Mulberry Academy Shoreditch

SEND Provision Statement

Recommending Body:	MAS LGB
Approval Body:	MAS LGB
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Policy Version:	6

Version	Reviewed	Changes since last version
1		Existing
2	November 2022	Minor wording changes
3	November 2023	No updates, part of annual review
4	November 2024	No updates, part of annual review Ofsted information in introduction removed Team has been updated SLS is now LAS and has been updated throughout the document Contact information at the end of the policy has been updated.
5	November 2025	Team names updated
6	November 2026	Our Team section updated to reflect the new Heads of Year and Assistant Heads of Year Update of the Pastoral KS3 centre and the support it provides New Autistic girls group added to the list of clubs New SEND group meeting added to the report which is for Year 7 parents and other year groups.

Mulberry Academy Shoreditch is a secondary school for students from Year 7 to Year 11 with the opportunity to progress to our Sixth Form Centre. The academy is proud to serve our local community, making it a diverse and inclusive place to learn and grow.

At Mulberry Academy Shoreditch (MAS), we welcome students with a wide variety of SEND. The school has a clear 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.

This report is part of the Tower Hamlets local offer which seeks to comprehensively signpost and support parents and carers in finding the right provision for their child.

Useful acronyms:

- ASDAS: Autism Specialist Diagnosis and Assessment Service
- CAMHS: Child and Adolescent Mental Health Service
- EHCP: Education, Health and Care Plans
- SEND: Special Educational Needs and/or Disabilities
- LAS: Learning Advisory Service
- PLP: Personalised Learning Plan
- TA: Teaching Assistant
- LSA: Learning Support Assistant
- LA: Local Authorit

Our vision and values

We are proud to serve one of the most deprived areas in the country. We all share the belief that our children have the right to an outstanding education and it has long been our goal to work with our local community in fulfilling students' dreams and aspirations. Outstanding teaching and learning is at the core of everything we do at Mulberry Academy Shoreditch. We aim to raise attainment to exceptional levels and we value the contribution that every individual can make to Mulberry Academy Shoreditch, 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. We need not define our ethos for students with special educational needs or disabilities as something separate, as an inclusive and diverse academy we are proud that our mission and values apply equally to all.

Our Team

The best people to contact this year are:

- Deputy Principal: Tamsin Miller
- SENCO: Aura Fabian
- LP Inclusion: Karl Hatton
- ASD Coordinator / SENCO: Shuhena Begum
- Head of Year 7: Josie Fletcher-Bell
- Head of Year 8: Louise Coulson-West
- Head of Year 9: Khadean Campbell
- Head of Year 10: Emma Newton
- Head of Year 11: Matiur Rahman
- Head of Year Sixth Form: Tamsin Scales

High Quality Teaching and Learning

…for our students in the classroom

At Mulberry Academy Shoreditch we have an unrelenting focus on Teaching and Learning. An important part of this achievement is the skill of our teaching staff in adapting learning for a range of students.

The classroom is the place in which all students should experience high quality input from their teachers, and students with SEND are part of this vision, practice and success. The Heads of department are responsible for devising innovative schemes of learning for each year group that consider the needs of all learners. Teachers adapt these schemes to consider the needs of all learners in each class, including those with SEND. This is known as adapting the curriculum and is a varied approach specific to the individuals in the class. This might involve considering how an extra support adult is deployed within the classroom to support learners. In order to do this effectively, our Inclusion team provide information on any students with additional needs and suggested strategies that can be used to support their learning in and out of the classroom. Each teacher writes a personalised learning plan (PLP) for each class that considers all learners.

…for our students outside of the classroom

Enriching learning with opportunities outside of the classroom is something the school 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 or particular needs can take part. Below is a list of some of the clubs and trips the academy has previously offered:

- Haven club
- Science clubs

- Drama club and a range of performances
- A range of sports: football, basketball, cricket, badminton to name but a few.
- Debate mate
- Book group
- Student voice
- Theatre trips
- Art galleries
- Business visits
- University visits

…for our staff

Learning is not just something for our students, the ongoing development of our staff team is a significant part of our commitment to high quality teaching. Our teaching team benefit from a range of departmental and whole school training on pedagogy that will support all students' progress. At times, we target this training on specific areas of need or practice. We also provide personalised support based on the needs of particular students or teachers by observing, collaborating and supporting the development of adaptive teaching in the classroom setting.

Our staff team have had training on a range of needs and disabilities, including;

- Autism, with the support of the Phoenix Outreach Service;
- Speech language and communication, with the support of the Speech and Language therapist;
- Using positive language and a relational approach to manage behaviour;
- The SEND Code of Practice.
- Positive Handling training

Our training for staff is also adapted, hence we have a programme of development for all teachers. This programme of continuous professional development is reviewed and adjusted on a regular basis and in response to the needs of individuals and cohorts.

How do we decide if a student has Special Educational Needs?

Despite high-quality teaching, some students find it hard to make expected progress, which may be because of a Special Educational Need. Most students who arrive at the academy in Year 7 have already had any SEND identified previously. This allows the academy to immediately begin to monitor and review these students.

However, at times students might have an unidentified need hence we have a variety of whole school structures that check how students are doing and whether there is any further support they need:

1. All students take a Reading Age Test when they arrive at the academy whether prior to joining in Year 7 or before they make the transition from another school. This gives an initial indication as to whether they might have any needs in this area.
2. Every term, teaching staff enter student attainment results onto a school wide database. This is analysed to determine whether students are on target. The Inclusion and Pastoral Team use this information to check for any concerns.
3. The SEND referral form allows staff to formally raise concerns about a student to the Inclusion department. This is followed up by observation and student / parent meetings where relevant.
4. We use a handwriting screening tool to check for any concerns with motor control.
5. Our Speech and Language Therapist uses the Reading Age Test data and a screening tool to check for difficulties with communication.
6. Our Educational Psychologist is able to conduct specialist assessments to determine if a student has a particular difficulty with literacy, numeracy, memory, functioning skills or emotional needs.
7. We might make a referral to a specialist such as the Occupational Therapy team, the ASDAS team, the CAMHS service, the LAS or any other relevant professional body.

8. We talk and work with the parents / carers of our students as they hold the most powerful insight and key into their son/daughter and can support us in identifying any needs or concerns that might be affecting their child's progress.
9. We hold weekly SEND consultations with parents to ensure that they have the space and time to share their concerns regarding potential barriers to learning the students might have

What do we do if a student is struggling?

We offer a range of additional support structures in school that operate collaboratively between the Curriculum Team and the Pastoral and Inclusion Team. Each method of support is personalised to the individual student and situation. The academy recognises that there is no one approach and is continuously innovating and willing to try a variety of methods to foster success for all learners. Some of the strategies we use are below:

- Individual target reports: students can be placed on a target report that provide both the student, home and school with lesson based feedback

- Mentoring: we have a range of adults that work with students to support their social, emotional and academic progress. This can be through weekly meetings, in class observation and support or report tracking

- Teaching Assistant support: our TA team closely monitor all of our students with EHC Plans. The support they provide is tailored to individual student's needs and targets

- Learning Support Unit: a small group environment for curriculum support and intensive personalised mentoring for our Key Stage 3 students

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- Pastoral Support Centre KS3: To support, in a small nurturing environment, students whose negative behaviours are impacting on their academic progress. Students will engage in a 6-week programme. 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.

- Pastoral Support Centre KS4: To support, in a small nurturing environment, students whose negative behaviours are impacting on their academic progress. Students will engage in a programme that will run for a relevant period of time. 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.

Reading Club: an intervention led by the literacy team that seeks to foster a love of reading and improved comprehension and decoding skills using student-selected texts. In addition, there are phonics interventions for students with reading ages below 8.

- Numeracy: weekly interventions that target particular areas for development with groups of students run alongside the Maths department.

- Social Skills group: a small group intervention for students with ASD offering them the opportunity to enhance their social skills, self-awareness and emotional regulation.

- Autistic girls group: a small group of autistic girls aimed at supporting the mental wellness of neurodivergent girls and teaching specific strategies that will enable girls to manage more independently.

- Word processor access: a provision for students who benefit from using typing as a way of recording their learning in key subjects or across the curriculum

How do we use specialist intervention to support our students?

Mulberry Academy Shoreditch does not have a set list of specialists, our provision is driven by the needs of our students and the list of services is as exhaustive as the needs of our students. The list below should give you a flavour of some services and people we have worked with over the past year:

- Speech and Language Therapy Service: an independent service who works with the staff team and students in improving provision and access to specialist input in this area. Interventions are particular to individuals/cohorts of students but include: language acquisition, social, study and active listening skills.
- Child and Adolescent Mental Health Team (CAMHS)
- Educational Psychology Service: a specialist service that assesses student needs and provides specialist guidance and recommendations for students, the school and their families
- The Tower Hamlets Learning Advisory Service (LAS): a range of services who offer advice and guidance on a range of needs including specific learning difficulties, physical disabilities, communication needs and many more
- Counselling Service – Place2Be: independent professionals that offer sessions on emotional wellbeing and management including anger management
- GAP Mentoring: an external mentoring service for more intensive student support
- The Phoenix Outreach Service: a service that provides specialist guidance on Autism

How do we check that our students are making progress?

All students are regularly assessed in class and our Data Drop Points are the culmination of each terms data gathering. This is intensively monitored at all levels of the academy by teaching staff, Heads of Departments, the Senior Leadership Team and Governors to ensure all students are on track to make progress. The academy sets ambition targets for all learners including students with SEND.

Where we have a concern we work on an ‘assess, plan, do, review’ model in line with the Code of Practice that incorporates extra academy based and/or specialist intervention and parent liaison to get students back on track.

For students with SEND, the Inclusion team, in liaison with class teachers and subject Heads of Departments complete termly reviews linked to the interventions in place to assess impact and to plan next steps. These reviews monitor academic and behaviour for learning targets and are shared with students and parents/carers where necessary.

For our students with EHC Plans the Inclusion team conduct termly and annual reviews in line with the principles of person-centred planning. These meetings seek to involve all those who play a part in the students’ progress to discuss current progress and next steps.

How do we prepare our students for transition?

Our new Year 7 students

Ensuring learner progress begins prior to the Year 7 transition point. The academy has close links with the key feeder primary schools that ensures the Year 6 transition lead is able to begin to plan for the summer term transition programme. The transition visit incorporates three key strands: the collating of SATS and reading age data, the Shakespeare Day and meeting key staff members in tutor and lesson time. Meeting

key staff, particularly Year 7 tutors, allows students to feel safe and included as they make the leap from primary to secondary school.

The Year 6 Getting to Know You meetings allow us to gather a holistic range of personalised data that helps flag a range of needs or interests such as medical needs, care issues, interests or worries.

Individualised transition programmes coordinated by the SENCO further support the students with more complex needs. These students are supported by a lengthier process of visits to the primary, parent / carer meetings and 1:1 visits that target key needs often led by their own opinions as to what they feel is useful or important to them. Parents/carers are also invited to a 'meet the Inclusion Team' event much earlier in the year (June) to build secure links by the time September arrives. Each student leaves the evening with a transition booklet that they use to record useful information about themselves and questions they want to ask. This allows the Inclusion Team to create individual student profiles which are shared with staff at September INSET and are available electronically throughout the year to support differentiated learning for this key group.

A similar rigorous process is applied to our mid-phase admission students (MPA) who arrive mid-term and, in line with the rest of the school, make rapid and outstanding progress.

Transition throughout all years

Throughout their time at Mulberry Academy Shoreditch, there are many opportunities for students to begin to formulate thoughts about what their future careers might look like. These include: leadership workshops, mentoring workshops, University visits, employability sessions and visits to a range of businesses in the City of London. Students make their choices for GCSE subjects at the end of Year 8. Students and parents/carers receive information through Parents' Evenings, assemblies and careers workshops, enabling them to make informed choices. Vulnerable students are supported in the options process through additional careers advice and parental consultation meetings.

In Years 10 and 11 students develop clear progression pathways via individual careers interviews, work experience and Head to Head interviews. The careers advice students receive is impartial and balanced.

Vulnerable students receive additional support to ensure that they make informed choices as they move into further education. This is in the form of a personalised transition plan and may include additional visits and meetings with staff at the student's new education provider.

Years 12 and 13 receive a significant amount of support to ensure they make the right choice as they move into apprenticeships or Higher Education. There are visits to several universities, including Nottingham, Cambridge and Queen Mary. Students are supported with their UCAS applications and interview coaching by a member of Inclusion who works closely and mentors the SEND students in the 6th Form.

Where do we get the funding to support students with SEND?

Every student is funded by the Department for Education and schools use this funding flexibly to ensure all students make progress. Mulberry Academy Shoreditch are very successful in supporting students to achieve. Students who have an identified SEN are given extra funding which is known as the Notional SEN budget which the academy spends on additional interventions such as the ones listed above. The academy decides each year how to spend this money to make sure all students have access to what they need to be successful learners. If a student has the highest level of SEN the academy receives another layer of funding to provide support that exceeds what the academy might otherwise be able to provide.

Is our school building accessible?

We pride ourselves on setting a rigorous programme of self-evaluation and goal setting in order to ensure we never rest nor settle with second best. The academy has already undergone works to ensure we can

accommodate a huge range of students who may have varying needs in relation to accessibility. The building design and layout of the academy is spacious, light and airy. The site has full disabled access and three lifts provide access to all teaching areas above ground floor level. There are four toilets that are accessible to wheelchair users. Changing rooms and showers are also accessible for wheelchair users. The Inclusion Department has a dedicated suite of rooms located on one corridor on the ground floor; the area also has a disabled toilet. A hygiene room has been set up to accommodate students with more complex medical and physical needs.

What if my child has a medical need?

If a student is deemed to have a short term or long term medical condition, the academy will ensure that arrangements are in place to support them. In doing so, we will ensure that the student can access and enjoy the same opportunities at school as any other student. The academy, health professionals, parents / carers and other support services will work together to ensure that a student with a medical condition receives a full education.

How do we listen to our students?

Student Voice is vital and we pride ourselves on being a listening academy. Student Voice takes several formats and empowers students to play a crucial role in the decision making process at Mulberry Academy Shoreditch.

We have a Student Council made up of students from all seven year groups, they focus on making positive changes within the academy and leading on issues that may have a local, national or global concern. Members of the Student Council canvas student opinions at break times and are a powerful force in implementing positive change within the school.

Sixth Form leaders support the Student Council and Subject Representatives; they act as role models and peer mentors to the rest of the academy and are great ambassadors for Mulberry Academy Shoreditch. They also lead on reading interventions trying to instil in younger peers a love of reading.

Special Educational Needs ambassadors are students who are champions of diversity and support the academy in one of our core values of celebrating difference.

How do we listen to our parents?

Our aim is for parents / carers to be fully involved in school life. Communication is crucial and we use a variety of accessible methods to keep parents / carers up to date about developments at Mulberry Academy Shoreditch. Communication may take the form of meetings with parents / carers, regular letters and text messages, termly academy newsletters and the academy website.

Parents / carers requested regular Parents' Evenings to meet their son or daughter's relevant class teachers and these now take place twice a year. Attendance is superb and we regularly ask for feedback from parents/carers on these events to ensure the written reports and events meet the parents/carers needs.

Parents / carers are encouraged to take an active role in their child's education. Termly coffee mornings are held to consult parents / carers on changes to school life. Parents / carers are also invited to more informal events such as the Winter Fair, drama, music and dance performances and celebration events.

Our students and their families speak a wide variety of languages. The academy ensures the needs of all are met by always providing an interpreter for meetings if parents / carers do not speak English. Staff at the academy speak a wide variety of languages and therefore are able to build positive relationships with families.

We have introduced a weekly SEND consultation meeting for parents of students in years 7-8 for Term 1, year 11 and 13 for Term 2, and years 9-10 in Term 3.

What should I do if I need more information or support?

Your first point of contact should always be your son or daughter's Form Tutor. If you remain concerned then you can speak with your child's Head of Year.

The telephone number for the school is 020 7920 7900.

If your child has a SEND, you are worried that they might or you are considering the school as provision for your son or daughter then please contact Aura Fabian, SENDCO, afabian@mulberryschoolstrust.org, or Karl Hatton, Lead Practitioner for Inclusion, khatton@mulberryschoolstrust.org; to contact us directly, the telephone number is 020 7920 7900.

We have an open-door policy at the academy with welcoming reception staff that will be happy to direct you to the right member of our team and coordinate an appointment or telephone call for you.