



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 that they can be.*

SEND Information report

Date adopted:

February

2026

Next Review date:

February

2027



1



Our Ethos and Values



Our Provision

We are special educational school for 3 - 19 year olds, all our pupils have Education, Health and Care plans with the exception of some nursery pupils who are assessed during the academic year. We have 150 pupils on roll and are currently oversubscribed, as we are commissioned for 143 places. As described in the SEND Code of Practice our cohort of pupils would be described as Severe and Complex Learning disabilities (SLD) and Profound and Multiple Learning disabilities (PMLD). In the broad area of need of Communication and Interaction to include Autistic Spectrum Condition (ASC) and Severe Speech, language and communication needs (SLCN). Social, Emotional and Mental Health (SEMH) and Sensory and/or physical needs.

Further information on the admissions and assessment within our school can be found on our website.

As a special educational school, we are not required to have a SENDCo - our families can directly liaise with the senior leadership team and their teacher when necessary.

Here at Reynolds Cross School we offer full time education from Reception to Year 14, our nursery education is part-time with daily morning/afternoon sessions.

Please refer to the table below for our individualised Curriculum intent

	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
Reynolds Cross curriculum intent aims	Learners are fully involved in the process of looking after themselves.	Learners have high levels of wellbeing and happiness.	Learners are able to communicate their wants and needs to others.	Learners are able to be part of their communities.	Learners are able to self-regulate and manage their emotions.	Learners are prepared for the next stage in their lives and continue to be interested in learning new things.

Our students in Key Stage 4 work towards a range of ASDAN qualifications including:

- Personal Progress at Entry 1
- Employability at Entry 2 and 3
- Personal and Social Development at Entry 1, 2 and 3

They will also participate in work experience activities within school or in community settings and experience weekly sessions at local colleges.

Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs

Families/carers are encouraged to get involved in the education of their child. Consultation with parents/carers is achieved through:

- Annual Education, health and care plan reviews held with parents/carers and all agencies with the student are invited to attend. These reviews are person centred and include the views of the child/young person
- Parent meetings are scheduled throughout the school year
- Curriculum newsletters and Personalised Learning Plans (PLPs) are sent home termly
- End of year reports are sent home

- Weekly information sent to parents via Dojo regarding learning activities as well upcoming events
- Family support workers offer support and advice to parents, organising transition, SEND workshops, family support days and festivals
- Multi-agency meetings are held on site
- Appointments with medical professionals and therapists
- School website available with information and updates for parents

Learning at Reynalds Cross school:

Creative and Core Curriculum:

- Pupils participate in a topic-based curriculum that addresses Foundation Subjects
- Lesson planning addresses personal needs to ensure inclusion through personalised learning plans
- 14 -19 provision includes work experience, work-related learning, community and life skills and preparations for further education which supports students in achieving a variety of accreditations
- Enrichment activities including theatre trips, science days, music specialists, art workshops with visiting artists and sporting competitions

Accredited Curriculum:

- Accreditation programme for all Key Stage 4 and 5 students
- Enterprise programme or work-related learning
- Work experience activities

Enrichment:

- Residential visits
- Animal care
- Swimming
- Enterprise activities
- Local community visits
- Physical Education: a large number of sports/leisure activities are offered which engage and include our students with a variety of special needs including:
 - Boccia
 - Swimming
 - Cycling

We use ICT Technology such as iPads, touch screens and Eye Gaze with specialist programmes including:

- Cause and effect programmes
- Communication apps for students with specific speech and language needs
- Specialist-designed programmes eg. Communicate in Print that creates and adapts curriculum materials for students who require symbols
- Laptops, interactive whiteboards and iPads for students' curriculum use

Communication is supported by:

- A Makaton regional tutor
- Total Communication environment
- Sign and Symbols timetables and lesson prompts
- Music cues
- Objects of Reference

- School Speech and Language therapist

Students demonstrating challenging behaviour are supported by:

- Praise and rewards
- Positive re-enforcement
- Individual Behaviour Support programmes
- Personalised Handling Plans
- Team Teach Intervention - all staff trained
- Team Teach three staff co-ordinators
- Community Learning Disabilities Team
- Educational Psychologist
- School Occupational Therapist

Additional personalised support:

- Individual schedules
- 1:1 staffing resources where appropriate and the result of assessment
- Cross phase learning
- Intimate care plan
- Pet therapy
- Transition passports
- Physio programmes

Additional learning support available to our children and young people include:

- The appropriate staffing to student ratios to enable engagement and access for pupils to progress their learning
- Music specialists
- Dance specialists
- CHAMPS (Children mental health support)
- 1:1 intervention provision
- School dogs: Marlo (staff wellbeing dog) and Daisy (pupil wellbeing dog)

Assessment

- Pupils are assessed using Cherry Garden (EYFS), Trackable - Crossroads, Engagement Model and ASDAN taking into account our bespoke curriculum
- Progress towards PLP targets are completed and tracked termly
- The school commits to internal and external moderation programmes
- Key Stage 4 & 5 are assessed against ASDAN criteria
- Key Stage 5 modules are moderated internally and externally
- Long term outcomes in SEND areas of need are reviewed at least once a year during the annual EHCP review process

The effectiveness of our provision will be assessed and reviewed, including information about how children, their parents and young people will take part in any assessment and reviews:

- Parents and students are fully involved in the annual review of the EHC plan, recording and sharing their views within the meeting

- All parents invited to participate in at least three conversations per year
- Senior leaders and governors undertake termly reviews of the school improvement plan progress
- Senior leaders, phase leads and Subject Development Teams will undertake learning walks
- Responses to questionnaires from pupils, parents, staff and governors is collated
- Self-evaluation form updated termly with governors
- Solihull Improvement Partner visits to monitor improvement
- All staff included in performance management to maintain focus on school vision
- Active Student School council in both lower and upper school
- Pupil progress meetings to discuss each pupil and ensure targets are appropriate and progress is being made
- Pupil questionnaires are shared through different means to capture pupil voice on a variety of topics throughout the year

Additional activities available for our children and young people

- After school clubs
- Family swimming sessions
- Festivals
- Holiday clubs

Support offered for our children and young people here are Reynalds Cross

- High classroom staffing ratio
- Child and family support worker
- Wide range of health, social care and educational specialists
- Staff continuing professional development in areas of teaching students with special needs
- Specialised training in physical intervention, first aid, physiotherapy etc.

How the emotional and social development of our children and young people will be supported and improved:

- Appropriate Curriculum and provision underpins the social and emotional wellbeing of the students
- Specific focus for EHC plans
- Social, Moral, Cultural, Spiritual activities are identified on Medium Term Planning for each subject
- Achievement and success is regularly celebrated
- CHAMPS (Children's Mental Health Support) in school
- Weekly pupil's awards which is shared with parents
- Attendance and headteacher awards
- School council

Transition between phases or provision in education is accomplished through:

- A comprehensive induction programme from other schools that includes school visits, home visits and staff exchanges
- Transition placements, if required, for pupils joining to support their needs
- Planned internal transition sessions for pupils moving classes and/or site as they continue at Reynalds Cross

- Careers evenings
- Transition meetings with social care, colleges and commissioned services
- Professionals from post 19 colleges visit Key Stage 5 students to undertake assessments for placement
- Adult Social Care allocates a named worker from Year 13/14
- Family support worker assists parents in a wide variety of ways
- Transition from school to colleges is supported by assessments in school/taster days at college/induction programme

Expertise in supporting our children and young people is secured for teaching staff and others working with them through:

- Annual Continuing Professional Development (CPD) programme
- Teacher and LSA Performance management programme
- 12 hours twilight training during the academic year for all class-based staff
- Weekly INSET programme of professional development for teachers
- Specialised training for Team Teach intervention, manual handling, medical competencies, minibus driving
- Whole staff training is organised for training days to progress School Improvement Priorities
- Individual professional development priorities
- ECT programme provided for new teachers

Services that are provided within the school include:

- By School:
 - Educational Psychologist
 - Speech and Language therapist
 - Occupational therapist
- By Health:
 - Nursing team
 - Clinics with consultant paediatricians
 - Community learning disabilities team
 - Speech and Language therapy
 - Occupational therapy
 - Physiotherapy
 - Community Dental
 - Psychology
 - Psychiatry
- By Local Educational Authority:
 - Solihull Improvement Advisor
 - Home/School transport
- By Social Care:
 - Disability Social Work Team - children's
 - All Age Disability Adult Social Care
- Equipment:
 - Wheelchair Services
 - Occupational Health for accessibility equipment
 - Specialised equipment and hoists to support toileting needs of all pupils
 - Sensory room
 - Swimming pool on site

- Sensory garden
- Out of school activities:
 - After school clubs such as swimming, dance and multi-skills
 - Residential visits

If you have a query relating to these areas it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.

Solihull Early Help	0121 788 4300
Solihull SENDIASS	0121 516 5173
Speech and language therapy	0121 722 8010
Occupational therapy	0121 722 8010
Solihull Transport	0121 704 6610
Birmingham transport	0121 303 4955
Birmingham Parent Link service	0121 303 8461

If there is a number you need which is not listed, please contact the school.

Solihull's local offer

Further information about Solihull's Local Offer can be found at:

<http://www.solihull.gov.uk/children-and-family-support/localoffer>