

Special Educational Needs and Learning Difficulties Policy

“he must so arrange everything that the strong have something to yearn for and the weak nothing to run from”

RSB Prologue: 46-47

Ampleforth College

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1. Aims

Our SEND policy and information report aims to:

- Set out how our college will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Ampleforth College aims to achieve a curriculum which is accessible to all students. It recognises the importance of early identification and assessment of students with SEND. Ampleforth College will develop practices and procedures, which will aim to ensure that all students' special educational needs are identified, their needs assessed, and that the curriculum is planned to meet their needs. Through effective collaboration with students, parents, staff, agencies and Local Authorities the College aims to provide students with the educational resources and opportunities to attain their full academic potential. Ampleforth College recognise that Students with SEND are more vulnerable to abuse. We take proactive steps to ensure students with SEND are understood, safe, protected and listened too.

Ampleforth College is not a selective College. All students are expected to attend mainstream lessons. Ampleforth College recognises that there will be students who require support to be able to achieve to their full potential, to be happy and confident, and ready for life beyond Ampleforth. The SEND department operates in accordance with the following principles:

- All teachers at Ampleforth College are teachers of students with SEND.
- Teachers enable students to access lessons through Quality First and Adaptive Teaching.
- Students have a right to a broad and balanced curriculum.
- Students participate in the life of the College to the fullness of their individual ability.
- For the benefit of the students, the College and parents work in partnership.
- Students flourish and will successfully transition into adult life beyond the College.

2. Legislation and guidance

Ampleforth College is guided by best practice legislation and guidance.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out Colleges' responsibilities for students with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out Colleges' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- The Equality Act 2010

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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 Colleges

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream Colleges.

4. Roles and responsibilities

4.1 The SENDCO Lesanne Davison Head of Learning Support lsd@ampleforth.org.uk

The SENDCO:

- Works with the Senior Leadership Team and SEND governor to determine the strategic development of the SEND policy and provision in the College
- Has day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advises on the graduated approach to providing SEND support
- Advises on the deployment of the College's delegated budget and other resources to meet students' needs effectively
- Is the point of contact for external agencies, especially the local authority and its support services
- Liaises with potential next providers of education to ensure that the College meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensures the College keeps the records of all students with SEND up to date

4.2 The SEND Governor (Michael Clarke)

The SEND governor:

- Helps to raise awareness of SEND issues at governing board meetings
- Monitors the quality and effectiveness of SEND and disability provision within the College and, in collaboration with the SENDCO, update the governing board on this
- Works with the Headmaster and SENDCO to determine the strategic development of the SEND policy and provision in the College

4.3 The Senior Leadership Team

The Senior Leadership Team will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the College
- Understand current issues pertaining to SEND at Ampleforth College

4.4 Teaching Staff

Each teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Use an adaptive teaching approach to ensure each student in their class can access the curriculum, following the College value of high challenge with high support.
- Working with the SENDCO, HSM, Tutor and Heads of Junior House, Middle School and 6th Form to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy

5. SEND information

5.1 The kinds of SEND that are provided for

Our college currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs
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5.2 Identifying students with SEND and assessing their needs

Prior to Admission:

During the admissions process, we will gather information pertaining to the student's current skills and levels of attainment. Information will be obtained from the student's previous educational establishment including test or assessment data, College reports and any external expert reports (Educational Psychology, CAMHs etc). Where needed, further testing may be conducted by the Learning Support Department prior to the offer of a place at Ampleforth College.

Baseline Testing:

All students in Years 7, 8 and 9 will be assessed at the beginning of the College year in reading, writing, spelling and maths. Results are used to help identify students who may require further assessment or adaptive strategies in class to support their learning.

Class teachers make regular assessments of progress for all students 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

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we use a combination of information gathered from parents and previous College/s during the Admissions process; student voice; assessment results and teacher feedback to build a holistic picture, of both strength and of areas for development. We further use this information to determine the support needed, and to identify strategies and adaptive teaching methods which support continued progress and enable the student to flourish.

5.3 Consulting and involving students and parents

The Learning Hub places the student at the heart of all we do. Student agency is actively encouraged, and Student Voice forms an important part of this process.

The Learning Hub values the opinions and knowledge of parents and carers. We strive to develop open, honest and respectful communication with parents in all matters pertaining to their child's SEND needs.

This means:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Parental concerns are considered.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing students' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

This draws upon:

- The Subject Teacher's assessment and experience of the student
- Data produced from End of Term assessments
- Their previous progress and attainment or behaviour

- Other teachers' assessments, where relevant
- Pastoral evidence obtained from the Deputy Head Pastoral and Safeguarding and Boarding House Staff
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services

All teachers HSMs, tutors and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the student's progress. The Learning Support Register is continually available with information updated using a dynamic, working document approach.

5.5 Education Health Care Plans (EHCP)

EHCPs are for children and young people who have special educational needs or a disability that **cannot** be met by the support that is usually available at their college.

At Ampleforth College, most children and young people with special educational needs will have their needs met without the requirement of an EHCP. This is SEND Support.

The purpose of SEND support is to help children achieve the outcomes or learning objective that have been set for them. Some children and young people may not make the progress expected of them even with this help.

In the case of the additional and different support offered by the College not meeting the complex needs of a student, an EHCP can be requested via the student's, (home address), Local Authority. The Local Authority decides whether to issue an EHCP.

The EHC plan is tailored to the needs of the child. Local Authority funding may sometimes be secured as part of the plan. This funding can be used to pay for the support outlined in the plan.

5.6 Supporting students moving between phases and preparing for adulthood

We will share information with the College, or other setting the student is moving to. Students who are 18 or over will be required to give their consent to sharing information.

5.7 Our approach to teaching students with SEND

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

High-quality, adaptive teaching is our first step in responding to students who have SEND.

Ampleforth College interventions may include:

- Maths support

- Literacy Support
- Dyslexia specialist teaching for Reading and Spelling
- Study skills support
- Mentoring and coaching
- Revision technique support
- Training in the use of Exam Access Arrangements

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum, where possible, to ensure all students can access it.
- Adapting our resources.
- Using recommended aids and technology.
- Using quality first and adaptive teaching methods, strategies and interventions.
- Ensuring Exam Access Arrangements are in place to level the field where needed.

5.9 Additional support for learning

The Learning Hub is a purpose-built resource based in the heart of the College. The Learning Hub offers drop-in and scheduled support to students with SEND. We also offer support to students who do not have a SEND diagnosis but require occasional help with issues affecting their learning.

We provide a warm, friendly and caring atmosphere where all students are welcomed and encouraged to be the best they can be.

Teaching Assistants work in the Learning Hub and support in classes across the wider College. We have additional teaching assistants who work on a 1:1 basis with specific students in class.

Teaching assistants support students on a 1:1 basis when the student's needs require ongoing and consistent support. Such 1:1 support is chargeable.

5.10 Expertise and training of staff

The Learning Hub strives to provide a gold standard of service delivery to all students. We achieve this through regular staff training, staff meetings and individual performance management.

The Learning Hub benefits from a team of skilled and professional teachers including a Dyslexia Specialist Teacher, an expert teacher of English Language and Literature and a SENDCO.

The SENDCO is full-time and is responsible for whole College inclusion and Exam Access Arrangements.

Our team of highly skilled teaching assistants have a vast amount of experience in working with children and young adults. Many are qualified teachers with specialisms in the fields of Primary education, Science, Maths and English.

Learning Support staff have been trained in Safeguarding issues pertaining to students with SEND.

5.11 Securing equipment and facilities

Where possible, Ampleforth College will provide additional resources and equipment to support students with SEND. On occasions, parents may be asked to fund equipment that is not purchasable through the College budget.

5.12 Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for students with EHC plans
- Close liaison with subject teachers, Heads of Junior House, Middle School and 6th Form and HSMs.

5.13 Inclusion

All extra-curricular activities and College visits are available to all our students.

All students are encouraged to participate in residential trip(s). Where needed, 1:1 support may be required depending on need. 1:1 support may be chargeable.

All students are encouraged to take part in sports day/College plays/special workshops.

Where full inclusion is not possible, SEND students will be fully involved in any decisions regarding adjustments or adaptations to activities.

5.14 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to take on leadership roles within the Ampleforth College Community
- Students with SEND are encouraged to be agents of self-advocacy
- We have a zero-tolerance approach to bullying.

5.15 Working with other agencies

The Learning Hub will seek external expertise in relation to SEND when needed. Parents will be made aware of referrals to external agencies and parental permission will be sought.

On occasion educational assessments lead to the recommendation of Exam Access Arrangements. It is not possible to accept educational assessments, commissioned by parents, for Exam Access Arrangements, from Educational Psychologists/practitioners who do not have a formal working relationship, (via HR), with Ampleforth College.

When necessary, we work with outside agencies to provide support for students with SEND. This can include.

- North Yorkshire County Council SEND Teams
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists

5.16 Complaints about SEND provision

The Learning Hub are continuously reviewing and improving SEND services for students at Ampleforth College. We welcome feedback from students and key stakeholders.

Complaints about SEND provision in our college should be made to the SENDCO in the first instance. They will then be referred to the College's complaints policy.

5.17 Contact details of support services for parents of students with SEND

SENDIASS is the Special Educational Needs and Disabilities Information Advice and Support Service. SENDIASS offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people.

The service is **free**, **impartial** and **confidential**. Please view [website](#) for further information.

5.18 The Local Authority Local Offer

Our Local Authority's Offer is published here: <https://www.northyorks.gov.uk/SEND-local-offer>

6. Safeguarding and Contact details for raising concerns

Safeguarding concerns regarding all students, including those with SEND should be raised with the Ampleforth College Designated Safeguarding Lead, currently, Matthew Glendon-Doyle mgd@ampleforth.org.uk Tel 01439 766434

Safeguarding

The College recognises that students with special educational needs or learning disabilities may be at greater risk of being bullied. The College has an anti-bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken seriously. If parents are concerned that their son or daughter is being bullied, they can approach the student's Tutor, House Parent or the Designated Safeguarding Lead.

Additional barriers can exist when detecting the abuse or neglect of students with a special educational need or disability, creating additional safeguarding challenges for those involved in Safeguarding and promoting the welfare of this group of children. The College is mindful that:

- Assumptions should not be made that indicators of possible abuse such as behaviour, mood and injury relate to the student's special educational need or disability without further exploration.

- Students with special educational need or disabilities can be disproportionately impacted by bullying without showing any signs; and
- There may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

7. Disability

The College recognises that some students with special educational needs or learning difficulties may also have a disability (SEND). Students and parents are referred to the College's Equal Opportunities Policy.

The College will make all reasonable adjustments to afford opportunity to disabled students. However, if despite such adjustments, the College is unable to provide adequately for the student's needs, the College may decline to offer a place to a student or request that the parents/guardian withdraws the child from the College.

8. Alternative Arrangements

Withdrawal

We reserve the right, following consultation with parents, to ask for or require the withdrawal of a child from the College if, in our opinion, after making all reasonable adjustments and exhausting appropriate strategies:

- The student needs formal assessment, teaching, learning support or medication to which parents do not consent; and/or
- The student's learning difficulties require a level of support or medication which, in the professional judgement of the Headmaster, the College is unable to provide, manage or arrange; and/or
- The student has special educational needs that make it unlikely that he/she will be able to benefit sufficiently from the mainstream education and facilities that we provide.

Alternative placement:

In any of these circumstances, we will do what is reasonable to help find an alternative placement which will provide the student with the necessary level of teaching and support.

Financial:

Withdrawal of a student in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the student will be credited to the relevant account.

9. Risk Assessment

Where a concern about a student's welfare is identified, the risk to that student's welfare will be assessed and appropriate action will be taken to reduce the risks identified. The risk assessment will be shared with key stakeholders accessible through CPOMS, in line with college policy.

The Headmaster has overall responsibility for ensuring that matters which affect student welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

10. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

11. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Communications
- Safeguarding
- Complaints
- Word processing
- Risk Assessment (Student Welfare)