New Rush Hall School

SEND Policy

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CONTENTS

AIMS 3

LEGISLATION AND GUIDANCE 3

DEFINITIONS 3

ROLES AND RESPONSIBILITIES 3

SEND INFORMATION REPORT 4

MONITORING ARRANGEMENTS 8

LINKS WITH OTHER POLICIES AND DOCUMENTS 8

AIMS

Our Special Education Needs and Disabilities (SEND) Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At New Rush Hall School (NRHS) we aim to promote personal growth through achievement for all members of the school community. Through our SEND Policy we aim to ensure that all pupils have access to their full educational entitlement. The policy should provide for pupils, as part of a continuum of support, access to mainstream experience in school or college, and to vocational experiences and the world of work, where appropriate.

We believe that the SEND Policy should underpin and be reflected in all school practices and policies, and that it is an important way of demonstrating our on-going commitment to Equal Opportunities. While we know that all children who attend NRHS experience social, emotional, behavioural, and/or mental health difficulties (SEMH), it is important to recognise that many children have attendant learning difficulties and many also have social and communication difficulties. These need to be identified and addressed. We consider that the resources available to the school through the Pupil Premium should augment the provision to ensure that children with SEND are not further disadvantaged. We aim to do this in partnership with Parents/Carers the Local Authority (LA,) other schools and educational establishments and external agencies.

LEGISLATION AND GUIDANCE

This Policy and Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, Education Health and Care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

The SENCo

The SENCo is Ms Murphy (emmamurphy@nrhs.redbridge.sch.uk)

The Headteacher is Mr S Walters, who also oversees SENCo responsibilities (samwalters@nrhs.redbridge.sch.uk)

They will:

- Work with the Senior Leadership Team (SLT) to determine the strategic development of the SEND Policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils, all of whom have EHC plans.
- Provide professional guidance to colleagues and work with staff, Parents/Carers and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the LA and its support services.
- Liaise with potential next providers of education to ensure pupils and their Parents/Carers are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

THE HEADTEACHER

The Headteacher will:

- Work with the SENCo and wider SLT to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

CLASS TEACHERS

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEND INFORMATION REPORT

The kinds of SEND that are provided for

NRHS currently provides additional and/or different provision for pupils with SEMH and/or Attention Deficit Hyperactivity Disorder (ADHD).

Consulting and involving pupils and parents

Following referral, and where a place is available, an Intake Conference is organised by the Headteacher and all involved professionals are invited to attend to express their views and identify the needs of the pupil and how best to meet them. It is the intention that pupils maintain strong links with their mainstream school where possible and that both schools and involved agencies are able to work in partnership to ensure that the pupil's needs are met. The Intake Conference will decide if NRHS is an appropriate placement and set up realistic success criteria for integration as appropriate. If the meeting recommends a

place at NRHS and the Redbridge SEN Panel support this, an admission interview is organised by the Headteacher for the pupil and his/her Parents/Carers. If both parties agree to the placement, a start date is set and the LA notified. The pupil will generally have a 2-week period of induction in which they can become familiar with staff, other pupils and the routines of their class. As appropriate, staff will do some baseline testing on admission to prepare the pupil and colleagues to affect a positive start.

Assessing and reviewing pupils' progress towards outcomes

Review meetings are held yearly or more frequently if specifically requested. Statutory Reviews are generally chaired by the Headteacher. All involved agencies and Parents/Carers are invited to attend and submit a report. The school and the pupil submit a written report. Following the introduction of the Code of Practice the agenda is prescriptive for all Statutory Reviews, which are held within 12 months of the pupil being enrolled at NRHS. At Statutory Reviews the pupil's progress and EHC Plan are discussed and, where necessary the plan is amended. Through this process we aim to ensure that the individual's needs are identified and that all agencies are aware of progress made and changes which may need to be implemented. The review process outlines targets for the future, the time span differing according to the individual, thus allocating responsibility for implementation to Parents/Carers, the school and external agencies and providing the framework of the Individual Education Plan (IEP).

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. All movement between phases are agreed in collaboration with Parents/Carers, SEND and other professionals through the Annual Review process.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- In-class support.
- Speech and Language Therapy.
- Additional Literacy and Numeracy support.
- Social skills intervention.
- Prefect and Leadership opportunities.
- Therapeutic Support including Counselling, Music and Art Therapy.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it e.g., by grouping, 1-1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching e.g., giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have 14 teaching assistants who are trained to deliver interventions such as Additional Literacy Support, Additional Numeracy Support, 1-1 support, small group work.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist.
- Speech and Language Therapist.
- Counsellors.
- Fusion.
- Social Care.
- Local Authority Special Educational Needs.
- Outreach Teams.

Expertise and training of staff

All staff at NRHS benefit from regular liaison with and input from our SENCo. Training opportunities are regularly provided to staff as an on-going part of staff development. This is delivered through a range of inset days bespoke CPD programmes and through the use of a range of specialist Outreach Teams.

Securing equipment and facilities

Equipment and facilities are identified and procured for each child according to the need or needs identified in the EHC plan.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions regularly.
- Using pupil questionnaires.
- Monitoring by the SENCo.
- Holding statutory reviews for all pupils.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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

All pupils are encouraged to go on our residential trip(s).

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

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

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Therapeutic Support - School Counsellor, Music Therapy, Art Therapy.
- Small group social activities.
- Development of skills through a comprehensive P.E. curriculum.
- Small group teaching.
- Enrichment opportunities such as Horse riding, Swimming etc.
- In-house Horticulture facilities.

We have a zero-tolerance approach to bullying.

Working with other agencies

At NRHS we believe that the partnership between home, school and external agencies is essential in meeting the special educational needs of our pupils. NRHS is a transition process for many pupils. If this is to be achieved, it is vital that all involved agencies establish, maintain and review their involvement with the individual pupil.

NRHS has links with Primary, Secondary and special schools, the Children's Trust, the Child & Family Consultation Centre, the Educational Psychology Service, Education Welfare Service, the Directorate of Personal Services, Health and Community Care, Youth Offending Team and other external agencies as listed in the LA handbook.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to 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 our school 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.

Contact details of support services for parents of pupils with SEND

The Local Authority Special Educational Needs and Inclusion Services team is responsible for the administration of statutory assessments and statements of children with special educational needs under the Education Act 1996. This service is part of the London Borough of Redbridge Children's Trust.

- Lynton House 255-259, High Road, Ilford, Essex IG1 1NN
- senteam@redbridge.gov.uk
- 020 8708 8210

Contact details for raising concerns

Concerns should initially be raised with the Headteacher, Mr S Walters (samwalters@nrhs.redbridge.sch.uk)

The Local Authority local offer

Our LAs local offer is published here:
https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=OceF4fMk5bk

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility Plan.
- Behaviour Policy.
- Equality Information and Objectives.
- Supporting Pupils with Medical Conditions.