

THE NEW RUSH HALL SCHOOL

Special Educational Needs Report

Policy Reviewed: November 2016

Next Review date: November 2017

Headteacher: Mr J V d'Abbro

Chairman of Governors: Mr Greg Sage



NEW RUSH HALL SCHOOL

SPECIAL EDUCATION NEEDS REPORT

New Rush Hall School is a London Borough of Redbridge special school for children who have significant social, emotional, behavioural and/or mental health difficulties (SEMH). Some children have a range of further complex difficulties including attendant learning difficulties and some parents receive a Disability Living Allowance.

Fairness is at the heart of all that we do. The School is inclusive in all its practices, actively promotes equality and takes all steps to challenge and counter discrimination or harassment.

Purpose

This document outlines the School's policy for pupils with special educational needs and disabilities, as required by the Department for Education. It complies with:

- Section 69(2) of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Paragraph 3 of schedule 10 of the Equality Act 2010

Throughout this document, disabled person means a person who is a disabled person as defined by the Equality Act 2010; disabled pupil includes a disabled person who may be admitted to a school as a pupil.

Admission arrangements for students with SEN or disabilities

- 1.** Admission arrangements are outlined in our Admissions Policy and Procedure.
- 2.** All of our pupils have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP), linked to their social, emotional, behavioural and/or mental health difficulties. We occasionally admit pupils where the plan has not been finalised. We are a specialist provision which recognises that pupils have individual needs for which we offer individual learning plans. The school capacity is 64, of which 40 places are in Secondary and 24 in Primary. Additionally the school has an Early Years' provision to support children in Reception, Year 1 and Year 2 who attend mornings only and return to their mainstream schools in the afternoon.
- 3.** Statements of SEN and EHC Plans are reviewed annually in consultation with parents, pupils, the Local Authority, Educational Psychologist and other professionals as appropriate. The School has a designated Statutory Review coordinator who manages this process and advocates for parents and pupils. She meets with both parents and pupils in advance of reviews to seek their views.
In 2016 – 2017, Year 5, 9 and 11, the Statements of Redbridge pupils will be converted to EHC Plans. Other local authorities may have different timescales.
- 4.** Throughout the school day, including the formal curriculum and the social curriculum, staff monitor pupils' engagement. Progress, as well as incidents of concern and positive handling are logged on the school's management information system, ARBOR. Parents of Secondary pupils receive a weekly progress report; Primary parents receive a daily report.

5. All practice at New Rush Hall School seeks to support and develop students' emotional, moral and social development. The following policies outline the school's practice with regard to assessing and reviewing the progress of students with Special Educational Needs; teaching and supporting them; and they explain how the school adapts the curriculum and learning environment to meet their needs:

- Learning and Teaching policy
- Curriculum Policy
- Assessment and Marking policy
- Behaviour Management Policy

6. All pupils are taught in classes of maximum 8 pupils, by a teacher supported by a Learning Support Assistant (LSA). Primary classes have 2 LSAs. Each Secondary class has a tutor team to support pupils' pastoral needs. Individual pupils receive 1:1 support for literacy and numeracy as appropriate. Looked After Children receive specialist mentoring weekly. The school also employs a small team of specialist psychotherapists from the Tavistock Clinic, who provide individual psychotherapy, parent support work and supervision to staff.

7. Pupils are prepared for leaving school through a series of interventions including a course on Employability Skills, careers advice with the Connexions Advisor, visits to careers fairs and Colleges and two weeks' work experience in Year 10. Tutors support pupils in making visits to post-16 provision and in completing College applications.

8. Staff training is on-going and is designed to match pupil need and school priorities as outlined in the School Development Plan. All staff take part in annual Safeguarding Training and Team Teach refresher training.

9. In order to best support the complex needs of our pupils and their families, the School works with a range of outside agencies including health providers, Child and Adolescent Mental Health Services, Social Care, Housing and other Local Authority support services including a nominated Attendance and Welfare Officer and an Educational Psychologist.

10. The contact details for LB Redbridge Special Educational Needs team are:
SEN & Inclusion Services, CRC Ray Lodge, 91 Ray Lodge Road, Woodford Green
Essex IG8 7PG Tel: 02087088220 Fax: 02087088200
The email address is: SEN@redbridge.gov.uk

11. New Rush Hall School is part of Redbridge's offer for children with special educational needs and disabilities. More information on the local offer is available via this link:

http://www2.redbridge.gov.uk/cms/children_and_schools/schools/sen_schools.aspx

12. Accessibility The school is located on the ground floor of a former 1950s built secondary school. There is wheelchair access by the main entrance, the Primary department entrance and the Early Years' entrance. The School will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings. For additional information, please see the School's Accessibility Plan.

