

Rutlish School



Special Educational Needs and Disabilities Report

Committee ownership for this policy: F&P, Curr, Incl, Prem, RR6, FGB	Inclusion
Must be approved by FGB: Y / N	Y
Required by:	Statutory
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Display on website: Y / N	Y
Responsible	Deputy Headteacher
This policy will be subject to ongoing review and may be amended prior to the scheduled date of next review in order to reflect changes in legislation, where appropriate.	

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1. Special Education Needs Provision at Rutlish School

Rutlish School is a fully inclusive school, which ensures that all pupils achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum, regardless of their ethnicity, social background, religion, sexual identity, physical ability or educational need.

Rutlish School provides additional provision according to the individual needs of the child, following the assess, plan, do, review process, according to the SEND Code of Practice (2015).

We currently offer provision for a wide range of SEND needs:

- Communication & interaction
- Cognition & learning
- Sensory and/or physical.
- The school also has an Additionally Resourced Provision for students with speech, language and communication difficulties.
- Social, emotional and mental health

2. Rutlish SEND Contact

Ms Tiberti
Special Educational Needs & Disability Co-coordinator
Rutlish School
Water Lane
Merton
SW20 9AD

020 8542 1212

3. The SEND Department

Our SEND department is based in the Progress Centre. The SENCO leads a team who include:

Ms Hart – Senior Assistant to the SENDCO

Ms Bakheta – Speech & Language Teacher

Ms Nitzche – SEND specialist assessor

Lead Learning Support Assistants– who are assigned to KS3 and to KS4

Learning Support Assistants – who are allocated to work with year groups, provide key worker support and learning support in lessons.

The SENDCO holds the National Award for SEN Co-ordination.

SEND training is built into staff induction and staff continuing professional development (CPD) sessions and staff development days to ensure the SEND support provided is of the highest level. Additionally, some members of the LSA team are also Emotional Literacy Support Assistants (ELSA) and ELKLAN (Speech and Language) trained.

Additional support is provided through the Inclusion Team who provide mentoring for students, emotional and behavioural support and support with wellbeing and mental health needs.

4. Additional Specialist Support for SEND students

The department has access to external specialist services which include:

- Educational Psychologists
- Speech and Language Services
- Physical and Sensory Services -Visual, hearing and physical
- MAOS (Merton Autistic Outreach Services)
- Social Services
- Mentoring
- CAMHS – Child Adolescent Mental Health Service
- VCT – Vulnerable Children's Team
- School Nursing Service
- Attendance Service

- Merton Inclusions Team
- Police Support
- CASA (Common and Shared Assessment) Co-Ordinator

The SENDCO will decide what support is appropriate for each student in liaison with others in the school, which may include the Inclusion department or Head of Year. They may seek advice from the local authority or relevant agency. These decisions are made in consultation with SEN department colleagues as well as Inclusion colleagues and SLT at a half-termly Pastoral Support Meeting, which discusses students with emerging needs.

5. How SEND Needs Are Identified

The SEND team work closely with the local primary schools prior to students starting at Rutlish to ensure that all information is shared and that there is a smooth transition for all new Year 7 students.

Year 7 students are well prepared for secondary school. SEND students have a bespoke Transition Plan which will include an additional transition day at Rutlish in the summer term.

All students joining the school in Year 7 sit a Cognitive Ability Test (CATs) in September of the Autumn Term of Year 7. The results of this standardised test provides information about a range of abilities which help provide appropriate educational provision in the first term.

Once students have joined Rutlish we continue to monitor progress. This also includes identifying students whose SEND needs have not been previously recognised.

Staff at Rutlish have high expectations for all students. Subject teachers continually assess, review and take action in order to meet the needs of all students and students are formally assessed each term. Additionally, form tutors or heads of year will alert the SENDCO if they have concerns.

Underachievement is identified through the monitoring of progress data. Students who are not meeting their expected progress are identified and an intervention plan is put in place.

6. Arrangements for Consulting and Involving Parents

Parents/carers of students with SEND are contacted during the second half of Year 6 to contribute to the transition plan for their son.

In addition to the usual parent consultation procedures:

If a parent has concerns about their child, they should always contact the SENDCO and Senior Assistant SENDCO who are available by e-mail in the first instance.

If your son has behavioural or emotional difficulties, a Pastoral Support Programme (PSP) will be agreed with parents, student and the Inclusion team.

If it is agreed that the need surrounding a student extends into support for the family, then parents/carers are encouraged to be involved with the Common and Shared Assessment (CASA) process.

7. Arrangements for Consulting and Involving SEND Students in their Education

SEND students are encouraged to review their own progress and to contribute to identifying realistic targets.

Students are encouraged to give views about their learning needs as part of the SEND assessment process and are involved in discussions about any change in the school.

Students with a statement or EHCP will be given the opportunity to contribute to their Annual Review. This may be with a teacher, Lead LSA, LSA or by other key staff who are attending part of the meeting.

Students with SEND will be involved in planning for their own future when a transition plan is drawn up.

8. Provisions for students with SEND: with or without an EHC Plan

Subject teachers have access to the SEND register and student SEND profiles which detail the support strategies for working with students.

Student's academic progress is monitored formally on a termly basis with outcomes shared with parents. This data enables the SEND and pastoral teams and curriculum areas to identify where support may be required.

Special educational provision supports children to access the curriculum and overcome any barriers. The school's provision includes the following:

- Quality First teaching strategies ensuring that resources and activities are differentiated sufficiently for students to access the curriculum. Differentiation is an approach to teaching that attempts to ensure that all students learn well, despite their many differences.
- Learning Support Assistants (LSA) deployed in year groups to support students
- Nurture groups for students in Year 7
- Key worker sessions during tutor time
- Exam access arrangements
- Homework club
- 1 to 1 support from LSAs
- Morning groups
- Catch up sessions in subjects
- Mentoring and counselling
- Emotional Literacy with a trained ELSA

The SEND department meets regularly with the Safeguarding and Pastoral team to discuss the needs of looked after children with SEND. Key personnel from Merton SEND/LAC will attend regular meetings to review the provision for these students.

The school ensures that all students are included in activities including trips. Activities that take place outside the classroom are risk assessed and includes reference to students with SEND and where necessary the support of individual students is considered. The Educational Visits Co-coordinator will ensure that all planned trips are fully inclusive.

9. Assessment and Review of SEND Student Progress

Progress is monitored termly. In addition, standardised spelling and reading tests are used to monitor the impact of literacy intervention. The department use an emotional and social literacy questionnaire at the start and end of the course to assess the improvement of each student.

SEND student progress is also evaluated using the school systems such as behaviour and achievement points.

Written feedback is sought from class teachers, form tutor and head of year at the start and end of interventions.

10. Emotional and Social Development Support for SEND Students

Intervention is carried out during a 1:1 weekly session with a specialist ELSA trained LSA.

Students may be allocated to a nurture group to support the development of their social and emotional skills. In addition, some students have individual mentoring sessions to support their mental health and emotional wellbeing.

At Key Stage 4 students have key worker sessions to support them in the social and emotional aspects of the school environment.

11. Training for staff to support students with SEND

Teachers and LSAs receive regular training to update their skills and knowledge in regard to SEND. This happens through a range of methods, such as staff briefings, continual professional development sessions and INSET days.

Specific staff who work with students with needs are encouraged and supported to undertake their own professional learning to develop as professionals who work with students with SEND.

12. Preparing SEND Students for Transition to Key Stage 5

After their Key Stage 4 studies, GCSE and vocational courses, students need to decide where to study for their next stage of education, this may mean joining our sixth form, RR6 or transferring to an alternative provider.

The SEND team will work with the Careers Advisor and Year group team to support SEND students in choosing the most suitable provider.

They may support students in making their applications and liaising with the provider if required.

Once a student starts their KS5 education the SENDCO will ensure that all relevant information is shared and will liaise with their SENDCO.

13. Evaluating the Effectiveness of the SEND Provision

The SEND provision is evaluated annually and reported to the Headteacher and Governing Body. The department development plan is created in line with the school's quality assurance cycle.

14. Complaints about the SEND Provision

Parents who wish to complain are encouraged to speak to the SENDCO in the first instance to resolve any issue. If the issue is not resolved they should follow the school Complaints Policy.

Complaints about the statutory assessment of special educational needs should be directed to the London Borough of Merton.

15. Governing Body

The SEND lead for the governing body is Mrs Croissant. The lead and members of the Inclusion Committee regularly review the SEND provision in school by meeting with the SENDCO and the Deputy Head responsible for SEND in the school, Mr Giles.

The governing body ensures that the school meets all its requirements for SEND and ensures that local authority services are used to support students and families.

16. London Borough of Merton Local Offer

Details of the Borough's SEN local offer can be found on their website at:

<https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

An outline of their offer is included in their SEND Local Offer Leaflet

https://search3.openobjects.com/mediamanager/merton/fsd/files/lo_leaflet_-_january_2020_final.pdf

Details of the school's information in the local offer can be found at:

https://directories.merton.gov.uk/kb5/merton/directory/service.page?id=t-izSkEAMU&localofferchannel=1_16