



Special Educational Needs and Disabilities (SEND) Information Report **2020 - 2021**

Our unique ethical curriculum and our core principles are enabling us to create a learning environment that nurtures, encourages and develops the skills children will need in our increasingly diverse and globalised world.

We are an equality-based school where *no child is an outsider and we learn together to live together*. We aim to develop the whole child, encouraging their individuality, respecting each child's identity and respecting that of their family equally.

Mulberry Park is a [Rights Respecting School](#) and this education is embedded in all interactions and explicitly taught.

This supports and underpins our unique ethical Learn Together curriculum, which is taught throughout the school.

We work hard to create a positive, comfortable atmosphere.

How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs?

Our assessment of children's ability, development and attainment are carried out within the classroom and throughout our whole school environment through high quality teaching. We assess children's attainment in reading, writing and maths three times a year.

If you have any concerns about your child's educational need, disability or their behaviours, the school will always work with you, in partnership, to support you and your child's needs.

1. Contact your child's class teacher

Your child's class teacher has the responsibility for:

- Providing high quality teaching, which is adapted and differentiated to meet the needs of all children;
- Having high aspirations and expectations for all children, including those with SEND;
- Checking on the progress of your child and identifying, planning and delivering any additional support your child may need e.g. booster groups, targeted work etc. and informing the SENCO as necessary;
- Early identification of the need for SEN support;
- Writing a One Page Profile, sharing and reviewing these with parents at least three times annually;
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so that they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources;
- Ensuring that the school's Special Educational Needs and Disability Policy (SEND) is followed in their classroom and for all of the pupils they teach with any SEND.

2. Contact the SENCo (Special Educational Needs Co-ordinator) – Laura Binns

The SENCo has the responsibility for:

- Supporting and identifying children who have additional needs or require SEN support, initiating and ensuring a provision which supports their need.
- Ensuring that 'SEN support' in our school is individualised, specific and demonstrates a graduated response to the needs of individuals.
- Supporting, identifying and monitoring our school in delivering differentiated teaching, appropriate to the need of the individuals.
- Providing opportunities for more specific support and the inclusion of external experts as appropriate.
- Ensuring that the focus of SEN support should be on the outcomes required for each pupil rather than diagnosis or classification of needs.
- Developing clear systems for SEN, including identification, assessment, securing support and monitoring.
- Involving parents at the outset in the processes of identification of children who need SEN support.
- Maintaining and updating our schools SEND policy and ensuring that it is delivered effectively.
- Initiating Education, Health and Care plans (EHCP) for only the most complex of need.
- The development, delivery and review of EHCP and, alongside the head teacher, be accountable for the provision and the impact that an EHCP has on improving outcomes for children with specific SEND.
- The day to day management of provision for children identified with SEND.
- Liaising with parents and external agencies to support individual children.
- Linking with and referring to external agencies for advice and support to enable your child to reaching their full potential.
- Signposting the family to external agencies locally that may support you and your family at home.
- Providing an arena for you to air your concerns and check in with you and your family on a regular basis.
- Providing children with 1:1 support, as a mentor or for social and emotional needs where needed.



How will Mulberry Park Educate Together staff support my child and how will my child's needs be communicated to all staff?

All staff in our school are teachers of SEND. At Mulberry Park ET, we adopt a whole school approach to supporting Special Educational Needs and Disabilities. All staff adhere to modelling and promoting inclusion. Our school operates an equal opportunities policy for all.

No child is an outsider. Our children Learn Together to Live Together.

The class teacher, teaching assistants and SENCo will oversee and plan the educational programmes that support your child. The type and amount of support will be guided by the specific need of your child.

Your child's needs may be supported in a variety of ways including:

- High quality teaching;
- Learning in an environment that is dyslexia, sensory and ASD friendly;
- Flexible groupings of children so that learning needs may be met in individual, small group or whole class contexts;
- A differentiated and accessible curriculum;
- Curriculum learning segmented into a series of small and achievable steps for pupils who have marked learning difficulties;
- Meeting emotional, behavioural and social needs alongside academic;
- Boosters and intervention support from our teaching assistants or teachers specifically designed to need;
- Regular assessment of progress, identifying areas where your child may need support; and
- Assessment of need through our monitoring and One Page Profiles.

The SENCo is responsible for keeping a current register of all children with SEND. Provision and intervention for a child's needs are recorded and the impact of these is assessed regularly in the form of a One Page Profile with Steps to Success.

As your child progresses through our school, each teacher will transfer all information regarding the provision and support your child has received and the impact of this to the next teacher.

Your child may also be discussed during Pupil Progress Meetings which occur three times a year.

How will the curriculum be matched to my child's needs?

Our school offers a balanced, creative and differentiated curriculum. All children's needs are met and matched through:

- Day to day classroom organisation and management;
- Specific boosters or interventions in small groups or 1:1;
- Behaviour, emotional and social intervention support running during structured and unstructured periods of the day;
- Use of specialist equipment or resources appropriate to need;
- Alternative teaching strategies;
- Support and advice from external agencies;
- In class support from teachers and teaching assistant.

How will I know how my child is doing, and how will you help me to support my child's learning?

In addition to our parent consultations and written report, there are always opportunities for you to informally discuss your child's progress with their class teacher, the SENCo or the Head teacher.

One Page Profiles (OPPs) are reviewed regularly and outcomes (Steps for Success) for your child are set and reviewed at the beginning and end of each cycle. This will always involve families and your child as much as possible.

This information may be shared through meetings, phone calls, emails or via a letter. Correspondence may be with the class teacher, SENCo and in some situations the Head teacher or Teaching Assistants.

The information shared will allow you to know the outcomes that have been set, the impact of the intervention and the progress that your child has made towards meeting these outcomes. It will also aid and enable you to support your child at home.

The timescale on this is dependent on need; in some cases, it may be appropriate for a daily home/school link via a book, or information may be shared each term or over a period of weeks.



The OPP will provide examples of how you can support your child's learning at home and our SENCo may offer advice on where you can access support for your family.

What support will there be for my child's overall well-being?

Our school treats **all** children equally and recognises that in doing so some children may need additional support to overcome barriers to their learning. This ensures that all children have equal access to all areas of school life.

Through our Learn Together curriculum and ethos, children learn how to show respect to others and are encouraged to make positive choices and learn together, building a strong ethos of social, moral and cultural understanding. The school has a strong set of values that guide the work of the whole school, including those children with SEND.

As a school, we aim to develop a growth mindset within pupils through ongoing conversations and modelling from all staff. In addition to this, Learn Together lessons, following our Learn Together curriculum, allow children to practise mindfulness and improve their awareness of their physical and emotional wellbeing. At Mulberry Park ET we also take part in the [Daily Mile](#), whereby all children participate in 10/15 minutes of daily exercise which is reported to have positive impact on their social, physical and mental health.

The 'Medical Conditions Policy' (available on our website) allows us to administer medicines (where prescribed) and personal care (where necessary) which is carried out with sensitivity by a designated adult.

Our children are encouraged to participate in reviews of their progress, including OPPs, Education and Health Care Plans, and through identification of their next steps. Pupil's views are gathered to inform the review of their outcomes and progress; building self-confidence in their developing abilities.

All staff and children are encouraged to take responsibility for every child's well-being, we use a positive behaviour system and there are anti-bullying systems in place. There are many opportunities for children to shine and share their achievements through individual rewards, whole class rewards and whole school celebrations.

What specialist services and expertise are available and how do you all work together?

The school works in partnership with a range of specialists commissioned through the Local Authority, including:

- Educational Psychologists (EPs),
- Occupational Therapists (OTs),
- Speech and Language Therapists (SALT) via the SLIP service,
- Child and Adolescent Mental Health Service (CAMHs),
- Community paediatrics,
- ASD support service,
- School Nurse service,
- Sensory Support Service (for visual and hearing impairments),
- Brighter futures as part of Nurture Outreach,
- SEN Case Officers.

The above professionals work with school staff to train, support, guide and review our provision for SEND; providing reports, attending Annual Reviews of children with SEND (for children with an EHCP), and additional professional meetings. School is able to make referrals to most of these services with parental input and consent.

What training have the staff supporting children with SEND had or are they having?

Every teacher in our school is a teacher of SEND. Teachers and Teaching Assistants (TAs) have regular training through planned INSETs and Staff Meetings and these are often run by external or specialist support staff.

The SENCo attends regular Network and Cluster Meetings with the Local Authority. They receive support from the SENCo at Redfield ET.

Our school is committed to providing and supporting the training of whole staff CPD and/or individuals to address the needs of our pupil. This includes regularly accessing the training available from Speech and Language Therapists and other outside agencies.

How will my child be included in activities outside the classroom including school trips?

Our school offers a wide and enriched curriculum with afterschool clubs, educational day trips/experiences and residential trips, all providing a range of opportunity and experience for all pupils.

We always consider opportunities and experiences that are inclusive and accessible to all. Should any child need specific support to access these activities, the school will endeavour to provide the necessary resources/training to achieve inclusivity.



All school trips are fully risk assessed and we provide the appropriate support for children with SEND to attend all trips, e.g. this may include additional adult support on the trip or the use of social stories in advance of the trip.

In time, we will also offer extended provision for pupils through our 'Breakfast club' and 'Afterschool Club' which is available to all children. Provision for any child with additional SEND will be supported.

Can staff get additional help from experts outside the school if they need to?

Our school works extremely closely with all external agencies and is always willing to seek advice and support from specialist fields, enabling us to provide the best provision possible for children with an additional SEN need.

As a school, we have developed good working relationships and partnerships with a range of external agencies and Mulberry Park ET is recognised as providing good support and provision for children with SEND.

How will we support your child when they start/ leave this school? Or move to another Year?

We recognise that starting school and moving on can be particularly challenging for a child with SEND and take many steps to ensure that any transition is as smooth as possible. We always plan carefully for transition in a number of ways, such as:

Starting school

When your child begins school, we have a carefully planned transition period. This entails visiting children in local pre-school/nursery settings and contacting all other settings by phone. We also arrange additional sessions for your child to visit school and meet teachers and see their classroom. They are also invited to a teddy bears' picnic with their families in the summer and home visits are arranged for September.

Changing year groups

When your child moves class, information about them will be shared confidentially with their new teachers. Opportunities for children to visit their new classes are organised during term 6 and parents are invited to meet their child's new teacher. Any relevant documentation regarding your child, such as reports from outside agencies or Doctor reports will travel with them and read by the new class teacher.

Transition to another school

We will contact the school SEND lead and ensure he/she knows about any special arrangements or support that will need to be made for your child. We will make sure that all records about your child are passed on as soon as possible, this will include all assessments and any external reports we may have regarding your child.

How is the decision made about what type and how much support my child will receive?

There are a variety of tools and processes that the school undertakes to ensure that all children receive the provision and support they need to make both academic progress and also develop socially, morally, spiritually and culturally. These processes will almost always begin with observations and formative assessments made by the class teachers and will be shared with the SENCo and Headteacher. These may involve the following:

- Parents involvement in identification of need and planning for provision and support from the outset;
- Provision in class by the class teacher and teaching assistant;
- Provision mapping and intervention;
- In house referral and support through our SENCo;
- One Page Profiles with Steps to Success outcomes;
- External advisory and support agencies.

Who can I contact for further information?

The first point of contact, if you have any concerns about your child, is their class teacher.

Following this there are other members of staff (SENCO, Head Teacher) who may become involved in supporting your child and their needs. All information sharing will be carried out with your consent.

If you are concerned about your child's behaviour or academic progress, please contact the school office to make an appointment with your child's class teacher. Alternatively, you can always catch a member of staff on the playground at the start and end of the school day.

The local offer – please click below for information about what support is available locally

<https://www.rainbowresource.org.uk>