



Rutherford House School

Special Educational Needs and Disability (SEND) Information Report

September 2020



Rutherford House School

Special Educational Needs and Disability (SEND)

Information Report

As a school we work within the Wandsworth Borough Council guidance on provision for children with SEND in mainstream schools, which explains the ways pupils and students with additional needs are provided for within the school. We also follow our 'Equality and Disability' policy and we have an 'Accessibility' plan. As well as adhering to the Equality Act (2010). All policies mentioned in this document can be found in school or on our website.

Key terms used in this report:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age;
- b) Or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions." SEN Code of Practice (2014)

Disability is 'a physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'
Equality Act (2010)

Our Commitment

Rutherford House School is committed to providing a high-quality education for all children living in our local area and we believe that all children, including those identified as having a special educational need or a disability (SEND), have a common entitlement to a broad and balanced curriculum that is accessible to them. Tolerance, courtesy, understanding and compassion are hard-wired to our ethos.

While our focus is on achievement of all children during their time with us, we never lose sight of the fact that children in our care are beginning their journey and that we are preparing the successful individuals of tomorrow for whatever path they choose.

At Rutherford House School, all pupils, regardless of their particular needs, are offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We believe that all children should be equally valued both in and outside the school. We strive to develop an inclusive learning environment, eliminating discrimination and prejudice, where all children can learn, enjoy and succeed - flourishing in a safe environment.

What kinds of special needs provision is made at Rutherford House School?

Rutherford House School is an inclusive school and we currently support children who have a range of special educational needs (SEN). At Rutherford House School provision is made for children who have needs related to the four areas of need described in the Special Educational Needs and Disability Code of Practice (2014):

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including moderate Learning Difficulties (MLD) and Specific Learning difficulties (SpLD). For example: dyslexia.
3. Social, Emotional and Mental Health, including attention deficit hyperactivity disorder (ADHD) and other issues.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) such as cerebral palsy as well as visual impairment (VI) or hearing impairment (HI).

All schools have the same special educational needs and disabilities duties as laid out in the Special educational needs and disability code of practice: 0 to 25 years (2014) and are expected to provide support for children and young people who have additional needs. Admission arrangements for all pupils are detailed in our Admissions Policy.

What we offer at Rutherford House School

Diversity and Inclusion

Rutherford House School is dedicated to promoting inclusive ethos across the school community. We believe that inclusion is directly related to diversity and equality which we promote for all children in our care, irrespective of their gender, age, ethnicity, impairment, attainment and background. We are highly committed to differentiated provision and achievement of different groups of learners.

Quality First Teaching

We strongly believe that all children are capable of learning. However, any child may experience difficulties and limitations in different areas of learning based on a wide range of factors. It is our duty to help them to succeed via the high-quality teaching and care that we offer. The curriculum is broad, balanced and tailored to meet the needs of all pupils, including those who need extra support or challenge. Teachers use a variety of teaching styles and a wide range of learning equipment and technology to support learning and allow all children to access the curriculum. Daily observations and quality adult-child interactions allow the teachers to be highly aware of the needs of each pupil in their class. A thorough and robust assessment system means that pupils' needs are quickly identified and addressed accordingly.

Who is responsible for Special Educational Needs at Rutherford House?

At Rutherford House School, our Special Education Needs Coordinator is:

Erin Moscardini

Contact details:

Phone: 020 8672 5901 (main school office)

e-mail: Erin.Moscardini@rutherfordhouseschool.co.uk

Mrs Moscardini is responsible for developing and implementing the school's SEN policy and procedures and for coordinating provision for children with Special Education Needs and Disability, including children that are looked after by the local authority with SEN.

What should I do if I am concerned about my child' progress of special educational needs?

If parents or carers are concerned about their child's progress or thinks that their child has a special educational need. They should first contact their child's class teacher.

Class Teacher – differentiates the curriculum to respond to strengths and needs of all pupils. Monitors the progress of the child and liaises with the Special Needs Coordinator (SENCO) about the support needed. He/she is the first point of contact.

Phase Leader – responsible for the progress of year groups and deals with concerns which cannot be dealt with by class teacher. For EYFS this is Mrs Laura Pizey; For KS1 this is Miss Tarley Farrell; for Lower KS2 this is Miss Rayanne Archer and for Upper KS2 this is Miss Zoe Traviss.

Deputy Head – responsible for the progress of key stages and deals with concerns which cannot be dealt with by the phase leader. For EYFS and KS1 this is Mr Paul Needham and for Year 3 and 4 this is Mrs Erin Moscardini and for Years 5 and 6 this is Miss Hollie Kingshott.

Special Needs Coordinator – Mrs Erin Moscardini, responsible for coordinating provision for children with Special Educational Needs (SEN) and disability, including children that are looked after by the local authority and developing/implementing the school's SEN policy and procedures.

Head Teacher – Mrs. Maxine Mallett, responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEN and additional needs.

We understand that sometimes as a parent/carer you may have concerns about your child and maybe unsure how they are getting on at school, or you may have worries about your child's behaviour at home or concerns about their general development. Also, sometimes your child may be struggling with coming in to school; with classwork or homework or may be having difficulties at home and you may need someone to talk to. In the above instances, we will arrange for a meeting to discuss it with you and identify ways for further action as and when required. We may ask you to complete a concern form (optional) to help us gain a better understanding about your concerns. We aim to collaborate with you as parents/carers to achieve a joint decision on what would be the best approach for your child and agree on ways to achieve the desired outcomes.

How does Rutherford House School identify and assess pupils with special educational needs?

- Through early identification as much as possible.
- Medical diagnosis by a paediatrician, occupational therapist or other professional.
- Ongoing monitoring by all teachers of pupils' progress and identifying pupils not making progress.
- Concerns raised by teachers and teaching assistants.
- Concerns raised by parents or carers.
- Liaison with external professionals such as the educational psychologist.
- Liaison with previous school or setting.
- Through rigorous tracking and analysis of data and assessment information
- With the support of trained professionals and specialist teachers e.g. Paediatricians who diagnose Autism or ADHD; or specialist teachers who diagnose Dyslexia.

How does Rutherford House School involve parents and carers in identifying pupils with special educational needs?

Children are all different and make progress at different rates based on a wide variety of factors that affect their learning and progress. They all learn in different ways and have different learning styles, which staff at Rutherford House School take into account and adapt their teaching styles accordingly. Children who are progressing slowly or are having a particular difficulty in one or more areas of their learning, may be offered extra support to help them achieve their full potential. It is crucial to understand that, even if your child is making slower progress than you would expect or that your child requires additional support, it does not necessarily mean that your child has a special educational need.

At Rutherford House, we understand that all parents/carers want the best for their children and hope they will be happy and achieve their potential at school. Therefore, we employ constructive strategies for engaging with parents/carers to the benefit of all children. We strongly believe that the success of our children depends on close collaboration and partnership between parents/carers and the school. This relationship is vital when a child has additional needs, hence we involve parents/carers in all decisions with regards to your child's support.

- We acknowledge the fact that parents/carers know their children best and we always take into account parents/carers views and experiences in order to increase the effectiveness of the provision put in place for the child
- Parents are also invited into school to talk about the progress their child is making – what is working and what might need to change. These review meetings are in addition to Parents'/Carers' Consultation Meetings. They give parents the opportunity to talk in greater detail about the provision that is in place to support their child and to ask questions or provide us with important information in a friendly and unhurried environment. We like to establish an effective way to communicate with parents/carers, not only through face to face meetings, but also regular emails and phone conversations. Review meetings may take place over the phone.
- We work in close partnership and collaboration with parents/carers of children with more complex needs, in order to provide the best care that we can at school. We are keen to work with parents/carers to provide advice and learn how to support children with particular needs including those with medical conditions.
- We invite parents/carers to attend the TAC (Team Around the Child) meetings where parents/carers have the opportunity to meet any specialists who have been working with their child and discuss recommendations and their child's progress.
- We encourage and support parents/carers to volunteer in school through regular listening to readers, attending the school visits, including weekly visits to Tooting Common and ad hoc workshops.

How do we report to parents/carers about their child's progress and help to support their child's learning?

- We hold **Parents'/Carers' Consultation** evenings on termly basis, which are personalised and helpful in supporting home learning.
- **Parent Workshops** take place across the school year, run by senior leaders and class teachers. These included workshops on reading, number work, safeguarding and phonics.
- **Special curriculum events** have involved parents/carers in areas of the curriculum such as literacy whole-school Book Day which promotes children's reading.
- At the end the school year parents receive **school reports** which include detailed feedback on their child's progress.
- The school communicates with parents/carers in a wide range of ways, to reach as many parents /carers as possible. This includes **regular website updates, weekly letters, termly newsletters and personalised emails**. Alongside the use of the **ClassDojo App / Platform** to celebrate and share work in class.
- Staff are also available for phone discussion should parents/carers have any concerns. The frequency of personal meetings, emails and phone calls varies according to the needs of the child.

- Parents/carers receive continuous support on how to help their children with regards to their homework, home learning, personal targets and specific strategies to be used at home to ensure the continuity of work.
- We encourage parents to communicate their needs and worries with the SENCo and offer meetings to help understand the strategies and provision offered for children with SEND.

How does Rutherford House School consult with children with special educational needs and involve them in their education?

At Rutherford House School we aim to consult and involve pupils in their learning when appropriate by explaining carefully and sensitively why they are receiving support and determining what they themselves would like to improve and achieve in their learning.

- The class teacher, SENCo and Learning Support Assistant discusses with the child what the targets and outcomes are and what it means for them.
- Discussion with the children to help establish their preferred learning styles and to gather their views about the provision they are receiving.
- Encouraging pupils to be fully involved in the process of support
- Using our School Learning Values children reflect on learning styles and behaviour for learning.
- Learning Support Assistants and others involved by asking questions, seeking clarification and developing independence. The whole process is based on high levels of positive encouragement, praise and reward systems.

How is pupils' progress assessed and measured?

At Rutherford House School we use accurate formative pupil assessment data collected half termly to inform provision. The data is used for in depth information during half termly Pupil Progress meetings where the class and individual attainment and progress are discussed in detail between class teachers, Learning support assistants, SENCo and the head teacher. These pupil progress meetings help establish concrete steps for underachieving or coasting pupils as well as the pupils with SEN and give opportunities to discuss Quality First Teaching and additional support on pupils' performance. This approach enables carefully tailored intervention strategies to meet pupil's individual and special educational needs.

Thorough assessments mean that the pupils' needs are identified early. Furthermore, children with additional needs are assessed and staff resources are deployed appropriately to support those making less than expected progress as well as pupils with SEN.

All assessment results are moderated internally (at school), across the Bellevue Education School Group, Wandsworth Schools and within the Borough of Wandsworth, to ensure the accuracy of the assessment.

We also use well-developed systems for ongoing observations and collation of information for example in EYFS, teachers use Evidence Me, which results in a wide range of evidence across all areas of learning and insightful information. In addition, we check how well a child understands concepts covered and makes progress in each lesson through ongoing assessments and evaluations.

We use the PKS standards for children in Y2 and Y6 with SEN who are below the National Curriculum as these provides opportunities to assess more specific areas. To review the progress of pupils with SEND, the class teachers will discuss progress with parents/carers at the SEN review meetings. Children with Educational Health Care Plans (EHCP) will have several informal meetings per year as well as an Annual Review (every 6 months for pupils under 5 and once a year for pupils over 5), which will be reported to the Local Authority.

For children with SEND we plan to follow the: Assess, Plan, Do, and Review cycle – outcomes of which will be shared with parents/carers at the SEN review meetings or during other informal meetings.

How are teaching styles and methods adapted for pupils with SEND? How will the expertise and training of staff to support pupils with SEN be utilised and developed?

Staff at Rutherford House School provide access to a broad, balanced and differentiated curriculum to cater for pupils' needs so that every child is able to learn at their own pace using the pupils' preferred learning style.

Differentiation is embedded in our curriculum and practice. We have a tailored curriculum. Teachers set suitable learning challenges via a differentiated curriculum. We respond to children's diverse needs (for example visual impairment). We listen and respond to pupil voice. Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners e.g. our building is accessible via ramps, a child with visual impairment has a separate monitor for use in class. Translators can be made available where required for both pupils and parents.

The curriculum is further adapted in a number of ways:

- Quality First Teaching allows high quality provision with emphasis on differentiation in order to provide the appropriate support and challenge based on pupils' needs and abilities.
- We use a 'mastery' curriculum for maths focusing on 'low threshold; high ceiling' tasks which all children can access.
- We use a bespoke version of 'Talk for Writing' in English which supports all learners to build a store of text types to support their writing.
- We acknowledge the importance of specialised learning equipment and technology and we aim to provide additional resources required for pupils to access learning.
- We aim to provide a stimulating and appropriate learning environment based on children's needs by adapting the classrooms, teaching resources, writing equipment and teaching methods.
- We use additional materials/resources/approaches in order to achieve the appropriate provision at the right level for children with SEND such as visual aids, sensory equipment and specialist writing equipment.
- Staff are encouraged to constantly develop their skills and abilities through Continuous Professional Development (CPD) and training in various areas of special educational needs such as: Autistic Spectrum Disorder (ASD), speech, language and communication needs (SLCN) and dyslexia.
- Support staff are used across the school to support pupils in a variety of ways such as to support pupils during whole class teaching; small group work; speech and language groups; 1:1 teaching; after-school clubs; breakfast club; outdoor learning and Forest School.

What support do we offer for your child's emotional well-being?

Rutherford House School seeks every opportunity to make our pupils' experiences as rich and exciting as possible and to extend their spiritual, moral, social, cultural and emotional development. Assemblies and workshops throughout the year play an important role in supporting social and emotional well-being.

All staff have safeguarding training to ensure the understanding and importance of supporting children's well-being. The Head Teacher is designated Safeguarding Officer and keeps all staff up to date with statutory requirements and ensures that these are followed.

We want all children to have the confidence to speak-out if there are any concerns about the behaviour of others, perceived bullying and harassment and these are systematically investigated by staff using the school's robust Anti-bullying policy. As a result of this policy, children have a good understanding of what bullying is and how to identify and deal with it. Children know that they can approach any member of staff if they require help or when upset.

We look for ways to help children to be confident, independent and have good self-esteem. We offer appropriate support and provision for those children that lack confidence in particular areas of learning via 1:1 support, small group work, social groups etc. The school has a dedicated Emotional Learning Support Assistant (ELSA) to work with children in this area. In addition, high emphasis is placed on PSHE sessions where the pupils are being taught about the importance to express their views and feelings. Furthermore, independence and self-esteem are promoted through the high staff presence at break and lunch; the use of therapeutic play and visual time table cards. Children also have access to more specialist support when needed.

The school has excellent links with parents and ensures that there is communication between home and school to support all learners.

How do we promote positive behavior?

- Rutherford House School believes it is vitally important to promote a positive, caring and supportive environment to enable all members of the school community to feel secure and respected and therefore promote good behaviour in others.
- We believe that the most effective way of promoting positive behaviour is to encourage children's good behaviour by operating a system of rewards and praise. In our school we believe the ideal incentives are the intrinsic rewards offered by:
 - (i) Warm relationships
 - (ii) A stimulating and tolerant social environment
 - (iii) Positive role-modelling
 - (iv) Doing what is right
- We strongly believe in reward systems which recognise all forms of social, academic and non-academic achievement and efforts. The rewards are awarded fairly and consistently and are related to positive behaviour. For more details regarding positive rewards see the School's Behaviour Policy.
- Within each classroom children understand expectations and reward systems related to individual, group and whole class achievements, including dojo points and achievement postcards.
- There is visual support in the classrooms in the form of reward charts promoting positive behaviour.
- There is support available and strategically administered during unstructured time to encourage positive behaviour.
- Some children benefit from playground buddies

What training and specialist skills do the staff have in supporting children with SEND?

Many of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge. We have access to advice and support from a range of external professionals such as Speech & Language therapists, Educational Psychologist and the sensory team from Linden Lodge. Our SENCo has experience of supporting pupils with SEND including those with significant needs and works closely alongside other professionals and other

SENCOs in the Borough through SENCo networks. We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge delivery of wave 2 and 3 interventions across a range of SEND.

The leadership team at Rutherford House School strongly believe in the importance of training and continuous professional development. Staff to attend training sessions that help them to support all pupils including those with SEND. Staff also to visit other schools in the borough to observe good practice. Staff have certification and/or training in many areas including:

- Visual impairment
- Hearing impairment
- Speech and Language needs
- Dyslexia
- Autistic Spectrum Disorder
- Juvenile Idiopathic Arthritis (JIA)
- Therapeutic Play
- Sickle Cell Anaemia
- Type 1 Diabetes
- Emotional Literacy Support
- Child protection and safeguarding

How do Rutherford House involve specialists to support SEND?

We collaborate closely with various specialists to get advice and support the pupils with SEND. The school works with various agencies such as:

- Schools and Community Psychology Services
- NHS Speech and Language Therapy
- NHS Occupational Therapy
- Early Years Advisory Services
- Wandsworth Behaviour Support Services
- Wandsworth Hearing Impairment Services
- Wandsworth Visual Impairment Services
- Wandsworth Autism Advice Service (for children with Autism - WAAS)
- Community Health Services (school nursing)
- Specialist nursing teams
- Home Hospital Tuition Services
- Kiki's Clinic Occupational Therapy Services
- Wandsworth Home Hospital Tuition Service

How do we make the school environment and curriculum inclusive and accessible for all children?

At Rutherford House School we aim to provide a learning environment and curriculum that is accessible to all.

- In order to provide physical access to the school building we have operational lifts and access ramps for pupils and adults in wheelchairs.
- With regards to children with ASD and sensory needs, we make appropriate adaptations for those learning by using visual aids, creating areas that reduce sensory overload during focused learning, reducing the lighting and audible stimuli whenever possible.
- We provide wobbly cushions, bean bags and other alternative seating adjustments based on the child's individual needs. We use specialised ICT software (Communication in Print) to create visual support cards.

- For those with Dyslexia or suspected Dyslexia we provide a range of adaptations including low visual stress backgrounds to whiteboards; pre-teaching interventions and multi-sensory learning support.
- During the assessment period we aim to create optimal conditions for all children, but especially children with SEND.
- In order to ensure that children access the curriculum and the learning environment, we provide a variety of specialist equipment including specialist pencils, pencil grips, braille and sensory equipment.

Extra-curricular activities available for children with SEN

At Rutherford House School we offer a number of after school extra-curricular activities from 3:20 till 4.20 pm.

There is also WAC2 (Wrap-around Care 2) 4.20pm to 6pm, which are available to all children if we are able to allocate the additional support required. We encourage children with SEND who are new to school, to settle in first and start the clubs in the spring term.

We provide a Breakfast club that is accessible to all children from 7:30am - 8:20 am.

We organise regular external educational visits and organise visits for people coming into school to support different topic areas. All children including children with SEND are included and we provide support required for their full participation. We choose visits that are accessible to all. Before each visit we complete the risk-assessment which is shared and discussed in detail with all adults attending the trip.

How do we support children in their transition into our school and when they leave us?

If your child is joining our school in Reception, we schedule a visit to your child's previous setting in the summer term prior to the child starting in September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to our school are encouraged for those children who may find transition difficult, due to the nature of their SEND. Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs and to ensure the correct support is in place. We also collaborate with external specialists involved with children with SEND in order to ensure continuity of specialist support and arrange for training in order to equip the staff with the appropriate skills to ensure effective provision.

When moving classes in school children with SEND are supported with extra visits to the new class. Transition booklets are provided for children with additional needs. These contain pictures of new staff and the classroom in order to prepare the child for the new academic year and routines so as to encourage an anxiety-free transition.

Children will also partake in transition groups to support transition to secondary school, as well as meeting with Year 7 tutors and SENCOs on transition to Year 7.

What do we do if your child has medical needs?

- All current members of staff at Rutherford House School have First Aid training and new staff will receive their First aid training at first opportunity.
- We have a list of First Aiders and we aim to ensure that all staff maintain a knowledge of First Aid through training, which runs on a three-yearly cycle.
- Whenever required school liaises with medical professionals including GPs and hospitals.

- Important information detailing a child's ongoing medical conditions and for example the required medication needed, is circulated to all staff, provided permission is given by parents and carers.
- Medications such as asthma inhalers, medicines are held safely in the school's office and a member of staff is responsible for administering the medicine and the administration staff are made aware of the doses of the medication. Staff ensure that all medications are taken on trips out of school.
- Staff receive training on specific medical needs as these arise.

What to do if you are not satisfied with your child's support or progress

- Your first point of contact is always the class teacher. Explain your concerns to them but if you are not satisfied that your concerns have been addressed, speak to the SENCo or the Head teacher and then ask for the school Governor Representative.
- If you do not feel the issues have been resolved, we will arrange a meeting with the Chairman of Governors who can be contacted via the school: governor@rutherfordhouseschool.co.uk
- Rutherford House school is a free school and should you want to make a further complaint please follow the link below.

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint/2

Where can parents/carers get extra support?

There are a number of parent support groups that can offer extra support to all parents and carers.

- The Wandsworth Information and Advice Service (WIASS – a support service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- Contact a Family, Wandsworth <https://contact.org.uk/wandsworth> are a great service for support with completing forms or discussing your child's care. They also have a free helpline 0808 808 3555.
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Thrive website (formerly Family Information Service) <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page>

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.