

Ralph Sadleir School



‘Students of Today, Citizens of Tomorrow’

Easy-Read SEND Report 2025

? What is SEND?

- **SEND** means **Special Educational Needs and Disabilities**.
- It means a child finds it harder to learn than most children their age.
- At Ralph Sadleir School, we recognize **four main areas of need**:
 - **Cognition and Learning**
 - **Social, Emotional and Mental Health**
 - **Communication and Interaction**
 - **Sensory and/or Physical**
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🤝 Working Together

- We believe **parents/carers know their child best**.
- Working with families is the most important part of what we do (a **person-centred approach**).
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🚨 How does the school know if a pupil needs extra help?

- **Teachers will notice** if your child is struggling, or **you can tell the teacher** if you are worried.
- Your child's **House Tutor** is the first person to talk to.
- If you have a concern, you can also fill out a **Referral to the SENDCo form**.
- If your child is struggling, teachers will start by making **small adjustments** in their High Quality Teaching (HQT).
- The school follows a cycle called **Assess, Plan, Do, Review (APDR)** to try different support strategies and see what works.
- If your child needs extra help that is **more than HQT**, they will be placed on the **SEND register**.

What extra help is available?

- **High Quality Teaching (HQT):** This is excellent teaching for *all* pupils and is the starting point for help.
- **Interventions:** Your child may be offered extra, evidence-based support groups. These usually run for no more than two terms.
- **Individual Education Plan (IEP):** This document sets out specific targets and strategies that *all* teachers will use to help your child.
 - IEPs are reviewed at least **three times a year**.
 - Your child will be invited to these meetings.
- **External Agencies:** If your child still needs more support, we may ask for advice from **outside specialists** (like Integrated Services for Learning - ISL).
- **Education, Health and Care Plan (EHCP):** This is a **legal document** for children with severe and/or complex SEND. It details the education, health, and social care support they must receive.

How will I know how my child is doing?

- You will be invited to **three IEP meetings a year** (in addition to normal parents' evenings and reports).
- You will get a summary of the progress made after any **intervention** has been completed.
- You can ask for **extra meetings** with the class teacher or SENDCo throughout the year.



Who supports my child?

- Your child's **Form Tutor** is your first and main point of contact.
- **All teachers** are responsible for the progress of pupils with SEND.
- **Learning Support Assistants (LSAs)** give direct help in class or run interventions.
- Mrs. Wilson is the **SENDCo** (Special Educational Needs and Disabilities Coordinator).
- We have a **Mental Health Link** (Mrs. Hindhaugh) and two **Emotional Literacy Support Assistants (ELSAs)** in training.



Accessibility and School Trips

- The school is **wheelchair accessible**. We have a plan for improvements.
- We ensure all pupils can go on **school trips and join clubs** by making necessary adjustments and completing individual risk assessments.

Who can I contact for more information?

- **First point of contact:** Your child's **Form Tutor** (email via admin@ralphsadleir.academy).
- **For further advice:** Mrs. Wilson, the **SENDCo**, can be contacted at sendco@ralphsadleir.academy.
- For independent advice, you can contact **SENDIASS** (Special Educational Needs and Disability Information, Advice and Support Service).