



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

“Strength of Mind, Strength of Values, Strength of Purpose”

Strength of Mind

We aim to enable our students to be truly independent thinkers and to think ‘big’ ideas, using their creative instincts. We aim to empower our students to develop resilience through a growth mind set adopting a ‘not yet...’ rather than a ‘can’t do...’ attitude to their learning and their personal development. We aim to develop young people to become critical thinkers with the capacity for original thought and ideas. We aim to cultivate young minds to accept and welcome failure as a natural part of self-improvement and personal growth – how can we know how to improve unless we first fail?

Strength of Values

Ratcliffe College’s educational ethos and Christian values are emphasised by a strong sense of moral purpose and commitment to doing what is right for children and young people. With Christ at the centre of our learning, we educate young people to live their lives based on the Gospel Values: faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, tolerance and peace, service and sacrifice.

As Christians, we hear the call of the Gospel to seek perfection by loving God and others with all our strength, anchored by our School motto, *Legis Plenitudo Charitas*: ‘Love is the fulfilment of the Law’. We aim to educate young people to see Christ in others and to help those less fortunate than themselves or those in need. As a through school with children from 3 to 18, we aim to instil a deep sense of community and belonging to the Ratcliffe College family of Schools: Nursery, Preparatory and Senior.

Strength of Purpose

Finally, we aim to educate young people to have a strong sense of who they are and their purpose in the world. We aim to inspire our young people to become the leaders of the future. Our aim is to nurture the God-given talents of every student, whether academic or part of the co-curriculum, so that they achieve their greatest potential and are equipped academically, socially, emotionally and spiritually to go forth and make a positive difference to the communities in which they live and work.

SEND POLICY

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

Author: L Johanson	Receiver: Teaching staff
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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 Disorder and Attention Deficit Hyperactivity Disorder) and to make this available to all staff via the staff shared area.

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 review the progress of Special Educational Needs and/or Disability students.
- To consult with SENCO regarding students and their learning needs.
- To consult with SENCO regarding referrals from parents and Heads of Year/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 consult with SENCO referrals from and requirements of staff including evidence for access arrangements/assessments.
- To discuss Special Educational Needs issues/requirements with parents as appropriate.
- To address queries and questions regarding Special Educational Needs if the SENDCO is not available.

Heads of Department

- To ensure that issues regarding Special Educational Needs are on departmental agendas at least once every term, 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 differentiated work as appropriate (see Differentiation Policy) and that 'quality first teaching' is in place in the classroom.
- To ensure reasonable adjustments have been made within the Schemes of Work and in lesson delivery to support the learning of SEND students.
- 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 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.

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 and refer to the SENCO.
- To advise tutors of strategies 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.

The Registrar

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 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 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. However, staff do not make a formal diagnosis of conditions of learning difficulties or medical diagnoses. 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 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 who may have a special educational need, 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.

A summary of the Assessment report and recommendations are available for staff on the SEND shared drive via RMuify. The paper copy is retained in the student's file by 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, and Years 12-13 (when required) wherever there are concerns about a child coping with the full curriculum on the grounds of his/her Special Educational Needs or Disability. Year 7-11 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 Senior Deputy Head and the Special Educational Needs Co-ordinator, and 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 profile, 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 July 2021