

**MULBERRY STEPNEY GREEN  
MATHS, COMPUTING & SCIENCE COLLEGE**

**SPECIAL EDUCATIONAL NEEDS  
AND DISABILITIES POLICY**

Ratified on: November 2021

Ratified by: Full Governing Body

Date of next review:

February 2023

<b>Document Title</b>	<b>Mulberry Stepney Green: Maths, Science and Computing College SEND policy</b>
<b>Purpose</b>	The aim of this policy is to ensure SEND students are supported to learn in a fair, supportive, caring and safe environment which provides for equal opportunities and challenge
<b>Summary</b>	Guidance and practice for staff and governors on SEND support for learning in Mulberry Stepney Green School.
<b>Statutory</b>	Yes
<b>Responsibility</b>	Headteacher
<b>Approval Authority</b>	The Governing Body
<b>Date of Approval</b>	November 2021
<b>Author</b>	Marion Fitzmaurice
<b>Related Legislation/ Guidance</b>	<p><a href="#">Special educational needs and disability code of practice: 0-25 years (published jointly by the Department for Education and the Department for Health) (January 2015)</a></p> <p><a href="#">Supporting pupils at school with medical conditions (April 2014)</a></p> <p><a href="#">Equality Act 2010: advice for schools DfE (Feb 2013)</a></p> <p><a href="#">Schools SEND Information Report Regulations (2014)</a></p>
<b>Related Policies</b>	<p>Safeguarding and Child Protection Policy</p> <p>Supporting Students with Medical Conditions Policy</p> <p>Equality Policy</p> <p>Attendance Policy</p> <p>Behaviour Policy</p>
<b>Availability</b>	Website
<b>Monitoring and Evaluation</b>	Every year by the Governing Body

Mulberry Stepney Green is a fully inclusive school, which ensures that all students achieve their potential; personally, socially, emotionally, and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability, or educational need. At Mulberry Stepney Green we aim to ensure that all students receive a broad, balanced and differentiated curriculum and are committed to providing a curriculum and teaching which:

- effectively provides for subject matter appropriate for the ages and aptitudes of students including those students with an education, health, and care plan (EHC).
- All students, including those with Special Educational Needs and Disabilities, have the opportunity to learn and make progress.

Our SEND Policy is that all students, including those with learning difficulties or disability or with Special Educational Needs (including students with an EHCP) have access to all aspects of the curriculum and the extra-curricular programme as far as is reasonably possible. We are committed to raising achievement by removing barriers to learning and ensuring that curriculum planning and assessment for our students takes account of the type and extent of the difficulty experienced by the student.

### **Statutory Framework**

Mulberry Stepney Green SEND policy is written in line with the following areas of legislation and guidance:

- Special educational needs and disability code of practice: 0-25 years (published jointly by the Department for Education and the Department for Health) (January 2015)
- Supporting pupils at school with medical conditions (April 2014)
- Equality Act 2010: advice for schools DfE (Feb 2013)
- Schools SEND Information Report Regulations (2014)

## Roles and Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Mulberry Trust, Governing Body, Head Teacher, SENDCO and Deputy SENDCO, all members of staff have important responsibilities.

### Governing Body

The Governing Body, within the framework of the Mulberry Trust, follows the guidelines as laid down in the SEND Code of Practice (2015) to:

- Make sure that a student with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEN.
- Designate a teacher to be responsible for coordinating SEND provision – the SEND coordinator, or SENDCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated different from others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

### The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for students with special educational needs. The Head Teacher will keep the MST and the Governing Body fully informed about Special Educational Needs issues. The Head Teacher will work closely with the SENDCO and the Governor with responsibility for SEND.

In collaboration with the Head Teacher, MST and the governing body, the SENDCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

### The SENDCO and Deputy SENDCO

The SENDCO/Deputy SENDCO take day-to-day responsibility for the operation of the SEND policy and co-ordinate the provision for individual students, working closely with staff, parents/carers, and external agencies. They provide relevant professional guidance to colleagues with the aim of securing high-quality teaching for students with special educational needs.

Through analysis and assessment of students’ needs, and by monitoring the quality of teaching and standards of students’ achievements and target setting, the SENDCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENDCo and the Deputy SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND students and reporting on progress.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs
- Monitoring relevant SEND CPD for all staff.
- Managing the Inclusion team.
- Overseeing the records of all students with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with other schools, educational psychologists, health, and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of any interventions provided for students with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Head Teacher, MST and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.

#### All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing, and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for the progress and development of all students including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCO/Deputy SENDCo to carry out a clear analysis of student needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment
- Class teachers will ensure that any student on SEND Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on student response and on progress in order to contribute effectively to the graduated response.

## Identification and Assessment

What is SEND?

Children have Special Education Needs and/or Disability if they have a learning difficulty and/or disability which requires for special educational provision to be made for them. Children have a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of the children of the same age and/or
2. Have a disability or other condition which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

Four Main Areas of Need

The SEND Code of Practice 0-25, 2014 outlines four main areas of need:

Area of Need	Definition	Examples
Communication and interaction	Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.  Specific learning difficulties (SpLD), affect one or more specific aspects of learning.	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia
Social, Emotional, and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour.	Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders)  Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with will require specialist support and/or equipment to access their learning.	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

## Early Identification

We prioritise early identification of students' needs. Meeting all learning needs is crucial to students progressing effectively in school. If needs are met effectively during the early years of secondary education students will progress to succeed.

## Identification and Assessment

A child's special educational needs may have been identified before they arrive at Mulberry Stepney Green, or may be identified once they arrive, often by class teachers or parents. Parents/carers as experts on their child are involved in every step. Identification of special educational needs is part of the continuous cycle of assessment. To help identify children who may have special educational needs, the school measures children's progress by:

- their performance as monitored by the teacher as part of ongoing observation and assessment.
- meetings with in-school professionals to discuss student progress
- the results of baseline assessments and subsequent monitoring of progress
- progress and performance in Standardised tests in all subjects
- Screening or assessments of reading, spelling etc. using nationally recognised standardised tests.

Students are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

SEN provision is provision which is additional to, or different from, the educational provision made generally for students of the same age in maintained schools in this borough.

## Working with Parents

There are many opportunities for parents to meet teachers at Mulberry Stepney Green to build relationships and exchange information. Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways.

These include:

- Informal meetings with teachers
- Meetings with Special Education Needs Coordinator and/other staff of Students Support Department
- Parent afternoons/evenings
- Annual Review meetings, for children with an Education, Care and Health Plan
- Multi-agency meetings, for children that have support from external agencies e.g., Speech and Language, Occupational Therapy, Educational Psychologist, visual/Hearing Impairment Team.

If there is a concern about a student, the SENDCO or Head of Year will make an appointment to see parents, discuss the concern and together form a plan to help the child. At each stage of the SEND staged approach, parents are involved in planning how to meet the child's needs. Parent and student voice are crucial.

## Teaching and Learning

The SEND code of Practice states that 'Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.'

Teaching and supporting students with SEND is, therefore, a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, students, local authorities, specialist providers and other external agencies required to meet the individual needs of our students.

## Quality Teaching

At Mulberry Stepney Green, we are passionate about providing excellent provision for all our students. Children learn in many different ways and all children find strengths and difficulties with learning. At Mulberry Stepney Green, we celebrate these differences and provide opportunities for all children to succeed.

Teachers use a range of resources, strategies, organization (i.e., small group work/ teaching assistant support) and teaching styles to meet the needs of all children in their class. We believe every class teacher is a SEND teacher. Teaching staff and school leaders are rigorous and consistent in their approaches to improving conditions of learning for each and every student. This is provided by a four-stage cycle: assess, plan, do and review.

## Tracking Progress

The progress of all children is closely tracked and carefully monitored regularly throughout the school year. Any children (with or without special educational needs) who are not making adequate progress are targeted and appropriate interventions are put in place. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having a positive impact. Interventions or targets may have been set with support from external agencies.

Regular reports are provided to MST and governors who oversee the progress of all students including those with Education Health and Care Plans.

## Education, Health and Care Plan Process

Where a student's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty or interventions, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the student, as well as from teachers and assessments. Advice and support will be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Pediatrician. The Local Authority then gathers information from all the professionals concerned with the student and from the parents. If appropriate, an Education and Health Care Plan is then drawn up. In this plan, the needs, targets, and the provision to support the student are clearly outlined.

External support services play an important part in helping Mulberry Stepney Green identify, assess, and provide appropriate provision for students with SEND. Multi-agency liaison and planning meetings are held as appropriate to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable students.

## The Graduated Approach to SEND

<p>Assess: In identifying a student as needing SEND support, teachers, working with the SENDCo, should carry out a clear analysis of the student's needs. This should draw on:</p> <ul style="list-style-type: none"><li>• the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the school.</li><li>• The student's development in comparison to their peers and national data should also be considered. This assessment will be reviewed regularly to ensure support and interventions are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed.</li></ul>
<p>Plan: Teachers with the SENDCo plan any further support/strategies that can be put in place as well as the expected impact on progress and development.</p> <p>The plan will clearly identify the areas of needs, the desired outcomes, the support, and resources provided, including any teaching strategies or approaches that are required.</p> <p>The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and will be provided by staff with appropriate skills and knowledge.</p>
<p>Do: Teachers remain responsible for working with the students on a daily basis and will work closely with any teaching assistants involved, to plan and assess the impact of further strategies and support put in place.</p> <p>The SENDCo will support teachers with any further assessment of the student's needs, in problem solving and advising on the effective implementation of support.</p>
<p>Review: The review will take place on a date previously agreed. This review will evaluate the impact and quality of any further strategies, support put in place and include the views of the student.</p> <p>This review will feedback into the analysis of the student's needs, then the subject teacher/Teaching assistant, working with the SENDCo/Deputy SENDCo, will revise the support in light of the student's progress and development.</p> <p>Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.</p>

## Provision

All students in the school with Special Educational Needs will benefit from:

- Early Identification of their needs, beginning at and continuing as the child's career at Mulberry Stepney Green unfolds
- An on-going dialogue between staff at the school and involving the student and their parents to identify needs as they develop through a student's career at the school
- Access to specialist support where needed, including Educational Psychologists, Speech and Language Therapists, Counselling, The Support for Learning Service, including advisory teachers for Visual Impairment, Hearing Impairment and Physical Disabilities
- Phoenix Outreach Service (for pupils with Autistic Spectrum Conditions)
- Other additional support, including from a teacher or teaching assistant, or in the form of additional time or resources, to enable the child realize their potential and make progress

Below is the list of interventions offered by Mulberry Stepney Green within the school for students with additional needs.

Intervention
TA in-class support
Reading recovery programme
Numeracy
Additional English
Support programmes to meet behavioural needs
Counselling
Lunch clubs
Break clubs
Homework clubs
Learning Mentor
Speech and Language Support
Circle of Friends
Growing Project at Stepney Green Farm
Emotional Literacy (Zones of Regulation)

## Caring for our Students

We put the happiness and well-being of our students at the heart of everything we do and ensure the highest quality personalized support.

During a student's academic career, they may be unfortunate enough to experience emotional difficulties (such as bereavement or parental separation). At Mulberry Stepney Green we will endeavour to support the student's needs. This may include support such as counselling.

We take bullying seriously in our school and will not tolerate it. We work proactively to address the issue explicitly with students and provide opportunities to develop understanding, empathy, and self-esteem. We involve parents in our approach to preventing or addressing bullying behaviour. More information can be found in our Anti Bullying Policy and in our Behaviour Policy.

Some children will need additional support to manage their behaviour when they are experiencing emotional difficulties. Where it becomes clear that a student is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. Such strategies are most effective when parents/carers are involved in the planning and decision-making stages. Support systems may include:

- Increased communication between home and school
- Reporting daily to the Head of Year or tutor.
- Additional support from the class teacher, teaching assistants and Deputy SENDCO
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, conflict resolution
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour

Referral to outside agencies such as Educational Psychologist, Child, and Adolescent Mental Health Services, Behaviour Specialists etc.

## Medical Needs

Students with medical needs are supported through Inclusion and Pastoral systems. Referrals will be made to the school nurse if there are concerns around a child's health. The school nurse carries out routine health checks as well as consulting with parents in order to write care plans and train staff to support children with severe medical needs.

The student's needs and support are highlighted in the Health Care Plans. SEND liaises with the school nurse to ensure accurate filing of information. The contents of the medical boxes are checked regularly. Medical Pen Pictures are available for class teachers in order to ensure awareness of students' medical needs.

## Access to the Curriculum

All students have the entitlement to a broad, balanced, and relevant curriculum. All teaching staff ensure their planning, teaching and assessment meets the needs of all students, including those with SEND. All students with SEND are taught, with their peers, in mainstream classes by their class teacher and study the curriculum appropriate for their age. This includes:

- Providing suitable learning challenges
- Providing suitable learning environments e.g., small group teaching in Core Subjects
- Meeting the student's diverse learning needs
- Removing barriers to learning.

## Accessibility

Mulberry Stepney Green is fully inclusive and as such strives to ensure all students receive a broad and balanced curriculum. As part of this students have access to out of school educational visits, sports competitions, residential visits, lunch clubs and after school clubs. Mulberry Stepney Green ensures that all students have access to these activities regardless of SEND requirements. The school uses a range of strategic planning, such as risk assessments and manual handling assessments, to ensure that SEND students are fully included in all curriculum and extra curricula activities. Parents/carers are consulted on any special provision required to enable their children to participate in such activities.

## Allocation of Resources

The kinds of SEND for which provision is made at the school is likely to change over time.

In addition to the resources that all students use, there are special resources for SEND provision provided at Mulberry Stepney Green:

- Support and involvement of outside agencies including the services offered by Tower Hamlets
- In-class support from Teaching Assistants.

## Further Support

### SEND Training and Resources

Mulberry Stepney Green aims to meet the needs of all students and ensure the provision is appropriate. This means that we adapt our support and training schedule to meet the needs of the individual children in the school at any given time. All staff delivering interventions are appropriately trained. Sometimes, this training might involve other professionals such as speech and language therapists or attending courses. If additional training is required, the SENDCO will contact the appropriate body to deliver the training. In a similar manner, Mulberry Stepney Green SEND resources are regularly audited and reviewed to ensure that they meet the needs of the students in our school.

### Preparing for Next Steps

We want our students to experience a smooth transition throughout their learning to ensure that the students continue to make the very best progress and to have confidence to look forward to future year groups with enthusiasm. The students and parents are actively involved in the process and their perceptions about transition are valued.

Throughout their academic career, children will make several transitions; this may include moving to a new school, to/from a specialist provision school, to a new Key Stage or to a new class. We recognize that transition is an important time for all children, but especially so for a child with SEN. Mulberry Stepney Green employs many strategies to ensure that the transition from Key Stage 2 to Key Stage 3 and Key Stage 4 to 5 is managed effectively and students are sufficiently prepared for such changes. Strategies include:

- Visits from/to new settings with familiar staff (whenever possible)
- Transition booklets to give children a clear image of the upcoming changes
- Class handover meetings
- Individual Profiles for pupils with an Education, Health and Care Plan

Transition meetings with parents/carers, class teachers, Teaching Assistants, SENDCO and all other professionals involved in the transition process.

### Support and Training for Parents

The collaborative planning and target setting systems that are in place at Mulberry Stepney Green for SEND students, means that parents and carers are consistently involved and supported in order to help children reach their targets, and via needs that arise due to target setting or multi-agency planning meetings. We aim to support the family with a focus on meeting the child and family-centred objectives that are set within those meetings. This might mean that the training needs are met after the meeting concludes, or that the family is referred to an additional support network.

In addition, Mulberry Stepney Green hosts a number of parents' meetings throughout the year. Please check the school website for upcoming events.

## Complaints

If you have any questions, concerns, or complaints, please discuss these with the SENDCO or Head Teacher.

If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, please follow the school's complaints procedure.