

Mark Rutherford School



SEND Information Report

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia.
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child?

Mark Rutherford’s SEND Team

Director of SEND and Inclusion	Mr Gibbs
Assistant SENDCo	Mrs Proctor (Key Stage 3) Mrs Paylor (Key Stage 4 and 5)
SEND Teacher	Mrs Mayeur
Lead Assessor	Mrs Walsh

Mr Gibbs holds the National Award for SEN Coordination.

Teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO and Assistant SENDCOs to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of TAs, including two lead teaching assistants who are trained to deliver elements of our SEN provision.

TAs also support students in lessons in order to access the curriculum.

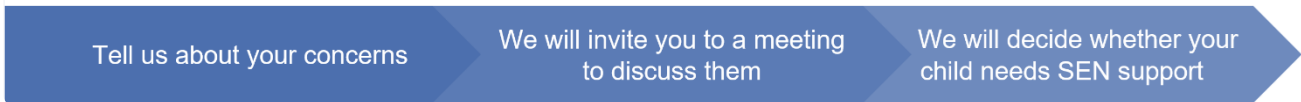
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs, paediatricians and The Child Development Centre
- School nurse
- School counsellor
- Life coach
- Child and adolescent mental health services (CAMHS) and CHUMS
- Education welfare officer
- Voluntary sector organisations and Alternative Provisions.

3. What should I do if I think my child has SEN?

If you believe your child has a special educational need, please email the school’s SEND Team: send@mrus.co.uk



<p>If you think your child might have SEND, please email our SEND Team: send@mrus.co.uk.</p> <p>We will then discuss this concern as a team and get in touch with you.</p> <p>We may email your child’s teachers to gather feedback first and review recent assessment data.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what’s been discussed.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school’s SEND register.</p> <p>We will formulate a Pupil Passport which is then shared with your child’s teachers.</p>
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4. How will the school know if my child needs SEN support?

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age’ (SEND Code of Practice 2014). It is essential that pupils with SEND are identified as early as possible so that appropriate provision, access and interventions can be implemented.

All pupils will be monitored according to their progress. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

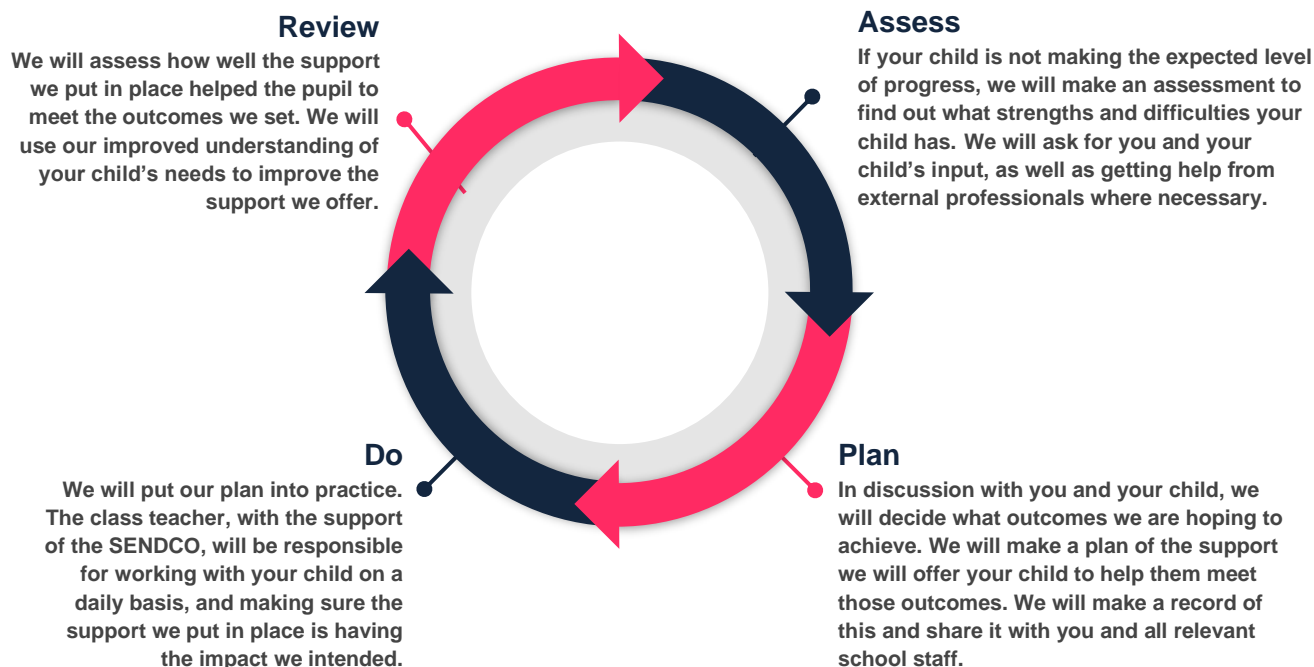
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

You will be provided with reports on your child's progress as part of Mark Rutherford School's reporting cycle. If you require additional feedback or information, please contact the SEND Team.

You will also have the opportunity to meet your child's teachers at parents' evenings and academic mentoring days. During these meetings, it is likely that you and the teacher will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

7. How will my child be involved in decisions made about their education?

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement or drawing.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or questionnaire.

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum and we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adaptations to our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adaptations to our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in lessons.
- We may also provide specific interventions. Please refer to our School SEND Offer for more information.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Please refer to our School Offer which can be found on our school website.
	Speech and language difficulties	
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	
	Adverse childhood experiences and/or mental health issues	
Sensory and/or physical	Hearing impairment	
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to [Bedford Borough's local offer](#).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards goals, outcomes and targets.
- Reviewing the impact of interventions after a specific period or time. This is usually once a half term or every 6 weeks.
- Using pupil questionnaires and surveys to gather student voice.
- Monitoring by the SENDCO and Assistant SENDCOs
- Reviewing a student's Pupil Passport and making updates to key information and strategies.

- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't 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 school trips, including our residential trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Students with SEND are allocated places in two separate and distinct ways:

- Those children with an Educational Healthcare Plan (EHCP) have a separate admissions procedure overseen by the Bedford Borough SEND Team.
- Those children who have SEND but do not have an EHCP are admitted via the normal school admissions criteria.

Further information can be found in our school [Admissions Policy \(2025-2026\)](#).

13. How does the school support pupils with disabilities?

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Further information can be found in our [Accessibility Plan](#).

14. How will the school support my child's mental health and emotional and social development?

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

- Pupils with SEN are encouraged to be part of every element of school life.
- Pupils with SEN are also encouraged to be part of extra-curricular activities and trips.

- We provide extra pastoral support for listening to the views of pupils with SEN by providing check-ins with the SEND Team and Learning Support Centre.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by implementing our Anti-Bullying Policy.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Primary to Secondary School

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community. Tours for students and their families take place in the Autumn Term and extra transition visits are arranged.

If a student has an EHCP, our SENDCO will attend their year 6 Annual Review if possible.

Preparing for Adulthood

We provide all our pupils with appropriate advice on paths into work or further education. SEND students can also have a supported careers advice session.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mr Tyler (Deputy Headteacher) will work with Mr Gibbs, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

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

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

18. What support is available for me and my family?

If you have questions relating to SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bedford Borough's Local Offer.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages