

## **Ratcliffe College**

### **SEND Information Report 2020-21**

(the SEND Report is submitted retrospectively at the end of an academic year)

Ratcliffe College acknowledges its obligations under current legislation (Equality Act 2010; The Children and Families Act 2014) and recognises that the latest SEND Code of Practice (2014) sets out a blue print for good practice. The School will, therefore, seek to pay due regard to the SEND Code of Practice's guiding principles.

#### **Definition of SEND (Special Educational Needs and Disability)**

A student has special educational needs, and /or a disability, (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A student of compulsory school age, or a young person, has a learning difficulty or disability if they:

*(a) have a significantly greater difficulty in learning than the majority of others the same age; or*

*(b) have a disability which prevents, or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.*

#### **Types of special educational needs provided for by Ratcliffe College?**

Ratcliffe College currently has approximately 115 students on the SEND Register. These students have a range of difficulties that can be grouped into 4 main areas, according to the Code of Practice 2014:

##### **1. Communication and Interaction**

Including: Speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD).

##### **2. Cognition and Learning**

Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.

##### **3. Social, Emotional and Mental Health difficulties**

Including students who may be suffering anxiety or depression, self-harming or eating disorders. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD).

##### **4. Sensory or Physical difficulties**

Including: Visually impaired (VI), Hearing Impaired (HI) and Physical Difficulties (PD).

#### **Summary of provision made by Ratcliffe College to identify and support students with SEND:**

##### **Monitoring and Identification**

- All teaching staff are aware of the importance of early identification and provision for pupils with SEND.
- Students are screened on entry to highlight any potential learning difficulties.
- Class teachers routinely monitor the progress of students, in accordance with normal school monitoring procedures, and this information is relayed to parents through Studies Grades reports, completed each half term.
- Class teachers routinely flag up any students of concern with their Head of Department and SENCO.
- Heads of Year routinely analyse Studies Grades data and discuss any concerns with the SENCO, as necessary.
- Parents are always informed if the School has concerns about a student's progress and recommendations for further assessment may be suggested. If this involves an external agency, it may be possible to arrange to have the assessment completed at school if parents so wish.
- If SEND provision is planned, this is discussed and agreed with the parents before implementation.
- When a student is identified as having SEND, those needs are made known to everyone who is likely to teach or support that student by circulation of a SEND profile.

### **Provision:**

Reasonable adjustment / provision is put in place for all students who have SEND. Students with SEND join in the activities of the school, together with other students, so as far as is reasonably practical.

Inclusive teaching and support is genuinely embedded in the school and all teachers understand they are all teachers of SEND students.

- Quality First Teaching.
  - Every teacher has the highest possible expectations for all students in their class.
  - All teaching is built on what each student already knows, can do and can understand.
  - Different methods of teaching are implemented so that each student is fully involved in learning in class.
- Some in-class Teaching Assistant support is available for groups, where appropriate.
- Small group Learning Support lessons are taught by specialist SEND Teachers within the Senior School.
- Daily lunch time 'Drop-in' sessions, staffed by a member of the Learning Support Department, are available every lunch time for any student seeking support with their work.
- The School also provides support for students with SEND who may need additional support as they move between phases and prepare to be independent adults. This may involve liaison with external agencies as appropriate.

### **Staffing and procedures to support SEND provision:**

- SENCO (Specialist teacher, Level 7 Postgraduate certificates in Specific Learning Difficulties: Dyslexia, and Speech, Language & Communication Difficulties in Children,) who has a direct link to the Senior Leadership Team.
- Two specialist teachers, one with a postgraduate diploma in SpLD
- 3 teaching assistants to support students in lessons where appropriate

- SEND Policy, with provision and practice in place
- Accessibility Plan in line with The Equality Act 2010
- SEND Development Plan
- Inclusive ethos and curriculum
- Close collaboration with external agencies
- Screening on school entry to help identify students with SEND
- A SEND profile for each student on the SEND Register given to all class/subject teachers, outlining the strategies that can be reasonably put in place to support a student's Special Educational Need.
- Access Arrangements for examinations agreed in accordance with JCQ guidelines.
- Close liaison between the Preparatory School and Senior School to ensure a smooth transition of SEND student information between phases.
- A fully staffed Medical Department
- Facilities for external agencies to work with students
- The School invests in whole-school and targeted SEND training for staff.

<p><b>Who to contact if you have concerns regarding your child's difficulties with learning/ Special Educational Needs or Disability (SEND)</b></p>
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**The SENCO: Ms Liz Johanson Telephone: 01509 817096**  
**email: [ljohanson@ratcliffecollege.com](mailto:ljohanson@ratcliffecollege.com)**

<p><b>The Local Offer</b></p>
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Following 'The Children and Families Act in September 2014', Local Authorities and schools are required to publish information about services they expect to be available for children and young people aged 0-25 years with SEND. This information is referred to as the 'Local Offer'.

Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for all children and young people in their area with SEND, including those who do not have Education, Health and Care plans. (EHCP)

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

To view the Local Offers by Leicestershire County Council, and Nottinghamshire County Council, please click on the links below:

[http://www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)

[http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/local\\_offer.page](http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/local_offer.page)