



Mossbourne  
Riverside  
Academy

### **Academy Local Offer**

The information below refers to the SEN Education report 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 SEN in the local area. Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

The following information outlines the support and provision that pupils with SEN can expect at Mossbourne Riverside Academy.

### **Overview of the Academy**

Mossbourne Riverside Academy (hereafter MRA) is a mainstream inclusive academy offering places for boys and girls between 4-11 years of age from Reception to Year 6, with 3 forms per year. MRA is a mainstream academy, and it is expected that all pupils attend their mainstream lessons for the majority of their day, only being withdrawn for specific interventions or programmes. The academy currently supports pupils across all 'broad areas of need' as detailed in the SEN Code of Practice, 2015.

At MRA we support pupils with a range of SEND needs which include:

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

### **Identifying pupil's additional needs**

We ensure that pupils with Special Educational Needs and Disability (SEND) are identified at the earliest stage and point of entry to MRA. For all pupils on the Special Educational Needs register, a meeting is arranged to ensure that appropriate support is organised, and targets can be agreed with parents/carers. MRA also has systems to identify and provide appropriate support for pupils who may present with special educational needs during their time at MRA.

Methods of Identification:

- Tracking of pupils' attainment and rate of progress
- Teachers raising an initial concern
- Concerns raised by the parent
- Information given to the academy by other professionals.

### **Dedicated contacts in the Academy**

If a parent has concerns about their child or their progress, they are advised to speak to their Class Teacher in the first instance. Following this, if necessary, a meeting will be arranged with the Special Educational Needs Coordinator.

### **Admission for pupils with additional needs**

For admissions, please refer to the academy's Admissions Arrangements on the academy website. All MRA applications are made through Hackney Education, which is part of the PAN London admissions system. The Admissions Arrangements for future years are also available on the academy's website. Admission for children with Education, Health and Care Plans (EHCPs) is undertaken via a separate consultation process. For further information in relation to children with EHCPs, please seek advice from your child's case officer either at Hackney Education or your own local authority.

### **Involving children and parents/carers in planning support and reviewing outcomes**

If it is recognised that a pupil is not making the same progress as their peers, the academy will arrange a meeting with parents to discuss possible concerns in further detail. This meeting will be between the parents, the Class Teacher and the SENDCo and may include planning additional support or discussing any potential referrals to outside professionals. We recognise and understand the importance of making and maintaining strong home-academy links and, always endeavour to work closely with parents and pupils to ensure that their wishes and concerns are fully considered through:

- Regular planning and review meetings, organised to ensure that appropriate interventions and support are provided to meet individual needs and that these are communicated to parents / carers
- Promoting and maintaining effective communication between all professionals involved with the pupil
- SEND Support Plans for pupils with an EHC Plans
- Annual Reviews for pupils with an EHC Plan
- Parents' Evenings
- Termly progress reports
- Meetings with other professionals, for example, Educational Psychologists and Speech and Language Therapists
- Effective communication between secondary schools at the point of transition

Pupils on the SEND register are actively involved in setting and monitoring their targets where appropriate.

## **Range of support available to pupils with SEND**

Every Teacher is a Teacher for SEND and is therefore responsible for the progress of every child in their class. Throughout the academy, teachers deliver 'Quality First Teaching'. This ensures that specific strategies are in place to support children's learning, building on what pupils already know and where progress needs to be made. Teachers are trained to plan adapted tasks and provide temporary scaffolds to support a range of needs within their class. In addition, MRA works with a range of external professionals and outside agencies who offer specialist support. Depending on the need of the pupils, the academy may draw on support from:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physio therapists
- Teacher of visually impaired students
- Teacher of hearing-impaired students
- Educational welfare team
- Re-engagement team
- Attendance support team
- WAHMS & Mental Health Lead
- A Space Therapists

Additional support within the academy may also include, ability set groupings, dyslexia screening, summative assessments, IT resources such as Specialist Hearing Equipment and laptops, a range of targeted Interventions for reading, writing and math's, and TA support in groups.

## **Medical Needs**

MRA works closely with the School Nursing Team, Physiotherapists, Occupational Therapists and other relevant professionals. We work in close partnership to meet the medical needs of children. This may include creating a Health Care Plan alongside parents for their children so that we can meet their needs whilst at the academy or by encouraging relevant professionals to attend Multi Professional Meetings. Where there is a specific medical need, staff may be placed on specialist training.

## **Measuring Pupil Progress**

It is the responsibility of the Class Teacher to monitor and review the progress of every child in their class. This will be monitored, tracked, and challenged by senior leaders, including the SENCO. MRA holds termly Pupil Progress Meetings, where teachers and Senior Leaders check the progress of all children. Pupil Progress Meetings help to identify where children are not making the expected progress and identify possible intervention or strategies to help close any gaps.

There are Parent Evenings and pupil progress reports throughout the year and in addition to this, reviews for children receiving SEN support are held every 6-8 weeks. During these reviews, progress will be assessed and, where appropriate, teachers and parents will establish a revised plan and set new targets for the following term.

The progress of children with an EHCP is formally reviewed at an Annual Review Meeting, which is attended by all professionals and adults involved in the child's education.

Parents can also arrange with the academy office to meet with the class teacher or SENDCO if the need arises between these set dates.

### **Support and Training for academy staff.**

MPA endeavours to promote good practice by raising awareness of inclusive education by providing a range of relevant INSET and CPD for both class teachers and Teaching Assistants. The SENDCO offers training throughout the year, as well as arranging training provided by external professionals. All Further training for staff is undertaken, as required, throughout the year, both on general SEND topics and at a pupil-specific level.

Teaching Assistants attend weekly training, identified through Performance Management, to meet the specific needs of pupils.

### **Academy Resources**

Academy resources are allocated according to the individual child's need. During reviews it is decided with Parent, Class Teacher, TA and External Professional how much support the child will receive and how this will be delivered. This is recorded on an Individual Provision Map and shared with all professionals and parents. Parents have an equal say in the decision-making process.

### **Accessibility**

The academy has a lift and disabled toilets on each floor that can be used by children with SEND. We ensure that equipment and resources used are accessible to all children, regardless of their needs.

### **Inclusion**

Every pupil on roll at MRA is 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 carried out and additional support provided in partnership with parents.

### **Transitions**

Where children have been identified with a SEND before joining MRA, The SENDCO will work closely with the parents/careers, current setting provider and any other professionals involved to ensure that the necessary provisions are in place to support pupils.

In the case of in year transfers and pupils leaving the academy, the SENDCO will ensure that all information is passed on to the next school or academy as soon as the place is confirmed. Prior to transfer the new SENDCO will be contacted to ensure preparation is in place for pupil on entry. MRA's SENDCO will also notify all external professionals involved so they can arrange inter agency transfers.

At the end of every academic year, all children take part in a 'transition session' where they will have the chance to meet their new class teacher and visit their new

classroom. In addition to this, pupil specific information will be passed onto the new class teacher. Depending on the specific needs of the child, a social story can be provided to help them prepare for the move to their new class.

Upon leaving MRA at the end of year 6, the SENDCO will ensure that all files and pertinent information is passed on to the relevant Secondary school. In some cases, the SENDCO of the Secondary school will be invited to Annual Reviews and to meet the pupil in the Summer Term prior to transfer.

### **Transport**

MRA can work with Hackney Transport Solutions to support children with SEND travel to academy.

### **Support and training for parent/carers**

MRA recognises that parents and carers have a vital role to play in the development of the pupil and that they are the true "experts" about 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 reviews to contribute to action planning for that pupil. MRA 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.

### **Complaints**

Complaints regarding children with SEND, about their provision or about any other matter, should be made following the academy's Complaints Policy, which can be found on the academy website.

### **Further Information**

General academy Information can be found on our website. If you require more specific information, please contact the office to arrange an appointment to speak with the SENDCO.