Mulberry
Academy Hastings

Special Educational Needs and Disabilities (SEND)

Information Report 2026/27

Approval Body	***Principal***
Approval Date	*11th July 2026*
Implementation Date	*1st September 2026*
Review Date	*11th July 2027*

Mulberry Academy Hastings

Principal: Simon Addison

Special Educational Needs Information Report

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Mulberry Academy Hastings

Principal: Simon Addison

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in Mulberry Academy Hastings.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website here.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does Mulberry Academy Hastings provide for?

Our academy provides support for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and Interaction *Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication*	Autism Spectrum Condition
	Speech, Language and Communication Needs
	Tourette's Difficulties
	Social Communication Difficulties
Cognition and Learning *Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:* ⇒ *Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and DCD* ⇒ *Moderate learning difficulties* ⇒ *Severe learning difficulties* ⇒ *Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment*	Specific learning difficulties, including; ⇒ Dyslexia ⇒ Development Co-ordination Disorder ⇒ Dyscalculia
	Moderate learning difficulties including; ⇒ Working Memory Difficulties ⇒ Processing Difficulties ⇒ Executive Functioning Difficulties
	Severe learning difficulties

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Social, Emotional and Mental Health *These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:* ⇒ *Mental health difficulties such as anxiety, depression or an eating disorder* ⇒ *Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder* ⇒ *Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.*	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD) Specific anxiety-based difficulties including; ⇒ Attachment Difficulties ⇒ Trauma
Sensory and/or physical *Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:* ⇒ *A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment* ⇒ *A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.*	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

2. Which staff will support my child, and what training have they had?

Within Mulberry Academy Hastings we have developed a graduated SEND structure that underpins the four areas of need; Communication & Interaction, Cognition & Learning, Sensory & Physical and Social, Emotional & Mental Health. As such Mulberry Academy Hastings has a SEND structure which identifies SEND Hubs in each area of need and individual intervention teams which supports the development of knowledge, skills and behaviours in universal, targeted and enhanced provision.

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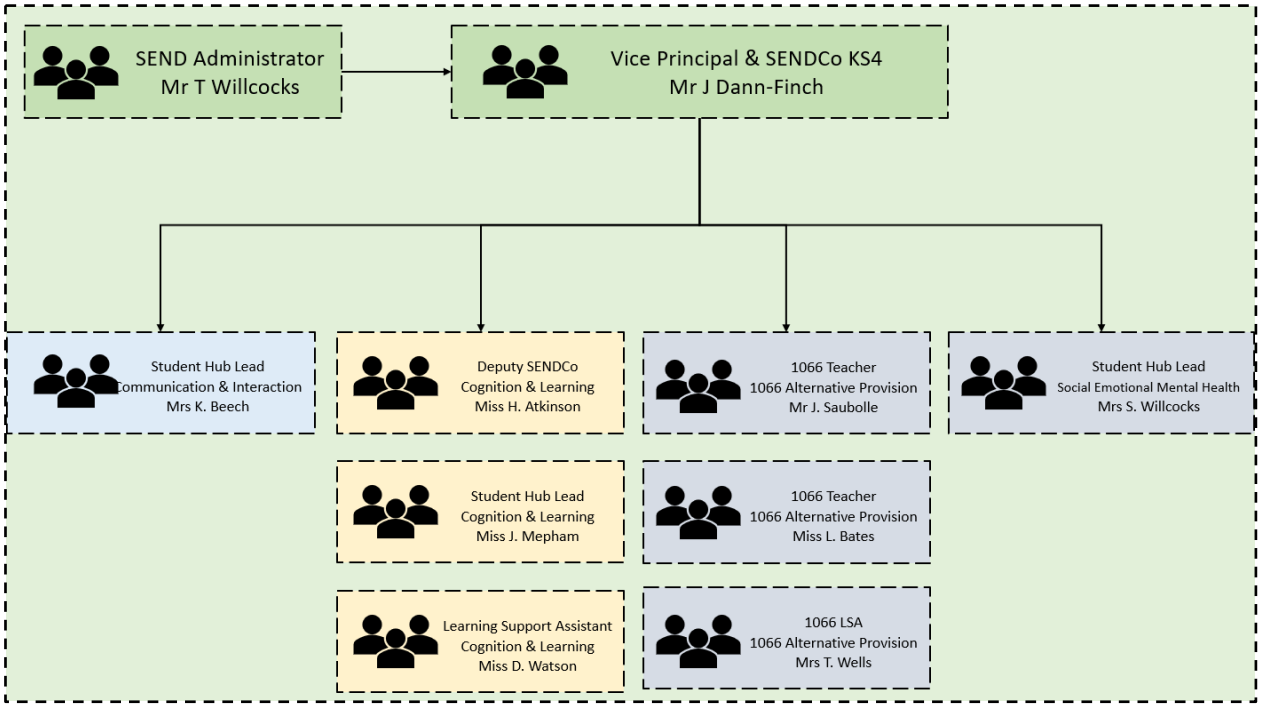

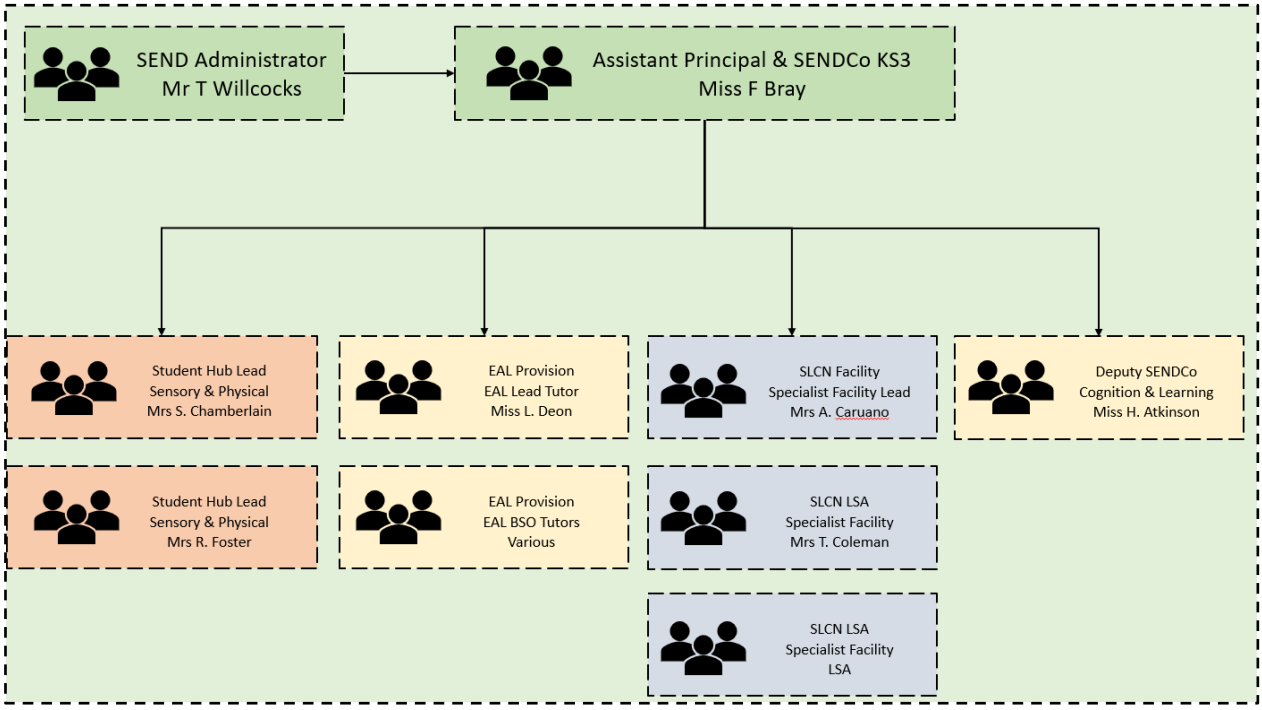

Part of the Mulberry Schools Trust

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Our Special Educational Needs and Disabilities Co-ordinators (SENDCo)

Special Educational Needs & Disabilities Co-ordinators

Mr J. Dann-Finch – Vice Principal & KS4 SENDCo

Mr Dann-Finch is our current KS4 SENDCo and provides direct support to year groups from 9 to 11. They have over eighteen extensive years working in specialist education environments and supporting young people with a range of special educational needs and / or disabilities. Most recently, they were a specialist SEND Adviser for the Communication Learning & Autism Support service for East Sussex County Council. In their capacity they provided consultation support to secondary and primary schools across East Sussex, individual pupil consultation and county wide SEND training in partnership with DfE Research groups.

In addition to their expertise within SEND Mr Dann-Finch has extensive experience as a SEND Teacher, a Quality Lead, Provision Manager, SENDCo and Exam Access Arrangement Assessor. These additional areas of expertise will further support all stakeholders of Mulberry Academy Hastings and they look forward to working with you and your young person.

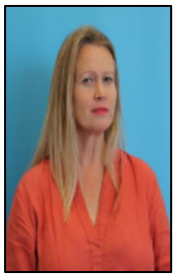
Mr J. Dann-Finch

Vice Principal & SENDCo KS4

Tel: +44 (0)1273 568220

Email: senco@thehastingsacademy.org.uk

Miss F. Bray – Assistant Principal & KS3 SENDCo



Miss Bray is our current KS3 SENDCo and provides direct support to year groups 7 and 8. They have over 28 extensive years working in specialist education environments in leadership capacities, including 13 years as a Senior Leader in an Outstanding SEND school and supporting young people with a range of special educational needs and / or disabilities. Most recently, they were a Special Educational Needs and/or Disabilities Co-ordinator and Assistant Principal for an East Sussex Primary School. In their capacity they provided strategic leadership in regards to SEND provision and operational support in the implementation of innovative SEND Graduated responses.

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In addition to their expertise within SEND Miss Bray has extensive experience as a English / Drama / SEND Teacher, a Curriculum Lead, Assistant Principal and SENDCo. These additional areas of expertise will further support all stakeholders of Mulberry Academy Hastings and they look forward to working with you and your young person.

Miss F. Bray

Assistant Principal & SENDCo KS3

Tel: +44 (0)1273 568220

Email: senco@thehastingsacademy.org.uk

Specialist Facility: Speech Language & Communication Needs

Mulberry Academy Hastings provides a specialist SLCN facility for young people with an Education Health Care Plan with specialist funding for specific needs within speech language and communication. This provision oversees high-quality curriculum delivery, within the wider academy and provides expert knowledge and guidance on SLCN adaptations strategically and operationally within the curriculum. The specialist provision also provides bespoke speech and language therapy programme support to meet identified needs within SLCN and also provides holistic support for additional needs experienced by individual learners. The provision is managed by Mrs Caruano, a highly experienced and qualified Speech and Language Therapy lead, who oversees a team of SLCN support practitioners and the facility also boasts access to an externally qualified Speech and Language Therapist, bespoke SLCN Assessment, independent provision space within the school and supports the wider school graduated response to SEND.

Mrs Caruano – SLCN Facility Lead

Miss Pearson – External Speech & Language Therapist

Mrs Coleman – SLCN / C&I LSA

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SEND Hub: Communication & Interaction

Mulberry Academy Hastings provides support to students who are impacted in their communication and interaction skill development. Mulberry Academy Hastings provides support across the hierarchy of Speech Language and Communication from bespoke SLCN assessment and intervention to development of critical social communication skills. In addition to the identified Speech Language and Communication Team, Mulberry Academy Hastings also provides bespoke intervention in relation to social communication related to; self-esteem and self-awareness; non-verbal skills, body language and talking; Friendships & Relationships and Emotional Regulation.

Mrs Beech – Communication & Interaction Hub Lead

SEND Hub: Cognition & Learning

Mulberry Academy Hastings provides targeted and enhanced support to students who are impacted in their cognition and learning skill development. Mulberry Academy Hastings, for the academic year 2026/27 has developed 'whole-school' intervention to knowledge, skills and behaviours within Literacy and Numeracy skills. Mulberry Academy Hastings offers a graduated suite of intervention which includes; Core Literacy Catch-up KS3 & KS4, Core Numeracy Catch-up KS3 & KS4, Direct Instruction KS3 Numeracy, Direct Instruction KS3 Literacy and specialist transition group years 7 & 8.

Miss Mepham – Communication & Interaction Hub Lead

Miss Atkinson – Deputy SENDCo & Specialist SEND Teacher

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Mrs Watson – Learning Support Assistant

SEND Hub: Social Emotional & Mental Health

Mulberry Academy Hastings provides support to students who are impacted in their Social, Emotional and Mental Health skill development. Mulberry Academy Hastings provides graduated universal and bespoke intervention support across the breadth of Social Emotional & Mental Health needs and is inclusive of intervention in relation to Resilience, Anxiety, Emotional Lability, Trauma and Emotional Literacy. The Mulberry Academy Hastings works hard to deliver expert internal intervention as well as liaising with external agencies like Eggtooth and the ESCC Mental Health Support Team (MHST) in order to ensure students, benefit from expert advice and guidance.

Mrs Willcocks – Forest School Lead

Mr Avery – Inclusion Support Officer

Eggtooth

MHST

SEND Hub: Sensory & Physical

Mulberry Academy Hastings provides support to students who are impacted in their Sensory and Physical skill development. Mulberry Academy Hastings provides graduated universal and bespoke intervention support across the breadth of Sensory and Physical

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needs and is inclusive of intervention in relation to Sensory Processing, Gross Motor Skills and Fine Motor Skills. The Mulberry Academy Hastings works hard to deliver expert internal intervention as well as liaising with external agencies like CLASS and the Children's Therapy and Equipment Service in order to ensure students, benefit from expert advice and guidance.

Mrs Chamberlain – Sensory & Physical Hub Lead

Mrs Foster – Learning Support Assistant

SEND: English as an Additional Language

Mulberry Academy Hastings provides support to students where English is experienced as an additional language. Mulberry Academy Hastings works in partnership with the ESCC Local Education Authority, EAL Specialists who attend Mulberry Academy Hastings weekly and support EAL students directly with bespoke tutoring, advice and guidance. Within this joint working, students benefit from; Direct teaching interventions, Bilingual Support Officers, 'Mother Tongue' GCSE Support, Parental Stakeholder Engagement, and additional projects & initiatives.

SEND: Exam Access Arrangements

Mulberry Academy Hastings provides direct support to students in regard to their examination windows and works directly with Exam Awarding Bodies and the Joint Council for Qualifications, in order to ensure any student who is identified as at a 'Substantial Disadvantage' due to their Medical and/or Special Educational Needs and/or Disabilities is positively supported within their exams with appropriate support mechanisms. These can include; 25% Extra Time, Reader, Scribe and Small Spaces. Please note additional support mechanisms are subject to independent Exam Access Arrangement Assessments, as determined by SEND and 'Normal Ways of Working'.

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Class / Subject Teachers

At Mulberry Academy Hastings, we believe that every SEND student deserves to have teachers and a curriculum that is ambitious for them in every subject, every lesson and on every day. Our overarching aim is that students who attend Mulberry Academy Hastings receive an educational experience that challenges them, enables them to reach their full potential and develops them into happy, successful and well-rounded global citizens who contribute positively to society. We want our young people to leave Mulberry Academy Hastings with the widest range of opportunities available to them including higher education or a career of their choice. Out school's curriculum is built on six guiding principles which are present in all our practice:

At Mulberry Academy Hastings, we believe that what a teacher does over a course of lessons has a direct impact on how well students learn and that there are specific areas of teaching practice that are essential to ensuring students develop detailed knowledge of a subject over time. We have therefore developed the Hastings Teaching Principles that represent the areas we believe form the foundations of what we think great teaching is for our students is.

Subject Knowledge	Adaptive Teaching	Assessment for Learning	Practice	Learning Climate

Within the foundations of our Mulberry Academy Hastings: Teaching Principles, core focus is placed on '*Adaptive Teaching*' in order to embed High Quality Teaching which improves outcomes for our pupils with Special Educational Needs and/or Disabilities. We therefore have taken national research from the Education Endowment Foundation: '*Special Educational Needs in Mainstream Schools*' to develop five core teaching Approaches to ensure high quality, adaptive teaching for our SEND learners.

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Co-Regulation	**Explicit Instruction**	*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice*
Self-Regulation	**Cognitive & Metacognition**	*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning*
Co-regulation / Self-Regulation	**Scaffolding**	*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*
Co-Regulation	**Flexible Groupings**	*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class*
Co-regulation / Self-Regulation	**Using Technology**	*Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualizer to share students' work or to jointly rework an incorrect model.*

All teachers within Mulberry Academy Hastings are supported through our termly Quality Assurance processes and this informs internal SEND Continuing Professional Development which is delivered through our SENDCo's, SEND Team and External Specialists in order to ensure all staff are supported to meet the needs of pupils who have SEND. For the Academic year 2026/27 CPD sessions consist of the following;

I. Autism Education Trust – Autism Awareness Training
II. Emotional Literacy
III. Effective Additional Needs Plans
IV. Power of Restorative Conversations
V. Effective Modelling to Support Understanding
VI. Awareness of Speech Language and Communication Needs
VII. Awareness of Development Coordination Disorder

Learning Support Assistants (LSA's)

At Mulberry Academy Hastings we have a team of Learning Support Assistants, who all have significant experience and skillsets in ensuring the progress of all SEND learners. This

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is inclusive of direct support within the learning environment, specialist intervention delivery, areas of individual SEND responsibility and supporting young people in generalising intervention knowledge, skills and behaviours across their curriculum.

Within Mulberry Academy Hastings, we have a host of interventions which are broken down into our SEND Hubs, all of which are predicated on one of the four primary areas of need; Communication & Interaction, Cognition & Learning, Sensory & Physical and Social Emotional & Mental Health. Interventions include: -

1. SEND Hub: Cognition & Learning
    I. KS4 / KS3 Literacy Support
    II. KS4 / KS3 Numeracy Support
    III. KS3 Direct Instruction Literacy
    IV. KS3 Direct Instruction Numeracy
    V. Specialist Transition Group Year 7 / 8
2. SEND Hub: Speech Language & Communication Needs
    I. Conceptual Language
    II. Colourful Semantics
    III. Active Listening
    IV. Language for Thinking
    V. Language for Emotions & Behaviour
3. SEND Hub: Communication & Interaction
    I. Social Communication: Self Esteem & Self Awareness TASS
    II. Social Communication: Non-Verbal, Body Language & Talking
    III. Social Communication: Relationships & Friendships
    IV. Emotional Regulation
    V. Speech Language & Communication
4. SEND Hub: Sensory & Physical
    I. Sensory Circuits & Awareness
    II. Jump Ahead: Gross Motor Skills
    III. Busy Box: Fine Motor Skill

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IV. Emotional Literacy Support Adviser
V. Touch Typing
VI. Sensory Processing

5. SEND Hub: Social Emotional & Mental Health
   I. Forest School – Resilience & Nurture
   II. Nurture Tutor Group
   III. Nurture Intervention
   IV. Mental Health Support Team – Intervention
   V. Eggtooth: Creativity Therapy
   VI. Eggtooth: Talk Therapy
   VII. SEND Breaktime Club

External agencies and experts

In order to provide our students with expert support and guidance, we utilise external experts in order to ensure enhanced advice and guidance when appropriate, in order to ensure our pupils are supported at the right place, at the right time, with the right support. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- ESCC LEA Educational Psychologists
- Children's Therapy and Equipment Service: Speech & Language Therapists / Occupational Therapists / Physical Therapists
- Children & Adolescents Mental Health Service
- Child Development Clinic
- Internal Speech and language therapists
- GPs or Paediatric Consultants
- Specialist Hospitals: GOSH / Evalina
- Academy nurses

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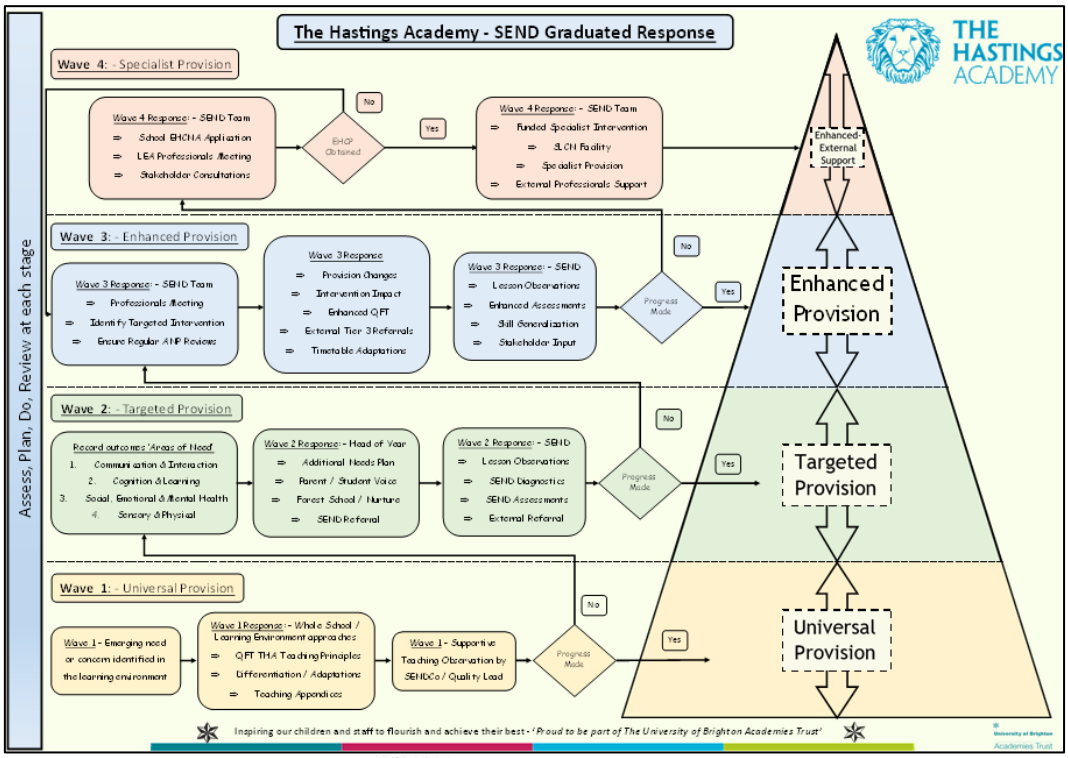
- ESCC LEA English as an Additional Language Advisors
- ESCC LEA Inclusion Support Advisors
- ESCC LEA Attendance Support Advisors
- ESCC LEA Communication Learning & Autism Support Service
- Social services and other LA-provided support services
- Local Police Service and Youth Justice Service
- Careers Advice Services: YES & MFSH

3. What should I do if I think my child has SEND?

Mulberry Academy Hastings has developed their SEND graduated response to reflect the impact of stakeholders experiences of the national and local SEND processes identified within the *SEND Green Paper*. The Mulberry Academy Hastings graduated response ensures that all stakeholders feel empowered in order to identify a young person's needs, through the right process and ensure appropriate levels of SEND support are implemented.



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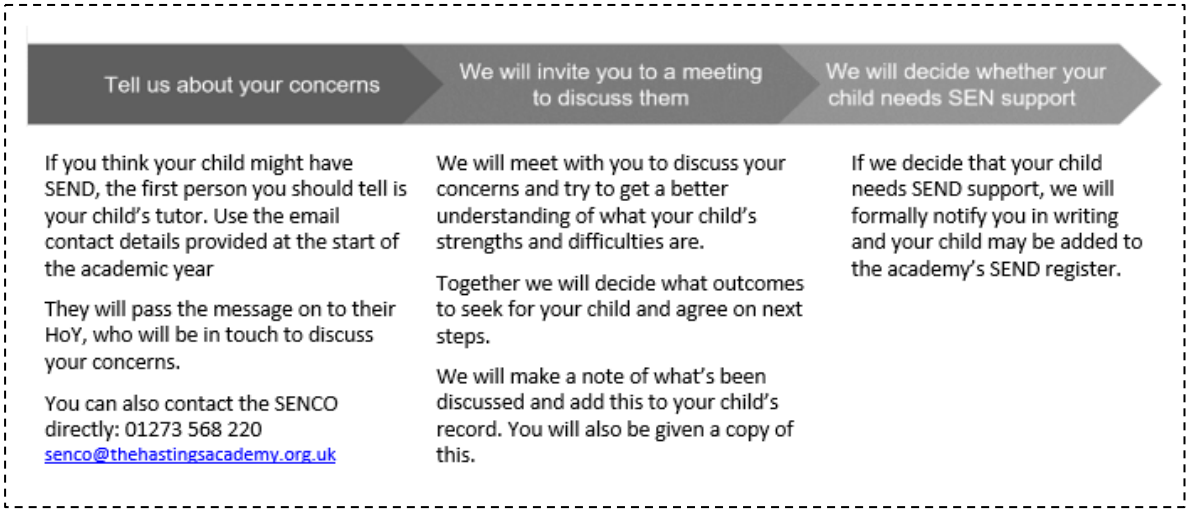
Within the identified graduated response, any stakeholder (Parents, carers, professionals, teachers, Heads of Year etc.) can identify concerns to the SEND team and this will result in the above process being implemented in line with appropriate timescales.



4. How will Mulberry Academy Hastings know if my child needs SEND support?

At the Mulberry Academy Hastings, we believe that what a teacher does over a course of lessons has a direct impact on how well students learn and that there are specific areas of teaching practice that are essential to ensuring students develop detailed knowledge of a subject over time. Within our foundations of our Mulberry Academy Hastings: Teaching Principles, core focus is placed on '*Adaptive Teaching*' in order to embed High Quality Teaching improves outcomes for our pupils with Special Educational Needs and/or Disabilities.

It is essential that teachers at Mulberry Academy Hastings embed the national *Teaching Standards* and paramount importance is placed on Continuing Professional Development support that aims to develop our teacher's ability to adapt their teaching, learning and assessment in order to respond to the strengths and needs of all their pupils. As such, teachers are accountable in ensuring that they:

I. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

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II. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
III. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
IV. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Through the embedding of the national *Teaching Standards* our class teachers are able to identify any pupils who aren't making the expected level of progress academically but also in the areas of need in relation to communication & interaction, sensory & physical development or social emotional & mental health needs.

If a teacher notices that a pupil is falling behind, at a *Universal Level* they will try to investigate if the pupil has any gaps in their learning. If they can identify a gap, they will give the pupil additional support and identified adaptive teaching, to try to improve this area of development. If the pupil is still finding it difficult to make expected progress, the teacher will talk to the young person's Head of Year who will initiate the Mulberry Academy Hastings SEND Graduated Response. The Head of Year will conduct investigatory processes which could include;

I. Universal Support Provision
II. Academic Performance Investigations / Discussions with the Curriculum Team
III. Parent / Agency Support Meetings
IV. Identify Critical Quality First Teaching Strategies
V. Provide Additional Resources to Class Teachers
VI. Supportive Lessons Observations

If your child's Head of Year has escalating concerns over your young person's development in any of the primary areas of need they will complete a SEND Referral form which will clearly outline their concerns over a period of time. From this point, the SEND team will record and analyse the concerns raised and initiate the SEND Investigatory Process. This could include: -

I. Formal Lesson Observations: Cross Curriculum
II. Unstructured Time Lesson Observations
III. Pupil / Parent / Carer Voice

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IV. SEND Diagnostic Support Tools

V. SEND Targeted Assessments

VI. External Referrals

The SENDCo's will undertake this investigatory process in order to identify the pupil's areas of strength and areas for development. They will have in-depth discussions with your child's teachers, to see if there have been any difficulties with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo's will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all of this information, the SENDCo's will decide whether your child needs SEND support. If your child does need SEND support, depending on the level of need or intervention, their name may be added to Mulberry Academy Hastings's SEND register.

There may be instances whereby your child may need support over a longer period of time and their needs may dictate an increase in the level of SEND support and/or intervention required and as such the Head of Years and SENDCo's will work with you to create an Additional Needs Plan tailored to your child's individual needs. Over time it may be felt by all stakeholders in the SEND process that an Education Health and Care Plan may be required to ensure provision to meet need is at its optimum level and as such, parents and SENDCo's will work in partnership to apply for an Education Health & Care: Needs Assessment.

It is also important to note that identified SEND support and intervention over a period of time will lead to development within areas of difficulty and as such, through stakeholder partnership, it may be identified that your child requires a less intensive level of support and as such may reduce provision to reflect your child's progress.

5. How will Mulberry Academy Hastings measure my child's progress?

Within Mulberry Academy Hastings we follow the 'graduated approach' to meeting your child's SEND needs. As such, either dynamically or through formal Additional Needs Plan support, the school will monitor your child's progress using a graduated approach cycle:

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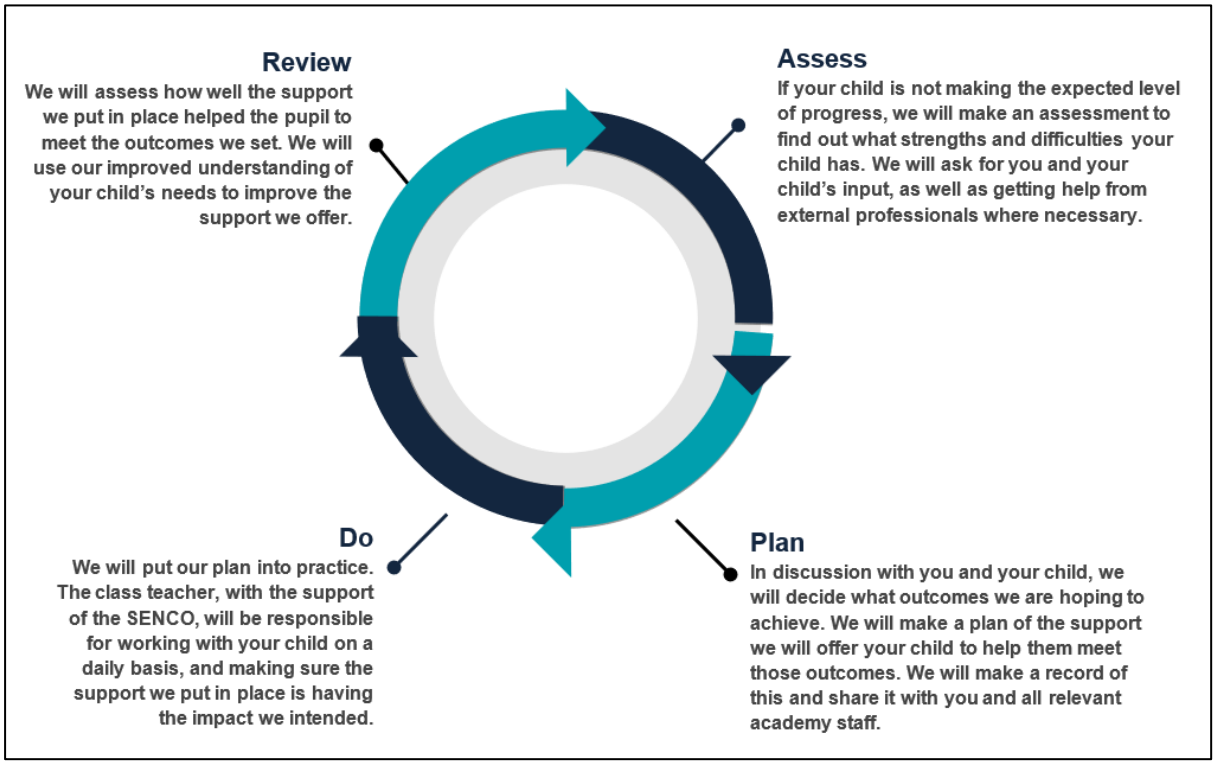
The graduated approach is a 4-part cycle of **Assess, Plan, Do, Review.**



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. SEND support is embedded through the model of *Identification, Implementation and Impact*. A such, when an intervention is identified for your child on a termly cycle, we will assess them before the intervention begins. This is known as a 'baseline assessment' and we do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn your child's strength-based profile and targeted areas of support within individual interventions.

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This process will be ongoing. If a review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For some, the SEND cycle will continue and Mulberry Academy Hastings's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

At the Mulberry Academy Hastings, we will provide you with termly reports on your child's progress in line with identified SEND SMART Targets (Specific Measurable Achievable Realistic & Timebound). Your child's class/form teacher will meet you at least twice a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

It may be pertinent for the SENDCo to attend these meetings to provide extra support as either an identification of your concerns or concerns identified within your child's learning environment.

At Mulberry Academy Hastings, we want you to know that we know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of academy. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher or Head of Year. They can be reached by email or by calling the front office and requesting a call back and/or meeting.

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7. How will my child be involved in decisions made about their education?

The voice of the individual pupil is paramount to SEND support and intervention however, the level of involvement will depend on your child's age, and level of competence. We recognise that every child is different, so we will decide on a case-by-case basis, with your expert input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a pupil voice, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Engage in targeted assessments and / or diagnostics

8. How will Mulberry Academy Hastings adapt its teaching for my child?

Within the foundations of our Mulberry Academy Hastings: Teaching Principles, core focus is placed on '*Adaptive Teaching*' in order to embed High Quality Teaching which improves outcomes for our pupils with Special Educational Needs and/or Disabilities. We therefore have taken national research from the Education Endowment Foundation: '*Special Educational Needs in Mainstream Schools*' to develop five core teaching Approaches to ensure high quality, adaptive teaching for our SEND learners.

Co-Regulation	**Explicit Instruction**	*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice*
Self-Regulation	**Cognitive & Metacognition**	*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning*
Co-regulation / Self-Regulation	**Scaffolding**	*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*

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Co-Regulation	**Flexible Groupings**	*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class*
Co-regulation / Self-Regulation	**Using Technology**	*Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.*

In addition to underpinning Quality First Teaching and principles Mulberry Academy Hastings also offers an extensive curriculum which is inclusive of *The Care Curriculum*. This is where students will be supported with their identified needs with appropriately identified therapeutic intervention, as part of a six weekly half-term cycle.

At Mulberry Academy Hastings we will differentiate and/or adapt how we teach, to suit the way the pupil learns best. There is no '1 size fits all' approach to adapting the curriculum, so we will work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, Theraputty, visual timetables, chair bands, etc.
- Learning Support Assistants will support pupils in a class setting with directed support

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9. How will Mulberry Academy Hastings evaluate whether the support in place is helping my child?

At Mulberry Academy Hastings we have multiple systems and process which are embedded into the strategic and operational ethos of the school in order to evaluate the effectiveness of SEND provision across the school.

The school has a robust Quality Assurance process which assesses the standards of Teaching, Learning and Assessment termly across all curriculum areas. The SENDCo's contribute to these systems by Quality Assuring TLA in relation to SEND and the key areas of adaptive teaching. Upon completion of curriculum monitoring visits the SENDCo's evaluate the effectiveness of Quality First Teaching in order to deliver continuing professional development opportunities in line with the identified areas for development. In this way, critical analysis of the effectiveness of SEND teaching practices can take place and be developed, in line with a strong, strategic CPD model.

In addition to this, the SENDCo's will undertake systematic reviews of SEND intervention, both from an annual *Evidence-Based Research* perspective and termly intervention Quality Assurance. Within these monitoring visits areas of strength and areas for development will be extrapolated and associated CPD opportunities will be identified. Continuing professional development opportunities may consists of internal training and modelling opportunities or SENDCo's will seek further external agency expertise in order to upskill intervention leads in focused areas. For example, the SENDCo's may use bespoke Communication Learning & Autism Support Service time to deliver critical training on Social Communication intervention development.

Lastly, we will ensure SEND support is evaluated for effectiveness in relation to individual student outcomes and analysis. At the end of termly intervention cycles, intervention leads and SENDCo's will discuss the impact of intervention and analyse whether further intervention is needed in the targeted area or whether hierarchical next step intervention is required for further progress to take place. Reviewing the effectiveness of provision for your child may also include:

- ⇒ Reviewing their progress towards their goals each term
- ⇒ Reviewing the impact of interventions after an intervention cycle
- ⇒ Using pupil / parent / carer questionnaires
- ⇒ Monitoring visits by the SENDCo's

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⇒ Using provision maps to measure progress

⇒ Holding an annual review (if they have an Education, Health and Care Plan (EHCP))

10. How will Mulberry Academy Hastings resources be secured for my child?

All students within Mulberry Academy Hastings have access to quality first teaching and all staff are aware how to adapt the teaching to the needs of our SEND pupils. Staff receive systematic training from the SENDCo team and outside agencies to keep them fully up to date with latest methods in adaptive and inclusive teaching.

At times it may be that your child's SEND provision needs mean we need to secure:

⇒ Extra equipment or facilities

⇒ More support staff hours

⇒ Further Continuing Professional Development training for our staff

⇒ External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Mulberry Academy Hastings will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will Mulberry Academy Hastings make sure my child is included in activities alongside pupils who don't have SEND?

A core underpinning principle at The Mulberry Academy Hastings, is that no student, no matter their differences, disabilities or neurodiversity, should be discriminated against and be impacted by a lack of opportunity in accessing the full extent of the curriculum. Our principles fall in line with the *Equality Act 2010* when it states '*you may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can*'. As such, all of our extra-curricular activities and academy offsite trips and visits are available to all our pupils, including our before and after-academy clubs. No pupil will ever be excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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12. How does Mulberry Academy Hastings make sure the admissions process is fair for pupils with SEND or a disability?

- All pupils/students with an Education, Health and Care Plan naming Mulberry Academy Hastings will be admitted to Mulberry Academy Hastings before any other pupils/students.

- Oversubscription criteria are not based on any factor which would unfairly disadvantage prospective pupils with a disability or special educational needs – further details are published on the Trust website here

13. How does Mulberry Academy Hastings support pupils with disabilities?

Mulberry Academy Hastings has high ambitions for all of its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of academy life. The academy strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion. In terms of access, the University of Brighton Academies Trust aims to:

⇒ Improve the achievement of students and children

⇒ Improve the quality of teaching and learning (including behaviour and safety of students and children)

⇒ Improve the quality of leadership and management in relation to accessibility strategy

The Mulberry Academy Hastings is a purpose-built building, opened in February 2012. The building is fully wheelchair accessible. It has disabled changing and toilet facilities and a lift to allow access to all levels. There is a level pathway from the school to the sports facilities and disabled parking bays for staff and/or visitors. All students at the Mulberry Academy Hastings have access to all activities offered by the school and, where necessary, additional adult support will be available to assist your child on school trips. It is expected that parents/carers will meet with school staff to plan appropriate levels of support prior to the trip taking place.

One of our fundamental aims is that students with disabilities should, as far as reasonably possible, have access to a full and broad curriculum similar to that followed by their peers. Students, regardless of disability, should have access to the full curriculum of Mulberry Academy Hastings, differentiated to take account of access and learning needs.

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Access to the curriculum is a key issue for consideration at the stage of admission to Mulberry Academy Hastings, transition within Mulberry Academy Hastings or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

In addition to the accessibility of the school, The Mulberry Academy Hastings works with all stakeholders to ensure that all additional necessary auxiliary aids are in place so that a young person is not discriminated against in accessing their educational environment. This can include access to:

- ⇒ Specific pieces of equipment – Triton Chair
- ⇒ Additional staff assistance where identified
- ⇒ Augmentative and/or Adaptive Communication – Eye Gaze Software
- ⇒ Induction loop or Frequency Modulation System
- ⇒ Audio-visual fire alarms
- ⇒ Reading Pens
- ⇒ Adapted keyboard / Software – Docs Plus
- ⇒ Specialised computer software.

Please see the Mulberry Academy Hastings' Accessibility Policy for further information found here.

14. How will Mulberry Academy Hastings support my child's mental health and emotional and social development?

At the Mulberry Academy Hastings we provide many opportunities for support and intervention for pupils to develop their Social Emotional and Mental Health skills development. This is inclusive of both pastoral support mechanisms and identified, bespoke SEND intervention. Examples of support within Mulberry Academy Hastings can include:

I. Pupils can have access to Forest School focussing on 'Resilience & Nurture'
II. Pupils may have access to bespoke Nurture Tutor Groups
III. Pupils may have access to Nurture Intervention
IV. Pupils can be referred for Mental Health Support Team Intervention
V. Pupils can be referred to Eggtooth for Creativity Therapy
VI. Pupils can be referred to Eggtooth for Talk Therapy
VII. Pupils can engage in SEND Breaktime Club

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VIII. Pupils have access to a Head of Year and Year group Student Support Manager

IX. Pupils can access HoY / SSM weekly Mentoring Sessions

X. Pupils can be referred to the CAMH Service

XI. Pupils have access to the Safeguarding Team

XII. Pupils have access to Mental Health First Aiders and a Mental Health Booking Service for bespoke support

XIII. Pupils can have access to bespoke SEND Timeout as part of a co-regulation to self-regulation when overwhelmed

- Pupils with SEND are also encouraged to be part of club extracurricular clubs to promote teamwork / building friendships
- We run a SEND breaktime club for pupils who need extra support with social emotional or social communication development
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new academy year we:

- Ask both the current teacher and the next year's teacher to attend the final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide enhanced transition support (visual timetables/ additional transition lessons/ time with trusted adults) for identified SEN pupils who require it.
- Use the ESCC Communication Learning & Autism Support Service transition materials to support in-year transitions

Between schools

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When your child is moving on from our academy, we will ask you and your child what information you want us to share with the new post-16 further education setting. This may include information regarding support during your time at Mulberry Academy Hastings or any additional information which may be valuable to your child's new setting.

As part of the package of support to your further education setting The Mulberry Academy Hastings will provide:

- ⇒ Individual meetings with the Learning Support Team and tutors of your new course
- ⇒ Bespoke, individual Careers sessions to receive impartial advice and guidance (CEIAG)
- ⇒ The Mulberry Academy Hastings Transition booklet
- ⇒ Identification of Local College's 'Open Events'
- ⇒ Where appropriate support to access Open Events
- ⇒ Implementation of Application Support
- ⇒ Development of individual Curriculum Vitae
- ⇒ EHCP Phase Transfer Support
- ⇒ Where appropriate sharing of SEND Documentation
- ⇒ Attendance at Further Education Interview where appropriate

Between Phases

The SENDCo, alongside the Head of Year 7, will visit the main Primary Feeder schools to observe/meet their SEND pupils in Term 4. SEND pupils from other primary schools

will be picked up in Term 5 for observation and meetings. Prior to or during this visit, the SENDCo of the primary academy will meet with our KS3 SENDCo to discuss the needs of the incoming pupils and the best strategies to engaging them in learning and making good progress (this will be populated within the transition spreadsheet for GDPR information sharing with the senior leadership team).

Any pupils with Education Health & Care Plans will be visited within their primary setting and a parents/carers meeting held with the KS3 SENDCo in Term 6 prior to transition days. SEND pupils, as identified by their Primary SENDCo requiring additional transition will be offered small group visits to The Mulberry Academy Hastings in addition to the transition for the rest of the cohort.

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The Mulberry Academy Hastings runs a summer school of nurturing, self-esteem building activities towards the end of the summer holidays - **All** SEND pupils are invited and the Head of Year7 and KS3 SENDCo

will be available for students and parents/carers during this week. All Year 7s are put in to mixed ability tutor groups with student's friendships and SEND needs at the forefront of all decision making.

At The Mulberry Academy Hastings we arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our school community and we set up new pupils with a buddy from the year above to help them get settled in and make friends.

Onto Adulthood

We provide all our pupils with appropriate advice on paths into work and / or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEND?

Mr Dann-Finch (KS4 SENDCo & CLA Designate Teacher) will work with our KS3 SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or Education Health & Care Plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our academy should be made to the Headteacher in the first instance. They will then be referred to the academy's Complaints policy which

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can be seen here. If you are not satisfied with Mulberry Academy Hastings's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice. If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-academy/disability-discrimination You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of how to contact this service can be seen here

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at East Sussex local offer. East Sussex Local Authority publishes information about the local offer on their website:

https://localoffer.eastsussex.gov.uk/

Please also see the East Sussex Local Authority guidance in relation to Education, Health and Care Plans: Introduction, Assessment and Process

East Sussex Local Offer: EHCP

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be seen here

National charities that offer information and support to families of children with SEND are:

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- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services

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Mulberry
Academy Hastings

Principal: Simon Addison

- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by an academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which Mulberry Academy Hastings provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that Mulberry Academy Hastings must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academy's must publish on their website, that explains how Mulberry Academy Hastings supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN

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- **Transition** – when a pupil moves between years, phases, academy's or institutions or life stages

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