



Status: FINAL

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Delegation: Local Governing Body

Special Educational Needs Department

Information Report

At Ralph Sadleir School, the Headteacher, Teachers and Special Educational Needs Coordinator (SENCo) frequently discuss the progress of all pupils. With regards to special needs, we feel it is important to address the difficulties some children experience, for whatever reason. This may involve short periods of interventions in a particular area, focused help within the classroom, or referrals to outside agencies who can advise on how to address difficulties.

All Hertfordshire schools maintain a similar approach:

1. How does the school know if the children need extra help?

- Refer to SEND Code Of Practice - introduction XI- definition
- Monitor progress - regular assessments of children's performance, by all teaching staff, Headteacher and advisors
- Share concerns - parental input
- SENCo advice
- Teacher assessments – all teaching staff knowing children well
- Regular testing

Teachers continually assess children through regular pupil progress and attainment meetings. When progress and attainment are significantly below age related expectations further assessment may be necessary.

2. What should I do if I think my child may have SEN?

- Make an appointment to discuss your concern with the class teacher or form tutor
- Attend parent consultations

If you think your child may have SEND you need to arrange to meet the class teacher to discuss your concerns. This may be at a parents' evening, by telephone or by appointment. Sometimes it might be necessary for the school's SENCo to become involved.

3. How will the school staff support my child?

- Close relationships with parents
- Class teacher or tutor - Quality first teaching (whole class teaching)

- Focus / small group teaching
- Teaching Assistants
- SENCo advice
- Specialist outside support, depending on need
- Headteacher
- Governors

The class teacher is responsible for all the children in their class including those with SEND. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis to address a particular need. The SENCo may suggest the involvement of an outside specialist. Parents will be fully involved at every stage of the process.

4. How will I know how my child is doing?

- By attending Parent consultations
- Communication - further to parent consultations via appointments / meetings with teachers. These can be requested by the teacher or the parent. These can be requested by the teacher or the parent
- End of year reports

5. How will the learning and development provision be matched to my child's needs?

- Quality First Teaching from all teaching staff
- Regular staff meetings ensuring good communication
- Careful planning- differentiation according to your child's needs
- Suitable support resources
- Regular assessment
- Small group or one to one support where appropriate
- Regular meetings and discussion with children where appropriate

The following interventions are currently available at Ralph Sadleir School, (in addition to support provided in-class by Teaching Assistants dependent upon the need of the child:

- Lego Therapy
- Fresh Start Phonics
- Horse-riding
- Gardening
- Maths Mentors
- Counselling
- Reading Dog Sessions
- English Catch-Up
- Maths Catch-Up
- Maths SATS Prep
- Handwriting Club
- Times Tables Club
- Science Mentors
- Sensory Room and Garden

- SEND Resources Boxes
- Useful Maths Packs

6. What support will there be for my child's overall wellbeing?

- Assemblies/PSHE
- School council made up of children from each year group
- Pupil voice – talking to your children
- Home School Agreement- between parents, school and children
- Teaching assistants supporting the children
- Access to school Family Worker service
- Links to Children's Centre
- High expectations of behavior and support for one another as detailed in the Behavior and Anti-Bullying Policies
- If your child has a particular medical condition this will be discussed with the appropriate school staff and the information will be available to all staff within the school

7. What training have the staff had, who support children with SEND?

- In school training on a range of SEND needs - ongoing
- SENCo award
- Relevant courses and training for teachers and teaching assistants
- Thorley Base Specific Learning Difficulties (SpLD) base training
- Ongoing SEND updates
- Ongoing advice from outside specialists

8. What specialist services and expertise are available at or accessed by the school?

- Quality First Teaching
- SENCo- expertise from within school
- Educational psychologist, SPLD base, Outreach Support for specific needs, Autism Advisory Service. Referral to these services is through the school SENCo
- Health – School nurse, some referrals via GPs, speech and language advisory service, CAMHS
- Thorley Base SPLD base – advice for specific difficulties in English and Maths
- Low incidence team – visual impairment, hearing impairment, etc.
- Services for emotional wellbeing

9. How will you help me to support my child's learning?

- School information about how to help your child
- Parent consultations
- End of year report
- Pupil Progress Days
- IEP's (Individual Education Plans)
- Links from school website
- Parent workshops
- Parenting courses can be accessed through your local Children's Centre

- Children's Centre links
- Strong links with First Schools and strong transition to upper schools
- Alpha Smarts or personal laptops can be used to support those with physical disabilities or dyslexia

10. How will I be involved in discussions about and planning for my child's education?

- Target setting - monitoring progress
- Parent consultations - twice a year, more regular if needed
- Families First Assessment- for multiple needs, where multiple services are involved – An FFA is only instigated when parents request it
- Education Health and Care Plan (EHCP)

11. How will my child be included in activities outside the classroom including school trips?

- Risk assessments carried out - as appropriate
- Appropriate arrangements will be made dependent on your child's needs
- Parent discussion with the Class Teacher and/or the Headteacher

12. How accessible is the school environment?

- All Hertfordshire schools will comply with the Equality Act 2010 and will make reasonable adjustments
- The Accessibility Plan is updated according to need. (Please find Ralph Saldeir's accessibility policy in the SEND section of the School Website)

13. Who can I contact for further information?

- Class teacher
- SENCo / Headteacher
- SEND Governor
- Governing body
- County- SEND Officer

Whilst we would hope that any issues can may be overcome in school, a copy of the complaints procedure is available from the school office and the website.

14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- We have strong links with first, primary and upper schools, to support in-going and out-going students
- All children spend a transition day at their chosen upper school during the summer term of year 8
- Extra transition support / plans - additional visits to secondary schools
- Internal transition meetings, where appropriate, between the school SENCo and secondary transition staff
- Meetings for parents before children enter the school system.
- Extra visits can be arranged for pupils with SEND, entering the school system

15. How are the school's resources allocated and matched to children's special educational needs?

- The school budget is decided by the Headteacher and Governors and regularly reviewed ensuring that all monies are spent in the best way to promote pupils' welfare throughout the school.
- In exceptional circumstances additional funding can be applied for using Exceptional Needs Funding (ENF) for individuals. This is completed by the SENCo
- Within the budgetary constraints support is allocated according to the level of need.

16. How is the decision made about how much support my child will receive?

- In consultation with class teacher, parents, SENCo and Headteacher to discuss what is appropriate
- Regular review meetings with professionals
- Careful monitoring of support to ensure development of the child's independence.

17. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information on the Hertfordshire Local authority offer can be found at:
<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

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