



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

INTRODUCTION

At The Roman Ridge School (TRRS), our overarching vision is to deliver a world-class British independent school education deeply rooted in Ghanaian culture and Christian values. We operate from the firm conviction that every pupil, regardless of their academic baseline, physical capability, or learning profile, is entitled to a broad, balanced, and ambitious curriculum that nurtures their individual talents and enables them to flourish.

We reject the idea that effective SEND provision requires an isolated, overseas-staffed department. Instead, through collaborative dialogue, deliberate instructional leadership, and targeted continuous professional development (CPD), our local teaching body is fully empowered to deliver global best practices within our classrooms. Our leadership philosophy centres on a growth mindset: embracing diversity, viewing learning obstacles as opportunities for growth, and building staff capacity to nurture the whole child.

The Roman Ridge School recognizes that Special Educational Needs and Disabilities encompass a broad spectrum of learning differences, health conditions, emotional needs, and physical challenges. In alignment with the Ghana Ministry of Education (MoE), Ghana Education Service (GES) National Inclusive Education Policy and the UK BSO Framework, a pupil is understood to have SEND if they require special educational, emotional, or environmental provision to access the curriculum or participate fully in school life compared to their peers. TRRS categorizes and understands SEND across the following key areas:

- **Cognitive & Learning Difficulties:** Moderate or specific learning difficulties (SpLD) such as Dyslexia, Dyscalculia, Dysgraphia, and processing delays that impact a pupil's rate of progress in core literacy and numeracy.
- **Social, Emotional & Mental Health (SEMH) Needs:** Emotional, psychological, and mental health challenges that affect a child's social interaction, emotional regulation, stamina, or academic focus. This includes conditions such as clinical anxiety, panic disorders, emotional distress, social communication difficulties, or Attention Deficit Hyperactivity Disorder (ADHD).
- **Physical & Sensory Impairments:** Physical disabilities or sensory impairments, including visual impairments, hearing impairments, or limb/mobility impairments that require environmental adaptations, tailored seating, or specialized physical support.
- **Medical Conditions:** Chronic or fluctuating health conditions that temporarily or persistently impact a pupil's physical stamina, school attendance, or examination performance.
- **English as an Additional Language (EAL):** Within our international Ghanaian context, the vast majority of TRRS pupils are multilingual and English may or may not be their primary home language. However, our pupils demonstrate strong English proficiency and typically

have all formal instruction in English throughout their education. EAL is not categorised as a learning difficulty or SEND. However, in the event that a pupil's English language proficiency is identified as requiring targeted intervention to access the academic curriculum effectively, TRRS provides structured, targeted language support to raise their proficiency without pathologizing their multilingual background.

SECTIONAL ORGANISATION & RESPONSIBILITY FOR SEND PROVISION

To ensure that support is seamless, personalised, and integrated into the pupil's daily environment, The Roman Ridge School does not operate a standalone or separate SEND department. Direct responsibility for SEND identification, provision, and pupil welfare rests within each respective academic section (Junior, Middle, and Senior School):

- **Collaborative Drafting of Individual Education Plans (IEPs):** IEPs are drafted collaboratively by the team directly responsible for the child—comprising the Form Tutor, Subject Teachers, and Subject Coordinator—under the direct supervision and guidance of the Sectional Head. These are endorsed by the Principal, shared with the pupil's parent and updated regularly.
- **In-Class Support:** Pupils with SEND receive differentiated Quality First Teaching (QFT) and targeted support within their regular classroom environment from their Class Teacher, supported where appropriate by a Teaching Assistant or designated member of staff.
- **Streamlined Timetables & Targeted Interventions:** Where deemed necessary to optimize a pupil's learning outcomes, selected pupils with SEND may follow a streamlined timetable (exempted from specific subjects with formal parental consent). This adaptation provides dedicated windows for 1:1 or small-group targeted pull-out sessions facilitated by a Teacher or Teaching Assistant that focuses on key identified developmental or academic areas.

4. SCOPE OF PROVISION, PROFESSIONAL ASSESSMENT & TRANSPARENCY

TRRS maintains absolute transparency with families regarding the level of SEND and SEMH support the school can responsibly and safely deliver within its operational framework.

- **No Internal Diagnostic Staff:** The Roman Ridge School does not employ members of staff qualified or designated to conduct formal clinical diagnoses of learning difficulties, mental health disorders, neurodevelopmental conditions, or physical disabilities.
- **Staff Identification & Screening:** Teaching staff receive training to recognize early signs and behavioural symptoms of common learning challenges, SEMH needs, anxiety, or physical barriers. When a teacher observes persistent barriers, these observations are flagged directly to the Sectional Head.
- **External Professional Assessments:** Upon evaluating the flagged concerns, the Sectional Head will recommend that parents seek a comprehensive, formal assessment conducted

by a qualified Educational Psychologist, Child Psychiatrist, medical specialist, or clinical professional.

- **Responsible Support & Environmental Limitations:** The school works hand-in-hand with parents through transparent dialogue and regular progress updates to provide every possible intervention to support a pupil's learning and development. However, if the school determines it cannot responsibly meet a child's complex academic, behavioural, emotional, physical, or medical needs, TRRS will recommend that parents to consider an educational environment equipped with the specialized infrastructure, therapeutic resources, and clinical human resources required to fully support their child's learning and development.

5. ASSESSMENTS, EXAM ACCESS ARRANGEMENTS & IN-CLASS ACCOMMODATIONS

To ensure equal opportunity and allow pupils to demonstrate their true academic potential without lowering standards, TRRS provides clear guidance and structured access accommodations for both internal assessments and external examinations (e.g., Cambridge International Education).

Parental Guidance & Exam Board Access Arrangements

TRRS provides expert advice and guidance to parents regarding access arrangements offered by international examination boards (such as Cambridge International). The school assists families in navigating requirements, submitting necessary external professional diagnostic reports, and applying for formal examination accommodations within designated board deadlines.

Classroom & Assessment Provision

Once a pupil has been flagged as requiring SEND support and an Individual Education Plan (IEP) has been formally drafted, TRRS makes structured provisions to ensure the required access accommodations are implemented consistently across daily classroom learning, end-of-topic assessments, and formal termly examinations.

Depending on the specific needs outlined in the pupil's IEP, provisions could include:

- **Font and Format Adaptations:** Provision of enlarged text, modified line spacing, or specialized visual overlays on learning materials and assessment papers for visual impairments or processing challenges.
- **Strategic Seating Arrangements:** Prioritised placement within the classroom or examination room to minimize distraction, support hearing/visual needs, manage SEMH challenges (such as panic or clinical anxiety), or facilitate teacher proximity.
- **Reader and/or Scribe Support:** Access to a qualified adult reader or designated scribe for eligible tasks and examinations, adhering strictly to exam board guidelines.
- **Additional Time Allocations:** Extended time (e.g., 25% extra time) for internal tests, end-

of-term examinations, and mock assessments to ensure learning is communicated without undue time pressure.

- **Supervised Rest Breaks:** Provision of periodic, supervised rest breaks during formal assessments or examinations to manage SEMH difficulties (including anxiety and panic attacks), cognitive fatigue, attention limits, or specific medical conditions.

SAFEGUARDING & VULNERABILITY INTERSECTIONS

At TRRS, Staff recognise that children with SEND, physical disabilities, or SEMH needs can face heightened vulnerability to peer-on-peer abuse, bullying, or social isolation.

- **Communication & Behavioural Cues:** Communication barriers, emotional withdrawal, or behavioural distress must never be interpreted as an absence of safeguarding concerns. Teachers, Tutors, and Sectional Heads are trained to identify subtle behavioural changes, non-verbal indicators, or signs of distress
- **Integrated Care:** Sectional Heads work in close coordination with the Designated Safeguarding Lead (DSL) to ensure that IEP accommodations and pastoral care plans reflect complete safeguarding compliance

OBJECTIVES OF THE SEND POLICY

- **Early & Proactive Identification:** Identify learning barriers, physical needs, and SEMH/anxiety challenges at the earliest possible stage through regular academic tracking, assessment for learning (AfL), and pastoral monitoring.
- **Sectional & Collaborative Ownership:** Maintain clear sectional accountability where Form Tutors, Subject Teachers, Coordinators, and Sectional Heads collaboratively plan and execute targeted interventions.
- **Targeted Interventions & Flexible Scheduling:** Utilise structured in-class scaffolding alongside streamlined timetables and targeted pull-out sessions to bridge learning gaps without compromising high academic expectations.
- **Holistic Pupil Development:** Ensure pupils receiving SEND support actively participate in and lead across all areas of school life—including academic showcases, competitions, events, performances and excursions.

A GRADUATED APPROACH: ASSESS, PLAN, DO, REVIEW

TRRS executes a clear, user-friendly four-part cycle administered within each academic section:

1. Assess

When a pupil exhibits persistent academic difficulties, physical barriers, or SEMH/emotional challenges, the Subject Teacher and Form Tutor gather formative tracking data, work samples, and behavioural observations.

2. Plan (Collaborative IEP Design)

Under the leadership of the Sectional Head, the Form Tutor, Subject Teachers, and Subject Coordinator meet to draft the IEP in consultation with parents/guardians and, where appropriate, the pupil. The IEP outlines:

- Measurable, achievable, and time-bound targets (SMART goals).
- Tailored classroom adaptations and scaffolding techniques.
- Specific assessment accommodations (extra time, scribe, reader, supervised breaks)
- Support arrangements (in-class support or agreed pull-out schedule).
- Subject exemption details and modified timetable structure (where parental consent has been granted).

3. Do

The Teacher is responsible for delivering the differentiated curriculum daily and works with the Sectional Head to apply agreed assessment arrangements. Recommended accommodations are applied across all learning experiences—whether in core academic subjects, interactive presentations, or experiential outings.

4. Review

IEPs are reviewed termly by the sectional team and Sectional Head alongside the parents. Progress against targets and the effectiveness of assessment accommodations are evaluated using clear data, and the timetable or intervention structure is updated accordingly.

PASTORAL CARE, SAFEGUARDING & INCLUSION

At TRRS, academic development is inextricably linked with emotional well-being, character formation, and pastoral support.

- **Anti-Bullying & Social Support:** Sectional Heads, Form Tutors, and Class Teachers actively build a kind, inclusive classroom culture. Structured peer-buddy systems safeguard pupils against isolation during break times and activities.
- **Platform for Diverse Talents:** We deliberately create avenues for neurodiverse pupils and those with SEMH, physical, or medical needs to excel beyond traditional testing metrics. Pupils with SEND are encouraged to participate in school events such as drama productions, assemblies, concerts, inter-House competitions, debates, sports tournaments, and student leadership roles (Class Monitors, Prefects, and Student Committees).
- **Growth Mindset Rewards:** In line with our Academic Strategic Plan, at least 50% of school-wide praise and recognition specifically honours effort, perseverance, resilience, and a Growth Mindset rather than attainment.

PARENTAL PARTNERSHIP & LOCAL CAPACITY BUILDING

- **Collaborative Partnership:** Parents are viewed as essential partners. Decisions regarding subject exemptions, streamlined timetables, exam access arrangements, external specialist referrals, and 1:1 or small-group pull-out support are taken collaboratively with full parental consent and transparent feedback.
- **Continuous Staff Empowerment:** TRRS invests deliberately in internal instructional leadership and CPD workshops. Local teachers and support staff receive ongoing training in identifying learning difficulties and SEMH needs, delivering differentiated instruction, administering assessment accommodations, scaffolding tasks, and upholding KCSIE safeguarding considerations for vulnerable pupils.

MONITORING & POLICY REVIEW

This policy is maintained as a live document and is reviewed annually by Management and the Academic Board of Governors to ensure ongoing compliance with standards and international best practices in education.