New Rush Hall School

SEN Information Report

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OUR APPROACH AS A SCHOOL

New Rush Hall School (NRHS) is an all-through special school, which caters for up to 22 Primary aged pupils and 58 Secondary aged pupils holding Education, Health and Care Plans (EHCP) for severe behavioural, emotional and/or mental health difficulties, with many having additional needs such as Autism. There are currently 93 pupils on roll between KS1 and KS4.

The school is accommodated in a Victorian Redbrick School built in 1916. The recently refurbished building and extensive grounds are well maintained by our hard-working site manager. At the rear of the school is a purpose-built Food Technology suite and a KS1 provision. These aspects of the school were added in 2006. The Key Stage 4 Suite was built in 2020 and provides a space for mentoring support to be provided to pupils as well as bespoke Careers Guidance to be accessible to all pupils. We have an Intervention Suite, Therapeutic Suite and Fitness Suite and Recording Studio.

All pupils admitted to the school have an EHCP and associated assessment documentation. NRHS pupils have a complex range of challenging needs: 6.5% English as an Additional Language (EAL); 11.5% Children Looked After (CLA); 8% have a diagnosis of Anxiety; 48% have Attention Deficit Hyperactivity Disorder (ADHD); 23% have Attachment Disorders; 18% Autism Spectrum Disorder (ASD); 26% Speech, Language and Communication Needs (SLCN), 21% Specific Learning Difficulty (SpLD); 8% have Oppositional Defiant Disorder (ODD); 1.5% have Sensory Processing Disorder (SPD); 5% have medium/high-risk medical conditions.

32% of pupils on roll are Black and Minority Ethnicity (BME), 96% are male and 46% Free School Meal (FSM). The school has an Income Deprivation Affecting Children Index (IDACI) score of 0.3 (0.1 higher than national average).

LEGISLATION AND GUIDANCE

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCos) and the SEN information report

As a special school in Redbridge, we are commissioned by the London Borough of Redbridge to support many of the pupils in receipt of an EHCP. This allows us to provide high-quality teaching and additional interventions that are defined through our person-centred planning approach across the school contributing to our provision management arrangements.

These processes help us to regularly review and record what we offer all pupils in our care and what we offer additionally as stated within Section F of their ECHP.

All teachers are responsible for every pupil in their classroom, including those with special educational needs.

NRHS'S UNIVERSAL OFFER

Every pupil attending NRHS will be provided with:

- A place of learning where everyone feels physically and emotionally safe and secure.
- A nurturing approach and therapeutic milieu across the school.
- Constant positive regard.
- Small classes – no more than 8 pupils.
- High adult-pupil ratio.
- Quality First Teaching.
- A broad, balanced curriculum, including many enrichment opportunities.
- Personalised learning, including 1-1 Additional Learning Support (ALS).
- Highly trained teachers and support staff who understand the emotional aspects of learning and the difficulties our pupils face.
- Highly trained staff who will support all pupils in their personal and academic development.
- Quality careers information and guidance.
- Equal access and opportunity for all.

FURTHER INTERVENTIONS

There are times when a pupil may need intervention and support that is in addition and different to the universal offer. Should this need arise then an Individual Intervention Plan (IIP) will be created in conjunction with parents/carers, senior teachers and any other relevant people. In most cases there will be a graduated approach to intervention. Interventions could include:

- Visual timetable.
- Alternative teaching approaches.
- Learning support materials.
- Additional Learning Support (ALS).
- 1-1 support.
- Bespoke timetable.
- Referrals to other support professionals e.g. Speech & Language.
- Further diagnostic assessment e.g. Dyslexia.
- Therapeutic Support/Counselling.
- Speech & Language support.
- Occupational Therapy.
- Access to School Nurse.
- Family Support/Counselling.
- Access to School Counsellor.
- Access to CLA Therapeutic Support.

Each IIP will be the responsibility of a lead professional who will ensure that the interventions planned are implemented. A review date will be set when the plan is created, and success criteria will be agreed against which the effectiveness of the interventions can be measured. Parents/carers will be involved throughout this process.

ADMISSIONS

Consultations for admission to the school are made via the Redbridge SEN Team. An 'Admissions Panel' considers the applications, and priority is given to pupils within the school's area. The pupils on

roll will require an EHCP of Special Educational Needs. Pupils aged 7- 16 will be admitted to the school.

The Local Authority (LA) will contact NRHS and send over the pupil's EHCP. If NRHS feel they can meet the pupil's needs the pupil and parents/carers will be invited to an Admissions Meeting. This is usually carried out by a member of the Senior Leadership Team (SLT). The pupil and parents/carers will be shown around the school and will have the chance to see classrooms, facilities and meet other pupils and staff. During the Admissions Meeting, the member of the staff conducting the show round, will explain how the school operates and will answer any queries or questions the pupil and/or parents/carers have. If both the school, parents/carers and pupil feel NRHS is the correct setting for them, a transitions plan will be put in place for the pupil to start as soon as possible. When the pupil starts NRHS initial assessments will happen during the pupil's transition period. These assessments will include a baseline assessment of the pupil's literacy and numeracy skills and working memory.

SEN AND DISABILITIES (SEND) NEEDS:

Even though we are a setting to meet the wider needs of pupils with SEMH we also support other various SEND.

Many of our pupils have a complex range of additional needs. We have a disproportionate number of pupils with ASD and ADHD. We also provide for pupils whose needs, in addition to SEMH difficulties, include visual impairment, hearing impairment, specific learning difficulties and Foetal Alcohol Spectrum Disorders (FASD).

All staff are provided with training to ensure they are able to meet the individual needs of pupils, in order to provide high-quality support and education to all pupils. Staff are encouraged to request training if they feel they need support with different areas.

CO-PRODUCING WITH PUPILS AND THEIR PARENTS/CARERS

Involving parents/carers and pupils in the dialogue is central to our approach and we do this through:

- Review Meetings.
- Parent Groups.
- Parents Evenings.
- IIP Meetings & reviews.

ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of s/Carers.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

SUPPORTING PUPILS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD (PfA)

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

STAFF DEVELOPMENT AND QUALIFICATIONS

The (SLT has years of experience across a range of different settings including mainstream, alternative provision and special schools.

We have a team of experienced Learning Support Assistants (LSAs).

We use specialist staff for P.E., Speech and Language Therapists (SALT), Horticulture, Mentoring, Counselling Provision and Additional Learning Support (Literacy & Numeracy).

NRHS is highly committed to on-going training of staff. All staff training is tracked ensuring it is up to date and statutory duties are met.

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training programme related to their work - details of this are in our SEN Policy. Training is specifically related to the needs of pupils in our school and also as required by statutory guidance.

Other staff continue to gain a range of certificates to mark their commitment to courses such as Prevent, Paediatric First Aid and Team Teach.

We are committed to developing the on-going expertise of our staff. STAFF DEPLOYMENT

Considerable thought, planning and preparation go into utilising our support staff to ensure pupils achieve the best outcomes, including gaining independence and PfA from the earliest possible age. All teaching staff have yearly performance management; this process informs what training needs our staff require and the SENCo/SLT analyse any areas of development that are specifically related to SEN.

Our LSAs, support teachers and staff help pupils with their educational and social development, both in and out of the classroom. Initially LSAs are deployed to classes based on their own skill set

however during their time at NRHS, support staff have the opportunity to work with different age groups which not only develops staff professionally but helps build relationships with pupils which is a crucial aspect of their role.

PASTORAL AND EXTENDED-CURRICULAR OPPORTUNITIES

NRHS' aim is to be available to support you and your children when difficulties arise over behaviour or other concerns at home or at school.

At NRHS, we pride ourselves on the excellent pastoral care and support we provide, ensuring that every member of our school community feels physically and emotionally safe in order that all students thrive and develop into confident, hard-working, respectful and ambitious young people.

Our strong pastoral support includes school counsellor and therapeutic support for CLA pupils. We cater to the individual needs of each and every pupil at NRHS School.

We also offer a wide range of extended-curricular opportunities such as:

- A range of school trips.
- Enrichment activities – Horticulture, Wildlife & Conservation, Food Technology, Swimming, Horse-riding.
- Sports & Fitness – boxing, football tournaments, basketball, athletics, borough-wide contests.
- Residential visits.

SCHOOL EXTERNAL PARTNERSHIPS AND TRANSITION PLANS

NRHS school works closely with a number of external partnerships and feels external partnership work is vital to fully meet pupils' needs. NRHS works alongside:

- Educational Psychologist.
- Speech and Language.
- CAMHS.
- Local Authority.
- School Nurse.
- Social Care.
- Educational Welfare Service.
- Youth Offending Service.
- Fusion.
- Families Together.
- Early Intervention Team.
- Children's Services.
- Speech and Language.
- Prospects.
- Safer School Officers.

We closely monitor pupils and destination data and work with destinations to support the transition of the pupil. Careful planning, social stories, interventions and visits take place throughout the year to ensure pupils are fully aware and ready for the move.

EVALUATION OF EFFECTIVENESS

Our strategic plans for developing and enhancing SEN provision in our school next year allows the SENCo/SLT to evaluate the quality of provision across the curriculum. This is completed by planned lesson observations, learning walks, learning and behaviour forums with pupils, evaluation of data, pupils and parent/carer feedback and collaboration and how these impacts on development.

In addition, we evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing the impact of interventions after 6 or 12 weeks.
- Monitoring by the SENCo/headteacher.
- Holding Annual Reviews for pupils with statements of SEN or EHC plans.

ENABLING PUPILS WITH SEN TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEN

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

We provide support for pupils to improve their emotional and social development.

Pupils with SEN are also encouraged to be part of Enrichment Days to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

COMPLAINTS

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred in accordance with the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that NRHS has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

If you have complaint regarding aspects of your child's EHCP then you should discuss this directly with London Borough of Redbridge by contacting the SEN Team on 020 8708 8210.

RELEVANT SCHOOL POLICIES UNDERPINNING THIS SEN INFORMATION REPORT INCLUDE:

- SEN Policy.
- Assessment & Marking Policy.
- Equal Opportunities Policy.
- Accessibility Plan.

LEGISLATIVE ACTS TAKEN INTO ACCOUNT WHEN COMPILING THIS REPORT INCLUDE:

- Children & Families Act 2014.
- Equality Act 2010.
- Mental Capacity Act 2005.