

Mark Rutherford School

SEND Information Report for 2021-22

Introduction

Welcome to our SEND information report which is part of the Bedford Borough Local Offer for learners with Special Educational Needs (SEND.)

Section 69 of The Children and Families Act 2014 requires governing bodies of or the proprietors of schools to publish and keep information on their website about the implementation of the Governing Body's or the proprietor's policy for pupils with SEND. This SEND information report is kept under review and updated annually.

At Mark Rutherford School we are committed to working together with all members of our school community. We would welcome your feedback and comments on our offer, so please do contact us. The best people to contact are:

SENDCo and Assistant Head Teacher – Mrs Jo Strong
Assistant SENDCo – Mrs Sharon Baker

Our Approach to Teaching Learners with SEND - Section 6 of the Special Educational needs and Disability Code of Practice: 0-25 years

Mark Rutherford School is an inclusive, mainstream school in which the teaching and learning, achievements, attitudes and well-being of every young person matters. We believe in participation and equal opportunities for all. We ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. This is encompassed in our mission statement:

“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.”

We have effective management systems and procedures in place for SEND, taking into account the Code of Practice (2014) and January 2015. All staff read and sign section 6 of the Code of Practice.

- We are committed to remove barriers to learning and participation, that can hinder or exclude pupils with special educational needs
- We have systems in place, that allow for the early identification of barriers to learning and participation
- We have high expectations and set suitable targets for all children
- We work in partnership with the children and parents, drawing on parents' knowledge and expertise about their child, and encouraging the child to express their views.
- We work closely with other local schools and outside agencies to develop provision and practice
- We are committed to developing the skills and knowledge of staff so they can provide high quality support
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development, with staff continually assessing to ensure that learning is taking place and any interventions are having a positive impact.
- The whole school system for monitoring progress includes regular pupil progress meetings

through academic mentoring.

How provision changed during COVID and how learners were supported?

- Students offered a timetable of zoomed lessons. This included online TA support for those who needed it.
- Our students with EHCPs and other vulnerable students were invited into school and received zoom lessons and face to face TA support in COVID safe settings.
- Regular online pastoral support was offered to all students and organised via the house office i.e. zoomed tutor periods. The most vulnerable students were offered an online key worker who checked in with them on a daily or weekly basis. These interactions were monitored in a weekly meeting of the school SEND and pastoral teams.
- Students and families were signposted to external agencies if there was felt to be a need for outside professional support alongside school support.
- A calendar of online parents' evenings was successfully put in place.

How provision may change again in response to lockdown/partial closure?

- School now has a much better picture of how individual students coped with home learning and therefore we are in a better position to make any individual adjustments to learning routines and timetables if there is another lockdown. For example:
 - Whilst the majority of our students coped very well with home learning that was not always the case for some of our SEND and other vulnerable learners who in some cases needed adjusted timetables which involved a mix of remote and in-school learning.
 - Some of our learners needed adjustments to the zoom medium itself to reduce anxiety ie not having the camera on and teachers being briefed to not ask them questions
 - Some of our learners needed support with making visual timetables so that they were clear about their zoom timetable
 - Any adjustments to learning were added to the student's pupil passports.

How we developed new strategies to meet learning needs through remote learning?

We have used the **assess, do, review** cycle to ensure that learning needs are met:

- **Assess:**
 - Students have already been assessed by formative and summative assessment as well as in school testing such as CATS and Lucid
 - Teachers can also access key pastoral information on SIMS and CPOMS information systems
 - SEND and vulnerable students all have pupil passports detailing their needs.
- **Do:**
 - Students have been offered a timetable table of remote and/or school learning
- **Review:**
 - Students' progress is reviewed via teacher formative assessment and subject departmental meetings
 - Particular attention is given to student's emotional wellbeing and students of concern are referred by teachers to SEND and pastoral teams so that any helpful adjustments can be made quickly

How we supported SEND learners and what provision was available?

- All SEND learners have a pupil passport outlining learning needs and these were regularly updated for teachers based on how SEND learners were coping with their learning
- SEND learners were offered the option of learning in school in COVID safe settings if it was felt they would cope better being in school. This was particularly the case for some of our students with EHCPs. In school, TA support was made available to them.
- For SEND learners who were happy and coping with remote learning at home online 1:1 TA support was available to support who tasks, organisation etc
- The SEND and pastoral team made regular well-being check-ins by phone/zoom with the student and their parents

Send students and families were signposted to external agencies if there was felt to be a need for outside profession support alongside school support.

- Personalised transition plans were put in place for the return to school after lockdowns based on advice for the Bedford Borough

How we made sure that SEND learners have been given the opportunity to catch up or fill gaps in learning since COVID?

- Encouraging teachers to revisit previous learning in class as a safety net for ALL students, not just SEND students
- Offering SEND students opportunities for over learning in the school's Learning Support Centre
- Offering small group catch up sessions after school for core curriculum

Identifying the Special Education Needs of pupils

At different times in their school career, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

“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:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

The broad 'areas of need' are:

Communication and
Interaction Cognition and
learning
Social, Emotional and Mental Health
Difficulties Sensory and Physical Needs

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it **may** be that the child has SEND. All children are closely tracked from their baseline assessment on entry to school, enabling early identification and intervention. Information will be gathered seeking the views of, parents and child, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind'. These may include absences from school, attending lots of different schools, difficulties with speaking English, or worries about different things that distract them from learning. At Mark Rutherford School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will provide interventions. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

What should I do if I think my child may have Special Educational Needs or if I am concerned about their progress in school?

If you have any concerns regarding your child's progress, SEND provision or well-being, please speak to your child's tutor or Head of House or Mrs Strong (SENDCo) in the first instance. If there continues to be cause for complaint parents should contact the SEND governor.

Support for Children with Special Educational Needs

Subject teacher input via excellent targeted classroom teaching (High Quality First Teaching) Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our Teachers will use various strategies to adapt access to the curriculum, for example:

- Providing different materials or equipment
 - Visual timetables
 - Writing frames
 - computers or other alternative recording devices
- Using extra staff to work closely with the pupil
- Peer buddy systems
- Differentiated learning strategies through staff development or training
- Group support
- Devising interventions and monitoring their effectiveness by providing extra adult time
- Local Authority support for advice on strategies and equipment or staff training

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning. Subject teachers will work closely with the Special Educational Needs coordinator (SENDCo), to devise interventions additional to or different from those provided.

When providing support that is 'additional to' or 'different from' we engage in a four stage process: Assess, Plan, Do and Review.

Assess – this involves taking into consideration all the information from discussions with parents or carers, subject teachers, other staff and assessments.

Plan- this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. This will be recorded on a Pupil Passport that is reviewed regularly.

Do- Providing the support, extra assistance for learning or learning aids, as recorded on the Pupil Passport.

Review- measuring the impact of the support provided, and considering whether changes to that support need to be made. All parties, child, parent or carer, teacher, teaching assistant (TA) and SENDCo contribute to this review. This then informs the next cycle, if necessary. Teachers and TAs meet weekly to discuss the progress of learners as well as discussion with Heads of Department where necessary.

This additional support, 'intervention', will be needs led, targeting the area of difficulty. Support may be provided in class or in another area of school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and discussed regularly with the child and their parents or carers.

We employ 11 Learning Support Assistants who provide in class support and an SEND teacher to provide the interventions, coordinated by our SENDCo. The Nightingale ASC provision provides a more intensive level of support to students placed there.

The SENDCo holds a degree in psychology has gained the attachment lead status in trauma and attachment difficulties and participates in an ongoing programme of professional development and has completed the National Award for SENDCo's and is a member for the Leadership team. The ASC provision manager has expert knowledge of ASC and is supported by the Borough's specialist teacher for Autism.

Mark Rutherford School is pro-active in working with outside agencies to support the needs of learners. We have TAs who are trained to deliver a range of interventions including delivering Speech therapy strategies under the advice of the relevant Speech Therapist, Lexia, and practice exercises given by the physiotherapists, Better Reading Partners (Paired reading initiative). The TAs have extensive experience and training in working with children with learning difficulties including SpLD, ASC, ADHD, Sensory impairments and challenging behaviours.

Outside agencies include:

- Autism Bedfordshire and Autism Advisory Service
- Bereavement Counselling
- Careers Advice
- Child and Adolescent Mental Health Service (CAMHS) and CHUMS
- Educational Psychology Service
- Early help
- Educational Welfare Service
- Independent Counselling
- Physiotherapy
- School Nurse
- Speech and Language Service
- Sensory Support Services (Visual Impairment and Hearing Impaired)
- Social Care
- Young Carers
- Young Minds parents helpline

While the majority of learners with SEND will have their needs met in this way, some children with severe and complex needs may require a statutory assessment of their needs to determine whether it is necessary for the Local Authority to write an Education Health and Care Plan (EHC). The school or parents/carers can request the Local Authority to carry out this assessment.

Assessing the Impact of Interventions

Monitoring and tracking progress is an integral part of teaching and leadership within Mark Rutherford School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND.

A baseline assessment will take place at the beginning of an intervention, against which progress will be measured, and a target outcome set. Regular reviews will take place to ensure the intervention is having the intended effect and to adapt if required. The termly reviews will involve the child, parents or carers and subject teachers.

Summative assessment from year 6 SATS alongside baseline testing within school will help to inform learning needs; including completion of cognitive ability tests in year 7.

Emotional and Social Development –support for child’s overall well-being

Every child has a form tutor who provides daily face-to-face support through contact during ‘tutor time’ which is made up of students from year 7-11 (referred to as vertical tutoring). The form tutor generally remains with the same tutor group throughout the student’s time at Mark Rutherford School. Tutor time activities are focused to support wellbeing and awareness of the wider world. We have a dedicated team of pastoral support with Heads of House and Assistant Head of House, all of whom are experienced with working with young people and their families, and have received training in safeguarding, restorative justice techniques, first aid, mental health awareness and defibrillator training. We also have a team of key workers who work as part of the Raising Achievement Centre to support all children towards reaching their potential. We offer personalised provision through the ASC provision, Raising Achievement Centre and Learning Support Centre.

Student reception holds student medicines securely. Whilst we are happy for students to take medicines at school, the student must have the levels of independence to be able to self-administer. We have an Administration of Medicines policy that is available from school reception. We have a weekly drop in session available to students with the school nurse. The Brook Advisory Service provides a weekly clinic at school for older students. Heads of House are able to refer students to counselling services that are available in school or refer to specialist services such as CHUMS. We have a dedicated Attendance Officer who liaises with staff, parents, EWO and any further agencies that are deemed necessary, such as hospital outreach team.

We encourage young people to participate in decision making that relates to them. We aim to empower young people to take an active role in society when they enter the adult world.

Funding for SEND

As an academy, Mark Rutherford School receives its school budget directly from the Education Funding Agency, rather than Bedford Borough Council. We allocate specific funding from this school’s budget share to cover the work of our inclusion team. This is in addition to funding for those with EHC Plans.

Funding decisions are made by the SEND and Inclusion teams. If more resources are required to support a student then we will complete the necessary processes to access funding or provision.

All support is regularly reviewed with particular focus on improving educational outcomes for students.

Opportunities outside the classroom/Enrichment Activities- Equality Act 2010

At Mark Rutherford School we believe all learners should have the same opportunity to access extra-curricular activities. We offer a range of additional clubs, activities and trips and we are committed to making reasonable adjustments to ensure participation for all.

Please contact the SENDCo if your child has any specific requirements for extra-curricular activities.

In Service Training/ Support for Staff

The SENDCo helps subject teachers to plan for children with SEND through regular CPD. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on Equality Act 2010, dyslexia, Autism, Exam Access Arrangements.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to their role or the specific needs of children in their class
e.g. Supporting children with Diabetes.

Accessibility

- The buildings are set across 2 floors, upstairs buildings are not currently accessible for wheelchair users.
- The grounds are accessible
- Ramps are provided at main entrances
- There are disabled toilets on site
- Disabled parking bays
- Improved lighting to support students with visual impairments
- Sound damping measures within carpets to reduce background noise for hearing impaired students

Preparing and supporting children in joining the school or for taking the next step

Transition is a part of life for all learners, whether that involves moving to a new class in school, having new teachers, or moving on to another school or college. We recognise that transition is an important time for all children, but especially for a child with SEND. Consequently we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Children joining at beginning of Year 7:

Staff make several visits to feeder settings. During the summer term prior to them starting school, the child will visit school accompanied by parent and /or staff member. A meeting will be held with parents and SENDCo to discuss provision, needs and concerns. Additional transition meetings can be arranged if needed.

Children moving to another school:

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that is required for your child

We will ensure that all records about your child are passed on as soon as possible.

Planning for transitions within school will take place in the Summer Term. Staff work very closely together, sharing information, including Pupil Passport, and

planning next steps. During Year 11, all learners are encouraged to attend OptionCareerChoices4U (OCC4U) events. SEND learners will be offered a 'taster day' at college as well as encouragement to attend the relevant open evenings at the varied post 16 providers. SEND information will be shared with the College or Sixth Form. Students with Access Arrangements in place for GCSE Exams are able to collect the relevant information to pass on to their next setting. Some students may be accompanied on taster visits to college to support a successful transition.

Have your say

This SEND report details our annual offer to learners with SEND, but to be effective it needs the views of all: parents/carers, learners, governors and staff.

Please engage with our annual process to 'assess plan, do and review' provision for SEND.

If you have any comments please contact Mrs Jo Strong (SENDCo)

Tel: 01234 290200, joanne.strong@mrus.co.uk

For independent, impartial, confidential advice and support with any aspects of SEND please contact SENDIASS 01234 276 267 or email SENDIASS@bedford.gov.uk

Useful links

Information on SEND at Bedford Borough and the Local offer page

<https://www.bedford.gov.uk/schools-education-and-childcare/special-educational-needs/send-team/>

SEND providers in Bedford Borough:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home>

Mental health support

<https://www.youngminds.org.uk/parent/parents-helpline-and-webchat/>

<https://student.kooth.com/>

