

Mulberry Canon Barnett Primary

SEN Report

Approval Body:	Mulberry Canon Barnett Primary Mulberry School for Girls
Approval Date:	September 2024
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Review Date:	September 2026

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it

Mulberry Canon Barnett is committed to striving for excellence in all that we do.

Our vision is that pupils become creative and ambitious learners who strive to always do their best because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact on a wider, global world.

They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we continue to develop our teaching and our wider curriculum, we are aiming for outstanding in all that we do.

We believe that all children, including those identified as having special education needs and/or disabilities, should be fully included in all aspects of school life (Article 28 of the United Nations Convention of the Rights of the Child). Children with SEND will be included in all aspects of school life.

We assess strengths and weaknesses and ensure that these are central to the provision for each child: considering how to celebrate and develop strength as well as work on and accelerate progress in areas of weakness. We celebrate the uniqueness of all and recognise diversity as a strength.

Type of school we are

Mulberry Canon Barnett Primary is a 1-form entry primary school for 3–11-year-olds.

We admit 30 children into each year group and have one class per year group.

We currently 155 pupils across Nursery to Year 6.

Our OFSTED rating

Number of SEND children in the school

Our school is an inclusive school, and we aim to address all children's individual needs and support their development in the most appropriate way possible. We have experience in providing additional and/or different provision for children with a range of needs, including:

- **Cognition and Learning** – moderate and severe learning difficulties such as global delay, autistic spectrum disorders and specific learning difficulties, e.g. dyslexia, dyspraxia
- **Sensory and Physical** – hearing and visual impairment and physical disability
- **Communication and Interaction** – speech and language difficulties and autistic spectrum disorders
- **Social, Emotional and Mental Health** – social and emotional difficulties which may lead to challenging behaviour; mental health difficulties like anxiety and depression; attention deficit hyperactivity disorder

14 children have been assessed and have an EHCP.

Other children are being supported by the SENDCO and school provision.

How we give pupils/young people a voice

We understand the importance of pupil voice and ensure that it is included in the school's evaluation and next steps.

We offer the following opportunities to pupils to share their views:

- Each class, from Year 1, have two School Councillors voted for by the children to work with member of staff, who is responsible for Personal Development, on an aspect of the school development plan
- Clear policies and procedures to support children in reporting worries and concerns to a variety of adults in the school. (There are regular reminders of this throughout the school year)
- Implementation of a strong PSHE curriculum to support children's development and use of emotional language
- A focus on oracy across the school to support children in articulating their thoughts and opinions
- An annual pupil questionnaire
- School has an 'open door' policy to allow parents to share their views with the school
- Inviting children to plan and make personal contributions to their Annual Review meetings, for example, through making invitations or preparing presentations using iPad.

Regular 'next step' targets are set for all children, including those with special educational needs and disabilities. These are reviewed regularly by the class teacher in discussion with the child. Success is consistently and constantly celebrated with the child and parent. The child's self-esteem is constantly at the forefront of our mind, and we ensure that their success is celebrated with others in class. If a target is proving difficult, discussions will take place with the SEND lead and other professionals involved with the child and broken down into smaller steps or resources will be created to support the staff.

SEND pupils with EHCPs contribute to their annual reviews and those who are emotionally ready join their annual review meeting. During annual reviews, children are asked about their targets and how they have met them or are working towards them. This includes children bringing work they are proud of with an explanation of why this is something they are proud of.

How do we know if a child has special educational needs?

We are committed to early identification of special needs and strongly believe in the importance of communicating honestly and openly with parents and carers.

Before children start at the school, we ask parents to complete an 'All about me' document. Part of this document asks parents if their child has a disability or any additional needs. If this is the case, the SEN lead will contact parents to discuss how we will support their child. We also hold stay and play sessions for children starting nursery and reception in the summer term. The SEN lead will attend the sessions to observe children and to discuss any

strengths, weaknesses or concerns with parents.

For all children in the school, a range of evidence is collected through the school assessment and monitoring systems. This includes baseline assessments when a child first enters the school and the SEND lead spending additional time with new pupils to identify any emerging issues. If this suggests that a child is not making the expected progress or is having a difficulty, the class teacher will consult with the SEND lead and parents to share concerns and establish if parents also have any.

Parents who have concerns can also talk to the class teacher who may refer them on to the school SEND Lead who will be able to discuss the matter with them in more detail. We may use specialist assessment tools or refer children to specialists (such as a speech and language assessment by a speech and language therapist) to explore the reasons for any difficulty.

What we do to help children/young people with special educational needs

Our aim at Mulberry Canon Barnett Primary is to ensure that all children have access to the full curriculum and can achieve at the highest level.

We ensure that careful assessments are made of all children to ensure accurate understanding of strengths and weaknesses, progress made and the identification of gaps in learning and next steps. These ongoing assessments are usually made by class teachers, but the school may ask specialists to support these such as speech and language therapists or educational psychologists.

The progress of all children, including those with SEND, is reviewed by the senior leadership team in termly pupil progress meetings. Additional SEN meetings are also scheduled with the SEN lead and class teachers to discuss success, next steps and any additional support that the child may need.

Teaching and learning are differentiated to be inclusive, engaging and encourage all children to learn to the best of their ability. We are committed to narrowing the attainment gap between children with a special educational need and those without. For children with special educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible. A lesson may be adapted for individual needs through grouping (e.g. small group, ability, peer partners, one adult to one child); content of the lesson; teaching style; activity (e.g. games, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of IT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; or provision of alternative location for completion of work.

Where a child requires specific support, this may be through short-term intervention programmes and skills groups. Small group rooms are available across the school to provide quiet working areas for one to one or small group work. Any specialist advice from external agencies about how we can best support your child is always implemented in the classroom.

We strive to enable every child to participate as fully as possible in all elements of the wider curriculum. We actively encourage all children to participate in sporting activities. We ensure that all children attend school trips and residential visits with support as appropriate. The school will meet with parents and carers to discuss individual needs prior to any visit or activity.

School policy ensures that our school is an inclusive environment. All classrooms have:

- Labelled resources, vocabulary on all learning walls, visual resources to support individuals such as 100 squares and phonics prompts, 'magpie books' to support new word learning, alternative ways to record and modelled and shared writing opportunities: use of visuals alongside print (dyslexia friendly)
- Tasks broken down into small steps; learning partner discussions; processing time after questions; a focus on key vocabulary in all subject areas; a fortnightly visit by a speech and language therapist (speech and language friendly)
- Visual timetables (autism friendly)
- Mindfulness and calming techniques taught in weekly lessons; Stop, Think and Go sheets to support reflection on behaviour and positive next steps, worry box. We have a school councillor who is available to all pupils, we plan to employ a learning mentor to support in and out of classrooms (Emotional and Mental Health Support).

Our provision for children with SEND is constantly being reviewed and adapted as necessary. Class teachers will work with the SEND lead and outside throughout the year to support SEND and we will consult with parents and children to ensure progress and provision is supportive of need.

How we adapt our teaching for children with special educational needs

Mulberry Canon Barnett Primary's ethos is one that is committed to ensuring progression for all. Our focus on quality first teaching ensures that all children make progress, and our teachers are trained in a range of pedagogical approaches to support learners with varying needs.

Some children with SEND may need personalised planning and resources which will be provided where and when necessary for example, visual resources to support understanding of language.

When needed, we work with outside organisations to support our understanding of next steps or barriers to learning.

Children working with learning partners which are changed regularly (usually weekly in KS2) to allow children to develop relationships with each other and support each other. All children are expected to be active learners in the classrooms and to be always learning with and from each other. Research shows that immediate feedback from peers is extremely valuable and makes a real difference to learning.

How we decide what resources we can give to a child with special needs

A fixed amount within the school budget is for SEND children. As well as equipment for children, services are purchased to provide professional expertise and advice for the children in our school. For example, we pay for educational psychologists and speech and language therapists.

In deciding the SEND provision for groups of children or individuals, we consider the opinions of experts, who have up to date knowledge on what works to improve outcomes for children with SEND. We constantly review research, such as that undertaken by The EEF to inform us of the latest and most effective ways to help pupils. We consult with children and parents who will meet professionals working with their children. We have a thorough assessment system for pupils with special needs which enables us to measure even the smallest steps in their progress. The school constantly reviews provision for children with SEND and adapts it to best suit their needs.

Resources could involve the following:

- Allocated time and provision to meet targets agreed - including those supporting their safety and well-being (human resources)
- Allocate physical resources to support pupils to access the school curriculum (e.g. assistive technology)
- Ensure physical and emotional needs are met (in school counselling / physical development provision occupational therapy)
- Allocate groups or 1:1 speech and language sessions
- Allocate groups or 1:1 English and Maths intervention with specialised teachers or teaching assistants
- Allocate time with in-school counsellors/learning mentors

How we check that a child is making progress and how we keep parents informed?

Our school's Assessment Policy (available on request) outlines the range of assessments regularly used throughout the school to inform next day planning and interventions for all children.

SEND support at Mulberry Canon Barnett Primary takes the form of a four-part cycle:

1. Assess – a clear analysis of the pupil's needs.
2. Plan – parents must be notified and agreement reached on the adjustments, interventions and support as well as the impact on progress, outcomes sought and date for review.
3. Do – the class teacher will remain responsible for working with the child daily.
4. Review – impact and quality of the support and interventions.

Children are formally assessed at the end of each term using teacher judgements which are supported (from Year 1 upwards) by assessment tests to measure the progress that they are making. Those working significantly below their age expectation are tracked using the Engagement Model and later 'p-scales' or the Phoenix Steps from Phoenix School, and

detailed evidence is gathered through the year to make a judgement on their progress. Following each assessment period, the SEND lead meets with every class teacher to discuss the children with additional needs, any interventions that are currently underway and any new interventions that need to be set up. Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by our Speech and Language Therapist. For any children under the Educational Psychology Service, a cycle of consultation meetings takes place throughout the year to review their progress.

An Annual Review is held for children with an Education, Health and Care Plan; interim reviews can also be arranged throughout the year if deemed necessary. All agencies working with the child will be invited to the meeting. We follow a 'person-centred approach' and actively seek the views of the parents/carers and the child. These are celebrations of success as well as opportunities to discuss next steps. At Year 5 annual review meetings, transition to secondary school is considered. During annual reviews for children in reception, transitions to Year 1 within the school will be considered as the learning for the child's peers becomes more formalised.

Additionally, parents and carers are invited to meetings with class teachers during parent evenings and all children receive an annual school report.

Support we offer for children's health and general well-being

Mulberry Canon Barnett Primary recognises children's physical and mental health are of the utmost importance and have a huge impact on school life and learning. Some of the support within school provision includes:

- The learning mentor will give classroom and nurture support to children who are experiencing barriers to learning once appointed
- A weekly counselling manager and play therapists on-site to work with children with specific emotional needs once appointed
- We plan to work a day a week with Tower Hamlets Emotional Well-being Service which supports families to support children through various issues that may be affecting mental health
- We refer to the Tower Hamlets NHS service for children with various needs so that expert professionals can offer support.
- Lunchtime and after school clubs where the children are involved in collaborative, fun and engaging experiences. They aim to support the social and physical development of pupils. Indoor and outdoor club provision is available and is a mix of subject areas
- Visits by the school nurse who supports the school to complete health care plans for children who need to receive medication in school
- We have several first aiders in school
- We use Zones of Regulation to support all pupils with recognising and managing their emotions, sensory needs and self-regulation skills.

We recognise that pupils with SEND have a unique knowledge of their own needs and circumstances. They are encouraged to fully participate in all the decision-making processes that occur, including:

- setting of learning targets
- contributing to their SEN support plans
- their annual review
- transition planning
- giving feedback about their teaching and learning
- the strategies that are most effective in helping them learn.

We have a zero-tolerance of bullying in school, and we run an annual 'Anti-Bullying Week' with activities to promote a safe and secure environment free from all kinds of bullying behaviour. Alongside this, each class has a weekly PSHE lesson which supports children in their social and emotional development. We celebrate diversity throughout our curriculum provision both within classrooms and within the wider school.

In the summer term of year 5, we are plan for children to take part in a particular workshop to support emotional regulation. These skills are particularly important as they transition into year 6. Additionally, we plan for Transition to Secondary School workshops for parents/carers and Year 6 pupils in Summer Term.

Specialist external services we use when we think extra help is needed

External support services play an important part in helping the school identify, assess and make provision for children with special education needs. These include:

- Advice and support from the Speech and Language Therapist and contributions to the reviews of children with significant speech and language difficulties. We have a therapist on site every fortnight. Her role includes assessing children and training staff to carry out specific programmes and working alongside our designated teaching assistant to run the interventions over the week.
- Regular visits from the nominated Educational Psychologist for the school.
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties, or with specific learning difficulties, or from services like Occupational Therapy or Physiotherapy.
- Support from school outreach teams e.g. Phoenix Outreach Team (Autism Specialists) and Stephen Hawking Outreach team (for children with profound learning needs).
- Advice and support from the local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- Counsellor working with Tower Hamlet's Well-being Service (THEWS)
- We use an in-school counsellor for children and the wider school community
- We employ a parent support worker who can offer bespoke support to families
- Pastoral support is provided through a range of 1:1 or small group interventions – both school based and externally provided by charities and organisations - for

children in school and working with families to ensure consistency for the child

- Advice and support from the school nurse and community paediatrician (Child Development Team).
- Multi-agency meetings with representatives from the Children's Social Care Team. These are held to ensure effective collaboration in identifying and making provision for vulnerable children.
- A school nurse
- Referral to the Attendance and Welfare Service.

Before the school make any referral to a specialist service, we will always gain parent/carer permission.

The training staff have had or are getting

All children in the school deserve high-quality first-class teaching. The SEND lead works closely with the headteacher on the school development plan and creates an action plan of training and focuses based on this with SEND children in mind. These include:

- Carefully differentiated (taking account of different needs) planning which ensures that all children can make progress.
- Supporting the class teacher to take full responsibility for the learning and progress of all children.
- Using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material.
- Providing a stimulating, rich and interactive classroom environment.
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding.
- Providing regular feedback to make sure that children know how to improve their work.
- Providing additional adult support from well-trained and well supervised teaching assistants
- Making available specialist equipment and digital technology to support access and participation in learning.

We help all children to develop their skills as learners – and to persevere when they find learning difficult.

An annual audit of training needs for staff is made, considering the school's priorities and personal professional development. Support is given to new members of staff and training that addresses children's specific needs. We are constantly in touch with outside organisations and experts to ensure that our provision is up-to-date and having the most impact on children's learning and progress,

Within the school, we have staff trained in

- First Aid

- EpiPen/ Auto injector pen training
- Asthma awareness
- Eczema
- Child protection
- Autism training
- Evac Chair training
- Speech, Language and Communication training
- Physical Handling Training

Some teachers and teaching assistants are also trained to run specific intervention groups including:

- 'Catch up Reading'
- First class at Number
- Numbers counts
- Speech and Language intervention groups
- Tac Pac
- Intensive interaction
- Behaviour de-escalation
- Sign along training
- Read Write Inc Fast Track 1:1 Phonics

How we include children in activities and educational visits

Educational visits are an important part of our curriculum plan and vision for our children's learning. All children will attend trips including those with SEND needs. Before a trip, each child's needs are considered and those with additional needs will be included on the risk assessment.

Parents and carers are always informed of the trip and any special arrangements for their child.

Children may need alternative travel arrangements or additional adults to attend with them. Any additional such as these are taken from the school's budget.

Some educational visits are especially for children with SEND. We plan to work in partnership with Tower Hamlets Parasports, which supports children with SEND to visit other schools to take part in sports for the disabled, when our pupils have reached the required age to participate.

We also run after school and breakfast clubs. We try to ensure that these clubs are open to all children, including those with Educational Health Care Plans. In the event that a child may need access to 1:1 support outside of school hours, we work with the local authority to discuss and agree access to additional funding if where necessary. Club allocation is changed termly, and attendance is monitored to ensure that there is equality of access for all groups of children.

Our school environment

We work hard to make our school accessible to all with safe and stimulating classrooms to engage all learners.

The school is a 4-level school with step access to most classrooms and hall spaces. We have a lift that provides access from the ground floor to level 4. We can move class spaces to make it more accessible to pupils who require it.

There is a disabled toilet with shower facilities on the ground floor.

Some children may require specialist equipment which the school would supply as advised by specialist services.

Please see our accessibility plan for more detail (available on our website).

How we prepare for children joining and leaving our school

When your child joins our school:

- At admissions meetings with parents, we ask the family to share information about their children's likes and strengths and to inform us about any areas of concern.
- We encourage parents to share any information about specialist supports of agencies already working with the family
- We contact any previous educational establishments for relevant information. Any practical arrangements can then be addressed and put into place.
- The SEND lead will attend stay and play sessions to meet children and parents
- The SEND lead will meet with parents of children who have EHCP or other known needs before they attend the school to discuss transition

When your child moves up to a new year group within the school:

- Information is passed on to the new class teacher in advance and a planning meeting takes place with the new teacher.
- All assessment, intervention and other relevant information is shared with the new teacher.
- Depending on the needs of the child, additional visits to their new classroom are provided to help them in their understanding of moving to a new class. Additional meetings with the class teacher may also take place to ensure that the child feels familiar with them.
- When moving from reception to the year 1, 'special boxes' are made by all children to share photographs and memories of their time in reception. These boxes are taken with them into the year 1 classroom and remain there during the first half-term
- Some children may also be given transition social stories to explain how they are moving from their old classroom and teacher into a new year group. These books are read regularly at school in their summer term and sent home to read over the

summer holiday

- Summer pupil progress meetings are attended by the present and upcoming class teacher to ensure detailed transfer of assessments and needs are given
- All classes spend a morning with their new teacher in the summer term
- In September, all classes have a 'meet the teacher' for parents to explain the expectations for the year and offer suggestions for support at home

In Year 6:

- Parents and carers are supported by our staff in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from Key Stage 2 to Key Stage 3.
- The child has opportunities to learn about aspects of transition and understanding the changes ahead through planned intervention sessions
- Some children may take part in specialised transition intervention sessions focused on speech and language: learning new vocabulary that may be needed and supporting social skills when meeting new people
- Depending on the child's need, the child will visit their new school on several occasions and in some cases staff from the new school will visit the child in our school.
- If required, the children the SEND lead will arrange for the child to attend a travel support workshop to support independence in travel to secondary school

A child leaves Mulberry Canon Barnett Primary mid-way through the school

When children move on to another setting, we always communicate with that school to pass on important information.

How parents are involved in school life

Our parents and carers appreciate the 'open door' policy whereby the SEND lead is easily contactable and happy to meet face to face. Parents and carers may be invited into school to discuss their child's progress at any time and additional meetings are set up as required; we particularly welcome information from parents and carers about how their child learns best so this can be shared with staff who teach the child.

In addition to this, parents of children with SEND will receive and have a discussion with the SEND lead about any assessments, reports or targets made by external agencies (e.g. Educational Psychologists, Support for Learning Service).

Children who have an Education, Health Care Plan (EHCP) take part in an annual review which looks at all aspects of provision for the child. All agencies working with the child will be invited to the meeting. These are celebrations of success as well as opportunities to discuss next steps.

Additionally, parents and carers are invited to meeting with class teachers during parent

evenings and all children receive an annual school report as for all children in our school.

Parents may also work with our parent support worker or learning mentor to support with life at home and they also have access to our school counsellor to support with mental health. We also hold an annual parent voice session where parents can share their thoughts and opinions on the school to help us make improvements.

School keeps parents updated with local SEND workshop and information sessions via school Whatsapp Group or newsletters.

We have run a phonics workshop for parents in KS1 to support them when reading phonic books at home.

Who to contact for more information

The first point of contact for parents and carers is usually your child's class teacher. You can also contact our SENCo, Lindsay Carbonneau, and request a meeting. You can arrange a meeting by calling/emailing the school or by asking at the school reception.

Mulberry Canon Barnett Primary
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admin@mulberrycanonbarnett.org

The Parent Advice Centre (PAC) is a self-referring service which offers advice, information and support to parents and carers of children and young people with Special Educational Needs (SEN) from birth to 25 and young people aged 16 to 25 independent of their parents.

Parents' Advice Centre

30 Greatorex Street

London

E1 5NP

Tel: 020 7364 6489 Email: pac@towerhamlets.gov.uk

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