



## **SEND INFORMATION REPORT**

**2025-2026**

### **Special Educational Needs (SEN) Information Mulberry Stepney Green Maths, Computing and Science College**

#### **Introduction**

This is the SEND Information Report which is part of the Local Offer for learners with Special Educational Needs and Disabilities (SEND). All Governing Bodies have a legal responsibility to publish the SEN report on their website and update it when required, at least annually.

The information in this report will provide you with an overview of the level of provision available to a child with Special Educational Needs at Mulberry MSCC. Should you have any further enquiries; please contact Ms Reda Miliauskiene – SENDCo [rmiliauskiene@mulberryschoolstrust.org](mailto:rmiliauskiene@mulberryschoolstrust.org). Telephone: 02077906361

#### **Content**

1. Vision and school information
2. Special Educational Needs Provision
3. Legislation and Guidance
4. Students with Special Educational Needs
5. Identification and Monitoring
6. The support we offer to children and young people with SEND
7. Resources and Provision
8. Communicating with Parents/Carers
9. Wider inclusion of children with SEND
10. Evaluation of provision and communicating concerns and complaints
11. Support and Training for Staff
12. Working in partnership

## **1. Vision and school information**

Mulberry Stepney Green Maths, Computing and Science College is an inclusive mainstream school. We value all students and encourage all learners to strive and achieve their full potential. We are a secondary school for boys and girls aged 11-18. We do not have any additional resourced SEN provision.

### Our aim:

- To ensure all students have the opportunity and guidance to access a balanced curriculum, differentiated and personalised in nature and - where appropriate - to providing additional support or resources to remove barriers to learning.
- To ensure that all students with SEND are supported in transition and are well informed for the next stage of their learning and training.
- To ensure that the safety and wellbeing of all students with Special Educational Needs and Disabilities (SEND) is kept to the core.
- To recognise that SEND students are often more vulnerable than their non-SEND peers.
- To ensure that all SEND students have their needs identified in order to support academic progression and continued wellbeing.

## **2. Special Educational Needs Provision**

At Mulberry MSCC we believe all students can participate fully in work and life of the school as well as ensuring that all students can achieve to the very best of their ability. High quality teaching is vital for all students and is our first form of support for students with special educational needs. At Mulberry Stepney Green we believe that pupils 'learning needs will first be met through the high-quality teaching delivered by their subject teachers within the mainstream classroom. This means that teachers take into account the learning needs of all students and differentiate lessons to match the learning needs of their students. However, we recognise that some students will need additional support, provision and resources in order to ensure they make progress and achieve the outcomes necessary to live a fulfilled, confident and independent life.

## **3. Legislation & Guidance**

This information report is based on

- (SEND) Code of Practice (2015) and the following legislation: Part 3 of the Children
- Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- Equality Act 2010, with particular reference to Part 6 "Education".

## Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

This involves a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream school.

## **Categories of SEN**

Our school currently provides additional and/or different provision for a range of needs, including:

### **Communication and interaction**

This category includes speech, language and communication needs (SLCN), for example, difficulty in using language and/or understanding language. It also includes conditions where there are challenges with understanding social rules of communication, for example ASC (autistic spectrum disorder).

### **Cognition and learning**

This category covers a wide range of needs where pupils learn at a slower pace than other their age. Pupils may have difficulty in understanding parts of the curriculum or have difficulties with organisation and memory skills. It includes moderate learning difficulties (MLD), specific learning difficulties (SpLD) such as dyslexia, dyspraxia.

### **Social, emotional and mental health difficulties**

This category includes difficulties that can manifest as withdrawn, isolated, challenging or disturbing behaviour, or difficulties that mean pupils face challenges in managing their relationships with others. Examples include mental health difficulties such as anxiety or depression, self-harming, substance misuse and eating disorders. SEMH also include attention deficit disorder (ADHD).

### **Sensory and/or physical needs**

This category includes visual impairment (VI), hearing impairment (HI). It also includes physical disabilities (PD) that require additional ongoing support.

The SEND support we provide at Mulberry Stepney Green School is student centred and student led. It is focused on enabling our students to access the curriculum and on the students' well-being. This may be through in-class support, alongside the help provided by teaching staff, or through the running of small intervention groups and one-to-one sessions. The support is reviewed routinely. Parents or carers, students and school staff are involved in developing the best and most appropriate support to enable students to succeed.

#### **4. Students with Special Educational Needs**

Information date: November 2026

	<b>Number of EHCP students</b>	<b>Number of students on SEN register (without EHCP)</b>	<b>Total</b>
Year 7	14	11	25
Year 8	6	12	18
Year 9	7	11	18
Year 10	4	13	15
Year 11	8	11	19
Year 12	5	4	9
Year 13	3	2	5

#### **5. Identification and monitoring students with SEN**

Students with special educational needs are monitored by the SENCO, Pastoral Team and school leaders.

The students that have identified SEN needs, are on a SEND register. The SENCO is responsible for maintaining accurate records on SEN register. The students SEN status is shown on the school's information management system (SIMS). A code of 'K' means that a child receives SEND support in school. A code 'E' means that a pupil has an educational, health and care plan.

##### How we know if a child/ young person has a special educational need

We aim to identify children and young people with SEND and to assess their individual needs. To fulfil this, the school will have regard to the procedures laid down in the SEND Code of Practice (2015).

There are two main methods of identification of pupils with special needs:

- referral at the primary/secondary transfer stage: The SEND, pastoral and Admin team screen all new entrants by interviewing them with their parents, visiting their primary schools and collating information from their primary records. We make use of KS2 scaled scores and other prior data to help early identification in Year 7.
- referral by teaching staff, parents and external agencies throughout the age range.

We will follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review. The SENDCo and Learning Support Department will carry out a clear analysis of the pupil's needs. This will be draw on:

- Subject teachers' assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Termly data and reports
- Other teachers' assessments, where relevant
- The individual's progress in comparison to their peers and national data
- The views and experience of parents
- The pupil's views
- Advice from external support services, if relevant

There is an established process of staff being able to raise any concerns via an SEN referral process. If a pupil has a long-lasting difficulty, the SENDCo adds him (her) to the SEN register. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This will be outlined in the Individual Educational Plan (IEP). We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. The SENDCo decides if a pupil needs to be removed from the SEN register and his progress being monitored.

#### How we give pupils/ young people a voice

Student voice is a fundamental part of the school's ethos and permeates all that we aim to achieve. In annual review meetings, students are at the centre of the process. They are encouraged to reflect on and talk about their learning experiences and ambitions using visual and digital aids as a support, and as they progress through the school increasingly set their own targets. Students are encouraged to talk about their needs with their teachers. We complete learning surveys with pupils at least bi-annually to ensure all children on the SEND register contribute to information sharing with teachers.

Pupils with SEND are involved in all aspects of school life. They are:

- Represented on a school council
- Part of whole-school student voice activities
- Hold positions of responsibility, such as prefect team or class representatives
- Attending trips and whole school events
- Representing the school in sports
- Attending clubs and/or having support they need to participate

Invited to attend interventions  
Showing visitors around at open evening events

## **6.The support we offer to children and young people with SEND**

At Mulberry Stepney Green we believe that all pupils' learning needs will first be met through the high-quality teaching delivered by their subject teachers within the mainstream classroom. This means that teachers take into account the learning needs of all students and differentiate lessons to match the learning needs of their students. We believe that additional intervention and support cannot compensate for a lack of good quality teaching.

We have a team of highly skilled teaching assistants who support in lessons across the curriculum.

The number of supported lessons in the classroom is allocated according to the needs of the pupil. Our Teaching Assistants will know all of the named pupils who may require extra support in a lesson, but not limited to this list. Teaching Assistants offer dynamic support that allows the teacher room to provide effective quality first teaching. Teaching Assistants are not required to sit by the side of one pupil, unless this is needed to meet the child's specific needs. Once Teaching Assistants have instructed their SEN child or group with a specific task/s, Teaching Assistants also walk around and support the class in general with any additional queries or concerns raised by any student in that class and required to assist the teacher on the whole. Each individual pupil on SEN register has an IEP (individual plan); it is a working document and flexible to change based on the needs and abilities of that student as the year progresses. It identifies their needs and support strategies; teacher strategies. The child's tutor will discuss the child's progress with her parents/carers at the Parents' meeting and on Academic Tutoring Day.

In addition to in-class support, some pupils may need to work in small groups, outside the mainstream class, for short term interventions:

ELSA (a trained emotional literacy support assistant provides emotional and social skills support)

Lego therapy

Zones of Regulation

Talkabouts for Teenagers

Lunchtime Homework club Monday to Thursday

Targeted afterschool support

Mentoring

Social Skills and communication sessions

Touch-typing skills

Farm project

Transitions to adulthood

Revision skills

Language for thinking

## RSE sessions

Provision at this stage may also include support and advice from other agencies e.g., Educational Psychologist, Speech and Language Therapist, Occupational Therapist, School Nurse, School Counsellor, Autism Specialist, A qualified teacher of visually impaired and a qualified teacher of the deaf. This may involve a one to one or group-based intervention, consultations or assessments. There will be a meeting bringing together the student, their parents and all professionals involved, where particular concern is raised and subsequent reviews put into place. These meetings will determine how student's needs are being met and what further action/support is needed. If any changes are being offered, parents will be informed through meetings, phone calls, emails or letters.

### How we adapt our teaching for children/ young people with special educational needs

We believe that the learning needs of all students will first and best be met through the high-quality teaching delivered by mainstream subject teachers in mixed ability classes. We have a strong focus on differentiation and using prior attainment to inform planning. We provide all teachers with information about the learning needs of individual students with special educational needs or disabilities, along with strategies they might use to ensure that these students can access the learning and are fully included in every lesson. Teachers make sure that all students can access their lessons by ensuring that the activities are appropriate to their academic level and any particular additional needs. Subject teachers include all students in their class and they provide differentiated materials for class work and homework when necessary. Differentiated material is evident and visible on lesson plans.

## **7.Resources and Provision**

How we decide what resources we can give to a child/ young person with special educational needs

The school receives top up funding for students with Education, Health and Care Plans from the local authority and resources for individual students will be allocated according to their need. In addition, the school ring fences funding to spend on children with additional needs. This money is spent on a range of interventions to support inclusion. This includes, but is not limited to, academic mentoring, learning mentors, school counselling and emotional wellbeing therapy, ELSA and other extended services. This funding for additional support provides for teaching assistants. The budget allocated to students is used as cost-effectively as possible to support the students with SEND. The top-up funding is used for the salaries of a specialist team of support staff who provide in class support, staff training and liaison with specialist agencies, parents and carers.

There is a SENDCo, Learning Support Manager /Mentor, Assistant SENDCo/TA, SEND Administrator and 8 Teaching Assistants at the school.

Parents and carers of students with EHCPs are present at person centred annual review meetings, and along with the student, will contribute their views on the effectiveness of support for the student. Other key people present but not limited to include SENDCO, Assistant SENDCo, Careers adviser and the Teaching Assistant who works closely with that student. Feedback on our general performance with students with SEND is sought through the whole school self-evaluation process and the findings fed into the annual School and Faculty Improvement Planning.

### Support and training for staff

High quality teaching is vital for all students and is our first form of support for students with special educational needs. Continuing Professional Development is provided to ensure that teachers are kept abreast of key strategies for support. Teacher/TA expertise is monitored through lesson observations and Performance Management. The school also uses National College educational platform to ensure all teaching/support staff develop and improve their professional practice.

SEN team has received training in the areas of Autism, Visual Impairment, Hearing Impairment, Speech and Language Difficulties, Safeguarding, Zones of regulation, cyber security and First Aid. The SENDCo works with a school nurse to ensure that teaching/support staff get appropriate training about medical conditions. We hold whole school training sessions and small workshops for mainstream teachers to look at specific areas for development depending on the needs of our students through our twilight sessions delivered throughout the academic year. The Learning Support Faculty contribute to the school's INSET programme.

### **8. Communicating with parents/carers**

How we check that a child/ young person is making progress and how we keep parents informed Progress of all students, including students with additional needs, is continuously monitored by all teachers through regular marking, feedback and assessment. Data on the progress for each student is inputted termly into the School's Information Management system. Pupils with EHCP or on the SEN Register will have an IEP with individual targets. These are shared with parents and carers at Annual Reviews and Academic Tutoring Days.

### How parents are involved in school life

At Mulberry there is a very good partnership between staff and parents. We communicate with parents at Parents Meetings, Annual Reviews, Academic Review Days; and through phone calls and letters home. Parents or carers of students who are interested in applying for a place at Mulberry are welcome to come in and visit during the first half term of Year 6.

### **9. The wider inclusion of children with SEND**

Each pupil is a member of a form class (registration group) and has a form teacher who oversees their pastoral wellbeing. The school offers PHSE lessons to all pupils once a week. There is a School Nurse for pupils with medical needs and a locked

cabinet in the reception office for the storage of medicines. Care plans and copies are kept with key people involved in the care of the pupils.

Each week the school's Inclusion Panel meets. This comprises the Assistant Headteacher, SENDCo, Learning Support Manager, School based Social Worker, Wellbeing Practitioner and Attendance and Welfare Officer, with the Head of Year. Pupils are highlighted for action or referrals and each year group is revisited half termly.

#### Specialist external services we use when we think extra help is needed

Within the school, the extended team of professionals hold the qualifications that meet their professional requirements. All teachers at the school are qualified teachers or those on training. The school uses other external agencies to support its work and offers specialised help to those pupils who are assessed as needing it. Specialist Teachers for pupils with visual, hearing and physical impairments and autistic spectrum conditions come into school on a regular basis to assess/monitor the needs of these pupils. The Educational Psychologist comes into school to attend highlighting meetings with the SEND Team and parents or carers and to meet with and assess pupils who already receive support but are a cause for concern.

The Speech and Language Therapy Service provides therapy for students where the need is stated in the EHC Plan. They also provide training and programmes for teachers and Teaching Assistants.

#### How we include children/young people in activities and school trips

We aim to include pupils with SEND in all appropriate out of hours activities and organise the resources in terms of support and transport to facilitate their participation. When a student will benefit from a trip, we draw up risk assessments with help from pupils, parents and medical professionals that will enable them to participate in the activity safely. These are used by the trip leader to ensure that all staff are aware of any special arrangements or what to do and who to contact in an emergency. We also organise some trips with pupils with SEND in mind such as to museums, recreational activities like bowling, plays and places of interest in London.

We encourage pupils with SEND to take part in enrichment activities at school, including PE clubs, SEN homework club, curriculum-based clubs, and using the library.

#### Our school environment

Mulberry Stepney Green is accessible for all areas, except for the seventh floor of the main building. Pupils with mobility needs are provided with lift passes to ensure their safe movement around the site. There are three toilets with disabled access. The premises team work to ensure the environment is safe for all of our pupils.

#### How we prepare for children/young people joining our school and leaving our school

There is a team of staff at Mulberry Stepney Green who are responsible for making sure that all students make a smooth transition from primary school. When we know

the pupils who have a place at Mulberry, we visit them at their primary schools, meet with their parents or carers and attend Annual Reviews when we can. A report is drawn up and used to prepare all staff to meet the pupils' needs. We invite the students in for special sessions (Vulnerable Pupils Day) in advance to get them used to the new environment, meet their teachers and new peers.

The SENDCo and Assistant SENDCo support pupils with SEND at each transitional stage, whether it is making options choices in Year 9 or course and college choices in Year 11 or post school options at Year 13. Continuity of support is a priority for us, as is ensuring that young people are fully informed and active participants in decisions about their future. The Careers Advisor will meet with every student who has an EHC Plan in Y9, 11 and 13 to advise them on their GCSE or potential college courses. This is discussed with parents at the annual review.

## **10. Evaluating provision and communicating concerns or complaints.**

### Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Using pupil questionnaires
- Monitoring of progress data by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Feedback from parents

### Who to contact for more information or to discuss a concern

Parents and carers can ring the school number 020 7790 6361 and ask to speak with the SENDCo or SEND Administrator.

SENDCo Reda Miliauskiene  
[rmiliauskiene@mulberryschoolstrust.org](mailto:rmiliauskiene@mulberryschoolstrust.org)

The school governor with designated responsibility for Special Educational Needs and Disabilities is Jane Farrell.

Tower Hamlets local offer contains information about services that are available to children, young people and families in Tower Hamlets. It includes information and advice about the help on offer for people with special educational needs and disabilities from birth to 25 years and can be found at:

<http://www.localoffertowerhamlets.co.uk> [click here](#)

Please contact Tower Hamlets Family Information Service (FIS) on 0207 364 6495 or email [fias@towerhamlets.gov.uk](mailto:fias@towerhamlets.gov.uk)

Last updated November 2025.

Next update November 2026

