Special educational needs (SEND) information report

Rushmore Primary School

Approved by:	Governing Body
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Dear parents and carers,

The aim of this information report is to explain how we implement our SENDD policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SENDD, read our SENDD policy.

You can find it on our website

https://www.rushmore.hackney.sch.uk/docs/SEND_policy_review_10_09_25.pdf

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

Our school provides for pupils with the following needs:

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

2. Which staff will support my child, and what training have they had?

Our special educational needs and disabilities co-ordinator, or SENDCO

Our SENDCO is Eileen McEwan.

They have 15 years' experience in this role. They are a qualified teacher.

They achieved their National Award in Special Education Needs Co-ordination in 2008

Class teachers

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

Teaching assistants (TAs)

We have a team of 23 TAs, who are/can be trained to deliver SEND provision. Some are trained to deliver interventions such as NELI, RWI, Precision teaching and SALT interventions.

In the last academic year, TAs have been trained in:

Supporting ADHD in the classroom

ADHD – supportive environments

Positive Handling

Adaptive Teaching

Phonics revisited

Safeguarding

Behaviour refresher

SALT - transactional work

Revisiting playground expectations

Widgets

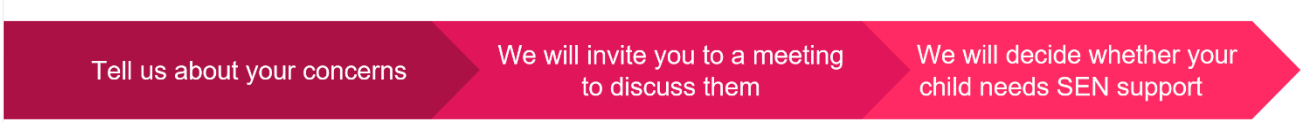
Eliciting pupil voice

External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Hackney Education Alternative Learning Service (HEALS)
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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



If you think your child might have SEND, the first person you should tell is your child's teacher.

Parents/carers can arrange an appointment to meet their child's teacher either at drop off or pick up or via the school office info@rushmore.hackney.sch.uk

They will pass the message on to our SENDCO, Eileen McEwan who will be in touch to discuss your concerns.

You can also contact the SENDCO directly by emailing emcewan@rushmore.hackney.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will write and share a support plan with you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

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

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

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

The SENDCO will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and age expected levels.

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

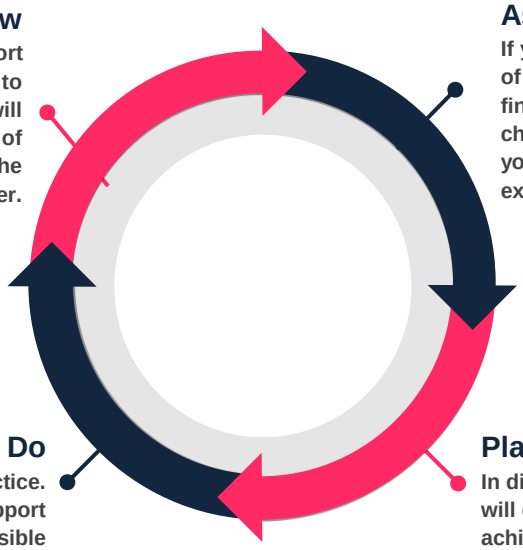
Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and their class teacher will create a SEND support plan for them and share it with you.

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

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

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



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

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

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

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

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

We will provide an annual report on your child's progress.

Your child's class teacher will meet you 3 times a year to:

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

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

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

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher. Send an email to the office info@rushmore.hackney.sch.uk and mark it for the attention of your child's teacher/SENDCo.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

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

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

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

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

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

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

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, occasional 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when delivering key interventions or supporting a specific task as necessary.
- Teaching assistants will support pupils in small groups when delivering key interventions or supporting during a whole class lesson

We may also provide the following interventions:

NELI (Nuffield Early Language Intervention), Read Write Inc., Precision Teaching and a variety of Speech and Language therapy interventions.

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables & task schedules Social stories Use symbols alongside written or spoken words High-quality teaching and differentiation to support pupils with SEND Explicitly teach social skills Provide visual prompts for turn-taking Model appropriate responses Advice from other professionals
	Speech and language difficulties	Speech and language therapy Break tasks into smaller steps Model language and sentence structures Use concrete resources and hands-on activities Provide sentence starters and word banks Allow alternative ways to demonstrate understanding (drawing, pointing, etc.) Deliver small group or 1:1 speech and language programmes Implement programmes recommended by SLTs (e.g., Colourful Semantics, Narrative Therapy) Train teaching assistants to deliver specific interventions Focus on key areas: vocabulary development, listening skills, sentence building, social communication Advice from other professionals
Cognition and learning	Specific learning difficulties, including dyslexia,	Dyspraxia: Break tasks into smaller, manageable steps with clear instructions Provide visual timetables and task checklists

	dyspraxia and dyscalculia	Allow extra time for written work and physical tasks Offer alternatives to handwriting (typing, voice recording) Reduce copying from the board Provide pre-written notes or handouts Use pencil grips and sloped writing boards Ensure clear workspace with minimal clutter Provide movement breaks Offer alternative seating (wobble cushions, footrests) Allow use of fidget tools to aid concentration Adapt PE activities to build confidence Provide extra support during practical lessons (science, DT, art) Dyslexia: Give clear and concise instructions Provide paper copies of texts rather than just on screen Use a dark (but not black) font on off-white background to reduce visual stress Check in regularly with dyslexic pupils to see if they need additional support Give more time to complete work if needed Offer assistive technologies (laptops, screen filters) Provide extra time and/or assistance in exams or national tests Dyscalculia: Use concrete manipulatives (counters, blocks, number lines) Provide visual representations of mathematical concepts Break down calculations into smaller steps Allow use of calculators and times tables grids Reduce the amount of work on a page to avoid overwhelm Use squared paper to help with number alignment Teach strategies explicitly rather than expecting discovery Connect maths to real-life contexts Advice from other professionals

	Moderate learning difficulties	Set clear, achievable learning objectives Break tasks into sequential steps with checkpoints Provide worked examples and models Use task boards or visual timetables to show task sequence Allow choice in how pupils demonstrate understanding Build in regular brain breaks Use targeted questioning to check understanding frequently Allow additional thinking time before expecting responses Rephrase questions in simpler language if needed Use visual cues alongside verbal questions Encourage peer support and talk partners Advice from other professionals
	Severe learning difficulties	Create calm, low-stimulation areas Ensure accessibility throughout the school Provide sensory spaces or sensory circuits Adapt furniture and resources for physical access Consider lighting, acoustics, and visual environment carefully Use age-appropriate but developmentally suitable resources Provide switch-operated toys and equipment Use cause-and-effect resources Adapt books and materials (simplified text, tactile elements) Create personalised resources (photo books, social stories) Ensure resources are robust and safe Advice from other professionals
Social, emotional and mental health	ADHD, ADD	Create structured, predictable routines Optimise seating and reduce distractions Break tasks into small, manageable steps Chunk instructions into one or two steps; Give clear, concise instructions Build in movement and brain Provide immediate, specific positive feedback Give frequent praise for on-task behaviour Use visual supports and organisational tools Provide visual schedules and task lists Adapt teaching methods for engagement Teach self-regulation skills explicitly Advice from other professionals
	Adverse childhood experiences and/or mental health issues	Recognise that behaviour is communication Identify triggers for distress or anxiety Provide calming strategies and spaces Use consistent approaches to support regulation Work with positive behaviour support specialists if needed Advice from other professionals

Sensory and/or physical	Hearing impairment	Seat pupils at the front of the class with a clear view of the teacher's face Use clear communication strategies Provide visual supports and multi-sensory teaching Work with specialist support and technology Ensure hearing aids or cochlear implants are working Make reasonable adjustments for inclusion - Pre-teach key vocabulary before lessons; provide additional time for processing information; allow the pupil to sit where they can see peers during group work; use a buddy system to ensure they don't miss information
	Visual impairment	Adapt and enlarge materials Use clear verbal descriptions and communication Work with specialist support and assistive technology Make reasonable adjustments for access and inclusion - Allow extra time for tasks and movement around school; provide advance copies of materials so they can be adapted; seat pupils close to the board or teacher; use a buddy system for navigation and ensuring information isn't missed; provide additional time in assessments; allow alternative ways to record work; pre-teach key concepts and vocabulary; reduce copying from the board
	Multi-sensory impairment	Conduct sensory assessments with occupational therapist Provide sensory diets or sensory circuits Create sensory-friendly spaces Understand individual sensory preferences and aversions Use sensory tools (weighted blankets, fidget tools, ear defenders) Monitor for sensory overload
	Physical impairment	Follow physiotherapy programmes consistently Ensure correct positioning and handling Provide movement breaks and physical activities Monitor for pain or discomfort Adapt activities for physical access

These interventions are part of our contribution to Hackney's local offer.

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

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil voice activities
- Monitoring by the SENDCO

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

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

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

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

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

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in all school activities such as sports day/school plays/special workshops etc.

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

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

- All applications are made through Hackney Admissions Service. Please see links below for details.

  https://education.hackney.gov.uk/section/admissions-and-transfers

  https://education.hackney.gov.uk/sites/default/files/document/primary-admissions-guide-2026.pdf

13. How does the school support pupils with disabilities?

Rushmore is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. Details of provision for disabled pupils can be found in our equality policy and accessibility plan.

https://www.rushmore.hackney.sch.uk/docs/Equality_Policy_and_Accessibility_Plan_2025_-_2026.pdf

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

At Rushmore, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

We aim to:

- Demonstrate our commitment to the mental health of our staff and students.
- Help children to understand their emotions and experiences better.
- Ensure our students feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help them to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.
- Promoting positive mental health and emotional wellbeing in all students and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school values and encouraging a sense of belonging and community.

Providing opportunities to develop a sense of worth. At our school, we will always promote a healthy environment by:

- Promoting our students' voices and giving them the opportunity to participate in decision making.
- Celebrating each student for who they are and making every student feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any student that needs it.
- Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in students.
- Wellbeing week and access to information around the school

For further detail, see Rushmore's mental health and well-being policy

https://www.rushmore.hackney.sch.uk/docs/Mental_Health___Wellbeing_Policy_FINAL_FINAL.pdf

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Involving the whole school in the writing and review of the policy
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy.
- Ensuring that bullying is reflected in the school codes and classroom rights and responsibilities.
- Raising awareness through regular anti-bullying themed assemblies
- PHSE/JIGSAW materials used from Reception to Year 6 • Regular Circle Time on bullying issues
- Children writing stories or poems and drawing pictures about bullying
- Children reading or being read stories about bullying
- Use of drama activities and role play to help children to become more assertive and teach them strategies to help them deal with bullying.
- Creation of anti-bullying posters to be prominently displayed around school
- Encouraging the whole school community to model appropriate behaviour towards one another

https://www.rushmore.hackney.sch.uk/docs/Rushmore_Anti_Bullying_Policy__1_.pdf

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

Between years

To help pupils with SEND be prepared for a new school year we facilitate:

- Both the current teacher and the next year's teacher attend transition meetings in the final weeks of the summer term where the pupil's SEND is discussed
- Pupils participate in a 'meet the teacher' session towards the end of the summer term
- Transition booklets are given to children to inform them of changes
- Plans and pupil passports are handed over to new teachers/adults working with SEND children

Between schools

When your child is moving on from our school, we will transfer all SEND records to their new setting.

Between phases

The SENDCO of the secondary school will often come into our school for a meeting with our SENDCO to discuss the needs of the children who are receiving SEND support. Online meetings can be arranged for the secondary school SENDCo to meet with the child's current class teacher. The school SENDCo attends and annual secondary transition meeting where Hackney secondary SENDCos are in attendance and information is shared.

Pupils will be prepared for the transition by visiting the school for a 'taster day'. Additional support may be given if and when necessary.

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

The school SENDCO, twill make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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

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

Complaints about SEND provision in our school should be made to the class teacher in the first instance. This can then be followed up via a meeting with the SENDCo/Headteacher. If the response is deemed to be unsatisfactory, you will then be referred to the school's complaints policy.

https://www.rushmore.hackney.sch.uk/docs/Complaints_Procedure_RPS_7_3_24.pdf

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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Further details of disagreement resolution and mediation services for Hackney can be found here:

https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/results.page?qt=disagreement+resolution+and+mediation+services+&sorttype=relevance&newlocalofferchannel=0

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

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

To see what support is available to you locally, have a look at Hackney's local offer.

https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page

Our local special educational needs and disabilities information, advice and support (SENDIAGS) service

is:

https://hackneysendiags.co.uk/

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

- **Hackney SENDiags:** The local Information, Advice, and Guidance Service offers free, confidential, and impartial statutory support to parents and carers of children and young people (up to 25) with SEND. You can contact their advice line directly on 020 7275 6036 or visit the Hackney SENDiags Website.
- **Hackney Independent Forum for Parents/Carers of Children with Disabilities (HiP):** A local, parent-led charity that facilitates support groups, training, and coffee mornings, while representing the voices of SEND families in local planning and health services. Learn more or join via the HiP Website.
- **Kids Hackney Short Breaks:** A prominent national charity operating locally to provide specialist play, youth work, and short break activities for disabled children and young people up to age 25. Families can get a referral through Hackney's Short Breaks team by calling 0208 806 6149 or visiting Kids UK Services.
- **Hackney Local Offer:** While a statutory council portal rather than a single charity, it serves as the central directory bringing together local specialist charities, voluntary sector groups, and family hubs. You can explore all registered community resources on the Hackney SEND Local Offer Portal.

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

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