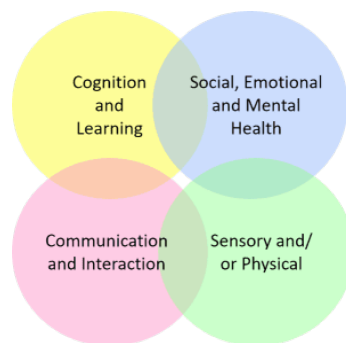




Ralph Sadleir School's SEND Information Report September 2023

Welcome to Ralph Sadleir School's SEND report. This report has been written in conjunction with parents, pupils and governors, to include the views of all stakeholders. At Ralph Sadleir School 18.6% of pupils have an identified SEND need and 3.7% of our pupils have an Education, Health and Care Plan; however when all EHCPs have been finalised by County, this will increase to 6.3% . At Ralph Sadleir School, our pupils have a range of needs, including autism, speech and language needs, sensory and physical needs and mental health needs.

At Ralph Sadleir School, all types of SEND¹ are recognised and we strive to meet the needs of all pupils through High Quality Teaching (HQT), and additional support as and when required. Ralph Sadleir School recognises that a pupil's needs may change over time, and that they may require a varying level of support during their time with us. Ralph Sadleir School recognises the 4 broad areas of need, as defined by the SEND Code of Practice 2015:



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¹ Special Educational Needs and Disabilities



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

Ralph Sadleir School recognises that parents know their child best, and so working with families and following a person-centered approach is at the core of what we do. Parents / carers are welcome to share their views and opinions regarding their children. If a parent / carer has any concerns about their child, the class teacher or form tutor is the first point of contact. We recognise that the child should be at the centre of their education; we gain their views as a part of our IEP² and EHCP³ annual review processes.

Most pupils arrive at Ralph Sadleir with their SEND needs already recognised and planned for, and so we are able to provide good continuity of provision across the whole school. However, if a child's needs become apparent during their time at Ralph Sadleir School, or change as the child develops, we will generally follow these stages:

1. Your child's class teacher will notice that your child is struggling in a certain area(s), or you will raise concerns with the teacher. They will begin to make adjustments through High Quality Teaching (HQT), and will record these on the Whole School Provision map.
2. The class teacher will follow the Assess, Plan, Do, Review cycle⁴ (also known as the Graduated Response). If, despite the HQT strategies your child is still struggling, the teacher will discuss concerns with the SENDCO⁵, and will invite you to discuss the concerns.
3. If the baseline information taken suggests a difficulty in one area, we will likely suggest that your child completes an intervention to try to 'close the gap'. If necessary, we have more in-depth assessments which can provide more specific information.
4. If your child needs more support, we will set up an IEP. This provides a range of strategies, which all teachers will use to help your child progress. This will be reviewed at least 3 times annually. Your child will be invited to these meetings to share their opinions.
5. If we still have concerns, or progress is not being made despite our interventions, we may seek consent to refer to an external agency, who may be able to advise us on how best to support your child.

² Individual Education Plan

³ Education, Health and Care Plan

⁴ Also called APDR

⁵ Special Educational Needs and Disabilities Coordinator



6. The APDR cycle will continue with the advice from the external professionals.

Any pupil that requires intervention (not including HQT) should be placed on the SEND register. We use a K code to record this on our system, and EHCP's are recorded as an E. As part of The Graduated Response, if the student no longer requires additional support then they can be removed from the SEND register. They will continue to be monitored, and can be placed back on the SEND register if we feel that extra intervention is again needed. We do not require parental consent for pupils to be added / removed from the SEND register, however we like to work in partnership with families. Queries should be directed to your child's form tutor in the first instance, who can be contacted via admin@ralphsadleir.academy. If you feel further advice is needed, the SENDCO can be contacted at sendco@ralphsadleir.academy

2. How will the school staff support my child?

Key Stage 2

In Key Stage 2, your child's main point of contact will be their class teacher, who is responsible for the learning of all members of the class, and will ensure that HQT, and reasonable adjustments are provided.

Depending upon your child's needs, and the needs of the other children in the class, there may be support given by teaching assistants.

Miss Sperrin is the Phase Lead for KS2.

Key Stage 3

In Key Stage 3, your child's main point of contact is their form tutor. We appreciate that a move from KS2 - KS3 can be daunting, not least due to the number of teachers that your child may have. We have created a 'Whole School Provision Map' in order to share information about all pupils effectively, and efficiently. The Whole School Provision Map has been created in conjunction with parents/carers, and provides an overview of the strengths and needs of all pupils across the school. This enables all teachers to provide consistent provision and differentiation for all pupils in their classrooms, and to work towards all EHCP targets, and to provide provision stated on IEPs.

As in KS2, all teachers are responsible for the progress of all pupils in the classroom.

Depending upon your child's needs, and the needs of the other children in the class, there may be support given by teaching assistants.

Mr Morgan is the Phase Lead for KS3.

Key Stage 2 and Key Stage 3

If appropriate, your child will be offered interventions to support their development. These may be delivered by Learning Support Assistants (LSAs), class teachers, the SENDCO, or external agencies. You will be informed about the intervention during IEP meetings, which over the



course of the year will provide baseline and exit data. We aim to complete interventions on a 'rolling' basis, and for interventions to not cover more than two terms. Our interventions that we use are evidence based, and promote good progress.

The progress of all pupils is monitored by the class teachers, Phase Leaders, Faculty Leaders and the SENDCO. This means that any pupil who is struggling, and hasn't been picked up by the class teachers should be picked up through this additional layer of monitoring. Heads of Faculties also monitor progress, and any pupil struggling in a particular area is picked up through this process too. The SENDCO attends faculty meetings, and pupils causing concern are discussed.

The Senior Leadership Team (SLT) and the Governing Body support the SENDCO, and ensure that rigorous monitoring of the SEND provision is in place. We have a designated SEND governor, who regularly meets with the SENDCO to ensure that provision is the best that it can be.

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

In addition to the usual parent consultation meetings, we host 3 IEP meetings annually, which coincide with teachers inputting data into our system.

After an intervention has been completed, you will be given a summary of the progress made at the IEP meeting.

Meetings can be requested with class teachers or the SENDCO throughout the year, in addition to the pre-planned ones. It is helpful to know what the meeting will be regarding prior to it happening, so that the staff can prepare the necessary pieces of information.

The school tracks pupil progress by comparing their progress to a baseline assessment, which is conducted at the start of each year. Class teachers are responsible for inputting data about their classes, and middle leaders (including the Phase Leaders and SENDCO) are responsible for monitoring the progress of all pupils across the school.

For pupils who are working significantly below Age Related Expectations, their progress is tracked using B Squared, a system which tracks small steps of progress. As these pupils will also have an IEP, their 'next targets' will be taken from B Squared, and shared with all staff via the Whole School Provision Map. B Squared also has an 'autism tracker' which allows us to track social skills, and provide non-intrusive modelling to encourage pupils to generalise these skills.

We do not have home-school communication books, or homework diaries. Any information needing to be shared with staff regarding a child should happen via phone call or email with the pupil's form tutor. Homework is set and monitored on Google Classroom.

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



Ralph Sadleir School recognises the importance of adaptation in every classroom, but also in ensuring its consistency. Adaptation means making adjustments to teaching to cater for a range of learning styles, and SEND needs. Providing High Quality Teaching inherently contains adaptation at its core, which also forms part of the Teaching Standards.

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

Ralph Sadleir School aims to ensure that all areas of wellbeing are supported, and recognises that mental health is a complex, and ever-changing area. Ralph Sadleir School has a designated Mental Health Lead; Mrs Hindhaugh, and a Mental Health Champion; Mrs Selby. The Designated Safeguarding Lead (Mrs Wilson) also provides drop-in services for vulnerable pupils. Ralph Sadleir School Safeguarding Team meets weekly and all staff are trained in safeguarding and how to report concerns.

Ralph Sadleir School is responsive to pupils' needs, including medical needs. Pupils' medical needs are shared when pupils begin at Ralph Sadleir, and are shared on the Whole School Provision Map. Some medicines can be administered by our admin team. We need written permission for this, and directions on how, and how much medication should be administered.

Ralph Sadleir School follows the STEPS therapeutic approach to behaviour and uses a restorative approach to any difficulties which arise. The STEPS approach aims to avoid exclusions and finds solutions to behavioural difficulties, although there are some behaviours where exclusions are non-negotiable. We use Risk Reduction Plans (RRPs) to support behavioural needs which need further support, and use anxiety mapping to try and ascertain where the behaviour is more problematic, or to help us see a trend. Once we understand where the behaviour presents itself, we can predict it, and prevent it. We also use a 'risk of harm' calculator to work out how likely it is for harm to be caused, to support us in putting appropriate measures into place. If we feel that we need some extra support, we will seek parents/carers consent to refer to the Behaviour Support Team. Please see the Positive Behaviour and Restorative Practice Policy for more information: <https://ralphsadleir.herts.sch.uk/wp-content/uploads/2023/07/Ralph-Sadleir-Behaviour-Policy-2023-2025.pdf>

We ensure that wellbeing is at the heart of what we do, which is backed up through our PSHE and Relationships Education in KS2, and our PSHE/RSE⁶ curriculum, and assembly programme. If these measures are not enough, or not appropriate for the pupil, we can access external support for mental health services. It is helpful for parents/carers to work with school on the referral, as it is likely that we see very different behaviours. In order for a referral to be successful, the school must have provided Tier 1 interventions (i.e. an intervention in school), with the exception of referrals to the School Nursing Team, who also provide this Tier 1 support.

⁶ Relationship and Sex Education, formally encompassed in the title PSHE



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

Ralph Sadleir School is committed to providing training for all staff, which is relevant to the current needs within the school. Through a robust transition process, we aim to be proactive with regards to booking training which may be relevant for incoming pupils. Our SENDCO, Mrs Wilson completed the National Award for SEND Coordination in June 2017.

Recently, staff have been trained in the following (non-exhaustive) areas:

- ELKLAN⁷ speech and language training
- STEPS training
- High-5 training
- UCAN training
- Supporting maths learners
- Training provided by the Autism Education Trust
- Epi-pen training
- Epilepsy training
- Safeguarding training
- LGBTQ+⁸ training
- PREVENT⁹ training
- Training on the SCERTS¹⁰ project
- Trauma training
- Write Words

- Protective Behaviours

- AET Autism courses (including autism and girls, sensory needs and reasonable adjustments)

- Reading Revival

⁷ **Elklan** was established in 1999 by two experienced speech and language therapists Liz Elks and Henrietta McLachlan in response to a demand for training to be delivered by speech and language therapists to education staff to enable them to be more effective in their support of children with speech, language and communication needs (SLCN)

⁸ Lesbian, Gay, Bisexual, Transsexual, Queer

⁹ Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is one of the four elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

¹⁰ Social Communication, Emotional Regulation, Transactional Support, a monitoring programme for pupils with Autism offered by Speech and Language Therapists



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

Most services in Hertfordshire are now a part of Integrated Services for Learning (ISL). All of the ISL services require at least two cycles of the Graduated Approach to have been completed, in order for the professionals to see what is working well and what hasn't worked so well. Depending upon the agency that we are referring to, they will either observe your child and provide us with advice, train staff on how to provide an intervention, or work directly with your child.

If your child's need impacts upon lots of areas of family life, or if your family has a range of needs, or professionals supporting you, then we may suggest completing a Families First Assessment. This process is designed to be supportive, and allows for 6-weekly Team Around the Family (TAF) meetings, to move your family forwards. Whilst this may seem daunting, TAF meetings can be really useful, and can open pathways to more support.

Further information about support for parents can be found at the following website for SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) [About us \(hertssendiass.org.uk\)](http://hertssendiass.org.uk)

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

You will be informed about your child's provision at every step of the way, and we endeavour to consult parents / carers about any intervention that will be taking place. IEP reviews take place three times a year, in addition to parents' evenings and reports. Class teachers for KS2 and form tutors for KS3 can attend meetings to discuss your child's progress throughout the year and, if necessary, concerns can be passed onto the SENDCO, or other members of staff.

We aim to offer parent/carer courses throughout the year, along with networking coffee mornings. We liaise with the DSPL3¹¹ outreach team, who offer a range of workshops to support parents/carers of children with SEND. We also email lots of courses to parents/carers through our Parent Mail system, and often share courses on our Facebook page (search for Ralph Sadleir School).

We aim to consult parents/carers on the development of the SEND policy, along with this document. Parents'/carers' views are sought through a questionnaire at least two times per year. Parents/carers are invited to be School Governors, and are able to view the minutes taken at Governor meetings. We currently have a designated SEND governor - Mrs C Stacey.

In Key Stage 3, the homework requirements are increased to prepare pupils for the next stage in their education. Homework of different 'challenge' levels is provided for different subjects, and we accept homework that is printed, or scribed, rather than written by hand by the pupil. If there are longstanding problems with homework completion, we can make adjustments for

¹¹ Delivering Special Provision Locally - East Herts falls into DSPL3



individual pupils. If homework isn't completed, pupils are likely to be asked to complete it during lunchtime at school. We provide homework clubs to support pupils with their homework, and our computing suite is open at lunchtimes to facilitate independent work.

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

A person-centered approach means keeping parents /carers and the child at the heart of everything that we do. Being provided with a run down of your child's support before an IEP meeting means that parents / carers can come to the meeting prepared, and ready to question anything that they don't understand or agree with.

We seek the child's view through the IEP review process, which the child is invited to attend. We have an SEND representative on the school council, and Learning Walks are completed with children with SEND, to complete tasks such as a 'Sensory Audit'.

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

We will ensure that all pupils have access to trips and activities by completing Individual Risk Assessments, if necessary, ensuring that we are able to provide appropriate medical care, and working with parents/carers to make sure that they are happy with the provision that is being made.

We track the number of pupils with SEND who go on school trips, and who access clubs and other activities to ensure that we are making reasonable adjustments, and enabling pupils to access a range of extra-curricular activities.

11. How accessible is the school environment?

Ralph Sadleir School is wheelchair accessible, however we are aware of improvements that could be made to certain areas. Please see our Accessibility Plan for more information about how we are making the site more accessible. We have gender-neutral toilets and a gender neutral uniform. We have an accessible toilet, and understand how to provide support for anyone with a Hearing Impairment.

We are in the process of creating 'Easy Reader' documents, to facilitate communication for those who speak English as an Additional Language. We buy into an interpreting service, and offer interpreters to support parents/carers at meetings, and parents' evenings.

12. Who can I contact for further information?

Your child's class-teacher in KS2 and your child's form teacher in KS3 should be your first point of contact. In KS3, if your question is subject specific, it may be easier to contact the individual teacher directly. Staff find emails easier than a phone call, due to teaching loads, however we endeavour to reply to any query within 48 hours. The SENDCO can be contacted at sendco@ralphsadleir.academy



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.

If you require further support, the website for SENDIASS is attached here:

<https://hertssendiass.org.uk/about-us.aspx>

13. 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 maintain strong links with our feeder schools, and ensure that face-to-face meetings happen with class-teachers or SENDCOs; whoever knows the child best. Either the SENDCO, or the Phase Leader for KS2 will meet all new pupils face to face. Feeder schools can arrange for extra transition visits, as can parents/carers, and we hold an annual Transition Tea Party for parents/carers of new pupils with SEND. The onus for in-coming pupils is placed upon the feeder schools, as they know their children best. Parents / carers are invited to meet with the SENDCO prior to the transition evening held in July, as this is often very busy.

If your child already has an Individual Education Plan, the targets from this will likely be the same in September, and we will endeavour to continue with any interventions that are already in place, or to place your child in a similar intervention that we are trained on.

If your child has an EHCP, the SENDCO (and class teacher, if that has been decided) would hope to attend the Annual Review prior to transition, if the feeder school invites us.

If your child is working well below Age Related Expectations, staff at Ralph Sadleir School will work with your child's current school to complete B-Squared documentation, so that we can adequately track your child's steps of progress.

14. 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. For pupils who have an EHCP, the first £6,000 spend is expected to be taken from the school's notional SEND budget. If your child is granted an EHCP, you will be asked to use the Hertfordshire Descriptors of Needs to determine which 'level of need' your child has in a specific area. This data will also be completed in partnership by the parents/carers and SENDCO, and another party, to decide upon a level. This level will determine how much funding is provided with your child's EHCP.

If your child is new to the county, or has emerging needs that require a high level of support, we can apply for Local High Needs Funding.

If your child is on the SEND register, the school's notional SEND budget is used to provide interventions, TA support and necessary equipment.

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



Upon joining Ralph Sadleir the baseline assessments completed in Year 5, along with advice from your child's previous school will initially determine how much support your child will receive. During the first IEP meeting, we will work together to see whether this is working for your child, or not. Support is provided on a needs basis, rather than a diagnosis basis. Many pupils with diagnoses of SEND thrive with reasonable adjustments and High Quality Teaching, and pupils without diagnoses can need a huge amount of support. We also recognise that needs can fluctuate, and pupils may need more or less support as they grow up.

16. 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 about the Hertfordshire Local authority offer can be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

Here are some links to other websites which you may find useful:

Herts Direct: Information on the Hertfordshire local Offer, and other support for parents/carers www.hertsdirect.org/send

SEND Code of Practice: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303673/SEND_Code_of_Practice_0_to_25_years_-_GOV.UK.pdf)

Kids Hub East (<http://www.kids.org.uk/hub>) Hertfordshire hubs offer information and support for parents/carers of children with a disability/special education need aged 0-19. Call 01992 504013

Contact Line (<http://ldspl3.co.uk>) to book a quick query with an Educational Psychologist or call 01992 588574 (available Tuesday, Wednesday Thursday 1.30-3pm term time and Wednesday 1.30-3pm during school holidays)

Family Lives (<http://www.familylives.org.uk>)

Parenting and family support (formerly ParentlinePlus) 24hour helpline 0800 800 2222

British Dyslexia Association (<http://www.bdyslexia.org.uk>) or call the helpline on 0300 405 4567

Dyslexia Action (<http://www.dyslexiaaction.org.uk>) or call the helpline on 0300 303 8357

Dyspraxia Foundation (<http://dyspraxiafoundation.org.uk>) or call the helpline on 01462 454 986

National Autistic Society (<http://www.autism.org.uk>) or call the helpline on 0808 800 4104

Information for professionals on SEND targeted services in Hertfordshire:

www.hertfordshire.gov.uk/sendtargetedservices



Ralph Sadleir School

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Information for professionals relating to SPecific Learning Difficulties

<http://www.hertfordshire.gov.uk/microsites/local-offer/professionals/specific-learning-difficulties/specific-learning-difficulties.aspx#>

Assessments, docs and resources for professionals relating to SPecific Learning Difficulties

<https://www.hertfordshire.gov.uk/microsites/local-offer/professionals/send-guidance-for-professionals.aspx?searchInput=&page=1&resultsPerPage=10&view=card&categoryfilters=0/1/22/903/1451/1452/1455>

Information for parents relating to SPecific Learning Difficulties

<https://www.hertfordshire.gov.uk/microsites/local-offer/conditions/specific-learning-difficulties.aspx>

HAFSL: [Adult and family learning \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk)

DSPL3: [DSPL3](#)

Educational Psychologist Advice Line: Advice line for parents to contact an Ed Psych directly on Wednesdays 2-4pm

Contactline: 01992 588574

Last updated September 2023