Mainstream Schools' SEN Local Offer 2026 - 2027

Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how Special Educational Needs and Disabilities (SEND) is managed in our school.

Ranelagh is a Church of England school and a member of the Bonitas Multi-Academy Trust. The school is co-educational and is a medium sized mainstream secondary school. Its admissions policy reflects its character and objectives as a Church of England school.

At Ranelagh it is our shared vision that at the heart of our distinctive culture is our commitment to being a dynamic learning community, rooted in Christianity, where people matter.

We endeavour to be inclusive; to be a place in which those of all faiths and none are able to learn and work together to experience love, welcome, hope, forgiveness and the possibility of new beginnings.

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children / young people with special educational needs and disabilities?

At the beginning of year 7, pupils who have already been identified as having SEND by their previous educational setting are placed on the SEND register. Each year group has a SEND register which outlines pupils' needs.

For those pupils not yet identified as SEND there is a referral system where pupils are identified through the following;

- Collection and analysis of attainment and progress data
- Feedback and observation from teaching and Learning Support staff
- Concerns raised by pupils and parents
- Information passed on by external agencies
- Liaison with previous educational settings for pupils who are midterm admissions

2. Support for children with special educational needs

2.1 If a young person is identified as having SEND, who will plan their education programme?

The SENDCo, Learning Support Team and pastoral team will oversee any specific plans in close liaison with school staff and external agencies.

2.2 How will I be informed / consulted about the ways in which my child is being supported?

- The subject teacher will meet with parents / carers at parents' evenings to discuss their child's needs, support and progress
- Any additional support, will be communicated via email or phone call
- Some students will have pupil passports or student profiles which will be shared
- The SENDCo, form tutor and Head of Year are available throughout the year

- For those pupils with an Educational Health Care plan, progress is reviewed via the Annual Review process

2.3 How will the school balance my child's need for support with developing their independence?

The school is committed to removing barriers to learning and will provide personalised support to ensure that the young person is supported for a time limited period and independence is encouraged in all aspects of school life.

2.4 How will the school match / differentiate the curriculum for the young person's special educational needs? (Universal Offer)

- Quality First Inclusive Teaching is the first level of provision. Teachers have a clear understanding that all teachers are teachers of SEND
- All work within the classroom setting is planned in advance so that appropriate activities are created for all pupils to access
- Reasonable adjustments will be made to ensure every pupil has the fullest possible access to their curriculum and the wider life of the school

2.5 What teaching strategies does the school use for young people with SEND, including ASD, hearing impairment, visual impairment, speech and language difficulties?

- Quality First Inclusive teaching and positive behaviour for learning
- The school provides a range of tailored strategies to support specific learning needs as advised by a wide range of external professionals who have worked with the pupil
- If your child has complex needs, they could have an Educational Health Care plan. Outcomes within these are reviewed regularly

2.6 What additional staffing does the school provide from its own budget for young people with SEND?

- This varies according to the needs of the young person and cohort
- SEND support is delivered by teaching staff, Learning Support Assistants, the Learning Support team, SENDCo and Pastoral team
- A SEND administrator provides administrative support to the SENCo

2.7 What specific intervention programmes are offered by the school for young people with SEND and are these delivered on a one-to-one basis or in small groups?

Type / Title of Intervention	*One to one*	*Small Group*
In class LSA support for a variety of needs	x	x
Study & skills support	x	x
Literacy skills boosters	x	x
Numeracy skills boosters	x	x
Handwriting		x
Touch typing		x
SaLT Expressive and receptive language	x	x
Language – Vocabulary and word finding	x	x
Multi skills club (OT)		x
Social & Emotional support	x	x

Mentoring –Anxiety and social needs	x	x
Mentoring – organisation, planning and metacognition support	x	x
Counselling	x	
Dog therapy	x	x
Social skills support	x	x
Meet and greet support	x	x
Lunch clubs (lego, craft, coding, board games, world, fun maths)		x
Assistive technology		x
Managing anxiety / exam anxiety	x	x
Maintaining friendships		x
Reading skills booster	x	x
Phonics / spelling boosters	x	x
Tutoring	x	x
Independent study skills	X 6 th form only	

2.8 What resources and equipment does the school provide for young people with SEND?

Resources and equipment provided for pupils with SEND in our school are specific to the pupil's needs but can include:

- Use of laptops / iPads where appropriate
- Enlarged text and resources
- Coloured overlays and exercise books
- Task Organisers
- Visual timetables
- Stress management tools
- Passes (timeout, toilet, early lunch, early transition)
- Sensory tools

In addition to this, we are able to provide a learning base, sensory space, quiet club and study support.

2.9 What special arrangements can be made for the young person when taking examinations?

Access arrangements are used to enable students with SEND to access public examinations. The criteria for these arrangements are in line with JCQ regulations as stated by exam boards and the school have a specialist assessor appointed.

3. The child / young person's progress

3.1 How will the school monitor the young person's progress and how will the young person and or parents / carers be involved in this?

- Through regular screening and reporting. This includes information evenings, settling screening, full screening and parents' evenings
- SEND pupils have regular meetings to discuss their progress and their support arrangements
- Pupils with EHCPs will have an annual review meeting along with regular meetings to discuss their progress, parents are invited to participate in these discussions
- Teaching staff are always available to communicate with parents

3.2 When the young person's progress is being reviewed how will new targets be set and how will parents / carers be involved?

The school follows the graduated approach of, 'Assess, Plan, Do, Review'

- Your child will be involved in regular monitoring and discussion of their personal targets with their subject teachers
- Pupils receive regular informal and formal feedback from staff
- Academic targets are reviewed in line with data drops, screenings and reports
- Parents will be informed of any plans put in place, these are reviewed regularly by the school and updates shared accordingly
- For those with EHCPs outcomes will be reviewed and set at the Annual Review meeting, all relevant stakeholders will be involved in this

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be to discuss a young person's progress with school staff?

We offer parents opportunities to discuss how their child is progressing through parents' evenings. They will also have contact with the pupil's Form Tutor, Head of Year and/or SENCo depending on need.

3.4 What arrangements does the school have for regular home to school contact, if appropriate?

We welcome information from parents / carers that helps us to support our pupils more effectively. Communication can be via;

- Class charts (from the school)
- Newsletters (from the school)
- Parent mail (from the school)
- Information evenings (both ways)
- Email or telephone (both ways)

3.5 How can parents/carers support a young person's learning?

A positive and supportive relationship between school and home is extremely important. Consistency between home and school is essential, along with sharing of relevant information. We offer opportunities to support your child at the end of the day with extra-curricular activities and homework club. We encourage families to engage and support with;

- Provision of a supportive learning environment
- Supporting organisation
- Monitoring your child's class charts and discussing their learning with them

3.6 Does the school offer any help for parents / carers to enable them to support the young person's learning e.g., training or learning events?

There is a range of parent information and support sessions available across the year. This also includes supporting parents and pupils with positive emotional health and understanding (Parent and Teen evenings). The Learning Support department will run parent sessions dependent on the current need across the school. There are also regular functions, activities and training available which are offered by Bracknell Forest, which are signposted on our website.

3.7 How will the child/young person's view be sought about the help they are getting and the progress they are making?

Views of pupils are sought when designing bespoke support. In order to gain the maximum impact, proposed support is discussed with all stakeholders.

3.8 What accredited and non-accredited courses do you offer for young people with SEND?

- GCSEs
- Advanced level courses: A Levels and Vocational (Level 3) courses in a range of subjects
- GCSE re-takes in Maths and English
- Foundation Skills Maths and English

See the school website for the completed list of courses available

4. Support for the young person's well being

4.1 What support is available to promote the emotional and social development of young people with SEND?

We are an inclusive school that welcomes diversity. All school staff, support students through the PAL programme (Preparation for Adult Life) and the Ranelagh Student Learner profile qualities, these underpin everything we do and are an integral part of our culture and ethos. These qualities are: confidence, creativity, resilience, empathy, curiosity and independence.

The pastoral support system involves a comprehensive, wide range of staff including; form tutors, student support officers, learning mentor, SEMH and Inclusion Lead, Heads of Year, Assistant Headteachers, SENDCos, LSAs, Educational Psychologist, counsellors and the chaplain.

There are a variety of enrichment clubs and activities, such as multi skills, coding, craft, lego and board games. In addition to this, pupils can be referred or request to take part in various skills support groups focused on supporting emotional resilience, friendship, self-esteem and social communication.

The school has a 'breathing space', a calm, sensory, withdrawal provision which is staffed by the pastoral staff and LSAs with training in mental health.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support young people to avoid exclusion?

Ranelagh has a behaviour policy and expectations are made clear to staff and students.

- Monitoring and support is available from the Assistant Headteacher, Heads of Year, SENDCos and form tutors.
- Guidance is sought from outside professionals (SEMH Inclusion, Autism Service, CAMHs, EP, Behaviour specialist)
- Use of report cards and exit cards
- Regular communication with parents

4.3 What medical support is available in the school for young people with SEND?

The First Aider and medical room are available to support students. Students can attend the medical room if they are feeling unwell.

4.4 How does the school manage the administration of medicines?

The school adheres to guidance in line with the medical handling procedures protocol and policy. Parents / Carers must complete a medication consent form, and any medication is administered to the students in the medical room. Administration of medication is recorded on every occasion. Medication is stored securely.

4.5 How does the school provide help with personal care where this is needed. e.g., help with toileting, eating etc.

All needs are discussed on an individual basis and this is organised prior to the young person joining the school through discussions with relevant professionals and parents.

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use? (e.g., specialist support workers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc.)

- Educational psychologist
- Occupational therapist
- Berkshire Sensory Consortium
- SEMH Inclusion service
- Autism Service
- Support for Learning
- Speech and Language
- CAMHs
- Autism Transition Outreach team
- Youthline
- School Counsellor
- Youth Offending Service
- Early Help
- Behaviour Analyst
- Children's social care
- The Virtual School

5.2 *What should a parent/carer do* if it is considered that a young person needs support from one of these services?

Contact the form tutor of Head of Year for your child's year group, in the first instance to discuss your concerns

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

In consultation with parents and carers the SENDCo would contact the appropriate outside agencies for support.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

In consultation with parents and carers the SENDCo would contact the appropriate outside agencies for support.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

This is led by the Designated Safeguarding Lead. Full details can be found in the school's Child Protection Policy

6. Training of school staff in special needs

6.1 What SEND training is provided to teaching staff?

In order to develop and maintain the quality of teaching and provision and to respond to the needs and strengths of pupils, staff undertake training during inset days and during staff development meetings to further continued professional development. This includes external professionals delivering bespoke training as necessary.

6.2 What SEND training is provided to support staff?

The Learning Support Team attend inset days, where whole school training is delivered. In addition to this, the LSA team attend a weekly training slot. As above, external professionals will deliver bespoke training as necessary.

6.3 Do teachers have any specific qualifications in SEND?

The SENDCos hold or are working towards the NASENCO award and staff hold a variety of qualifications including CPCAB Level 4 Diploma in Therapeutic Counselling.

6.4 Do learning support assistants or other staff have any specific qualifications in SEND?

Our staff receive regular and ongoing training on a variety of different aspects of SEND from external agencies. Depending on their strengths and interest individual staff members hold a variety of different certificates and qualifications.

7. Activities outside the classroom including school trips

7.1 How do you ensure that young people with SEND can be included in out of school activities and trips?

Each case is looked at on a needs basis and relevant adjustments are made as required. Where necessary LSAs will accompany pupils who require support on trips. All students are encouraged to take part in extracurricular activities, school events and day and residential trips. Risk Assessments are completed where necessary.

7.2 How does the school involve young people and / or parent/carers in planning trips?

Prior discussion with individual parents of those pupils who need additional support. A risk assessment will be completed if required.

8 Accessibility of the school environment

8.1 How accessible is the building for young people with mobility difficulties including wheelchair users?

Please refer to the school's Accessibility Plan.

8.2 Have adaptations / improvements been made to the auditory and visual environment?

Where necessary, adaptations and improvements to the auditory and visual environments are made.

8.3 Are there accessible changing and toilet facilities?

There are accessible toilets available in key locations throughout the site.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

By liaising with the relevant advisory services such as the Sensory Consortium and the Autism service. The school undertakes regular reviews of the school's accessibility plan.

8.5 How does the school communicate with parents / carers who have a disability?

Each case is looked at on a needs basis and relevant adjustments are made where necessary. For example, enlarged print or contact through letter, phone or email.

8.6 How does the school communicate with parents / carers whose first language is not English?

The school can translate documents for certain and languages and can provide support at parents' evenings and meetings with a translator if required. The school receives support from the LA EAL service as needed.

9 Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and the young person before they join the school?

We will share information with the school, college, or other setting the pupil is moving to.

Prospective pupils are encouraged to visit the school with parents / carers. This can be via our opening evenings or scheduled school tours. During the summer term all primary schools are visited by the school's transition team to see both teachers and pupils. Information is shared in order to support transition.

All Year 6 pupils allocated a school place at Ranelagh are invited to attend a two-day transition programme. Additional transition arrangements are available for any pupils identified as required. For

those with EHCPs the SENDCo will attend the Annual Review in Year 6 where they are arranged for the Summer term.

9.2 How will the young person be prepared to move on to the next stage within school, e.g., class or key stage?

All pupils are guided through the transition process via the form tutor and Head of Year. Some students will receive additional support and resources (such as advance or visual timetables) from the Learning Support team. The progress and provision of each pupil is stored centrally within the school records and staff have access to previous assessment and provisions.

9.3 How will the young person be prepared to move on to his or her next school?

Key stage 4 students have the opportunity to see a careers advisor. Additional support is provided to identified Year 11 students with the completion of application forms and interview practice. The Learning Support team will support with transition for SEND pupils to onward destinations.

9.4 How will you support a new school/college to prepare for my child?

Information for each pupil is passed on to the new school, there may also be a transition meeting with the new educational setting.

9.5 What information will be provided to my child's new school/college?

The school will arrange for the transfer of a student's profile and relevant documentation under GDPR.

9.6 How will the school prepare my child for the transition to further education or employment?

The school will organise transition meetings with the next educational setting. Staff at the FE provider will be invited to attend an Annual Review of pupils with an EHCP. Will we ensure the next setting has contact details of any supporting or partner agencies.

10 Who can parents contact to discuss a child / young person?

10.1 Who would be my first point of contact if a parent/carer wants to discuss something about the young person or is worried?

Contact should initially be made with the form tutor who will pass on any concerns to the Head of Year or relevant SENDCo for your child's Key Stage. If your concern is SEND specific, please contact the SENDCo relevant to your child's Key Stage.

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

The school works closely with parents / carers and their families. The pastoral support team in particular may have ongoing contact with a parent or carer about their child. The school does not offer specific support for parents, other than training events and workshops but works closely with organisations who can support parents and carers. Support can be sought from the LA's Information, Advice and Support (IASS).

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

Information is passed to parents as appropriate for 'Aiming High' an LA service which regularly signposts support services and activities for students with SEND. We work with many local agencies and are able to advise parents of the support available. Further signposting can be found on our website, on the SEND page here. Referrals can also be made through the school.

10.4 What arrangements does the school have for feedback from parents including compliments and complaints?

Parent and student surveys are carried out at various points throughout the pupils' time at school. Any feedback from parents is always acted upon and shared with relevant members of staff. Concerns should be passed on to the school as soon as possible so that we can work together to resolve any issues in line with the school's complaint policy. The Complaints Procedure is available online.

Key contact details:

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