



Ranelagh School

SEND Information Report

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Ranelagh School Vision

Though we are many, we are one body

Following the ministry of Jesus, we empower all to use their gifts in faithful service. We inspire and encourage each individual to develop and nurture unique skills, interests and talents, in order that they can flourish. Our school is a unifying heartbeat, enabling everyone to feel welcomed and valued as members of our community.

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1. Key People and Context

Mr T Griffith	Headteacher
Miss H Starr	Assistant Headteachers (Inclusion)
Mrs Jules Norman	SENDCo
Mrs L Hodkinson	SEND Governor

Ranelagh is a Church of England school and a member of the Bonitas Multi-Academy Trust. The school is co-educational and there are currently 1100 students on roll, including 214 in the sixth form. Its admissions policy reflects its character and objectives as a Church of England school.

The Academy continues primarily to serve the area specified in the Trust Deed of the Ranelagh Foundation which provides for children living in the ecclesiastical area now identified as the Deaneries of Bracknell and Sonning, including the unitary authorities of Bracknell Forest, Windsor and Maidenhead, and Wokingham. The majority of students live in Bracknell Forest.

In a typical year, students transfer from over 40 primary schools which are mainly spread across the 23 parishes of Bracknell and Sonning. Ranelagh is over-subscribed, and although demand for places is high, the site restrictions limit intake.

This report should be read in conjunction with the Bonitas Trust SEND Policy.

2. Aims

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEN)

At Ranelagh it is our shared vision that “Though we are many, we are one body”. Following the ministry of Jesus, we empower all to use their gifts in faithful service. We inspire and encourage each individual

to develop and nurture unique skills, interests and talents, in order that they can flourish. Our school is a unifying heartbeat, enabling everyone to feel welcomed and valued as members of the community.

Our aim is to provide all members of our community with strong roots alongside a robust sense of our Christian foundation. 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.

In order for all members of our community to thrive and excel, inclusion is at the heart of what we do; we aim to foster confidence, delight and discipline in learning. In addition to developing academic skills, we aim to nurture a vibrant and creative environment in which students are able to work together to seek the wisdom, knowledge, truth, understanding and the skills which will enable them to live life in all its fullness. This permeates everything we do and we have a tradition of academic excellence and expect the very highest standards from all of our students, including those with SEN, for which we offer a stimulating, caring and supportive environment.

At Ranelagh, every teacher is responsible for the well-being and progress of all students in their care, including those with SEND and the disadvantaged.

Ranelagh is a mainstream school, with 1,130 students on roll. 2.7 % of our students have an EHC plan (Education Health Care plan). The numbers of students who received extra support vary from year group to year group but typically 15.7% of our student population are registered as SEN support (EHCP/K code).

Ranelagh supports students with a range of SEND including neurodiverse learners such as; Specific Learning Difficulties (SpLD), ASD, ADHD. Speech and Language needs, Hearing and Visual impairments, physical needs and Social, Emotional and Mental Health difficulties (SEMH).

Our approach to SEND provision is based on the Ranelagh Student Learner profile qualities, these underpin everything we do at Ranelagh and are an integral part of our culture and ethos. We believe that students in our care need not only the knowledge and skills for academic achievement, but also to develop traits that will help them prepare for the future. These qualities are:

- Confidence
- Creativity
- Resilience
- Empathy
- Curiosity
- Independence

We provide every student with access to a broad and balanced curriculum, exceptional pastoral care, Quality First Inclusive Teaching and a range of extra-curricular activities. We plan provision tailored to remove barriers to learning through a variety of support and interventions. Our aim is to meet the needs of all our students through the provision we have available. Where that is not reasonably possible, we will seek the advice and support of other specialist professionals and practitioners.

Current national policy context

Ranelagh's approach is informed by the Department for Education's Schools White Paper, Every child achieving and thriving (February 2026), the accompanying SEND reform consultation, and the Curriculum and Assessment Review final report and government response (November 2025). These publications reinforce the principle that high standards and inclusion are mutually reinforcing, and that children with SEND should be supported earlier, locally and fairly wherever possible.

These national proposals do not replace the current SEND Code of Practice unless and until statutory changes are enacted. Ranelagh will therefore continue to fulfil its existing duties while preparing thoughtfully for the direction of travel set out in the White Paper: a stronger universal offer, clearer targeted support, inclusive mainstream practice, partnership with families, and access to specialist expertise where required.

This aligns closely with the Ranelagh vision that 'Though we are many, we are one body'. Our Christian ethos calls us to welcome and value every member of our community, to recognise each student's God-given gifts, and to remove barriers so that all young people can flourish academically, socially, emotionally and spiritually.

The Curriculum and Assessment Review's emphasis on a broad, ambitious and inclusive curriculum will inform Ranelagh's curriculum development, Quality First Inclusive Teaching and enrichment offer. We will continue to plan for access, adaptation, high expectations and meaningful participation for students with SEND, including those who need support to secure strong foundations and those who require additional challenge.

We expect that teaching across the school to be of the highest quality. Quality First Inclusive Teaching will include differentiation and support for students, which is the first step in responding to students who have or may have SEND. Quality of teaching is monitored in a variety of ways, through lesson observations, looking at students' work, student voice and reviewing rates of attainment and progress.

Extra-Curricular learning

Our teaching staff strive to provide a range of extra-curricular activities which are open to all students. We ensure that all students (subject to risk assessment) are included in the offer of activities available. Sometimes this will mean that additional arrangements will need to be made in order to include students access to these activities. Reasonable adjustments are made to include individuals in line with the Equality Act 2010. Learning Support Assistants are available to accompany students who require support on visits.

3. SEN information report (taken from SEND Code of Practice: 6.79)

What types of SEN does the school provide for?

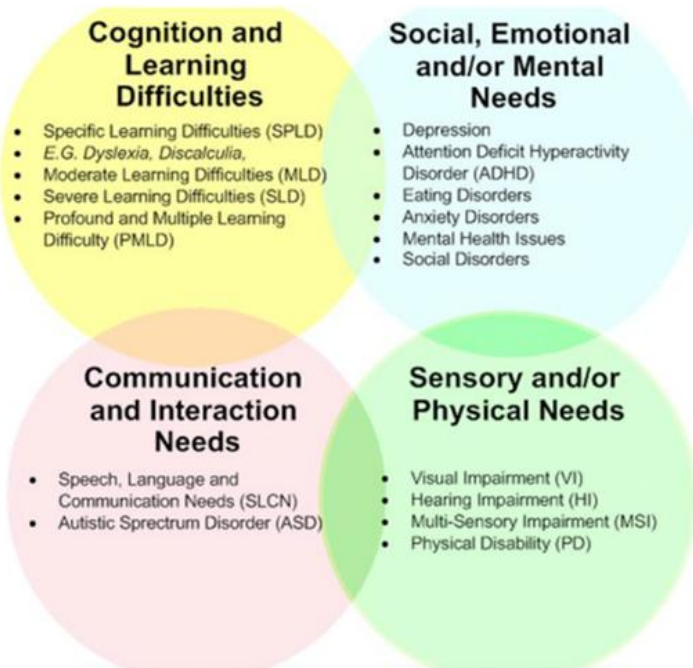
A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provisions to be made for them.

The SEND code of Practice identifies four main categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

At Ranelagh we support students with a range of learning, social and emotional difficulties across all four areas of need. Our school currently provides additional and/or different provision for a range of neurodiverse learners and learning needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, Literacy, Numeracy and Developmental Coordination Disorder
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairment
	Visual impairment
	Physical impairment



We recognize that the needs of students often cross over more than one area of need and that the needs of individual students can vary over time.

The term Neurodiversity is used within our school community and reflects our thinking that neurodiverse learners experience and interact with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving, and differences are not viewed as deficits, but rather as strengths and challenges.

How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs? 3.2.1 Identifying pupils with SEN and assessing their needs

The school identifies children and young people with SEND through a range of measures that include:

- Careful transition planning and liaison with parents/cares and primary schools
- Analysis of prior attainment and information from primary schools
- The collection and analysis of baseline data
- Baseline assessments such as Year 7 Cognitive Ability Testing (CATs), Standardised tests in KS3, New Group Reading and Spelling tests

Identification of students who may need special educational provision is based on a range of information and a professional dialogue between teachers and SEND staff in schools. Examples of sources of information and strategies used to help identify need include:

- Teacher observations, classroom assessments and staff referrals
- Analysis of progress and attainment data
- Termly progress tracking
- Liaison with parents / carers
- Referrals from teaching staff highlighting areas of concern
- Internal assessments, where appropriate
- Recommendations and reports from outside professionals

We encourage parents to make initial contact with the student's form tutor to discuss any concerns. These concerns will be passed onto the SENDCo / Head of Year. The SENDCo may then have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and challenges
- Pupil and Parent views are listened to and taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared where relevant.

Parents will be formally notified when it is decided that a pupil will receive SEN support.

Teachers will make regular assessment of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If you have any concerns that your child may have SEND, it is important to communicate this to the school. Concerns should initially be shared with your child's Head of Year.

3.2.2 Entering a student's needs on their records

In-line with the Code of Practice, students with SEND will be identified on our SEND register under the following codes

E Code: Students who have an Education, Health and Care Plan (EHCP), will be allocated an E code on the register. This identifies them on our school systems. Support for these students is determined by their EHCPs and reviewed by all stakeholders. These students will have an annual review meeting with the SENCo to monitor progress and ensure that appropriate provision remains in place.

K Code: Students who do not have an Education, Health and Care Plan (EHCP) but who have a learning difficulty or disability that requires significant additional or different support to their peers, are identified as SEN K on our register. This support could involve a targeted intervention through the Learning Support Team, an adjusted curriculum, outside agency support or pastoral support.

M Code: Students with a SEND diagnosis or recognized need that can be supported through Wave One, Quality First teaching will be identified as M (Monitor) on the register. This allows their specific needs and support requirements to be shared with teaching staff who will work to meet their needs in the classroom. Information will be shared with classroom teachers to provide guidance on how best to support these students within the classroom. The information will outline the student's strengths, areas of need and recommended support strategies.

Our SEND register is dynamic, working document. Students can be added or removed throughout the year as their needs change. Any changes are communicated to parents.

Our offer

Students whose needs have been identified and are being met through effective quality first inclusive teaching and reasonable adjustments, who are making adequate progress within the classroom, will have their needs identified on our management information systems so that their teachers and pastoral staff are aware of their needs and will be recorded as SEN M code. Their teachers and tutor will monitor progress and refer to the SENCo if they have concerns about progress and/or well-being. This is Ranelagh's Universal offer. All teachers, are teachers of learners with special educational needs.

Universal Offer



Where students who may have SEND are not making adequate progress over time, additional interventions, adjustments and quality pastoral support will be introduced alongside quality first inclusive teaching using the graduated response to create a support plan in collaboration with staff, the student, parents/carers and outside agencies (where applicable). This would result in the student being registered as SEN (K code) on our management information system. Students with EHCPs may have their needs met under our Targeted Offer.

Targeted Offer



Additional highly personalised interventions and specialist support from outside **Specialist Offer** agencies employed to meet the needs of a student.

Ranelagh's current Universal, Targeted and Specialist offer provides a practical framework for preparing for the White Paper's proposed tiered approach. As national guidance develops, the school will keep its pupil passports, support plans and provision mapping under review so that records remain clear, purposeful and co-produced with students, parents/carers and relevant professionals.

Where future statutory requirements introduce Individual Support Plans or revised terminology, Ranelagh will adapt its systems in line with the law and published guidance, while maintaining the principle that all teachers are teachers of students with SEND.

[How will both you and I know how my child/young person is doing?](#)

3.3 Consulting and involving parents of children with SEN

Parents/carers are key partners in their children's education. Evidence shows that children make most progress when their key adults work together.

- We measure student progress in their learning against national expectations, age-related expectations, prior attainment and current level of achievement.
- Subject departments carry out both formal and informal assessments to assess students' current attainment and progress.
- Parents and carers receive regular progress reports, with Key Stage 4 students receiving three reports per academic year and Key Stage 3 students receiving two reports per academic year.
- Students who are not making expected progress are identified through ongoing monitoring by classroom teachers, Heads of Department and Heads of Year.
- For students with SEND, progress is tracked and reviewed by the SENCo and the teaching staff through internal monitoring and review meetings. This ensures that appropriate support and interventions can be implemented and adjusted where necessary to meet individual needs.
- For pupils who are in receipt of an Education, Health and Care Plan (EHCP), targets will be reviewed and set at the Annual Review meetings. All relevant stakeholders, including parents and carers, will be involved in this process.
- All interventions are monitored by the Learning Support staff and follow the 'Assess, Plan, Do, Review' cycle. Parents and carers are informed of all interventions through written communication and, where appropriate, invited to attend a meeting at school to discuss their child's progress and support.
- Staff also communicate to parents and carers through student Progress evenings
- Communication also takes place via Class Charts, Parent mail, email and telephone to ensure that parents and carers are kept informed and involved in their child's education.

[What arrangements are there for consulting with young people with SEND and their parents?](#)

3.4 Consulting young people with SEN and involving them in their education

A person-centred approach is taken with young people at Ranelagh. They are regularly consulted about their views, their strengths, interests and challenges they feel they experience. Every student completes a pupil passport to share their views about their learning. All staff have access to this.

We value parental input at all stages.

Student views are listened to and considered when creating targeted support or plans around their learning.

This reflects the White Paper's emphasis on placing children and young people at the centre of decisions that affect them and ensuring that support is understood by the student as well as by adults around them.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's engagement. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during a meeting
- Complete a survey

The Children and Families Act require all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to students who have SEND, and their families, how services can be accessed and any criteria for accessing them. Details of the Ranelagh's local offer and Bracknell Forest can be seen at the end of the report.

The full local offer of services available in Bracknell can be found at <https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs/send-local-offer> or by contacting the Information, Advice and Support Services (SEND) at <https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs/information-advice-and-support-service>

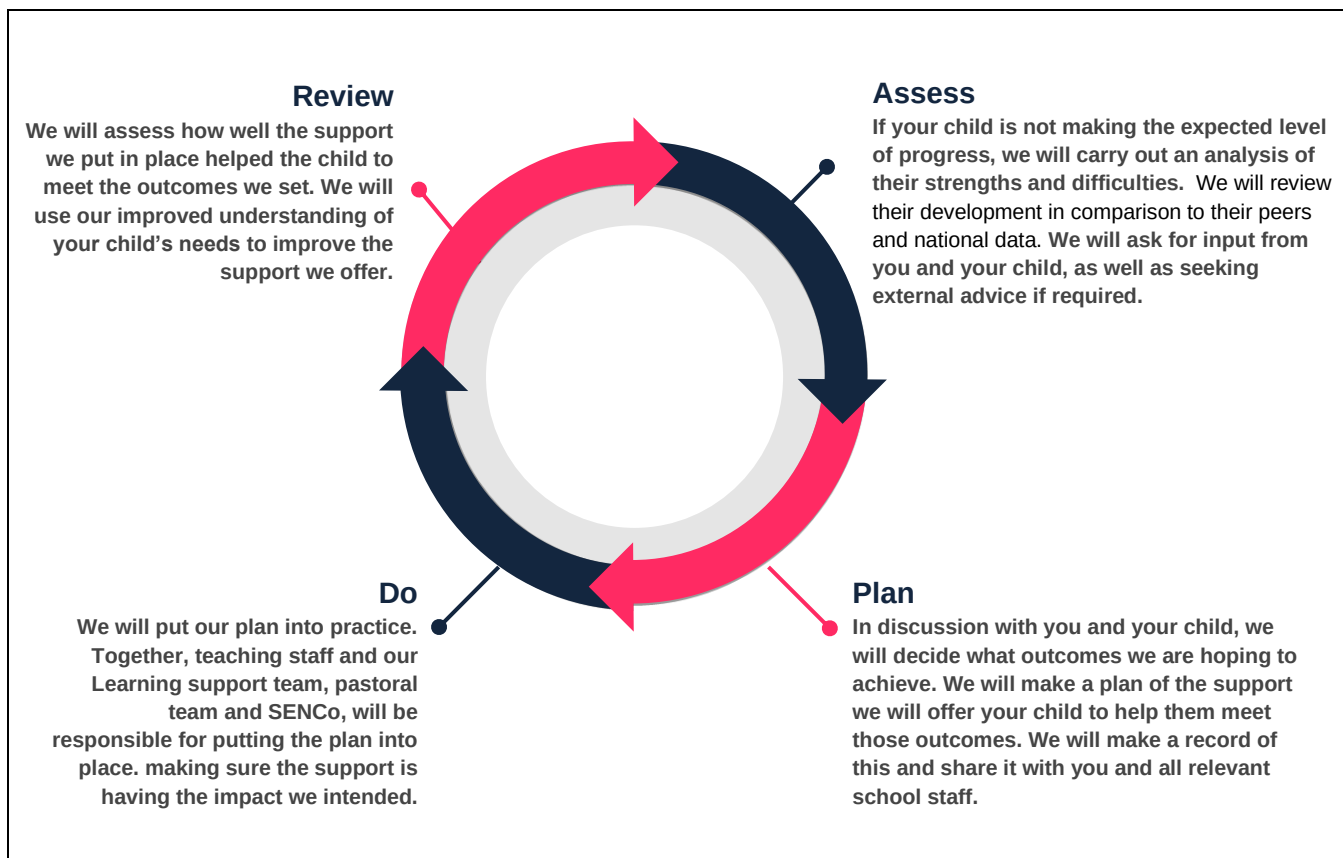
How will the school measure my child's progress?

3.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

In line with the White Paper's direction of travel, this graduated response will continue to prioritise early identification, timely support, evidence-based interventions, and regular review of impact

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



How will the curriculum be matched to my child/young person's needs?

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font

All teachers are made aware of SEND students' individual needs via the Edukey provision map system.

The curriculum is differentiated and reasonable adjustments are made by the subject teacher to ensure that each student can access the curriculum on offer. This is referred to as Quality First Teaching (QFT) and is our Wave 1 intervention.

Some students may need their curriculum to be adapted further to meet their needs and may be offered:

Alternative support - This may include interventions, social groups, timetable adaptations, access to alternative provisions, bespoke behaviour support strategies

Alternative learning pathways -such as core skills groups, Functional skills

SEMH needs: Students experiencing social, emotional or mental health difficulties have access to the Space, our Wellbeing area, which provides a safe space for vulnerable students during challenging times. The school Pastoral Team provide regular support and check ins. Students' social and emotional difficulties are also addressed through our Social Skills and SALT programme, clubs, ELSA support (Emotional Literacy Support Assistants).

[How will the school adapt its teaching for my child?](#)

3.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Inclusive Teaching is our first step in responding to pupils who have SEND. This will include adaptive teaching, reasonable adjustments and appropriate scaffolding so that students can access ambitious learning and demonstrate what they know, understand and can do.

- Understanding the aspirations of each student
- Visuals, including pictures, writing frames or word banks
- High quality, differentiated questioning
- A safe learning environment
- Multi-sensory approach to activities
- Pre-teaching of vocabulary and key terms
- Use of scaffolding
- Modelled tasks
- Pre-learning of specific concepts
- The Learning Support team to provide differentiation and targeted support within the classroom
- Reasonable adjustment and strategies to support the learner's needs

Provision may also be made for small group or 1:1

- Study support
- Literacy skills boosters
- Numeracy skills boosters
- In class LSA support
- Handwriting
- Touch typing
- SaLT expressive and receptive language
- Language – vocabulary and word finding
- Multi skills club
- Mentoring (anxiety and social needs)
- Counselling
- Independent study skills (6th form only)
- The Breathing Space (safe space)
- Dog therapy
- Lunch clubs
- Social skills
- Tutoring
- Meet and greet

- Phonics
- Reading

As the Curriculum and Assessment Review is implemented nationally, Ranelagh will review curriculum plans and assessment approaches to ensure that students with SEND can access a broad, ambitious and well-sequenced curriculum, including enrichment, while receiving the adaptations and specialist advice they need.

How will the school resources be secured for my child?

The majority of students with SEND will have their needs met with reasonable adjustments to existing resources. On some occasions it may be that your child's needs mean that we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

In these cases, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If further funding is needed, we may seek it from our local authority through the SEND intervention fund or an Education and Health Care Plan request.

How will the school make sure my child is included in activities alongside pupils who don't have SEN?

The large majority of students, regardless of SEND are included in our broad and balanced curriculum. All students access mainstream learning with their peers.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips

All pupils are encouraged to take part in school events

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

Reasonable adjustments are made to include individuals in line with the Equality Act 2010.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Students with additional needs use the school's standard admissions procedure. Those with an EHCP do so via their Annual Review process.

How will the school support my child's mental health, and emotional and social development?

All students participate in the PAL programme which provides students with the knowledge skills and understanding to support the mental, emotional and social health of themselves and others.

Our Pastoral Team and safeguarding staff work alongside form tutors to support mental health and emotional and social development. They are available to support students who may, at times, experience difficulties that make accessing mainstream lessons more challenging. This support may include daily 'Sort and Settle' sessions, regular check-ins. These interventions provide students with access to a trusted adult who can offer guidance and support when they have worries or concerns.

We work with external agencies when more specialist support is needed:

- Youthline counselling
- Mental Health Support Team (MHST)
- Child and Adolescent Mental Health Service (CAMHS)
- Kooth
- Educational Psychologists

Antibullying

Much of our pastoral work with students is aimed at ensuring that they feel included, and are included, in the life of Ranelagh school and should not experience discrimination or bullying. Our ethos of inclusion underpins our Antibullying policy which can be found on the website.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

3.6 Supporting pupils moving between phases and preparing for adulthood

Preparing students for joining Ranelagh from primary school

There is extensive liaison with their current school or setting, including a transfer of data and files, as well as conversations with the primary school.

- A member of staff visits every feeder school and meets with both students and teachers in their primary setting
- There are two planned transition days at Ranelagh in July
- Additional visits are available for students with EHCPs
- The school works closely with the TOW, Transition Outreach Worker
- A key adult may be identified to work with the student
- Photos of key areas and key staff can be made available
- Meetings held with the family and any specialist services involved with them, as necessary
- SENDCo / Head of Year will attend multi professional meetings and Annual Reviews as appropriate
- Team around the Child meetings used internally to gather information and share good practice.

Preparing students to move on to the next stage within school

- Early orientation - Students can be provided with an advance copy of their timetable and visit school to reorient themselves before term begins
- A 'Moving Up' event is held within school to introduce teachers for the following year
- Photographs and visual timetables can be provided
- Any plans or profiles are passed on to all new teaching staff outlining the student's needs and suggested strategies to support them via the school's software programme, Edukey
- Sixth Form taster days introduce students to new studies

PfA Preparation for Adulthood

The Preparation for Adulthood outcomes focus on the four pathways: Education, Training and Employment, Independent Living, Good health, Friends Relationships and Community. These aim to enable young people to leave school ready for adult life, further study, employment and active participation in their community.

- From Year 7 the PFA outcomes are discussed at Annual review meetings for students who have an EHCP.
- From Year 9 onwards the school works closely with a career's advisor, and the LA to offer advice and guidance for students with EHCPs and SEND.
All EHCPs are focused on the PFA outcomes in Years 10-13
All students access the Unifrog careers platform from year 9
Work experience is undertaken in year 10
Students have a careers interview in year 11

Preparing students for the transition to further education or employment

- The school will organise transition meetings with the next school / college where required
- Staff of the FE provider will be invited to attend the Annual Review meeting
- Additional visits with a member of staff for students who need support can be arranged

Preparing students to move on to a new school setting

Ranelagh will be led by the new setting and parents/carers to support the student as appropriate. Staff will liaise with the new setting and supply all the relevant information needed to support the student's transition. The learning support team or pastoral support team are able to accompany students on transition visits.

3.9.1 Expertise and training of staff

At Ranelagh we provide a continued programme of professional development to all our staff and have high levels of expertise in the school.

SEND professional development is provided for all teachers and learning support assistants through regular inset training, staff development meetings, sharing best practice and external speakers, depending on the current needs on roll. The school will keep national SEND training, curriculum adaptation guidance and evidence-based resources under review as they are published, using them to strengthen inclusive practice across teaching, pastoral and support teams.

Outside agencies will deliver bespoke training packages as required.

Advice and support is available for all staff from the Learning Support Team.

3.10 Evaluating the effectiveness of SEN provision

The school evaluates the overall effectiveness of its SEND / Inclusion provision by analysing a range of data and evaluating the impact:

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after the completion of each programme, along with evaluations of the impact for individual students
- Routine analysis of examination and progress data
- Departmental and SENDCo reviews
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Feedback from parents
- Standardised testing including Reading, Spelling and Cognitive Ability Tests
- Review of provision by Senior Leaders, Governors and External visitor validation or audit. Evaluation will also consider indicators of belonging, engagement, attendance, participation in the wider life of the school, and readiness for the future, reflecting the White Paper's wider ambition for children to achieve and thrive.

Behaviour and good conduct

The school has high expectations but recognises that some students need support and adjustments where they find meeting our high expectations challenging. We endeavour to prevent suspensions by offering: In line with the White Paper, our approach seeks to combine clear expectations with inclusive, evidence-informed support so that students remain engaged in learning and feel that they belong at Ranelagh.

- Monitoring and support available from the Assistant Headteacher, Heads of Year and tutors and the SENCos
- Social skills and small group interventions are provided as needed
- Referrals are made, as appropriate to external agencies (Children's support services, CAMHs, outreach, home tuition, EHCPNAs)
- Regular communication with parents
- Report cards and additional monitoring
- Calm space

3.13 Additional support for learning

Our SENCO leads a team of Learning Support Assistants, 2 HLTA's and an intervention teacher who are trained to deliver support where required. This may be on a 1:1 basis, within small groups or within the classroom setting. We also have staff who specialise in SEMH support.

Within school our Learning Support Team, Pastoral Team and Safeguarding team work closely with the Heads of Year and teaching staff to ensure pupil wellbeing. We work with the following agencies to provide support for pupils with SEN:

- Education Psychologist
- Sensory consortium services
- Occupational Therapist
- Behaviour Support Team
- Autism Support Service
- Support for Learning (SfL)
- Speech and Language
- CAMHS and MHST
- Youthline
- School counsellor
- Behaviour Analyst
- Children's Social Care
- The Virtual School
- Educational Welfare Service
- Access 2 Education service

We liaise regularly with the Local Authority's Early Help team to access appropriate specialist provision for example, Targeted Youth Support, Youth Justice Team and Make Safe to support students who may be vulnerable to exploitation.

3.14 The local authority local offer

Our contribution to the local offer can be found here: [Ranelagh Local Offer](#)

Our local authority's local offer is published here: [BF local](#)

The full local offer of services available in Bracknell can be found at <https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs/send-local-offer>

or by contacting the

Information, Advice and Support Services (SEND) at <https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs/information-advice-and-support-service>

Monitoring arrangements offer

This policy and information report will be reviewed by the AHT/Inclusion lead Helen Starr and SENCO annually. It will also be updated if any changes to the information are made during the year, including relevant statutory changes arising from the Schools White Paper, the SEND reform consultation, or the implementation of the Curriculum and Assessment Review.

It will then be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Bonitas Trust SEND policy
- Child Protection policy
- Accessibility plan
- Behaviour policy
- Anti-bullying policy
- Equality information and objectives
- Supporting pupils with medical conditions
- The SEN Local Offer
- SEND Code of Practice: 0 to 25 years
- Department for Education, Every child achieving and thriving: Schools White Paper (February 2026)
- Department for Education, SEND reform: putting children and young people first consultation (February 2026)
- Department for Education, Curriculum and Assessment Review Final Report: Building a world-class curriculum for all (November 2025)
- Department for Education, Curriculum and Assessment Review Final Report: government response (November 2025)