

Mossbourne Community Academy

Policy for Special Educational Needs and Disability Inclusion

Policy for Special Educational Needs and Disability Inclusion	Last MCA review date: June 2025
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1. Policy

- 1.1 Mossbourne Community Academy is committed to meeting the needs of students with special educational needs and evaluating their progress.
- 1.2 The needs of students 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 students across the curriculum, including accessing the curriculum, are known as Teaching Assistants (TAs) and Specialist Support Practitioners (SSPs)
- 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; those working within it are known as the Curriculum Support Team.
- 2.6 Students with Special Educational Needs are generally referred to as 'students 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 students, including those on the SEND register.
- 2.8 This Policy and other curriculum policies and schemes of learning 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).
- 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 students, 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 students
- Will be flexible in meeting the unique individual needs of its students
- Will ensure that the school calendar provides sufficient time within the school year for the necessary planning, evaluation and reporting procedures prescribed by the SEND Code of Practice
- Will ensure that appropriate assessment and support arrangements are in place to monitor the progress of students
- 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 students where necessary
- Will ensure that the Equal Opportunities Policy reflects the high priority placed on inclusion for all students attending
- Will share our good practice and learn from others

3.2 Entitlement - All students 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
- 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 students with SEND is handled sensitively
- Contributions by all students to the work of the academy 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 students to ensure effective inclusion and participation
- The academy works with external professionals to enhance the provision offered at Mossbourne Community Academy
- Students 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 student's needs, is provided
- 3.4 All members of the school community actively work towards the full inclusion of all students.
- 3.5 All students are valued as members of the school community with unique interests and strengths.
- 3.6 All those involved with the student: 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 child.
- 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 Community Academy is inclusive this is a whole academy policy.
- 3.8 The resources allocated for support and provision for SEND will reflect the various levels of need experienced by students and will be "transparent" and available for staff, parents and other professional workers to see.
- 3.9 All those involved with students 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.
- 3.10 Students 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. Student progress will be assessed and monitored. In many instances, the curriculum goes beyond the National Curriculum to ensure adequate stretch and challenge, as well as to support teaching and provide enrichment: for example the Bourne Scholar Programme. The Mossbourne Habits of Expert Teaching & Toolkit, which outlines our approach to outstanding pedagogy and ensuring excellent outcomes for all students, makes specific reference to supporting students with SEND.
- 3.13 The identification and assessment of students whose first language is not English is handled with particular care. Mossbourne Community Academy makes a clear distinction between EAL and SEND (See Section 4.10).
- 3.14 Parents and carers have a vital role to play in supporting their child's education.
- 3.15 The views of students are sought and 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 students 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 a 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, Heads of Departments (HOLAs and HODs), Heads of Year (HOY) and Heads of School (HOS) on a regular basis.
- 4.8 The SENCo, Head of Inclusion is responsible for ensuring good liaison with HOLAs & HODs and teachers of students in Set 9 (Referred to by staff as the 'Nurture' Set in Year 7 only).
- 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 students 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 students with SEND
 - Monitor the Element 3, (High Needs funding) for student 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
 - Ensure students receiving Element 3 High Needs funding receive support in line with the provision specified on the EHCP, also ensuring that appropriate Annual or Early Reviews are carried out where funding is not adequate to meet needs



- Monitor the setting of SEND student support plans including Education Support Plans (ESSPs -for students with EHCPs), School Support Plans (SSPs - for students on SEND School Support) and Behaviour Support Plans (BSPs - for students with Behaviour Support Plans)
- Line-manage the Head of the MCA ARP, the Learning Support Teachers and co-ordination of their timetables
- Line manage, delegating direct line management as appropriate, all support staff
- Ensure support staff receive relevant training and CPD needed to fulfil areas of responsibility
- Liaise with, advise and support all staff and students
- Co-ordinate provision for students with SEND both in school and externally
- Liaise with parents and carers and developing ways to improve parental awareness and partnership
- Identify and contribute to whole school SEND training
- Deliver newly qualified teacher and departmental training for SEND
- Liaise with external agencies
- Liaise with Heads of Learning Areas and departments
- In consultation with colleagues, use information from students' previous and current attainment, Cognitive Abilities Tests (CATs), National Curriculum Tests (NCTs), Reading Ages and information from primary schools to provide starting points for the development of appropriate provision for individual students
- Liaise with pastoral leaders, including Heads of Year, attending Heads of Year Meetings to identify, monitor and review student with SEND
- Contribute to the development and implementation of whole academy behaviour management
- Arrange and chair review meetings including Annual Reviews, ESSP Meetings and SSP Meetings for students on their own caseload
- Ensure ongoing observation and assessment of students on the SEND register, and provide regular feedback to all teachers and parents/carers about students' achievements and experiences to ensure that the outcomes of such assessment form the basis of planning for the next steps of students' learning
- Monitor the provision for students 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 students on the SEND Register and 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 students new to Mossbourne Community Academy, including those who are not part of the secondary transition intake for Year 7

5.2 The Role of the Senior Pastoral Team & Heads of Year is to:

- Identify students with SEND
- Liaise with the SENCo & HOI or LST following completion of an 'SEND Initial Concern Referral Form'



- Liaise with the HOI/LST in the provision of differentiated targets and strategies to meet the needs of students with SEND
- Monitor the progress of students with SEND and contribute to School Support/Education School Support Plan 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 students in their form on the SEND Register
- Use identified strategies to meet student needs related to inclusion
- Monitor progress of all students 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:

- Identify the learning needs of all students
- Ensure that SEND is an agenda item at 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 students
- Liaise with the SENCo & HOI in the deployment of support staff
- Regularly review and update schemes of learning to ensure these are accessible and differentiated accordingly to meet the needs of all students, including those with SEND.
- Liaise with SENCO and Learning Support Teachers to ensure appropriate provision is in place for students with SEND
- Work with the SENCo & HOI to support planning in relation to curriculum provision and strategies to promote the inclusion of students with SEND
- Ensure that a record of differentiation forms part of the planning process in order that lessons provide all students 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 students' needs
- Ensure that subject teachers liaise with and inform the HOD or HOLA about students causing concern using agreed the pro-forma 'SEND Initial Concern Referral' form
- Monitor the student'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 student 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 students' learning needs



Ensure that teachers in the Learning Area bring to the attention of the SENCo & HOI names
of any student 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 students
- Ensure that differentiation forms part of the planning process for every teacher in the department
- Ensure that subject teachers liaise with and inform the HOD about students causing concern using the agreed pro-forma 'SEND Initial Concern Referral' form.
- Collaborate with subject teachers in ensuring that a differentiated curriculum is implemented to meet students' needs
- Ensure that a record of differentiation forms part of the planning process in order that lessons provide all students with the opportunity to succeed, in line with the Special Educational Needs and Disabilities Regulations (2014)
- Monitor students' 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 student 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, via agreed channels, bring to the attention of the SENCo & HOI any student already on the SEND register who is causing concern

5.6 The Role of the Subject Teacher is to:

- Regularly review the SEND register and action specific student teacher targets to ensure the progress of students with SEND
- Identify the needs of students 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 students causing concern
- Take account of students' 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 students 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 to non-teaching staff, as required, to lesson planning including learning outcomes
- Work collaboratively with TAs, SSPs and LSTs and other support staff, as appropriate
- Provide evidence of student progress through assessment and record keeping
- Set individual targets for SSPs and ESSPs, as appropriate
- Provide opportunities for students to work towards the targets set for them in the SSP or ESSP within the context of the subject, where appropriate



- Monitor and evaluate student progress and provide feedback to the HOI or Head of Department/Learning Area in line with policy procedures
- Inform the SENCo & HOI about any student already on the SEND Register 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 students 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 students who are
 performing below expected levels
 - Liaise with the SENCo & HOI in the provision of appropriate intervention strategies for such students
 - Liaise with English teachers in the identification of students causing concern
 - Support teachers of students causing concern in the planning of the differentiated curriculum and literacy strategies to support such students
 - 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 students 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 students who are performing below expected levels
 - Liaise with the SENCo & HOI in the provision of appropriate intervention strategies for such students
 - Support teachers of students causing concern in the planning of the differentiated curriculum and literacy strategies to support such students
 - 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 any students who may have specific literacy difficulties
- 5.8 The Role of the Learning Support Teacher is to take responsibility for a caseload of students on the SEND Register, as designated by the SENCo & HOI, encompassing the following:

Working with students with Special Educational Needs:

- To take responsibility for designated students with SEND
- To ensure that students with SEND are included as fully as possible
- To involve the student as much as possible in decisions regarding the learning process, support and target setting
- To assess the learning needs of students and give advice or set targets for students' ESSPs and SSPs, in accordance with the SEND Code of Practice and all related documents
- To be responsible for the writing, monitoring and evaluation of support plans for students as directed by the SENCo & HOI (see section 8)



- To be responsible for the planning, delivering, assessing and recording of support given to students 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 students 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 students' needs
- To support the learning of students with SEND in a variety of ways to meet the needs of the student e.g. close monitoring/overviewing, support in class/withdrawal, small group in class/withdrawal or team teaching with the subject teacher
- To write and update records for students on the caseload and ensure these are available, as appropriate, to staff
- To prepare Annual Review Reports for students with Education, Health and Care Plans, in line with 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 specialist teacher in charge of Access Arrangements in writing reports and applications for access arrangements
- To liaise with external agencies as required and as directed by the SENCo & HOI
- 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 students on the caseload

Working with Subject Teachers:

- To liaise with subject teachers of students on their caseload to advise and support in the appropriate differentiation of work for students to ensure the inclusion of all students, 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 students with SEND
- To support subject teachers in making reasonable adjustments to ensure that students who are disabled are not disadvantaged, in comparison to students 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 students for whom they are responsible
- To assist the SENCo & HOI at Parents' Evenings, Review Meetings and in the review process for students with SEND
- To arrange and hold reviews for students on the caseload at alternative times to ensure reviews are held once per term

Working with Teaching Assistants (TAs), Specialist Support Practitioners (SSPs) and Learning Mentors (LMs)



- To engage in planning meetings with support staff to discuss SSP, ESSP and BSP targets and strategies to meet individual student needs
- To liaise with support staff to plan and advise staff regarding appropriate support strategies, schemes of work and of ways of working with students
- Advise and oversee support staff in the use of resources
- To discuss student progress regularly with support staff
- To oversee record keeping by support staff, in line with department procedures
- To review progress, discuss outcomes and plan for the Annual Review
- To advise and train support staff in developing students' literacy and numeracy skills and in the differentiation of the curriculum
- To advise and train support staff 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
- 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 student 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
- 5.9 The Role of Support Staff: Teaching Assistants (TAs), Senior Teaching Assistants (STAs), Specialist Support Practitioners (SSPs) and Learning Mentors (LMs)
 - Support Staff are employed as part of the Curriculum Support Team and will endeavour, at all times, to promote the inclusion of all students. At Mossbourne Community Academy, support staff provide support for the student, the teacher, the curriculum and the school. In turn, the academy is responsible for supporting support staff in fulfilling the expectations of their role, through the provision of in-service training and involvement in the academy's performance management programme
 - Support Staff work most closely with students identified as having special educational needs on the SEN Register. They also have a role in supporting students identified as being a cause of concern for any reason

Teaching Assistants (TAs) 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 students under the management of the teacher
- Supervise and assist individuals and small groups of students 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 students' social skills
- Assist teachers in the furtherance of agreed education plans and programmes, and in the care and behaviour management of students
- Promote students' independence and self-help skills



- Explain instructions and motivate students to remain on task
- Undertake basic literacy and/or numeracy skills work with students 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 students' learning
- Assist in the supervision of students in and around the school, and at break and lunchtimes, as directed by the line manager
- Give guidance and assistance to students in their homework and course work, as appropriate
- Monitor the progress of targeted students using the agreed record keeping systems
- Provide evidence for and assist in the setting of targets for SSPs and ESSPs
- Attend Planning Meetings and Annual Reviews for students for whom they act as key worker
- Liaise with the subject teacher, whenever possible, with regard to the provision of support and materials for target students
- 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 students
- To observe and share good practice through undertaking a programme of peer observation as part of the Performance Management Programme

Senior Teaching Assistants (STAs), 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 SENCo and Principal

Specialist Support Practitioners (SSPs), in addition to the above, will:

- Take responsibility for a caseload of students with SENDs
- Develop expertise and a leadership role in specific area(s) of SEND
- Ensure students with SEND are included as fully as possible
- Involve the students as much as possible in decisions regarding the learning process, support and target setting
- Assess the learning needs of students and give advice or set targets for students' ESSPs and SSPs, in accordance with the SEND Code of Practice and all related documents
- Be responsible for the writing, monitoring and evaluation of support plans for students as directed by the SENCo & HOI (see section 8)



- Be responsible for the planning, delivering, assessing and recording of support given to students in line with department record keeping procedures, and to ensure that these are in good order
- In liaison with the SENCo & HOI, ensure the support provided to students 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 students' needs
- Support the learning of students with SEND in a variety of ways, in accordance with agreed procedures, to meet the needs of the student e.g. close monitoring/overviewing, support in class/withdrawal, small group in class/withdrawal or team teaching with the subject teacher
- Liaise closely with the Pastoral Team in the identification and the provision of targeted support for students on the SEND register/ students on caseload
- Write and update records for students on the caseload and ensure these are available, as appropriate, to staff
- Contribute to Annual Review Reports and other reports as required for students with Education, Health and Care Plans and those receiving SEND support
- Assist in transition support from primary to secondary and from secondary to Post-16 education
- Provide support for life-skill development towards independence
- Contribute to students' assessments both in specific areas of the curriculum and in relation to examinations
- Support the specialist teacher in charge of Access Arrangements in the preparation of reports and applications for access arrangements
- Liaise with external agencies as required and as directed by the LST/SENCo & HOI
- Provide advice and guidance on such specific SEND techniques as might be required
- Identify training needs and attend courses to develop professional expertise to meet the needs of students on the caseload

5.10 The Role of the Behaviour Support Unit (BSU) Manager is to:

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

5.11 The Role of the Learning Mentor is to:

- Take responsibility for mentoring students as designated by the line managing pastoral leader including students who are not on the SEND register
- Ensure that students receive regular support and input to promote their progress, both academically and socially
- Involve the student as much as possible in decisions regarding the learning process, support and target setting
- Assess the learning needs of students 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 students as directed by the line manager and in line with departmental procedures
- Be responsible for the planning, delivering, assessing and recording of support given to students in line with departmental procedures and to ensure that these are in good order



- Support the learning of mentored students 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 student's needs
- Prepare review reports for students with SEND, and Looked After Children in line with the Annual Review and LAC procedures
- Hold review meetings with parents of students on the SEND Register
- Liaise closely with senior leaders to identify the provision of targeted support for students identified as under-achieving
- Liaise closely with the Pastoral Team in the identification and the provision of targeted support for students 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 students 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 students follow guidance in the revised Code of Practice, as set out in chapter 5, 6 and 7, thereby forming the basis of the academy's graduated response to student needs.

6.2 The Initial Concern

- Concerns about a student may be raised by parents, carers, any member of staff or professional involved with the student or occasionally, by the student
- The relevant SEND Initial Concern Referral Form is completed and passed to the SENCo &
- The parent must be informed and consulted by the SENCo & HOI or LST about the concerns raised. Parents 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 student 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 the student are invited to attend along with any relevant staff or professionals
- Prior to the review meeting, relevant academy staff will audit the student's academic progress, personal development and, in particular, any issues that may be affecting the student'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 student's teachers Heads of Year/Learning Areas will also be asked to provide information on some, or all, of the following:
 - o Current levels, grades and test scores as appropriate
 - o Indication of progress in both class and homework
 - o An outline of differentiated strategies used to support the student in accessing the curriculum and an evaluation of their success
 - o Comments on the behaviour or any other appropriate aspect of the student's performance
 - o An indication of the student's level of competency in named specific skills



Feedback from the student

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 student
- The Initial Concern Review is recorded using the 'Action Steps' form following receipt of a 'SEND Initial Concern'
- The meeting will be chaired by the SENCo & HOI or representative; the student parents, all key staff involved and any involved external professionals must be invited
- 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:
 - o No further action is necessary
 - o Continued monitoring of the student for an agreed time period, with a view to all parties agreeing to a further review of the student's progress. (This, and subsequent reviews at the Concern Stage are recorded on the form 'Action Steps' following receipt of a SEND Initial Concern')
 - o Placement of the student at SEND Support on the SEND Register

6.4 Triggers for SEND Support

There are many reasons why the decision is made that a graduated response to the student is now required. With the agreement of parents, a student 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 student 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:
 - o There is still little or no progress in the development of literacy or numeracy skills, despite access to school-based provision
 - student grades are substantially lower than that expected, despite access to schoolbased provision
 - o There are continuing, on-going communication issues, despite access to school-based provision
 - o There are continuing ongoing behavioural issues that have not been ameliorated through the pastoral behaviour systems, despite access to school-based intervention
 - o The student 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 made by the academy to meet the student's needs. This provision will reflect the wide variety of students' needs and, in order to monitor provision and student progress, the following will now take place:

- A SEND file will be set up to include all SEND documentation pertaining to the student
- All meetings and reviews will now be recorded using an SEN Student Support Plan
- Regular reviews involving the parents and student will be arranged throughout the year
- Teachers will be consulted regularly regarding student interventions and progress
- A SEN Support Plan (SSP) will be drawn up using targets identified by some, or all, of the following: the student, teachers, parents, Head of Year, Head of Learning Area
- The student will have access to academy based provision, as appropriate to their needs
- Staff will be notified that the student I has been added to the SEND Register
- Information on the student's needs will be made available to all involved with the student, 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 student 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 the revised SEND Code of Practice guidelines. The criteria for seeking a Statutory Assessment are laid down by the local authority responsible for the student. The importance of close liaison with parents is recognised during the Statutory Assessment process
- The SENCo & HOI, in liaison with all involved with the student and with parental agreement, submits a request for Statutory Assessment (SA1)

6.7 Statutory Assessment for an Education Health and Care Plan

- When a student is issued with an Education, Health and Care Plan (hereafter referred to as an EHCP) the academy has a legal duty, with the support of the child's residing local authority hereafter referred to as the LA) to make the provision outlined in Section F of the FHCP
- Following the formal presentation of an EHCP, the SENCO & HOI will: undertake to coordinate provision for the student based on the support specified in the EHCP and, within six weeks of the Final EHCP issue date, an initial planning meeting with the parents and all involved professionals will be held. The SENCO and HIO will then:
 - Allocate the student to a Learning Support Teacher's caseload and allocate support to meet the specifications of the EHCP
 - o Ensure that appropriate written information is available for staff, as appropriate
 - o Oversee the formulation of an EHCP Student Support Plan (ESSP)
 - o Ensure that the ESSP is delivered and monitored
 - o Liaise with, and ensure access to, external agencies as appropriate
 - o Liaise with the LST to co-ordinate the Annual Review, ensuring invitations are issued to parents and all involved professionals



6.8 Change of provision from an Education, Health and Care Plan (EHCP) to a Student Support Plan (SSP)

On occasion, the LA will decide that the support of a full EHCP is not warranted or is no longer required. In both instances, the LA may wish to outline the specific needs of a student and a Student Support Plan may be issued. In such cases Mossbourne Community Academy will follow the advice contained in the Student Support Plan and the student will be supported at SEND support.

6.9 English as an Additional Language (EAL)

- The identification and assessment of students, whose first language is not English, requires particular care. The academy makes a clear distinction between EAL and SEND. A student may be failing to make adequate progress or be 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 may be any SEND issues that might be affecting the student's progress
- The EAL co-ordinator, responsible for EAL students, will assess students using the EAL assessment procedures
- students who are not making appropriate progress will be identified using the Initial Concern Record
- Student progress will then be monitored carefully and further assessments carried out by the SENCo & HOI, specialist teacher or other professionals, as appropriate

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 students on the SEND register is carried out in line with quidelines in the Revised Code of Practice 2015.

7.2 SEND Support Plan Reviews

- A Planning Meeting will be held during the first few weeks of the Autumn Term for those on SEND Support in Year 7 and for students joining mid-year, as soon as possible after enrolment
- The parent may also be invited to meet with the LST during Parents' Evenings and is offered an alternative appointment time if the allocated time is not convenient
- Student progress is discussed in the light of the assessments and tracking data used at the academy
- Parent and student opinions are invited and considered carefully
- Progress towards targets set for the student 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 student:
 - o The student continues to be supported at SEN Support
 - The provision for the student is revised to meet needs
 - o Parents and the academy agree to a referral to an external agency.
 - o Provision is discontinued and the child is removed from the SEND Register



7.3 Annual Education, Health and Care Plan Review

Annual Reviews for students with EHCPs follow the procedures laid out in the SEND Code of Practice.

7.4 Preparation for the Annual Review

- For all students with EHCPs a Planning Meeting will be held during the student's first few weeks in the academy
- The Annual Review is held on, or before, the anniversary of the EHCP date of issue
- The SENCo & HOI advises LSTs and support staff 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 student
- 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 local authority and/or Educational Psychologist is also invited
- The Connexions Officer (Careers Advisor) is invited to attend all Year 9, 10 and 11 Reviews (Transition Reviews)
- The LST circulates student report requests to the student's subject teachers
- The LST or member of support staff ensures that the Student Review form is completed
- Four weeks prior to Annual Review, the CSD 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
- Two weeks prior to the Annual Review, the Administrator confirms meeting with parents

7.5 The Annual Review

- The Annual EHCP Review Meeting is chaired by the SENCo & HOI or LST responsible for the student. LSTs and key members of support staff attend the meeting, as appropriate
- At the meeting, reports and student 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, student 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, completes the Annual Review Report and submits this together with all reports to Hackney Education/LA responsible within fourteen days of the Annual Review
- A new ESSP is drawn up by the LST with input from the parent and student
- 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 student's confidential file

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

Student Support Plans (SSPs) and EHCP Student Support Plans (ESSPs) will generally be in place for all students with EHCPs and for some students 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 student and with contributions from the parent and student
- Will be written in such a way as to make the targets accessible and meaningful to the student
- Will be available to all staff involved with the student.
- Will outline the following:
 - o areas to be developed
 - o targets and timescales agreed with all concerned
 - o the success criteria/expected outcomes
 - o teaching strategies to be employed to help the student meet the targets
 - o student contribution
 - o parent/carer contribution
 - support arrangements
 - o key staff responsible
 - o pastoral/medical arrangements
 - o review date
- Will be reviewed regularly
- Will be evaluated by those teaching the student 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 student progress is essential to ensure that student needs are met and to ensure that all relevant information is accessible, via the LST, to all individuals and agencies involved. 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 Progress Teaching is used to reduce bureaucracy and to improve the dissemination of student information within the academy. To ensure appropriate provision is made, and to maintain student confidentiality, the following broad principles are adhered to:



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

The SEND Student File contains:

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

10. Access to Examinations

10.1 To ensure appropriate arrangements are in place for students sitting GCSEs and BTECs, 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

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

12. Admissions for Students with SEN and Disabilities

- 12.1 The Admissions Arrangements for entry to Mossbourne Community Academy are available on the academy website and from Hackney Education.
- 12.2 Mossbourne Community Academy's Admissions Policy is applicable to all applicants, including those with SEND. However, for students with EHCPs, a separate consultation process is undertaken between the residing local authority and the academy. Mossbourne Community Academy has policies in relation to Equal Opportunities, an Access Plan and a Disability Statement.



13. Accommodation

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

14. Autism Resourced Provision

14.1 Mossbourne Community Academy provides a specialist resourced provision with places for 15 students with an EHCP and a diagnosis of Autism Spectrum Disorder in each of Years 7-11. Full details of this provision may be found in the MCA Autism Resourced Provision Policy (MCA ARP Policy).

15. Inclusion strategies

- 15.1 At Mossbourne Community Academy it is recognised that all students should have access to a broad, balanced curriculum.
- 15.2 Students are organised into eight mixed-ability forms. In all year groups students, are set for core subjects. These arrangements are reviewed regularly. Students are taught both in sets according to ability and in mixed-ability groups, with work appropriately differentiated to meet the needs of individuals within the set or teaching group.
- 15.3 Support for students is organised in a variety of ways:
 - Nurture Set in Year 7, Set 9 in Years 8-11: Up to 12 students 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 students are taught in mixed ability groups with support, as appropriate. Progress is closely monitored; students move to higher sets in subjects when assessed to be working at an appropriate level
 - In Years 9, 10 and 11 a small number of students undertake Personal and Social Development (PSD) course as one of their option subjects
 - Support in-class: for individuals or small groups of targeted students
 - Withdrawal support: for individual students or small groups for a specific programme of intervention, under the supervision of the LST responsible for the student(s)
 - LST/SSP support in-class: for individual student or small groups for targeted support
 - LST/SSP withdrawal: to provide a structured programme of intervention for an individual or group of students, for example, students with Specific Learning Difficulties (dyslexia, dyspraxia) may be withdrawn for individual or group sessions for targeted interventions
 - Intervention Programmes: varied interventions, including social skills, literacy, attention and listening and zones of regulation are delivered during the school day, at break times or offered as an extra-curricular activity to targeted students
 - Mentoring: individual support from a learning mentor
 - External Specialist Support: individual, small group, in-class support and intervention, according to need
 - The Learning Centre is specifically allocated for the use of students resourced via the MCA ARP. The Learning Centre provides a dedicated space for specialist teaching, input, interventions, rest breaks and other strategies to meet the needs of MCA ARP students
- 15.4 Every student 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 The SENCo & HOI will work with Learning Areas to support planning in relation to curriculum provision for SEND student and strategies to promote the inclusion of students with SEND.
- 15.6 Resources will be provided to meet the individual needs of students with physical, sensory or other needs.
- 15.7 Mossbourne Community Academy recognises that effective teaching for student with SEND shares most of the characteristics of effective teaching for all student. Teachers at Mossbourne Community Academy will, through in-service training and specialist advice, develop the skills to respond to the wide range of student 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 students 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 students active partners in their learning
 - develop students' 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 students. 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 students 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 Policy and 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 students with EHCPs can be made to Hackney Education or the residing authority responsible for the student, as appropriate. Parents are informed of this procedure when the EHCP is issued.

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 training. 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 the performance management process.
- 17.3 The SENCo & HOI and LSTs attend courses relevant to the needs of the department and specific students on their caseload.



- 15.5 The SENCo & HOI will work with Learning Areas to support planning in relation to curriculum Teachers (ECTs)
- 17.5 The SENCo & HOI, LSTs and Head of the MCA 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 the performance management process, and to meet the specific needs of students 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 students 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 the 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) There is a commitment for careful planning to ensure that students have access, both 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 student, 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.'

The academy also recognises that parents are the true "experts" in matters related to their child. The academy, therefore, strives at all times to work in partnership with parents to ensure that the special needs of the student 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 student on the SEND register



- Parents of students 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 academy will endeavour, either through its own resources or through local services, to provide translators for parents and will also, where necessary, endeavour to ensure parents are able to access digital translation
- 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 outside of the academy, who might be of interest or assistance to them

20. Student Participation and Involvement

- 20.1 The academy recognises the importance of student participation. The academy acknowledges that students 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 student are an underpinning principle in the Revised Code of Practice 2015 for SEND and, as such, the academy makes every effort to take these views into account when planning for students.
- 20.2 Staff will make every effort to be sensitive to the feelings of the student and will endeavour to ensure that support is offered in a timely and sensitive way.
- 20.3 Staff will ensure that students are assured of appropriate confidentiality.
- 20.4 Students will be invited to discuss the type of support they require and efforts will be made to meet these needs when practicable.
- 20.5 All students, including those with SSPs, are involved in the setting of targets.
- 20.6 Students are invited to attend all reviews. For some students, 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 student's views are always recorded and are taken fully into account in the decision-making process.
- 20.7 For students 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 students with EHCPs, the students will be involved in the negotiation of 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 student 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 students 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 students with EHCPs and for some at SEN School Support, views will be recorded on a 'Student'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 students



- build on the knowledge, interests and aptitudes of every student
- involve students in their own learning through shared objectives and feedback (assessment for learning)
- help students to become confident learners
- enable students 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 students with SEND is requested using locally agreed transition procedures. To ensure smooth transition for students with the greatest difficulties, an additional visit for students 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 students, as appropriate
- The Transition Officer requests an invitation to all Year 6 EHCP Reviews for students with EHCPs. When necessary, the SENCo & HOI/LST will also attend reviews for students on SEND support
- The Head of the MCA ARP is responsible for transition planning for student included via the MCA ARP
- In addition to data from the Cognitive Abilities Tests (CATs) conducted as part of the admissions procedures, all student 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 to the academy by the primary school
- The SENCo & HOI, in collaboration with the Pastoral Team and HOLAs, support the assessment of all students joining the academy after the beginning of the school year

21.2 Year 9 Transition

- The SENCO and LSTs liaise with the Careers Service with regard to all students who are likely to require support during Post 16 Education. The SEND Careers Advisor meets all students, during Years 9 11, who are likely to require such support
- 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 student s are fully informed of the options and services available to them
- A copy of the Annual Review is forwarded to the Parent/Carer, student, Careers Co-ordinator, the Careers Agency and any other professional involved. A copy is also placed on the confidential student file
- The SENCo & HOI & LSTs are available during the selection of option subjects, taken in Years 9-11, to assist and advise students, parents and carers in their subject and course choices

21.3 Year 11 Transition

- The HOI & LSTs continue to liaise with the independent Careers Agency regarding all students 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 the student's future needs and to advise and assist in planning for Post 16 Education



• The SEND or School Careers officer also meets all Year 11 students for a careers interview. Parents may be invited to this meeting on the request of students

22. Safeguarding

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