



Ralph Sadleir School

School's SEND Information Report

At Ralph Sadleir School, the Head Teacher, Teachers and Special Educational Needs Coordinator (SENCo) frequently discuss the progress and needs of all pupils. These needs may be long-standing, focussing on mental health, or require external support. This may involve short periods of interventions in a particular area, focussed help within the classroom, or referrals to outside agencies who can advise on how to address difficulties. All Herts schools maintain a similar approach...

1. How does the school know if the pupil's need extra help?

- Refer to SEND Code Of Practice - introduction XI- definition.
- Through monitoring progress, including baseline assessments, regular assessments of children's performance and analysis of data.
- Through sharing concerns, either from parents, from the SENCo or from class / subject teachers.
- SENCo advice.
- Successful transitions from First / Primary schools.

Teachers continually monitor pupil achievement through formative and summative class assessments, and discuss this with parents at regular pupil progress and attainment meetings. When progress and attainment are significantly below age related expectations further support may be deemed 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.
- Email the SENCo.

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 working relationships with parents.
- Class teacher or tutor - Quality First Teaching (whole class teaching).
- Focus/ small group teaching.
- The useful deployment of our Learning Support Assistants.
- SENCo advice.
- Specialist external support (if necessary).
- The Head Teacher will assure accountability of the teaching staff, and will monitor the quality of work from the SEND Department.
- The School Governors review the SEND department annually, and strong links with the SEND Governor ensure a continuous assessment of provision.

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.

Proud to Achieve

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

- By attending Parent consultations.
- The Big Picture Page in the pupil planners provide termly information.
- Communication - further to parent consultations, appointment. 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?

- SSP's (School Support Plans) will be set up if required. These are reviewed at least twice annually to ensure the additional methods used are appropriate.
- If your child has an EHCP, this is reviewed annually, and used to help create an SSP so that there are more regular targets provided.
- Good, quality teaching from the class teacher.
- 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 Learning Support Assistants) dependent upon the need of the child. This list does not take into account in-class interventions.

- Lego Therapy.
- Write Words.
- Social Stories.
- Protective Behaviours.
- Fresh Start Phonics.
- Horse-riding (RDA).
- Social Skills Board Game.
- Counselling.
- Art Therapy.
- Reading Dog Sessions.
- English Catch-Up.
- Maths Catch-Up.
- Maths SATS Prep.
- Handwriting Club.
- Motor Skills Utd.
- Memory Magic.
- Touch Type.

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

- Assemblies/PSHE.
- School Council, which is made up of children from each year group.
- Pupil voice – talking to your children.
- SEMH lead to provide better support for pupil's with mental health needs.
- Strong links with external support and other schools.
- Positive relationships- between parents, school and children.
- Learning Support Assistants supporting the pupil's in lessons, and providing emotional support.
- Counselling and Art Therapy.
- Access to school Family Worker service.
- Links to Children's Centre.

- High expectations of behaviour and support for one another as detailed in the Behaviour and Anti-Bullying Policies.
- If your child has a particular medical condition this will be discussed with the appropriate school staff.

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

- In school training on a range of SEND needs.
- Improving SEND provision is the school's focus for 2018-2019.
- 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?

- Good quality teaching.
- SENCo- expertise from within school.
- Educational psychologist, SPLD base, Autism Advisory Service, Amwell View external support, Family Support Worker. Referral for 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.
- SSP's (School Support Plans).
- Links from school website.
- Parent workshops.
- Parenting courses can be accessed through your Centre local Children's.
- Children's Centre links.
- Strong links with First Schools and strong transition to high 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?

- Through target setting and monitoring of progress at SSP review meetings.
- Parent consultations - twice a year, more regularly if needed.
- Through completing the Families First Assessment- for multiple needs, where multiple services are involved. An FFA is only instigated when parents want it.
- In instigating an Education Health and Care Plan (EHCP) if needed.

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, SENCo and/or the Headteacher.

12. How accessible is the school environment?

- All Hertfordshire schools will comply to the equality act 2010 and will make reasonable adjustments.

- The Accessibility Plan is updated according to need. (Please find Ralph Sadleir'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.
- Parent Partnership.
- County- SEND Officer.

Whilst we would hope that problems 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 all local schools, to support in-coming and out-going students.
- All children spend a transition day at their chosen high school during the summer term of year 8.
- Extra transition support/ plans and additional visits to secondary schools are accommodated as necessary.
- 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 Head Teacher and Governors and regularly reviewed.
- 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 Head teacher to discuss what is appropriate.
- Regular review meetings with professionals.
- Careful monitoring of support to ensure development of the child's independence.
- If your child is in receipt of an EHCP this is suggested by HCC, and implemented in school, if it is possible. EHCP annual reviews provide an opportunity to discuss higher levels of need, and to request more from the County Council.

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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