



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 wo
‘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.

SEND POLICY

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Rationale

Ratcliffe College aims to identify Special Educational Needs and respond to enable students to make good progress and achieve their potential: in so doing, we help to nurture their sense of dignity and self-worth in accordance with the School's Mission Statement. This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

Definition of Special Educational Needs:

'A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

Taken from the 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv.

Aims

- To identify, at the earliest opportunity, a child's Special Educational Needs.
- To inform class/subject teachers, and those with pastoral responsibility for the child, of the child's Special Educational Needs.
- To offer possible strategies which will address the Special Educational Needs and help to facilitate the child's progress.

- To review progress towards targets and amend provision as appropriate.
- To work in partnership with parents.
- To work closely with external support agencies, where appropriate, to support the needs of individual students.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all students.

Responsibilities

The SENCO

- To ensure that children with Special Educational Needs are recorded on the SEND register.
- To identify students with Special Educational Needs from a variety of sources.
- To inform teaching staff and those with pastoral responsibility for a child of the nature of the Special Educational Needs.
- To oversee adequate screening of all children new to the school in order to identify the likelihood of Special Education Needs.
- To administer a Year Group screening programme to support in the identification of SEND students and students who may benefit from Access Arrangements.
- To provide specific information on the nature of the difficulty, the impact on learning and the provision necessary to meet Special Educational Needs for students with acute difficulties.
- To provide background information about common Learning Difficulties and Disabilities (such as Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder) and to make this available to all staff via the staff shared area.
- To create and share a learner profile for each SEN student on Provision Map, accessible to all teaching staff, highlighting difficulties and strategies for support.
- To attend Student Support Services meetings or delegate attendance to the Deputy SENCO to ensure appropriate consideration of Special Education Needs and/or Disabilities in this forum.
- To ensure the SEND code of practice is adopted as best practice, where appropriate

The Deputy SENCO

- Collaborate with teaching staff to collect information on specific students.
- Gather student feedback regarding SEN.
- Assist the SENCo with the year group screening program.
- Stand in for the SENCo at Student Support Services meetings.
- Stay informed about Access Arrangements and JCQ regulations to ensure proper implementation during end-of-year exams.

The Senior Deputy Head

- To ensure that issues regarding Special Educational Needs are on the agenda for HoD/Faculty Chairs meetings termly.
- To ensure that appropriate arrangements are made for entrance examinations where the candidate has Special Educational Needs and/or Disabilities.
- To be familiar with the 'Access Arrangements and Reasonable Adjustments for Candidates with disabilities and learning difficulties' JCQ document.

- To ensure that appropriate arrangements are made where students are entitled to concessions for public examinations.
*NB Eligibility for Access Arrangements for both entrance examinations and public examinations will adhere to JCQ guidelines.

Deputy Head Pastoral

- To ensure that issues regarding Special Educational Needs and/or Disabilities are on the agenda for the Pastoral meeting at least once every half-term.
- To ensure that Heads of Year and Housemaster/Housemistress monitor the progress of students with Special Educational Needs and/or Disabilities from the pastoral perspective.
- To monitor the progress of Special Educational Needs and/or Disability students, particularly in relation to the awarding of significant sanctions, school attendance and behavioural trends.
- To consult with SENCO regarding students and any concerns regarding their behaviour, comportsment around school, engagement with the reasonable expectations of the College or their emotional literacy.
- To consult with SENCO regarding referrals from parents and Heads of Year/Sixth Form Team/Tutors.
- To discuss Special Educational Needs issues/requirements with parents as appropriate.

The Assistant Head (Academic)

- To be familiar with the 'Access Arrangements and Reasonable Adjustments for Candidates with disabilities and learning difficulties' JCQ document.
- To meet regularly with the SENCO to support and understand their role.
- To review, with the SENCO, the progress of students with Special Educational Needs and/or Disabilities.
- To discuss relevant students and their needs with SENCO.
- To discuss Special Educational Needs issues/requirements with parents when required.

Director of Safeguarding

- To ensure that issues regarding Special Educational Needs and/or Disabilities are considered when assessing safeguarding concerns regarding a student, including in the formulation of Student Welfare Risk Assessments and ensuring that the SENCO and/or the Deputy SENCO are present for Student Support Services meetings or are alerted to pertinent actions through CPOMS.

Heads of Department

- To ensure that issues regarding Special Educational Needs are on departmental agendas at each meeting including analysis of Studies Grades data for SEND students and appropriate interventions and reasonable adjustments.
- To ensure that a child with Special Educational Needs experiences adaptive teaching strategies and that 'quality first teaching' is in place in the classroom.
- To ensure reasonable adjustments have been made in lesson delivery to support the learning of SEND students, in line with their SEN profile.
- Where there are changes of teacher within an academic year, to ensure that the new teacher is briefed regarding any child with Special Educational Needs whom they will be teaching.

- To make the SENCO aware of any child who appears not to be making the expected progress and of the strategies, which are being implemented within the department to address the situation, using the SEND Referral Form.

Class /Subject teachers

- Every teacher is a teacher of SEND.
- To familiarise themselves with the information on the SEND Register.
- To familiarise themselves with the information on the Access Arrangements list and ensure that students are given their agreed adjustments, for example, extra time, use of a word processor, reader, scribe, rest breaks. **Staff should NOT make their own arrangements for the students without consulting the SENCO.**
- To provide feedback to the SENCO of evidence for access arrangements using the Google Form, meeting the deadline as requested.
- To provide general staff feedback on students, when required, using the appropriate 'Staff feedback' form (Google Doc), meeting the deadline as requested.
- To ensure that differentiation is used, as appropriate, and in line with the departmental policy, in order to allow children with Special Educational Needs greater access to subject matter to support their progress in learning.
- Where possible, to adhere to the provision necessary to meet the needs specified on the Student Profile for those children identified and recorded as having acute needs.
- To discuss with Heads of Department any child causing concern due to a lack of expected progress and the strategies that have been used to support their learning.

Sixth Form Team, Heads of Year & Housemaster/Housemistress

- To refer information from tutors and boarding staff regarding concerns about students within their pastoral remit which might suggest Special Educational Needs and/or Disabilities. Refer information to the SENCO/Deputy SENCO.
- To remind tutors of the strategies available on a student's Class Charts profile to support the progress of students with Special Educational Needs and/or Disabilities, from the pastoral perspective, together with the SENCO.

Form Tutors

- To be pro-active in encouraging the progress of students for whom they have a pastoral responsibility, including SEND students.
- To use feedback from subject teachers both informally and formally to inform discussions with the Heads of Year wherever there are concerns about SEND students.

Admissions Manager

To collect information from parents of prospective and new students with regard to Special Educational Needs and provides the information to the Headteacher, Senior Deputy Head, Deputy Head Pastoral, Director of Safeguarding, Housemaster/Housemistress, Sixth Form team, Heads of Year, and the SENCO, as appropriate.

Admissions Arrangements

- Students with a Learning Difficulty or Disability may be allowed special arrangements, as appropriate, for entrance examinations. Parents are asked to provide a current report (within 2 years) from an Educational Psychologist or other professional which provides

clear evidence, in line with school policy, to support a recommendation for a particular access arrangement. Please note that the School's decision to allow access arrangements for entrance examinations is based on adherence to JCQ criteria. (Please refer to Admissions Policy.)

Access arrangements

- Access arrangements for all internal and external exams are put into place according to JCQ criteria. Please refer to the Access Arrangements Policy.

Identification of Special Educational Needs and/or Disabilities

The School will take all reasonable steps to identify and appropriately address any learning difficulty or disability that constitutes a special educational need for each student. However, staff are not responsible for making formal diagnoses of learning difficulties or medical conditions. Staff may suggest that parents seek further assessment from an external agency if needed.

There are four broad areas of SEN:

- 1) Communication and interaction – a student may have difficulty expressing themselves, understanding others, or following social communication rules. Children with Autism often struggle with social interaction and communication, impacting their relationships.
- 2) Cognition and Learning – students may learn more slowly than peers and face difficulties in areas like reading, writing, and math, or have issues with processing, memory, or executive function. Some may have specific learning difficulties (SpLD), such as dyslexia, dyscalculia, or dyspraxia.
- 3) Social, emotional, and mental health difficulties – Students may show withdrawal, disruptive behaviour, or signs of anxiety, depression, self-harm, or ADHD.
- 4) Sensory and physical needs – some pupils may need support due to disabilities, such as visual or hearing impairments, or physical disabilities requiring ongoing support and equipment. Conditions like diabetes and epilepsy may be considered disabilities, but not all pupils with these conditions have SEND.

Factors that may impact a student's progress, but are not considered special educational needs, are not included. These include, but are not limited to:

- EAL
- Poor attendance and punctuality
- A student attending several schools.

If a parent believes that their child has special educational needs, they must liaise with the SENCO before arranging a formal assessment of their child's learning needs. . This is to ensure that information/evidence requested by the assessor can be gathered and collated by the SENCo and that a professional dialogue can be established between all parties. Although a specialist, e.g. a medical consultant, or professionals from other organisations may recommend specific SEND provision or access arrangements, parents must be aware that the School will determine what is reasonable and can be implemented.

Students can be identified through:

Screening

- Students undergo various assessments on entry, the results of which can be used to identify the likelihood of a Learning Difficulty or Disability. However, the screening tests available to the school are indicative only: they are not infallible. The College will advise parents if there is a concern about a child's progress but do not undertake to diagnose dyslexia or other learning difficulties or medical conditions. A formal assessment for dyslexia or other learning difficulties can be arranged by the School using the School's approved assessors, but this must be paid for by parents/carers.

Monitoring

- Class teachers routinely monitor students' progress within their lessons. Should they become concerned that a particular student may have a special educational need or disability that is hampering their progress, they will seek advice from their Head of Department and SENCO accordingly.

Information from previous school

- If a special educational need is identified, the student's previous school will be contacted to gather any relevant SEN information.

Following up on parental concerns

- If a parent raises concerns, the SENCO will initially analyse attainment and progress data, and seek feedback from teaching staff to decide whether further investigations are warranted.

Student Views

- Student views are gathered in considering next steps where a potential concern has been raised.

When the school identifies a student with a potential special educational need, parents will be informed, and further testing may be conducted if appropriate. External agencies may be involved in the identification process as needed.

When a student is identified as having a Special Educational Need or Disability their name will be included on the SEND Register. A summary of the assessment report and recommendations are made available to staff. The paper copy is retained in the student's file by the SENCO

Provision for Students with SEND

All teachers at Ratcliffe College understand their responsibility to provide for the needs of students within their classroom, adapting teaching and learning as appropriate to meet the needs of students with SEND, with reference to agreed reasonable adjustments.

- Support is provided through a graduated approach, aimed at fostering student independence in learning

- In the Senior School, Learning Support is offered in Years 7-11, and Years 12-13 (when required) wherever there are concerns about a student coping with the full curriculum on the grounds of their Special Educational Needs or Disability.

Students in Years 7-11 may be offered Learning Support group lessons instead of a Modern Foreign Language option. This decision is made after discussions between the Senior Deputy Head, the Special Educational Needs Coordinator, and consultation with parents. The decision to offer this is driven by the student's needs and supported by evidence, rather than being student or parent preference.

- Close liaison between the Preparatory School and Senior School is facilitated by fortnightly meetings between the SENCO and Preparatory School SENCO
- Parents must recognise that the school may not always be able to meet all the specific requirements to support a student with a Special Educational Need. However, once a Special Educational Need or Disability has been identified, the School will provide best endeavours and reasonable adjustments to meet the needs of a student.
- A student's profile is created on Provision Map and accessible by all teaching staff outlining the strategies that can be reasonably put in place to support a student's Special Educational Need or Disability.
- Arrangements for the provision of learning support for a student are reviewed at least annually; changes at any other times are made following Reports or Studies Grades.

Educational Health and Care Plans (EHCP)

For a small number of students, the support provided by the School may not be enough to help them make adequate progress. In such cases, the school, in consultation with parents and any external agencies involved, may need to consider requesting a statutory assessment or EHCP from the Local Authority, provided it meets their criteria.

All EHCPs are reviewed annually. Parents and the student, along with any professionals involved, should attend this review. The purpose is to assess the student's progress over the past year towards their EHCP outcomes and determine if any updates are needed to the description of the student's needs or the special educational provision outlined in the EHCP.

Students applying to the school with an EHCP

When a young person with an EHCP applies to join the school, the statutory consultation process will be followed. The SENCO will review the EHCP to determine if the school can meet the outlined needs.

If the needs cannot be met, the SENCO will inform the local authority, and consult with the Headmaster, who has the final decision on the young person being offered a place. Please refer to the school's admissions policy for further details.

Where Best Endeavours and Reasonable adjustments are not enough / Can not meet the needs of the student

Ratcliffe College aims for all students to thrive, but on rare occasions, it may become clear that a student's needs exceed the support the school can provide through best endeavours and reasonable adjustments. Alternatively, there may be cases where the student's significant needs and the support provided are notably affecting the learning of other students. Parents will be consulted and may be asked to withdraw their child. Alternative placement options will be suggested, and the school will make every effort to support the family in finding a new school that can provide the support needed.

Monitoring of SEN Students on the SEN register

Students are closely monitored through the regular cycle of data collections. These are used to guide the SEN provision for individual pupils. At parents' evenings there are also opportunities to speak to learning support staff.

Training and resources

Staff training needs are identified and addressed through an ongoing professional development program. All teachers and support staff undergo an induction when they begin their role, which includes a meeting with the SENCO to review the systems and structures of the school's SEN provision and practice, as well as to discuss the needs of individual students.

Complaints

The School works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs.

Any complaints are addressed in compliance with the School's complaints policy.

How the policy is monitored.

The SENCO and the Assistant Head (Academic) are responsible for monitoring the implementation of the policy.

Review: reviewed by the SENCO and the Assistant Head (Academic) and in May 2025

Other applicable Policies

Access Arrangements Policy