

Mulberry UTC Special Educational Needs Provision Statement

Mulberry UTC is proud to be an inclusive UTC, and we strive to ensure that all the aims and policies of the school include and apply to pupils with Special Educational Needs and disabilities. In particular, this means meeting their educational, personal and social needs by:

- identifying and assessing their needs and monitoring their progress;
- ensuring they have access to the National Curriculum and to the wider curriculum;
- supporting the development of appropriate teaching and learning skills within the mixed ability classroom;
- raising their confidence and self-esteem;
- recognising strengths and celebrating achievements;
- recognising and respecting everyone's differences;
- developing their literacy, language, communication, numeracy and learning skills and independence;
- raising expectations enabling pupils to have the highest possible achievement and accreditation;
- preparing them for the world of work and life after school;
- ensuring that governors, parents, all school staff and outside agencies play a full role in supporting these pupils.

This page provides regularly updated information on the support we provide for students with Special Educational Needs or Disabilities (SEND). This support is specific to Mulberry UTC, and is in addition to the [Local Offer provided by the London Borough of Tower Hamlets](#).

Key Information for Parents:

Mulberry UTC SEND philosophy and approach

At Mulberry UTC we are committed to ensuring that all students make good progress, regardless of their starting point. In order to achieve this, we understand that students may require additional small group support before and after the UTC plus additional help within the UTC day, individually or in a small group, focusing on individual needs. Our over-arching aim however, is to ensure that students remain in their lessons and are included in the full curriculum of the UTC – no exceptions.

If your child has a Special Educational Need or Disability, Mulberry UTC will work with you as parents, together with relevant professional agencies, to ensure that we have a complete education and pastoral package which best suits the individual needs of your child.

Who is your Special Educational Needs Co-ordinator (SENCO)?

Our SENCO is Ms Sofia Soares, ssoares@mulberryschoolstrust.org. Please contact Ms Soares if you have any questions about this report or our SEND policy.

Mulberry UTC SEND Provision:

What support does Mulberry UTC currently offer students with SEND and their parents?

Mulberry UTC is committed to educating the whole child; not parts in isolation. Therefore, we work together to address key areas as identified collectively in the best interests of your child and an Individual Education Plan (IEP) will be prepared and reviewed termly with the Support for Learning Team. The Mulberry UTC staff team – including both teachers and support staff – have a broad range of training, skills and experience working with young people with SEND, including:

- **Communication and interaction** - including Speech Language & Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD)
- **Cognition and learning** - including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), and Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia
- **Social, emotional and mental health difficulties** - including anxiety, depression and diagnosed disorders such as Attention Deficit Disorder (ADD) & Attention Deficit Hyperactive Disorder (ADHD)
- **Sensory and/or physical needs** - including Visual Impairment (VI)

SEND training forms a regular part of our staff CPD and all members of the Mulberry UTC staff team are constantly kept up to date with both local and national changes regarding SEND.

What support is currently on offer to students with disabilities at Mulberry UTC?

Mulberry UTC is a fully inclusive and offers as much support as possible to students with physical disabilities. This includes lift access around the site, and ramped entrances and exits. Access arrangements can also be devised to ensure that students receive full access to our curriculum, regardless of any disability. If you would like to discuss the accessibility arrangements at Mulberry UTC, please contact us.

What additional support for learning is available to students with special educational needs and how are equipment and facilities to support students with SEN secured?

Mulberry UTC receives funding for students with SEN. This funding is used to support and enhance the quality first teaching at Mulberry UTC. It helps to ensure there are sufficient resources for students requiring special educational provision.

The support offered is matched to needs of individual students with SEN and evidenced based. The amount of support required for each student to make good progress will be different in each case. In some cases a very high level of resource is required. In this case the UTC will request 'top up' from the Local Authority through the High Needs Funding (HNF) process. The Principal has the final say in the use of any personal budgets within the UTC. Specialist equipment will be considered on an individual basis where appropriate.

How will teaching be adapted to meet my child's learning needs?

At Mulberry UTC we believe in Quality First Teaching. This means that all teachers are expected to provide the first line of support to all students through personalised teaching and learning. In practice this means ensuring that our most able students encounter appropriate challenge, and that our learners with additional needs have resources and activities tailored to them. Sometimes, Quality First Teaching will not be enough and our SENCO will work with staff to establish further support, both inside and outside of the classroom.

Early Identification and Assessment:

What is the process for identifying SEND learners?

There are two main methods of identification of students with special educational needs: identification and referral at transfer stage and referral by teaching staff, parents, and outside agencies throughout the age range.

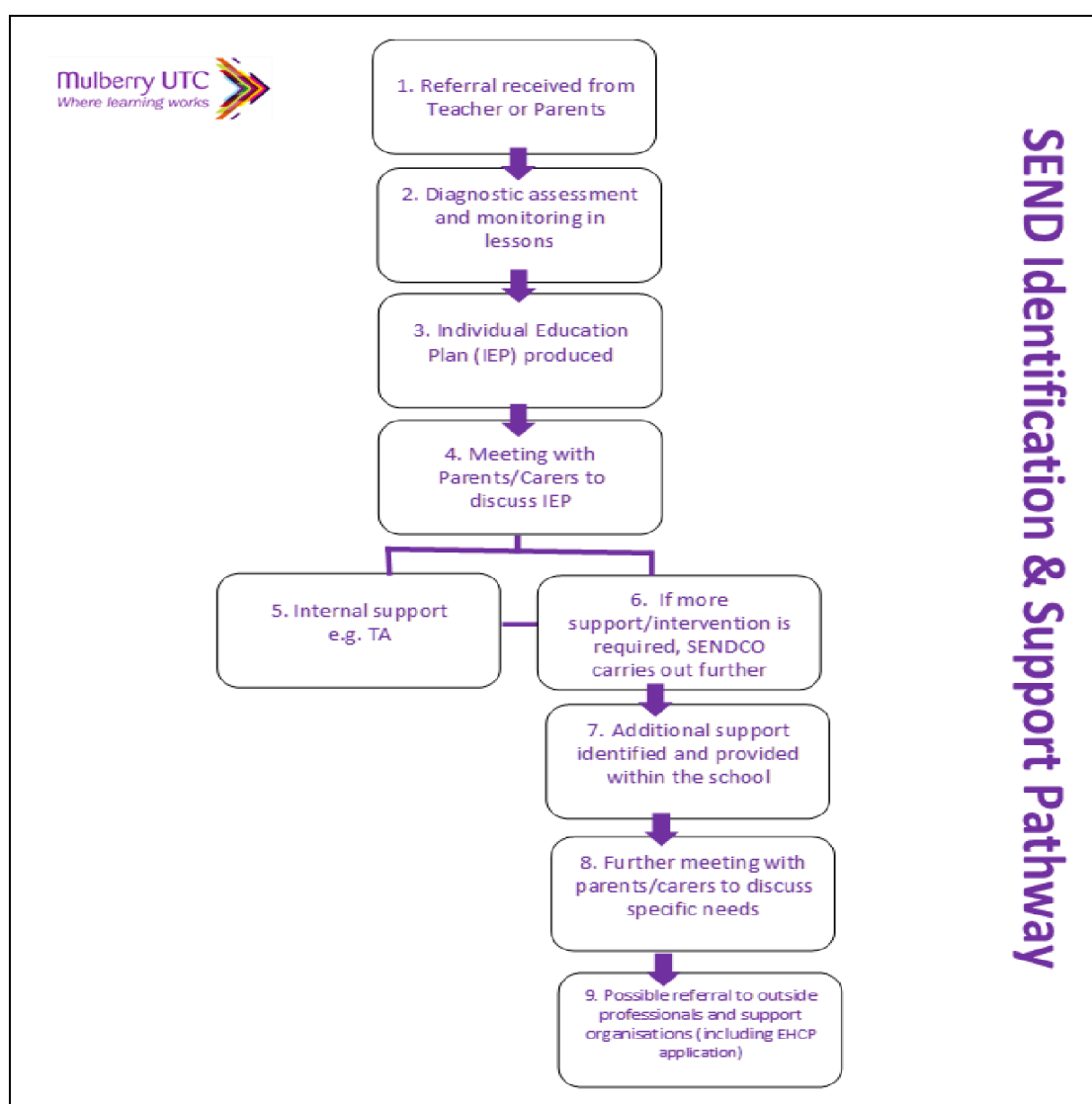
Where a concern or difficulty has been identified, there are two ways in which we can start the process for diagnosing more specific needs of your child:

1. **Referral from the classroom teacher**, who has identified that support beyond Quality First Teaching is required.
2. **Referral from the parent** who has concerns about support for their child's learning needs.

Once a referral has been made, our Support for Learning Team will carry out assessments and diagnostics to identify the child's needs. Following this there will be a formal meeting at the UTC between the staff team and the family. Strategies are put in place to ensure that successes are built upon and negatives addressed in a timely manner, with parents involved at each stage for clarity. All teachers are made aware of your child's particular need and classroom strategies put in place at the basic level, e.g. your child sitting near the teacher. It can often be the small things that make a huge difference, e.g. the size of

print or colour of paper used in the class, or use of visual supports that can help your child to access the learning.

If your child's need is greater than the examples above, then targeted provision will be provided and agreed collectively. These range within the UTC from helping learners to cope with conflict, build self-esteem and/or learn how to make best use of extra allowances such as extended time in exams. In some cases, it is necessary for the UTC to seek support from outside agencies.



My child already has a statement/Education Health Care Plan. How will Mulberry UTC support them?

Students with EHCPs naming the UTC will be made known to UTC staff at an early stage of the preceding year. UTC staff attend the annual review and contribute to the transition plan. Students will visit the UTC on several occasions to explore their particular needs in the new, specialist environment.

A student with an EHC Plan has a Key Teaching Assistant who works with the subject teachers to meet the needs of the student and contributes to the monitoring and review of the Plan.

Partnership with children and young people and their families:

What are the UTC's arrangements for consulting parents/carers of young people with SEND and involving them in their education?

Mulberry UTC gives parents and carers opportunities to plan an active and valued role in their child's education, and we wholly encourage parents/carers to inform the UTC of any difficulties their child may be having or other needs the child may have which need addressing.

We agree targets with all students, including those with SEND, and regular meetings are held to communicate these targets with parents.

We aim to provide all information in an easy to access format, including translated information on request for parents/carers with English as an additional language.

How does Mulberry UTC evaluate how effective its SEND provision is?

All policies associated with SEND at Mulberry UTC are reviewed annually, by the Support for Learning Team, with students, parents/carers, teachers, the Leadership and Governors. It is reviewed via a process of consultation and discussion by all stakeholders, with the Governing body giving final approval.

Outside the annual review process, all UTC staff are updated by the SENCO on any developments regarding this policy or the SEND Code of Practice.

This Policy is published on the UTC's website to fulfil the UTC's statutory responsibility to publish the information it contains.

How can I let the staff at Mulberry UTC know that I have a question or am concerned about my child's progress?

Your first point of contact is your child's form tutor. This is the teacher that they see each morning, and who will maintain an active involvement in your child's wellbeing and academic progress at Mulberry UTC. In addition to the form tutor, you can arrange to meet with Ms Sofia Soares, SENCO, or speak with subject teachers if you have specific areas of concern.

Progress and Attainment:

How will Mulberry UTC measure my child's progress? How will I know about this?

At Mulberry UTC, we expect your child to be on track to achieve predicted GCSE grades based on the start of the year assessment. We currently use National Curriculum data as our progress measure, and will refer to the results that your child achieved in English, Maths and Science in primary school at the UTC as well as our own baseline assessments.

Transition:

What are the UTC's arrangements for supporting young people in moving between phases of education and in preparing for adulthood?

All students at Mulberry UTC are encouraged to explore their aspirations. This is embedded in our vision of ensuring that Mulberry UTC is a place "where learning works". Therefore, our role is to support students in ensuring that their aspiration is both ambitious and achievable, and do our very best to ensure our students reach that goal.

All students receive advice on careers and further education. All SEND students have the opportunity to speak with the Support for Learning Team, Directors of Learning and their form tutor about their future aspirations. This will allow them to be sure that they are appropriate for the student's specific interests and abilities. In addition to ensuring they are prepared for independent living and are aware of the value of participating in society and the world of work.

If my child has medical needs, how will they be supported?

All medical needs are supported by qualified first aiders in the UTC. Prescription medication is held securely at the UTC, and we have a full register of student medical needs. In addition, all staff are aware of the specific medical needs of each student. If you have any questions about how Mulberry UTC can support your child with their medical needs, please contact us.

Who is responsible for, and what training do staff have to support students with medical needs?

Mulberry UTC currently has qualified first aiders (First Aid at Work qualification) on the staff team. As the UTC grows, more staff will receive accredited training. Responsibility for medical needs in the UTC falls to the Designated Safeguarding Lead in the academic year 2024-25. Additional training in special educational needs and disabilities (SEND) is provided by professionals such as the, Specialist Teacher for Visual Impairment, Educational Psychologist and child and adolescent mental health services (CAMHS).

The Social Emotional Curriculum:

How are students with SEND supported to improve emotional and social development?

An important feature of the UTC is to enable all students to develop emotional resilience and integrity, both through direct teaching, e.g. form time and assemblies, and indirectly with every conversation adults have with students throughout the day. For students requiring help in these areas we provide support such as pastoral support and peer mentoring. In addition to referral to the UTC's counsellor and CAMHS, and being issued with time-out/tally cards for students and positive reports.

We are interested in hearing parents'/carers' and students' views. At all times we encourage students to talk to their form tutor, and tutors make time available to students. Students with SEND are more likely to be the victims of bullying. It is important to ensure that students report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social times.

Partnership with stakeholders:

Are any external agencies or organisations involved in providing services to students with SEN at Mulberry UTC?

Mulberry UTC works closely with our:

- Visual Impairment Specialist Teacher
- The Deaf and Partially Hearing Team
- The UTC counsellor
- Police Community Support Officer
- Attendance and Welfare Officer
- Other local partner agencies e.g. Educational Psychologists, Phoenix Outreach Service, and family support groups such as the Parents' Advice Centre.

Where can I find a copy of the UTC's Inclusion/SEND policy?

A new Inclusion and SEND policy was introduced in to reflect the changes made at a National level. You can find our Inclusion and SEND policy, along with all other the UTC policies, on the [UTC policies webpage](#).

Complaints:

Arrangements for handling complaints from parents/carers of students with SEND about the provision made at Mulberry UTC

The same arrangements for the treatment of complaints at Mulberry UTC are used for complaints about provision made for special educational needs and disabilities. We

encourage parents to discuss their concerns with their child's form tutor in the first instance. Parents may also contact a member of the pastoral team, including the student's Head of Year, the SENCO or the Principal to resolve the issue before making a formal complaint to the Chair of the Governing Body.

Link to Tower Hamlets' Local Offer and other useful websites:

Tower Hamlets Local Offer- SEND Website:

<http://www.localoffertowerhamlets.co.uk>

Young Peoples Information Advice and Support Service

Advice Line Tel: 020 7364 4982 (Mon-Fri 9.00am-5.00pm)

Main Office/Admin: 020 7364 6481 (Mon-Fri 9.00am-5.00pm)

Email: yp@towerhamlets.gov.uk

Website: <https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/Local-offer/Young-Peoples-Information,-Advice-and-Support-Service.pdf>
<https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/Local-offer/Young-Peoples-Information,-Advice-and-Support-Service.pdf> **Address:** 30 Greatorex Street, Whitechapel, E1 5NP

Parents' Advice Centre

Tel: 020 7364 6460

Website:

https://www.towerhamlets.gov.uk/ignl/education_and_learning/parental_support/parents_advice_centre_pac.aspx

Phoenix Outreach Service (for young people with autistic spectrum conditions ASC in mainstream schools in Tower Hamlets) Website:

<https://www.phoenix.towerhamlets.sch.uk/thamlets/primary/phoenix/site/pages/outreach>

Child and Adolescent Mental Health Services (CAMHS) Tower Hamlets

Website: https://camhs.elft.nhs.uk/service_detail.aspx?ID=36