

SEND Local Offer for MVPA 2023-24

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

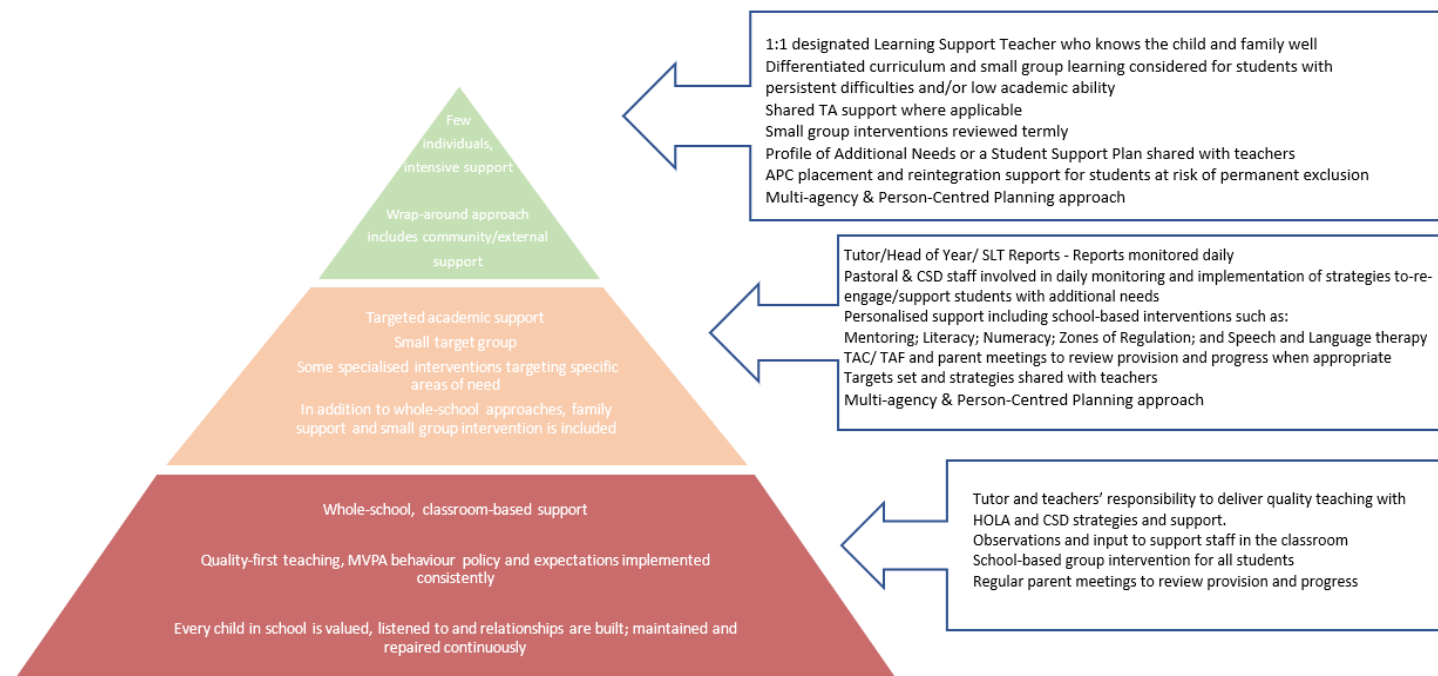
For admissions, please refer to the Academy's Admissions Policy, on the Academy website. All applications to Mossbourne Victoria Park Academy must be made through Hackney Education.

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 a curriculum, including activities such as enrichment and educational visits.

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. 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 Inclusion/SENDSCO 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.

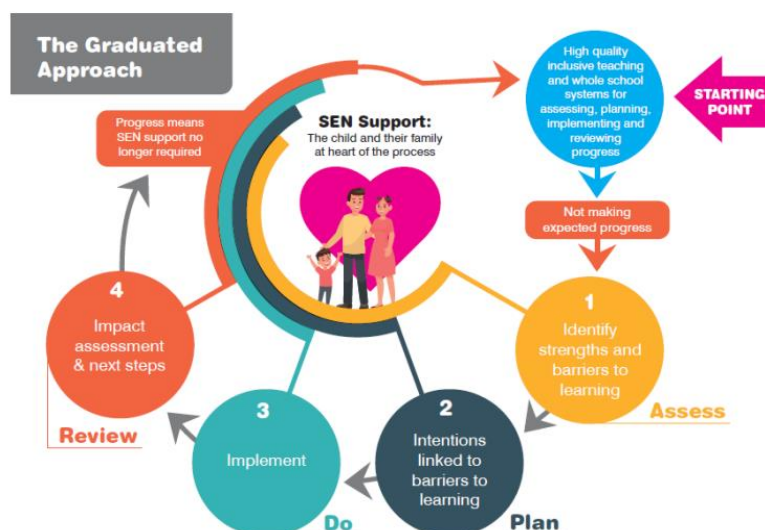
5. How does the school know if students need additional support?

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. In accordance with the Revised SEN Code of Practice 2015; SEND and Alternative Provision Improvement Plan 2023, and the Academy's 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 with an Educational Health Care Plan and some additional 'K' students on the SEND 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 Victoria Park Academy 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.

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, 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 Victoria Park Academy endeavours to promote good practice by raising awareness of inclusive education by providing a range of relevant INSET. The Head of the Curriculum Support Department (CSD) 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.

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.

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 CSD's Second in Charge Ms Adekoya, 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 SEND/Inclusion 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 Department is led by the Special Education Needs and Disabilities Co-ordinator (SENDCO), Ms M Dowling. The team also has Teaching Assistants (one with a responsibility for personal care), two Senior Teaching Assistants, a CSD Administrator, Learning Mentors, Learning Support Teachers and a Speech and Language Therapist. For questions regarding Curriculum Support, you can contact Ms Davies, TA Manager and CSD administrator who will direct your call to the relevant member of staff.