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 scheduleddate 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 students 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).

Further information about SEND at the school can be found in the Special Education Needs and Disability Policy on the School's website.

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 andcommunication difficulties.
- Social, emotional and mental health

2. Rutlish SEND Contact

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

Ms Jackson
Deputy Special Educational Needs & Disability Co-coordinator
Rutlish School
Watery Lane
Merton
SW20 9AD

Mrs Atkins
Deputy Special Educational Needs & Disability Co-coordinator
Rutlish School
Watery Lane
Merton
SW20 9AD

020 8542 1212

3. The SEND Department

The SEND department is based in the Progress Centre, located in the Student Support Centre. The SENDCO leads a team who include:

Ms Chapman–SENDCO
Mrs Atkins – Deputy SENDCo
Ms Jackson- Deputy SENDCo
Ms Bakheta – Speech and Language Teacher
Ms Nitzsche – SEND specialist assessor
SEND Learning Mentors
Learning Support Assistants (LSAs)
Administration staff

The SENDCo holds the National Award for SEN Co-ordination and is studying the NPQSENCO.

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.

Specialist support is also provided by the Inclusion Team who provide mentoring for students with social, emotional, mental health or wellbeing needs. This team is also located in the Student Support Centre and led by Mrs Vandenberghe (Inclusion Manager).

The Assistant Headteachers and the Deputy Headteacher, are the Senior Leadership Team line managers for the SEND and Inclusion provision.

4. Additional Specialist Support for SEND students

The department can refer to external specialist services which include:

- Speech and Language Services
- Physical and Sensory Services -Visual, hearing and physical
- MAOS (Merton Autism Outreach Service)
- Social Services
- Mentoring
- CAMHS – Child Adolescent Mental Health Service
- School Nursing Service
- Attendance Service
- Merton Inclusions Team
- Police Support and Youth Intervention
- TAMHS (Targeted Mental Health in Schools Service)
- Catch 22
- Pastoral Support
- My Futures
- Educational Psychology

The SENDCo will liaise with parents, carers and professionals to consider what support is appropriate for a student in liaison with other school staff which may include the Inclusion department or the Head of Year. The SENDCO may seek advice from the Local Authority or an external agency. These decisions are made in consultation by SEN and Inclusion staff with SLT.

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 Year 7 students. Year 7 students are well prepared for secondary school. Some SEND students may need 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 the summer term before they begin. The results of these standardised tests give information about a range of abilities which helps provide appropriate educational provision in the first term. Once students have joined Rutlish we continue to monitor their progress. This also includes identifying students whose SEND needs have not been previously identified who might have a SEND need.

Staff at Rutlish can refer students for whom they have a concern by using an Additional Support Referral Form. The SENDCO and Inclusion Manager meet regularly to discuss any referral and apply appropriate and timely interventions to support a student's identified needs. 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. Pastoral staff also meet for regular Pastoral Support Meetings where individuals of concern are discussed.

6. Arrangements for Consulting and Involving Parents and carers

Parents and carers of students with an EHCP are contacted during the second half of Year 6 to contribute to the transition plan for their child.

If a parent has concerns about their child, they should contact the SENDCO (send@rutlish.merton.sch.uk) in the first instance. If your child has an emotional, mental health or behavioral difficulty, support can also be discussed by referring to the Inclusion department.

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

If a student with SEND has an individual plan, they are encouraged to participate in a review of their progress and to contribute to the creation of realistic targets. Students are encouraged to give views about their learning needs as part of the SEND assessment process and are encouraged to be involved in discussions through student voice. Students with an EHCP will be given the opportunity to contribute to their Annual Review by meeting with a teacher, SEND Learning Mentor, LSA or another staff member who will also be attending the Annual Review. Students with an EHCP will also be involved in planning their future transition pathways, for example for Year 9 options or post-16 pathway.

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

Subject teachers have access to the SEND register and student SEND strategies. Students' academic progress is formally monitored termly where outcomes are shared with parents and carers. This data enables the SEND, pastoral and curriculum teams to identify where support may be required. The school's provision includes the interventions below; please note that not all students will access every listed provision.

- Quality First teaching strategies and adaptive teaching ensuring that resources and activities are adapted sufficiently for students to access the curriculum. Adaptive teaching ensures that all students learn well, despite their different needs and starting points
- Inclusive practices that focus on ensuring that learning is accessible to all students in every classroom
- Learning Support Assistants (LSAs) deployed in year groups to support students
- Key worker sessions during tutor time
- Exam access arrangements
- Homework club
- Registration support
- Catch up sessions
- Mentoring
- Emotional Literacy with a trained ELSA
- Nurture Group
- Literacy Support
- Speech and Language interventions

The SEND department meets regularly with the Inclusion and Pastoral teams to discuss the needs of Looked After Children who also have SEND needs. Key personnel from Merton SEND or LAC teams may also attend the review meetings.

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

Heads of Department regularly review curriculum maps to include reasonable adjustments to meet the needs of all students, including those with SEND. This includes the classroom environment, the curriculum content, individual lesson plans and assessments.

9. Assessment and Review of EHCP 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 relevant provision to assess the progress of each student. SEND student progress is also evaluated using the school systems such as behaviour and House points. Written feedback is sought from class teachers, Form Tutor and Head of Year at the start and end of interventions. There is transition planning at key transition points, at the start of KS3, KS4 and KS5.

10. Emotional and Social Development Support for SEND Students

Those who require ELSA will have a 1:1 weekly session with a specialist ELSA trained LSA for 10 weeks. Some students with SEND 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 both Key Stage 3 and 4, EHCP students have key worker sessions to support them during social and emotional aspects of their school experience.

All students with SEN have the same opportunities to take extra-curricular activities and clubs as every other student in the school.

Student voice activities have students with SEND needs represented; this includes the review of personal development, behaviour at school and the effectiveness of bullying strategies.

11. Training staff to support students with SEND

Teachers and LSAs receive regular training to update their skills and knowledge of special educational needs and disabilities. 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 SEND needs are encouraged and supported to also undertake their own bespoke professional learning.

12. Preparing SEND Students for Transition to Key Stage 5

After students complete their Key Stage 4 GCSE and BTEC courses, they are guided to consider their education, employment or training pathway. The post-16 phase of education is likely to result in joining RR6, another Sixth Form school, FE college or an alternative provider. The SEND team work with the school Careers Lead and external Careers Advisor to help EHCP students choose appropriate pathways and destinations. These staff will also help support students to make an application and visit.

Once a student starts their post-16 education, the SENDCO will ensure that all relevant information is shared with the new provider. If the student enrolls to RR6, the Rutlish SENDCO will liaise with SENDCO on the other site.

13. Additional Resource Provision

Rutlish has an Additional Resource Provision (ARP) for Speech, Language and Communication Needs. If a child already has an EHCP, the school is consulted for an appropriate placement in Rutlish with support from a specialist Speech and Language Teacher. The Rutlish ARP is not a separate access centre, but is located within the Progress Centre. Students who are part of the ARP will spend the majority of their time in mainstream lessons with some lessons in the Progress Centre.

Applications to the ARP must be made through the Local Authority.

14. 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. SEND provision is evaluated through review, quality assurance, lesson visits, student voice and work scrutiny to ensure that the provision is effective. Where students have additional small group intervention, their progress is evaluated alongside the effectiveness of the provision.

15. Complaints about the SEND Provision

Parents and carers who wish to complain are encouraged to contact the SENDCo in the first instance as we aim to resolve any concerns quickly. If the issue remains of concern, we ask parents and carers to follow the school Complaints Policy. Complaints about statutory assessments of special educational needs should be directed to the London Borough of Merton.

16. Governing Body

The SEND lead for the governing body is Mrs Croissant. The chairperson and members of the governors Inclusion Committee regularly review the SEND provision, meet with the SENDCo and the SLT linked line manager. The governing body ensures that the school meets all the statutory requirements for SEND and ensures that the school also engage Local Authority services support students and families.

17. London Borough of Merton Local Offer

SEN local offer
Rutlish School information in the local offer