



**Christopher Reeves V.A.
Primary School**

**Special Educational Needs and
Disability (SEND) Information Report
June 2019**

Name of school	Christopher Reeves Primary School
Address	Hinwick Road, Wellingborough, NN29 7HU (01933) 353531
School website	www.christopher-reeves-school.co.uk
Head teacher	Mrs Juliet Fraser jfraser@crls.org.uk
SENDCO	Mrs Barbara Aellen baellen@crls.org.uk
SEND Governor	Sue Merrifield smerrifield@chellingtonfed.org.uk

What do we mean by SEND?

Special Educational Needs and Disabilities

- If a child has significantly more difficulty in learning than others their age
- If a child has a disability that makes it difficult to access facilities generally provided in school

Areas of difficulty may be in

- Communication & Interaction
- Physical and/or Sensory
- Cognition and Learning
- Behavioural, Emotional and Social

What type of SEND support is available in our school?

- Quality First Teaching by class teacher
- Specific small group work by class teacher / teaching support staff
- Specialist support in school from outside agencies
- Special resources designed to make sure pupils can access the curriculum
- One to one work with additional specialist support

Who can you talk to about your child's difficulties with learning?

Class teacher – they will be able to:

- discuss your child's progress against expectations and targets
- identify, plan and deliver any additional support your child might need
- explain this personalised learning to you
- suggest ways you can help at home
- meet you once each term to share and review plans and targets

SENDCo (Special Educational Needs / Disability Coordinator) – Mrs Aellen will be able to:

- help the class teacher to deliver your child's additional support
- co-ordinate support from outside agencies
- discuss your child's learning experience and progress
- make sure the school's SEND policy is adhered to throughout the school

The Headteacher – Mrs Fraser will:

- be responsible for ensuring your child's needs are met
- make sure the Governors are kept up to date on all SEND matters within the school and all legal requirements relating to support for children with SEND

The SEND Governor – Mrs Merrifield will:

- make sure the school provides the necessary specific and/or specialist support to all of its pupils with an SEND
- hear your concerns if you are not happy with the response or support from the school staff

How do we identify a pupil for SEND support?

There may be a range of factors that alert us:

- Pupil has physical or sensory needs that require specialist equipment, advice or support
- Class teacher identifies pupil is not making progress even when teaching has targeted an area of weakness
- Parent has concerns about their child's progress
- Parents and / or school staff identify behaviours that suggest unhappiness, confusion or distress
- Pupil themselves expresses unhappiness, confusion or distress in a Quality First Teaching environment

What happens next?

The teacher and SENDCo review the appropriate support available. We will meet with the pupil and parents / carers and all three parties discuss and agree:

- What the pupil can do now
- What we want the pupil to achieve, long and short term, with clear and specific targets
- What the barriers are to reaching those targets
- A plan of actions, resources, techniques and specialist support to overcome those barriers (this may be an Individual Education Plan - 'IEP', a challenging behaviour plan, or other tailored plan, according to the pupil's need)

How do we assess and review a pupil's needs?

From then on we will:

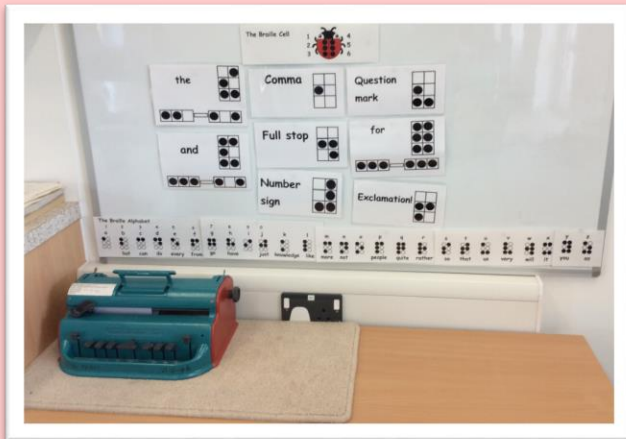
- Have a parent / pupil / teacher consultation meeting each term
- Review the effectiveness of the support by assessing the pupil's progress in a) the IEP targets and b) how this has helped them close the gap on overall class targets
- Keep a regular check on whether the pupil needs continued support or different support
- If a child has lifelong or significant difficulties the school may refer the pupil for an Education, Health and Care Plan (EHCP). This will occur where the complexity of a child's need requires outside agency involvement. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources and the decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHCP. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.



How will the teaching be adapted for a pupil with SEND?

Planning and Teaching

All teachers work using 'Quality First Teaching' principle, which means that many pupils with special needs can participate in class without specialist help. For example, the teacher breaks down tasks into small 'bite-size' chunks, presents ideas using visual, audio and practical resources, allows thinking time before expecting answers and provides a variety of tabletop resources to help pupils with their tasks.



Additional resources

The pupil's Individual Education Plan (IEP) highlights what additional resources should be used to support them. This may be physical resources in the classroom, additional time with a member of staff in school or specialist help from an outside agency. The school has a designated SEND budget to provide for these resources.

Teachers' professional development

All teachers are teachers of special needs. As a part of their professional role, teachers will have professional development in the form of courses, mentoring and feedback. The school also arranges specific training for individual teachers in response to their pupils' needs.

How is the school adapted for access and integration?

We aspire to be fully inclusive and all children have access to a broad ranging curriculum that not only emphasises the skills, understanding and knowledge associated with core subjects but also incorporates their spiritual moral, social and cultural development.

As described above, children are taught using a range of approaches to take account of the different ways that children learn best. Staff get to know the individual children in their classes and can adapt on a case by case basis.

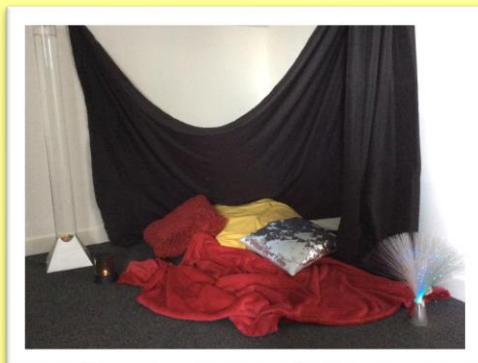
Our school environment is accessible by:

Children & adults using wheelchairs – all on one level, wide opening doors, ramps, disabled toilet and changing facilities. We have to recognise, however, that our facilities may not be adequate to meet the needs of all pupils, and we will make careful and informed assessments, in consultation with parents, for each individual application.

Children with dyslexia – use of dyslexia friendly paper for pupils' information and worksheets, training and guidance for staff.

Children with mild, moderate or high functioning autism – visual / individual cues, individual workspaces, 'safe haven' spaces

Children & adults with English as an additional language (EAL) – signs use clear language and visual cues, teacher expertise in developing EAL skills, one-to-one language support, translation support (on request) at Parent Consultation Meeting.



How is the Emotional and Social Development of pupils supported?

Christopher Reeves VA Primary School is a Values-based School and has achieved the Values Quality Mark. Values-based Education is taught in a structured way (in dedicated collective worship and in classroom lessons) and underpins all our activities and relationships throughout the school. A structured PSHE curriculum includes an understanding and celebration of difference, Mental Health & Well Being, Protective Behaviours and resilience.

Extra support may be given to individual pupils or small groups to develop their Emotional and Social wellbeing. For example, one of our Teaching Assistants is trained in the 'Happy To Be Me' program to support pupils with their self-esteem and confidence.

If a pupil needs specialist support for their social and emotional development, we can draw on specialist support from a range of agencies and this is accessed by using Bedford Borough's Early Help Assessment procedure.

How are children Looked After by LA provided for?

The school admissions policy ensures that any looked after child in our catchment will be ensured a place at school. In partnership with the pupil, carers and social workers, we will put in place the Personal Education Plan, as part of the child's Care Plan.

The school's designated adult for children looked after by the Local Authority is Mrs Nic Clark.

How are parents consulted and involved in their child's education?

Every parent at Christopher Reeves Primary School will receive termly progress reports in the form of a Parent Consultation or a written report. There are Parent Curriculum and Information Evenings held throughout the year. For example, this year an Anti-bullying workshop was held in the Spring Term. As outlined earlier, parents with pupils identified as having SEND will be involved the Assess Plan Review Do cycle with class teachers. Additional support is provided through drop-in sessions with outside professionals such as the School Nurse and Educational Psychologist. Parents are also encouraged to be involved in the numerous school events held throughout the year such as visits to the local church at key times through the year and the crowning of the May King and Queen charity champions. There is an active PTA which parents can also be part of.

How are children with SEND involved in their education and the broader curriculum?

All pupils, including those with SEND, are encouraged to take an active role in their life at Christopher Reeves. Extra-curricular clubs, breakfast club and school trips are accessible to all pupils. After school clubs are varied throughout the year and cover a range of activities such as drama, multi-sports and mindful colouring. Pupils' views are gained through activities such as Circle time and the School Council. Restorative Approaches are used for low-level behaviour issues where pupils take responsibility for their behaviour by thinking through the causes and consequences of it. In addition, the views of pupils with SEND are gained at the review stage of the cycle in a manner suitable to their needs. This may be through an informal conversation with their class teacher or completing an 'All about me' booklet to share.



What happens when it's time to go to another school?

When a pupil with SEN is preparing to transfer to another school, transition activities are incorporated into the Individual Education Plans for the final two terms. This may involve additional visits to the new setting or parent meetings with staff.

The transfer to secondary school has its own managed programme which every child accesses. This includes a two-day induction period near the end of the summer term. SEND paperwork, such as the Education Health and Care Plan, and most recent Individual Education Plans are given to and discussed with the member of staff responsible for the pupil's support in the next school.

How can I find out about the complaints procedure?

Our complaints procedure is published in the Policies section on our website:

<https://www.christopher-reeves-school.co.uk/page/?title=Policies>

Useful links:

SEND advice

The SEND Advice Service (formerly Parent Partnership Service) offers free confidential information, advice and support on Special Educational Needs and Disabilities to children, young people and parents. Further information can be found at:

<https://www.bedford.gov.uk/schools-education-and-childcare/parental-support/send-advice/>

Bedford Borough Council's Local Offer can be found at

<https://sendguide.bedford.gov.uk/>