

SEND POLICY

This policy has been written for all three sections of the School

Rationale

The curriculum is designed to reflect the aims of the School's Mission Statement. We aim to help students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential. Our Mission Statement is distilled into our Vision Statement, and our aim is to develop our children, pupils and students so that they have "Strength of Mind, Strength of Values, Strength of Purpose".

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 Registrar

To collect information from parents of prospective and new students with regard to Special Educational Needs and alert the Deputy Head (Academic) and the SENCO accordingly.

The Senior Deputy Head

- To ensure that issues regarding Special Educational Needs are on the agenda for the HoD meeting on a termly basis.
- To ensure that appropriate arrangements are made for entrance examinations where the candidate has Special Educational Needs and/or Disabilities.
- 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.

The Assistant Head (Academic)

- To review the progress of students with Special Educational Needs and/or Disabilities.
- To consult with SENCO regarding new students.
- To consult with SENCO regarding referrals.
- To discuss Special Educational Needs issues/requirements with parents as appropriate.

The SENCO

- To ensure that children with Special Educational Needs are recorded on the SEND register.
- 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 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 Specific Learning Difficulties (such as Dyslexia, Dyspraxia, Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder) and to make this available to all staff via the staff shared area.

Heads of Department

- To ensure that issues regarding Special Educational Needs are on departmental agendas at least once every half-term.
- To ensure that a child with Special Educational Needs experiences differentiated work as appropriate (see Differentiation Policy).
- 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

- To familiarise themselves with the information on the SEND Register and to record (in whatever way is most appropriate for them) those students with Special Educational Needs whom they teach.
- 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.
- Where possible, to adhere to the provision necessary to meet the needs specified on the 'Green Sheets' 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.

The 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 review the progress of Special Educational Needs and/or Disability students.
- To consult with SENCO regarding referrals.

Heads of Year & Housemaster/Housemistress

- To collect information from tutors and boarding staff regarding concerns about students within their pastoral remit which might suggest Special Educational Needs.
- To advise tutors of strategies to support the progress of students with Special Educational Needs and/or Disabilities, from the pastoral perspective.
- To refer to the SENCO students who are causing concern.

Form Tutors

- To use feedback from subject teachers to monitor progress and inform consultation with Heads of Year wherever there are concerns.
- To be pro-active in encouraging the progress of students for whom they have a pastoral responsibility.

Admissions Arrangements

- Students with a (Specific) 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 in to place according to JCQ criteria
- a privately commissioned assessment carried out *without prior consultation* with school cannot be used to process an application in line with JCQ regulations

Identification of Special Educational Needs and/or Disabilities

The School will do all that is reasonable in the case of each student to detect and deal appropriately with a learning difficulty or disability which amounts to a special educational need. Our staff are not, however, qualified to make diagnosis of conditions such as those commonly referred to as dyspraxia, or of other medical learning difficulties. Staff might recommend to parents that further assessment by an external agency may be necessary.

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

Screening

- Students undergo various assessments on entry, the results of which can be used to identify the likelihood of a Specific Learning Difficulty or Disability. However, the screening tests available to the school are indicative only: they are not infallible. Parents will be notified if a screening test indicates that the student may have a learning difficulty or disability. A formal assessment can be arranged by the school at the parents' expense, or by the parents themselves.

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.
- For students identified as 'at risk', parents will be informed and follow-up testing may take place, as appropriate. External agencies may be involved, as necessary, in the process of identification of need. When a child is identified as having a Special Educational Need or Disability their name will be included on the SEND Register. Assessment reports are circulated to Heads of Year, Housemaster/Housemistress (if appropriate), the student's file and the Special Educational Needs Co-ordinator.

Provision for Students with SEND

All teachers at Ratcliffe College understand their responsibility to provide for the needs of students within their classroom, differentiating work as appropriate to meet the needs of students with SEND.

- In the Senior School, Learning Support is offered in Years 7-11 wherever there are concerns about a child coping with the full curriculum on the grounds of his/her Special Educational Needs or Disability. Students attend Learning Support group lessons in place of a Modern Foreign Language option. The decision to offer such an amended curriculum follows discussion between the Deputy Head (Academic) and the Special Educational Needs Co-ordinator, and consultation with parents.
- We can also provide paired Specialist Tuition sessions for students in both the Preparatory and Senior Schools who require additional support. These sessions, usually

one lesson per week, carry an extra charge. Such arrangements are reviewed, at least annually, in consultation with parents.

- Close liaison between the Preparatory School and Senior School is facilitated by fortnightly meetings between the SENCO and Preparatory School specialist SEND teacher.
- Parents must recognise that the school may not always be able to meet all of 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 endeavour to meet the needs of a student in so far as it reasonably can. A student's Green Sheet, circulated to all the students' class teachers, will outline 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 an individual are reviewed at least annually; changes at any other times are made following Reports or Studies Grades.

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

Review: reviewed by Assistant Head (Academic) and the SENCO in September 2019