Mulberry
Academy London Dock

SEND Information Report
2025-2026

This report explains how we support children and young people with Special Educational Needs and/or Disabilities (SEND) at Mulberry Academy London Dock (MALD). Our full SEND Policy is available on our website.

What is the SEND Code of Practice (2015)?

The SEND Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

It makes clear that the local authority must:

- Have regard to the views, wishes and feelings of the child/young person and their parents.
- Enable full participation in decisions by providing clear information and support.
- the need to support the child or young person, and the child's parents, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

• the participation of children, their parents and young people in decision- making.

• the early identification of children and young people's needs and early intervention to support them.

• greater choice and control for young people and parents over support.

• collaboration between education, health, and social care services to provide support. • high quality provision to meet the needs of children and young people with SEND.

• a focus on inclusive practice and removing barriers to learning.

• successful preparation for adulthood, including independent living and employment.

The SEND Code of Practice (2015): https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

What are the four broad areas of need?

MALD supports needs in the four broad areas defined in the Code of Practice:

Communication and Interaction (e.g. Speech, Language and Communication Needs, Autism, ADHD)

Cognition and Learning (e.g. Specific, Moderate, Severe or Profound Learning Difficulties)

Social, Emotional and Mental Health

Sensory and/or Physical Needs (e.g. Visual, Hearing or Multi-Sensory Impairment, Physical Disability)

How does MALD support children with SEND?

Chapter 6 of the SEND Code of Practice 2015 and The Equality Act 2010 sets out the legal obligations that schools, early years' providers, post-16 institutions and others have towards disabled children and young people:

• They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.

• They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

• This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

• Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

• They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

Who are the MALD SEND Team?

SENDCo: Assistant Principal, Jessica Holt

- Manages day-to-day SEND provision.
- Coordinates support and advises staff to ensure Quality First Teaching.
- Maintains the whole-school provision map and student records.
- Acts as link with parents, carers and external agencies.
- Monitors and evaluates SEND provision.
- Develops and enhances the teaching practice of others to ensure accelerated progress
- Tracks, monitors and assesses progress to improve their quality of learning and personal growth

Teaching Assistants (TAs):

Our Teaching Assistants main role is to provide support for children who have been awarded an Education, Health and Care Plan. The TA will ensure that the child can participate in activities generally undertaken by the other children in the class and make progress. TAs are appointed in an extended role to work as part of a team of teachers and other professionals, under the general direction of the SENDCo. Duties will include running specific programmes and activities

to assist the child's individual learning and social needs. They are responsible for implementing the targets on the child's 'Independent Learning Plan' in liaison with class teachers and the SENDCo.

Amongst other things, our TAs support children with SEND by:

• Providing learning support for the child in class, through bespoke interventions or small group sessions;

• developing knowledge of the needs of the child and seeking advice from SENDCo, class teacher and outside agencies as required;

• aiding access to the full range of learning experiences both inside and outside the classroom and providing modified materials as required e.g., worksheets, games, visual prompt cards etc;

• making or modifying resources as suggested and advised by the SENDCo, Educational Psychologist, or other outside agencies;

• being involved in the planning and preparation of the day-to-day class activities. • organising and maintaining an inclusive learning environment both in the classroom and outside;

• facilitating inclusion in small group activities with peers and supporting interaction between them;

How are Teaching Assistants deployed?

Teaching Assistants are deployed strategically across all curriculum areas. Children that have been awarded an Education, Health and Care Plan and those with the highest level of need will be prioritised, however having an EHCP does not necessarily mean that children will receive full time 1:1 support. In class support is reactive to children's needs and flexible. Teaching Assistants also champion specific interventions linked to EHCP outcomes and facilitate sessions linked to our whole school reading, writing and oracy strategy. The chart below details some of the ways that Teaching Assistants supplement teaching and learning in the classroom.

Before the Lesson	Activation Phase	Development Phase	Demonstration Phase	Consolidation	End of Lesson & Reflection
• Ensure key students are settled and ready to learn (following routines) • Accompany students from line up • Agree structure and order of lessons – will there be group	• Writing dates/titles for key students • Assisting/leading with "do now" if agreed • Make sure key students understand what is expected of them in the "do now"	• Lead small group discussions • Question preconceptions • Use mini whiteboards to note key terms/phrases linked to the lesson	• This is the perfect opportunity for precision teaching from the **teacher** – the subject specialist – while the TA facilitates learning for the rest of class	• Goal setting with key students • Opportunity to work separately if needed • Opportunity for post teaching strategies –	• Share seating plan arrangements / changes • Assist engineered efficiency – preparing for next lessons • Allowing students where appropriate to

work? Will TA lead a particular activity? • Share weekly/daily lesson objectives/PPTs in advance to allow pre-teaching	• Ensure expected equipment is ready • Prepare task board/whiteboards for relevant students • Students are encouraged to have a positive mind set • Make sure relevant teaching materials are available • Involve TAs in discussions to give students another adult viewpoint; help write up/type up class discussions so the teacher can facilitate	• Explain tasks/instructions to key students – ensure understanding • Emphasise key vocabulary; record key words using mini whiteboards • Circulate language through the task • Ensure students refer to the success criteria/objectives	• Roam the classroom to help others and encourage independent work • Encourage students to listen and engage with the task • Offer the least amount of help first ("elastic band" support – not Velcro) • Reinforce explicit instructions, motivate and empower • Prompt and scaffold where necessary • Assist in breaking down work into manageable chunks • Model task where necessary • Repeat/clarify teacher instructions where necessary • Encourage independence • Focus on skills rather than task completion • Use visual supports/assistive technology where appropriate	recapping, reflection, mastery • TAs will support with giving out rewards • Encourage students to reflect on their own learning. Prompt use of recall • Ensure students have packed up and are prepared for next lesson • Reward and praise • Ensure that homework is written in planners • Talk about the lesson with key students WWW / EBI. Plan for next lesson's outcomes	access a learning break / movement break • Reflection – what may need revisiting in the next lesson? Are there any specific resources that may be needed? • Provide the teacher with specific feedback regarding key students and EHCP outcomes • Clarify expectations for next lesson

My child has SEND. Can this affect the admissions process?

For further guidance on MALD admissions process, please refer to our whole school admission policy which can be found on the website.

What is MALD's Accessibility Plan?

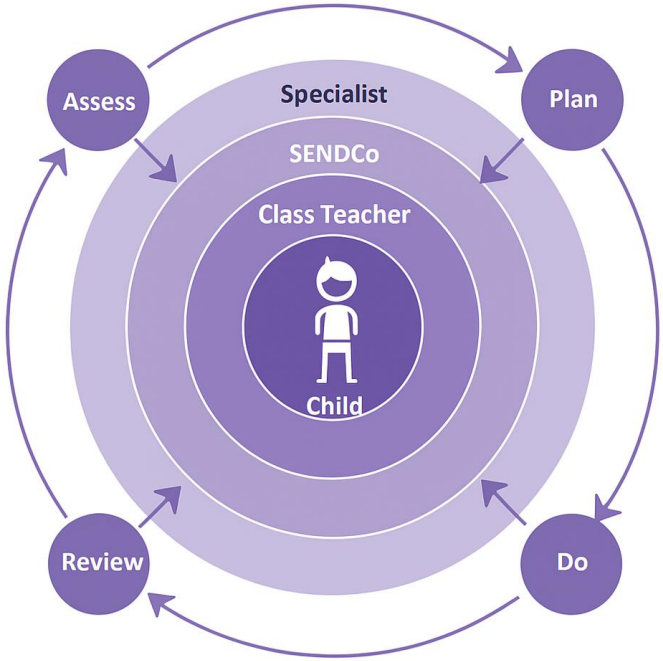
MALD operates in a modern, accessible building compliant with relevant building regulations and the Equality Act 2010. Our Accessibility Plan and Policy are available on our website.

How does MALD identify and assess children with SEND?

Early identification is a priority, especially at transition from primary school. Where a child's needs become apparent later, class teachers inform the SENDCo promptly. We use:

- Discussions with teachers/support staff.
- Progress data and screening assessments.
- Literacy and numeracy tests.
- External agency assessments (e.g. Educational Psychologist, Occupational Therapist).
- Primary school records and liaison.
- Parent/carer information.
- Appropriate interventions are then planned and implemented.

MALD's Graduated Approach:



Phase 1 (Teacher): The class teacher implements Quality First Teaching and exhausts Wave 1 interventions.

Phase 2 (Teacher/School): The class teacher identifies and consults with their Department Lead and the SENDCo and department lead. Interventions are devised for the child which are different from, or additional to, those provided by the usual class differentiation.

Phase 3 (Wider Support): The SENDCo requests support from external agencies and, if necessary, begins the EHCP process.

All students are entitled to a broad, balanced curriculum with differentiated learning and support to promote success and independence.

At Mulberry Academy London Dock, our teaching staff use a wide range of strategies to meet the needs of students with Special Educational Needs and Disabilities. Lessons are planned with clear objectives and success criteria; learning is carefully scaffolded, and assessment is used to inform the next steps so that every student can progress.

We are committed to ensuring that students with SEND have access to the same high-quality learning experiences as their peers.

At MALD, our focus is firmly on excellent teaching and learning. Withdrawal from lessons is kept to a minimum, but where bespoke support is needed, interventions may take place before school, during tutor time, at social times or after school to ensure that every student has the opportunity to succeed.

SEND Support may include:

Use of the communication toolkit
Handwriting Intervention
Drawing and talking
Homework club
Lego therapy
Drama therapy
THEWS
Memory/knowledge retrieval sessions
Meet and greet
Mentoring
Motor Skills Intervention
Quiet Club
Reading Boxes
Touch Typing
Time2Talk
External agencies offer
Phoenix Special School Outreach

How does MALD collaborate with parents?

At Mulberry Academy London Dock, we work in partnership with parents and carers throughout every stage of the SEND process. We value the insight that families have about their child and use this knowledge to shape our support.

We encourage parents and carers to be active partners in their child's education. This includes regular communication with teachers, the Pastoral Team and our SEND staff.

Review meetings bring together students, families and key staff to reflect on what is going well, identify any challenges and set future goals. In addition, all families are invited to parents' evenings to discuss their child's progress with class teachers. We clearly communicate any involvement of external agencies and explain decisions about SEND provision.

We take a child-centred approach to SEND. Every student identified with SEND has a personalised Independent Learning Plan enabling their aspirations, strategies and key information to be shared with staff.

Student voice is central to our practice. Our SEND team holds regular one-to-one reviews with children so that they can raise concerns, celebrate successes and set new personal or academic targets. This approach helps every child feel empowered and involved in their learning journey at MALD.

How are SEND children supported through transition and preparing for adulthood?

Moving from one stage of education to another can feel daunting for both students and their families. At Mulberry Academy London Dock, we have designed our curriculum and pastoral systems to make each transition – especially from primary to secondary school – as smooth and supportive as possible.

Before students join us in Year 7, our SEND and pastoral staff liaise closely with primary schools to gather detailed information about each child's needs. Where appropriate, additional visits are arranged so students can meet key staff, get to know the school environment and begin to feel part of the MALD community.

Throughout our PSHE curriculum, we provide comprehensive guidance to help them plan their next steps beyond GCSEs from the start of their secondary journey. Families are encouraged to begin thinking about future pathways early, and students receive personalised advice on options such as further education, apprenticeships or employment.

Our SEND and pastoral teams work hand-in-hand to make every educational transition as seamless as possible. Wherever feasible, students are given opportunities to explore their interests through vocational activities, work experience and visits to colleges and other providers to help them prepare for adulthood with confidence.

What external agencies does MALD work with and how can you find out more about Tower Hamlets' Local Offer?

External support includes Educational Psychology Service, Speech & Language Therapy, School Nurse, THEWS, Early Help Hub, CAMHS and Tower Hamlets Children's Services.

We liaise with external agencies for advice, specialist equipment and smooth transitions.

More information about Tower Hamlets' Local Offer:

https://www.localoffertowerhamlets.co.uk

Who should I contact to discuss SEND provision at MALD?

Special Educational Needs Coordinator (SENDCo): Jessica Holt

Telephone: 020 3745 8080

General SEND enquiries: info@mulberrylondondock.org

Details of the SEND Link Governor are available from main reception.

What should I do if I have a complaint?

In the first instance, contact the SENDCo. If unresolved, follow the school's complaints procedure (published on the website).