

Ralph Sadleir School



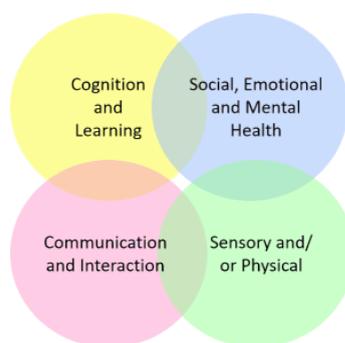
Students of Today, Citizens of Tomorrow

SEND Information Report October 2025

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. We would like to extend our thanks to the parents who have supported us in reviewing this document.

At Ralph Sadleir School 16.01% of pupils have an identified SEND need and 7.1% of our pupils have an Education, Health and Care Plan. 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)², 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, and how they can overlap:



¹ Special Educational Needs and Disabilities

² High Quality Teaching

Contents:

1. How does the school know if the pupils need extra help
2. How will the school staff support my child?
3. How will I know how my child is doing?
4. How will the learning and development provision be matched to my child's needs?
5. What support will there be for my child's overall wellbeing?
6. What training have the staff who support children with SEND had?
7. What specialist services and expertise are available at or accessed by the school?
8. How will you help me to support my child's learning?
9. How will I be involved in discussions about and planning for my child's education?
10. How will my child be included in activities outside the classroom including school trips?
11. How accessible is the school environment?
12. Who can I contact for further information?
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?
14. How are the school's resources allocated and matched to children's special educational needs?
15. How is the decision made about how much support my child will receive?
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?
17. Glossary of Terms

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

Ralph Sadleir School recognises that parents know their child best, and so working with families and following a person-centred 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 House tutor is the first point of contact. Parents and school staff can use a Referral to the SENDCo form, which alerts the SENDCo to concerns. Staff are expected to have completed some in-class Assess, Plan, Do and Review work prior to this referral. This referral form can be completed in liaison with school staff and is accessible to staff through our shared drive.

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 through a robust transition process. 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 teachers 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. We will use the Herts Ordinarily Available Provision document to ensure that we are meeting HQT needs before assuming that the need is a SEND need. [Ordinarily available provision - Hertfordshire Grid for Learning](#)
2. The class teacher will follow the Assess, Plan, Do, Review²³ cycle (also known as the Graduated Response). If, despite the HQT strategies your child is still struggling, the teacher will discuss concerns with the SENDCO⁴, 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.

² Assess, Plan, Do and Review

³

⁴ Special Educational Needs and Disabilities Coordinator

4. If your child needs more support, we will set up an IEP⁵. 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.
6. The APDR cycle will continue with the advice from the external professionals.
7. We recognise that the child should be at the centre of their education; we gain their views as a part of our IEP and EHCP⁶ annual review processes.

Any pupil that requires intervention (not including HQT or keep-up interventions or support groups for maths and English) 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. We will consult the Herts Ordinarily Available Provision document to decide whether the child's needs are met through HQT, in liaison with parents/carers. They will continue to be monitored and can be placed back on the SEND register if we feel that extra intervention is again needed. Parents and pupils will co-produce IEPs and will be informed of their child's progress and SEN status every step of the way. Pupils co-produce this document in liaison with their form tutor.

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, and parents will be informed as part of the ongoing review process. 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, Mrs Wilson, the SENDCO, can be contacted at sendco@ralphsadleir.academy

2. How will the school staff support my child?

Yours and your child's first, and main point of contact is their form tutor. We appreciate that a move from first to middle school can be daunting, not least due to the number of teachers that your child may have. We have created a 'Whole School Provision Map' 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 with SEND, or who are being monitored. This enables all teachers to provide consistent provision and adaptation for all pupils in their classrooms, to provide provision stated on IEPs and to work towards all EHCP targets.

All teachers are responsible for the progress of all pupils in the classroom, as all teachers are teachers of pupils with SEND. Depending upon your child's needs, and the needs of the other children in the class, there may be support given by teaching assistants.

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 most 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, Heads of Department, SLT 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 Department also monitor progress, and any pupil struggling in a particular area is picked up through this process too.

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.

⁵ Individual Education Plan

⁶ Education, Health and Care Plan

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

In addition to the usual parent consultation meetings and report system, we host 3 IEP meetings annually, which coincide with teachers inputting data into our system. If you are unable to attend your child's IEP meeting, a review and new IEP will be sent home by the admin team, having been collated by the SENDCO. We have recently moved the Autumn IEP meeting to after the Christmas holidays. This decision was made following a consultation with parents/carers and is working to improve upon the number of parents who can attend these meetings.

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 any that are pre-planned. 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 / end of each year. Class teachers are responsible for inputting data about their classes, and Heads of Department and SLT⁷ are responsible for monitoring the progress of all pupils across the school.

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. Teachers have ongoing training and support in adapting lessons, and specific support for particular pupils. Staff have ongoing CPD⁸ to train them on new skills and to revisit key learning from previous years. Staff meetings are dedicated to updating the APDR for IEPs once per term.

Herts Ordinarily Available Provision document states in clearer terms what High Quality Teaching is.

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 Link; Mrs Hindhaugh, and two ELSAs in training (Miss Ranford and Mr Haigh). We are proud to have a dedicated ELSA room, as well as a breakout sensory room in the maths area. The Designated Safeguarding Lead (Mrs Scripps) 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. We have a link on our school website for pupils to report any concerns that they have.

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 our class overview sheets. 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. Care plans are shared with all relevant staff.

We ensure that wellbeing is at the heart of what we do, which is backed up through our PSHE/RSE⁹ curriculum, tutor time, assembly programme and an attendance and behaviour curriculum. 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. We are proud to work closely with the Mental Health Support Team, who provide bespoke intervention in school. A letter is sent to all parents offering an opt-out service, meaning that unless you have opted out your child can receive this. Any referrals to the MHST would still be made in conjunction with parents.

⁷ Senior Leadership Team

⁸ Continuous Professional Development

⁹ 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, and the school is working towards the SEND inclusion award with Award Place during the 24-26 academic years.

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

- UCAN training
- Safeguarding training
- PREVENT¹⁰ training.
- Trauma training
- Inference Detectives
- Protective Behaviours
- Reading Revival
- Fresh Start
- Colourful Semantics
- Ongoing Speech and Language training including group and bespoke training.

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. For more information, please see Herts Local Offer. [The Hertfordshire SEND Local Offer](#)

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. This is part of Hertfordshire's Early Help offer. More information can be found by using the following link. [Families First](#)

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 \(hertssendiass.org.uk\)](#)

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. Teachers can attend meetings to discuss your child's progress throughout the year if requested and, if necessary, concerns can be passed onto the SENDCO, or other members of staff. This can be requested by emailing the form tutor.

We offer parent/carer courses throughout the year, along with networking coffee mornings. We liaise with the DSPL3 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).

¹⁰ 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.

We aim to consult parents/carers on the development of the SEND Information Report, 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.

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 individual pupils. If homework isn't completed, pupils are likely to be asked to complete it during lunchtime at school.

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

A person-centred approach means keeping parents /carers and the child at the heart of everything that we do. Being provided with a summary 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 use SMART school council, which allows all pupils to give feedback about things that matter to them, and Learning Walks are completed with children with SEND, to complete tasks such as a 'Sensory Audit'. Some pupils have been part of the Voices of Hertfordshire, a new initiative from Herts County Council which asks for feedback from Experts by Experience. More information can be found here. [Voices of Hertfordshire - Multi Schools Council](#)

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 and facilities more accessible. Our accessibility plan also states how we plan to make the curriculum more accessible for our weakest writers. We are focusing on embedding the use of Colourful Semantics into our lessons across the curriculum.

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 form tutor is your first point of contact. Staff find emails easier than a phone call, due to teaching commitments, however we endeavour to reply to any query within 48 hours. The SENDCO can be contacted at sendco@ralphsadleir.academy - please note that emails will be replied to within two days usually, however due to completing statutory work this may vary.

Whilst we would hope that problems may be overcome by face-to-face meetings with a senior staff member, a copy of the complaints procedure is available from the school office and the website. [Complaints Procedures Autumn 2025.docx – Ralph Sadleir School](#)

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 another representative 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 busy. For out-going pupils, we hold a coffee morning in the summer term to co-produce a pupil passport which will be shared with your child's new school. We meet with new schools and pass on necessary information before the end of the summer term.

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.

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:

[The Hertfordshire SEND Local Offer](#)

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

SEND Code of Practice: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

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

British Dyslexia Association) 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

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>

Step 2 Skills: [Adult and family learning \(hertfordshire.gov.uk\)](http://hertfordshire.gov.uk)

DSPL3: [DSPL3](#)

SPACE: [SPACE Hertfordshire – Supporting families in Hertfordshire | Autism | ADHD | Neurodiversity](#)

ADD-Vance: [ADD-vance](#)

Angels: [Home - Angels Support Group](#)

Glossary of terms:

High Quality Teaching (HQT): Excellent, inclusive teaching practices that are universally beneficial, often referred to as **Quality First Teaching**. It is the expected standard for all students and the starting point for addressing needs.

Special Educational Needs and Disabilities (SEND): A legal term for a child who has learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Special Educational Needs and Disabilities Coordinator (SENDCo): A teacher who is responsible for the overall coordination of support for children with SEND within a school. They work with teachers, parents, and external agencies.

Assess, Plan, Do and Review (APDR): The **four-stage cycle** of action central to the **Graduated Response** (see below). It is used to systematically identify, implement, and evaluate the effectiveness of support for a student with SEND.

Individual Education Plan (IEP): A document that sets out specific learning targets and support for a student with SEND.

Education, Health and Care Plan (EHCP): A legally binding document for children and young people (up to age 25) with **severe and/or complex SEND**. It details the educational, health, and social care support they must receive.

Graduated Response: The school-based approach of continually reviewing and refining support for a child with SEND. It starts with **HQT**, then moves through increasing levels of intervention (**APDR** cycles).

SEND register: A confidential list maintained by the school, usually by the SENDCo, detailing all students who have been identified as having SEND and the level of support they are receiving.

Whole School Provision Map: A document or tool that details all the interventions, support, and resources available across the school to support students' needs, including academic and pastoral.

Learning Support Assistants (LSAs): Staff members who provide direct in-class or small-group support to students, often those with SEND, under the direction of the teacher, or who lead on teaching and monitoring specific interventions.

Senior Leadership Team (SLT): The group of senior staff (e.g., Headteacher, Deputy Heads) responsible for the strategic direction, management, and performance of the school. They oversee the implementation of SEND policy.

Emotional Literacy Support Assistants (ELSAs): School-based staff trained to support students in developing their **emotional literacy**, including understanding and managing emotions, social skills, and coping strategies.

Mental Health Support Team (MHST): A collaborative team, often linked to the NHS, that works with schools to provide early intervention and support for children and young people's mental health and wellbeing.

Personal, Social, and Health Education / Relationship and Sex Education (PSHE / RSE): Subject areas taught in schools focused on developing students' knowledge, understanding, and skills related to personal wellbeing, health, relationships, and life in the wider world.

Health Plan: A document detailing a student's specific health needs (e.g., asthma, diabetes, allergies) and the actions required by the school staff to manage those needs and ensure safety.