



The Radclyffe School
“Working Together for Excellence”

SEND ANNUAL STATEMENT (Working Together For Excellence)

Policy approved by	Local Governing Committee
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1. Introduction

The Radclyffe School is committed to delivering an ambitious, inclusive education that enables every learner to thrive academically, socially, and emotionally. We believe that inclusion is everyone's responsibility and that high-quality teaching, strong relationships, and a culture of belonging are the foundations of excellent SEND provision.

Our approach reflects national developments in SEND and Inclusion, including the SEND & AP Improvement Plan (2023), which emphasises early identification, high-quality teaching, evidence-based intervention, and strong multi-agency collaboration.

We aim to ensure that every student feels safe, valued, and supported to become everything they can be—and everything they are meant to be.

2. Types of Special Educational Needs that we support

In line with the SEND Code of Practice (2015), The Radclyffe School supports students with needs across the four broad areas:

Communication and Interaction

- Autistic Spectrum Conditions (ASC)
- Speech, language and communication difficulties (SLCN)

Cognition and Learning

- Specific learning difficulties such as dyslexia, dyspraxia, or dyscalculia
- Moderate learning difficulties (MLD)

Social, Emotional and Mental Health (SEMH)

- Anxiety, low mood, or emotional regulation difficulties
- Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD)

Sensory and/or Physical Needs

- Hearing impairments
- Visual impairments
- Physical disabilities
- Medical conditions affecting access to learning

We are committed to early identification, high-quality teaching, and targeted support that enables all students to access a broad, balanced, and ambitious curriculum.

3. Identifying Special Educational Needs

Our identification processes reflect national expectations for early, accurate identification and timely intervention. We use a multi-layered approach:

Transition Information

We work closely with feeder primaries to gather detailed information. For students with EHCPs, our Transition Team conducts visits to support a smooth handover.

Ongoing Monitoring

We track academic progress, attendance, behaviour, and wellbeing. Concerns are reviewed through the graduated response.

Staff Feedback

Teachers and support staff share observations about learning, behaviour, or emotional needs. This may result in further exploration instigated by the SEND department.

Parent and Student Voice

We value the insight of parents and students and encourage open communication.

External Professional Advice

We consider recommendations from Educational Psychologists, CAMHS, SALT, OT, and other specialists.

Screening and Specialist Assessment

Baseline assessments identify gaps early. Where concerns persist, specialist assessments may be carried out.

This approach ensures early identification, timely support, and strong collaboration with families and professionals.

4. Provision for students with Special Educational Needs

At The Radclyffe School, we are committed to delivering a high-quality, ambitious, and inclusive curriculum that enables all students—including those with SEND—to thrive. Our provision follows the graduated response (Assess–Plan–Do–Review) and reflects national expectations for early intervention, adaptive teaching, and strong multi-agency collaboration.

Our approach is rooted in the belief that SEND is everyone's responsibility, and that excellent teaching, strong relationships, and consistent routines are the foundation of effective inclusion. Our provision includes:

- **High-quality, adapted teaching** - All students benefit from high-quality, mixed-ability teaching that is carefully planned and adapted to meet a range of needs. This is part of our universal school offer, ensuring that the classroom environment is inclusive and supportive for all learners. Adaptations may include scaffolding, modelling, chunking, dual coding, vocabulary instruction, and structured routines.
- **Teaching assistant support** - Teaching assistants provide targeted support, promote independence, and reinforce learning.
- **Roaming Support** - Roaming support is available for students who are being monitored due to potential or undiagnosed learning difficulties, or conditions such as ADHD or ASC. It is also provided to students who may benefit from light-touch support or regular check-ins to maintain engagement, emotional wellbeing, and access to learning. In practice, roaming support may involve brief classroom visits, low-key check-ins during lessons, discreet observation, or short one-to-one interactions. These visits are designed to offer reassurance, clarify instructions, respond to emerging needs, or simply provide a calming adult presence when needed.
- **Targeted, evidence-based interventions** - A variety of interventions are available for students who are not making expected progress. These are tailored to individual needs and aim to address specific barriers to learning.
- **Learning mentor support and record-keeping** - Learning Mentors provide targeted support for students with SEND and maintain detailed chronologies through the APDR cycle. This evidence-based approach,

ensures clear documentation of provision, to support consistent monitoring and aids strong communication with parents/carers.

- **Personalised information sharing through pupil passports and SEND Snapshots** - Staff receive clear, concise, personalised information about each student's needs, strengths, and recommended strategies. This information enables staff to create the best possible learning environment.
- **Inclusive Curriculum Access** - We ensure students with SEND can access a broad, balanced, and ambitious curriculum through scaffolded tasks, adapted resources, reduced extraneous load, pre-teaching of key concepts, use of visual models and manipulative and structured reading frames. This ensures SEND students can participate fully and make strong progress.
- **Multi-Agency Collaboration** - We work closely with external professionals including; Educational Psychologists, CAMHS, Speech and Language Therapy, Occupational Therapy, Social Care, Community Nursing, Specialist VI/HI teams and POINT. This ensures provision is informed by specialist expertise.
- **Our Graduated Approach in Practice** - we implement the graduated response cycle—Assess, Plan, Do, Review—to continually evaluate and adjust support:
 - **Assess:** Information is gathered from teachers, assessments, parents, and external professionals.
 - **Plan:** A tailored plan is developed, outlining strategies, interventions, and expected outcomes.
 - **Do:** The plan is implemented by teachers, TAs, Learning Mentors, and the SEND team.
 - **Review:** Progress is monitored and provision is adjusted to ensure the best outcomes.

Through this process, we strive to provide timely and appropriate support that enables all students with SEND to thrive academically, socially, and emotionally.

5. Communication with parents and carers

At The Radclyffe School, we believe in maintaining open and regular communication with parents and carers to ensure you are fully informed about your child's progress and wellbeing. You can expect the following:

Annual Reviews for Students with an EHCP

Parents and carers of students with an Education, Health and Care Plan (EHCP) will be invited to a person-centred annual review meeting. This is an opportunity to discuss the student's progress, review their support plan and set new outcomes, when appropriate.

Additional Information for Students Receiving SEND Support

For students who receive additional support through SEND interventions, parents and carers will be provided with clear and timely information about the progress their child is making and the outcomes of any intervention. For students with a pupil passport, this document is reviewed regularly to ensure it remains accurate and useful, and updated versions are shared with parents and carers, who will also be invited to contribute to the review and planning process.

Whole School Reports

Parents and carers receive regular whole school reports showing their child's attitude to learning in each subject, as well as their summative assessment outcomes.

Parents' Evenings

Subject-specific parents' evenings are held once a year, providing an opportunity to discuss the student's progress directly with their subject teachers and is an opportunity to ask questions.

Ongoing Communication

We encourage parents and carers to contact the SEND Department at any time if they have concerns or questions about their child's needs or support. We value their involvement and work in partnership to support the child's success.

6. Support for well-being

- Wellbeing is central to inclusion. Students are monitored and supported by a range of staff, including their Personal Learning Guide (PLG), Year Managers, Heads of Department, subject teachers, Learning Mentors, and the SEND team. This collaborative approach ensures that individual needs are identified and addressed effectively.
- A free Breakfast Club is available to all students before the start of the school day. To further support wellbeing, a variety of extracurricular clubs run during social times. These include Computer Club, Jewellery Making, Science Club, Chess Club, Movie Club, a range of PE activities, and access to the school library. This list is not exhaustive, and additional clubs are offered throughout the year based on student interests and needs.

7. Decision-making about support

- Decisions regarding the type and level of support are usually made by the Assistant Headteacher: SENCO, the Deputy SENCO, and the Lead Learning Mentor, in collaboration with relevant staff.
- Support is carefully tailored based on the individual needs of the student, taking into account the rate of progress and any significant barriers to learning.
- All interventions are planned, tracked, and reviewed using the Assess, Plan, Do, Review (APDR) cycle. Parents and carers are informed before an intervention begins and are updated on progress once it ends.
- The effectiveness of support is evaluated based on the student's progress towards specific, measurable targets.

8. Inclusion in activities and trips

All activities, including school trips and extracurricular opportunities, are open to every student. The school is committed to making reasonable adjustments to ensure that all students, including those with SEND, can fully participate in all aspects of school life.

Examples of adjustments may include providing additional adult support, arranging alternative transport, adapting activities to suit individual needs, or working with families in advance to plan appropriate support.

9. Transition to Post-16

- Students are supported through the transition process by the Assistant Headteacher: SENCO, the Deputy SENCO, Lead Learning Mentor, key workers, and our on-site careers advisor (Positive Steps).
- For students with an Education, Health and Care (EHC) plan, support is coordinated through the annual review process.
- Early and additional careers appointments are available to all students on the SEND register, with invitations extended to parents and carers to participate, when required.
- We work closely with local colleges and post-16 providers to develop robust and personalised transition plans for all students.
- The Local Authority (LA) is responsible for informing young people about the support available through the local offer to aid their post-16 journey.

10. Additional student support

- All students receive universal support; however, some students benefit from in-class support provided by Teaching Assistants, who work alongside teachers to enhance students' progress and attainment.
- Students with medical needs are supported by the Healthcare Administrator and Personal Care Assistants (PCAs). Staff receive regular training tailored to meet the specific requirements of individual students.
- Our experienced team of Learning Mentors provides targeted interventions and support for students referred to them for a range of reasons, including social and emotional difficulties.
- SEND staff actively collaborate with external agencies to secure specialist advice and support tailored to individual student needs. These agencies include, but are not limited to:
 - o Child and Adolescent Mental Health Services (CAMHS)
 - o Early Help / Positive Steps
 - o Occupational Therapy
 - o Speech and Language Therapy
 - o Community Nursing
 - o Social Care
 - o Educational Psychologists
 - o Specialist Teachers
 - o Healthy Young Minds
 - o Specialist Services such as Visual Impairment (VI) and Hearing Impairment (HI) teams

11. Consulting students about their needs

In addition to universal opportunities such as 'Pupil Voice' surveys, Student Leadership meetings, and parents' evenings, students with SEND are actively involved in pupil passport reviews. These reviews help inform their classroom teachers and, where appropriate, contribute to updating their Pupil Passports.

For students with an Education, Health and Care Plan (EHCP), their views are sought as part of the annual review process, usually in advance, to ensure their voice is central to decision-making.

12. Accessibility

The school is committed to ensuring accessibility for all students. We have lifts to all floors to accommodate those with mobility needs. Additionally, the school provides:

- Accessible disabled toilets and changing facilities
- Ramps and wide doorways to enable wheelchair access throughout the building
- Visual and auditory aids in classrooms to support students with sensory impairments
- Clear signage around the school, including Braille where appropriate
- Evacuation plans and equipment tailored for students with disabilities
- Trained PCAs that support students with physical disabilities and medical needs

We continually review and improve our facilities and practices to promote an inclusive environment for all students.

13. Contact information

- Ms Ara: Assistant Headteacher: SENDCo
- Mr Ahmed: Deputy SENCO
- Miss Davies: Lead Learning Mentor
- Mrs Saeed: SEND Administrator