



Special Educational Needs Inclusion

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Special Educational Needs Inclusion

1. Policy

- 1.1 Mossbourne Victoria Park 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 Victoria Park Academy, in accordance with the Code of Practice 2014, recognises that children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 Mossbourne Victoria Park 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 facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions”, within the area of the local education authority.
- 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).
- 2.5 The use of the term SEN is avoided, except for more formal contexts, so as to dissipate preconceived ideas and prejudices. The SEN Department is known as the **Curriculum Support Department** and those working within it 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 Department in supporting every aspect of the curriculum to the benefit of all students, including those on the SEND Register.
- 2.8 This Policy, whole school policies, other curriculum policies and schemes of learning take appropriate account of the Special Educational Needs and Disability Regulations (2014) and

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the SEN Code of Practice (2014) and the Principles contained in “Removing Barriers to Achievement” (2003), and the Inclusive Education Programme. They also take account of the Disability Rights Code of Practice for Schools (2002).

2.9 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
- Will promote active involvement of the students, parents, staff, Governors and the wider community in this process
- Provides on-going training for all staff which forms part of the School Improvement Plan
- Will ensure that arrangements for planning, implementation, funding, monitoring and evaluation of SEN 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 the Learning Trust and Academies Division 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 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 our Equal Opportunities Policy reflects the high priority we place on inclusion for all students at the school
- Will share our good practice and learn from others

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- 3.2 Entitlement - All students at Mossbourne Victoria Park 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 Victoria Park Academy will endeavour to ensure that:
- The admission of students with SEN is handled sensitively
 - Contributions by all students to the work of the school are valued
 - Positive images of an inclusive education are presented at all times
 - Work providing personalised learning is appropriately differentiated and 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 Victoria Park 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 will actively work towards the full inclusion of all students
- 3.5 All students will be valued as members of the school community with unique interests and strengths

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- 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 student
- 3.7 All teachers at Mossbourne Victoria Park Academy are responsible for children with special educational needs and are accountable for their progress. Teaching at Mossbourne Victoria Park Academy is inclusive as this is a whole school policy
- 3.8 The resources allocated for support and provision for SEN 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 will be identified at the point of transfer or during their time at the Academy
- 3.11 Relevant and on-going guidance, support and advice will be provided for post-16 education and training
- 3.12 Children with special educational needs will be offered full access to a broad, balanced and relevant education including the National Curriculum and the QCA/DfE/Ofsted "Guidelines for Teaching" for children who are attaining significantly below age-related expectations. Student progress will be assessed and monitored
- 3.13 The identification and assessment of students whose first language is not English requires particular care. Mossbourne Victoria Park Academy Community Academy makes a clear distinction between EAL and SEN. (See Section 4.10)
- 3.14 Parents and carers will have a vital role to play in supporting their child's education
- 3.15 The views of the students will be sought and taken into account

4. Responsibilities

- 4.1 The Governors will have a nominated SEN Link governor who takes a particular interest, on behalf of the Governing Body, in the way the school manages its provision for students who

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are on the SEND Register. The role also involves informing the governing body of Academies Division/Learning Trust initiatives in relation to SEN

- 4.2 The Principal is the day to day manager of all aspects of Mossbourne Victoria Park Academy's work including the provision of special educational needs. The Principal has delegated responsibility for SEN to the Head of SEN Inclusion
- 4.3 The Head of SEN Inclusion leads the Curriculum Support Team, which will in the future consist of Special Educational Needs Co-ordinators to whom areas of SEN responsibility are delegated to
- 4.4 The Special Educational Needs Co-ordinators will be responsible for the day to day running of delegated areas of responsibility. The term Head of SEN Inclusion is used throughout this document and refers to the team member responsible for the specific area
- 4.5 The Head of SEN Inclusion (HOI) reports directly to the Vice Principal on all matters pertaining to the Curriculum Support Department
- 4.6 Heads of Learning Areas ensure that SEN Inclusion issues are an agenda item at each meeting. The HOI attends all Heads of Learning Area meetings
- 4.7 The HOI liaises with HOLAs and HODs on a regular basis
- 4.8 The Head of SEN Inclusion and teachers, with responsibility for Nurture teaching, ensure good liaison with HOLAs & HODs
- 4.9 A Curriculum Support Department Development Plan is written each year. This is submitted to the Senior Leadership Team and forms an integral part of the School Improvement plan which outlines whole-school development

5. Role Definitions

5.1 The Role of the Head of SEN Inclusion is to:

- Manage the day-to-day operation of the SEN Inclusive Education Policy
- Liaise with The Learning Trust and Academies Division with regard to SEN issues
- Liaise with the other Local Education Authorities with regard to any out-borough students
- Manage the Curriculum Support Team and Curriculum Support Learning Area including regular meetings, ensuring that accurate minutes of all meetings are kept

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- Maintain the SEND Register and oversee the records of all students with SEN
- Line-manage Learning Support Teachers & SENCos and co-ordinate their timetables
- Line-manage the Senior Teaching Assistant
- Line-manage Teaching Assistants and liaise with Learning Area Heads regarding the co-ordination of the TA support timetables
- Liaise with, advise and support all staff and students, including the publishing of a regular SEN Bulletin, informing staff of current issues
- Co-ordinate provision for students with SEN both in school and externally
- Liaise with parents and carers and develop ways to improve parental awareness and partnership
- Identify and contribute to whole school SEN training
- Deliver and co-ordinate newly qualified teacher and departmental training
- Liaise with external agencies
- Liaise with Heads of Learning Areas
- Liaise with Heads of Department on a regular basis
- Liaise with the Vice Principal on a regular basis
- In consultation with colleagues, use information from students' previous and current attainment, CATs, NCTs, Reading Ages, information from primary school, National Curriculum Levels to provide starting points for the development of an appropriate provision for individual students.
- Liaise with Heads of Year including attending Heads of Year Meetings to identify, monitor and review students with SEN.
- Contribute to the development and implementation of Whole School Behaviour Management Plan including, supporting the pastoral team, with inclusion issues in relation to the management of procedures used in the Learning Support Unit
- Arrange and chair review meetings including Annual Reviews and IEP Meetings.
- Ensure on-going observation and assessment of students on the SEND Register and provide regular feedback to all teachers and parents/carers about the student's achievements and experiences to ensure that the outcomes of such assessment forms the basis of planning for the next steps of the student's learning
- Monitor the provision for students on the SEND Register in terms of planning, writing and delivery of Group and Individual Education Plans as appropriate.
- Attend Meetings arranged by the LEA and disseminate information to staff.
- Liaise with the SEN Inclusion Link Governor.
- Raise awareness of the SEN Inclusion Policy at Mossbourne Victoria Park Academy.
- Liaise with feeder schools to ensure a smooth transition for students on the SEND Register and that information is passed on from Key Stage 2.

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- 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.
 - Line-manage the Learning Mentors and oversee the Mentoring programmes and INSET for Learning Mentors.
 - Liaise with Heads of Learning Area and Heads of Year regarding the assessment and induction of all new students to Mossbourne Victoria Park Academy.
- 5.2 The future roles of the CSD SEN Co-Ordinators include to:
- Manage specified areas of the responsibilities outlined for the Head of SEN Inclusion in line with Job Descriptions
- 5.3 The Roles of the Senior Pastoral Team & Heads of Year are to:
- Identify students with SEN
 - Liaise with and inform the Head of SEN Inclusion using agreed pro-forma SEN 1 following the identification of a need
 - Liaise with the Head of SEN Inclusion in the provision of differentiated targets and strategies to meet the needs of students
 - Monitor the progress of students with SEN and contribute to progress/IEP Reviews
 - Share responsibility for Pastoral Support Plans
 - Update the Head of SEN Inclusion on all issues pertaining to SEN
 - Review the progress of student and in collaboration with Head of SEN Inclusion to decide future action using form SEN 2
 - Ensure that SEN issues are discussed at Form Tutor Meetings
 - Ensure that all issues pertaining to inclusion are addressed
 - Collaborate with the Head of SEN Inclusion in meeting parents and external agencies in review or planning meetings regarding provision or action that needs to be implemented
- 5.4 The Role of the Form Tutor is to:
- Have a knowledge of the individual student needs of students in their form on the SEND Register
 - Use identified strategies to meet student needs with regard to inclusion
 - Monitor progress of all students in the form in line with assessment procedures at Mossbourne Victoria Park Academy
 - Monitor progress towards the targets set in IEPs
 - Contribute to reports
 - Ensure that the students are aware of their own targets.

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- Liaise with the Head of SEN Inclusion and Head of Year using appropriate forms regarding any issues or concerns
 - Identify new needs that emerge
- 5.5 The Role of the Head of Learning Area is to:
- Identify the learning needs of all students
 - Ensure that SEN is an agenda item of every Learning Area meeting
 - Ensure that Inclusion forms part of the Learning Area Policy
 - Ensure appropriate teaching and learning strategies are in place to meet the needs of all students
 - Liaise with the Head of SEN Inclusion in the deployment of Teaching Assistants
 - Ensure that a record of differentiation forms part of the planning process in order that lessons provide all students with the opportunity to succeed
 - Collaborate with subject teachers in ensuring that a differentiated curriculum is implemented to meet the student's needs
 - Ensure that subject teachers liaise with and inform HOD or Head of Learning Area of students causing concern using agreed pro-forma SEN 1
 - Monitor the students' progress within the specified time-scale with the subject teacher and to liaise with the Head of SEN Inclusion using the agreed pro-forma
 - Collaborate with the Head of SEN Inclusion in reviewing student progress and in the decision to take further action
 - In collaboration with the Head of SEN Inclusion, meet with the parent or carer to inform them of the steps being taken to meet the student's learning needs
 - Ensure that teachers in the Learning Area bring to the attention of the Head of SEN Inclusion names of any student already on the SEND Register who is causing concern using pro-forma SEN 4
- 5.6 The Role of the Head of Department is to:
- Ensure that SEN 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 and inform HOD of students causing concern using agreed pro-forma SEN 1
 - Collaborate with subject teacher in ensuring that a differentiated curriculum is implemented to meet the student's needs
 - Ensure that a record of differentiation forms part of the planning process in order that lessons provide all students the opportunity to succeed

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- Monitor the student's progress under the specified time-scale with the subject teacher and to liaise with the Head of SEN Inclusion using the agreed pro-forma
- Collaborate with the Head of SEN Inclusion in reviewing student progress and in the decision to take further action
- In collaboration with the Head of SEN Inclusion, meet with the parent or carer to inform them of the steps being taken to meet the student's learning needs
- Ensure that teachers in the Learning Area bring to the attention of the Head of SEN Inclusion names of any student already on the SEND Register who is causing concern using pro-forma SEN 4

5.7 The Role of the Subject Teacher is to:

- Identify the needs of students with special educational needs using the agreed pro-forma SEN 1
- Liaise with the HOD or Head of Learning Area to discuss strategies to support the student 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
- Deliver effective classroom management including the management of Teaching Assistants. (Hereafter referred to as TAs)
- Provide access/copies of lesson planning, including learning outcomes for TAs
- Work collaboratively with TAs and Learning Support Teachers (Hereafter referred to as LSTs)
- Provide evidence of student progress through assessment and record keeping
- Set individual targets for IEPs
- Provide opportunities for students to work towards the targets set for them in the IEP, within the context of the subject where appropriate
- Monitor and evaluate student progress and to provide feedback to the Head of SEN Inclusion or Head of Department/Learning Area in line with policy procedures.
- Inform the Head of SEN Inclusion using the pro-forma SEN 4 about any student already on the SEND Register who is causing concern.

5.8 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 HOI in the scheduling of extra-curricular activities to maximise appropriate interventions for all students who are performing below expected levels

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- Liaise with the 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
- 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, recorded in line with Academy policy

5.9 The Role of the Learning Support Teacher is to take responsibility for a number of students on the SEND Register, as designated by the HOI and encompasses:

- Work with students with Special Educational Needs
 - To take responsibility for designated students with SEN.
 - To ensure that students with SEN 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 IEPs in accordance with the Code of Practice and all related documents.
 - To be responsible for the writing, monitoring and evaluation of Individual Education Plans or Academy Targets for students as directed by the HOI.
 - 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.
 - To support the learning of students with SEN in a variety of ways to meet the needs of the student: e.g.1:1 support in class/withdrawal, small group in class/withdrawal or team teaching with the subject teacher.
 - To write and update Profiles for students on their caseload and ensure these are available to staff.
 - To prepare Annual Review Reports for students with Statements of SEN or Education Health Care Plans (Hereafter referred to as EHCP), in line with the Annual Review Procedures.
 - To assist in Transition support from Primary to Secondary and from Secondary to Tertiary Education.
 - To provide support for life-skill development towards independence in Key Stage 3 and 4.

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- To give advice on assessment in particular areas of the curriculum, and in relation to examinations.
- To support the SENCo with responsibility for Examinations in writing reports and applications for Access Arrangements
- To liaise with External Agencies as directed by the HOI.
- To provide advice and guidance on such specific/specialist SEN techniques as might be required.
- To identify training needs and attend courses to develop professional expertise to meet the needs of students on caseload.

- Work 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
 - To work collaboratively with subject teachers in a variety of ways: 1:1 support, small group, team teaching and in modelling a variety of teaching styles appropriate to the needs of students with SEN.
 - To support subject teachers in making reasonable adjustments to ensure that students who are disabled are not put at a disadvantage in comparison to students who are not disabled, in line with the Special Educational Needs and Disability Regulations (2014)
 - To provide advice and guidance on such specific/specialist SEN techniques as might be required
 - To attend all and, as directed by the HOI, to act as chair at Annual Reviews for students for whom they are responsible
 - To assist the HOI at Parents' Evenings/Review Meetings and in the review process for students with SEN
 - To arrange and hold reviews for students on caseload at alternative times to ensure reviews are held at least annually

- Work with Teaching Assistants
 - To arrange regular Planning Meetings with TAs to discuss IEP targets and strategies to meet individual student needs
 - To liaise with the TA to plan and advise staff regarding appropriate support strategies, schemes of work and of ways of working with students
 - Advise and oversee TAs in the use of resources
 - To discuss student progress regularly with the TA
 - To oversee record keeping by the TA in line with department procedures

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- To review progress, discuss outcomes and plan for the Annual Statement Review
- To advise and train TAs in developing students' literacy and numeracy skills and in the differentiation of the curriculum
- To advise and train TAs on issues of self-help and independence
- To attend meetings as directed by the HOI and Heads of Learning Areas
- Work with Parents
 - To work in partnership with parents in accordance with the Code of Practice and other related documents
 - To assist in regular Home/Academy liaison, making visits where appropriate 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 from the Parent/Carer for the student at home
 - To provide advice and information on voluntary bodies and support groups and further information on SEN issues

5.10 The Role of the Teaching Assistant:

- The Teaching Assistants are employed as part of the Curriculum Support Team and will endeavour, at all times, to promote the inclusion of all students. At Mossbourne Victoria Park Academy, Teaching Assistants provide support for the student, the teacher, the curriculum and the school. In turn the school is responsible for supporting the Teaching Assistant in fulfilling the expectations of their role, through the provision of in-service training and involvement in the school's Performance Management Programme.
- Teaching Assistants work closely with those students identified on the SEND Register as having special needs. They also have a role in supporting students identified as being a cause of concern for any reason.
- Teaching Assistants will:
 - Participate fully in the life of the school attending Briefings, whole Academy INSET and whole Academy events.
 - 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 which could be the HOI, Senior Teaching

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Assistant or 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 on 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 around the school and at break and lunchtimes as directed by their 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 IEPs
 - 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 fortnightly departmental meetings
 - Attend courses to further their professional development
 - Maintain strict confidentiality at all times with regard to students
 - Undertake a programme of Peer Observation as part of the Performance Management Programme to observe and share good practice
- Senior Teaching Assistants, in addition to the above, will:
 - Assist the HOI with the supervision of the TA Team, contributing to the agenda for the weekly meeting
 - Assist the HOI in drawing up timetables for TAs and directing their areas of work
 - Overview and report to the HOI concerning the professional conduct and performance of TAs, including punctuality, attendance, record-keeping and confidentiality

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- Work with the HOI in providing Induction Programmes for TAs and assist in the provision of a programme of professional development for TAs
- Under the direction of the HOI assist in routine administrative and clerical duties pertaining to SEN issues
- Undertake other Academy duties as agreed with the Principal

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

- Liaise with the HOI on all learning support matters pertaining to students on the SEND Register with a primary behavioural difficulty
- Contribute to the monitoring and evaluation of IEPs BSPs & PSPs for students on the SEND Register in accordance with the agreed procedures outlined in the SEN Policy
- Liaise with the HOI in the involvement of external agencies for students with behavioural needs
- Assist the HOI in liaison with external provision
- Maintain links between the Heads of Year and HOI in the registration of students causing concern

5.12 The Role of the Learning Mentor is to:

- Take responsibility for mentoring students as designated by the HOI 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 in the Academy
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 IEPs, in accordance with the Code of Practice and all related documents
- Be responsible for the writing, monitoring and evaluation of Individual Education Plans or Academy Targets for students as directed by the HOI
- Be responsible for the planning, delivering, assessing and recording of support given to students in line with Mentor Record Keeping Procedures and to ensure that these are in good order
- Support the learning of mentored students in a variety of ways to meet the needs of the student: 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 on SEN Support or with Statements of SEN, in line with the Annual Review Procedures
- Hold Review Meetings with parents for students on the SEND Register

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- 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 Tertiary Education
- Attend all meetings as directed by the HOI

6. Identification, Assessment and Review

6.1 Procedures for the identification, assessment and review of students follow the guidance in the revised Code of Practice (2014), as set out in chapter 6. It forms the basis of the school's Graduated Response to student needs.

6.2 The SEN 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 **SEN Initial Concern Referral Forms** should be completed and passed to the Head of SEN Inclusion. Copies should also be passed to the Head of Year and relevant Head of Learning Area
- The parent must be informed and consulted by the Head of SEN Inclusion about any concerns raised and should be invited to contribute to discussions regarding differentiated strategies to support their child and must be notified of the Review date
- A copy is filed in the Head of SEN Inclusion's Office and the name of the student and review date is logged
- The Head of SEN Inclusion sets a Review Date, no longer than 6-8 weeks from the date of referral and parents/carers and student are invited to attend along with any relevant staff or professionals
- Prior to the Review Meeting the school 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
- During the next 6-8 weeks the student's teachers and Heads of Year/Learning Areas will also be asked to provide information on some or all of the following:
 - Current levels, grades and test scores as appropriate
 - Indication of progress in both class work and homework

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

6.3 SEN 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 pro-forma SEN 2.
- The meeting will be chaired by the Head of SEN Inclusion or a representative from the Learning Support Team and will be attended by the student, parents, all key staff involved and any external professionals involved
- Opinions of all will be valued and carefully considered
- At the review a decision will be taken as to whether any further action is required. Possible outcomes include:
 - That no further action is necessary
 - Continue to monitor the student for an agreed period of time with a view to all parties agreeing to conduct a further review of the student's progress. This and subsequent review at the Concern Stage are recorded on pro-forma SEN 2 and 3.
 - Place the student on SEN Support if an additional special educational provision is required.

6.4 Triggers for receiving SEN Support

- There are many reasons why the decision that a Graduated Response to the student is now required. With the agreement of parents, a student will be placed on SEN 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

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6.5 Process for receiving SEN Support

- SEN support is the provision that will be provided by the Academy or external agencies to meet students' needs. This provision will reflect the wide variety of needs of students placed on the SEND Register. In order to monitor provision and student progress the following will now take place:
 - An SEN File will be set up to include all SEN documentation pertaining to the student
 - All information and reviews will now be recorded using the SEN Profile
 - Parents will be consulted regularly and invited to Annual Reviews
 - Teachers will be consulted regularly regarding student interventions and progress
 - A plan 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 has been added to the SEND Register
 - IEP or plan will be made available to all involved with student

6.6 Triggers for External Agency Involvement

- Concerns may be raised about students who fail to make adequate progress in spite of high quality teaching and the special educational provision made by the Academy. The school or Parent/Carer may want to seek the services of an outside agency. Concerns will be raised at the review or at a meeting called for this purpose.
- Referrals to external agencies, made with parental agreement, will be made if at least one of the following applies:
 - There is little or no progress in the development of literacy or numeracy skills
 - National Curriculum levels are substantially lower than that expected
 - There are continuing, on-going communication issues
 - There are continuing on-going behavioural issues that have not been ameliorated despite access to school-based interventions
 - The student has sensory or physical problems, which impede progress, despite the provision of specialist equipment and despite access to school-based provision

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6.7 External Agency Involvement

- External agency involvement occurs when the Academy’s 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.
 - An SEN File will be set up, if not already in place, to include all SEN documentation pertaining to the student
 - Parents will be consulted regularly and invited to Annual Reviews
 - Teachers will be consulted regularly regarding student interventions and progress
 - A Student Profile may be devised and made available to all staff
 - An Individual Education Plan 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 school based provision, as appropriate to their needs
 - The student will have access to external provision/advice, as appropriate to their needs. (This may be in the Academy or out of Academy support.)
 - Staff will be notified that the student is receiving SEN support on the SEND Register
 - IEP is made available to all staff involved with student

6.8 Triggers for Statutory Assessment for an EHCP

- In some circumstances, it may be deemed necessary to seek a Statutory Assessment. The Academy follows guidelines given in the revised Code of Practice (2014). The criteria for seeking Statutory Assessment are laid down by The Learning Trust or LEA responsible for the student. The importance of close liaison with parents is recognised during the Statutory Assessment process
- The Head of SEN Inclusion, in liaison with all involved with the student submits a request for Statutory Assessment or SA1

6.9 Statutory Assessment

- When a student is issued with a Statement of Special Educational Needs, or an EHCP, the Academy has a legal duty, with the support of the Academies division and in liaison with the LEA, to make the provision outlined in the Statement/EHCP
- Following the formal presentation of a Statement of Special Educational Needs/EHCP, the Head of SEN Inclusion will:
- Undertake to co-ordinate provision for the student based on specification written in the Statement

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- Hold an initial planning meeting with the Parent(s)/Carers and all involved professionals and within 6 weeks of the Final Statement/EHCP issue date
- Allocate the student to a Learning Support Teacher and Teaching Assistant, if appropriate, and ensure that all support, as specified in the Statement of SEN/EHCP, is put in place for the student
- Ensure that a student profile is written and available for all staff
- Oversee the formulation of an IEP
- Ensure that the IEP is delivered and monitored
- Liaise with and ensure access to external agencies as appropriate
- Co-ordinate the Annual Review, inviting parents/carers and all professionals involved in the student's education

6.10 Note in Lieu

- Occasionally, the LEA will decide that a full Statement of Special Educational Needs or EHCP is not warranted, but may wish to outline the specific needs of a student. In this case a Note in Lieu of a Statement/EHCP is issued.
- In such cases Mossbourne Victoria Park Academy will follow the advice contained in the Note in Lieu and will provide SEN support to the student

6.11 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 SEN. A student may be failing to make adequate progress or unable to access the curriculum due to EAL issues. In such cases careful assessments will be undertaken to ascertain if there are also any SEN issues that might be affecting the student's progress
- The EMA 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 Head of SEN Inclusion, specialist teacher or other professionals as necessary

7. Review Procedures

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7.1 The review process is viewed as an on-going 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 guidelines in the Revised Code of Practice 2014.

7.2 Reviews for students receiving SEN Support

- For all students receiving SEN support, a Planning Meeting will be held during the student's first few weeks in the Academy
- Annual Reviews for students receiving SEN support but without a Statement of SEN/EHCP are carried out as required by the revised Code of Practice (2014), the occasion and frequency of which will depend on the needs of the student
- The Parent may also be invited to meet with the Head of SEN Inclusion during Parents' Evening and is offered an alternative appointment time if the time allocated is not convenient
- Student progress is discussed in the light of the Annual Report to Parents or on occasions the Interim Report, assessments and tracking data used in 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 set
- One of the following outcomes to the Review will be agreed with the parent and the student:

The student continues to be provided with SEN support
The provision for the student is revised to meet needs
Parents/Carers and Academy agree to a referral to an External Agency
Provision is discontinued and the child is removed from the SEND Register

7.3 Annual Statement/EHCP Reviews

- Procedures for Annual Reviews for students with Statements of Special Educational Needs or EHCPs are laid down in Chapter 9 of the revised Code of Practice (2014).

7.4 Preparation for the Annual Review

- For all students with Statements a Planning Meeting will be held during the student's first few weeks in the Academy
- The Annual Review is held near the anniversary of the issue date of the Statement
- The Head of SEN Inclusion advises LSTs and TAs of Annual Review dates at the beginning of each year
- The Head of SEN Inclusion invites parents and all external agencies to attend Annual Review and requests appropriate reports from external agencies involved with the student

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- Parents and professionals involved are provided with the relevant pro-forma - Professional's View and Parental Advice
- For all reviews where amendments to the statement are likely or where specific issues need to be addressed a representative from the SEN Assessment Team and/or Educational Psychologist is also invited
- The Prospects Officer (Careers Advisor) is invited to attend all Year 9, Year 10 and Year 11 Reviews (Transition Reviews)
- The LST circulates student report requests to all members of teaching staff
- LST or TA ensures that the Student View form is completed
- 4 weeks prior to Annual Review the Administrator collates all written advice from teaching staff into the Annual Review School report using the Teaching/ Support Staff Views report form
- 3 weeks prior to Annual Review the LST submits a report
- 2 weeks prior to Annual Review the Administrator sends all reports to parents/carers and all invited parties
- 1 week prior to the Annual Review the Administrator confirms meeting with parents

7.5 The Annual Review

- The Annual Review Meeting takes place and is chaired by the Head of SEN Inclusion or LST responsible for the student. The LSTs and Key worker TA(s) also attend the meeting
- At the meeting, the reports and student progress are considered. Long-term targets are set for the forthcoming year
- A new IEP is drawn up by the LST with input from the parent and student

7.6 Post-Review

- The LST with support from the Administrator completes the Annual Review Report and submits this together with all reports to the LEA within 7 days of the Annual Review
- A copy of the Annual Review Report and new IEP is sent to the parent/carers and to all those invited
- The LEA informs the Head of SEN Inclusion and parents of the outcome
- All review papers are filed in the student's confidential file in the CSD Office. One of the following outcomes to the Review will be agreed with the parent/Carer, student and the LEA:
- Maintain the Statement/EHCP

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The provision for the student is revised to meet current needs, the LEA is advised of this in the Review Outcome Report

Parents/Carers and Academy agree to a referral to an External Agency

The Statement/EHCP is discontinued (ceased) and the student moves to an appropriate level of provision, as agreed with all involved

8. Individual Education Plans (IEPs)

8.1 Academy Target Setting

- All students participate in a Target Setting process. It is recognised in the Academy that targets, whether they be IEPs, or targets written as part of the whole-school target setting, are only effective when:
 - students know their targets
 - students are frequently reminded of them
 - the targets are regularly monitored and students given feedback on their progress
 - students are given recognition when the targets are achieved

- Student targets will be recorded in their subject specific workbooks and, when part of a plan, such as an IEP, in their Planners. All students are reminded to review their targets frequently and it is good practice for teachers to request that all student’s review these at the beginning of each lesson. On-going assessment and effective feedback are essential for high-quality learning. Students should receive regular feedback on their progress, linked to any relevant targets

- As part of the Academy’s response to student needs, an Individual Education Plan or Individual Targets, will be in place for all students on the SEND Register

8.2 Academy Targets

- Will sometimes be written for students receiving SEN support for whom an IEP is not appropriate
- Will generally be written by the Mentor with responsibility for the student
- The Targets focus on social and academic targets and identify the success criteria, strategies and support to be given
- The student and parent/carers participate in the process
- The targets are reviewed and amended throughout the year in accordance with policy
- The student and parent/carer are also involved in the evaluation and review process which will take place at the end of the year

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8.3 Individual Education Plans and/or Behaviour Plans:

- Will generally be in place for all students with Statements of Special Educational Needs or EHCPs and for some students with complex needs receiving SEN support
- Will be written by the Head of SEN Inclusion or Learning Support Teacher 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 on the Academy network to all staff involved with the student
- Will outline the following:
 - areas to be developed
 - targets and timescales agreed with all concerned
 - the success criteria/expected outcomes
 - teaching strategies to be employed to help the student meet the targets
 - student contribution
 - parent/carer contribution
 - support arrangements
 - key staff responsible
 - pastoral/medical arrangements
 - review date
- Will be reviewed at least twice annually.
- Will be evaluated by those teaching the student and according to agreed procedures. (See Section 7, Review Procedures.)

9. Record Keeping and Monitoring

9.1 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 to all individuals and agencies involved, through the Head of SEN Inclusion. 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 SENCO SIMS.net should help to reduce bureaucracy and contribute to improved 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.

9.2 Confidential files on all students on the SEND Register are kept in secure filing cabinets in the CSD Office

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- 9.3 Learning Support Teachers have access to these records through the CSD Administrator
- 9.4 Teaching Assistants have access to the records on a need to know basis at the discretion of the HOI & CSD Administrator
- 9.5 SEN files/details of Year 7 students who transfer to Mossbourne Victoria Park Academy on the SEND Register are read by the Head of Year, LSTs and SENCOs, the Head of Inclusion and members of SLT and transferred to the CSD Office. A note is placed in the main file indicating the location of SEN Records
- 9.6 All documentation related to Child Protection issues are read by the Head of Year, removed from the main student file and transferred to a secure filing cabinet in the office of the teacher responsible for Child Protection.
- 9.7 Files of all students are trawled by the CSD Administrator
- 9.8 Primary SEN Records of students causing concern are transferred to the CSD Office and a note placed in the main file to indicate this
- 9.9 All SEN Records of students removed from the Concern or SEND Register are returned to the main file with an appended record of the date and reason for removal from the register attached
- 9.10 **The SEND Register** is maintained by the HOI and is available to all teaching staff and TAs. It is a working document and is kept constantly under review
- 9.11 A register of students causing concern is also kept and regularly updated. This Register will remain strictly confidential
- 9.12 **Confidential Student Records** are stored in the CSD Office and contain all records pertaining to the student, with the exception of Child Protection records. The Student Confidential File contains:
 - A copy of the Statement of Special Educational Needs or EHCP for students with Statements/EHCPs
 - Records of reviews including Outcome of Annual Reviews for students with Statements of SEN/EHCPs
 - All information/records pertaining to the needs of a student e.g. individual assessments, reports from external agencies, letters etc.
 - All records of support will be filed at the end of each academic year

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- Student Profiles - for students with Statements and who are receiving SEN support - are stored on the network-hard copies will be placed in the student file when the student leaves
- IEPs are stored on the network- hard copies will be placed in the student file when the student leaves

9.13 **Student Support Records** are located in filing cabinets in the Curriculum Support Department. These files contain the day-to-day student records including:

- Student Timetable- annotated to show support in place for the student
- A copy of the current IEP
- Copies of any programmes of work in place for the student
- Current record of support in class including progress made towards targets on IEP
- LSTs record 1:1 work using the agreed CSD LST format

10. Access to Examinations

10.1 In order to ensure that appropriate arrangements are in place for students sitting Statutory Assessment Tests at the end of Key Stage 3 and GCSEs in Years 10 and 11, the Academy follows procedures set out in the Policy for Access to Examinations

11. Resources Allocation

11.1 Mossbourne Victoria Park Academy is an independent body and resources for SEN are managed as prescribed by the Academies Division.

12. Admissions for Students with SEN and Disabilities

12.1 The Admissions Procedures for entry to Mossbourne Victoria Park Academy can be found in the Academy Brochure and is also available from The Learning Trust.

12.2 The Academy’s Admissions Policy for all students, including those with Special Educational Needs, applies equally to all students, with the exception of those students with a Statement of SEN/EHCP. Secondary placements for students with Statements of SEN or EHCPs, residing in Hackney, are considered under The Learning Trust’s Consultation Procedures for students with Statements of SEN/EHCPs. Mossbourne Victoria Park Academy has a Policy on Equal Opportunities, an Access Plan and a Disability Statement.

13. Accommodation

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13.1 Mossbourne Victoria Park Academy has been designed to be fully accessible. The Access Plan details the Academy plan to maintain and improve access for students with SEN and disabilities.

14. Inclusion strategies

14.1 At Mossbourne Victoria Park Academy it is recognised that all students should have access to a broad, balanced curriculum.

14.2 Students are organised into five mixed-ability forms. In all year groups students are set for core subjects. These arrangements are reviewed as necessary. Students are taught in sets and mixed-ability groups with work appropriately differentiated to meet the needs of individuals within the set or teaching group.

14.3 Support for students is organised in a variety of ways:

- **Nurture Set Year 7:** 10-12 students entering the Academy in Year 7 with levels well below expected norms are taught by a subject specialists in a dedicated classroom for English, Maths, Science and Humanities. For Drama, PE, Music and DT they are taught in mixed ability groups with Teaching Assistant support as necessary. Students move up to higher sets in subjects where they are working at an appropriate level. It is anticipated that these arrangements will continue throughout KS3.
- **Teaching Assistant support in-class:** for individuals or small groups of targeted students
- **Teaching Assistant withdrawal support:** for individual students or small groups for a specific program of intervention under the supervision of the LST responsible for the student(s)
- **LST support in-class:** for individual students or small groups for targeted support.
- **LST withdrawal:** to provide a structured program of intervention for an individual or group of students. Students with Specific Learning Difficulties (dyslexia, dyspraxia) are placed on list and are withdrawn for individual or group sessions for targeted interventions
- **Intervention Programmes:** ICT, Literacy and Numeracy interventions 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 interventions are allocated according to need

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- 14.4 Every student on roll at Mossbourne Victoria Park Academy is fully included in all aspects of school life e.g. extended learning opportunities, educational trips, extra-curricular activities and special events
- 14.5 Each Department will be evaluated by the HOI, on an annual basis, to ensure access planning with regard to curriculum provision for SEN students and strategies to promote the inclusion of students with SEN
- 14.6 Resources will be provided to meet the individual needs of students with physical, sensory or other needs
- 14.7 We recognise that effective teaching for students with SEN shares most of the characteristics of effective teaching for all students and teachers at Mossbourne Victoria Park Academy will, through in-service training and specialist advice, develop the skills to respond to the wide range of needs within the classroom
- 14.8 The principles of learning and teaching underpinning personalised learning will:
 - set high expectations and give SEN learners the confidence that they can succeed
 - establish what students know and build on it
 - structure and pace the learning experience to make it 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)
- 14.9 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. Complaints Procedures

- 15.1 The Academy follows the Academies Division Guidance for dealing with parental complaints as outlined in the Mossbourne Victoria Park Academy Complaints Procedures. Mossbourne Victoria Park Academy endeavours, at all times, 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 attend school to discuss the issues.

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15.2 Complaints concerning provision for students with statements or EHCPs can be made to The Learning Trust or LEA responsible for the student. Parents are informed of this procedure when the statement/EHCP is written

16. INSET Staff Development and Induction

16.1 Mossbourne Victoria Park Academy endeavours to promote good practice by raising awareness of inclusive education by providing a range of relevant INSET. In addition, the Curriculum Support Team offers additional INSET to meet the needs of groups and individuals, both within the Curriculum Support Department and the Academy.

16.2 All members of the Curriculum Support Team are included in the Academy's Professional Development cycle of Performance Management. All members of the team attend courses identified through their professional development interviews.

16.3 The Head of SEN Inclusion and LSTs attend courses relevant to the needs of the department and specific students on their caseload

16.4 The HOI offers INSET as part of the Induction Programme for Newly Qualified (NQTs), Graduate (GTPs) and Beginner Teachers (BTs)

16.5 The HOI provides INSET for all members of the department given during scheduled meeting times. This INSET is sometimes delivered by guest speakers and addresses needs for training identified by members of the department

16.6 The HOI organises and delivers whole Academy INSET as and when appropriate

16.7 In addition new TAs are given training and support by the Senior Teaching Assistant during their first term at Mossbourne Victoria Park Academy

16.8 TAs are encouraged to attend training to meet the needs identified through Performance Management and to meet the specific needs of students for whom they are the key worker

16.9 All TAs and LSTs attend whole Academy training days where appropriate. On occasions alternative training more suited to the needs of the department is organised

16.10 The HOI updates SLT, Heads of Learning Areas, Heads of Departments and The Pastoral Team through the forum of regular meetings on the Academy Calendar

17. External Support

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- 17.1 Most students with Statements have involvement with one or more external agencies
- 17.2 The Code of Practice states that the provision for a student with special educational needs should match the nature of their needs. At the Academy we aim to provide an integrated service for the child “so that parents and students perceive the provision as seamless.” (SEN Code of Practice) and 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

18. Parents and Carers

18.1 The Academy recognises that parents and carers have a vital role to play in the development of the student. We therefore strive, at all times, to work in partnership with parents and carers 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/Carers will be informed of the existence of this policy and copies will be available for parents either on request or for reference in Reception
- Parents/Carers will always be fully involved in the process of placing a student on the SEND Register
- Parents/Carers 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 that student
- Parents/Carers will be invited to all School Reviews of the student. If Parents/Carers are unable to attend reviews, alternative appointments will be offered, on request
- The school will endeavour, either through its own resources or through the Hackney Council Translation and Interpretation Services, to provide translators and translated reports for Parents where necessary
- Mossbourne Victoria Park Academy will provide reassurance and advice for Parents/Carers who feel anxious that their child/ward may have special needs
- The school will make every effort to inform Parents/ Carers of any people and/or organisations, both within and without school, who might be of interest or assistance to them

19. Student Participation and Involvement

19.1 The school recognises the importance of student participation. We acknowledge 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.

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- 19.2 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
- 19.3 Staff will ensure that students are assured of appropriate confidentiality
- 19.4 Students will be invited to discuss the type of support they require and efforts will be made to meet these needs when practicable
- 19.5 All students including those with Individual Education Plans are involved in the setting of targets
- 19.6 Students 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
- 19.7 All students at Mossbourne Victoria Park Academy are involved in the Target Setting process. In addition for students on the SEND Register, the following practices are observed:
 - During the Annual Review the student will negotiate targets for the new IEP
 - Further targets for the IEP may also be negotiated with the Learning Support Teacher
 - As far as possible the student will be actively involved in producing the IEP document and in the on-going evaluation of his or her own progress towards the targets
- 19.8 All students are invited to comment on and evaluate their own progress through the Review Process. In the case of those with statements or EHCPs and for some receiving SEN support, this will be on a Student's Views Form.
- 19.9 To develop the delivery of personalised learning as detailed in "Removing the Barriers to Achievement" (DfES 2003), Mossbourne Victoria Park Academy 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

20. Transition Arrangements Primary to Secondary

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- 20.1 The Transition Officers on behalf of the HOI liaise with feeder primary schools in collaboration with the senior teacher responsible for Primary-Secondary Transition. Information on all students on the SEND Register is requested using the Year 6 Transition Document. To ensure smooth transition for students with the greatest difficulties, an additional visit for students with Statements/EHCPs is arranged during the Summer Term prior to the Year 6 Induction Day
- 20.2 The Transition Officer liaises with Primary SENCOs and support staff in primary schools to facilitate the implementation of Transition Programmes for specific students as appropriate
- 20.3 The Transition Officer requests an invitation to all Year 6 Reviews for students with Statements of Special Educational Needs.
- 20.4 In addition to data from the Cognitive Abilities Tests conducted as part of the admissions procedures, all students will be tested for reading and spelling with a view to further identification of SEN and to form a base-line for future progress
- 20.5 The Head of SEN Inclusion will also make use of any test results or assessments conducted during the primary phase and made available by the primary school
- 20.6 The Head of SEN Inclusion, in collaboration with The Pastoral Team and Heads of Learning Area, is responsible for the induction and assessment of all students accepted into the school after the beginning of the school year.

21. Safeguarding

- 21.1 The Academy recognises that students with SEN and disabilities may be significantly more at risk of abuse than other students. Research suggests that they may be three times more likely to suffer abuse than children without disabilities. For this reason, all staff at the Academy including Teaching Assistants are trained to recognise the signs and indicators of Child Abuse
- 21.2 The Head of SEN Inclusion is trained as a Nominated Safeguarding Children Advisor. Particular care is made to monitor the wellbeing of students with SEN and disabilities.

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