

SEND Information Report for Mossbourne Victoria Park Academy 2023-24

As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer' which sets out the support that is available for children and young people with SEND in the local area.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

The following information outlines the support and provision that pupils with SEND can expect at **Mossbourne Victoria Park Academy**.

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

Mossbourne Victoria Park Academy is a non-selective and inclusive all ability secondary school offering places for students between 11 and 16 years of age. The Academy is located at:

Mossbourne Victoria Park Academy
Victoria Park Road
London
E9 7HD

At Mossbourne Victoria Park we currently support pupils across all 'broad areas of need' as detailed in the SEND Code of Practice, 2015. These are:

- Speech, Language and Communication Needs
- Physical and Sensory
- Social, Emotional and Mental Health
- Cognition and Learning

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 a broad, balanced and relevant curriculum which includes activities such as Co-curricular opportunities and educational visits. Students with SEN share the same social time as non SEN students. Students are taught in mixed ability classes in some subjects and are placed in tutor groups with a carefully selected tutor groups. This provides SEN students regular experience of interacting with an academically and socially diverse range of peers, in an inner city setting.

All students are fully included in all aspects of academy life e.g. extended learning opportunities, educational trips, extra-curricular activities and special events. Along side the PSHCERSE curriculum, this ensures all students are prepared for being independent adults in society. Risk Assessments will undertaken in advance, where necessary and in liaison with parents, to ensure appropriate support is provided.

As Mossbourne Victoria Park Academy is a mainstream academy, it is expected that all pupils will attend mainstream lessons for much of their school day, being withdrawn only for specific or specialist interventions or programmes.

Interventions are tailored support to help address specific learning challenges and enable students with SEN to reach their full potential. We recognise high quality interventions can significantly improve academic achievement, social skills,

and emotional wellbeing. Examples of small group / individual interventions, which are planned and delivered to meet each of the four broad areas of need and include:

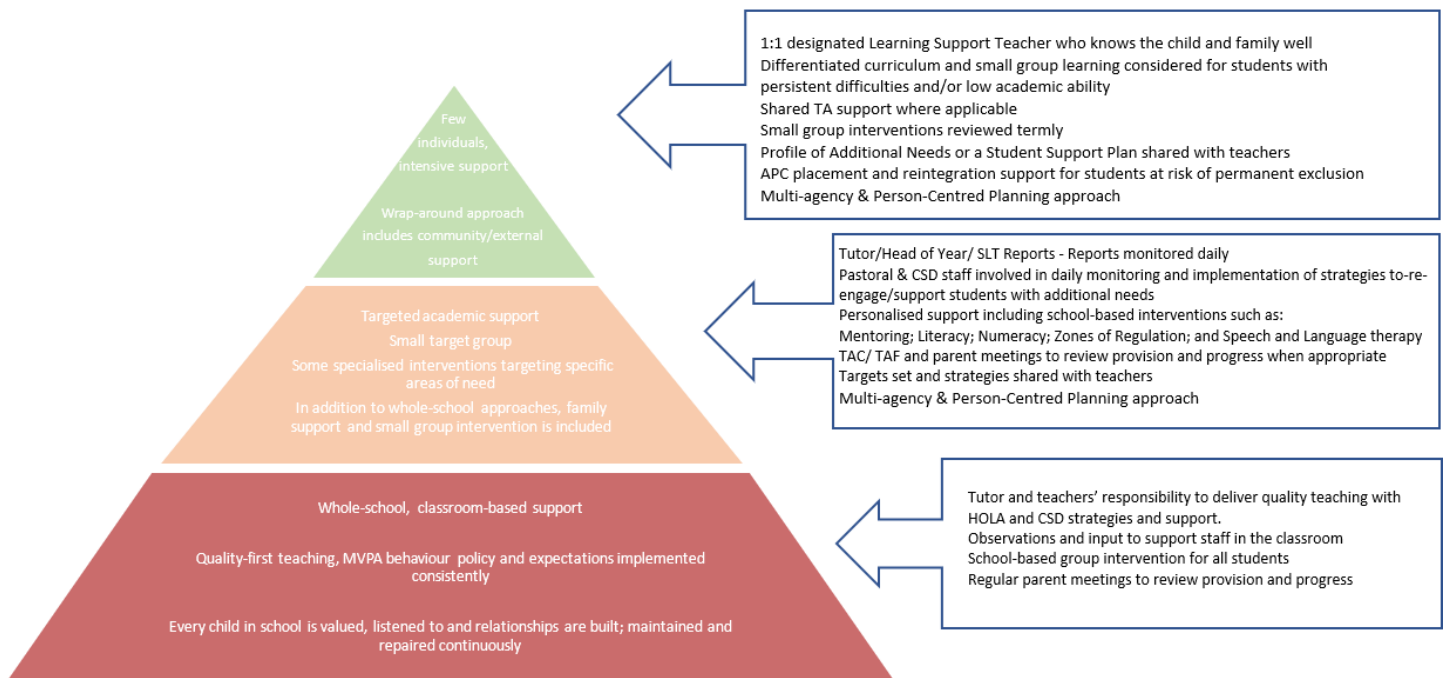
- Lexia - Literacy intervention programme, to enable students of all ages and abilities to master essential reading skills
- Dynamo Maths - Intervention programme supporting SEN students including those with Dyscalculia
- Reading and Literacy
- Spell zone - Spelling intervention programme where students work on tailored learning pathways
- Nessy - Literacy support for Dyslexic students
- Speech and Language Therapy 1:1 / small group therapy sessions
- Speech link and Language link - Screening and intervention programme for students with SLCN needs
- Mentoring - 1:1 / small group sessions to work on specific areas of need e.g. organisation, emotional and/or curriculum support
- Life Skills
- Lego Therapy
- Fine Motor Skills Group
- Typing Skills
- Social Skills/Confidence
- Homework/Study Skills
- Break and lunch time pastoral support in the Learning Centre

Adaptions are made to the curriculum and learning environment in each year group via our system of 'Nurture groups'. Our Nurture classes are taught together for English, Maths, Science and Humanities in a smaller group with a higher staff to student ratio. Being part of a smaller group allows for a greater focus on literacy and support. Students with EHCPs are often but not solely in these groups. The effectiveness of these interventions are monitored through liaison between the Curriculum Support and Pastoral Team and alongside the 'graduated approach' enable the academy to monitor the overall effectiveness of the provision for students with SEN. Termly progress reports also enable regular assessment of progress towards academic targets. These feed into Students Support Plan and IEP reviews.

We also have an Alternative Provision Centre (APC) which is designed to offer high quality education to a small number of students. The APC benefits students who demonstrate challenging behaviours, complex special educational needs, concern with attendance, or are at risk of permanent exclusion. Referral is from the Senior Pastoral Team.

3. What support is there for students' overall wellbeing?

All teachers at Mossbourne Victoria Park Academy are responsible for children with Special Educational Needs and are accountable for their progress. The diagram below illustrates the school's Universal Support Triangle which shows our inclusion processes and graduated response to student's need:



The diagram shows the standard offer of teaching and processes by which students who may require additional provision are identified, assessed, planned for and reviewed. A Learning Support Teacher is allocated to each year group and meets with the Head of Year fortnightly to discuss and review provision for students with special educational needs and students of concern. These discussions feed back into the Universal Support Triangle to provide a graduated response.

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 CSD/SENCO is aware of any concerns.

Mossbourne Victoria Park Academy works hard to ensure all students are effectively supported with their mental health and wellbeing so they can be successful learners and lead enjoyable and fulfilling lives. We employ a Senior Mental Health Lead and use a wide range of strategies and interventions to support students' wellbeing. These include:

- **Wellbeing and Mental Health in Schools' (WAMHS)** partnership to provide clear links with mental health services. [Please click here for the WAMHS Information Leaflet.](#)
- **Educational Mental Health Practitioner (EMHP)** onsite once a week (through our WAMHS partnership).
- **A Space counselling** - Currently we have a counsellor onsite every day.
- **Bespoke Group sessions** or one-to-one sessions focusing on issues that could impact learning or wellbeing such as transition to secondary school or sixth form, managing emotions, resilience, positive self-talk and thinking, low mood, anxiety, or managing exam stress.
- **Mentivation** who deliver bespoke sessions around staying safe online and in the community.
- **Tree of Life** workshops happen onsite in the academic year and support students with self-esteem and identity in strength-based workshops.
- **Young Hackney** who offer one to one support and specific group support where needed.

Mossbourne Victoria Park Academy has a considerable number of Designated Safeguard Leads to support all students but particularly those needing some extra support with their emotional and social development. Students may be referred to mentors, be placed on pastoral reports or have daily, weekly check-ins as required. We also have a Safe Space every day at lunchtime where any student can access a calm space and access a DSL for support. We operate an 'I need a chat box' where students can put their own or another student's name if they have any worries or concerns. This enables students to quickly access a Designated Safeguarding Lead, if they are concerned about their safety, the safety of others or have concerns about e.g. bullying. The academy adopts a zero tolerance approach to bullying, and information on bullying for students can be found in the student planner.

The Academy liaises with a range of external agencies and providers such as Children's Social Care, Child and Adolescent Mental Health Service (CAMHS) and Young Hackney to support and signpost students requiring more specialist support. At the point of referral, a child's SEN needs are communicated in order to ensure they are best supported, and regular communication is carried out with these agencies to ensure the best outcomes for SEN students.

In the last two academic years, over one third of all students have accessed the above provisions to support their mental health and wellbeing at MVPA.

4. How accessible is the school?

The school has lifts throughout both buildings and an accessible 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?

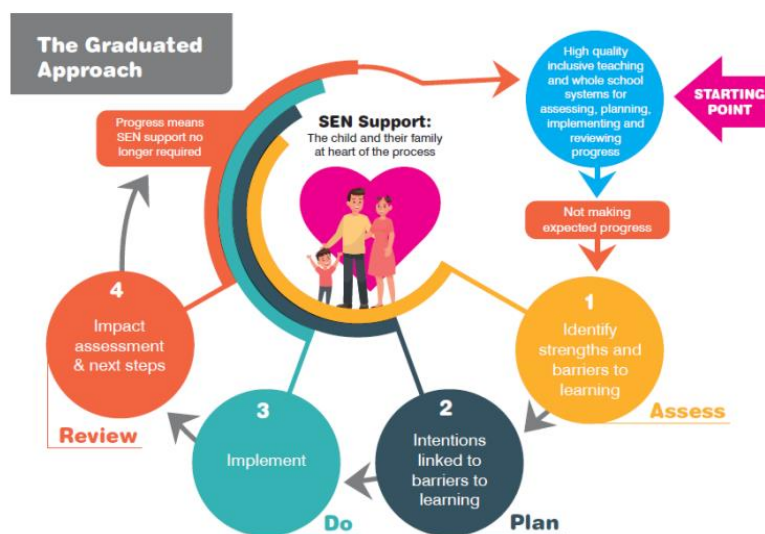
Slow progress and low attainment do not necessarily mean that a child has a SEN and therefore does not automatically lead to a student being recorded as having SEN. Through effective liaison with primary schools, we ensure that students with a SEN are identified at the point of transfer. In accordance 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.

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.

Every teacher is a 'teacher of SEND' and is, therefore, responsible for the progress of every child in their class. Pupil progress is monitored, tracked and challenged by the Extended Leadership Team and the Head of SEN Inclusion (SENDCo).

The Academy also has systems to identify and provide appropriate support for students who may present with Special Educational Needs during their time on roll. 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. Where a member of teaching staff has concerns that a student may have undiagnosed SEN, they will complete an SEN Concern Form. These students are then discussed at Head of Learning Area, Head of Year, Learning Support Teacher and SENCO level, to determine next steps and if adding to the SEN register is appropriate.

This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.



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 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.

We recognise the importance of involving our students and ensure their voice is heard at their own Annual review meetings. Parents/carers and students receive feedback on progress at annual Parents' Evenings. Parents can also arrange to talk to, or meet with, subject teachers to discuss subject-specific concerns. In addition, parents of pupils on the SEND register are invited to attend SEND Support and Planning meetings with a member of the Curriculum Support Department. The meeting allows for a review of outcomes and effectiveness of the current provision in addition to the setting/revision of targets.

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

Mossbourne Victoria Park Academy endeavours to promote good practice by raising awareness of inclusive education by providing a range of relevant INSET.

As part of their induction all staff receive training in special educational needs. Further training is undertaken, as required, throughout the year, both on general matters in relation to SEND and at an individual student level.

Within the CSD department the team follow a CPD programme with training delivered in school from external professionals such as the Educational Psychology service. Training is focused on the needs of students so that the staff in the department are fully skilled to support individual students.

Specialist expertise will also be secured for example from a Speech and Language Therapist / Educational Psychologist to assess students in support of an EHCP application.

8. How are students who require access arrangements identified?

We recognise that Exam access arrangements are crucial for ensuring that all students, including those with disabilities or specific learning needs, have an equal opportunity to demonstrate their abilities.

Students are formally assessed for Exam Access Arrangements which can include:

- 25% extra time
- 50% extra time
- Reader
- Scribe
- Prompt
- Supervised Rest Breaks
- Separate Room
- Use of a laptop (spell check turned off if an assessment of SPAG)

The Academy ensures that screening tests for Access Arrangements are conducted by a qualified professional and that Access Arrangements are in place for students requiring this provision in both internal and public examinations. Parents/Carers should contact CSD's Second in Charge Ms Adekoye, if they feel their child may require Access Arrangements.

9. How do we support transitions between phases of education and into adulthood?

The SENDCO and Learning Support Teachers work with SENDCOs from primary schools to ensure a transition plan is in place for students with EHCPs and other high need students. Transition work includes SENDCO/LST visits to the primary schools, a SEND transition morning and Year 6 Transition Day. All parents/carers are expected to attend the dedicated Year 6 Transition Evening.

Mossbourne Victoria Park Academy employs a full time Careers Officer who supports students and their parents / carers with post 16 choices. Expert career advice and support is provided through:

- 1:1 careers interviews and drop in sessions
- A KS4 SEN Information Evening held early in the Autumn term attended by SEND specialists from local providers who will advise on future choices
- Organisation of visits to local colleges and 6th forms
- Attendance at Annual reviews by the Careers advisor

Students requiring further support during transition into adulthood are identified, in liaison with Heads of Year and parents, and are provided with additional transition support.

10. 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, to dissipate preconceived ideas and prejudices. The SEN/Inclusion Department is known as the Curriculum Support Department and 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 Department is led by the Special Education Needs Co-ordinator (SENCO), Ms L Shotton. The Team also has a second in Department, Teaching Assistants, Senior TAs, CSD Administrator, Learning Mentors, Learning Support Teachers and a Speech and Language Therapist. For more information relating to curriculum support, please contact our CSD administrator, Ms Davies, who will direct your call to the relevant member of staff.

Contact details: 0208 510 4550 / enquiries@mvpa.mossbourne.org

10. Complaints

Complaints regarding children with SEND, about their provision or about any other matter, should be made following the academy's 'Complaints Procedure', which can be found on the academy website: www.mvpa.mossbourne.org

Complaints for children with SEND will comply with The Special Educational Needs and Disability Regulations 2014 and will follow the Academy Complaints Procedure in liaison, as appropriate, with the Head of SEN Inclusion (SENDCo)

Further information

Further information about Special Educational Needs in Hackney can be found here: <https://education.hackney.gov.uk/>

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

Hackney Education Local Offer

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

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 Hackney Education.