

Rutlish School Special Educational Needs Report

How does the school know if young people need extra help?

Relevant information about your son is gathered by the Special Educational Needs Co-Ordinator (SENCO).

At Rutlish School our SENCO is Ms E Tiberti. We also have a Deputy SENCO, Mrs S Gwynn.

Together they lead a team of staff who support students with special or additional learning needs and disabilities.

Before your son arrives at Rutlish

- Students are visited at their Primary Schools by an Assistant Headteacher, the Head of Year 7 and either the SENCO, Deputy SENCO or Head of Inclusion where appropriate.
- Files and information received at Rutlish from your son's Primary School are collated.
- All students in Year 6 who are allocated a place at Rutlish are invited to attend a Transition day in July.
- An additional transition day is organised for the most vulnerable students.
- The most vulnerable students will have a bespoke Transition Plan put in place.
- Our SENCO, Deputy SENCO or Head of Inclusion will attend any external agency meetings at the Primary school once it is known that your son has secured a place at Rutlish.
- All students in Year 6 who are allocated a place at Rutlish sit short Cognitive Ability Tests (CATs).

Once your son arrives at Rutlish

- The SENCO, Deputy SENCO, Head of Inclusion and their teams are all involved in the Year 7 induction process and observe where students may be struggling so that support can be put in place.
- Early on in their first term students will undertake literacy tests focusing on reading and spelling.
- We promote Quality First teaching strategies to enable all students to access the curriculum via differentiation of classroom materials.
- We operate a referral system for staff, students and parents who have concerns about learning needs.
- We closely liaise with the Pastoral Teams so that a joined up approach is taken to supporting the holistic needs of your son.
- A range of in-school provision is available. We also work with services such as the Educational Psychologist, Sensory Service, School Nurse, Speech and Language team, and receive support from the Local Authority.
- Once needs have been identified, our SENCO/Deputy SENCO take responsibility for the management of the provision. They work closely with class teachers and support staff to ensure that your son is supported in his learning.
- We currently offer provision for a wide range of SEND (Special Educational Needs and Disabilities) needs: Communication & Interaction / Cognition & Learning / Sensory and/or Physical.
- At Rutlish we also have an Additionally Resourced Provision for students with Speech, Language and Communication Difficulties.

Intervention at Rutlish

- Subject teachers have access to the SEN register and SEN Profiles which detail support strategies for working with our students.
- Teaching staff use 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).
- The SEND Team comprises of a SENCO and Deputy SENCO, who work alongside an SEN Teacher, two Higher Level Teaching Assistants (HLTA's) and a team of Learning Support Assistants (LSA's).
- The Learning Support team is deployed into Year Groups.
- The students' progress is monitored rigorously enabling support to be adapted as required.
- Year 7 students who have been identified as our most vulnerable in learning and/or wider needs are placed into a Nurture Group.
- There is a dedicated supported study group supported by the SENCO/SEND team for a few students in KS4.
- Applications for Exam Access Arrangements are carried out by the SENCO, Deputy SENCO and Exams Officer

where appropriate.

How will the curriculum be matched to my son's needs?

- Rutlish operate a parallel banding system for the students ensuring that resources can be deployed effectively and students can access the curriculum at an appropriate level.
- An open dialogue is utilised between academic staff and the SEND team.
- There is a range of courses for the students to choose their options. A broad offer of academic, creative, practical and vocational subjects are available. Students will sit either foundation or higher tier examinations according to need.

How will I know how my son is performing and what support can I offer as a parent?

- All students are provided with a planner which supports communication between staff and parents.
- Your son's academic progress is monitored formally on a termly basis with outcomes shared with parents. This data enables the SEND/Pastoral teams and Curriculum areas to identify where support may be required.
- Any concerns regarding your son's emotional wellbeing, behaviour, and school attendance is shared with parents to identify relevant strategies.
- Parents are informed if their son is placed on the SEN register and invited to meet with our SENCO/Deputy.
- Parents are invited to attend Annual Statement Reviews.
- Parents are invited into Rutlish to attend Parents Evenings or Information Evenings.
- Communication with parents is essential therefore as intervention is planned parents will be invited in to discuss options and strategies.
- Parents are encouraged to support their son to attend Homework Club and to impress upon him the importance of homework.
- Though children may pretend otherwise, they really like to feel parents are taking an interest in their work. Your son can often be very proud of what he has done and want to share it.

What support will there be for my son's overall well-being?

At Rutlish we operate a holistic approach to the well-being of each of our students. We have a dedicated team of Pastoral Staff who work closely with the SEND team to ensure that your son's needs are met.

- The first point of contact is your son's form tutor. They are supported and managed by a Head of Year and are responsible for the day-to-day care of your son.
- The Inclusion Support Team is led by Mrs Wildman, Head of Inclusion who is also our Looked After Co-ordinator. The team operate from a designated area of the school and offer support as and when issues arise. The team includes two Pastoral Support workers and a School Police Officer. Pastoral Care students engage in a variety of strategies.
- Inclusion Governors are actively involved in the school and meet as a committee on a termly basis to discuss attendance, behaviour, SEND, and general well-being.
- The School Nursing Team provides a weekly drop in service.
- Rutlish have a Safeguarding Team led by the Deputy Headteacher and Head of Inclusion. The team meets fortnightly and all members are trained in Child Protection procedures.
- Rutlish has robust procedures to manage bullying, as outlined in the policy.
- Where issues cannot be addressed using in-house resources we are able to refer to support services such as the School Nursing Service, Child/Adolescent Mental Health team (CAMHS), My Futures and the Merton Vulnerable Children's Team.

What specialist services and expertise are available at or accessed by Rutlish School

In some cases the in-house procedures to supporting students may not be successful. In this case Rutlish has access to specialist services and expertise from Merton Local Authority. The Local Authority organises some services for schools and maintains services agreements with the Health Authority and Social Services in accordance with statutory requirements

Services

- Educational Psychologist
- Speech and Language Services
- Physical and Sensory Services -Visual, hearing and physical
- 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-Ordinators
- Young Carers

What training have the staff supporting SEND students had?

- The SENCO will hold the National Award for SEN Co-ordination
- SEND training is built into staff Continual Professional Development (CPD) sessions and staff development days.
- The SENCO and Deputy SENCO meet with newly appointed members of staff to inform them of the SEND procedures within Rutlish.
- At Rutlish two members of the LSA team have completed training for a Higher Level Teaching Assistant.
- Two SEND teachers and some members of the LSA team are also Emotional Literacy Support Assistants (ELSA) and ELKAN (Speech and Language) trained.

How will my son be included outside the classroom including school trips?

At Rutlish we actively seek to ensure that all students are included in activities including school visits. All activities that take place outside the classroom are individually risk assessed and where necessary the support of individual students is carried out by a member of the support staff. During the planning of trips, the SENCO or Deputy SENCO are consulted where necessary. Heads of Department ensure that all visit venues are inclusive.

How accessible is the learning environment at Rutlish School?

The Rutlish site is spread over four buildings and there is no access to a lift in the Maths/Science block. However, if a student is unable to access these rooms via the stair well every effort is made to accommodate the student in the Progress Centre. When a student has a medical condition whereby they need to be very careful moving around the buildings, they are given consent to leave the class fractionally early.

How will Rutlish School prepare and support my son to transfer to Key Stage 5 or to a new school?

Transition to KS5

- Our Work Related Learning Department, Year, SEND and Inclusion teams support students with independent progression interviews.
- Information is shared between education and training providers if your son decides not to continue into the Partnership of RR6.

Transferring to another school

- All relevant documentation is completed by Rutlish School.
- Rutlish transfers your son's files, including the SEND file to the receiving school.
- If the new school is one that is a designated Special School then the SENCO there will be in direct communication with the parents.

How are Rutlish School's resources allocated and matched to the student's educational needs?

Rutlish is funded by the Department for Education (DfE) according to a formula. The SEND resources are identified and distributed by prior attainment and a deprivation indicator (the percentage of students in receipt of free school meals).

Resources are then allocated within the school according to need.

- Students with a Statement of Educational Need or with an Education, Health and Care Plan (EHCP) are provided with support as outlined in the statement or plan.
- When a student has a particular learning need or diagnosis, teaching staff are provided with information to enable fully differentiated lesson content.
- Rutlish has a dedicated Inclusion and SEND team.
- HLTA's and LSA's are deployed through year groups and work closely with subject staff to support underachieving SEND students (this includes the most able group).
- Students, who have very low literacy levels as determined by standardised testing, are supported through an intervention plan. This may include morning groups, small group withdrawal or 1:1 support.
- Students with behavioural or emotional concerns which are causing barriers to learning are supported via the Inclusion team.

How is the decision made about how much support my son will receive?

- Students complete Standardised Testing which provides information about academic ability. This data is used to determine the ability group your son is placed in. These tests help to identify underachievement thus highlighting where intervention is necessary.
- Students are formally assessed every term. Underachievement is identified through the monitoring of this data. Students who are not meeting their expected progress levels are identified by HoD/HoY's and the SENCO and an intervention plan is put in place.
- Students with poor attendance have additional resources from the Merton Attendance Team. Parent meetings are called to support the student in engaging with school.
- A Targeted Youth Support Panel (TYSP) meets regularly to identify concerns and initiate intervention where appropriate.
- Students who are referred to outside agencies for additional emotional support are subject to specific criteria as outlined by the agency, such as CAMHS.

How will I be involved in discussions about and the planning for my son's education?

- In addition to the usual parent consultation procedures, parents/carers of students with SEND are encouraged to make contact with the SENCO or Deputy SENCO before joining Rutlish so that a smooth transition can be planned.
- The SENCO and Deputy SENCO operate an open door policy and are available by e-mail.

- If your son has behavioural or emotional difficulties you can be involved with your son's education through a Pastoral Support Programme (PSP).
- If it is felt that the need surrounding your son extends into support for the family, then parents/carers are encouraged to be involved with the Common and Shared Assessment (CASA) process.

How will my son contribute his views?

- Your son will be encouraged to review his own progress and help identify realistic targets to work towards.
- He will be encouraged to give his views about his learning needs as part of the SEND assessment process.
- He will be actively involved in discussions about any change in the school.
- Students with a Statement or EHCP will be given the opportunity to contribute to the Annual review. This will be either to a teacher, HLTA, LSA or by attending part of the meeting.
- Students with SEND will be involved in planning for their own future when a transition plan is drawn up.

Who can I contact for further information?

If you have concerns about your son's progress / learning needs then please contact either:

Ms E Tiberti	SENCO	Estelle.Tiberti@rutlish.merton.sch.uk
Mrs S Gwynn	Deputy SENCO	sarah.gwynn@rutlish.merton.sch.uk
Mrs D Wildman	Head of Inclusion	Deborah.Wildman@rutlish.merton.sch.uk
Merton SEND Team	Local Authority	020 8545 4812