



Reynalds Cross Vision:

*Reynalds Cross is a safe, supportive and fun environment
that nurtures individuality and enables
every child to flourish to be the best they can be.*

Special Education Needs and Disabilities (SEND) Policy

Date adopted:

December 2025

Next Review date:

December 2026



At Reynolds Cross School pupils admitted are identified as having Special Educational Needs as defined in the SEND Code of Practice (January 2015) and have an Education, Health and Care Plan (EHCP) in place. We are a special school for pupils aged 4 - 19 with Severe Learning Difficulties, Complex Needs and/or Disabilities. Our pupils may have a complex sensory profile, difficulties in communication and a wide range of learning needs.

The SEND Code of Practice defines SEND as;

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

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(SEPT 2014)

The school provides for pupils whose special educational Needs and Disability broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

Aims and Objectives

We believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or a personalised programme.

Our school values are:



We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support.

To achieve this we aim to ensure that;

- the views of the pupil be sought and taken into account as appropriate
- we work in partnership with our parents to have a vital role in their child's education
- our pupils with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- high quality teaching, to include differentiation for individual pupils, is the first step in our school's response to our pupils
- resources will be managed in order for all pupils' needs to be met
- pupil's special educational needs/disabilities are identified early
- provision and progress for our pupils will be monitored and reviewed regularly
- the school will work with outside agencies when appropriate
- Education, Health & Care Plans are reviewed regularly in line with regulations
- appropriate training will be provided for those involved in the implementation of the policy.

The school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

Responsibilities

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from learning support assistants or specialist staff. Where a pupil is not making adequate progress, class teachers and leadership staff will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

The effectiveness and appropriateness of the policy will be continuously monitored by the Head Teacher/SLT in conjunction with the Governing Body. The governing body must publish information on our website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The Senior Leadership and Extended Leadership Team under the leadership of the Head teacher are responsible for the timetabling and management of resources including staffing and facilities to meet the needs of all pupils.

The School's SENDCO is the Headteacher, and she has direct accountability for all pupil's education.

SEND Funding

Our SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources through top up funding.

Education Health and Care Plans (EHCP)

Once a pupil has an EHCP naming Reynolds Cross School, the Head teacher of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEND changes, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Access to the Curriculum

At Reynolds Cross School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology. Functional skills are relevant in all areas of the school curriculum.

We set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

Preparing for adulthood (transition)

At Reynolds Cross School we help our pupils with SEND to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 9)
- Ensuring that career advice/future destinations and information provides high aspirations and a wide range of options for pupils with SEND; and
- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education and the longer term outcomes that the young person wants to achieve in their adult life.

Facilities at Reynolds Cross School

Facilities include:

- Swimming pool
- Immersive classroom
- Mobile Library
- Technologies including pupil I-Pads, eye gaze and interactive whiteboards. Technical resources include speakers, computers, disco lights and camera equipment
- The school owns three minibuses, two of which have tail-lifts to ensure all pupils can be transported safely. Seat belts are provided for all pupils and a school mobile phone is carried on excursions.
- Soft play area
- Sensory room
- Outdoor areas including play areas, swings, outdoor gym, sensory garden, sheltered areas
- School house

In addition to this we also have our family support workers who work closely and support our families with issues such as attendance, managing behaviour and accessing outside agencies.

Complaints Procedures

Parents are welcome to discuss any issues relating to their child any time throughout the year by prior appointment.

Any complaints from parents of pupils with special education Needs and Disability concerning the provision made at the school should be made through the school's complaints policy available on our website.

Expertise and training of staff

The professional development of all staff involved in meeting the Needs and Disability of pupils with SEND is on-going and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school such as manual handling, Team Teach and PECS (Picture Exchange Communication)
- Professional development sessions and one-off sessions on relevant subjects provided by specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SLT
- Our school employs an independent Educational Psychologist, Speech and Language therapist and Occupational Therapist

Partnership with parents

All parents and carers of pupils at Reynolds Cross School are considered to be our partners.

They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at Reynolds Cross School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Partnership with pupils

The pupil's views will always be ascertained, where possible, but this may not be through direct discussion with the pupil. In Upper School, pupils will be enabled and encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings.

Liaison with regard to the successful transition of Reynolds Cross pupils is undertaken with receiving and sending schools and colleges prior to transfer. Contact is coordinated by the SENDCo.

Links with other agencies

The school is in contact with the following services and organisations:

The Local Authority for placements and progress of pupils
School Nursing team / community nurses
Solihull CDT nurses
Solihull health Speech Therapy and language team
Solihull health Physiotherapy services
Solihull Educational Psychology team
Solihull children Disability social workers - both Children's and adults services (including Plan4u team)
Safeguarding team
Solihull Occupational Therapy team
SISS - Early years team
Local schools
Solihull Downs association
SOLO - Social life opportunities
Solihull College
QCA College
Hereward College
SIAS - School's inspection and advisory service
CAMHS

This policy will be reviewed and updated annually.