

Special educational needs and disabilities (SEND) policy

March 2026

Review March 2027

Version control

Version	Review	Changes since last version
2025	2025	The 2026 policy represents a structural and editorial revision of the 2025 version

Contents:

<u>1. Aims and objectives</u>	2
<u>2. Vision and values</u>	2
<u>3. Legislation and guidance</u>	2
<u>4. Inclusion and equal opportunities</u>	3
<u>5. Definitions</u>	3/4
<u>6. Roles and responsibilities</u>	5/6/7
<u>7. SEN information report</u>	7
<u>8. Our approach to SEND support</u>	7/8
<u>9. Levels of support</u>	9/10
<u>10. Evaluating the effectiveness of SEN provision</u>	10
<u>11. Allocation of resources</u>	10
<u>12. Expertise and training of staff</u>	11
<u>13. Links with external professional agencies</u>	Error! Bookmark not defined.
<u>14. Admission and Accessibility Arrangements</u>	Error! Bookmark not defined.
<u>15. Complaints about SEN provision</u>	Error! Bookmark not defined.
<u>16. Evaluating the effectiveness of the policy</u>	Error! Bookmark not defined.

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Mulberry MCSC is an inclusive secondary school for boys and girls aged 11-18. At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

- This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most 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 schools.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

The SENCO

The SENCO at our school is Reda Miliauskiene.

The Role of the SENCo

The SENCo plays a crucial role in the school's SEN/D provision. This involves working with the Assistant Headteacher for Inclusion, the Headteacher, and the Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEN/D
- Liaising with, and giving advice to, fellow teachers
- Managing members of the Learning Support Faculty
- Overseeing and monitoring students' records
- Liaising with the parents/ carers
- Making a contribution to INSET and staff briefings
- Liaising with external agencies, Local Authority support services, Health and Social Care services, Careers Service, and voluntary bodies.

The Role of the Headteacher and Assistant Headteacher for Inclusion

The responsibilities include

- The oversight of the day-to-day management of all aspects of the school including the SEN/D provision
- Keeping the Governing Body well informed about SEN/D within the school
- Working closely with the SENCo and members of the Learning Support Faculty
- Informing parents/carers of the fact that SEN/D provision has been made for their child

- Ensuring that our school has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education

The governing board

The Governing Body's responsibilities to students with SEN/D include:

- Ensuring that provision of a high standard is made for SEN/D students
- Ensuring that a SENCo is identified to co-ordinate SEN/D provision
- Ensuring that SEN/D students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN/D policy
- Reporting to parents/carers on the school's SEN/D Policy including the allocation of resources from the school's delegated budget.

Class teachers

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN/D students
- Collaborating with the SENCo to decide the action required to assist the student to progress
- Working with the SENCo to collect all available information on the student
- In collaboration with the SENCo, develop Individual Educational Plan for SEN/D students. The extent of the SENCo's involvement is at the discretion of the school.
- To liaise with Teaching Assistants and discuss strategies to help support SEND pupils in class
- Working with SEN/D students on a daily basis to deliver the individual programme set out in the Individual Education Plan.
- Developing constructive relationships with parents/carers
- Being involved in the development of the school's SEN/D policy

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to the meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a termly report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, we will we will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible. We will take into account if:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs. This information will be recorded on our management information system, SIMS and will be made accessible to all staff. Individual Educational Plans will be written.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

9. Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

10.Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

11.Allocation of Resources

The Governing Body monitors the allocation of funds from the school budget to support appropriate provision for all students requiring it, in support of heeding the objectives set out in this policy.

At Mulberry Stepney Green Maths, Computing & Science College

- teaching staff are qualified teachers who are able to teach students with SEN/D
- additional training for teachers and Teaching Assistants (TAs) is available through a rolling programme of Continuing Professional Development (CPD)
- differentiated resources are used to ensure students are able to access the curriculum
- all staff are kept well-informed about the strategies needed to manage student's needs effectively
- the Learning Support Faculty comprises a team of the SENCo, Deputy SENCo, Teaching Assistants (TAs), a Learning Support Centre Manager/Learning mentor (who is 2nd in department),
- the Learning Support Faculty has a base in which intervention work with students is accommodated
- the school has been adapted to provide easy access for wheelchairs
- we have access to the expertise of Local Authority services and other agencies

12. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

13. Links with external professional agencies

The school recognizes that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or pediatricians
- Nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Phoenix Outreach Service
- Learning Advisory Service

14. Admission and accessibility arrangements

Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against students with SEN/D and has due regard for the practice advocated in the New Code of Practice, (Sept. 2014) in that 'admissions authorities:

- must consider applications from parents of children who have SEN/D but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN/D but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan

Accessibility Arrangements

The school recognizes that creating an inclusive environment in schools is crucial, and accessibility arrangements are an important part of this. We will regularly evaluate the school's physical environment to identify potential barriers for individuals with disabilities. We will also take steps to prevent

disabled pupils from being treated less favourably than other pupils and will make reasonable adjustments when necessary.

Our school's accessibility plan is published on the school's website. It covers:

- the extent to which disabled students can participate in the curriculum –including after-hours clubs, leisure and sporting activities and trips.
- the extent to which disabled students can take advantage of education and associated services.
- the delivery of information about disabled students which is provided to students who are not disabled - taking into account views of students and parents
- how pupils and parents can access information about Accessibility Plan.

15. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO/Tutor/HOY. If parents/carers are unsure of who to contact, they can always contact the Head of Year who will assist them in finding the most appropriate person to help. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

16. Evaluating the effectiveness of the policy

The Governing Body will report annually on the success of the policy, considering the views of:

- Teachers
- Parents
- Students
- External professionals

The success of the policy and provision is evaluated through:

- Monitoring of classroom practice by our School Leadership Team, the SENCo, Key Stage and Subject Leaders
- Analysis of student tracking data and test results for individuals and cohorts
- Value-added data for students

- School self-evaluation
- Visits from the LA Inclusion Team and OFSTED
- Meetings with parents, both formal and informal, to plan and revise provision and celebrate success
- Raising Concern
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by the full governing body every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

17. Links with other policies and documents

This policy links to the following documents

SEN information report

- The local offer
- Accessibility plan
- Behaviour policy
- Anti -bullying policy
- Equality policy
- Supporting needs policy
- Attendance management procedure
- Safeguarding policy
- Complaints policy