

SEN Local Offer for MVPA 2017-2018

1. Where is your school and who does your school cater for?

Mossbourne Victoria Park Academy is an inclusive all ability secondary school offering places for boys and girls between 11 and 16 years of age. The Academy is located at:

Mossbourne Victoria Park Academy
Victoria Park Road
London
E9 7HD

For admissions, please refer to the Academy's Admissions Policy, on the Academy website. All applications to Mossbourne Victoria Park Academy must be made through the Learning Trust.

2. How is the curriculum matched to student need?

At Mossbourne Victoria Park Academy, our aim is to ensure that all students achieve their full potential, both academically and socially. We are committed to meeting the needs of students with Special Educational Needs (SEN) and aim to ensure that all students have access to as broad, balanced and relevant a curriculum as possible, including activities such as Enrichment and educational visits. In accordance with the Revised Code of Practice 2014, and the Academy Special Educational Needs Policy, we recognise that children have special educational needs if they have a "learning difficulty which calls for special educational provision" to be made for them.

3. What support is there for students' overall well-being?

All teachers at Mossbourne Victoria Park Academy are responsible for children with Special Educational Needs and are accountable for their progress. For students who require additional input, this may include support from:

- a) A Learning Mentor
- b) A Teaching Assistant (TA) in class, in a group, 1:1 or in withdrawal
- c) A Learning Support Teacher in class, in a small group, 1:1 or in withdrawal
- d) A literacy tutor, in a small group, 1:1 or in withdrawal
- e) A Speech Therapist, in a small group, 1:1 or in withdrawal
- f) Allocation to an additional Maths or Literacy intervention
- g) An external specialist e.g. Educational Psychologist, Academy Counsellor, Mental Health Nurse Specialist, CAMHS, Physiotherapy, Occupational Therapy Services

Students are identified as requiring this support through their class teachers, form tutors, Head of Year, through regular contact with parents and on-going assessment of student progress. If a student is identified as requiring additional support, there is a transparent and effective referral process within the Academy to ensure the Head of Inclusion is aware of any concerns.

4. How accessible is the school?

The school has lifts throughout the building and a disabled toilet with hoist for those requiring this additional level of support. There is also a ramp on the ground floor for wheelchair and walker users. Manual Handling training for staff is provided as required.

5. How does the school know if students need additional support?

Slow progress and low attainment do not necessarily mean that a child has a SEN and therefore does not automatically lead to a student being recorded as having SEN. Through effective liaison with primary schools, we ensure that students with a SEN are identified at the point of transfer. For all students on the Special Educational Needs and Disability register, a planning meeting is arranged during the first few weeks in the Academy, to ensure that appropriate support is organised, and targets can be agreed with parents/carers.

Mossbourne also has systems to identify and provide appropriate support for students who may present with Special Educational Needs during their time at the Academy. The Academy will seek to identify students making less than expected progress, given their age and individual circumstances. The first response to this will be high quality teaching targeted at their area of weakness. Where progress continues to be less than expected, further consideration will be given to determine whether the child has a SEN and/or which interventions may be beneficial.

6. How does the school liaise with parents/carers over their child's progress?

We recognise the importance of making and maintaining strong home-academy links and, at all times, endeavour to work closely with parents and students to ensure that their wishes and concerns are fully considered. Planning and review meetings are organised to ensure that appropriate interventions and support are provided to meet individual student needs and these are communicated to parents/carers. We also aim to promote and maintain effective communication between all professionals involved with the student. This includes primary schools and colleges, at the point of transition.

7. What training do staff supporting children with special educational needs undertake?

Mossbourne endeavours to promote good practice by raising awareness of inclusive education by providing a range of relevant INSET. The Head of SEN Inclusion provides training to all staff and TAs are encouraged to attend training to meet the needs identified through their Performance Management and to meet the specific needs of students.

8. How are students who require access arrangements identified?

The Academy ensures that screening tests for Access Arrangements are conducted and that Access Arrangements are in place for students requiring this provision in both internal and public examinations. Parents/Carers should contact the Access Coordinator Ms Aceng, if they feel their child may require Access Arrangements.

9. Who is part of the Curriculum Support Team and who can I contact for further information?

The use of the term SEND is avoided when talking with students, except for more formal contexts, so as to dissipate preconceived ideas and prejudices. The SEN Department is known as the Curriculum Support Department; those working within it are referred to as the Curriculum Support Team. Students with Special Educational Needs and Disabilities are generally referred to as students on the SEND Register. The term Curriculum Support has been adopted to reflect the work of the department, in supporting every aspect of the curriculum, to the benefit of all students.

The Curriculum Support Team is led by the Acting Head of SEN Inclusion, Mr Toothe. Ms Fallon is Second In Charge of SEN Inclusion. The Team also has teaching assistants, a Lead Senior TA and CSD Administrator, Learning Mentors, Learning Support Teachers, a Literacy Tutor and a Speech and Language Therapist. For questions regarding Curriculum Support, you can contact the Lead Senior TA and CSD administrator, Mrs Shafi, who will direct your call to the relevant member of staff.