



Richard Hale School

SEN Information Report

September 2025



SENCO: Mrs S Morris

SEN Governor: Mrs MacLeod

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

We use a range of processes for identifying students with needs, such as:

- transition conversations with primary schools
- transition information collation from parents and carers
- baseline testing on arrival (CATs, reading, spelling and numeracy)
- information from class teachers and TAs
- information from young people themselves

Parents and carers who have concerns about their child's needs or progress can discuss this with the form tutor or relevant subject teacher. If difficulties are persistent across time and subject areas then we would encourage you to contact the SENDCo.

How will I know how my child is doing?

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents Evenings	Students, parents/carers, class teachers.	Once or a year depending on year group
Progress Reports	Students, parents/carers, class teachers	Two times a year
SEND progress reviews	Students, parents/carers, SENDCo	Three time a year
Structured Conversations	Students, parents/carers, and the SENDCo / HoY / Family Liaison as appropriate	As needed
Annual Reviews (EHCPs only)	Students, parents/carers, SENDCo, Key worker TA, subject teachers, external professionals if appropriate.	Annually

How will school staff support my child?

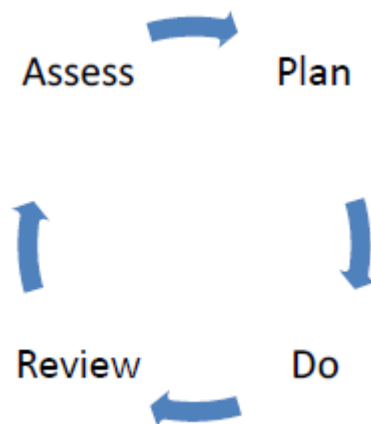
Evidence suggests that the best support for all students, including those with special educational needs, is high quality classroom teaching. We therefore place great emphasis on ensuring that the quality of teaching delivered meets the needs of all our students and that all students are included in all aspects of school life. We do, of course, recognise that some children need additional support. Our aim, as far as possible, is to support student learning in timetabled lessons and to enable access to a full and varied curriculum. In Key Stage 3, all students are offered a wide-ranging curriculum, with a guided options process allowing a greater personalisation at Key Stage 4. In addition, we run a number of interventions which are accessed according to pupil needs. More details of these are available on request since they vary depending on the needs of each cohort.

We are committed to developing the ongoing expertise of our staff. Current expertise includes:

- Pastoral Care System in place to support wellbeing and the pastoral care of students
- Two full time Family Liaison / Intervention Workers

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

Underpinning ALL our provision in school is the **graduated approach** cycle of:



The process builds on more frequent reviews and more specialist expertise in successive cycles. All teachers are responsible for every child in their care, including those with special educational needs. This approach helps us to regularly review and record what we offer every child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

What specialist services and expertise are available at or accessed by the school?

When appropriate we can make referrals to necessary external support services including:

- Speech and Language Therapy
- Educational Psychology
- Speech, Language, Communication and Autism Team
- Rivers ESC Outreach Team
- Children and Adolescent Mental Health Team
- Herts SEND Team
- VI, HI and PNI Teams
- Families First Assessment
- NHS Health Teams where appropriate
- Social Care where appropriate
- Services for Young People
- HABS family support team
- School Nurse

What support will there be for my child's overall wellbeing?

The well-being of young people will be supported via:

- All students have a Form Tutor who is the first point of contact for parents and who oversees the wellbeing of students in their form.
- If additional support is needed this may be provided by other members of the pastoral team, who can also signpost young people and their families to information and external support services.
- Where further help is needed, young people may be supported by one of our welfare support officers, the school counsellor, or our trained HLTAs.
- In some cases young people can be referred to external professionals.
- We take bullying seriously and have annual anti-bullying events to raise awareness as well as an easy-to-use reporting tool for students to raise concerns.
- For students with medical conditions, parents agree a Medical Care Plan with our medical officer.
- Where support is needed to improve school attendance, our School Attendance Officer works in conjunction with the Head of Year to provide advice and support to families. This may include making referrals to Hertfordshire's Educational Support for Medical Absence (ESMA) service for young people who are temporarily unable to attend school due to medical reasons.

What training have the staff, supporting children and young people with SEND, had or are having?

All staff have access to an annual in-service training programme and professional development opportunities to enable them to enhance their professional skills. We have a SENDCo and team of Teaching Assistants who attend external training courses as appropriate. Where relevant, the Student Support Team works closely with external professionals to implement their advice. In addition, the SENDCo organises training in conjunction with external professionals to inform staff about the specific needs of individual pupils.

How will my child be included in activities outside the classroom including school trips?

Richard Hale has an extensive extra and super curricular offer. All students are encouraged to engage with a wide range of activities and engagement is traditionally high for all groups of students.

All students are given the opportunity to attend all school trips and activities outside the classroom, unless it is judged that their presence would create a risk to others or themselves. Some students may require additional support in preparation of going on trips – in which case a meeting can be arranged between myself, the trip leader, and the family/carers. If this is the case, please get in touch.

How accessible is the school environment?

Richard Hale has older buildings, with many areas only accessible via stairs. Reasonable adjustments can be made in some instances, for example with timetabling, to support easy access to all curriculum areas. We recommend that parents visit our site at the annual Secondary Transfer Evening (usually in October) to make their own assessment of suitability, and contact us to discuss any specific requirements.

What training have the staff, supporting children and young people with SEND, had or are having?

Training for teaching and support staff is on-going and covers a wide range of needs and strategies. On-going advice is obtained from external specialists and we engage regularly with the training offer from our local DSPL area.

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?

The pastoral team and SENCO work closely with primary schools and families of Year 6 students to facilitate the smooth transfer to secondary school. Transition support is also available for new students joining us mid-year; this might include an initial visit to the school and a meeting with the SENCO and other relevant members of staff depending on the student's needs.

Students with SEND in Years 9, 10 and 11 will be supported by having a careers interview arranged with a member of Services for Young People. Sixth-form students may be given extra support in preparing their UCAS application or practising interview techniques. For some students, additional targeted support may be needed – which will be agreed in consultation with the student, their parents/carers and outside agencies, if required.

How are the school's resources allocated and matched to children's needs?

The school makes decisions about the allocation of resources based on individual student need. These needs may change over time, as the child becomes more independent or progresses in a particular area for example, and so the allocation of resources will be reviewed regularly. The budget is used to employ the SENCO and Teaching Assistants within the school and to purchase resources e.g. Chromebooks, screening packages and electronic reader software.