



## **Our Mission Statement – the reason our College exists**

### **“Learning & Growing in the Light of the Gospel”**

*With Christ at the centre of our learning, we:*

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

## **Our Vision Statement – the long-term change resulting from our work**

### ***‘ Encouraging Big Ideas’***

*Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.*

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<b>Review Date: August 2024</b>	<b>Next Review: September 2025</b>

## **EYFS Special Educational Needs Policy**

### **Rationale and Introduction**

Even with the most carefully planned curriculum there will be individual children who require more specific help or support in order to make progress. These are children identified as having Special Educational Needs.

### **Aim**

We aim to ensure that all children, regardless of family background, culture, race, disability or SEN, have access to high quality education within a broad, balanced and relevant curriculum. This will enable them to reach their full potential and enhance their self-esteem.

### **Objectives**

We will endeavour to educate pupils with SEN wherever possible alongside their peers and within the EYFS curriculum. We will give due consideration to appropriate wishes of their parents and the necessity to meet individual needs.

We will endeavour to stimulate and encourage pupil curiosity, interest and enjoyment in their own education, within a planned and adapted curriculum.

We will endeavour to fully involve parents in the identification, assessment and delivery of SEN and to strive to work closely with all outside agencies.

### **Identifying and Recording Progress for Children with SEN**

When identifying a child with SEN or arranging additional support for children being identified or already identified as having SEN, the Head of EYFS will liaise with Dr Carey Latham (PS SENCO). Meetings will also take place with parents.

The Progress Tracker will help to identify those children experiencing difficulties in an area of the curriculum. This together with assessment, observations of learning and discussions with parents and other specialist professionals will provide the evidence to create a Targeted Plan which will detail specific targets for the child, any intervention strategies that will be used and when the targets will be reviewed. Where a child has difficulties with their learning, but does not need a Targeted Plan, their 'next steps' will detail specific targets, and these will be more regularly reviewed. Meetings will be held regularly with parents to share progress.

Where a child shows more severe learning difficulties, the Local Authority Early Years Team will be contacted. We will work with the Early Years Team, gaining advice and support to ensure the provision we are providing is appropriate for the child and provides them with challenging and stimulating learning opportunities. In these instances, an Individualised Education Plan (IEP) will be set up and reviewed termly with all professionals and parents.

The Nursery will use a variety of methods to identify and record and support the progress of each SEN pupil.

These will include:

1. Observations made of children in their learning;
2. Assessment opportunities through practical activities or written outcome (Reception);
3. Recording, monitoring and evaluating of specific targets as highlighted in a child's next steps or individual education plan;
4. Activities adapted and presented in a way appropriate to help pupils learn and display their understanding;
5. Assessment at the end of topics recorded on observation sheets and/or Tapestry;
6. Regular meetings with parents and class teacher, and the Head of EYFS and SEND Co-ordinator where appropriate to share information on the progress of a child. Parents will be advised of support services available to them.

### **Partnership with Parents**

We respect and value all information parents have to offer regarding their child. We believe that successful education is dependent on the active and positive participation of parents. Parents are always informed of the points for action and of any decisions made. Where a child is identified as having SEN, a termly meeting will be held with parents to discuss their child's progress.

### **EYFS SENCO**

Mrs Rachel Ravat – Head of EYFS

### **Links to other policies**

SEND Policy

### **Review**

This policy is reviewed annually by the Head of EYFS and Prep School SEND Co-ordinator.