The Mulberry Primary School

○ Learning and Achieving Together ○

SEND and Inclusion Policy

2026

Policy Status	***Statutory***
Policy Originator	***The Mulberry Primary School***
Creation Date	***2015***
Adopted by Full Governing Body	***March 2026***
Last Review Date	***March 2026***
Next Review Date	***March 2027***

SEND and Inclusion Policy

Definition of Special Educational Needs and Disability

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

(SEND Code of Practice, January 2015)

Introduction

The Mulberry Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The Federation seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEND are valued, respected and equal members of the Federation.

Equality of Opportunities

The Mulberry does not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have reasonable access to the curriculum.

Working in Partnership with parents of children with SEND

In accordance with the SEND Code of Practice The Mulberry believes that all parents of children with SEND should be treated as equal partners. The Mulberry seeks to enable and support parents to :

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Be directly involved in any related decision making processes about additional provision for their child.
- Have access to high qualify information, advice and support about SEND.
- Have knowledge of their child's entitlement within the SEND framework.

Admissions Arrangements

The Local Authority is responsible for the admission arrangements to The Mulberry. Pupils with Special Educational Needs and Disabilities will be admitted in line with the LEA's admissions policy. The Mulberry acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs and Disabilities, as well as identifying and providing for those not previously identified as having SEND.

Access

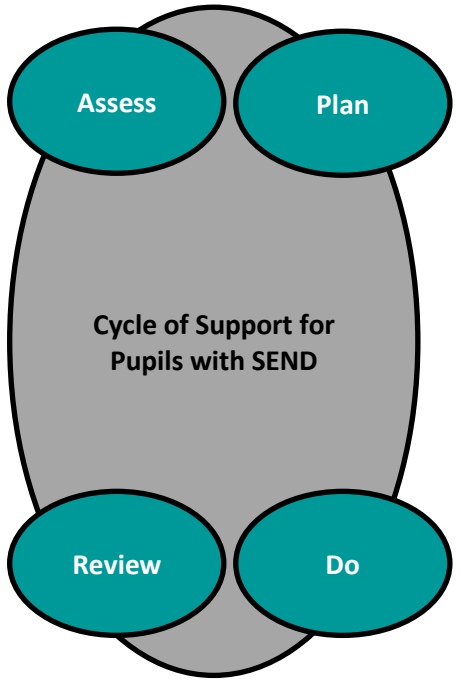
To ensure access for pupils or parents with SEND, The Mulberry have detailed and up to date Accessibility Plans.

Allocation of Resources

The LEA provides The Mulberry with a budget towards meeting the needs of pupils with SEND. In addition, The Mulberry plans and provides for pupils with SEND from their main budget. In some cases The Mulberry receives additional funding for pupils with EHC Plans.

Identifying Children with SEND

The Mulberry is committed to early identification of SEND in line with the SEND Code of Practice. Where a pupil is identified as having SEND, The Mulberry will take action to remove barriers to learning and put additional provision in place. This graduated approach will involve a four part cycle: Assess, Plan, Do, Review through which earlier decisions and actions are revised with a growing understanding of the pupil's needs. If The mulberry has evidence that a pupil is making insufficient progress despite significant support and intervention, then it may be necessary for them to be placed on *SEND support* and to seek further advice and support from outside professionals. In some cases, the school might need to apply for an *EHC Plan* for from the LEA to secure additional funding for SEND provision.



The Mulberry Primary School

Access to the Curriculum

All pupils have an entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEND study the curriculum appropriate for their age. In their planning and teaching, all staff strive to provide suitable learning challenges, meet the diverse learning needs of pupils and remove any barriers to learning. With advice from and the support of the SENCo, teachers match the learning to the needs and abilities of the pupils. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access learning. Children are supported individually, in small groups and within class. All additional support is monitored regularly and reviewed as necessary.

The Governing Body

The nominated SEND Governor will liaise regularly with the Headteachers and SENCOs about the provision for children with SEND and report back to the full Governing Body.

The Inclusion Leader

The Inclusion Leader has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Inclusion Leader should keep the governing body fully informed and also work closely with the SENCO.

The SENCo

In collaboration with the Headteacher, Inclusion Leader and the Governing Body, the SENCo plays a key role in determining the strategic development of the SEND policy and provision in the school including;

- Overseeing the day to day operation of the Mulberry's SEND policy.
- Liaising with, advising and training teachers and teaching assistants
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Liaising with external agencies within education, health and care services.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND

The Mulberry, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work through a variety of means such as;

- Regular observation of teaching by the Headteacher and other senior teachers and subject leaders.
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- Success rates in respect of school targets.
- Scrutiny of teachers planning and pupils work.
- The views of parents and pupils.
- Monitoring by the Governing Body.
- Maintenance of assessment records that illustrate progress over time.
- Regular meetings between the SENCo and class teachers, subject leaders, Leadership Team and TAs.

Links with Other Schools and Facilities

External support services play an important part in heling the Mulberry identify, assess and develop provision for pupils with SEND;

- The Mulberry received allocated visits from the nominated Educational Psychologist through Haringey.
- The Speech and Language Therapist works with The Mulberry each week to: support children whose needs have been identified in the Communication and Interaction area of need; conduct reviews of children with significant speech and language difficulties; and provide advice and resources in response to identified needs.
- The Mulberry may seek advice from specialist advisory teaching services for children with identified SEND and/or with sensory impairment or physical difficulties.
- The Mulberry has regular communication with a variety of agencies such as occupational therapists, physiotherapists, general practitioners and clinical psychologists to ensure that The Mulberry can best meet the needs of individual children.
- Multi-agency team meetings are held as appropriate to ensure effective collaboration in identifying and developing provision for pupils with SEND.
- Various liaison meetings take place involving class teachers, the SENCO, TAs and the SENCO of local nurseries, primary schools and secondary schools, both mainstream and special to ensure a smooth transaction and transfer of records for the SEND children.