needs of a pupil. In this instance a Student Support Plan is issued. In such cases Mossbourne Community Academy will follow the advice contained in the Student Support Plan and will support the pupil at SEND support.

6.9 English as an Additional Language (EAL)

- The identification and assessment of pupils, whose first language is not English, requires particular care. The Academy makes a clear distinction between EAL and SEND. A pupil may be failing to make adequate progress or unable to access the curriculum due to difficulties related to having English as an additional language
- In such cases, careful assessments will be undertaken to ascertain whether there are also any SEND issues that might be affecting the pupil’s progress
- The EAL co-ordinator, responsible for EAL pupils will assess pupils using the EAL Assessment Procedures
- Pupils who are not making appropriate progress will be identified using the Initial Concern Record
- Pupil progress will then be monitored carefully and further assessments carried out by the SENCo & HOI, specialist teacher or other professionals, as appropriate

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

7. Review Procedures

7.1 The review process is viewed as an ongoing process and occurs at all levels of day to day school operation and management. The review of pupils on the SEND register is carried out in line with guidelines in the Revised Code of Practice 2015.

7.2 SEND Support Plan Reviews

- For all pupils at SEND Support, a Planning Meeting will be held during the pupil's first few weeks in the academy
- The parent may also be invited to meet with the LST during Parents' Evening and is offered an alternative appointment time if the time allocated is not convenient
- Pupil progress is discussed in the light of the assessments and tracking data used at the academy
- Parent and pupil opinions are invited and considered carefully
- Progress towards targets set for the pupil are evaluated and, if appropriate, new targets are set
- Reports are written by specialist teachers and requested, if appropriate, from external agencies currently involved with the child
- One of the following outcomes to the review will be agreed with the parent and the pupil:
 - The pupil continues to be supported at SEN Support
 - The provision for the pupil is revised to meet needs
 - Parents and academy agree to a referral to an external agency.
 - Provision is discontinued and the child is removed from the SEND Register

7.3 Annual Education, Health and Care Plan Review

- Procedures for Annual Reviews for pupils with EHCPs follow procedures as laid out in the SEND Code of Practice.

7.4 Preparation for the Annual Review

- For all pupils with EHCPs a Planning Meeting will be held during the pupil's first few weeks in the Academy
- The Annual Review is held near (on or before) the anniversary of the issue date of the EHCP
- The SENCo & HOI advises LSTs and TAs of Annual Review dates at the beginning of each year
- The LST invites parents and all external agencies to attend Annual Review and requests appropriate reports from external agencies involved with the pupil
- Parents and professionals involved are provided with the relevant pro-forma – 'Professional's View and Parental Advice'
- For all reviews where amendments to the EHCP are likely, or where specific issues need to be addressed, a representative from the Learning Trust EHCP Planning Team and/or Educational Psychologist is also invited
- The Connexions Officer (Careers Advisor) is invited to attend all Year 9, Year 10 and Year 11 Reviews (Transition Reviews)
- The LST circulates pupil report requests to all members of teaching staff

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- LST or TA ensures that the Pupil View form is completed
- Four weeks prior to Annual Review the Administrator collates all written advice from teaching staff into the Annual Review School report, using the 'Teaching/ Support Staff Views' report form
- Three weeks prior to Annual Review, the LST submits a report
- Two weeks prior to Annual Review, the Administrator sends all reports to parents and all invited parties
- One week prior to the Annual Review, the Administrator confirms meeting with parents

7.5 The Annual Review

- The Annual EHCP Review Meeting takes place and is chaired by the SENCo & HOI or LST responsible for the pupil. The LSTs and key worker TA(s) also attend the meeting
- At the meeting, reports and pupil progress are considered. Long-term targets are set for the forthcoming year
- One of the following outcomes to the Annual Review will be agreed with the parent, pupil and reported as a proposal to the local authority:
 1. maintain the EHCP
 2. maintain the EHCP but propose changes in resources or placement
 3. cease/discontinue the EHCP-an appropriate level of provision is agreed and proposed
- The local authority is advised of the agreed proposed outcomes in the Review Outcome Report

7.6 Post-Review

- The LST with support from the administrator complete the Annual Review Report and submits this together with all reports to the Learning Trust within 7 days of the Annual Review
- A new ESSP is drawn up by the LST with input from the parent and pupil
- A copy of the Annual Review Report and new ESSP is sent to the parent/carer and to all those invited
- The local authority informs SENCo & HOI and parents of the outcome
- All review papers are filed in the pupil's confidential file

8. Student Support Plans (SSPs) and EHCP Student Support Plans (ESSPs)

Will generally be in place for all pupils with EHCPs and for some pupils with complex needs at SEND Support:

- Will be written by the SENCo & HOI, Learning Support Teacher, or HOY (for Behaviour Support Plans) in collaboration with professionals involved with the pupil and with contributions from the parent and pupil
- Will be written in such a way as to make the targets accessible and meaningful to the pupil
- Will be available to all staff involved with the pupil

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- Will outline the following:
 - areas to be developed
 - targets and timescales agreed with all concerned
 - the success criteria/expected outcomes
 - teaching strategies to be employed to help the pupil meet the targets
 - pupil contribution
 - parent/carer contribution
 - support arrangements
 - key staff responsible
 - pastoral/medical arrangements
 - review date
 - Will be reviewed at least three times annually
 - Will be evaluated by those teaching the pupil and according to agreed procedures (See Section 7, Review Procedures)

9. Record Keeping and Monitoring

Records need to be kept up to date. The regular assessment and monitoring of pupil progress is essential to ensure that pupil needs are met and to ensure that all relevant information is accessible to all individuals and agencies involved, via the LST. IT will be used, whenever appropriate, and will play a vital role in the development of effective assessment and monitoring systems and in the management of information. The use of SIMS and PAM should be utilised to reduce bureaucracy and contribute to improved dissemination of pupil information within the academy. To ensure appropriate provision is made, and to maintain pupil confidentiality, the following broad principles are adhered to:

- 9.1 Confidential files on all pupils on the SEND register are kept in secure folders on the system. LSTs have access to these records.
- 9.3 Teaching Assistants have access to the records, on a need to know basis, at the discretion of the SENCo & HOI & LST.
- 9.4 SEND files/details of Year 7 pupils who transfer to Mossbourne Community Academy on the SEND register are read by the Head of Year, LSTs and SENCo & HOI. Records are scanned in and filed in a secure pupil file.
- 9.5 Files of all pupils are trawled by the CSD Administrator.
- 9.6 All documentation related to Safeguarding and Child Protection are removed from the main pupil file and SEN file and are transferred to a secure safeguarding folder.
- 9.7 The SEND Register is maintained by the HOI and is available to all teaching staff and TAs; the SEN Register is a working document and is kept constantly under review.
- 9.8 A register of pupils causing concern is also kept and regularly updated. This Register will remain strictly confidential.

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

9.9 Confidential SEN records are filed in secure pupil files, containing all records pertaining to the pupil, with the exception of Safeguarding and Child Protection records.

The SEND Pupil File contains:

- A copy of the Education Health and Care Plan (if applicable)
- Records of reviews including Outcome of Annual Reviews for pupils with EHCPs
- All information/records pertaining to the needs of a pupil e.g. individual assessments, reports from external agencies, letters etc.
- ESSPs and SSPs
- LSTs' record of work using the agreed CSD LST format
- SEND behaviour plans or risk assessments, if applicable
- Pupils' provision maps
- Pupil resources (e.g. visual timetables or reward systems)
- Access arrangement information, if applicable

10. Access to Examinations

To ensure that appropriate arrangements are in place for pupils sitting GCSEs in Years 10 and 11 and A Levels in the Mossbourne Sixth Form, the Academy follows procedures set out in the Policy for Access to Examinations.

11. Resources Allocation

Mossbourne Community Academy is an independent body and resources for SEND are managed by the Principal in liaison with the Chief Operating Officer for the Federation.

12. Admissions for Pupils with SEN and Disabilities

12.1 The Admissions Arrangements for entry to Mossbourne Community Academy can be found on the academy website and are also available from Hackney Education.

12.2 The Academy's Admissions Policy for all pupils, including those with Special Educational Needs, applies equally to all pupils, with the exception pupils with an EHCP. For pupils with EHCPs, a consultation process is undertaken between the residing Local Authority and the academy. Mossbourne Community Academy has a Policy on Equal Opportunities, an Access Plan and a Disability Statement.

13. Accommodation

Mossbourne Community Academy has been designed to be fully accessible. The Access Plan sets out the academy plan to maintain and improve access for pupils with SEND.

14. Autism Resourced Provision

Mossbourne Community Academy provides a specialist resourced provision with places for 15 pupils. three pupils in each of Years 7-11, with a diagnosis of Autism Spectrum Disorder. Full details of this provision are to be found in the ASD Resourced Provision Policy.

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

15. Inclusion strategies

15.1 At Mossbourne Community Academy it is recognised that all pupils should have access to a broad, balanced curriculum.

15.2 Pupils are organised into eight mixed-ability forms. In all year groups pupils, are set for core subjects. These arrangements are reviewed regularly. Pupils are taught both in ability sets and mixed-ability groups, with work appropriately differentiated to meet the needs of individuals within the set or teaching group.

15.3 Support for pupils is organised in a variety of ways:

- Nurture Set (Set 9) in Year 7: Up to 12 pupils entering the academy in Year 7, with levels well below expected norms, are taught by a primary specialist in a dedicated classroom for English, maths, science, Spanish and humanities. For Drama, PE, Music and DT pupils are taught in mixed ability groups with TA support, as necessary. Progress is closely monitored; pupils move up to higher sets in subjects where they are working at an appropriate level
- In Years 8 & 9, pupils with levels well below expected norms may be taught by a primary specialist in some subjects i.e. English, and humanities and by specialist staff, including LSTs for subjects, as appropriate. For Drama, PE, Music and DT pupils are arranged in mixed ability groups with support as necessary. Pupils move to higher set in subjects where they are working at an appropriate level
- In Years 9, 10 and 11 a small number of pupils undertake Personal and Social Development (PSD) course as part of one of their options
- Teaching Assistant support in-class: for individuals or small groups of targeted pupils
- Teaching Assistant withdrawal support: for individual pupils or small groups for a specific programme of intervention, under the supervision of the LST responsible for the pupil(s)
- LST support in-class: for individual pupils or small groups for targeted support
- LST withdrawal: to provide a structured programme of intervention for an individual or group of pupils. Pupils with Specific Learning Difficulties (dyslexia, dyspraxia) are placed on list and are withdrawn for individual or group sessions for targeted interventions
- Intervention Programmes: varied interventions, including social skills, literacy, attention and listening, zones of regulation are delivered during the school day, at break times or offered as an extra-curricular activity to targeted pupils
- Mentoring: individual support from a learning mentor
- External Specialist Support: individual, small group, in-class support and intervention, according to need
- The Autistic Resourced Provision Learning Centre: provides a dedicated space for specialist teaching, input, interventions and strategies to meet the needs of pupils with autism

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- 15.4 Every pupil on roll at Mossbourne Academy is fully included in all aspects of school life e.g. extended learning opportunities, educational trips, extra-curricular activities and special events.
- 15.5 Each Learning Area will be evaluated by the SENCo & HOI, on an annual basis, to ensure access planning in relation to curriculum provision for SEND pupils and strategies to promote the inclusion of pupils with SEND.
- 15.6 Resources will be provided to meet the individual needs of pupils with physical, sensory or other needs.
- 15.7 We recognise that effective teaching for pupils with SEND shares most of the characteristics of effective teaching for all pupils. Teachers at Mossbourne Community Academy will, through in-service training and specialist advice, develop the skills to respond to the wide range of needs within the classroom.
- 15.8 The principles of learning and teaching underpinning personalised learning will:
- set high expectations and give SEND learners the confidence that they can succeed
 - establish what pupils know and build on it
 - structure and pace the learning experience to make it both challenging and enjoyable
 - inspire learning through passion for the subject
 - make individual pupils active partners in their learning
 - develop pupils' learning skills and personal qualities
- (From "Removing the Barriers to Achievement" (DfES 2003))
- 15.9 ICT and e-learning strategies will be used extensively to meet the individual learning needs of pupils. This will provide self-paced learning and will also facilitate the involvement of parents in their child's learning.
- 15.10 LSTs aim to develop close liaison between home and the academy and will, as appropriate, provide support, information meetings and specialised visitors for the parents of pupils with SEN and disabilities.

16. Complaints Procedures

- 16.1 The Academy follows the Department for Education Guidance for dealing with parental complaints, as outlined in the Mossbourne Community Academy Complaints Procedure. At all times, Mossbourne Community Academy, endeavours to work in close partnership with parents aiming to resolve all issues of dispute at the outset. At all stages of concern parents are contacted and invited to discuss the issues.
- 16.2 Complaints concerning provision for pupils with EHCPs can be made to Hackney Education/residing authority responsible for the pupil. Parents are informed of this procedure when the EHCP is issued.

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

17. INSET Staff Development and Induction

- 17.1 Mossbourne Community Academy endeavours to promote good practice by raising awareness of inclusive education by providing a range of relevant INSET. In addition, the Curriculum Support Team offers additional INSET to meet the needs of groups and individuals, both within the Curriculum Support Department and the academy.
- 17.2 All members of the Curriculum Support Team are included in the academy's professional development cycle of performance management. All members of the team attend courses identified through their professional development interviews.
- 17.3 The SENCo & HOI and LSTs attend courses relevant to the needs of the department and specific pupils on their caseload.
- 17.4 The SENCo & HOI & LSTs offer INSET as part of the Induction Programme for newly qualified teachers (NQTs), Graduate (GTPs) and Beginner Teachers (BTs).
- 17.5 The SENCo & HOI, LSTs and Head of ARP provide INSET for all members of the department which is delivered during scheduled training sessions. This INSET is sometimes delivered by guest speakers and addresses needs for training identified by members of the department.
- 17.6 The SENCo & HOI, LSTs and Head of the ARP organise and deliver whole academy INSET as and when appropriate.
- 17.7 In addition, induction training and support is delivered to TAs joining the CSD by the LST line manager and CSD Administrators throughout their first term at Mossbourne Community Academy.
- 17.8 TAs are encouraged to attend training both to meet their own training needs, identified through Performance Management, and to meet the specific needs of pupils for whom they are the key worker.
- 17.9 All TAs and LSTs attend whole academy training days, where appropriate. On some occasions alternative training, better suited to the needs of the department, is organised.
- 17.10 The SENCo & HOI updates SLT, HOLAs and The Pastoral Team regarding SEND matters through the forum of the weekly Extended Leadership Team (ELT) Meeting.

18. External Support

- 18.1 Most pupils with EHCPs and some on SEND Support receive input/support from one or more external agencies.
- 18.2 The Code of Practice states that 'Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff.' (SEND Code of Practice, 2015) and there is a commitment for careful planning to ensure that pupils have access, both

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

to the specialist support to meet their needs and to the broad, balanced and relevant education, including the National Curriculum.

19. Parents and Carers

19.1 The Academy recognises that parents and carers have a vital role to play in the development of the pupil, as stated in the 2015 Code of Practice ‘the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions’ is something that must be taken into account.’

We recognise that parents are the true "experts" about their child. We therefore strive, at all times, to work in partnership with parents to ensure that the special needs of the pupil are met appropriately. To this end, we aim to meet these objectives:

- Parents/Carers will be involved in the review of this policy
- Parents will be informed of the existence of this policy which is published on the academy website
- Parents will always be fully involved in the process of placing a pupil on the SEND register
- Parents of pupils causing concern will be advised of the nature of the school's concern and will be invited to Initial Reviews to contribute to action planning for their child
- Parents will be invited to all ESSP/SSP Reviews. Should parents be unable to attend reviews, alternative appointments will be offered, where possible
- The school will endeavour, either through its own resources or through local services, to provide translators and translated reports for parents, where appropriate
- Mossbourne Community Academy will provide reassurance and advice for parents who feel anxious that their child may have special needs
- The academy will make every effort to inform parents about people or organisations, both within and without school, who might be of interest or assistance to them

20. Pupil Participation and Involvement

20.1 The school recognises the importance of pupil participation. We acknowledge that pupils have a right to obtain and make known information, express an opinion, and have that opinion taken into account in any matter or procedure involving them. The views, wishes and feelings of the pupil are an underpinning principle in the revised Code of Practice for SEND and, as such, the academy makes every effort to take these views into account when planning for pupils.

20.2 Staff will make every effort to be sensitive to the feelings of the pupil and will endeavour to ensure that support is offered in a timely and sensitive way.

20.3 Staff will ensure that pupils are assured of appropriate confidentiality.

20.4 Pupils will be invited to discuss the type of support they require and efforts will be made to meet these needs when practicable.

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- 20.5 All pupils, including those with SSPs, are involved in the setting of targets.
- 20.6 Pupils are invited to attend all reviews. For some pupils, it may be appropriate to invite them to the review for some, rather than all, of the review meeting. This decision is taken jointly, both by the professionals concerned and the parents or guardians. The pupil's views are always recorded and are taken fully into account in the decision-making process.
- 20.7 For pupils on the SEND register, the following practices are observed:
- During termly reviews, which take place during Parents' Evening, at a designated meeting time or during the Annual Review for those pupils with EHCPs, the pupil will negotiate targets for the new SSP or ESSP
 - Further targets for the SSP or ESSP may also be negotiated with the Learning Support Teacher
 - As far as possible, the pupil will be actively involved in producing the SSP or ESSP document and in the ongoing evaluation of his or her own progress towards the targets set
- 20.8 All pupils are invited to comment on and evaluate their own progress through the review process at the termly SSP review or at the Annual Review of the EHCP. In the case of pupils with EHCPs and for some at SEN School Support, views will be recorded on a 'Pupil's Views' form.
- 20.9 To develop the delivery of personalised learning, as detailed in "Removing the Barriers to Achievement" (DfES 2003), Mossbourne Academy will:
- have high expectations of all pupils
 - build on the knowledge, interests and aptitudes of every pupil
 - involve pupils in their own learning through shared objectives and feedback (assessment for learning)
 - help pupils to become confident learners
 - enable pupils to develop the skills they will need beyond school

21. Transition Arrangements

21.1 Primary to Secondary

- The Transition Officers and SENCo & HOI liaises with feeder primary schools in collaboration with the senior teacher responsible for Primary-Secondary Transition. Information on all pupils with SEND is requested using locally agreed transition procedures. To ensure smooth transition for pupils with the greatest difficulties, an additional visit for pupils with EHCPs is arranged during the Summer Term, prior to the Year 6 Transition Day
- The SENCo & HOI/LSTs undertake close liaison with primary SENCOs, and support staff in primary schools, to facilitate the implementation of transition programmes for specific pupils, as appropriate
- The Transition Officer requests an invitation to all Year 6 EHCP Reviews for pupils with EHCPs. When necessary, the SENCo & HOI/LST will also attend reviews for pupils on SEND support
- The Head of the Autistic Resourced Provision is responsible for transition planning for pupils entering the Autistic Resourced Provision

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021

- In addition to data from the Cognitive Abilities Tests CATs, conducted as part of the admissions procedures, all pupils will be tested and screened for reading and spelling with a view to further identification of SEND and to form a base-line for future progress
- The SENCo & HOI will also make use of any test results or assessments conducted during the primary phase, made available by the primary school
- The SENCo & HOI, in collaboration with the Pastoral Team and HOLAs, supports the assessment of all pupils accepted into the school after the beginning of the school year

21.2 Year 9 Transition

- The SENCO and LSTs liaises with Connexions with regard to all pupils who are likely to require support during Post 16 Education. The SEND Connexions Officer meets all pupils, during Years 9 – 11, who are likely to require support in Post 16 Education
- In Year 9 the Careers Advisor is invited to attend all Year 9 Annual Reviews
- Where appropriate, representatives from Social Services are also invited to Year 9 Annual Reviews, to ensure parents/carers and pupils are fully informed of the options and services available to them
- A copy of the Annual Review is forwarded to the Parent/Carer, Pupil, Careers Co-ordinator, Connexions Agency and any other professional involved. A copy is also placed in the confidential pupil file
- The SENCo & HOI & LSTs are available during the selection of option subjects, taken in Years 9-11, to assist and advise pupils, parents and carers in their subject and course choices

21.3 Year 11 Transition

- The HOI & LSTs continue to liaise with the Connexions Agency regarding all pupils identified in Year 9 who are likely to require support during Post-16 Education
- The SEND Careers Advisor is invited to the Year 11 Annual Review to establish pupils' future needs and to advise and assist in planning for Post 16 Education
- The SEND or School Careers officer also meets all Year 11 pupils for a careers interview. Parents are invited to this meeting on pupils' request

22. Safeguarding

- 22.1 The Academy recognises that pupils with SEND and disabilities may be significantly more at risk of abuse than other pupils. Research suggests that they may be three times more likely to suffer abuse than children without disabilities. For this reason, all staff at the Academy, including Teaching Assistants, are trained to recognise the signs and indicators of child abuse.
- 22.2 The SENCo & HOI and Head of the Autism Resourced Provision are trained as Designated Safeguarding Leads. Particular care is taken in monitoring the wellbeing of pupils with SEND.

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: October 2020
Written by: SM/AP	Board of Trustees review: November 2021