



**Bedford SEND Information**  
**St John Rigby Catholic Primary School**

<b>Name of School/College/Setting</b>	St John Rigby Catholic Primary School
<b>Type of setting</b>	Primary School 4-11
<b>Name of SENDCO</b>	Jennie Jepps
<b>Address</b>	Polhill Avenue Bedford, MK41 9DQ
<b>Phone Number of SENDCO</b>	01234 401900
<b>Email of SENCo</b>	<a href="mailto:admin@stjohnrigby.org">admin@stjohnrigby.org</a>
<b>Website</b>	<a href="https://www.stjohnrigby.org/">https://www.stjohnrigby.org/</a>
<b>Link to SEN Information Report</b>	<a href="https://www.stjohnrigby.org/send">https://www.stjohnrigby.org/send</a>
<b>Link to SEN page of schools website</b>	<a href="https://www.stjohnrigby.org/send">https://www.stjohnrigby.org/send</a>
<b>Date</b>	May 2020 (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 an individualised programme of learning support called a Personal Progress Plan, 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.

There are also two parent's evenings each year for each year group. Each child 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. 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?**

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' academic 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 will begin to 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 differentiated 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 2 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 has access to professional Play Therapy free of charge. This usually takes place in a block session of approx. 12 weeks. At the end of the therapy a report is given to the SENDCo and parents where it can be used to further inform practice in school or evidence for other professionals.

We also 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 evaluated each year by staff and young people. 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.

This year we 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.

**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?**

School trips are planned accordingly by class teachers and any individual needs are taken into account and catered for.

Each child's SEND 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 may 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 the early years 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 Early Years 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. A transition programme is in place for those transferring to St Thomas More, where both SENDCos will liaise to ensure that all information is passed on accordingly. SEND pupils have their own bespoke Transition programme that allows them to visit the Emmaus Inclusion Centre which supports vulnerable groups of pupils. Where the need is sufficient- a separate transition program for SEND pupils transitioning to other secondary schools, will be devised.

**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 LSA's to work with individual or groups of children. It is also used to engage external specialists and to purchase specialist equipment 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.
- The school homework diary/reading record book is also used 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.  
This includes a breakdown of coverage in core and foundation subjects and topic work.
- Information is also given regarding home support and independent study. This consists of suggested resources and websites which children and parents can access in order to support work in school. You can find this on the school website.
- The school currently consults with parents with regard to its own improvement planning. In addition, there are parent information evenings which focus on areas such as Parental support for the early reader, e-safety and preparation for SATs papers.

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 a Personal Progress Plan 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.

*SENDCo – Mrs Jennie Jepps*  
01234 401900

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>

