



The Mulberry Primary School
SEND Information Report

All Haringey Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs and disability (SEND). There is a shared expectation that all pupils regardless of their specific needs, will benefit from inclusive teaching which will enable them to make the best progress in school, ensure they can actively participate in the wider aspects of school life and support readiness for the next phase of education and / or preparation for adulthood.

We are a Primary School and we admit pupils from age 3 to 11.

Attached to our school, we have a Provision for Autism; the provision meets the needs of children with Autism Spectrum Condition (ASC).

Our Ofsted rating is 'Good'. Our most recent inspection was in June 2022.

Mulberry's core value is 'Learning and Achieving Together'.

What support do we offer?

The school will use its best endeavours to ensure the necessary provision is made for any pupil with SEND. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Draft Code of Practice for SEND (2015)

Roles and responsibilities:

Who should I contact to discuss the concerns or needs of my child?

Class teacher/form tutor/subject teacher

Responsible for:

- Adapting and refining lessons and learning activities to respond to strengths and needs of all pupils
- Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress within everyday teaching

If it has been agreed that a pupil requires additional SEN support the class teacher will also contribute and oversee delivery of personalised learning plans.

Special Educational Needs Coordinator (SENDCO)
Katie Rye

If you have concerns about your child, you should speak to your child's class teacher first. Depending on the outcomes of these discussions you may have a follow up meeting with the SENDCO.

Responsible for:

- Coordinating provision for children with SEN and developing the school's SEN policy
- Ensuring that parents are:

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| <p>The Headteacher Michelle Akarsu</p> <p>SEN Governor Dean Britton</p> | <ul style="list-style-type: none"> ○ Involved in discussions to identify key strengths and areas of difficulty ○ Involved in planning provision to overcome barriers to learning ○ Regularly included in reviewing how well their child is doing ○ Consulted about planning successful movement (transition) to a new class or school ● Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties ● Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEN. <p>Responsible for:</p> <ul style="list-style-type: none"> ● The day to day management of all aspects of the school, including the provision made for pupils with SEND <p>Responsible for:</p> <ul style="list-style-type: none"> ● Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school. |
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SEN Support – The Graduated Response Assess, Plan, Do and Review

How will the school decide if my child needs extra help? How can I find out about how well my child is doing?

Meetings are held each term to look at the progress of all pupils.

Where there are concerns that a pupil is not making progress in key areas of learning, further assessments may take place and, as required there will be discussions with key staff to plan for additional support to be in place and the outcomes expected from this intervention. You will be invited to contribute to these discussions. Consideration of other circumstances will be taken into account to decide if difficulties are due to special needs or other factors.

We know how important it is to include the views of each pupil in seeking to review what is going well and how they can be supported. If appropriate your child will be invited to take part in reviews. If this is not appropriate, we will use other ways to share their successes and plan for future support.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in an Individual Education Plan (IEP). This will take into account your child's strengths as well as areas of difficulty. It will identify ways in which you can contribute to support good progress. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled), with the expectation that the child will achieve the target by the time it is reviewed.

The impact of this additional support will be reviewed regularly, at least termly and you will be updated about these during parent evening consultations.

In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

If, despite increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources a request for an EHCP (Education Health Care Plan) may be requested.

The SENDCO will explain this process to you and show you how to find out more information about this. They will also share details of parent support organisations who can offer further support as required.

If your child has an Education, Health and Care Plan (EHCP) a formal meeting will take place annually to review your child's progress.

Tests and Examinations: Access Arrangement

For some pupils, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe.

The SENDCO will talk to you if they feel that your child would benefit from these additional arrangements.

The kinds of SEN that are provided for

Our school currently provides additional and / or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, moderate learning difficulties (MLD), specific learning difficulties (SpLD)- dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, physical disability

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Our teachers are able to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil needs and requirements. High Quality Teaching ensures there are a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils, with a long-term goal of encouraging and developing independent learning skills.

If required more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their IEP.

Full details of the range of additional interventions available within the school can be found on the Schools Provision Map document.

The nature and range of interventions offered is reviewed regularly to ensure that it matches the needs of pupils at the school, including pupils who require support to develop their social interaction and resilience.

Access

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life.

The school's accessibility plan is updated annually and can be viewed on the school website.

The plan also outlines actions the school intends to take to further develop access and inclusion for pupils with disabilities.

Depending on specific needs of your child a more personalised access plan or individual health care plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

We undertake additional planning and risk assessments to ensure that pupils with SEN can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.

We monitor attendance at morning and after school clubs to make sure that pupils with SEND are able to access these enrichment activities.

Staff Expertise

How skilled are staff in meeting the needs of my child?

Provision for pupils with SEND is included in our regular monitoring of quality of teaching across the school. This helps to identify priorities for our ongoing programme of CPD to support whole school inclusive practice and to support new and less experienced staff.

The other people providing services to children with SEND in this school are:

- School Counsellor
- Specialist Higher Level Teaching Assistant for Autism
- Specialist ASD teachers attached to our Provision for pupils with Autism (P4A)
- Emotional Literacy Support Assistant (ELSA)
- School Nurse

Our SENCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

External partnerships

What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

| Agency | What they offer? |
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| Educational Psychology Service | The EP service offers high quality psychological support to children, young people and their families to improve their educational and well-being outcomes. They work in partnership with families and schools to improve their understanding of a child's educational, developmental and psychological needs and how to meet them. |
| Speech and Language Therapy | The Speech and Language team supports children's fluency, speech, language and communication skills by working with parents, carers and key professionals to provide timely assessment, therapy and advice. |
| Haringey Language & Autism Support Team | The Language and Autism Support team offer a 'whole school approach' to identification, assessment, intervention and review of children with Language and Communication Needs, Social Communication Difficulties and Autism and make sure they are able to access all aspects of school life and learning. |
| Haringey & Enfield Hearing Impairment Team | The Hearing Impairment Team provide information, advice and support regarding educational management and all aspects of deafness/hearing impairment, including language and |

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| | communication, listening equipment and social and emotional wellbeing. |
| Visual Impairment Service (RNIB) | The RNIB provide advice and support for children with a confirmed visual loss. |
| Occupational Therapy Service | The Occupational Therapy service provides assessment, advice and intervention for children with physical difficulties. It aims to help children achieve or maintain their maximum level of independence and to develop practical life skills so that they can participate to their full potential in the home and classroom environment. |
| CAMHS (Child and Adolescent Mental Health Service). | CAMHS provides assessments and treatments for children and young people 0-17 who are experiencing serious mental health problems or marked emotional and behavioural problems which are complex and enduring and have significant impact on the child's functioning. |
| Markfield Community Centre | Markfield provides: information, advice and advocacy; training and events. |
| SENDIAS – SEN Information and Advice. | SENDIAS provides independent information and advice and guidance for parents /carers of children and young people with SEND. They also provide mediation services. |

The full range of local support available to support your child both within and outside of school can be found in the **Haringey Local Offer** for pupils with SEN:

<https://www.haringey.gov.uk/children-and-families/local-offer>

Transition

How will the school help my child to move to a new class/year group or to a different school?

Children and young people with SEND can become particularly anxious about starting school or moving on to a new class or school. The school will seek to reduce any anxieties and ensure consistency of support by:

When joining the school in our Reception/Nursery classes:

The SENDCO and or EYFS staff will contact the pre-school setting to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. If the pupil has more significant needs and/or has support from other agencies this may include more formal transition meetings where needs and the nature of provision are fully documented, and more detailed arrangements may be required.

EYFS staff will also make home visits.

When moving to another school:

We will contact the School SENDCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will make sure that all records are passed on as soon as possible

When moving between classes and phases:

An information sharing meeting will take place with the receiving teacher.

If appropriate there will be opportunities for your child to visit the new class and meet the teacher and other key staff.

When moving to secondary school:

Our SENDCO will make contact with the Year 7 leader or SENDCO once a school has been named to start planning for transition.

Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving

school and additional visits to the new setting may be planned to help you child become familiar with the new setting and to reduce any anxieties.

Your involvement in this process will be critical to supporting a successful move.

Engagement with Pupils and Families:

How does the school involve children and parents in decisions about provision and support?

On an individual level, the school values the views of both parents and children in both identifying key strengths and areas of need as well as planning and reviewing provision.

We will ensure that parents and pupils (as appropriate) are included in regular review meetings to discuss progress and plan provision. Where this is not possible or where more regular updates are required, we will agree with you the best way to share information.

We will use pupil passports and other media to ensure that the views of all pupils are captured so that their achievements can be celebrated and needs fully understood.

For Year 5 and 6 pupils with SEND, including those with EHC plans, the SENDCO will encourage parents to visit a range of secondary schools, attending open days and finding out about how each school organises SEND.

At whole school level the school are also keen to support parents with pupils with SEND and take their views on how we can continue to develop a positive experience for SEND pupils at our school.

Arrangements for managing complaints:

What should I do if I am unhappy about the support my child is receiving?

In the first instance you should speak to your child's class teacher. To allow time to discuss the issues you should contact the school office to make an appointment.

Depending on the nature of the concern the SENDCO and other senior leaders may attend this meeting or subsequent meeting.

If you are still unhappy and feel matters are unresolved and we feel that we are fulfilling our duties in respect to your child, we will recommend you seek further advice from the local SENDIAS (SEN Information and Advice) and Mediation Services. This service is not linked to the school.

The school can also make arrangements for parents to discuss concerns with other key professionals such as the educational psychologist.

If your concerns are still unresolved, we will advise you to make a formal complaint and direct you to the School Complaints Procedures on the website.

If your concern is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Haringey SEN team. Parents will be contacted directly by the service to receive information about the mediation services and other action you may consider.

This report setting out our approaches to meeting needs of pupils with SEND will be updated at least annually.

We welcome your feedback and views on how helpful this information is and recommendations about how we can make it clearer or include other information.