



Bedford SEND Information  
St John Rigby Catholic Primary School

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| Name of School/College/Setting      | St John Rigby Catholic Primary School  |
| Type of setting                     | Primary School 4-11  |
| Name of SENDCO                      | Mechelle Claxton   |
| Address                             | Polhill Avenue Bedford, MK41 9DQ   |
| Phone Number of SENDCO              | 01234 401900   |
| Email of SENCo                      | <a href="mailto:inclusion@sjr.beds.olcatschools.org">inclusion@sjr.beds.olcatschools.org</a> |
| Website                             | <a href="https://www.stjohnrigby.org/">https://www.stjohnrigby.org/</a>                      |
| Link to SEN Information Report      | <a href="https://www.stjohnrigby.org/send">https://www.stjohnrigby.org/send</a>              |
| Link to SEN page of schools website | <a href="https://www.stjohnrigby.org/send">https://www.stjohnrigby.org/send</a>              |
| Date                                | November 2022 (This will be reviewed annually)   |

**Inclusion statement**

St John Rigby is committed to providing an appropriate and high-quality education to all the children in our care. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and are to be fully included in all aspects of school life.

**1. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**



Teachers assess how children are progressing with their learning in every lesson. A formal assessment of their attainment is made three times each year. This data allows us to monitor progress and identify where extra support may be needed.

If a child has a barrier to learning that is SEND, they will have an Adaptation to Learning Plan (ALP), parents will be invited to meet with the class teacher three times a year to discuss progress towards targets, set new targets and discuss how school and home can support the child's learning. This is part of the Assess, Plan, Do, Review cycle that evidences the provision in place for a child. The class teacher informs parents about how successful this support has been. If your child has an EHCP you will also be invited into school for an annual review meeting to ensure the EHCP is still relevant to the pupils needs.

Each child also receives a yearly full school report which includes targets. Sometimes, home/school books are used with some pupils as a communication tool.

Class teachers are also usually available at the end of the school day for short queries. If a longer discussion is needed an appointment can be made. Staff are happy to meet with parents to discuss ways forward for their children and how they can help support at home. Parents can also request a telephone call from their child's class teacher.

We run information evenings for parents on supporting at home and we can also offer family support through our Family Support Worker.

The SENDCo is available via phone or email at any point should you wish to discuss your child's needs further, but the first point of contact should always be your child's class teacher.

## **2. How accessible is the setting / school / college environment?**

Most of St John Rigby Primary School is wheelchair accessible. There is a lift in the Upper Primary building. Placement of pupils with additional needs is considered on an individual basis. There are disabled toilets in both buildings.

Double glazed windows and full carpeting in most classrooms support a good auditory environment. There is also an ongoing display schedule, which ensures all areas stay visually attractive but without sensory overload. Equipment and adaptations needed to meet the needs of pupils are made if judged appropriate by the SENDCo.

## **3. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

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When a child first starts at St John Rigby, our first port of call is always parents. We rely

on parents to inform us of any additional needs or disabilities as well as feeder schools and nurseries. From here, the SENDCo can begin to make links with the relevant professionals who may already be involved with your child.

Throughout your child's journey through school, different needs and concerns may arise, and we make changes and put support in place to meet these changing needs as and when needed. These needs are usually identified through parental and teacher concerns and may be academic, behavioural, social, emotional, speech, language or physical concerns such as hearing or motor skills.

We monitor all pupils' progress half termly. The aim of this monitoring is to ensure that all are making progress and to identify any pupils who may need extra support. If we have concerns about your child, we will contact you and put the relevant support in place.

If, despite support, your child is still not making progress we may undertake some informal screening in school. This may be a dyslexia, dyscalculia or cognitive screen or a questionnaire to identify any ADHD or ASD traits. This will help us identify your child's needs more specifically and put new strategies in place. We may also at this stage make referrals to help your child access additional support from outside professionals. This may result in a diagnosis of a Special Educational Need or Disability, or it may result in extra advice for the school on how to help your child further. This may include extra staff training or specific resources for your child.

If you as a parent have concerns about your child having Special Educational Needs, please contact your child's class teacher who will then arrange an appointment with the SENDCo if necessary.

#### **4. How will early years setting / school / college staff support my child/young person?**

All teachers at St. John Rigby Primary are teachers of children with Special Educational Needs. When planning lessons, teachers consider the needs of all the children in the class and teach accordingly. Sometimes children need an individual programme of support. This is planned by the class teacher, in consultation with the SENDCo, pupil, parent and outside professionals if they are involved with your child. Parents receive a copy of this plan. Where appropriate there is additional support in the classroom from a Learning Support Assistant (LSA). Sometimes children have small group work or one to one work in or away from the classroom to support a particular aspect of their learning. Support and progress is monitored by the LSA, class teacher and SENDCo. If you have any queries about the support your child receives, the best person to speak to is their class teacher

#### **5. How will the curriculum be matched to my child's/young person's needs?**

Teachers know the children in their classes very well and use this knowledge in their planning. This knowledge and the half termly monitoring allows the teachers to plan so that effective learning takes place in the classroom, that is adaptive and matched to children's needs. Some children have the additional support of a Learning Support Assistant. In these cases, often, the child will have an Education, Health and Care Plan, which will identify specific targets which will be planned for.

Staff have training on supporting the needs of all pupils and given strategies to help support pupils with specific difficulties.

Modifications are made to the curriculum and the learning environment, and different resources are provided in order to make learning accessible for all pupils with individual learning needs.

## **6. What support will there be for my child's/young person's overall well being?**

St John Rigby is an advocate for Every Child Matters, and we pride ourselves on our Catholic Ethos which ensures that we love, care and support one another always. We have two emotional support groups within school that children can access at any time in the year, 'Rainbows'- which deals with Bereavement and 'Sunbeams' that caters for children with Social, Emotional and Mental Health difficulties. Staff are always available to support pupils and this support can be tailored to meet individual needs.

Our Family Support Worker is dedicated to working alongside children and families to support, listen and guide where necessary. The Family Support Worker welcomes meetings with parents at school and at home.

St John Rigby we have an in house Play Therapy service called 'Supported Play' which is led by a specially trained Learning Support Assistant. In the same fashion as a professional play therapist, the school will assess a child's need and decide if play therapy would be of benefit. If so, traditionally, an 8-week block of therapy will be put into place.

Medication and personal care needs are met on an individual level. Needs are taken into consideration and plans are put into place (depending on the need), which may include training for staff on administration of medicines.

Our Behaviour for Learning Policy is school wide and is reviewed each year. All staff enforce the Behaviour Policy, and this helps to maintain a very good standard of behaviour within the school.

Attendance is monitored and appropriate support is put in place for children and parents in order to ensure that attendance does not become a barrier to learning.

Children's views are very important. We always include pupils in Reviews and ask their opinion on how they are getting on at school. We have an established school council that meet every fortnight to discuss matters about the school that are of importance to them.

At St John Rigby we have introduced 'Growth Mindset.' We understand that teacher practice has a big impact on student mindset, and the feedback that teachers give their students can either encourage a child to choose a challenge and increase achievement or look for an easy way out. For example, studies on different kinds of praise have shown

that telling children they are smart encourages a fixed mindset, whereas praising hard work and effort cultivates a growth mindset. When students have a growth mindset, they take on challenges and learn from them, therefore increasing their abilities and achievement. A growth Mindset fosters independence, confidence and the ability to believe in oneself and achieve.

We also have a feelings wall in each class for pupil's to confidentially let their teacher know how they are feeling each day and those that have indicated feeling sad, worried or angry are addressed that morning to ensure it does not affect the rest of their day. The school follows a well being programme which has been embedded into the curriculum, looking at emotions and how we manage them. We work closely with a Bedford charity called Making me, that provides well being support and resources to schools. They deliver resilience workshops to our KS2 classes each year.

We monitor wellbeing closely across the school using the PASS survey (Pupil Attitudes to Self and School) by GL assessments, three times a year. This identifies pupils that may need wellbeing support and tracks if the support has been beneficial.

**7. What specialist services and expertise are available at or accessed by the setting / school / college?**

At St. John Rigby we are able to seek support from various outside agencies. We work closely with these agencies to ensure that pupils are receiving the most suitable support for their needs. Some of the services that have worked with children in the school include:

Child Development Centre / Community Health Clinics (Paediatricians), Physiotherapy Team, Occupational Therapy Team, Speech and Language Therapy, Service School Nursing Team, Continence Team, Sensory and Communication Team, CHUMS, CAMHS, Social Care, Educational Psychology Service / Early Years Support Team, Autism Spectrum Advisory Teachers, Counselling services, including Play Therapy, Dramatherapy, Carers in Bedfordshire – Young Carers Team

**8. How will my child/young person be included in activities outside the classroom including school trips?**

At St John Rigby it is important that all our pupils have the opportunity to experience a variety of extra curricular activities and attendance to these is encouraged. We have a number of different clubs before and after school and are looking at how we can expand what is on offer.

We are also in the process of putting together an experience scrapbook for each child that will follow them through the school, with each year group offering a bank of activities and experiences that will be built upon each year.

School trips are planned accordingly by class teachers and any individual needs are taken

into account and catered for.

Each child's Special Educational Need and/or Disability is treated individually, and trips planned accordingly. Support is offered for school trips if necessary. Where appropriate, we speak to parents about their child's needs regarding particular trips. A risk assessment will be made taking into account the needs of particular children accessing a trip and judgement made about how to reduce any risk to an acceptable level.

St John Rigby has an extensive after school and lunch time club timetable which all children can access. Colleagues working in our wrap around care club are experienced and skilled at meeting a variety of needs and promoting inclusion. There are opportunities for our younger pupils to spend time practising their reading with older pupils.

A risk assessment may be made regarding the needs of particular children accessing breakfast or after school club. A judgement is made about how to reduce risk and meet the pupils needs.

Our wrap around care currently runs from 7.45am-9am and 3.15pm-6pm

**9. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?**

Children joining in Reception are visited at their homes. All needs are considered on an individual basis. We always try to include the children in the transfer process and seek their views. We have close links with our feeder early years settings and the secondary schools into which our children feed, which ensures smooth transitions.

During the year, we have regular discussions about pupils who are moving to us or away from us. For pupils with SEND or other concerns, where appropriate our Reception staff will visit nurseries to speak to staff about children who will be attending our setting. There are also extra visits organised for pupils joining us, or extra visits to secondary schools for our year 6 pupils. SENDCo's from both settings will liaise to ensure that all information is passed on accordingly and where the need is sufficient- a separate transition program for SEND pupils transitioning to secondary schools, will be devised.

A transition programme is in place for those transferring to St Thomas More and SEND pupils have their own bespoke Transition programme that allows them to visit the Emmaus Inclusion Centre which supports vulnerable groups of pupils.

**10. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?**

Decisions about the allocation of resources are made by the SENDCo and Headteacher. Careful planning has to take place in relation to resources and how they are used. Each child is considered individually. When a pupil has an Education, Health and Care Plan, we

work closely with the SEND team and other professionals to plan provision according to the child's need. Resources, such as a Learning Support Assistant or specialist equipment, can be made available through the school. The school's SEND budget is used to employ LSAs to work with individual or groups of children. It is also used to engage external specialists and to purchase specialist equipment and other resources that supports SEND provision.

**11. How are parents involved in the setting / school / college? How can I be involved?**

Working together is the best way to ensure that children are happy and make progress. We encourage a close relationship between school and parents. For pupils with SEND, we invite parents to attend three Personal Progress Plan meetings per year and EHCP pupils an additional annual review meeting. We also include provision to be completed at home to promote parental engagement and to support a child's progress in all aspects of their life. We have an open-door policy and encourage regular communication between the school and parents/carers by:

- Open door policy with class teachers
- SENDCo, Head Teacher and Assistant Heads are available to contact via the school office (by phone or email)
- There are two parent's evenings each year for each year group
- Each pupil receives a yearly full school report
- For some children there is regular internet contact with parents / carers
- Home/school books are used with some children as a communication tool
- All pupils are tracked by their class teacher, SENDCo and Assistant Headteacher termly
- Staff are happy to meet with parents to discuss ways forward for their children
- We run information evenings for parents e.g. maths methods, phonics evening
- Parent support can be offered through our Family Support Worker
- Multiagency meetings take place for pupils with a high level of need
- Each term, a curriculum overview of the term is provided for each year group

External support will sometimes be invited in for opportunities for parents to learn more information about different aspects of their child's needs. This could be the school nurse, Young Carers or other organisations that we may have a need for.

Working together is the best way to ensure that young people are happy and make progress. We encourage a close relationship between school and parents and our door is always open.

## **12. How are children and young people included in the planning for their support and provision?**

Pupil voice is important to us at St John Rigby. Pupils who have an ALP are asked how they feel they are doing in school, what helps them learn and whether they feel the resources they have are making a difference and they meet with their teacher and parent together termly. They will contribute to target setting and reviewing their progress. Children that have an EHC plan also contribute their thoughts on their progress and will share this at the start of the meeting before returning to class. All children have the opportunity to speak to adults about what they are learning, why they are learning it and how they learn best. We do this on a 1-1 basis where appropriate.

We also have a school council where class representatives elected by their class and contribute to school decisions.

## **13. Who can I contact for further information?**

- The first point of contact for parents of children already at the school is their class teacher
- The office staff are well trained and experienced in addressing parents' queries and directing them to the right person
- The other points of contact are the SENDCo.

Other support, for parents, can be sought through:

### **Bedford Borough Council Local Offer**

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

### **Bedford SEND Information, Advice and Support (SENDIAS)**

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/service.page?id=U6sLFysy6qc>

Borough Hall, Cauldwell Street, Bedford MK42 9AP

Tel: 01234 276 267



Email: [sendadvice@bedford.gov.uk](mailto:sendadvice@bedford.gov.uk)

Below is a link to our school policies including our complaints procedure, accessibility plan and equality objectives.

<https://www.stjohnrigby.org/page/?title=Policies&pid=65>

