

# Reynalds Cross School



## **SEND INFORMATION REPORT**

*“be the best of the best”*

### **VISION STATEMENT**

**Reynalds Cross Vision:**

*To be the best of the best; to be a place where “Every Individual” really does matter, to maximise independent learning and enjoyment in line with school aims; and to be a, positive, happy and fun learning environment with outstanding features.*

Under section 65(3) (a) of the Children and Families Act 2014, a school must publish its report containing SEN Information and make it available on the school website. The report will be updated annually to reflect changes and plans within the school. This report describes the current provision at Reynalds Cross School.

### **ETHOS and VALUES**

Reynalds Cross School strives to provide a safe and secure environment for all pupils to achieve and it upholds the principle of *“Every Individual really does matter”*

We aim to:

- Give learners the opportunity to achieve success, addressing their needs now and in the future
- Promote a safe, enjoyable, healthy and cohesive environment in which to learn
- Promote high expectations throughout the whole school community
- To be a caring community that meets our agreed values of citizenship and the acceptance of diversity

The school’s aims are met by providing each pupil with a balanced education that is tailored to his or her individual needs. These needs are met through the content of the National Curriculum subjects, the broader curriculum of the school and an effective home-school partnership.

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## ***What are the kinds of special educational needs for which provision is made at Reynalds Cross School?***

All pupils aged 4 -19 years old attending Reynalds Cross already have an Education, Health and Care Plan this does not include our nursery pupils who have been allocated by the Early Years Panel. Reynalds Cross School is described as admitting pupils with Severe and Complex learning disabilities as described in the SEND Code of Practice. They may have associated needs such as Social/Emotional; Communication and Interaction/Autistic Spectrum Condition (ASC); and Speech and Language difficulties. In addition, pupils may have sensory or physical difficulties.

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

As a special school we are not required to have a SENCo – families liaise directly with their teacher and senior management as needed.

Reynalds Cross School offers full time education from Nursery to Year 14. 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:

- An Annual Education, Health and Care Review held to which parents / carers and all agencies involved with the student are invited to attend. These reviews are person centred and include the views of the young person
- Parents meetings during the school year
- Annual reports and Evaluation of personalised learning plans sent home termly
- Family Support Worker regularly contacts parents and carers, organising coffee mornings, transition, SEND workshops, festivals and family support days
- Home school diaries, weekly emails and termly newsletter
- Regular opportunities for meetings with the class staff at Annual Reviews, Parents Evening and Transition Meetings to discuss student progress
- Multi-agency meetings held on site
- Stakeholder Questionnaires
- Appointments with medical professionals and therapists



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**Services that are provided within the school include:**

- **By Health:**
  - Nursing Team
  - Speech and Language Therapy / Occupational Therapy and Physiotherapy
  - Clinics with Consultant Paediatricians
  - Community Learning Disabilities Team
  - Community Dental
  - Psychology
  - Psychiatry
  
- **By Local Educational Authority:**
  - Educational Psychologist
  - 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 Dance, Drama, Football and Cycling
  - Residential Visits
  - Site linked with SOLO – local charity for swimming and holiday clubs

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 SENAR            | 0121 303 1888 |

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

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## ***Transition between phases or provision in education is accomplished through:***

- A comprehensive induction programme from other schools that includes schools visits, home visits, coffee mornings and staff exchanges
- Part time placements, if required, for pupils joining
- Careers evenings
- Transition meetings with social care, colleges and commissioned services.
- Person Centred Planning commissioned from 'Plan 4 You' (Solihull commissioned)
- 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

## ***Learning at Reynalds Cross:***

### ***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 preparation 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
- Local sports competitions
- Enterprise activities
- Local community visits
- Physical Education: a large number of sports / leisure activities are offered which engage and include students with a variety of special needs including:
  - Boccia
  - Swimming
  - Cycling
  - Competitive sports with other special schools



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***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

***Students demonstrating challenging behaviour are supported by:***

- Praise and celebration
- Positive re-enforcement
- Individual Behaviour Support programmes
- Team Teach intervention – all staff trained
- Team Teach two staff co-ordinators
- Community Learning Disabilities Team

***Additional personalised support:***

- Individual timetables
- 1:1 staffing resource where appropriate and the result of assessment
- Cross phase learning
- Music therapy
- Pet therapy
- Aromatherapy, rest and relaxation
- 1:1 Reading support

***Additional learning support available to children and young people with special educational needs:***

- The appropriate staffing to student ratios enables engagement and access for pupils to progress their learning. Other professionals also provide advice and guidance to support this personalised learning including:
  - Music specialists.
  - Creative Art specialists.
  - Sports partnership specialist coach.
  - 1:1 intervention provision.
  - School dogs: Marlo (staff wellbeing dog) and Daisy (currently in PAT dog training)

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## ***Assessment at Reynalds Cross:***

- Assessment tool established across all subjects taking into account the new curriculum requirements
- Daily assessment against curriculum and EHC targets
- Formative Assessment for Learning remains a high priority for all staff
- Students included in self and peer assessment utilising an appropriate strategy
- Termly Summative Assessment are completed
- Pupils are assessed using SOLAR development walls
- The school commits to internal and external moderation programmes
- Key Stage 3, 4 & 5 students assessed against ASDAN criteria
- Key Stage 5 modules moderated internally and externally

## ***How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation:***

- Parents and students are fully involved in the annual review of 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 review of School Improvement Plan progress
- 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

## ***What activities are available for children and young people with special educational needs in addition to the curriculum?***

- After school clubs
- Holiday play schemes and family swimming sessions

*Due to current Coronavirus restrictions we are unable to provide these at present*

## ***What support is available for children and young people with special educational needs?***

- High classroom staffing ratio
- Child & Family Support Worker
- Wide range of Health, Social Care and Educational specialists
- Staff have continuing professional development in areas of teaching students with special needs
- Specialised training in physical intervention, first aid, physiotherapy etc.

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***How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people:***

- Annual CPD (Continuing Professional Development) programme
- Teacher and LSA Performance management programme
- 12 hours twilight training during academic year for all class-based staff
- Weekly INSET programme of professional development for teachers
- Specialised training for minibus driving, Team Teach intervention, manual handling, medical competencies
- Whole staff training is organised for training days to progress School Improvement priorities
- Individual professional development priorities
- Reynalds Cross is a strategic partner of the Hazel Oak Teaching School Network to manage professional development

***How the emotional and social development of children and young people with special educational needs will be supported and improved:***

- Appropriate curriculum and provision underpins the social and emotional wellbeing of the students
- Positive support plans are drawn up to support individual students
- Specific focus for EHC plans
- Social, Moral, Cultural, Spiritual activities are identified on Medium Term Planning for each subject
- PHSE is a subject with a high profile throughout the whole school
- Achievement and success is regularly celebrated
- Weekly pupil awards which is shared with parents
- Interventions to support pupils

***Where is the information on the Solihull's local offer published?***

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

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