



SEND Information Report for Mossbourne Community Academy September 2025

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 students with SEND.

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

Overview of SEND at Mossbourne Community 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academy, it is expected that all students attend mainstream lessons for the majority of their school day, being withdrawn only for specific or specialist interventions or programmes. The school currently supports students across all 'broad areas of need' as detailed in the SEND Code of Practice, 2015.

At MCA we support children with a range of SEND needs which includes:

- 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 needs

Identifying Students' Additional Needs

On admission, the academy receives hard copy and electronic information from children's previous settings in relation to their additional needs and the support previously provided.

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

- tracking of students' attainment and rate of progress, monitored by the Pastoral and CSD teams 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/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 students 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 students 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 students 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 and Head of Inclusion Stefania Connell and Jodie Smallwood (Acting).

The CSD team includes:

- Learning Support Teachers
- Support Assistants – Teaching Assistants, Senior Teaching Assistants and Specialist Support Practitioners
- 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 students 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 student
- SEND Support Plans for students with an EHC Plan
- Annual Reviews for students 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

Students 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 students achieve their full potential, both academically and socially. We are committed to meeting the needs of students with special educational needs and work to ensure that all students 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 students 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 student'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 up to 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 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 regular rigorous literacy assessments.

A range of interventions and strategies are in place to support students' 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 provided 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, an Individual Health Plan to support the meeting of needs; 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 (three per year group to a total of 15) for pupils with an EHCP and autism diagnosis. The provision is not suitable for students who require the support of a base or unit placement as students 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 Student Progress

Every teacher is a 'teacher of SEND' and is, therefore, responsible for the progress of every child in their class. Student progress is monitored, tracked and challenged by the Extended Leadership Team and the SENCo & Head of Inclusion.

Parents and students 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 students 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 students 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 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 students is detailed on an Individual Provision Map which is shared 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; disabled toilets and hoists are also available. Manual Handling training for staff is provided, as required.

Inclusion

All students 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 SENCO and Learning Support Teachers work with SENCOs from primary schools to ensure a transition plan is in place for students 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 families of students 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 students and families during the transition process. In liaison with Heads of Year and parents, students 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 provision or any other matter, should be made by following the academy's 'Complaints Procedure' which can be found on the academy website:
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 children's development 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 child are met appropriately. Parents/Carers of children 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

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](#)