

SEND Information Report for Mossbourne Parkside Academy September 2020

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 Parkside Academy.

Overview of SEND at the Academy

Mossbourne Parkside Academy (hereafter MPA) is an inclusive primary school offering places for boys and girls aged between 3 and 11 years in Hackney. The school has a large number of Statements of Special Educational Need and Education, Health and Care Plans, comprising approximately 3% of our pupil population. Mossbourne Parkside Academy is a mainstream academy, and it is expected that all pupils will attend mainstream lessons for the majority of their school day, only being withdrawn for specific interventions or programmes. The school currently supports pupils across all 'broad areas of need' as detailed in the SEND Code of Practice, 2015.

At MPA we support pupils with all types of SEND including:

- Specific, Moderate and Severe Learning Difficulties
- Speech Language or Communication Needs
- Autism Spectrum Disorder
- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability
- Social, Emotional and Mental Health

Identifying Pupils' Additional Needs

On admission, the academy receives hard copy and electronic information from the pupil's previous setting (if applicable) regarding any additional needs and support. At Mossbourne Parkside Academy we recognise that the youngest pupils may not yet have received a diagnosis of a specific need and we work closely with parents, local paediatric services and Hackney Ark to ensure pupils are identified and referred for assessment at the earliest possible opportunity.

Once on role at MPA, the following procedures are in place for the identification of additional needs:

- Tracking of pupils' attainment and rate of progress by teachers monitored by the SENDCo
- Teachers expressing a concern to the SENCo via the Academy's SEND Initial Concern process
- Concerns raised by the parent which are followed up using the Academy's SEND Initial Concern process
- Information provided to the academy by other professionals

The Academy meets regularly with all pupils who are receiving SEND Support to ensure they are making good progress towards personalised targets. Should concerns arise, reports are sought from

professionals and/or teachers, in consultation with pupils and parents. The Academy ensures that Access Arrangements are in place, for pupils requiring this provision, for Year 6 SATS.

Dedicated Contacts in the Academy

Parents are advised to speak to their child's class teacher, in the first instance, should they have concerns about their child's progress.

The SENDCo is Christine Evans who oversees the SEN team, including:

- Inclusion Manager
- Teaching Assistants
- Speech and Language Therapists
- Learning Mentors

The Department also has links with many external agencies who provide additional support including:

- A Space Counselling
- Educational Psychology
- Launchpad for Language
- CAMHS

Admissions for Pupils with Additional Needs

For admissions, please refer to the academy's Admissions Arrangements on the academy website. All applications to Mossbourne Parkside Academy must be made through the Hackney Education who operate as part of the PAN London admissions system.

Admission for children with Education, Health and Care Plans are undertaken via a consultation process through Hackney Learning Trust.

In-Year Admissions

To make an In-Year application you will need to request an In-Year application form from the [Hackney Learning Trust](#).

Involving Children and Parents/Carers in Planning Support and Reviewing Outcomes

We recognise the importance of making and maintaining strong home-academy links and, at all times, endeavour to work closely with parents and pupils to ensure that their wishes and concerns are fully considered through:

- Planning and review meetings, organised to ensure that appropriate interventions and support are provided to meet individual pupil needs and that these are communicated to parents / carers
- Promoting and maintaining effective communication between all professionals involved with the pupil.
- SEN Support Plans for pupils on the SEND register
- Annual Review for pupils with an EHC Plan
- Parents' Evenings
- Termly progress reports

- Meetings with other professionals, such as Educational Psychologists
- Effective communication with secondary schools at the point of transition

Support Available to Pupils with SEND

At Mossbourne Parkside Academy, our aim is to ensure that all of our pupils achieve their full potential, both academically and socially. We are committed to meeting the needs of pupils with special educational needs and aim to ensure that all pupils have access to as broad, balanced and relevant a curriculum as possible, including activities outside of the classroom such as after school clubs and educational visits.

In accordance with the Revised Code of Practice, 2015, 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”.

All teachers at Mossbourne Parkside Academy are responsible for children with special educational needs and are accountable for their progress. For pupils who require additional input, including emotional and social development, this may include support from:

- A Learning Mentor
- A Teaching Assistant in class, shared between several pupils or 1:1
- SENDCo support in the form of 1:1 work for a short amount of time per week
- Direct work with the SENDCo or Inclusion Manager
- An external specialist e.g. Educational Psychologist, Occupational Therapist, Counsellor, Physiotherapy, Speech and Language therapist.

Speech and Language Therapy provides either 1:1 sessions or small group work. This work is typically undertaken as a ‘block’ of intensive, therapeutic support rather than long-term support. A range of literacy interventions run across the academy, including Lexia, Fresh Start, Precision Teaching and 1:1 intervention with a specialist Teaching Assistant.

A range of interventions and strategies are in place for improving pupils’ emotional and social development. This includes extra pastoral support such as mentoring, access to an on-site counselling service and small group interventions.

Medical Needs

MCA works closely with nursing services to schools, physiotherapists, occupational therapists, and other relevant professionals e.g. from Hackney ARK. We work in close partnership to meet the medical needs of children. This may include creating, alongside parents, a Health Care Plan to help ensure that children’s needs are met. Relevant professionals are also encouraged to attend multi professional meetings.

Measuring Pupil Progress

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 Leadership Team and the SENCO. Parents and pupils receive feedback on progress at annual Parents’ Evenings, scheduled throughout the year. Parents can also arrange to talk to, or meet with, class teachers to discuss specific concerns.

Support and Training for Academy Staff

All new staff receive SEND and ASD training as part of their Induction. Further training is undertaken, as required, throughout the year, both on general SEND and at a pupil-specific level.

Academy Resources

Academy resources are allocated according to the individual children's need. During Annual Reviews decisions are reached, in liaison with parents and, if appropriate, external professionals regarding the level of support required and how the support will be delivered. Provision for pupils is detailed on an Individual Provision Map and is shared both with parents, professionals and the Local Authority, as part of the Annual Review process. Parents have an equal say in the decision making process.

Accessibility

MPA has a lift. There is also a disabled toilet. Manual Handling training for staff is provided, as required.

Inclusion

All pupils on roll at MPA are fully included in all aspects of academy life e.g. extended learning opportunities, educational trips, extra-curricular activities and special events. Risk Assessments will be undertaken where necessary, and in liaison with parents, and support is provided.

Transitions Between Phases of Education

The SENCO and Inclusion Manager work with SENCOs from secondary schools to ensure a transition plan is in place for pupils with EHCPs. Transition work includes SENCO visits to the secondary schools, and Year 6 Transition Days. A Teaching Assistant may accompany SEND pupils to Year 6 transition days if appropriate.

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: <http://www.mpa.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 SENCO and Head of inclusion.

Support and Training for Parents and Carers

MPA recognises that parents and carers have a vital role to play in the development of the pupil and that they are the true "experts" on their child. We therefore strive, at all times, to work in partnership with parents and carers to ensure that the special needs of the pupil are met appropriately. Parents/Carers of pupils with SEND will be invited to review and planning meetings to contribute to action planning for their child. MPA will provide reassurance and advice for Parents/Carers and will make every effort to inform Parents/ Carers of any people and/or organisations, both within and without academy, who might be of interest or assistance to them.

Further Information

Further information about the academy can be found on our academy website. Please contact the SENDCo via the Academy Reception, on the number below, who will appropriately direct your query:
The Academy contact details are:

Mossbourne Parkside Academy
Sigdon Road
Hackney E8 1AS
Phone: 0208 618 1300
Email: enquiries@mpa.mossbourne.org

Further information about Special Education Needs in Hackney

Further information about Special Education Needs in Hackney can be found here:
<https://www.learningtrust.co.uk/SEND>

Specific information regarding the Local Offer in Hackney is located here:
<http://www.hackneylocaloffer.co.uk>