RUSSET HOUSE SCHOOL

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Introduction
Russet House is a Local Authority maintained, community special school in the London Borough of Enfield which is committed to ensuring high quality educational provision for autistic pupils.

Objectives of the provision at Russet House School:

- To ensure pupils are provided with a broad, balanced and rich curriculum appropriate to the needs of the individual pupil
- To promote engagement and a love of learning whilst combining life skills and subject learning, through a topic-based approach.
- To prepare pupils for each stage of their development and for increased independence, moving towards adulthood.
- To provide a safe, supportive and stimulating environment which recognises and develops the communication capability, and personal, social and emotional development of each individual.
- To educate against prejudice and discrimination based on differences such as religion, gender, race, class, sexuality or disability.

Admissions (also see Admissions on website)
Pupils at Russet House School:

- are aged 3 – 11 years.
- have a diagnosis of autism or are the process of receiving a diagnosis of autism
- have an Education, Health and Care Plan, or are in the process of gaining an Education, Health and Care Plan
- are allocated a place by the Local Authority's Special Educational Needs Service

Organisation
There are 131 pupils on roll. They are taught in 17 classes of 7– 8 pupils, and each class is supported by a full-time teacher and 2-3 teaching assistants.

Classes are organised in to 4'phases' each of which is overseen by a Phase Leader (Middle Leaders): Year groups in each phase may change each year depending on the needs of the pupils.

Phase 1 classes: Nursery to Year 2

Rainbow 1, Rainbow 2, Sapphire, Ruby

Phase 2 classes: Year 2-4.

Emerald, Diamond, Bronze, Gold

Phase 3 classes: Year 3-5

Silver, Pink, Red, Purple

Phase 4 classes: Year 4- 6

Green, Yellow, Blue, Orange, Aqua

Annual Review

Each pupil's Educational, Health and Care Plan (EHCP) is reviewed annually at the Annual Review of the EHCP meeting. This is chaired by the Phase (Middle) Leader or a member of the senior leadership team and attended by the child's parent/s, Class Teacher and other professionals as appropriate. At the meeting the parent/s, class teacher, Phase (Middle) Leader or senior leader discuss the child's progress towards the outcomes in his/ her EHCP and agree new outcomes; these focus on the areas of priority for each child.

Facilities

Russet House School is a purpose-built school which provides an excellent learning environment for autistic pupils. The building has a very high level of security and so pupils are kept safe at all times.

The school's facilities consist of:

- 17 classrooms each of which has an individual room attached to facilitate individual, or small group learning and/ or provide a quiet space in which a pupil can self-regulate their emotions and / or sensory needs if they need to do so
- 13 of the classrooms have a bathroom area accessible from the classroom to aid the teaching and learning of personal care skills
- A soft play room
- A library
- A sensory room
- A food technology room
- An art/ design technology room
- A computer room
- An iSpace (interactive) room
- Two PE halls, once of which is used for the teaching and learning of gym and games and the other for dance activities-and for eating lunch
- Kitchen and hence all school meals are cooked on site
- 3 play areas, each containing a variety of playground equipment and space for additional activities such as bike-riding:

Curriculum, Teaching and Learning

All pupils have access to a broad, balanced and rich curriculum which meets their individual needs. As a community special school, in accordance with the law, pupils at Russet House School follow the Early Years Foundation Stage (EYFS) Curriculum and National Curriculum (NC). However, our curriculum also takes in to account the Department for Education's 'Preparation for Adulthood' agenda (PfA) which is committed to ensuring that children and young people with Special Educational Needs and Disabilities are taught the skills they will need as adults relating to the areas of Employment, Independent Living, Community Inclusion and Health. We also considered the Autism Education Trust's guidance, research in the field of autism education and parental views when developing our curriculum.

As a result, our curriculum combines life skills learning and subject teaching to provide our pupils with the skills and independence they need to make progress towards adulthood. This includes an emphasis on the development of communicative capability, and emotional self-regulation skills. Maths, English, PE and computing are taught as discrete subjects; other subjects are taught through a topic-based approach

We utilise numerous specialist teaching and learning strategies and approaches including TEACCH, Attention Autism, Intensive Interaction and elements of Social Communication, Emotional Regulation and Transactional Support (SCERTS).

Functional communication, i.e. communication that is useful and meaningful, is fundamental to all pupils to enable them to achieve their potential; it is a fundamental life skill which is at the heart of our curriculum.

We promote a Total Communication approach whereby all forms of communication are recognised, valued and used. This may involve the use of gesture, body language and facial expression, verbal communication, the use of Objects of Reference, the use of symbols – language boards, the Picture Exchange Communication System, Colourful Semantics, the use of electronic devices e.g. WidgetGo, proloquo2go on an I-pad, writing and Makaton signing.

Pupil Progress

The school assesses each's pupil's progress using its own Knowledge and Skills Framework. This involves a series of 32 statements for each area of the curriculum (e.g. English – writing, Maths - number, science etc.) and also for the different aspects of our life skills curriculum. Staff use an Application called Evidence for Learning to capture photos and videos of each pupil when they are working and playing which show a pupil's knowledge and skills. The staff then link a pupil's achievements to one or more of the statements from the Knowledge and Skills Pathways. By using this App staff are able to demonstrate the progress a pupil has made; this is shared with parents at Annual Review meetings and throughout the year as needed. The school has a consistent approach to formative assessment that tracks the small steps of progress a pupil makes within a lesson.

The progress each pupil makes towards his/ her outcomes (detailed in his / her Education, Health and Care Plan) and Individual Education Plan targets is noted by staff and recorded electronically using a widely recognised framework (The Autism Education Trust's Progression Framework). This progress is discussed by parents and staff at Annual Review meetings.

For further information please see our Assessment Policy.

Positive Behaviour Support (PBS)

At Russet House, we have always considered children's' behaviour to be a form of communication from which we can learn about their likes, dislikes and the things that are important to them.

Teaching about managing emotions and ways to self-regulate is at the core of our curriculum.

We use the PBS framework which promotes a child-centred approach. Each child has an individualised PBS Plan which considers the function of (reason for) their behaviour. They also include individualised positive strategies which support children to regulate their emotions either alone or with co-regulation (regulating with an adult). We also focus on teaching skills which enable each child to communicate in a positive way and learn to regulate their emotions. PBS plans are discussed and amended in collaboration with parents.

The PBS model is also being used throughout Enfield including by the Joint Service for Disabled Children and other local special schools. It also links directly to current Government guidance for schools.

We also incorporate an ethos of Trauma Informed Practice to our support for pupils and are an Implementation school for Enfield Trauma Informed Practice for Schools and Settings. (ETIPSS).

Evaluation of the school

The school was last inspected in May 2022 and was judged by OFSTED to be Good.

Ongoing evaluation of the success of the school is monitored by the school's Governors through the Headteacher's Reports to Governors, Governors' meetings, regular Governor visits, evaluation of the school in its School Evaluation Form and progress towards the targets identified in the School Improvement Plan.

Staff

Class – based staff:

All pupils at Russet House School are taught by highly skilled class-based staff. They draw on numerous specialist strategies, approaches and their experience to meet the needs of each individual child.

In addition, our class-based staff are extremely skilled and trained to a very high standard in supporting our pupils with their communication. They make sure that opportunities for the children to develop their communication capability are built into lessons and learning activities throughout every school day. This means that the children are practising their communication skills on an ongoing basis.

Speech and Language Therapy Provision:

Pupils at Russet House School are supported by three part time Speech and Language Therapists (funded by the local health authority).

The Speech and Language Therapists work in class alongside teachers and support staff to help all pupils to develop their communication skills.

At certain points some children may require additional support with their communication. This means they may be seen by the Speech and Language Therapists for additional assessment and/or intervention in class for a specified time (e.g. once a week for 3-4 weeks). The Speech and Language Therapists will work closely with the class team to make sure that strategies continue to be used by the class team following assessment / intervention.

The Speech and Language Therapy team also deliver training to staff, hold communication meetings with the class teacher, and teachers can access the onsite therapists for advice as needed. They are available to meet with parents upon request.

Occupational Therapy Provision

Russet House School are supported by two part time Occupational Therapists who are funded by the local health authority.

Occupational Therapy at Russet House focuses on the supporting children to successfully participate in learning, play and self-care activities. It considers the individual child, the environment, the activities pupils are provided with and how they can be modified so that pupils can successfully access them and maximise their engagement and independence.

The OTs provide staff training, advice and class-based approaches to target occupation focused goals and support staff to help the children manage their arousal levels and own sensory needs within the school environment to facilitate their ability to access activities and learning. They also deliver parent workshops.

Lunchtime Support

At lunchtimes pupils are supported to develop their skills by our class-based teams and four Lunchtime Supervisory Assistants. They work together to help the pupils develop skills such as requesting food, using cutlery, waiting for one's turn, extending the food items a child will eat, and with social interaction and play skills in the playground.

Work with additional multi-Agency professionals

The school engages closely with numerous additional, external professionals to support the needs of individual pupils. These include the School Nursing Service, Educational Psychologists, Clinical Psychologists and Clinical Psychiatrists from the Service for Children and Adolescents for Neuro-developmental disorders (SCAN), the Joint Service for Disabled Children and Children's Social Care (based at Cheviots Children's Centre for Disabled Children).

Working with Parents

Russet House School greatly recognises the vital importance of ensuring that there is close and collaborative work between parents and school in order that the children's progress is maximised. As well as the Annual Review meetings and termly open evenings, parents are welcome to arrange a phone-call to discuss their child's progress and any other issues at any time. The school also has a part time Parent Support Advisor who can support families in a range of areas.

Parents can attend a series of training sessions, workshops, coffee mornings and drop-in sessions through the Enfield Advisory Service for Autism. For further information please click the following link: www.enfieldasa.org.uk

Links with other schools

The school has close links with other Local Authority special schools and Carterhatch Infants School.

The school is also part of the Pan London Autism Special Schools Network (PLASN), and its research branch (PLASN-R). PLASN enables schools to share knowledge and experiences to promote the best outcomes for pupils.

Research

The school participates in research projects within school and with various universities and organisations. By working in this way, we continue to provide best evidence-based practice in our school.

PLASN-R also provides links between the schools and autism researchers within universities/institutions; it is led by the Centre for Research in Autism and Education (CRAE) at the UCL Institute of Education.

Enfield Advisory Service for Autism

The Enfield Advisory Service for Autism (EASA) is affiliated to Russet House School is led by a highly skilled and experienced team.

EASA provides advice and training to staff in educational settings from Early Years to Post-16 across Enfield Local Authority. The services offered are:

- Telephone consultations
- Surgeries (to discuss individual pupils with key staff)
- Autism Education Trust (AET) Training
- Setting audits and action planning against AET Standards to improve autism provision
- Fact sheets and workshops on a range of topics
- Psychoeducation support
- All About Me programme (explaining diagnosis of autism to pupils)
- In-setting TA Support (to mentor TAs/LSAs)
- Individual pupil consultations

EASA also provides support for parents of autistic children and young people (0-25), including:

- Telephone consultations
- 1:1 Parent appointments (COVID permitting)
- Fact sheets and workshops on a range of topics
- Coffee and chat sessions (informal parent meetings)
- Advice Drop-ins
- Parent Programmes (e.g. Post Diagnosis Programme, Cygnet Training)

For further information and to access any of the services, see the EASA website: www.enfieldasa.org.uk

Agreed at Governing Body meeting 26.09.2025
Signed: