Rutherford House School

Special Educational Needs and Disability (SEND) Information Report

September 2026

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As a school we work within the Wandsworth Borough Council guidance on provision for children with SEND in mainstream schools, which explains the ways pupils and students with additional needs are provided for within the school. We also follow our 'Equality and Disability' policy and we have an 'Accessibility' plan. As well as adhering to the Equality Act (2010). All policies mentioned in this document can be found in school or on our website. There is further information on the Wandsworth website regarding the Wandsworth offer www.wandsworth.gov.uk/localoffer. Their helpline is open from 9am-5pm Monday to Friday on 0208 871 7899.

What does Rutherford House School offer children with SEND?

Diversity and Inclusion

Rutherford House School is dedicated to promoting inclusive ethos across the school community. We believe that inclusion is directly related to diversity and equality which we promote for all children in our care, irrespective of their gender, age, ethnicity, impairment, attainment and background. We are highly committed to differentiated provision and achievement of different groups of learners.

Quality First Teaching

We strongly believe that all children are capable of learning. However, any child may experience difficulties and limitations in different areas of learning based on a wide range of factors. It is our duty to help them to succeed via the high-quality teaching and care that we offer. The curriculum is broad, balanced and tailored to meet the needs of all pupils, including those who need extra support or challenge. Teachers use a variety of teaching styles and a wide range of learning equipment and technology to support learning and allow all children to access the curriculum. Daily observations and quality adult-child interactions allow the teachers to be highly aware of the needs of each pupil in their class. A thorough and robust assessment system means that pupils' needs are quickly identified and addressed accordingly.

Ordinarily Available Provision

As a school in Wandsworth, Rutherford House School has a baseline offer of ways that we can tailor provision for your child. This can be found in the booklet 'Ordinarily Available Provision: Expectations for all schools and settings'. This booklet reflects the Wandsworth Local Offer and refers to the support that all Wandsworth schools, early years and post-16 settings should be able to provide for children including those with SEND from within their own resources.

Who is responsible for Special Educational Needs at Rutherford House?

At Rutherford House School, our Special Education Needs lead is: Miss Archer
Contact details:
Phone: 020 8672 5901 (main school office)
e-mail: sendco@rutherfordhouseschool.co.uk

The SENCo is responsible for developing and implementing the school's SEN policy and procedures and for coordinating provision for children with Special Education Needs and Disability, including children that are looked after by the local authority with SEN.

What should I do if I am concerned about my child' progress of special educational needs?

We understand that sometimes as a parent/carer you may have concerns about your child and may be unsure how they are getting on at school, or you may have worries about your child's behaviour at home or any other general concerns. We aim to collaborate with you as parents/carers to achieve a joint decision on what would be the best approach for your child and agree on ways to achieve the desired outcomes.

- Your first point of contact is always the class teacher. Explain your concerns to them and keep a record of the agreed actions. If you are still not satisfied that your concerns have been addressed, speak to the SENCo.
- If you do not feel your concerns have been addressed then you can make an appointment with the headteacher.
- If you do not feel the issues have been resolved, we will arrange a meeting with the Chairman of Governors who can be contacted via the school: governor@rutherfordhouseschool.co.uk
- Rutherford House school is a free school and should you want to make a further complaint please follow the link below.

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint/2

How does Rutherford House School identify and assess pupils with special educational needs?

As a school, Rutherford House uses the graduated response; "a four-part cycle through which earlier decision and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes." (SEND Code of Practice, January 2015). We use a four-step cycle of: assess, plan, do, review where we reflect on interventions and support to find the approach which allows every child to make progress. Successive cycles of intervention and support will draw on more detailed assessments and involve more specialist support where required.

- If a child has a previously identified need, the school will liaise with the previous educational setting, any services currently involved and request all relevant information.
- Children's progress is regularly assessed to ensure appropriate support is provided.
- Children who are progressing significantly slower than their peers, fail to continue to make progress or for whom the attainment gap is widening may be identified as having a special educational need.

- Where a child has a specific need, the school may consult external specialist providers and enlist their support as appropriate.
- If a parent identifies a need, the school will liaise with the parent to identify the best way to support the pupil and help them to move forward.

How does Rutherford House School involve parents and carers in identifying pupils with special educational needs?

At Rutherford House, we understand that all parents/carers want the best for their children and hope they will be happy and achieve their potential at school. Therefore, we employ constructive strategies for engaging with parents/carers to the benefit of all children. We strongly believe that the success of our children depends on close collaboration and partnership between parents/carers and the school. This relationship is vital when a child has additional needs, hence we involve parents/carers in all decisions with regards to your child's support.

- We acknowledge the fact that parents/carers know their children best and we always take into account parents/carers views and experiences in order to increase the effectiveness of the provision put in place for the child
- Parents are invited into school to talk about the progress their child is making – what is working and what might need to change. These review meetings are in addition to Parents'/Carers' Consultation Meetings. They give parents the opportunity to talk in greater detail about the provision that is in place to support their child and to ask questions or provide us with important information in a friendly and unhurried environment.
- We work in close partnership and collaboration with parents/carers of children with more complex needs, in order to provide the best care that we can at school. We are keen to work with parents/carers to provide advice and learn how to support children with particular needs including those with medical conditions.
- We invite parents/carers to attend the TAC (Team Around the Child) meetings where parents/carers have the opportunity to meet any specialists who have been working with their child and discuss recommendations and their child's progress.
- We encourage and support parents/carers to volunteer in school through regular listening to readers, attending the school visits and workshops.

How do we report to parents/carers about their child's progress and help to support their child's learning?

- We hold **Parents'/Carers' Consultation** evenings on termly basis, which are personalised and helpful in supporting home learning.
- At the end the school year parents receive **school reports** which include detailed feedback on their child's progress.
- The school communicates with parents/carers in a wide range of ways, to reach as many parents /carers as possible. This includes **regular website updates, letters, newsletters and personalised emails**. Alongside the use of the **ClassDojo App / Platform** to celebrate and share work in class.
- Staff are available for phone discussion should parents/carers have any concerns. The frequency of personal meetings, emails and phone calls varies according to the needs of the child.
- Parents/carers receive continuous support on how to help their children with regards to their homework, home learning, personal targets and specific strategies to be used at home to ensure the continuity of work.

- We encourage parents to communicate their needs and worries with the SENCo and offer meetings to help understand the strategies and provision offered for children with SEND.
- If your child is on the SEND register, your child's class teacher, Mrs Caraccio or Miss Archer will make sure you know about the support your child receives through meetings, which are at least termly. If your child has an EHCP you may meet Mrs Caraccio or Miss Archer more frequently to discuss the plan and outcomes as well as during the statutory annual review.

How does Rutherford House School consult with children with special educational needs and involve them in their education?

At Rutherford House School we aim to consult and involve pupils in their learning when appropriate by explaining carefully and sensitively why they are receiving support and determining what they themselves would like to improve and achieve in their learning.

- The class teacher, SENCo and Learning Support Assistant discusses with the child what they think their next steps are.
- All pupils with a statement or an EHCP have an Annual Review meeting with the aim to assess children's progress against their EHCP outcomes, adapting these where necessary. At Annual Reviews, pupils present their progress against their targets and contribute ideas as to how they can continue to develop in the next academic year. This is done through a conversation prior to the review or children are invited into the meeting to share their ideas.

- Pupils with SEN or an EHCP complete an 'Pupil Passport' that is handed to the next teacher in preparation for the coming year.

How is pupils' progress assessed and measured?

At Rutherford House School we use accurate formative pupil assessment data collected to inform provision. The data is used for in depth information during termly Pupil Progress meetings and termly SEN clinic meetings where the class and individual attainment and progress are discussed in detail between class teachers, Learning support assistants, SENCo and deputy head teachers. These meetings help establish concrete steps for underachieving or coasting pupils as well as the pupils with SEN and give opportunities to discuss Quality First Teaching and additional support to support pupils' performance. This approach enables carefully tailored intervention strategies to meet pupil's individual and special educational needs.

IN EYFS we use well-developed systems for ongoing observations and collation of information for example, Evidence Me, which results in a wide range of evidence across all areas of learning and insightful information. In addition, we check how well a child understands concepts covered and makes progress in each lesson through ongoing assessments and evaluations.

We use the PKS standards for children in Y2 and Y6 with SEN who are below the National Curriculum as these provides opportunities to assess more specific areas. To review the progress of pupils with SEND, the class teachers will discuss progress with parents/carers at the SEN review meetings. Children with Educational Health Care Plans (EHCP) will have several informal meetings per year as well as an Annual Review (every 6 months for pupils under 5 and once a year for pupils over 5), which will be reported to the Local Authority.

How are teaching styles and methods adapted for pupils with SEND? How will the expertise and training of staff to support pupils with SEN be utilised and developed?

Staff at Rutherford House School provide access to a broad, balanced and differentiated curriculum to cater for pupils' needs so that every child is able to learn at their own pace using the pupils' preferred learning style.

Differentiation is embedded in our curriculum and practice. We have a tailored curriculum. Teachers set suitable learning challenges via a differentiated curriculum. We respond to children's diverse needs (for example visual impairment). Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners e.g. our building is accessible via ramps, and all children with hearing impairment have their classrooms audited annually by a qualified Teacher of the Deaf. Translators can be made available where required for both pupils and parents.

The curriculum is further adapted in a number of ways:

- Quality First Teaching allows high quality provision with emphasis on differentiation in order to provide the appropriate support and challenge based on pupils' needs and abilities. Pupils are supported through careful planning, differentiation and assessment. Staff adapt resources and approaches according to the needs of the pupils.
- Pupils who are not making expected progress will be supported through additional interventions. Pupils with an Education Health Care Plan will also be supported through additional interventions and/or a learning support assistant.
- Staff have been trained to use a multi-sensory approach to ensure all pupils are able to fully access the curriculum.
- We acknowledge the importance of specialised learning equipment and technology and we aim to provide additional resources required for pupils to access learning.
- We aim to provide a stimulating and appropriate learning environment based on children's needs by adapting the classrooms, teaching resources, writing equipment and teaching methods.
- Staff are encouraged to constantly develop their skills and abilities through Continuous Professional Development (CPD) and training in various areas of special educational needs such as: Autistic Spectrum Disorder (ASD), speech, language and communication needs (SLCN) and dyslexia.
- Support staff are used across the school to support pupils in a variety of ways such as to support pupils during whole class teaching; small group work; speech and language groups; 1:1 teaching; after-school clubs; breakfast club; outdoor learning and Forest School.

What support do we offer for your child's emotional well-being?

At Rutherford House School, the health and emotional well-being of all children is at the core of all our teaching and learning. Personal, social and health education (PSHE) is taught in class weekly. Rutherford House School seeks every opportunity to make our pupils' experiences as rich and exciting as possible and to extend their spiritual, moral, social, cultural and emotional development. Assemblies and workshops throughout the year play an important role in supporting social and emotional well-being.

All staff have safeguarding training to ensure the understanding and importance of supporting children's well-being. The Head Teacher is designated Safeguarding Officer and keeps all staff up to date with statutory requirements and ensures that these are followed.

As a result of this policy, children have a good understanding of what bullying is and how do identify and deal with it. Children know that they can approach any member of staff if they require help or when upset.

We look for ways to help children to be confident, independent and have good self-esteem. We offer appropriate support and provision for those children that lack confidence in particular areas of learning via 1:1 support, small group work, social groups etc. The school has a dedicated Emotional Learning Support Assistant (ELSA) team to work with children in this area. In addition, high emphasis is placed on PSHE sessions where the pupils are being taught about the importance to express their views and feelings. Furthermore, independence and self-esteem are promoted through the high staff presence at break and lunch; the use of therapeutic play and visual time table cards. Children also have access to more specialist support when needed.

The school has excellent links with parents and ensures that there is communication between home and school to support all learners.

How do we promote positive behaviour?

- Rutherford House School believes it is vitally important to promote a positive, caring and supportive environment to enable all members of the school community to feel secure and respected and therefore promote good behaviour in others.

- We believe that the most effective way of promoting positive behaviour is to encourage children's good behaviour through a restorative process which focuses on highlighting positive behaviour rather than negative. In our school we believe the ideal incentives are the intrinsic rewards offered by:

    (i) Warm relationships
    (ii) A stimulating and tolerant social environment
    (iii) Positive role-modelling
    (iv) Doing what is right

- Within each classroom children understand expectations and reward systems related to individual, group and whole class achievements, including dojo points, achievement postcards and house points.

- There is visual support in the classrooms in the form of reward charts promoting positive behaviour.

What training and specialist skills do the staff have in supporting children with SEND?

Many of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge. We have access to advice and support from a range of external professionals, including but not limited to, Speech & Language therapists, Educational Psychologist, Wandsworth Autism Advisory Service (WAAS), Wandsworth Literacy and Numeracy Support Service (LNSS) and the sensory team from Linden Lodge. Our SENCo has experience of supporting pupils with SEND including those with significant needs and works closely alongside other professionals and other SENCOs in the Borough through SENCo networks. We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge delivery of wave 2 and 3 interventions across a range of SEND.

The leadership team at Rutherford House School strongly believe in the importance of training and continuous professional development. Staff to attend training sessions that help them to support all pupils including those with SEND. Staff also to visit other schools in the borough to observe good practice. Staff have certification and/or training in many areas including:

- Visual impairment
- Hearing impairment
- Speech and Language needs
- Dyslexia
- Autistic Spectrum Disorder
- Therapeutic Play
- Sickle Cell Anaemia
- Type 1 Diabetes
- Emotional Literacy Support
- CBT Supportive strategies
- Child protection and safeguarding

How do Rutherford House involve specialists to support SEND?

We collaborate closely with various specialists to get advice and support the pupils with SEND. The school works with various agencies such as:

- Schools and Community Psychology Services
- NHS Speech and Language Therapy
- NHS Occupational Therapy
- Early Years Advisory Services
- Wandsworth Behaviour Support Services
- Wandsworth Hearing Impairment Services
- Wandsworth Visual Impairment Services
- Wandsworth Autism Advice Service (for children with Autism - WAAS)
- Wandsworth Early Help Team
- Community Health Services (school nursing)
- Specialist nursing teams
- Home Hospital Tuition Services
- Wandsworh Home Hospital Tuition Service

How do we make the school environment and curriculum inclusive and accessible for all children?

At Rutherford House School we aim to provide a learning environment and curriculum that is accessible to all.

- In order to provide physical access to the school building we have operational lifts and access ramps for pupils and adults in wheelchairs. Please see the Accessibility statement for more information on this.

- With regards to children with ASD and sensory needs, we make appropriate adaptations for those learning by using visual aids, creating areas that reduce sensory overload during focused learning, reducing the lighting and audible stimuli whenever possible.

- We provide wobbly cushions, bean bags and other alternative seating adjustments based on the child's individual needs.

- For those with Dyslexia or suspected Dyslexia we provide a range of adaptations including low visual stress backgrounds to whiteboards; pre-teaching interventions and multi-sensory learning support.

- During the assessment period we aim to create optimal conditions for all children, but especially children with SEND.

- In order to ensure that children access the curriculum and the learning environment, we provide a variety of specialist equipment including specialist pencils, pencil grips, braille and sensory equipment.

Extra-curricular activities available for children with SEN

At Rutherford House School we offer a number of after school extra-curricular activities from 3:20 till 4.20 pm.

There is also WAC2 (Wrap-around Care 2) 4.20pm to 6pm, which are available to all children if we are able allocate the additional support required. We encourage children with SEND who are new to school, to settle in first and start the clubs in the spring term.

We provide a Breakfast club that is accessible to all children from 7:30am - 8:20 am.

We organise regular external educational visits and organise visits for people coming into school to support different topic areas. All children including children with SEND are included and we provide support required for their full participation. We choose visits that are accessible to all. Before each visit we complete a risk-assessment which is shared and discussed in detail with all adults attending the trip. At times we may need to invite the parent of the pupil to attend the trip to lower the risk and ensure the safety of the pupil.

How do we support children in their transition into our school and when they leave us?

- If your child is joining our school and has additional needs this will be discussed at the initial school meeting. The head teacher will talk to new parents about their child. Parents will be asked if their child has SEN or requires additional support.
- The SENCOs will speak to the previous school to discuss the transferring child. The SENCOs will meet with the class teacher to discuss the needs of the new child.
- Your child will continue to receive additional support to help them achieve their full potential.
- The previous school will send across any SEN information and the SENCOs will support the class teacher to ensure a smooth transition.
- Parents are the people who know their children best and your view point is essential in ensuring a smooth transition.
- If your child is moving to another school, our SENCOs will plan a smooth transition by: working closely with the SENCO in the new school, liaising with parents, arranging transition visits and creating personalised resources with the pupil, such as a photo book about the new staff and school.

- In Year 6 the SENCO or class teacher will attend the Wandsworth Transition meeting to discuss the needs of all pupils moving on to secondary school. If your chid is moving out of borough then the SENCO or class teacher will speak to the receiving secondary school to support the child moving smoothly onto the next phase in their education.
- Each year before the start of the next academic year teachers meet to discuss the needs of the children entering their new classes. All pupils with SEN are discussed and Special Needs Support Records are shared, targets are reviewed and new targets are set for the coming academic term. Children with more complex SEN needs are discussed with the class teachers and the SENCOs.
- If your child is joining our school in Reception, we schedule a visit to your child's previous setting in the summer term prior to the child starting in September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to our school are encouraged for those children who may find transition difficult, due to the nature of their SEND. Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs and to ensure the correct support is in place.

What do we do if your child has medical needs?

- A member of each class is First Aid trained.
- Medical needs are discussed with parents and in scome casse the school nurse or other professionals.
- Pupils are given a care plan which is shared with the significant adults working with the child.
- Important information detailing a child's ongoing medical conditions and for example the required medication needed, is circulated to all staff, provided permission is given by parents and carers.
- Medications such as asthma inhalers, medicines are held safely in the school's office and a member of staff is responsible for administering the medicine and the administration staff are made aware of the doses of the medication. Staff ensure that all medications are taken on trips out of school.
- Medical needs are reviewed and monitored by the school nurse

Where can parents/carers get extra support?

There are a number of parent support groups that can offer extra support to all parents and carers.

- The Wandsworth Information and Advice Service (WIASS – a support service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at https://www.wandsworth.gov.uk/pps or telephone 020 8871 8061
- Contact a Family, Wandsworth https://contact.org.uk/wandsworth are a great service for support with completing forms or discussing your child's care. They also have a free helpline 0808 808 3555.
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want

to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.

- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Thrive website (formerly Family Information Service) https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page

September 2026

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.