Mulberry
Academy Hastings

Special Educational Needs and Disabilities (SEND) Policy 2026/27

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

1. Aims and Objectives

1.1 Our SEND policy aims to:

- ⇒ Ensure the Mulberry Academy Hastings fully implements national legislation and guidance regarding pupils with SEND, including the SEND Code of Practice (2015), the SEND and Alternative Provision (AP) Improvement Plan (2023), and national SEND standards (as introduced).
- ⇒ Provide a clear framework for supporting pupils with SEND, ensuring access to all aspects of academy life.
- ⇒ Ensure pupils with SEND are supported to fulfil their aspirations, achieve their best, and make successful transitions into adulthood.
- ⇒ Ensure the voice of pupils and their families is central to decision-making and provision planning.
- ⇒ Clarify the roles and responsibilities of all staff, leaders, and governors.
- ⇒ Ensure SEND provision is consistent, ambitious, and inclusive across the Mulberry Academy Hastings.

2. Vision and Values

2.1 The Mulberry Academy Hastings is committed to high expectations and ambition for all pupils, including those with SEND, in line with Ofsted's Education Inspection Framework (EIF).

2.2 We will provide access to a broad, balanced, and inclusive curriculum, rooted in Quality First Teaching.

2.3 We will foster resilience, independence, and confidence, ensuring pupils with SEND thrive and prepare effectively for adulthood.

3. Legislation and Guidance

3.1 This policy is based on the following statutory frameworks and national legislations:

- ⇒ The **Children and Families Act 2014** (Part 3)
- ⇒ The **SEND Regulations 2014**
- ⇒ The **Equality Act 2010** (section 20) and **Public Sector Equality Duty (2010, section 149)**
- ⇒ The **SEND Code of Practice: 0-25 (2015)**
- ⇒ The **SEND and AP Improvement Plan (DfE, 2023)** and emerging **National SEND Standards**
- ⇒ **Working Together to Safeguard Children (2023)**
- ⇒ **Keeping Children Safe in Education (KCSIE, 2024)**
- ⇒ The **Academy Admissions Code**
- ⇒ The **Governance Handbook**

3.2 This policy also complies with our funding agreement and Articles of Association.

4. Inclusion and Equal Opportunities

4.1 The Mulberry Academy Hastings will ensure that all pupils, regardless of need or ability, can access a positively challenging curriculum.

4.2 We will make reasonable adjustments to teaching, the curriculum, and the academy environment to ensure inclusion.

4.3 SEND pupils will not be treated less favourably and will be supported to participate fully in academy life.

5. Definitions

5.1 Definitions of **SEN**, **Disability**, and the four broad areas of need (communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical) remain in line with the SEND Code of Practice and pertain to the following:

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5.2 Special educational needs

5.2.1 A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

5..2.3 They have a learning difficulty or disability if they have:

⇒ A significantly greater difficulty in learning than most others of the same age, or
⇒ A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

5.2.4 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

5.2.1 Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

5.2.2 The academy will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

5.3.1 The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

5.3.2 Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

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Mulberry
Academy Hastings

Principal: Simon Addison

AREA OF NEED	EXAMPLE 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
Social, Emotional and Mental Health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)

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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.*	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

6. Roles and Responsibilities

6.1 Details of the key staff within Mulberry Academy Hasting's with particular responsibilities concerning SEND are provided in the academy's SEND Information Report.

6.2 Special Educational Needs and/or Disabilities Co-ordinator (SENDCo)

6.2.1 Mulberry Academy Hastings will have a named SENDCo who:

- ⇒ Is a qualified teacher and has completed the NASENDCO award or the NPQ for SENDCo's (within statutory timeframe).
- ⇒ Is a member of, or has direct access to, the Senior Leadership Team.
- ⇒ Leads the strategic development of SEND provision and ensures compliance with legislation.
- ⇒ Ensures high-quality teaching and evidence-based interventions are implemented.
- ⇒ Works closely with the Designated Safeguarding Lead (DSL) to protect vulnerable pupils.
- ⇒ Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- ⇒ Work with the Principal and Senior Leadership Team to determine the strategic development of the provision in the academy
- ⇒ Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care plans (EHCP)
- ⇒ Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality Quality First Teaching (QFT) teaching
- ⇒ Advise on the academy's graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- ⇒ Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- ⇒ Be a point of contact for external agencies, especially the Local Education Authority (LEA) and its support services, and work with external agencies to ensure that appropriate provision is provided

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- ⇒ Liaise, at the points of transition, with potential pre & post providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- ⇒ When a pupil moves to a different academy or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, academy or institution in a timely manner
- ⇒ Work with the Principal to make sure the academy meets its responsibilities under the Equality Act 2010, and all other relevant national legislation, with regard to reasonable adjustments and access arrangements
- ⇒ Make sure the academy keeps its records of all pupils with SEND up to date and accurate
- ⇒ With the Principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the academy's plan for continuous professional development
- ⇒ With the Principal, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and cooperate with the LEA in reviewing the provision that is available locally and in developing the local offer
- ⇒ Prepare and review information for inclusion in the academy's SEND information report and any updates to this policy
- ⇒ Prepare and review information for inclusion in the academy's Accessibility Plan every 3 years
- ⇒ With the Principal and teaching staff, identify any patterns in the academy's identification of SEND, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.3 <u>Principal</u>

6.3.1 The Mulberry Academy Principal will:

- ⇒ Work with the SENDCo to ensure ambitious, inclusive provision.
- ⇒ Monitor SEND outcomes and ensure SEND is a leadership priority.

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- ⇒ Report regularly to governors and Mulberry Academy Hastings Trustees on SEND provision and progress.
- ⇒ Work with the SENDCo to determine the strategic development of the SEND provision within the academy
- ⇒ Work with the SENDCo to make sure the academy meets its responsibilities under the Equality Act 2010 and all other relevant national legislation, with regard to reasonable adjustments and access arrangements
- ⇒ Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- ⇒ Make sure that the SENDCo has enough time to carry out their duties
- ⇒ Have an overview of the needs of the current cohort of pupils on the SEND register
- ⇒ Advise the LEA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- ⇒ With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the academy's plan for continuous professional development
- ⇒ With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and cooperate with the LEA in reviewing the provision that is available locally and in developing the local offer
- ⇒ With the SENDCo and teaching staff, identify any patterns in the academy's identification of SEN, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.4 Class Teachers

6.4.1 Each class teacher is responsible for:

- ⇒ Planning and providing high-quality teaching that is differentiated to meet pupil needs through the academy's graduated response

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- ⇒ Having a clear understanding of individual students' needs, gleaned through the learner's Student Information Passport, Additional Needs Plan or Education Health and Care Plan
- ⇒ The progress and development of every pupil in their class
- ⇒ Working closely with any Learning Support Mentors and/or SEND Hub Leads and/or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- ⇒ Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- ⇒ Ensuring they follow this SEND policy and the SEND information report
- ⇒ Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the academy
  - Listen to the parents' concerns and agree their aspirations for the pupil
- ⇒ Are responsible for the progress of all pupils, including those with SEND.
- ⇒ Deliver Quality First Teaching, adapted to meet individual needs.
- ⇒ Work with SENDCos and support staff to plan and review interventions.

6.5 Mulberry Academy Hastings Trustees and Governors

6.5.1 The Board of Mulberry Academy Hastings Trustees and Local Governing Bodies will monitor SEND provision, ensuring statutory duties are fulfilled.

6.5.2 They will review and approve the annual SEND Information Report and Accessibility Plan.

6.6 Local Governing Body (LGB)

6.6.1 The Mulberry Academy Hastings' LGB has responsibility for:

- ⇒ Providing feedback from parents and community stakeholders to inform SEN provision
- ⇒ Receiving an annual report from the academy SENDCo on academy SEND provision
- ⇒ Scrutinising and providing feedback on the academy's 'SEN Information Report' to the Education and Standards Committee to facilitate the annual approval;
- ⇒ Through the annual report, establishing a clear picture of the resources available in the academy and reporting key issues and risks to the Board of Mulberry Academy Hastings Trustees;
- ⇒ Monitoring how the academy meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements

6.7 Parents and Pupils

6.7.1 Parents are partners in decision-making and provision planning.

6.7.2 Pupils' voices are central, ensuring co-production of support and outcomes.

6.7.3 Parents or carers should inform Mulberry Academy Hastings if they have any concerns about their child's progress or development.

6.7.4 Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. Parents will be invited to participate in discussions and decisions about this support. This may include:

- ⇒ Being invited to termly meetings to review the provision that is in place for their child. This can include meetings with subject teachers at a parent consultation as well as meetings with a Pastoral Lead or Senior Leader.
- ⇒ Being asked to provide information about the impact of SEND support outside the academy and any changes in the pupil's needs
- ⇒ Being given the opportunity to share their concerns and, with academy staff, agree on their aspirations for the pupil
- ⇒ Being given an annual report on the pupil's progress

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6.7.3 Mulberry Academy Hastings will take into account the views of the parent or carer in any decisions made about the pupil.

7. SEND Information Report

7.1 Mulberry Academy Hastings publishes an annual SEND Information Report, in line with statutory requirements and updated promptly following any changes.

8. Our Approach to SEND Support

8.1 Identifying Needs

⇒ Early identification of SEND through regular assessment, transition information, and professional judgment (Full information available within the SEND Information Report)
⇒ Consideration of wider contextual factors, including safeguarding, trauma, and cultural/language needs.

8.2 Graduated Approach

SEND support follows the **assess-plan-do-review cycle**, ensuring:

⇒ High-quality, differentiated teaching is the foundation.
⇒ Interventions are evidence-based (aligned with Education Endowment Foundation guidance).
⇒ Parents and pupils are involved at every stage.

8.3 Levels of Support

⇒ Mulberry Academy Hastings SEND provision (W code) – non-funded monitoring support via whole school universally available provision.
⇒ Mulberry Academy Hastings SEND provision (K code) – funded through notional SEND budget.

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⇒ Mulberry Academy Hastings Education, Health and Care Plans (EHCPs, E code) – legal entitlement to additional support.

8.4 Monitoring Effectiveness

We will:

⇒ Use progress data, provision mapping, and pupil/parent feedback.
⇒ Evaluate post-16 and post-18 destinations to ensure long-term outcomes.
⇒ Review provision annually via internal audits and Mulberry Academy Hastings-wide SEND reviews.

9. Training and Continuing Professional Development

⇒ All staff will receive regular training on SEND, including Quality First Teaching, trauma-informed practice, and inclusive classroom strategies via the Mulberry Academy Hastings Coaching and Training CPD Pathway
⇒ CPD will reflect statutory duties, the Early Career Framework, and National SENDCo Standards.

10. Links with External Professionals

We will work with external agencies, including educational psychology, speech and language therapy, occupational therapy, CAMHS, health services, and social care, in line with the SEND Code of Practice and safeguarding duties.

11. Safeguarding

⇒ Pupils with SEND are statistically more vulnerable to safeguarding risks.
⇒ SENDCo's and DSLs will collaborate to ensure robust safeguarding and early help support.
⇒ Staff will be trained to recognise SEND-related safeguarding vulnerabilities.

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12. Monitoring and Review

⇒ The Education and Standards Committee will review this policy annually.

⇒ Updates will be made following any changes in legislation, statutory guidance, or best practice.

13. Related Documents

This policy links to:

⇒ SEND Information Report

⇒ The Local Offer

⇒ Accessibility Plan

⇒ Behaviour Policy

⇒ Equality Objectives

⇒ Supporting Pupils with Medical Conditions Policy

⇒ Attendance Policy

⇒ Safeguarding/Child Protection Policy

⇒ Complaints Policy

Version Control

Version	Reviewed	Changes Since Last Version
No.	Dd/mm/yyyy	

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