

Date: 05/26

Review: 05/28

Rush Green Primary School



SEND Information

Rush Green Primary School SEND Information 2025/2026

INTRODUCTION

Special Educational Needs (Information) Regulations Clause 65

‘Rush Green Primary School seeks to serve the community by striving to ensure the highest standards of education for every child entrusted to our care’

‘The School and Governing Body's vision is to promote a positive, caring learning community: where the values of mutual respect, tolerance, compassion, hard work and commitment enable our learners to become the model global citizens of the future’

Contingency for school lockdown (remote learning)

Learning support will include the provision of bespoke remote learning programmes using provided work and/or communication tables. At all times RGPS promotes close home –school liaison.

Home-school communication during a lockdown will be pre-dominantly conducted by phone or other appropriate and safe web-based conferencing tools.

All other elements of RGPS SEND provision outlined in this document will continue as indicated

DfE Guidance states that children on an EHC Plan are considered vulnerable and therefore must attend school where it is appropriate for them to do so

1. The kinds of special educational needs for which provision is made

Rush Green Primary School is an all through maintained primary school in the London Borough of Barking and Dagenham. The school caters for students whose needs fall within one or more of the following four areas of need and support:

- Communication and interaction needs
- Cognition and learning
- Social, emotional and mental health needs
- Sensory and/or physical needs

For admissions information please contact the borough **Schools Admissions Team** on **0208 215 3004** or e mail admissions@lbdd.gov.uk;

If you would like to visit the school or speak to the school **SENCo** about **SEND** related issues please contact the school directly on **0208 270 4940**

2. How does the school identify and assess pupils with special educational needs, with or without Education, Health & Care Plans (Statement):

The school **SENCo** is **Mrs K Brown (Special Needs/Inclusive Education)** who may be contacted via the main office on **0208 270 4940** or via e mail on kbrown@rgps.org.uk

The school **Child Protection Officer (DSL)** is **Ms Sharon Thompson**.

All students are assessed every half term. Students who may have a SEND are identified by progress which:

- is significantly slower than that of their peers starting from the same baseline
- 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

Where a student is causing concern with regard to one or more of the four criteria listed above, the class teacher, working with the school SENCo, informs the parent and seeks their permission to carry out a baseline **SEND Assessment**. Once permission is given, the child is assessed. This assessment consists of:

- Analysis of progress, attainment and behaviour data.
- Lesson observation(s).
- Eliciting of parent and child's views. (Any existing in school, or external documentation to support the identification of SEND is referred to).
- Advice from external support services.
- Class teacher's experience of the pupil.
- Available medical advice or for mid phase admissions, previous school reports and data.

Implicit in all dialogue is the individual's development in comparison to their peers.

If evidence indicates SEND support is required the parent is formally informed and a SEND support plan is generated. Central to this plan is a **Pupil Passport** that lists the pupil's strengths, weaknesses and strategies for support. It is initiated by the class teacher, SENCo, parent, child and any external agency as appropriate. This plan follows the cycle of **Assess-Plan-Do-Review** (SEND Code of Practice 2014).

The child's voice must be heard and to this end the school supports child advocacy e.g. a friend or Educational Psychologist can attend a planning or review meeting to support or present the child's views. In addition, the school welcomes a child's recorded contributions or a visual/social story to support the planning process.

A parent can contact the **SENCo** directly at any time if they feel that their child has an unrecognised SEND, cognitive or non-cognitive, as can a **Class Teacher** at any time throughout the academic year. Mid phase entry students receive a baseline

assessment upon entry and reports from previous educational settings and/or medical advice is actively sought by the school.

Where evidence suggests that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the parent or guardian may ask the school or local authority to conduct an **Education, Health and Care Needs Assessment**. Please note that an assessment will not always lead to an **Education, Health and Care Plan** (SEND CoP 2014 Section 9).

3. How does the school evaluate the effectiveness of its provision for pupils with SEND, with or without EHC Plans:

All SEND students are tracked using internal data with regard to the academic progress they are making towards targets set from a baseline assessment. Students whose academic progress is of a concern may be discussed at regular **Pupil Progress Meetings (PPMs)**. This forum is attended by all the senior leaders in the school, including the SENCo. and chaired by the senior leadership team. If a student with SEND is identified as not making progress, then the class teacher working alongside the SENCo, parents and child will revisit the cycle of **Asses-Plan-Do-Review** (SEND CoP 2014) to identify a robust response to address their rate of progress and challenge the effectiveness of any intervention supporting the student.

SEND pupils who may present with difficulties external to the curriculum (safeguarding, child protection, vulnerable, attendance), will be discussed by the senior leaders of the school and chair of governors at regular **SIG Meetings**.

The school's designated **SEND Governor** is **Jane Buckle** who can be contacted on **0208 270 4940**.

SEND is a standing agenda item at Governors meetings so allowing critical scrutiny of the effectiveness of the school's SEND provision.

Rush Green Primary School believes that high quality teaching targeted at a student's area(s) of difficulty is the best response to meeting a child's needs (Code of Practice; Section 6.19), but where progress is less than expected an intervention may be necessary. This intervention will only be sanctioned by the school's **Leadership Team** if evidence indicates it will have a measurable impact on the cognitive, or non-cognitive development of the student or student(s). Any staff member leading an intervention must feedback directly to the leadership team the degree of impact it has, or is having, on its identified client base.

4. What are the school's arrangements for assessing and reviewing the progress of pupils with SEND, with or without EHC Plans:

In addition to the existing home – school protocols and communications that exist for all pupils at Rush Green ('Meet the Teacher', end of year report, Parent's Evenings, School Website), students receiving SEND support have a termly discrete review of progress with their parent, class teacher/ SENCo and any external professionals as appropriate. This follows the cycle of **Assess-Plan –Do-Review** (SEND CoP 2014). Further reviews will be initiated if a pupil fails to meet any of the criteria listed in **Section 2** of this information report.

Parent/carers views are actively sought throughout the assessment and review progress to inform the effectiveness of the school SEND provision.

5. What is the school's approach to teaching pupils with SEND, with or without EHC Plans:

At Rush Green we give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Curriculum planning and assessment for pupils with special educational needs at Rush Green is fully cognisant of the type and extent of difficulties presenting in its pupil population. We recognise that the attainment levels of some students with SEND are significantly below expected levels and that a high level of differentiation/adaption must exist in all classroom planning.

Class teachers therefore work closely with the school's **SENCo, Inclusion Manager** and in particular their **Teaching Assistant** to ensure the full curriculum is available to all students.

Planned work ensures the pupils full participation in learning and in physical and practical activities for all SEND students

- Appropriate support is provided for pupils who need help with communication, language and literacy
- Planning, where necessary, to develop SEND pupil's understanding through the use of all available senses and experiences
- To support SEND pupils to manage their behaviour and to take part in learning effectively and safely
- To help individuals manage their emotions to ensure effective curriculum engagement

All planning is monitored by the school's **Senior Leadership Team**.

The school is fully wheelchair accessible. Disabled changing and toilet facilities exist in the school. Disabled parking bays are available next to the main entrance.

An audit of the physical environment is undertaken with an **Occupational Therapist**, parents and school staff prior to a child entering the school with a **physical and/or sensory** need to identify any aspects of the physical environment that may need

adapting. If adjustments are required the school will seek advice from the borough Virtual SEND team to ensure full child accessibility and equitability.

The school will always look to make reasonable adjustments to any aspect of its physical environment to accommodate all students.

6. What additional support for learning is available to pupils with SEND, with or without EHC Plans:

Children at Rush Green Primary School may have access to additional support dependent on need.

Rush Green Primary School has responded to the increasing numbers of complex SEND pupils by creating its own specialist Classrooms (Blue /Sunflower/Cedar Rooms) with the support and guidance of the LA.

Unlike ARPs (Additionally Resourced provisions), this is for a small cohort of children that can be moved in and out of the mainstream as best meets their needs. Schools have full control and flexibility as they are their own provisions.

Children who may benefit from specialised classrooms include: children with complex needs who have great difficulty communicating, often requiring those who know them well to interpret their responses and intent. They frequently have other, additional, disabling, conditions (medical, speech language and communication, sensory, self-help and mobility). All children in the specialised classrooms spend time each day in the mainstream class dependent on their regulation and well being.

The school works towards the following criteria to support our most complex needs SEND pupils:

- Pupils who need full time access
- Pupils with complex needs who may have additional needs such a medical or sensory
- Pupils who need a specialised setting with staff trained to deliver a sensory approach to the curriculum and often require support for toileting, feeding, dressing. The pupil might only respond to stimuli with adult intervention.
- Severe learning difficulties (likely to require specialist support throughout their time at school).
- Little or no understanding of spoken language and/or little speech themselves.
- Likely to have significant sensory difficulties and or toileting needs. Will have significant sensory integration difficulties
- May have severely challenging behaviours.
- Pupils who will need specialist support from the specialist classrooms and also access mainstream school throughout the week

- They will all have significant learning needs and become dysregulated by the mainstream environment.
- They will require some specialist support from the specialist classrooms but the ultimate aim is to increase their time in a mainstream classroom without high levels of 1:1 support.

Staffing: A condition of LA support is that the specialist classrooms are overseen by a qualified teacher. This may be part time/pro-rata for the smallest settings.

Environment: The classroom area allocated needs to be sensory enabled and of a standard that supports a pupil with a range of needs, and of a size that accommodates a minimum of 6 pupils. Each classroom needs to have easy access to toilets and a sensory area. Pupils need access to an appropriate curriculum with good access to secure play areas. The LA will support environment works to maintained schools.

Parental Support: Parents need to agree to their child attending the specialist classrooms and they should have evidence that parents have been consulted and understand arrangements for their child and are in agreement. The LA will work with schools to support training and support for families.

To promote independence, the school does not advocate ‘velcro’ support whereby a child has a dedicated TA all day. The school will only support this approach for the most challenging pupil need.

All **Teaching Assistants** receive regular training to continue to improve knowledge and practice, specific to meeting the needs of children with SEND.

The school's **Inclusion Manager** and **Training and Development Consultant for Teaching Assistants**, Mrs Christine Strizovic (MA Ed.), has high expectations and a commitment to lead our **Teaching Assistants** to help the children fulfil their potential, establishing fair, respectful, trusting and supportive relationships. The TA team includes expertise within the following areas:

- Speech and Language
- Maths Support
- Phonics
- SEND
- Reading and Writing support
- Behaviour Management
- Dyslexia awareness
- Supporting EAL in the classroom
- Supporting Grammar
- ASC (SCERTs)

- Destination reader

From 2017 – 2019, the school participated in a national research project led by The Education Endowment Fund and UCL. The project 'Maximising the Impact of Teaching Assistants', has further developed the skills base of our TA workforce.

The school has a **Communication Hub** with a wide range of speech and language resources. The hub is open to all schools in Barking and Dagenham to access and borrow resources. Please contact **Mrs Strizovic on 0208 270 4940** if you would like to visit the hub.

SEND is a standing agenda item at weekly staff briefings in addition to being built into the whole school INSET cycle.

Staff receive disability awareness training annually. Staff regularly attend discrete SEND training to ensure the needs of the school SEND population is met.

The following professionals can be accessed via either our half termly PPMs or cycle of SEND review meetings, again, only subsequent to eliciting both parent/carer and student views:

- School Parent Support Advisor
- Educational Psychologist
- Speech Therapist (exists as an ongoing timetabled discrete intervention)
- CAMHs (Child and Mental Health Service)
- Child Development Team
- School Nurse
- Flourish Visually Impaired Service
- LBBD and Havering Hearing Impairment Advisory Teacher
- LBBD SEND and Inclusion Advisors
- Borough **Common Assessment Framework** Lead Practitioners
- Borough **Children's Services**
- Local Authority **Education Placement Panel**
- The borough **Education, Health and Care Team** Other, as identified

If a child's needs cannot be met from the school's existing delegated budget, the school will seek additional support from the borough.

7. What activities are available for pupils with SEND in addition to those available in accordance with the curriculum:

All SEND students have as equitable access as their peers to the school curriculum, clubs, trips and activities. We will always make reasonable adjustments or seek advice as to how we can accommodate students with learning or physical disabilities in curriculum and our extracurricular programme of activities.

In addition to these activities and trips children may also take part in:

- Rush Green SEND Panathlon Team
- Lunchtime 'Vulnerable Children' Games Club and farm
- Secret Sports Club
- Booster and Catch Up clubs

Additional **Teaching Assistant** staffing is provided from the school's SEND budget to support any school trip or activity that involves identified SEND or vulnerable children. Risk assessments are carried out in line with borough guidance. Individual parents may be asked to attend to support a child where appropriate.

For the parents of a child with SEND who may be experiencing financial hardship the school may help towards the cost of a trip or activity. This is done on an individual basis. Parents will be invited to attend if appropriate.

8. What support is available for improving the physical, emotional and social development of pupils with SEND:

Implicit in the schools' vision is the wellbeing of all students. At times though, additional non-cognitive support may be required for students with SEND. To this end we have a Parent Support Advisor who can signpost to external support agencies and professionals and initiate Early Help (social care/services)

All SEND children have their dedicated class teacher who leads on ensuring both the academic and pastoral welfare of the student (CoP 2014) and in addition monitors their attendance, which if poor, can often be an indicator of an unmet need. SEND attendance is monitored via discrete SLT pastoral meetings on a half termly basis (SIG)

Students with medical conditions may have **Health Care Plans** and medication is administered according to HCP guidance. The school nurse is **Nicola Stevens**. Mrs Stevens will contact parents on request to discuss any medical concerns and clarify any concerns about the administration of medication for a SEND child.

At any one time the school has at least **2** trained paediatric first aiders on site. At all times we have over twenty first aid trained staff on site.

The school council has as a standing agenda item 'Bullying and Behaviour'.

The school has 3 staff trained as **Youth Mental Health First Aiders**.

9. How are the parents of children with SEND consulted, and actively encouraged to contribute to the education of their child:

Parents are invited to all SEND meetings regarding their child. We recognise that parent views are a key contributor in ensuring the best outcomes for a child. Rush Green welcomes parent advocacy to support a child's learning and to this end parent advocates are welcome to attend any school meeting regarding a child's progress. These advocates might include representatives from 'Parents in Partnership', 'Carers of Barking and Dagenham, a friend or relative, or an Educational Psychologist.

10. How does the school and governing body deal with complaints from parents of children with SEND concerning the provision made at the school:

Rush Green School believes that if there is an issue relating to the quality of provision the school is making for a child with SEND, the parent should contact the school in the first instance and make an appointment to meet with the SENCo. If the issue cannot be resolved then the complaint will be escalated to the Head teacher. To assist parents if they should wish to complain about an aspect of their child's SEND provision, they should go to the '**Information, Advice and Support**' section of the Borough's **Local Offer** to determine the organisations and protocols that will best support a resolution to any complaint made.

For further advice please contact:

The **Education, Health and Care Team** : ehc@lbdd.gov.uk;

11. Details of support services for the parents of pupils with SEND:

In addition to the support agencies listed in Section 6 above, **Barking and Dagenham Carers** provide an excellent menu of support agencies on their website to help support the parents of students with SEND. Please follow the link below to access:

12. What are the schools arrangements for supporting pupils with SEND in transferring between phases of education :

KS2 to KS3

During the summer term immediately preceding the child's transition to secondary school, the Rush Green SENCo attends a borough '**Transition Meeting**' where receiving secondary schools are provided with all the information and strategies relating to a child's SEND to ensure a successful transition. At this meeting formal parent/school review dates of individual students are scheduled pending parental confirmation and the attendance of the receiving secondary SENCo.

Internal Transition

Moving 'up' a primary year can be traumatic for SEND children. At Rush Green all SEND students have an internal transition meeting in the summer term prior to moving up a year. At this meeting the parent, child, SENCo and both existing and receiving Class Teachers and TAs plan a robust **Transition Plan** for the forthcoming Autumn Term. We also send home transition booklets for Pupils during the summer term and all year groups make a video of their class

13. The London Borough of Barking & Dagenham Local Offer:

The Directory of Services for Children and Young People who have SEN or disabilities (**The Local Offer**) can be accessed via [Local offer – London Borough of Barking and Dagenham Council](#) or <https://www.lbbd.gov.uk/children-youngpeople-and-families/local-offer>

Next review: September 2026