



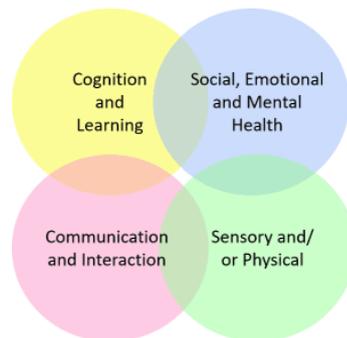
# Ralph Sadleir School

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## Ralph Sadleir School's SEND Information Report

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 14.9% of pupils have an identified SEND need, in comparison to a national average of 12.2% in the UK, the Herts average is 15.2%. 1.8% of our pupils have an Education, Health and Care Plan, compared to 3.7% average in the UK, and 2.7% in Herts. 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 SEND<sup>1</sup> are recognised and we strive to meet the needs of all pupils through Quality First Teaching (QFT), 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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<sup>1</sup> 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 best person to contact initially. We recognise that the child should be at the centre of their education. We gain their views through:

- The use of Pupil Profiles<sup>2</sup>
- The PASS<sup>3</sup> survey, which looks at attitudes to school and learning
- Through School Support Plan<sup>4</sup> (SSP) Reviews

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 they develop, 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 Quality First Teaching, and will record these on the Whole School Provision map.
2. The class teacher will follow the Assess, Plan, Do, Review cycle<sup>5</sup>. If, despite the QFT strategies your child is still struggling, the teacher will discuss concerns with the SENDCO<sup>6</sup>, and will invite you to discuss the concerns. Your child will be asked to complete a Pupil Profile, so that we have their view on their strengths and needs.
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, the

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<sup>2</sup> A document filled in by pupils and reviewed twice per year

<sup>3</sup>Pupil Attitude to School Survey

<sup>4</sup> Our version of an Individual Education Plan

<sup>5</sup> Also called APDR

<sup>6</sup> Special Educational Needs and Disabilities Coordinator



SENDCO has some additional assessments which can be completed with your child, in order to give us more specific information.

4. If your child needs more support, we will set up a School Support Plan (SSP). This provides a small number of SMART<sup>7</sup> targets, which all teachers will focus upon 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, if this route is taken.

Any pupil that requires intervention (not including QFT) should be placed on the SEND register. We use a K code. EHCP<sup>8</sup>s are recorded as an E. As part of The Graduated Approach, 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](mailto:admin@ralphsadleir.academy). If you feel further advice is needed, the SENDCO can be contacted at [sendco@ralphsadleir.academy](mailto: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 Quality First Teaching, 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.

### 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

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<sup>7</sup> Targets that are Specific, Measurable, Attainable, Relevant and Time Based

<sup>8</sup> Education, Health and Care Plans



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 and SSP targets.

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

### Key Stage 2 and Key Stage 3

If appropriate, your child will be offered interventions to support their development. These may be delivered by teaching assistants (TAs), the SENDCO, or external agencies. You will receive a consent form before your child partakes in any interventions, along with a letter explaining the process, the perceived outcomes, and how often and for how long the intervention will run. 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 KS2 is monitored by the Pupil Progress Coordinators for Year 5 and Year 6 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 all 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 SEND/SSP meetings annually, which coincide with teachers inputting data into our system.

After an intervention has been completed, you will be sent a summary of your child's participation, which could include (dependant upon the intervention) a before and after comparison, a percentage to show your child's attendance, and a written summary of the topics covered, and next steps.

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 PPC's and SENDCO) are responsible for monitoring the progress of all pupils across the school. The SENDCO, along with the Assistant Head (academic), monitor the progress of the pupils with SEND.



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 SSP, 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.

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

Ralph Sadleir School recognises the importance of differentiation in every classroom, but also ensuring its consistency. Differentiation means making adjustments to teaching to cater for a range of learning styles, and SEND needs. Providing Quality First Teaching inherently contains differentiation at its core, and this is the least that we expect from our teaching staff.

The Whole School Provision map details interventions attended, and Quality First Teaching used within the classroom. Each teacher is responsible for providing this differentiation within their classroom. The SENDCO, along with Middle Leaders and SLT perform learning walks to ensure quality of provision for all pupils.

Ralph Sadleir School can provide pupils with a range of different interventions, which are dependent upon the area of need. If your child is eligible for these interventions, you will be contacted in the manner explained above.

#### 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 (Ms Campbell), who provides anxiety and anger management support, as well as drop-in sessions. The Designated Safeguarding Lead (Ms Campbell) 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 divulged when they begin at Ralph Sadleir, and all medical needs are stored on a spreadsheet, which is shared with all staff at the start of the academic year. If any medical agencies are involved, their advice will be attached. We also have a column on our Whole School Provision Map, where updates can be seen by all staff. 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 Individual Risk Management Plans (IRMPS) to support behavioural needs which go beyond this, 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 advice to refer to the Behaviour Support Team. Please see the Positive Behaviour and Restorative Practice Policy for more information.

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/RSE<sup>9</sup> 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. Due to the current climate of cuts being made, it is becoming increasingly difficult to access support from outside agencies, and thus the more evidence that can be provided, the better.

## 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 Assistant SENDCO Miss Wood completed her qualification in 2021.

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

- ELKLAN<sup>10</sup> 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

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<sup>9</sup> Relationship and Sex Education, formally encompassed in the title PSHE

<sup>10</sup> **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)



- Safeguarding training
- LGBTQ+<sup>11</sup> training
- PREVENT<sup>12</sup> training
- Training on the SCERTS<sup>13</sup> project
- Trauma training
- Write Words
  
- Protective Behaviours
  
- AET Autism courses (including autism and girls, sensory needs and reasonable adjustments)
  
- Reading Revival

## 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. SEND / SSP reviews will take place 3 times a year, in addition to parents' evenings and reports. Class teachers for

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<sup>11</sup> Lesbian, Gay, Bisexual, Transsexual, Queer

<sup>12</sup> 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.

<sup>13</sup> Social Communication, Emotional Regulation, Transactional Support, a monitoring programme for pupils with Autism offered by Speech and Language Therapists



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, however, we have recently had such poor uptake that we haven't been able to run these. We liaise with HAFLS<sup>14</sup> and DSPL3<sup>15</sup> 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 SEND Department) so parents/carers have the option of booking onto these.

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. This has been impacted by COVID, but we are keen to get these back up and running.

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. 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. Parents / carers will be asked for consent before any interventions are held, and they will be updated about their child's progress. Being provided with a run down of your child's support before an SEND / SSP meeting means that parents / carers can come to the meeting prepared, and ready to question anything that they don't understand or agree with. Pupils are expected to agree outcomes for SSP targets.

We seek the child's view through the use of a Pupil Profile and at SEND / SSP reviews, which the child is expected 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?

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<sup>14</sup> Hertfordshire Adult and Family Learning Service

<sup>15</sup> Delivering Special Provision Locally - East Herts falls into DSPL3



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. If necessary, we can hire 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](mailto: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 PPC for Year 5 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. However, we must be invited by the feeder school.

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 Banding Tool 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 'banding'. This 'banding' will determine how much money 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 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 SEND / SSP meetings, 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 quality first 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/>



# Ralph Sadleir School

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**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](http://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/346323/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](http://www.hertfordshire.gov.uk/sendtargetedservices)

**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>

**HAFLS:** [Adult and family learning \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk/adult-family-learning)

**DSPL3:** [DSPL3](http://www.hertfordshire.gov.uk/dspl3)



# Ralph Sadleir School

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

Contactline

01992 588574

Last updated March 2022