

Mark Rutherford School



SEND Policy

Author:	M. Tyler
Governor's Committee:	
Adopted by the Governing Body on:	March 2023
Signed (Chair of Committee):	
Signed (Headteacher):	<i>K. Foster</i>
Policy review date:	March 2024

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25: September 2015 and has been written in reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice: 0-25 Sept 2015
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on supporting students at school with medical conditions April 2014
- Teachers' Standards 2012
- Safeguarding Policy
- Accessibility Plan

This policy has been created by the school's SENCo with the SEN Governor, in liaison with the Senior Leadership Team, all staff and parents/carers of students with SEND. The policy is a co-produced document in the spirit of the 2014 reforms.

RATIONALE

We believe that every child is unique. Our aim is to provide broad, balanced, personalised learning experiences that will enable them to be healthy, stay safe, enjoy and achieve, make a positive contribution and to achieve economic well-being. At Mark Rutherford School all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Every teacher at Mark Rutherford School is a teacher of every child including those with SEND.

AIMS

Our SEND policy aims to:

- Set out how our school will support and make provision for students with special educational needs and disability (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

School staff aim to:

- Develop an 'open door' relationship with students, families and carers by actively seeking their input in decision making.
- Foster a whole school culture of inclusion which values diversity and appreciates difference.
- Provide a happy, supportive, caring and safe school environment.
- Promote high aspirations and expectations by focusing on target driven outcomes that allow students with SEND to develop independence and achieve the best life outcomes in adult life.
- Develop and value high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Promote a robust identification and management system and implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process.
- Provide sound transitional arrangements upon entry and exit from school and at key times of change.
- Co-operate and work with the Bedford Borough Local Authority.

- Contribute to and maintain the Bedford Borough Authority Local Offer.

ROLES AND RESPONSIBILITIES

The Special Educational Needs Co-coordinator (SENCO), Mr Tyler, manages the day-to-day school SEND provision and line manages the Local Authority on-site Autism Provision, the Nightingale ASC Centre. Mr Tyler has completed the National Award for SEND (NASENCo). Mr Tyler will:

- Work with the Headteacher and SEND governor 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 students with SEND, including those who have Education Health Care Plans (EHC plans).
- Provide professional guidance to colleagues and work with staff, parents/ carers and other agencies to ensure that students 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 students' needs effectively.
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure students and their parents 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 students with SEND up to date.
- Ensure the SEND information report is regularly reviewed and updated and posted on the school website to reflect current information.

THE GOVERNING BODY

The Governing Body have a responsibility and a legal duty under the Children and Families Act 2014 to ensure that a child with SEND gets the support they need.

The SEND link Governor is Mrs Page, she will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Body.
- Work with and support the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

THE HEAD TEACHER

- Work with the SENCO and SEND governor 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 SEN and/or a disability.
- Ensure that the SEND Policy/Information report is completed, published on the school website and kept up to date.

CLASS TEACHERS

Each class teacher is responsible and accountable for:

- The progress and development of every student in their class by delivering Quality First Teaching.
- Working closely and directing Teaching Assistants in their classrooms or in interventions.
- Working with 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 student progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Success Criteria:

- The SEND information report is published on the school website and regularly updated.
- The SENCo carries out everyday responsibilities relating to the management of SEND.
- The SEND department follow SEND statutory procedures and protocols.
- Students with SEND are identified and monitored and their progress evaluated.
- School staff understand and use the 'Assess, Plan, Do, Review model' and use written referrals to access additional resources, funding and where appropriate to request Education, Health and Care Plans.
- SEND records are in place and regularly updated.
- Members of school staff understand their responsibilities as outlined in the SEND Code of Practice: 0-25.

MONITORING ARRANGEMENTS:

This document will be reviewed annually but may be reviewed and updated more frequently if necessary.

Key Information:

Name of Setting	Mark Rutherford School
Type of Setting	Mainstream Secondary Standalone Academy School
Name of SENCo	Mr M Tyler
Qualifications	BA QTS NPQSL National Award for SEN Qualification
Is the SENCo a member of the Senior Leadership Team?	Yes. Assistant Headteacher SENCo
Address	Mark Rutherford School Wentworth Drive Bedford MK41 8PX
Phone Number	01234 290200
Email Address	m.tyler@mrus.co.uk

1. DEFINITION OF SEND

This policy is written to comply with the statutory guidance June 2014 and January 2015 'Special Educational Needs and Disability Code of Practice 0 to 25 years' which relates to part 3 of the Children and Families Act 2014. It relates to children and young people with special educational needs (SEND) and disabled children and young people.

A 'young person' is defined as a person over compulsory school age and under 25. Compulsory school age ends on the last Friday in June in the academic year in which the young person becomes 16. Children are below 16 years of age. In this policy, the term 'student' refers to both children and young people who are, or who will be (in the discussion of transition) members of Mark Rutherford School.

'Parents' is the term used for all those with parental responsibility, including corporate parents and carers.

Special Educational Need (SEND) is defined as:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, and/or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is an educational or training provision that is additional or different from that made generally for children or young people of the same age by mainstream schools.' (Code of Practice 2014, 2015).

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the More Able and Talented Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme and quality first teaching. Parents and staff will be informed that the student has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

2. THE KINDS OF SEN THAT ARE PROVIDED FOR

The SEND Code of Practice identifies four broad areas of need; Mark Rutherford School recognises that a student's needs may fall into one or more of the categories:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

IDENTIFICATION AND ASSESSMENT

3. IDENTIFYING CHILDREN AND YOUNG PEOPLE WITH SEN AND ASSESSING THEIR NEEDS

Feeder schools are visited and contacted throughout the year prior to transfer. Any student identified as having a 'learning difficulty' and who is on SEN Support or EHC plan or is referred to the SENCo. Contact is then made with the feeder school. Bedford Borough notifies the school about students who are transferring with EHC plans in the autumn term. The SENCo or Assistant SENCo will endeavour to attend their annual review to ensure a smooth transition is made. In the summer term parents are invited to meet the SENCo to share information and work cooperatively to create a pupil passport.

We will assess each student's current skills and levels of attainment on entry using CAT 4 and also NGRT testing. We will also take into consideration their attainment at previous settings, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers relative to their starting point
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example social needs/skills.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Students who are identified as having SEN that may require special educational provision are added to the School's SEND register. This is a centrally held and maintained document that relevant school staff can access to better inform their interactions with students. Unless a student has an Education Health and Care plan, their SEN status will be SEN Support (K), or SEN Monitor (L).

CONSULTATION PROCESS

4. CONSULTING AND INVOLVING STUDENTS AND PARENTS

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on what the next steps are.
- We will formally notify parents when it is decided that a student will receive SEN support.

Mark Rutherford School is committed to supporting students with SEND and their families. We actively seek to work with parents and value the contributions they make.

- Student and parental views are recorded as part of the annual review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings, discussing their school day.
- Students and parents are encouraged to attend Parents Evening where overall progress is discussed and targets are reviewed and set.
- Effective communication is achieved through regular contact with home either through email, letters, phone calls or through Class Charts.
- New parents can attend the Open Evening in the October prior to transfer.

Bedford Borough's local offer is available to all at <https://sendguide.bedford.gov.uk/>. The local offer provides information on all provisions within the Borough. The school information report is included in the local offer and is available on the school website.

The school aims to work in partnership with outside agencies to provide an integrated support based on the needs of the student. The main external support agencies used by Mark Rutherford School include (this is not an exhaustive list):

- Student Support Services including Educational Psychology and Autism Advisory teams
- CAMHS - Child and Adolescent Mental Health Services
- Careers Advisor
- Counsellors
- The School Nurse
- Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- SENDIASS (Special Educational Needs and Disabilities information, Advice and Support Service)

- Behaviour Support Service
- Hospital Outreach Support

Admissions procedures for Mark Rutherford School are described on the school website

[Mark Rutherford School - Home](#)

Students who require access arrangements for examinations and other assessments are assessed using the current JCQ guidance. The guidance sets out the process followed by the school where subject teachers identify and evidence the normal way of working of the student so they are not unfairly disadvantaged in examinations and assessments. They are then assessed by the SENCo who will ensure a Form 8 is completed and request an access arrangement. This information is shared with subject teachers and the exams officer within school, parents and students. Students are provided with a card summarising the arrangements in place for them and are encouraged to discuss assessment plans with their teachers.

Access Arrangements will be documented on a student's 'Pupil Passport' which will be accessed by all teaching staff.

When a student reaches a transition point in their education Mark Rutherford School is committed to ensuring a smooth and successful transition. Records of students are forwarded to new placements. Additional induction days are arranged as required for all students with SEND and other vulnerabilities.

MEDICAL CONDITIONS

5. SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Mark Rutherford School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE lessons. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students with medical conditions may also have SEN and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Students who are unable to attend school due to their medical needs are supported by the Hospital Treatment Team. It supports young people who are temporarily unable to attend school full time due to illness, following medical treatment or because of admission to Bedford Hospital. They provide limited tutoring to teach in schools, libraries or in Bedford Hospital, working closely with the school.

Mark Rutherford School liaises closely with families, health professionals and tutors to ensure that disruption to learning is minimal.

ASSESSMENT AND REVIEW

6. ARRANGEMENTS FOR ASSESSING AND REVIEWING CHILDREN AND YOUNG PEOPLE'S PROGRESS TOWARDS OUTCOMES

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

The class or subject teachers will work with the SENCo to carry out a clear analysis of the student's progress and attainment. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour Specialist educational assessments completed by the SENCO
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student 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 student's progress.

Where a student, despite of targeted intervention and input from specialist professionals, continues to make below expected progress, the school may consider completing an application for an Education Health and Care plan. This document details the needs of the student, outcomes to be worked towards and the special educational provision needed to achieve these. This provision is over and above that which is ordinarily available from the school's delegated resources at SEN Support level, as well as needing to be long term. Bedford's SEND Local Offer details the process for this.

[Directory | Bedford Local Offer](#)

APPROACH

7. OUR APPROACH TO TEACHING STUDENT WITH SEN

Quality first teaching is our first step in responding to students who have SEN. This will be differentiated for individual students and informed by a student's Pupil Passport. Class teachers are accountable for the progress and attainment of students they teach and will draw support from relevant professionals and the SENCo where necessary.

We will also provide the following interventions:

- Booster clubs
- Small group core skills interventions
- Trained support staff within the classroom, funded through delegated resources or associated with an Education Health and Care plan.

- SEN Homework clubs
- In class support – Using the ‘Assess, Plan, Do, Review’ model a teacher may ask an additional adult to work with a student or groups of students to help them understand the work.
- Out of class support in a one to one or small group situation to complete classwork in line with peers.
- Support to develop core skills such as spoken language, literacy or numeracy.
- Talking support in groups or one to one to help students find answers to their difficulties.
- Lunch and break time support so that supervised social time is available.
- Support to move safely around school and develop independence.
- Supervision or special arrangements for personal care.
- Access arrangements for examinations that sometimes provide readers, writers, extra time or a Communication Professional.

GRADUATED APPROACH

8. A GRADUATED APPROACH TO SEND

All staff are expected to follow and implement the Code of Practice 2015, relating to students with SEND or additional needs. The code is based around an approach of making reasonable adjustments for all students within the classroom and monitoring these changes in the following cycle.

1. **Quality First Teaching** – using our knowledge of the students and their needs we prepare and deliver quality lessons which cater for the needs and abilities of all students.
2. **Concerns** – Staff will review inclusive Quality First Teaching guidance for strategies and make reasonable adjustments. They will also monitor and record these strategies and their impact. This is the first cycle of the graduated approach, once completed use the internal referral form and pass this information to the SENCo (or Assistant SENCo)
Monitor – Concerns/challenges/barriers to progress and strategies are shared with teaching staff by the SENCo and student is/are then monitored or referred for further assessments. This is the second cycle of the graduated approach
3. **SEN Register** – using the data gathered, the SENCo will determine whether the student is to be placed on the SEN register, what further assessments are needed or whether the student can be catered for with iQFT and therefore is not placed on the SEN register (students may be placed on a monitoring list/register).
 - **WAVE 1** – we cater for **all** students through quality first teaching.
 - **WAVE 2** – teachers make **reasonable** adjustments for students and monitor these for impact.
 - **WAVE 3** – the adjustments become increasingly personalised and cater for individual needs. The cycle will be completed multiple times as the students’ needs change, this will form the review stage (Assess, Plan, Do, Review).

Criteria for Wave 2 include:

- Low numeracy/ literacy scores Level 3 and below in KS2 SATs
- Scores significantly below 100 in CATS tests
- Teachers’ observations
- Information from previous school
- Concerns from staff or parents.

Provision from within the school’s resources is identified to help meet the student’s needs. Interventions may include:

- Additional learning programmes such as Literacy and Numeracy, study skills, social skills and touch typing. Lexia power up or Core 5.
- Smaller group sessions
- Appropriate teaching groups/ sets
- Group support from a teaching assistant on a regular basis.
- Booster classes
- Additional staff training

Criteria for Wave 3 include:

Where students fail to make adequate progress, despite additional provision at Wave 2, targeted provision is made for a minority of children through the provision of highly tailored intervention to accelerate progress or enable children to achieve their potential. The school may seek advice and involvement from external support services. They are requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff
- Timetable support

The Pupil Passport is revised and new strategies are put in place following the involvement of student and parents/carers. Should the assessments identify that the student requires additional provision on a regular basis for an extended period, then the school will apply for additional resources. This application will be evaluated against criteria established by Bedford Borough. The SENCo may apply for additional support through the completion of an Early Help Assessment.

The SENCo is responsible, on a daily basis, for providing support and mentoring, allocates students with Education Health and Care plans (EHCP), a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

9. ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

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

- Adapting our resources and staffing.
- Students have recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Creating and sharing Pupil Passports for individual students. These detail a student's areas of need, strengths and recommended support strategies.
- Adjusting timetables to allow for small group or 1:1 intervention with specialist professionals or support staff, where a significant need is evidenced, it is appropriate and in agreement with the Headteacher.

10. CRITERIA FOR EXITING THE SEN REGISTER

Many students' needs are met by quality first teaching. These students do not need to be recorded on the SEND register. Information relating to their individual learning needs is shared with teachers and they are regularly monitored to ensure they are making adequate progress.

When students make progress in line with their abilities, they are able to be removed from the SEND register. This decision is based on evidence of achievement and the decision to exit the SEND register is shared with parents/carers and students. The SEND register is regularly reviewed and parents are encouraged to participate in discussions relating to their child's learning needs through communication with the SENCo, teachers, tutor and consultation evenings.

11. SUPPORTING STUDENTS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

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

Students who have an Education Health and Care plan will meet with the Local Authority and the SENCo, who will work with the them to explore future pathways, agree outcomes and next steps to help them achieve this. The student's Annual Review meeting for Year 10 will include discussions around all further education options, different settings and entry requirements. During the summer of Year 10, it is advised that students with an EHC Plan attend open days and evenings for Post-16 settings that interest them.

The Year 11 Annual Review will occur in the Autumn Term, following this the Local Authority will consult with the student's preferred placement and any others that could be an alternative choice.

12. TRAINING, RESOURCES AND EQUIPMENT

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.
- The Nightingale ASC Provision is funded separately as an enhanced resource provision.
- The SENCo is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

Staff training needs are identified through the appraisal and review procedures that are in place within Mark Rutherford School. All staff are encouraged to maintain and further develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers and support staff participate in a comprehensive induction programme in taking up post and this includes a meeting with the SENCo to explain the systems and structures in place around the schools SEND provision and practice, and to discuss the needs of individual students.

The SENCo regularly attends Bedford Borough SENCo network meetings in order to keep up to date with local and national updates in SEND. The SENCo maintains NASEN membership to ensure up to date knowledge of national developments and best practice in SEND.

The school will secure equipment detailed within an EHC plan for students using allocated funds. Where equipment is recommended by professionals the school will make use of the delegated resources to secure this or work with the Local Authority where further funding or equipment is required.

13. EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their set outcomes.
- Reviewing the impact of interventions after an agreed period of time.
- Using staff, student and parent questionnaires.
- Monitoring by the SENCo.
- Holding annual reviews for students with EHC plans.

14. ENABLING STUDENTS WHO DO NOT HAVE 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 students, including our before and after school clubs.

All students are encouraged to take part in events such as the school's sports day, any productions and special workshops.

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

- Where a student requires a high adult to student ratio, this will be provided.
- Consideration is given when planning activities on their suitability for all students, accessibility and opportunities for success for those with SEND, the SENCo provides advice and feedback to support this.
- The site is accessible through a combination of ramps and stairs. The majority of school classrooms are found on the ground floor. Consideration is given during timetabling to ensure that students with mobility needs are within rooms that are easily accessible and can promote independent travel.

15. SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

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

- On site counselling services are available through our in-house school counsellor; counselling is also provided/available through external professionals (including an ASC counsellor) who work with a number of our young people
- Students with SEN are encouraged to be part of the school's student voice
- We have a zero-tolerance approach to bullying. The school works hard to ensure that students learn in a happy, supportive, caring and safe environment where they feel comfortable about who they are without others judging them and without fear of being bullied.

16. RAISING CONCERNS ABOUT A STUDENT OR COMPLAINTS ABOUT SEN PROVISION

Mark Rutherford School has an established procedure for dealing with complaints. Its purpose is to ensure that every complaint is:

- Given a courteous and fair hearing
- Investigated and the result logged
- Given a considered reply

If parents/carers are unhappy with the SEND provisions made to support their child it is best to contact the SEND Team in the first instance by emailing SEND@mrus.co.uk

You may write, telephone or send an email to the above address.

A telephone discussion, on 01234 290200, is often the most satisfactory and the quickest way of resolving a problem. If you are not satisfied with the response to your complaint you may write to the Headteacher or the Chair of Governors who will review the matter and respond formally.

Independent, impartial and confidential information, advice and support relating to SEN and disabilities can be accessed from SENDIASS on 01234 276867 or emailing <mailto:sendiass@bedford.gov.uk>