



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.

PREPARATORY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

This policy has been written for the Preparatory School

Author: C Latham/S Minford	Receiver: Teaching staff
Review Date: September 2024	Next Review: September 2025

Rationale

Ratcliffe College aims to identify Special Educational Needs and respond to them 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 SEND 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 SEND 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 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. At Ratcliffe College Preparatory school this difficulty may or may not have a formal diagnosis.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to or different from that made generally for other children of the same age. This additional provision may be in the form of 1:1 specialist tuition, with an additional cost to parents.

Aims of our SEND provision

- 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

Roles and responsibilities

The Registrar

- To collect information from parents of prospective and new students with regard to Special Educational Needs and Disabilities and alert the Headteacher and SENCo of the Preparatory School.

The Headteacher or Deputy Headteacher

- To ensure that issues regarding Special Educational Needs are on the staff meeting agenda each term
- To review the progress of students with Special Educational Needs or Disabilities
- To consult with the SENCo (Prep. School) regarding new students
- To consult with the SENCo (Prep. School) regarding referrals

Class Teachers

- To be fully aware of the Special Educational Needs and Disabilities of those children that they teach
- To ensure scaffolding and adaptations are used to allow all children to access the curriculum at an appropriate level
- To inform the SENCo (Prep. School) of any children not making expected progress via a Pupil Focus Form and ensure that the child is monitored
- To have close liaison with parents regarding their child's needs
- To work closely with the Learning Support Teacher and TAs to ensure interventions are put in place for pupils and are effective in addressing their needs
- Pay due regard to the information given on the SEND information sheet for classroom strategies

SENCo (Preparatory School)

- Work with the Headteacher and SENCo (College) to ensure the SEND provision in the school meets the requirements under the Equalities Act 2010 with regard to reasonable adjustments and access arrangements
- To ensure children with SEND are recorded on the SEND list
- To inform all teachers of a child's needs and the strategies and provisions that are required
- To monitor assessment data to ensure all needs are identified
- To observe children identified as having SEND or giving cause for concern, termly
- To provide information to all staff on the range of special educational needs experienced by pupils currently in school
- To liaise with parents regarding their child's needs at least termly and more often if required
- To liaise with outside agencies
- To liaise with senior school staff responsible for Year 6 children
- To liaise with senior school staff prior to transition into Year 7
- Liaising with nursery/pre-schools prior to transition to EYFS
- To meet with the SENCo (college) fortnightly and keep minutes of the meeting
- To maintain up to date records of children's SEND
- To teach and keep records of children's progress in specialist tuition

Learning Support Teacher (Preparatory School)

- To liaise closely with SENCo and class teachers
- To plan and deliver targeted teaching to small groups of children, identified as needing further support

- To support staff in developing their knowledge of SEND
- To keep records of teaching and review effectiveness of interventions used
- Use assessments and data to inform which children require support
- Liaise with parents termly to share plans and progress

SENCo (College)

- Liaise with the SENCo (Preparatory School) fortnightly to monitor SEND provision
- To advise the SENCo regarding whole school matters relating to SEND

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key stages, where appropriate. Class teachers will make regular assessments of progress for 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 SEND.

Standardised assessments will be carried out at three points in the year and data analysed. This data alongside teacher observation and opinion will be used to determine if a child has SEND, according to our definition.

All observations will be recorded on the Pupil Focus Form and shared with parents in a meeting.

If a child has a diagnosed SEND, details of their need, the impact on learning and suggested strategies will be recorded on a SEND information Sheet which will be circulated to all staff and shared with parents. This summary will be reviewed at least annually and updated as changes arise.

Consulting and involving pupils and parents

The class teacher will have an early discussion with the pupil, as appropriate to their age, and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- The pupil has a say in the support they receive (appropriate to their age and stage)
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Agree a date to review provision and progress

Notes of these early discussions will be added to the Pupil Focus Form.

Assessing and reviewing pupils' progress

All class teachers will follow the graduated approach of assess, plan, do, review to support children with identified SEND or those giving cause for concern. Learning will be adapted to meet their needs and additional intervention may be provided.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The information will be recorded on the Pupil Focus Form and will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If a parent believes that their child has special educational needs, it is strongly recommended that they discuss this with the SENCo before arranging an assessment.

Our approach to teaching pupils with SEND

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

High quality teaching is our first step in responding to pupils who have SEND. Learning will be adapted for individual pupils.

We will also provide the following interventions:

- Small group intervention with a teaching assistant or teacher (for example phonics, reading, maths)
- Using additional provisions such as laptops, coloured overlays, visual timetables
- If required, specialist tuition can be offered by the SENCo in the Preparatory School, at an additional cost to parents. This provision is reviewed at least annually, in consultation with parents.

Expertise and training of staff

Our SENCo has 17 years experience in this role and has worked as a Learning support teacher and SENCo in a variety of schools across all ages (4-16). She has 28 years teaching experience.

They are allocated 4 days a week to manage SEND provision.

Our Learning Support Teacher has 3 years experience as a SENCO and 25 years teaching across ages (4-11) which involved working with children with SEND.

We have a team of teaching assistants that work with specific classes to support the class teacher and deliver small group and individual interventions

In recent years, staff have had INSET training on Autistic Spectrum Disorder, Attention Deficit Disorder and Dyslexia.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress each term either following formal assessment or teacher assessment and observation
- Monitoring by the SENCo
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our co-curricular provision.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, as appropriate to their year group.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Further details on admission and provision for disabled pupils can be found in our accessibility plan.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCo in the first instance. 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.

Admissions Arrangements

Students with Special Educational Needs or Disabilities may be allowed special arrangements for entrance examinations. Parents are asked to provide details of the child's needs, ideally in the form of an assessment report from an Educational Psychologist or other professional which provides clear evidence to support a particular access arrangement. 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 or Disability. However, once a Special Educational Need or Disability has been identified, the School will endeavour to meet the needs of a student in so far as it reasonably can.

Links with other policies and documents

- Accessibility plan
- Rewards, Sanctions and Behaviour Policy
- Equality Policy
- Curriculum Policy

- Safeguarding and Child Protection Policy
- Assessment Policy
- SEND Policy (Senior School)

Policy written by Dr. C Latham (SENCo Prep School) and last reviewed by Dr C Latham and the Head of the Preparatory School in September 2024 and to be reviewed in September 2025.

Next review due September 2025.

Mrs S Minford

Head of the Preparatory School