

HOW WE SUPPORT CHILDREN/ YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

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1. Vision and school information

1.1 Our vision and how we hope to achieve it

Mulberry Stepney Green Maths, Computing and Science College is an inclusive mainstream school. We value all our students and encourage all learners to strive to achieve their potential. The school is committed to making the principles of the SEND Code of Practice (2015) a reality at Mulberry Stepney Green: to this end all children and young people are entitled to a fully inclusive education within the mainstream curriculum that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. This means meeting their educational, personal and social needs by:

- identifying and assessing pupils needs and monitoring their progress;
- ensuring pupils have access to the National Curriculum and to the wider curriculum;
- supporting the development of appropriate teaching and learning skills within the mixed ability classroom;
- raising the confidence and self-esteem of all pupils;
 - recognising strengths and celebrating achievements;
 - recognising and respecting everyone's differences;
- developing literacy, language, communication, numeracy and learning skills and independence for all pupils;
- raising expectations enabling pupils to have the highest possible achievement and accreditation;
- preparing pupils for the world of work and life after school;
- ensuring that governors, parents, all school staff and outside agencies play a full role in supporting these pupils

1.2 Type of school We are a secondary school for boys and girls aged 11-18. We do not have any additionally resourced SEN provision.

1.3 Our Ofsted judgement

In December 2021 the school was judged to be Good by OFSTED.

1.4 Our SEND register

In September 2021 there are 44 pupils with Education, Health and Care Plans on our SEND register. There are 70 pupils who have been identified as requiring additional support (SEN Support).

2. Definitions and Identification of Needs

2.1 Definitions we use for SEND. At our school we use the definition for SEND from the SEND Code of Practice (2015). 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.' We currently provide for students with needs in one or more of the four areas:

- Communication and interaction,
- Cognition and learning,
- Social, mental and emotional health,
- Sensory and/ or physical.

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

We aim to identify children and young people with SEND and to assess their individual needs. To fulfil this aim 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: identification and referral at the primary/secondary transfer stage and referral by teaching staff, parents and outside agencies throughout the age range. The SEND teaching team and Year 7 tutors screen all new entrants by interviewing them with their parents, visiting their primary schools and collating information from their primary records. Key SEND teachers are responsible for liaising with the form tutor to monitor the special educational needs of the pupils in that class. We make use of KS2 scaled scores and other prior data to help early identification in Year 7.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The SENDCO and Support for Learning department will carry out a clear analysis of the pupil's needs. This will draw on:

- Class 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 development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. 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; these support plans are available in our schools secure SIMS reporting system and a summary is included on teacher marksheets. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Pupils who have previously had additional SEND support and no longer need that support will be monitored carefully and their progress checked regularly to see if any support needs reinstating.

2.3 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 their own annual review meetings, students are at the centre of the process and attend all of the meetings. 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.

3. The support we offer to pupils with SEND

3.1 What we do to help children/ young people with special educational needs

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 provide training for teachers in how to meet the needs of particular learners and publish and share a reference booklet to support classroom teachers. 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 are not constrained by this list. Teaching Assistants offer dynamic support that allows the teacher capacity 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. Each individual pupil has an IEP which is drawn up by the SENDCo or Key TA; and identifies their needs and support strategies. The child's tutor will discuss the child's progress with her parents/carers at the Parents' Meeting and on Academic Review Day.

In addition to in-class support, some pupils may need to work in small groups, outside the mainstream class for short term interventions. 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, Sensory Impairment Adviser or SEND ICT Adviser. 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 support is needed. If a child is being offered an alternative curriculum parents will be informed through meetings, phone calls or letters.

3.2 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 sometimes working with a support teacher plan lessons to 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 subject schemes of work and lesson plans.

4. Resources and Provision

4.1 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 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 and Mentor, Deputy SENDCo, SEND Administrator and 9 Teaching Assistants at the school.

Teachers, students and parents are all made aware of the Key Teacher / TA responsible for the pupil concerned and feedback on their day to day and longer term needs is welcomed and called upon regularly. Parents and carers of students with EHCPs/ statements are present at personcentred annual review meetings, and along with the student, will contribute their views on the effectiveness of support for the student. Feedback on our general performance with students with SEND is sought through the whole school self-evaluation process and the findings feed into the annual School and Faculty Improvement Planning.

4.2 The training our staff have had or are getting

Our team has had training in the areas of Autism, Visual Impairment, Hearing Impairment, Speech and Language, Safeguarding and First Aid. 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 each year. The Learning Support Faculty contribute to the school's INSET programme.

5. Communicating with parents

5.1 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.

5.2 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. If they are offered a place, a member of the Faculty will then have an interview with them to find out more.

6. The wider inclusion of children with SEND

6.1 Support we offer for children's/ young people's health and general wellbeing
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 who draws up care plans for pupils with medical needs and a locked cabinet in the medical room for the storage of medicines. Care plans are made available centrally, and copies 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, 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.

6.2 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 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 causing concern.

The Speech and Language Therapy Service provides therapy for students where the need is stated in the EHC Plan which is focused on younger pupils. They also provide training and programmes for teachers and TAs to use in their work

6.3 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. Likewise with trips, 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 take part 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, plays and places of interest in London.

We encourage pupils with SEND to take part in enrichment activities at school, including PE clubs, curriculum based clubs, and using the library. We hold a lunch time club each day to support pupils with homework and coursework.

6.4 Our school environment

Mulberry Stepney Green is accessible for all areas, excepting 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.

6.5 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 in advance to get them used to the new environment, meet their teachers and new peers.

The SENDCo and Deputy 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 Service will meet with every student who has an EHC Plan from Year 9 onwards to advise them on the GCSE or college courses in which they are interested. This is discussed with parents at the annual review.

7. Evaluating provision and communicating concerns or complaints.

7.1 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
- Provision Mapping to measure progress
- Holding annual reviews for pupils with EHC plans

7.2 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.

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/>

For further information, advice or support please contact Family Information and Advice Service (FIAS) on 0207 364 6489 or email fias@towerhamlets.gov.uk

The school governor with designated responsibility for Special Educational Needs and Disabilities is Sue Barrow.