

# Ralph Sadleir School



‘Students of Today, Citizens of Tomorrow’

## Easy Read Guide: Our SEND Policy 2025

This guide explains how **Ralph Sadleir School** supports students with **Special Educational Needs and Disabilities (SEND)**.

### **Our Main Goals (Aims)**

We want to make sure all students with SEND are supported to:

- Get the help they need at school.
- Be included in **all** school activities with students who do not have SEND.
- Achieve their best and reach their goals (aspirations).
- Become **confident** and live **fulfilling lives**.
- Have a **smooth move** to their next school or step in education.
- Be involved, along with their parents/carers, in all decisions about their support.

### **What Does SEND Mean?**

#### **Special Educational Needs (SEN)**

A student has SEN if they have a difficulty or disability that means they need special educational provision.

This means they:

- Have a much **greater difficulty in learning** than most others their age, **or**
- Have a **disability** that stops or hinders them from using the facilities that others their age use in school.

**Special educational provision** is support that is **additional to, or different from**, what is generally provided for other students.

#### **Disability**

A student has a disability if they have a **physical or mental impairment** that has a **long-term and important negative effect** on their ability to do normal daily activities.

The school will make **reasonable adjustments** for students with disabilities so they are not unfairly disadvantaged.

## The 4 Main Areas of Need

Needs are grouped into four main areas. A student might have needs in more than one area.

1. **Communication and Interaction:** Having trouble communicating, understanding, or using the social rules of communication (e.g., students on the autism spectrum).
2. **Cognition and Learning:** Learning at a slower speed than others (e.g., dyslexia, dyscalculia, moderate, severe, or profound and multiple learning difficulties).
3. **Social, Emotional and Mental Health:** Having difficulties like anxiety, depression, Attention Deficit Disorder (ADD), or Attention Deficit Hyperactive Disorder (ADHD).
4. **Sensory and/or Physical:** Having a sensory impairment (like vision or hearing) or a physical impairment that makes it hard to access school facilities.



## Who is Involved and What Do They Do?

Role	What They Do
<b>SENCO (Special Educational Needs Coordinator)</b>	<b>Mrs V Wilson</b> is the SENCO. She has the day-to-day job of running this policy and coordinating support for students with SEN, including those with EHC plans. She works with staff, parents, and outside agencies.
<b>Class Teachers</b>	They are responsible for the progress of every student in their class. They plan and provide <b>high-quality teaching</b> that is adjusted to meet the student's needs. They work closely with the SENCO and teaching assistants.
<b>Headteacher</b>	Has the <b>overall responsibility</b> and awareness of provision and progress for students with SEND. Works with the SENCO and Governors to plan the strategic development of SEND provision.
<b>SEND Link Governor</b>	<b>Julia Tye</b> is the SEND Link Governor. She monitors the quality of SEND provision and updates the governing board.
<b>Parents or Carers</b>	They are asked to tell the school about any concerns. They will be invited to termly meetings to <b>review the support</b> for their child. Their views are taken into account.
<b>Students</b>	Students will be asked for their views on their SEND and the support they get. They can explain their strengths and difficulties, help set targets, and attend review meetings.

## **Our Approach to SEND Support: The Graduated Approach**

If a student is identified as having SEN, we use a 4-part cycle to put support in place.

1. **Assess:** The teacher and SENCO look closely at the student's needs, using the views of the student and parents.
2. **Plan:** The teacher and SENCO decide on the **support and interventions** that will be put in place, the expected outcomes, and a clear date for a review. Parents and students are involved in this. This is recorded on an **Individual Education Plan (IEP)**.
3. **Do (Put into action):** The class teacher is responsible for the student's progress and works with teaching assistants to carry out the support plan.
4. **Review:** We look at how effective the support has been and if the student has made progress towards the outcomes. The outcomes and support are then revised if needed.

## **Links with External Agencies**

We know we can't meet all needs on our own. We will work with external services such as:

- **Speech and language therapists**
- **Educational psychologists**
- **School nurses**
- **Child and adolescent mental health services (CAMHS)**
- **Social services**

## **Getting More Information**

- The school publishes a **SEND information report** on its website, which is updated every year.
- If you have a **complaint** about SEND provision, first speak with your child's **form tutor**. If this doesn't resolve the issue, you can make a formal complaint to the **Headteacher**.