



## **SEND Information Report for Mossbourne Community Academy September 2024**

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 to receive at **Mossbourne Community Academy**.

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

Mossbourne Community Academy (hereafter MCA) is an inclusive, all-ability secondary school in Hackney offering places for boys and girls aged between 11 and 18 years. As Mossbourne Community Academy is a mainstream academy, it is expected that all pupils will attend mainstream lessons for the majority of their school day, being withdrawn only for specific or specialist interventions or programmes.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 a range of SEND needs which include:

- Specific, Moderate and Severe Learning Difficulties
- Speech Language or Communication Needs
- Autism Spectrum Condition
- 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 children's previous settings in relation to their additional needs and support previously provided.

Once on roll 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 SENDCo, via the academy's SEND Initial Concern process
- concerns raised by the parent/carer which are followed up using the academy's SEND Initial Concern process
- information provided to the academy by other professionals

Academy staff meet 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 for public examinations are undertaken, as necessary, and that access arrangements are in place for pupils requiring this provision in 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 – Stefania Connell, SENCo and Head of Inclusion.

The CSD team includes:

- Learning Support Teachers
- Support Assistants – Teaching Assistants, Senior Teaching Assistants and Specialist Support Assistants
- Speech and Language Therapists
- Learning Mentors

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

- Counselling
- Occupational Therapy
- Educational Psychology
- CAMHS

### **Admission 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 are made through Hackney Education which operates as part of the PAN London admissions system. The Admissions Arrangements for future years are also available on the academy's website.

Admission for children with Education, Health and Care Plans (EHCP) is undertaken via a separate consultation process. For further information in relation to children with EHCPs, and for information regarding admission to the academy's Autism Resourced Provision (MCA ARP), please seek advice from your child's case officer either at Hackney Education or your own local authority.

### **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 needs and that these are communicated to parents / carers
- promoting and maintaining effective communication between all professionals involved with the pupil
- SEND Support Plans for pupils with an EHC Plan
- Annual Reviews for pupils with an EHC Plan
- Parents' Evenings
- termly progress reports
- meetings with other professionals, for example, Educational Psychologists and Speech and Language Therapists
- 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 and support from their allocated Learning Support Teacher/key support worker.

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

At Mossbourne Community Academy, our aim is to ensure that all pupils achieve their full potential, both academically and socially. We are committed to meeting the needs of pupils with special educational needs and work 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 for SEND, 2015, and the Academy Special Educational Needs Inclusion 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 requiring additional input, including emotional and social development, this may include support from:

- A Learning Mentor
- A member of the support team
- A Learning Support Teacher who has an overview of the pupil's SEND needs
- For pupils included in the MCA ARP, a teacher with a specialism in Autism Spectrum Condition
- 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. This provides a reduced size, enhanced and supportive teaching environment for the 10-12 pupils entering Year 7 working at levels well below expected norms. Although all pupils work towards GCSE qualifications, a very small number of pupils in each year group embark upon one option choice (three lessons per week) that includes a personal and

social development (PSD) qualification. This course delivers a less demanding content than the GCSE and BTEC option subjects.

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

A range of literacy interventions run across the academy; these include: Lexia, Reading Plus, Spellzone, Touch-Typing and 1:1 blocked intervention with a literacy specialist. Entry to intervention is determined by rigorous and regular 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" available on the website.

### **Medical Needs**

MCA works closely with the nursing service to schools, physiotherapists, occupational therapists, and other relevant professionals e.g. from Hackney ARK 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 (MCA ARP)**

In each of Years 7-11, in liaison with Hackney Education, the academy provides three resourced places (15 places in total-three per year group) 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 unit as all pupils attending the MCA ARP are fully included in all aspects of academy life. Places in the MCA ARP 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 SENDCo & Head of Inclusion.

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

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

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

As part of their induction, all staff receive training in special educational needs, including working with pupils with an autism spectrum condition. Further training is undertaken, as required, throughout the year, both on general matters in relation to SEND and at an individual pupil level.

### **Academy Resources**

Academy resources are allocated according to the individual child's needs. During SSP/Annual Reviews, decisions are reached in liaison with parents, staff and external professionals, as appropriate, regarding the level of support required and how the support will be delivered. Provision for pupils is detailed on an Individual Provision Map which is shared both with parents, professionals and the local authority, as appropriate. Parents have an equal say in the decision-making process.

### **Accessibility**

Lifts are located throughout the building; a disabled toilet with a hoist is also available. 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 are undertaken, where necessary and in liaison with parents, to ensure appropriate support is provided.

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

The SENDCO and Learning Support Teachers work with SENDCOs from primary schools to ensure a transition plan is in place for pupils with EHCPs. Transition work includes SENDCO/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; careers advisors attend relevant Annual Reviews and are able to offer expert advice to pupils and families during the transition process. In liaison with Heads of Year and parents, pupils requiring further support during transition into adulthood are identified and provided with additional transition support.

### **Transport**

MCA liaises with Hackney Education's Transport Solutions who may, following parental application to the local authority, provide support for children with SEND to 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 parents 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 external to the academy, who might be of interest or assistance to them.

## **Further Information**

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

**The Academy contact details are:**  
**Mossbourne Community Academy**  
**100 Downs Park Road**  
**Hackney E5 8JY**  
**Phone: 0208 525 5200**  
**Email: [enquiries@mca.mossbourne.org](mailto:enquiries@mca.mossbourne.org)**

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

[Hackney Education](#)

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

[Hackney Education Local Offer](#)