



Mayesbrook Park School
Alternative Provision for young people in Barking and Dagenham

SEND INFORMATION REPORT

2025-2026

School Name	Mayesbrook Park School
Date of Review	September 2025
Date of Approval	January 2026
Signature of Chair of Governors	
Signature of Headteacher	
Next Review due by	September 2026

SEND INFORMATION REPORT

What types of SEND are provided for?	Communication and Interaction Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD) including Asperger's Syndrome. Cognition and Learning Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia. Social, Emotional and Mental Health Difficulties Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD), Oppositional Defiance Disorder (ODD) Sensory and/or Physical Needs Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD), other medical conditions which may require adjustments
How do we identify children and young people with SEND and assess their needs?	Identification of students with SEND results from: • Information from either the primary or previous school which is passed to the SEND team – the depth of information varies • The school's own baseline assessments which includes YARC and CAT4 • KS2 SATs scores • FFT data • Progress based on data collections • Teacher referrals • Parent referrals • Pupil self-referrals • Referral from an outside agency • Parental concern
What is the Local Offer?	The local offer for the LBBD can be found on the following link: https://www.lb企业.gov.uk/children-young-people-and-families/local-offer
What is the name and contact details of our SENDCO?	There are two SENDCOs at Mayesbrook Park School: Linda Brown - Erkenwald Campus and Outreach Tuition Plus lbrown@mayesbrookparkschool.org.uk Tel 0208 724 8306

SEND INFORMATION REPORT

	Katy-Anne Waite - Mayesbrook Park Campus and Seabrook Campus kwaite@mayesbrookparkschool.org.uk 0208 270 6733
How do we consult with parents/carers of children with SEND and involve them in their child's education? How do we consult young people with SEND and involve them in their education?	We believe that regular and effective engagement with parents/carers by schools often leads to improved student outcomes, wellbeing, attendance and behaviour. Where a student is receiving support, we talk to parents/carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent/carer, the student, and the school. In addition to parents' evenings, we regularly engage with parents/carers of students with an EHC plan. These meetings are to review the progress students are making in relation to the targets in the student's student profile and for their Annual Review. Many students in our school have termly or half termly meetings, often with the referring school, TAF meetings, CIN/CP meetings, and student profile reviews where the parent/carer and students' view are sought.
How do we assess and review children and young people's progress towards outcomes? What opportunities are there to work with parents and young people as part of any assessments and reviews?	Progress is continually monitored by class teachers and the SEND Team: • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education and ongoing support • The SEND Team will review the progress of all students on the SEND register after the relevant data drops and after a targeted intervention programme has ceased • Progress of students in Y11 with an EHCP or who are identified as SEND support is reviewed after each data drop and after a targeted intervention programme has ceased • The student and parent/carer voice are captured ahead of and during Annual Reviews to review outcomes and set new goals • Student views are considered when creating their student profile

SEND INFORMATION REPORT

We help prepare SEND pupils for transfer to post -16 education. How do we support children and young people in moving between phases of education and in preparing for adulthood?	To ensure a successful transition to MPS for SEND students: • On entry we review prior data including FFT data • We ensure teachers are highly alert so that areas of need are spotted early and referred to the SEND Team so that support can be prompt and effective • All students have at least one annual meeting with a member of staff from the careers service - during this meeting students will have the chance to talk about different Post 16 options • The Transition Coaches and SEND Team support all applications, interviews and open days and maintain contact and support throughout post 16 placements including onsite visits • Where students are returning to mainstream provision, we ensure transition is carefully planned, supported and reviewed – our outreach support is crucial here and involves targeted mentoring when a student begins their new placement • We work with the EHC Team to ensure EHCPs are updated at key transition points
How are adaptations made to the curriculum and the learning environment of children and young people with SEND?	Our SEND provision is wholly dependent on individual student needs. Our Accessibility Plan ensures that all students, regardless of need and ability, are given equal access to all aspects of learning. Teachers plan lessons according to the specific needs of all students in their class and will ensure that a child's needs are met: • Teachers and LSPs are encouraged to work together to support a child's learning in the classroom – this can include 1:1 or hover support as needed • Specific resources and strategies will be used to support a student individually or in small groups as appropriate – our google drive contains a wealth of resources and sources of support for use by staff when planning lessons and interventions • Lessons and resources will be adapted to ensure all can access the learning and make expected levels of progress • Appropriate challenge activities will be available for all students within the lesson • Visualisers can be used in lessons to support learning • Interactive whiteboards are available in most classrooms • We provide targeted support with homework/revision at lunchtime and after school as needed

SEND INFORMATION REPORT

	• Specific subjects and qualifications are offered in Y10 and Y11 • Catch up literacy and numeracy lessons are provided for those who need additional support • Precision Teaching is offered to identified students • Targeted mentoring is offered to all students with an EHCP • Our 3 campus school ensures we can place students on the site which is most suitable for their needs – there is also the flexibility to move students at any time • A 'safe space' is offered to ensure students are fully supported during unstructured times • All 3 campuses have outdoor spaces for use during lessons and social time • Indoor and outdoor games are available on all campuses during social time including football, basketball, table tennis and board games • Sports and games are used as a time out activity to support regulation • All 3 campuses have designated and bespoke counselling/SEMH intervention spaces • The Erkenwald Campus has a garden and outdoor classroom which is used in lessons and also provides quiet space during social time • The Mayesbrook Campus has a music room with a recording booth • All 3 campuses of the school are one floor only and have step free access throughout • Disabled toilets are available on each campus • The SEND department has its own tablets for use by students in lessons and for completing coursework/portfolio work • The 'Outreach Tuition Plus' team works to provide a good education for any students who are unable to attend school – this might involve an alternative venue in the local community, home tuition or online 1:1 learning – this can be long term or due to a temporary incapacitation • Paediatricians, Consultants and CAMHS are fully involved with decisions to educate children off site if needed
How do we train staff to ensure that they are fully able to support children and young people with SEND?	We develop our staff's knowledge and practice through the following methods: • SENDCO attendance at local and national courses/conferences • Membership of SEND organisations • Whole school INSET with a SEND focus • Training for LSPs and non-teaching staff by SENDCOs and BDSIP partners

SEND INFORMATION REPORT

	• In school CPD sessions – SENDCO and other trained staff delivering/organising training for teachers and support staff on the different categories of SEND/strategies/use of LSPs • SEND Team working closely with teachers and middle leaders to ensure that the most effective strategies and interventions are used to meet the needs of all SEND students – this takes place on request • Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses and/or seeking out information • Regular SEND Team meetings
What expertise is there within the wider SEND/wellbeing team?	We have a wealth of experience and expertise within our team: • Masters in Teaching • Masters in Applied Positive Psychology and Teaching • NASENCO • Special Educational Needs Diploma Level 3 • Trained assessor for special exam access arrangements • Training given by SALT 'Words First' practitioner in different SLCN interventions • Nurture Training for Professionals • Thrive • Young Minds • Mindfulness in Schools • Drawing and Talking Therapy • Youth Mental Health First Aider • Mental Health Champions School Leader Programme • Type 1 Diabetes in Schools, Epilepsy Awareness, Allergy Wise training
How do we evaluate the effectiveness of the provision made for children and young people with SEND?	We believe that regular and systematic monitoring and evaluation is vital to ensure effective SEND provision. We do this in several ways including: • Analysis of the attainment and achievement of different groups of students with SEND following data drops • Post 16 destinations of young people with SEND • The views of parents/carers and students are discussed • Consistent updating of the SEND Provision Map • Learning walks/lesson drop ins • Regular monitoring by the SEND governor • Maintenance of assessment records, e.g. reading and spelling ages, that indicate progress over time for students involved in small group/1:1 intervention • Departmental reviews of the progress of SEND students within the subject – subject specific interventions by subject LSPs offered and evaluated

How do we ensure that children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND?	We make every effort to include all students in school trips, regardless of individual need. Risk assessments are carefully written and discussed with staff as needed. We help prepare children for any changes in their normal school day routine by discussing them as early as possible beforehand. Lunchtime social activities and nurture groups include both SEND and non-SEND students. After school clubs including Music and PE are open to all students.
What support does the school provide for improving emotional and social development? What arrangements are there for listening to the views of children and young people with SEND? What measures are there to	We support children to develop socially and emotionally in the following ways: • Personal Development lessons • Student Mentor sessions and 'Thought for the Week' activities • Report card monitoring • Assemblies • Mentoring • Counselling (we have our own full-time counsellor on site) • Nurture Groups (timetabled sessions) and lunchtime clubs • Small social groups during unstructured time • 'Hot Heads' and 'Wobbles' programmes offered as needed The SEND Team ensure that the voices of young people with SEND are heard: • Students regularly complete student voice discussions • Departments collect student views on their work and progress in the classroom via regular learning conversations • Students with an EHCP have an opportunity to tell us what they think as part of the review process and their profiles are updated as a result • Pupil passports/profiles are updated termly or as needed MPS has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and to support victims and those displaying bullying behaviour, including: • The consistent promotion of the school's code of behaviour which requires all students to respect the rights of others

SEND INFORMATION REPORT

prevent bullying?	• The reinforcement of the clear message that violence has no place at MPS, and that restorative practice is a core ethos in restoring broken relationships • Consultation with the 'Student Voice' on how to prevent bullying • Taking part in initiatives such as Anti-Bullying Week • Staff training on the Anti-Bullying Policy • The supervision by school staff of all play areas at lunch times and breaks • Providing information to all parents/carers on the symptoms of bullying and the steps to take if the suspect their child is being bullied • Mobile phones not being permitted to be used during school hours - these are handed in on entry to school • The celebration of all students' backgrounds and cultures through assemblies, tutor periods and lessons • Students discuss and explore bullying issues and how to increase the anti-bullying culture of the school during tutor periods and lessons in relevant curriculum areas, e.g. Personal Development and English • Raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, social media, email, internet) • All websites accessed in school are screened - this software screens the language used in all documents, emails, and websites - rude or offensive emails, websites and documents are sent to the Headteacher and if appropriate, action will be taken and recorded • Effective recording systems for all bullying incidents (SIMS) • Work with multi-agency teams including police and YOS as appropriate • Contacting the parents of both the child being bullied and the bully – arranging restorative conversations and family conferences as needed • Challenging sexualised language, behaviour and content • Challenging and monitoring all child-on-child abuse
How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to support children and young people with SEND and their families?	The school aims to work in partnership with other agencies to provide effective support based on the needs of the student. Such specialist services include: • Educational Psychologists • Child and Adolescent Mental Health Services (CAMHS) • Specialist teachers or support services for learning and behaviour • Therapists (including speech and language therapists, occupational therapists, and physiotherapists)

SEND INFORMATION REPORT

	• 'Words First' SALT assessment and targeted interventions • Spark 2 Life mentor sessions • CBT, anger management and emotional regulation sessions as targeted interventions for identified students We also arrange multi-agency professionals' meetings to secure effective expert support from external providers in assessing more complex cases and making provision for the most vulnerable students. These ensure a collegiate and consistent approach.
What arrangements are there for handling complaints from parents/carers of children with SEND about the provision made at the school?	We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can quite properly be resolved on an informal basis. Formal complaints are resolved through our complaints process available on our website. https://www.mayesbrookparkschool.org.uk/about-us/policies
How has the school adapted the provision for SEND students in the light of missed learning during COVID?	Recovery and 'catch up' curriculum in place for all students and delivered via: • Assemblies • Resilience workshops • Personal Development lessons • Counselling available to all via our full-time on-site counsellor • Mentoring • Spark 2 Life mentor in school 2 days per week for targeted students • SALT assessment and intervention • EP assessment and intervention • 1:1 reading and literacy • 1:1 and small group English and Maths • Precision Teaching in English and Maths • Intervention sessions in CBT, anger management and emotional regulation offered by external partners • External agency referrals for substance misuse • 'Hot Heads' and 'Wobbles' programmes offered as needed Our remote learning platform is via google classroom. We still offer blended learning opportunities as and when necessary.