# A blue shield with gold text AI-generated content may be incorrect.

## Melbourn Village College SEND Information Report

Reviewed: September 2025

## Our Vision for Inclusion

At Melbourn Village College, we are proud to be a fully inclusive environment where every student is given equal opportunity to thrive. Guided by our core values of Kindness, Resilience, and Curiosity, and our commitment to Excellence for All, we work proactively to remove barriers to learning and participation. Our approach is rooted in understanding each student’s individual needs and providing tailored support that promotes both academic progress and personal development.

## 2 What are special educational needs and disabilities?

Children are deemed to have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if:

* Their learning and development occurs at a very slow rate;
* Their attainment is at a level that is significantly below age‐related expectations and there is evidence of an increasing gap”.
* Section 312 Education Act 1996

“A person has a disability…if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.” Section 1(1) SEND Act 201

## 3. What kinds of special educational needs and disabilities are provided for at MVC?

We provide for students with a range of special educational needs and disabilities.   
SEND is categorised in four broad areas of need and support:

* Cognition and Learning: which includes moderate and severe learning needs including
* Global learning delay and specific learning needs, including Dyslexia, Dyspraxia and
* Dyscalculia.
* Communication and Interaction: which includes speech language and communication
* Needs and Autism Spectrum Conditions.
* Social, Emotional and Mental Health: which includes difficulties with poor mental
* Health and wellbeing including anxiety and depression, difficulties with regulating and
* Managing emotions and disorders such as developmental trauma.
* Sensory and Physical: which includes physical disability and vision, hearing, or multisensory
* Impairment.

## 4. How are children and young people with SEND identified and assessed?

We work closely with local primary schools and the local authority to ensure early identification and effective transition. Upon entry, we use a range of assessments including reading, spelling, numeracy tests, and Cognitive Ability Testing. Student progress is monitored termly. If concerns arise, further assessments are undertaken, and parents/carers are involved in planning next steps. We also consider students’ needs during their time with us at Melbourn Village College including when they move from Year 9 to Year 10. These assessment methods include reading tests, examinations, teacher observations and pastoral team data. Parents can raise concerns regarding their child’s progress at any point with the SENCO.

## 5. How are our children and young people supported?

At MVC, we are committed to ensuring every pupil receives the support they need to succeed. Our approach is rooted in staff training and regular communication, which are key to identifying and meeting the needs of our students. We offer a flexible support system, including:

* One-to-one sessions
* Small group interventions
* In-class support
* External agency collaboration

All staff receive ongoing professional development through INSET training and formal qualifications, equipping them with the skills and knowledge to support our SEND pupils effectively. This enables us to deliver an adaptive curriculum tailored to individual needs.

## 6. How do we adapt the curriculum and environment for pupils with SEND?

Subject teachers adapt lessons to ensure meaningful access to the curriculum, supported by the SEND team. Additional teaching or small group work may be provided where needed. The College site is accessible to those with mobility or visual impairments. All students are encouraged to take part in extracurricular and physical activities with reasonable adjustments made as needed.

## 7. What additional support is available for pupils with SEND?

At MVC we are focused on inclusive practices in every classroom and all pupils, including those with SEND, are included in every aspect of college life. Staff are trained on Inclusive practices based on evidence-based research and practice that remove barriers to learning. (SEND Code of Practice 1.26 -1.38)

Additional and or different support can also include:

* Additional adult support
* Small group interventions (literacy, numeracy, communication
* Key workers
* Access to pastoral care, mentoring, youth workers, and counselling
* Access to a safe space during unstructured times
* Extra support at key transition points (e.g. KS2–3, KS4–5)

## 8. How do we assess and review progress towards outcomes?

We follow the statutory 'Graduated Approach' of Assess–Plan–Do–Review. Pupils are assessed for strengths and barriers, support plans are created with input from parents and pupils, and provision is regularly reviewed and adapted. Progress is reviewed termly, and EHCPs are formally reviewed annually. Provision is reviewed termly through:

* Academic progress data
* Intervention outcomes
* Student and parent feedback
* Observations and staff feedback

Adjustments are made in response to these evaluations to ensure support remains effective.

## 9. How are pupils and their families involved?

At MVC, we recognize that collaborative working is essential to the success and wellbeing of our pupils. We work in close partnership with parents and carers, valuing their insight and involvement in every stage of the support process.

Families are invited to review meetings and are kept informed of their child’s progress, ensuring a shared understanding and consistent approach. We also empower students to take an active role in shaping their own support plans and reviews—either directly or with the help of a trusted adult—so their voice is heard and respected.

## 10. What training and expertise do staff have?

## All teaching staff receive regular professional development focused on inclusive classroom practices, underpinned by current research and evidence-based best practice, including guidance from the Education Endowment Foundation (EEF). This ensures they are well-equipped to meet the diverse needs of all learners. Our Teaching Assistants also engage in continuous CPD, with specialist training in areas such as autism spectrum conditions, mental health awareness, English as an Additional Language (EAL), and subject-specific strategies to support differentiated learning.

The school benefits from strong and experienced leadership in SEND provision. The SENCO, Mr. Luxton, brings a wealth of leadership experience, having worked extensively with students with SEND and successfully raised attainment in previous roles. He also holds the National Professional Qualification for Headship (NPQH), reflecting his commitment to inclusive, high-quality education.

Mr. French, our Inclusion Lead, holds a master’s degree in Autism and has led The Cabin—a specialist provision within the school—for several years. Under his leadership, The Cabin has received numerous positive evaluations, highlighting the strength and impact of our inclusive practice.

## 11. How do we support transitions?

At MVC, we understand that transitions can be challenging for pupils, particularly at key stages of their academic journey. That’s why we offer enhanced support to ensure smooth and successful transitions.

We work closely with students, families, and professionals to plan and deliver effective transition strategies at key points, including:

Year 6 to Year 7:  
Close liaison with primary school SENCos, additional transition visits, and parent/carer meetings to ensure a confident start to secondary education.

Key Stage 3 to Key Stage 4:  
Support with choosing GCSE options, including guidance and personalised planning to align interests, strengths, and future aspirations.

Key Stage 4 to Post-16:  
Careers guidance, college visits, and preparation for ensuring students are ready for the next stage of education or training.

EHCP reviews play a central role in planning transitions collaboratively, ensuring that students, parents/carers, and professionals are all actively involved in shaping the next steps.

## 12. What support is available for families?

We are here to support families every step of the way. Our dedicated SEN team is always happy to meet with families to listen, offer guidance, and work together to ensure the best outcomes for your child. Whether you have questions, concerns, or simply want to talk things through, you are very welcome to reach out to the SEND team or your child’s Form Tutor via [send@melbournvc.org](mailto:send@melbournvc.org)

**Parents can also access impartial support from:**  
  
SENDIASS (SEND Information, Advice and Support Service)  
📞 01223 699212 | ✉️ sendiass@cambridgeshire.gov.uk

**13. What is the Local Offer?**

The Children and Families Act places a duty on every Local Authority to publish a Local Offer, setting out in one place information on the provision they expect to be available in their area for children and young people (from 0-25 years) who have SEN and Disabilities (SEND). It is a ‘front door’ to information on the SEND provision from the Local Authority, Health, Schools and settings and the voluntary sector. The Local Offer has two main purposes:

* To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; and
* To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND, their parents/carers, and disabled young people and those with SEND and service providers in the development and review of provision.

The local offer includes information on services across education, health and social care and from birth to 25; how to access specialist support; how decisions are made including eligibility criteria for accessing services where appropriate; and how to complain or appeal. Please click on the link below to find out more. SEND Information Hub (Local Offer) (cambridgeshire.gov.uk) The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area: [Cambridgeshire Online | About the Local Offer](https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc)

## 14. What is the process for complaints?

We hope that all concerns which may arise can be resolved through informal communication with the key staff identified within this information report via [send@melbournvc.org](mailto:send@melbournvc.org) or by calling the school.

If you are concerned about the SEND provision for your child:

Mr Luxton is the senior leader with overall responsibility for SEND. If you feel you are unable to raise a concern directly with Mr Luxton, please contact Mrs Edwards, Vice Principal.

Following concerns raised, if the complainant remains dissatisfied and can articulate what remains unresolved, the matter becomes a formal complaint requiring investigation and will move to stage 1. The complainant must put the complaint in writing (unless the complainant has a sufficient reason to request a reasonable adjustment be made to amend this), addressed to the Principal of the school. An investigation will then be carried out by the Principal or a member of the leadership team nominated. Please see the [Trust policy](https://www.catrust.co.uk/key-information/policies) for further guidance.

Please note, the school will consider any complaints made outside of term time to have been received on the first school day after the holiday period. Concerns about the statutory assessments of special educational needs should be raised directly with the local authority. All relevant policies can be accessed on our website under 'Key Information'.

**15. Who is in the SEND team?**

Assistant Principal - SENCo: Simon Luxton | Email: [sluxton@melbournvc.org](mailto:sluxton@melbournvc.org)

A person in a suit and tie

AI-generated content may be incorrect.

**Mr. Luxton is responsible for:**

* SEND
* Inclusion
* Raising Achievement at Key Stage 4
* Pupil Premium
* Literacy
* Access Arrangements
* Quality assurance (SEND teaching and learning, SEND interventions)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inclusion Lead: Vincent French |Email: [VFrench@melbournvc.org](mailto:VFrench@melbournvc.org)

A person in a suit

AI-generated content may be incorrect. **Mr. French is responsible for**:

* Inclusion across the whole school
* The Cabin
* Access arrangements for Cabin

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SEND Administrator: Silvana Vinci |Email [SVinci@melbournvc.org](mailto:SVinci@melbournvc.org)

A person with dark hair wearing a black shirt

AI-generated content may be incorrect.**Ms. Vinci is responsible for:**

* Collation of data and ensuring legal documents are maintained including Access Arrangements
* Maintenance of SEND register
* Organisation of parental meetings