

THE NEW RUSH HALL SCHOOL

Special Educational Needs Policy

ECM: Stay Safe
Be Healthy
Enjoy & Achieve
Make a Positive Contribution
Achieve Economic well-being

May 1995
Reviewed: June 2016

Headteacher: Mr J V d'Abbro
Chairman of Governors: Mr Greg Sage



A London Borough of Redbridge School

1. STATEMENT

Principles

At The New Rush Hall School we aim to promote personal growth through achievement for all members of the school community.

Through our Special Educational Needs and Disability (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 Special Educational Needs 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 New Rush Hall School experience behavioural, emotional and social difficulties, it is important to recognize 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 SEN are not further disadvantaged.

Every child has the right to have their needs recognised, assessed, identified, provided for and monitored in line with the guidelines laid down in the LA Special Needs Policy, and the Code of Practice.

We aim to do this in partnership with parents and carers, the LA, other schools and educational establishments and external agencies.

The role of the SEN Coordinator

The designated teacher coordinating SEN at New Rush Hall School is the Headteacher who is responsible for:

- the implementation and operation of the SEN policy
- liaising with and advising fellow members of staff,
- coordinating provision for children with special educational needs
- monitoring the school's register of additional SEN needs
- contributing to staff INSET
- liaising with external agencies including the Educational Psychology Service,

Children's Trust, medical and other support agencies.

Procedures

- **Referral**
- **Admission**
- **Intake Conferences**
- **Reviews**
- **Individual Education Plans**

REFERRAL

The majority of pupils referred to New Rush Hall School are known, or should be known, to the New Rush Hall Behaviour Support Outreach Team. A member of the team often initiates the process. The exception is where a pupil moves into the local authority, possibly with a Statement of SEN upheld by LB Redbridge. Placements at New Rush Hall School are offered following authorisation from the Special Needs Panel at the Education Office. Other local authorities may apply directly to the school.

INTAKE CONFERENCE & ADMISSION

Following referral, and where a place is available, an Intake Conference is organised by the Head of School 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 New Rush Hall School is an appropriate placement and set up realistic success criteria for integration if appropriate. If the meeting recommends a place at New Rush Hall School and the SEN Panel support this, an admission interview is organised by the Head of School 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 effect a positive start.

REVIEWS

These are held twice yearly or more frequently if specifically requested. Statutory Reviews are generally chaired by the Head of School and Interim Reviews by Heads of Department. 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 in the term in which the pupil's birthday falls. At Statutory Reviews the pupil's progress and Statement of SEN are discussed and, where necessary the Statement 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). Currently the LA is in the process of converting Statements of SEN into Education, Health and Care Plans (EHCP). These will take place in Y5, 9 and 11 using the new format for advice and reports.

INDIVIDUAL EDUCATION PLAN

The individual education plan is drawn up in consultation with the pupil by the class teacher/form tutor and parents/carers. It is used in the development of appropriate programmes throughout the following year. It forms an integral part of the teacher's and departmental records for each pupil. It is the responsibility of the Head of Department to have an overview of the IEPs for all pupils, and the responsibility of the class teacher/form tutor to ensure that the IEP is implemented.

PRIMARY/SECONDARY OUTREACH CONTRIBUTION

The New Rush Hall Behaviour Support Outreach Team is listed in the Redbridge Handbook of Information on Special Educational Needs as an agency which may be consulted by mainstream schools in the borough for support of children with special educational needs, as defined in the Code of Practice. The Team offers support to children at all stages.

The aim of the Outreach Team is to provide a service which will support teachers in mainstream schools in the management of children presenting challenging behaviour and who are considered to have special educational needs. Their allocation of time in each school is determined by a formula. The range of interventions offered is detailed in the Outreach Policy. The procedures and processes adopted by the team reflect the directives of the Code of Practice. In addition to the direct support of pupils, New Rush Hall School Outreach staff contribute to the formulation of IEPs, suggest appropriate formats for the reinforcement and monitoring of targets and for efficient liaison with parents, facilitate the involvement of pupils in the procedures and contribute to the review process. The Head of School is responsible for co-coordinating all in-house reviews as laid down in the Code of Practice.

The Outreach Team is committed to the integration of pupils placed at New Rush Hall School as appropriate. To facilitate this, Outreach Coordinators initiate contact and liaise with mainstream schools and parents to arrange visits and programmes of integration. Procedures for target setting and monitoring have been established. Mainstream

Programmes are reviewed regularly. Targets agreed and assessed through the review procedure constitute part of each child's individual education plan.

The Outreach Team may also be approached by mainstream schools to provide INSET to support staff generally in the management of children presenting challenging behaviour. The focus of the INSET work is individually planned and dependent upon the needs of the referring school. It is hoped that, in offering a range of interventions, we will be able to support schools in the management of pupils with special educational needs in the widest possible sense.

EXTERNAL AGENCIES

At New Rush Hall School we believe that the partnership between home, school and external agencies is essential in meeting the special educational needs of our pupils. New Rush Hall School 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.

The New Rush Hall School has links with primary, secondary and special schools, Social Care, 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.

It is the role of the Head of School to maintain and develop effective liaison with all agencies involved with the school.

PROVISION

The School offers:

- full-time primary places
 - full-time secondary places
 - part-time Early Years' places
 - emergency placements
- offering a broad and balanced curriculum including full access to the National Curriculum and examination courses Applied Learning opportunities //work experience as appropriate*

Both Departments offer mainstream experience programmes. The Secondary Department offers College Link courses, work experience and a range of vocational courses additional to the National Curriculum.

The Outreach Team offers to mainstream schools consultation, joint planning, in-class support, curriculum advice and development, social skills groups, individual work, INSET in line with the Code of Practice, in order to facilitate the re/integration of pupils placed at New Rush Hall School. The team works with mainstream staff to develop systems and structures which are supportive of all pupils including those with social, emotional and behavioural difficulties and those at risk of exclusion.

