

# Special Educational Needs and Disability Policy

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Version	Reviewed	Changes since last version
1		Existing
2	March 2023	<p>Point 6 – Admission requirements updated to reflect new changes as well as Sixth Form.</p> <p>Point 10 – Update on identification of students needs</p> <p>Point 11 - Update on procedures to access of the curriculum and services</p> <p>Point 13 – The whole section updated to show support given through various phases of school</p> <p>Point 15 – Update on behaviour policy and SEN</p> <p>Point 16 – Updated to reflect SEN and the wider school opportunities</p>
3	March 2024	<p>Point 3 – section on definition of SEN student has been changed</p> <p>SEN replaced with SEND throughout the document</p>
4	March 2025	Head of School replaced with Principal

## **Our school Ethos**

Outstanding teaching and learning is at the core of everything we do at Mulberry Academy Shoreditch (MAS).

We aim to raise attainment to exceptional levels and we value the contribution that every individual can make to MAS, regardless of ability or background. We have the highest expectations of all, in a caring and supportive environment. Our students are active citizens and make a positive contribution to the local, national and global community.

Our vision at Mulberry Academy Shoreditch is to ensure that every student maximises their potential. We will empower students to become independent learners, critical in their thinking, informed in their choices and confident in their ability to succeed in the modern world.

We will do this by:

- Ensuring all students develop the values and gain the qualifications they need for the next steps in their lives.
- Ensuring that teaching staff are an inspirational, dedicated and well-supported team who provide exceptional teaching, enabling students to succeed in their studies.
- Providing an environment where students feel safe, secure and empowered to make positive life choices.
- Building trusting and informed relationships with parents/carers, so they are fully involved in their child's learning.
- Managing resources effectively and efficiently ensuring value for money.
- Making Mulberry Academy Shoreditch a thriving hub in the local community, in which everyone can make a difference.

### **1. Aims and objectives**

The school has a clear and ambitious vision for providing high-quality, ambitious and inclusive education and training to all (OfSTED Framework 2021). We aim to provide a fully inclusive environment for students who need adjustments or additional support for their learning needs in order to maximise their academic and personal success. Students with SEND benefit from a stimulating, challenging and rich environment.

Every Teacher is a Teacher of SEND.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.

- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents and carers.

#### Objectives:

- Staff members seek to identify the needs of students with Special Educational Needs and Disabilities (SEND) as early as possible. This is most effectively done by gathering information from parents, education, health and care services and primary schools prior to the child's entry into MAS. Where needs have not been previously identified, staff have an obligation to report observations to the SENCO.
- Monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum. This will be coordinated by the SENCOs, the Inclusion Team and Deputy Principal and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the students' needs cannot be met by the school alone. MAS receives further support from Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS) and other relevant outside agencies.
- Create an environment where students can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. Student leadership and student voice activities are integral parts of the school.

## 2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- The Special Educational Needs and Disability Code of Practice 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report
- The Joint Council for Qualifications most recent publication on Access Arrangements and Reasonable Adjustments

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

*Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.*

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be 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 will be taught.

*Definitions of special educational needs (SEN) taken from SEND Code of Practice 2014.*

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

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.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/policies/special-educational-needs-and-disability-send>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

Tower Hamlets local offer: <https://www.localoffertowerhamlets.co.uk/>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Tower Hamlets that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCOs are Aurica Fabian and Karl Hatton.

The SENCOs and the Inclusion Team will:

- Work with the Executive Principal / Principal and SEND Governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the Executive Principal / Principal and the Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

#### **4.2 The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings;
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this;
- Work with the Executive Principal / Principal and SENCOs to determine the strategic development of the SEND policy and provision in the school.

#### **4.3 The Principal**

The Principal will:

- Work with the SENCOs and SEND Governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy.

## **5. Arrangements for coordinating SEND provision**

The SENCO will hold details of all SEND Support records such as the SEND Register, provision maps and student profiles .

All staff can access the following documents:

- The MAS SEND Policy;
- A copy of the SEND Register;
- Guidance on identification of SEND in the Code of Practice;
- Information on individual students' special educational needs including student profiles and pen pictures where applicable;
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

The school also maintains the live database on SIMS with identified needs and strategies for every student on the SEND register.

## **6. Admission arrangements**

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Where appropriate, upon transition, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

For students who have an Education, Health and Care Plan (EHCP) outlining their needs, our SENCO/s will review the provision outlined and make a decision in line with the formal consultation process led by the Local Authority. If we are the proposed named school in line with the EHCP, we shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Academy shall have regard to the relevant guidance issued by the Secretary of State for Education.

In the event of any disagreement between the Academy and the Local Authority over the proposed naming of the Academy in the EHC Plan, the academy may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's decision shall, subject only to any right of appeal which any parent or carer of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final. If a parent or carer of a child in respect of whom an EHC Plan is maintained by the Local Authority appeals to SENDIST either

against the naming of the Academy in the child's EHC Plan or asking the Tribunal to name the Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State, be substituted for the Secretary of State's decision.

The admission arrangements for our Sixth form are also outlined in full in the policy. An application from a student with SEN would be considered equally with all other applications, including reference to whether their preferred subjects fit within the available options and permitted combinations and whether they have met the entry criteria. All applicants with SEN are welcome to discuss personal circumstances with the SENCOs and Sixth form leads. Learners with an EHCP will, if the above considerations are met, need to apply through the Local Authority formal consultation process as they did pre-16.

## **7. Specialist SEND provision**

MAS is an inclusive school. At MAS, we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

## **8. Facilities for students with SEND**

The site building regulations comply with all relevant accessibility requirements. The building provides wheelchair access, accessible shower, changing facilities, toilets and lifts.

Two classrooms and a therapy room are allocated to form the Inclusion base for students with SEND to access. Please also refer to the Accessibility Plan and Audit for all current adaptations and future plans.

Students in the school can be referred to 2 in-house provisions if they need additional support: the Pastoral Support Centre and the Learning Support Unit.

The Pastoral Support Centre offers support, in a small environment, to students in Years 9, 10 and 11 whose negative behaviours are impacting on their academic progress. The student's behaviour is their main barrier to learning. Students will engage in a programme that will run on a relevant time period and it will be structured around half term. This will include reviews and possible reintegration to the mainstream. Personalised targets will be set for students to support overcoming their relevant barriers to learning.

The Learning Support Unit provides support to vulnerable Key Stage 3 & 4 students with cognitive learning needs and emotional challenges. Students will engage in small group intervention, curriculum support and will receive personalised mentoring. The support will be ongoing to respond flexibly to individual student needs.

The Inclusion Team works closely with the Local Authority to support the reintegration of students who have been excluded from other schools or have been offered a managed move and/or a transitional placement

## **9. Allocation of resources for students with SEND**

For those with the most complex needs, additional funding (HLN or High Level Needs) is retained by the local authority. The Local Authority will determine whether the level and complexity of need meets the threshold for this additional funding.

A number of students with SEND may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

## **10. Identification of students' needs:**

At times, a student might have an unidentified need or an emerging need that becomes apparent while at the school. This might be linked to their learning/attainment or a wider set of skills, such as their social or emotional skills. We consider their profile and presentation in line with their peers and what might be expected of their age range. There is no hard and fast rule in making this decision hence we have a variety of processes that check how students are doing and whether there is any further support they need. We audit and review each student three times a year.

See definition of Special Educational Needs at start of policy.

A range of qualitative and quantitative data is used to support identification including:

- Key Stage 2 data
- Reading age tests
- Progress data (Data Drops)

Where necessary the Academy may also enlist the identification tools of other professionals, for example Educational Psychologist, Speech Therapist and CAMHS.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality First Teaching: 'The baseline of learning for all students'.

- a. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b. Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d. The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.
- e. Through the above actions it can be determined which level of provision the student will need.
- f. If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- h. The student is monitored if a concern is raised by the parent or a teacher but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- i. Student progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

### **SEN Support:**

Where it is determined that a student does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a student with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

### **Assess**

In identifying a child as needing SEN support, the subject teacher, working with the SENCO should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

When it is decided to provide a student with SEN support, parents/carers will be informed. Planning will involve consultation between the teacher, tutor, Head of Year/House, SENCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The tutor, Head of Year/House and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions

and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCOs.

## **Review**

Reviewing student progress will be made at termly 'Data Drops' (DD) academic data checks. The review process will evaluate the impact and quality of the support and interventions. The SENCOs will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with parents/carers and subject teachers.

## **Referral for an Education, Health and Care Plan:**

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the Academy but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCOs and Head of Year, if applicable. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Education professionals e.g. Education Psychologist

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

Or by contacting the Parents Advice Centre:

30 Greateorex Street,

E1 5NP

Tel: 020 7364 6489 Email: [pac@towerhamlets.gov.uk](mailto:pac@towerhamlets.gov.uk)

## **Education, Health and Care Plans (EHC Plan)**

- a. Following Statutory Assessment, an EHC Plan will be provided by London Borough Tower Hamlets Council or the borough in which the student resides, if it is decided that the needs

of an individual are not being met by the support that is ordinarily available. Both staff in the school and parents/carers will be involved developing and producing the plan.

- b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

## **11. Access to the curriculum, information and associated services**

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the Academy as is necessary, as far as possible, taking into account the wishes of parents and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCOs will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in the Academy.

The following are some of the adaptations we might consider to ensure all needs are met. However, the adaptation and adjustment is in response to the specific needs of the students and we will always seek to personalise where we can.

- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson ;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font;
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, or providing written handouts.

Our Accessibility Plan, Audit and Actions outlines our ongoing aims in adapting our learning approach and environment. It details more information on our use of specialist equipment and facilities.

## **12. Ensuring Access to the Curriculum for Students with SEND:**

The SENCOs and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback;
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEND;
- In-class provision and support staff are deployed effectively to ensure that the curriculum is adapted where necessary;
- Individual or small group tuition is available where it is felt that students would benefit from this provision;

- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

### **13. Supporting students moving between phases and preparing for adulthood**

We work hard to ensure a smooth transition between all phases of school life. We recognise that these are key points in a young person's life and need careful consideration.

#### ***Primary – Year 7***

- We forge links with primary schools across the borough
- We have a dedicated Transition Team who plan for the summer term transition programme
- We create individualised transition programmes for students with more complex needs including staff visits to the primary, parent meetings and smaller group visits. These parents are also invited to a meet the Inclusion team
- We publish a transition booklet and a comprehensive and interactive webpage on our website

#### ***Year 9 in to Year 10***

- We identify and support those students who may need additional input in their selection of GCSE options
- The Inclusion team attend the options evening to answer questions and support
- We advise students/parents/carers as to what options might be best suited and/or how we can adjust the curriculum to support the next stage of their study
- When we can, we support students to meet new teachers before beginning their chosen course

#### ***Moving to Post 16***

- We forge secure links with Colleges and Post-16 providers across the borough and beyond
- We work with the careers advisor to book an early meeting which we attend to support
- We coordinate and book transition visits, often attending with students, to possible providers
- We work alongside these providers to information share and plan transition
- We work with our Sixth form team for those students moving to our in-house Sixth form
- We work with our Sixth form team in identifying incoming students who need additional input

#### ***Post- 16 to University/Next steps***

- We support students to write their UCAS applications, particularly if they need help framing their needs in a way that feels empowering
- We ensure students and their parents/carers have knowledge of Disability Students' Allowance (DSA)
- We support with necessary assessments if required

- We visit Universities / next step providers with students if needed
- We guide those who are not seeking University placements and support as needed

#### **14. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and students during the academic year. Student progress will be monitored on a termly basis in line with the SEND Code of Practice. The Inclusion Department offer an Open Door policy where parents can access the SENCOs, the Inclusion Team and Deputy Principal regularly without making an appointment. Further feedback from parents can be given at any time through email contact and termly coffee mornings.

A formal evaluation of the effectiveness of Academy SEND provision will be published in the Principal's report to Governors in May of each academic year, in accordance with section 69 of the Children and Families Act 2014.

#### **15. Adapting the behaviour policy to support learners with SEND**

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. The school will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010);
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014);
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

We always seek to make reasonable adjustments on a case by case basis, dependent on the presenting concern. More information on this can be found in our Behaviour Policy and in our SEND information report which provides some possible examples of these adjustments and support.

#### **16. Enabling students with SEND to engage with the wider school offer**

Enriching learning with opportunities outside of the classroom is something the Academy is fully committed to and, like all aspects of our work, it applies equally to all students. We have a huge range of clubs, activities and trips that are open to all our students. If necessary, we make adaptations to ensure students with additional needs can take part. More specifically:

All students are encouraged to go on our residential trip(s);

All students are encouraged to take part in sports day, school shows, drop-down days or otherwise;

No student is ever excluded from taking part in these activities because of their SEND.

We think deeply about how to ensure this is always the case, including using staffing flexibly, carrying out advance visits to ensure accessibility, supporting students with pre-visits where needed, and working to provide their normal support mechanisms such as manual handling or personal care.

## **17. Complaints procedure**

Please refer to the school's general Complaints Procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCOs and Deputy Principal who will be able to offer advice on formal procedures for complaint if necessary.

## **16. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. The school seeks the support of the Educational Psychology Service, Speech Therapy Service, and Learning Advisory Service when a need for specialist training is identified. The Inclusion Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENCOs attend relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the Academy. Teaching assistants also participate in a peer coaching and observation.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCOs, with the Senior Leadership Team, ensure that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **17. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our students with SEND and aid inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCOs and who will then inform the child's parents. The Pastoral Team, Support Counsellors, Attendance and Welfare Officer, School Nurse, SENCO and Head of Learning Support liaise on a weekly basis to highlight students causing concern. Any relevant information regarding students with SEND is discussed and if necessary filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

## **17. Working in partnerships with parents**

MAS believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision;
- Continuing social and academic progress of children with SEND to enable personal success;
- Parental views are considered and valued;

- The SENCOs provide support to teaching staff throughout the process and will attend parental meetings upon request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCOs may also signpost parents of students with SEND to the local authority Parent Advice Centre (PAC) where specific advice, guidance and support may be required. If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEND matters.

## **18. Links with other schools**

The school has strong links with several partner primary schools and has structured and secure programmes in place to support the transition of vulnerable students. The school also works closely with alternative provisions in Tower Hamlets.

Where a student has a current EHC plan, there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person-Centred Review or Formal Review. This is decided upon by the SENCOs in consultation with external agencies. Transition Plans are drawn up in accordance to parental, student and staff views follow the actions of a Review Meeting. Students with funding (AFN/HLN) where appropriate will also receive an annual review.

## **19. Links with other agencies and voluntary organisations**

MAS invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENCOs are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Care
- Speech and Language Service
- Language and Learning Support Service
- Child and Adolescent Mental Health Service
- Specialist Outreach Services
- Parents Advice Centre
- Phoenix School

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

## **20. Links with other policies and documents**

This policy links to our policies on:

- **MAS Accessibility plan**

<http://www.mulberryacademyshoreditch.org/wp-content/uploads/2021/01/MAS-Accessibility-Audit-Action-Plan-Review.pdf>

- **MAS Behaviour Policy**

<http://www.mulberryacademyshoreditch.org/wp-content/uploads/2021/03/Behaviour-Policy-Mar-2021.pdf>

- **MAS Equality Policy**

<http://www.mulberryacademyshoreditch.org/wp-content/uploads/2021/01/Equality-Policy-June-2019.pdf>

- **MAS Supporting pupils with medical conditions Policy**

<http://www.mulberryacademyshoreditch.org/wp-content/uploads/2019/03/Supporting-Students-with-Medical-Conditions-Policy-Mar-19.pdf>