



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

SEND POLICY

School Name	Mayesbrook Park School
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Signature of Chair of Governors	
Signature of Headteacher	
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Mayesbrook Park School Staff Linked to SEND

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Erkenwald Campus

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Seabrook Campus

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Other Designated Safeguarding Leads:

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1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for students with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Mayesbrook Park School is fully committed to inclusion. All students at each Campus are offered help, advice and guidance if they have SEND; that is, they have a learning difficulty or disability that makes it more challenging for them to learn than most young people of the same age. This difficulty may be academic, emotional, social, behavioural, medical, or physical.

The School and its Management Committee are committed to the following aims:

- To ensure full entitlement and access for all students to a high-quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem
- To educate students with SEND, wherever possible, alongside their peers within the normal curriculum, having given due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs
- To identify and assess students with SEND as early and thoroughly as possible
- To fully involve parents/carers and students in the identification, assessment, and delivery of SEND provision and to strive for close co-operation between all stakeholders
- To meet the needs of all students experiencing SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources
- To remove the barriers to learning and participation that hinder or exclude students with SEND
- To provide equal opportunities for all students
- To ensure the curriculum is suitably differentiated to meet the needs of all students
- To ensure that an inclusive environment is created and fostered where all members of the school community respect and care for each other
- To ensure that teachers in the school are aware of the importance of identifying and providing for those students who have SEND
- To ensure that parents/carers are aware of the SEND provision available in the school and to encourage them to become actively involved in their child's progress

2. Legislation and Guidance

This Policy and the Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out a school's responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations Act 2014 which sets out a school's responsibility for EHC Plans, SENDCOs and Send Information Reports

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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.

4. Roles and Responsibilities

The SENDCOs

There are two SENDCOs across Mayesbrook Park School.

Linda Brown is SENDCO for Erkenwald Campus and the Outreach Tuition Plus Service.

Katy-Anne Waite is SENDCO for Mayesbrook Park Campus and Seabrook Campus.

They will:

- Work with the Headteacher, SEND Team and SEND Governor to determine the strategic development of SEND Policy and provision across the school
- Have day-to-day responsibility for the operation of the SEND Policy and the co-ordination of specific provision made to support individual students with SEND including those with EHC Plans
- Provide professional guidance for colleagues and work with staff, parents/carers and other agencies to ensure that students with SEND receive appropriate support, intervention and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet student needs effectively
- Be the point of contact for external agencies, especially the Local Authority, and relevant support services
- Liaise with potential future education providers to ensure students and parents/carers are informed about options and a smooth transition is planned
- Work with the Headteacher and Management Committee to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the School keeps accurate, up to date records for SEND students

The SEND Governor

The SEND Governor is Janet Cassford

The SEND Governor will:

- Help to raise awareness of SEND issues at Management Committee meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Management Committee as appropriate
- Work with the Headteacher and SENDCOs to determine the strategic development of SEND Policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENDCOs, the SEND Team and the SEND Governor to determine the strategic development of SEND Policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

Class Teachers

Each Class Teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any Learning Support Professionals (LSPs) or specialist staff to plan and assess the impact of the support and interventions provided, and how they can be linked to classroom teaching
- Working with the SENDCOs to review each student's progress and development and decide on any changes/additions to provision
- Ensure they follow the SEND Policy

5. The Types of SEND Provided for

Our School currently provides additional and/or alternative provision for a range of needs:

- Communication and Interaction – ASD, Asperger's Syndrome, SLCN and those with EAL
- Cognition and Learning – Dyslexia, Dyspraxia and Global Development Delay
- Social, Emotional and Mental Health – ADHD, ODD and Anxiety
- Sensory and/or Physical – Visual Impairment, Hearing Impairment, Epilepsy and Microcephaly (a number of medical needs are also catered for)
- Moderate Learning Difficulties – Processing

Identifying Students with SEND and Assessing their Needs

We will assess each student's current levels on entry. This forms our baseline assessment and will include YARC - Reading Age, Spelling Age, and CAT4.

Class Teachers will make regular assessments of the progress of all students for half termly data drops and will identify those whose progress is:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the previous level of progress
- Fails to close the attainment gap between the young person and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional, and mental health needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Further diagnostic assessments are carried out where necessary and outside agencies such as the Educational Psychology Service or Speech and Language Therapy support us in this.

The SEND Register is regularly reviewed and updated.

Annual Reviews for students with an EHC Plan are carried out within the time scale and involve class teachers, LSPs, parents/carers, and students, as well as external agencies where applicable.

Consulting and Involving Students and Parents/Carers

Parents/carers have a vital role to play, and it is therefore important to ensure that information is accessible, that they feel welcomed into the School and that their views are encouraged.

We will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the concerns of parents/carers
- Everyone understands the agreed and desirable outcomes for the student
- Everyone is clear about next steps

Notes of all discussions will be added to student profiles.

Parents/carers are kept informed about their child's progress and provision through reports and meetings.

Assessing and Reviewing Student Progress towards Outcomes

We will follow the graduated approach and the 4-part cycle – **assess, plan, do, review**.

The class teacher will work with the SENDCOs and the SEND Team to carry out an analysis of student needs which will draw on:

- Teacher assessment and experience of the student

- Previous progress, attainment and behaviour
- Other assessments where applicable
- The individual's development in comparison to their peers and national data
- The views of parents/carers
- Student views
- Advice from external agencies

The assessments will be reviewed regularly.

All teachers and support staff who work with students will be made aware of their needs, desired outcomes, the support provided and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting Students in Transitioning to Further Education or Training

We will share information with the school, college, or other setting which the student is moving to. We will agree with students and parents/carers which information will be shared.

Students will receive a careers interview at least once per year. Parents/carers are welcome to be involved in this.

During reviews, the next stage for the student is discussed and a plan for Open Days and interviews is made.

The SENDCOs or other members of the SEND Team will attend college interviews or planning meetings as needed. We will liaise fully with Transition Coaches to ensure the correct level of support is offered to SEND students post 16.

We liaise with the EHC Team at key transition points to ensure EHCPs are updated accordingly.

Our Approach to Teaching Students with SEND

Class teachers are responsible and accountable for the progress and development of all students in their class, regardless of individual need or starting points.

High quality teaching is our first step in responding to students who have SEND. A range of inclusion strategies will be used, and all lessons will be suitably adapted.

We will provide the following interventions:

- In class support from LSPs
- 1:1 support in literacy including reading fluency, reading comprehension and handwriting
- 1:1 support in numeracy
- Precision teaching in spelling and times tables
- Small class sizes – no more than 10
- Joint planning between subject areas and the SEND team

- Adapted learning strategies – to ensure fair access and appropriate challenge
- SALT support – 1:1 and small group
- EP assessment
- Counselling
- Mentoring
- Lego therapy
- Interventions from specialist outside agencies including CBT, anger management and emotional regulation

Adaptations to the Curriculum and the Learning Environment

We make the following adaptations to ensure the needs of all students are met:

- Adapting our curriculum to ensure all students are able to access it
- Using a variety of inclusive teaching strategies so that all feel safe, secure and appropriately challenged
- Developing a range of resources that enable all to access and make progress
- Deploying staff in such a way that all students have the correct level of support
- Alternative accreditation to GCSEs including unit awards and functional skills
- Ensuring the environment can cater for any physical needs – all 3 campuses are single floor buildings and wheel chair accessible

Additional Support for Learning

- LSPs are trained to deliver a range of interventions including precision teaching, literacy, numeracy and SLCN
- Support for SEMH students is provided by targeted mentoring, counselling, and specialist interventions such as CBT, anger management and emotional regulation
- LSPs can support students within a lesson or can extract and work separately depending on need
- LSPs will mentor students, especially in preparation for transition back to mainstream school
- The SENDCO ensures that there are CPD opportunities for the SEND Team – this might include in-house training from the SENDCO or external training from partners such as BDSIP, EPS, SALT and Paramount Safeguarding

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of our provision for students with SEND by:

- Reviewing students' individual progress towards their specific goals each term
- Reviewing the impact of interventions at the end of the cycle
- Using student questionnaires
- Regular monitoring by the SEND Team
- Using SIMS and the SEND provision map to measure progress
- Holding Annual Reviews for students with EHCPs
- Regular meetings of the SEND Team
- SENDCOs attendance at curriculum team leader meetings

- Using the School's Teaching and Learning monitoring cycle to carry out learning walks and provide feedback to teachers

Support for Improving Emotional and Social Development

We provide support for students to improve emotional and social development in the following ways:

- Students with SEND are actively encouraged to take a full and active role in all aspects of school life
- We have a zero-tolerance approach to all forms of bullying and support students in developing resilience and the confidence to challenge such behaviour
- We assess and monitor a student's emotional and social development as part of the mentoring process
- We run small group sessions for behaviour and personal development both in-house and through partner agencies
- We have our own full time on site counsellor
- Students are encouraged to report on their fears and worries in their weekly mentoring sessions
- We offer a range of social time nurture groups which provide a safe space and games to promote social skills and friendship building

Working with Other Agencies

We work with a number of external agencies to provide students with SEND:

- Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- Social Services
- Careers Advisory Service
- Youth Offending Service
- Speech and Language Therapy – Words First
- Paramount Safeguarding – SEMH interventions

Complaints about SEND Provision

Complaints about SEND provision in our School should be made to the Headteacher or Head of Campus in the first instance. They will then be referred to the school's complaints policy.

Parents/carers of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

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

Contact Details

Contact details of support services for parents of students with SEND:

<https://localoffer.lbbd.gov.uk/school-age-5-16/care-and-family-support-5-16/#:~:text=CYPD%20Hub&text=These%20are%20structured%20sessions%2Factivities,0208%20227%205500%20for%20details.>

Local Offer

Our Local Authority's 'Local Offer' is published here:

<https://www.lbbd.gov.uk/children-young-people-and-families/local-offer>

Monitoring Arrangements

The SEND Policy and Information Report will be reviewed annually but will be updated at any point if key changes are made.

The SEND Policy will be approved by the Management Committee annually.

Links with Other Policies and Documents

The SEND Policy has links with:

- Accessibility Plan
- Anti-bullying Policy
- Positive Behaviour Policy
- Equality Information and Objectives
- SEND Information Report
- Supporting Students with Medical Needs Policy

They can be found on our website

<http://www.mayesbrookparkschool.org.uk>

Appendix 1 – Disability Discrimination

Follow the school's complaints process if a school has [discriminated](#) against someone because of their disability.

If this doesn't solve the problem, or you don't want to complain to the school first, you may be able to complain to the Special Educational Needs and Disability (SEND) tribunal.

Who can complain to the SEND Tribunal?

You can complain to the tribunal if you are:

- Someone with parental responsibility for a young person, or their foster parent or carer
- A young person over [school leaving age](#) but under 18

You can complain to the tribunal about:

- A school, nursery or pupil referral unit maintained by a local authority
- An independent school
- A free school, including an academy

You cannot complain to the tribunal about:

- A private nursery, unless it's part of a school
- A further education college
- An organisation using a school's premises

Complain to the SEND Tribunal

Send the claim to the tribunal within 6 months of the discrimination taking place.

Download and complete:

- [form SEND 4A](#) if you are a parent
- [form SEND4B](#) if you are a young person

You can include details of up to 5 witnesses who you would like to bring to the hearing. The address is on the form.

Contact the tribunal if you have any questions about completing the form. They cannot give you legal advice.

Special Educational Needs and Disability Tribunal

SEND@hmcts.gsi.gov.uk

Telephone: 01325 289 350 (1st tier tribunal)

Fax: 0870 739 4017

[Find out about call charges](#)

Help you can get

Check if you can [get legal aid](#).

You can also get free help and advice from:

- the [Independent Parental Special Education Advice \(IPSEA\)](#)
- your local Parent Partnership Service through the [Information, Advice and Support Services \(IASS\) Network](#)

Information, Advice and Support Services (IASS) Network nppn@ncb.org.uk

Telephone: 020 7843 6958

[Find out about call charges](#)

Going to the Hearing

You will get a letter from the tribunal telling you if they will hold a hearing, and when and where it will take place. It will be close to your home.

You can [complain to the Department for Education](#) (DfE) about a school if the SEND tribunal won't handle your case.

Change or Withdraw your Claim before the Hearing

Download and complete:

- [form SEND7](#) to change your claim, for example to ask for a different hearing date or add more witnesses
- [form SEND8](#) to withdraw your claim

What happens at the Hearing?

The hearing will usually be attended by:

- Up to 3 tribunal members
- A clerk
- Someone representing the Local Authority
- Witnesses

You don't have to go to the hearing, but if you do you can ask questions and present the case yourself. If you are appealing as a young person, your parents can come to the hearing.

Fill in the [attendance form](#) if you want to bring:

- Someone to represent you
- Someone to support you
- Witnesses

You can [ask to have an interpreter](#) at the hearing. They will translate what happens but they can't represent or give you legal advice.

You might be asked questions by:

- Your legal representative if you have one)
- The Local Authority's representative
- The tribunal

You will usually get a letter with the tribunal's decision within 10 working days of the hearing.

Claiming Expenses

You might be able to [claim travel expenses](#) for going to the hearing.

Your witnesses might also be able to [claim expenses for travel and loss of earnings](#).

If you bring a friend or relative to the hearing, you might also be able to claim for their travel costs.

If your claim is successful

The school or local authority must act on the tribunal's decision within a set amount of time.

You can [complain to the Local Government Ombudsman](#) if a local authority doesn't keep to the decision.

Local Government Ombudsman

Telephone: 0300 061 0614

[Find out about call charges](#)

Local Government Ombudsman

PO Box 4771

Coventry

CV4 0EH

If your claim is not successful

The letter giving the tribunal's decision will tell you how to apply to:

- get the decision 'set aside' (cancelled) if you think there has been a mistake in the process
- ask the tribunal to 'review' the decision, for example if your circumstances have changed since you got the decision, or the decision contains a mistake

You can also ask for permission to appeal to the Upper Tribunal (Administrative Appeals) Chamber if you think the SEND tribunal has made a mistake and acted against the law.

You must [ask for permission to appeal](#) within 28 days of the date on the tribunal's decision letter.

Appendix 2 - London Borough of Barking and Dagenham's Local Offer

About our local offer

Our local offer for children with special educational needs and disability (SEND) is the outcome of partnership working with our local community.

<https://www.lbdd.gov.uk/children-young-people-and-families/local-offer>

The purpose of the local offer is to:

- provide clear information
- make provision more responsive to local needs and aspirations by directly involving children, their parents and young people as well as service providers in its development and review

By working together we can ensure that we develop provision which is responsive to local needs and leads to the best outcomes for all of our children and young people. This local offer is just the start of our journey.

[Add your organisation to our Local Offer](#)

[What you can expect](#)

You will be able to get information, advice and support if you are concerned your child is disabled or may have SEN, or if they:

- have already been identified as having SEND
- receive SEND support in school (this has replaced school action and school action plus)
- are undergoing statutory assessment for an education, health and care (EHC) plan
- already have an EHC plan

Local authorities have duties to ensure children, young people and parents are provided with information and advice on matters relating to SEN and disability. This could include:

- local policy and practice
- the local offer
- personalisation and personal budgets
- law on SEN and disability, health and social care, through suitably
- independently trained staff
- advice for children, young people and parents on gathering, understanding and interpreting information and applying it to their own situation
- parent carer support groups, local SEN youth forums or local disability groups, or training events

You and your child can expect to have your views, wishes and feelings taken account of, and to participate fully in decision making.

Local authorities, in carrying out their functions in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions

- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes

Your child does not have to have an identified SEND in order for you to access advice.

Information about our local offer

- Co-production
- Our SEND strategy

Co-production

This new way of working – co-production – with children, young people and their families has brought a fresh and innovative approach. We've formed closer partnerships for shaping services and setting priorities at a time when there is less money in the system.

Co-production is working collaboratively to ensure that services are developed to meet the needs of Barking and Dagenham's children and families. Parent/carers, children and young people have been consulted with at all stages of the local offer, the development, implementation and the review of the offer.

The local offer is a document owned by the community and developed by the community. Parent/carers, children and young people have supported the local authority to help shape services. They have a presence on the SEND stakeholder board meeting to support decisions made about services within Barking and Dagenham.

Working with parents

Parent forums provide information, advice and guidance to local families. Parents have worked with us to produce the local offer and will be instrumental in updating and refining it as we move forward.

Co-producing Barking and Dagenham's local offer

Barking and Dagenham's local offer has been co-produced with a wide range of stakeholders and partners.

- parents/carers
- children and young people
- parent forums
- head teachers
- school SENCOs
- youth groups
- social workers
- health colleagues
- voluntary sector partners

If you do not have access to the internet, visit your local [children's centre](#) where they will be able to help you access the internet. Your child's school may also be able to help you with internet access.

Barking and Dagenham Progress Project

The Barking and Dagenham Progress Project wanted to find out the views around the current local offer.

This information was mainly gathered verbally, but was supported by the use of Widgit symbols, and having the local offer website available to explore.