

Ratton School SEND Information Report

November 2020

Context

Academies and free schools must publish a report on their policy for pupils or students with SEN and how they put the policy into effect. They should update this information annually, or as soon as possible if there are changes during the year.

The report must comply with:

- section 69 of the Children and Families Act 2014, including:
 - the arrangements for the admission of disabled pupils
 - the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
 - the facilities you provide to help disabled pupils to access the school
 - the plan prepared by the owner under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan)
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014, where appropriate
- Section 6 of the Special educational needs and disability code of practice: 0 to 25 years

This document will help you to understand:

- The key principles of the SEND Code of Practice
- Ratton School's principles for teaching students with Disabilities and Special Educational Needs
- The SEND Register at Ratton School
- The identification and assessment of students with Disabilities and Special Educational Needs
- How we seek to ensure all students' needs are met
- How we track progress of students with SEND
- What provision is available at transition points
- FAQs

The information in this report should be read in conjunction with the East Sussex County Council's local offer. For further details, click

https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds?utm_source=shorturl-localoffer&utm_medium=shorturl&utm_content=shorturlreviewjan2020&utm_campaign=webteam

What are the key principles of the SEND Code of Practice?

The key principles

- The Code encourages partnership between parents, students, schools and wider agencies. This is to ensure that parents/carers and students are able to participate in any decision making and to enable greater collaboration between education, health and social care providers.

- It promotes inclusive practices and removing barriers to learning. It is about schools providing high quality provision that meets the needs of students.
- It puts an emphasis on students preparing for adulthood and their futures beyond school.
- At Ratton School, the SEND register will be reviewed within and between years and you will be notified in writing of any changes concerning your child.

Ratton School's principles for teaching students with Disabilities and Special Educational Needs

Ratton School is a learning community where everyone has a valuable and unique contribution to make that seeks to maximise the personal and academic progress of students whatever their starting point. We aim to enable every child access to the curriculum and to benefit as fully as possible from it. We believe in using appropriate assessment to set challenging targets and identify areas of potential difficulty at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to progression. In most cases, such planning to use different strategies will mean that students with SEND will be able to study a full curriculum (DSEN Code of Practice, 2014). However, we do also recognise that some students will need additional support for at least part of their school journey to enable such progression and to access the whole curriculum.

The school provides a safe and disciplined environment in which to work. We respect one another and our environment and have a strong commitment to equal opportunities.

We understand that partnerships with parents play a key role in enabling young people with SEND to exceed their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a young person's needs and the best ways of supporting them. All parents of young people with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Every child is an individual and the relationship between the school and parents is important in ensuring that we are able to meet the needs of your child as best we can. This does mean that there will be times when we will need to solve problems together as a team. Open communication between home and school is key to a successful parent/carer to school partnership.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of support they would like to help them make the most of their education will be sought. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the reviews and transition processes.

Ultimately, we want all students to progress to become confident individuals that live fulfilling lives and make a successful transition into adulthood.

The SEND register at Ratton School and identification of students with Disabilities and Special Educational Needs

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen and address any concerns raised by children and young people themselves (SEND Code of Practice 2015).

Definition of SEND:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age;
or
- (b) 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 or mainstream post-16 institutions *SEND Code of Practice 2015, p15*

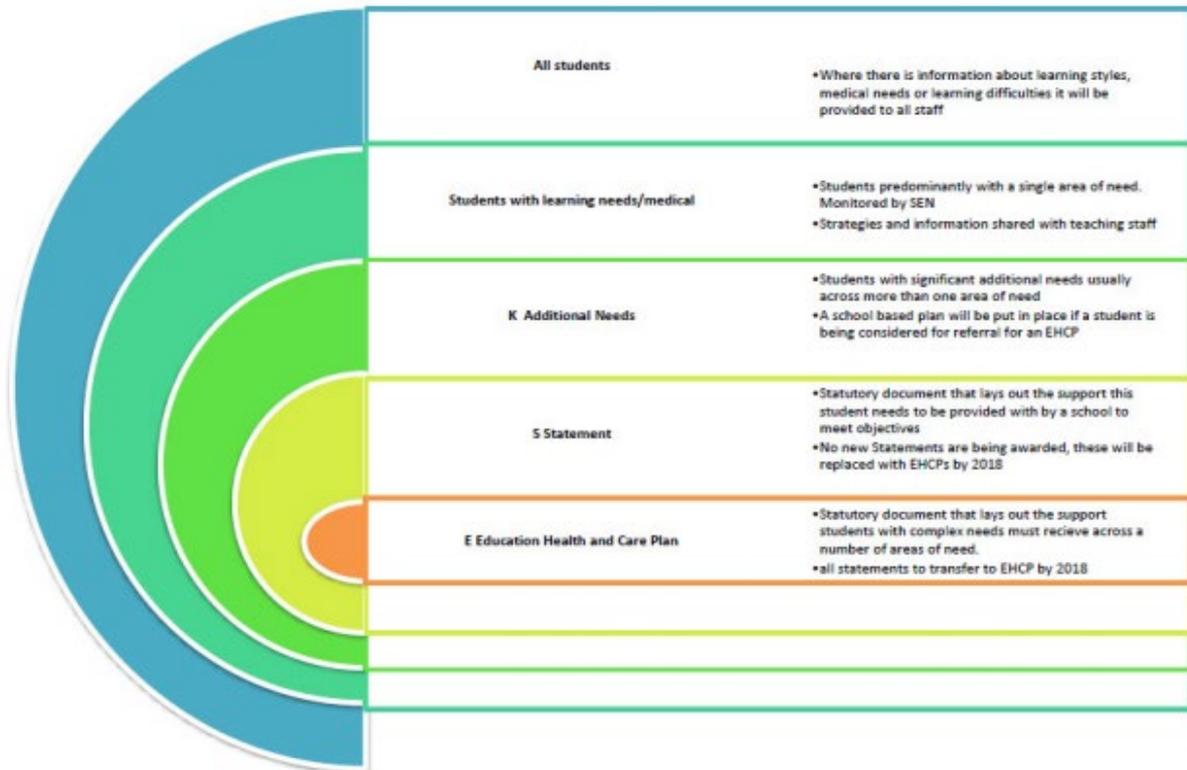
There are four identified categories of need:

1. Cognition and Learning
2. Physical and Sensory Needs
3. Communication and Interaction
4. Social, Emotional and Mental Health

It can be a common misconception to assume that slow progress and low attainment means that a child has SEND. This is not necessarily the case and should not automatically lead to a student being recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. (SEND Code of Practice 2014)

We will gather information from your child's junior/primary/previous schools prior to your child joining Ratton. Regular assessments are undertaken in all subject areas to ensure early identification of children who are performing at below age expected levels and students take part in CAT tasks along with a reading and writing age comprehension tasks on entry in Year 7. To decide what type and how much support will be given there will be a full evaluation of each student's needs in liaison with parents/carers and an appropriate strategy and programme of interventions will be designed. This is coupled with continued analysis of information from school observations and assessments.

All students are included in discussions with form tutors, learning mentors, and teaching assistants about their learning. Formal student voice feedback is sought prior to all Personal Education Plans, School Based Plans and Annual Reviews.



How the school makes provision for pupils with Disabilities and Special Educational Needs

Ratton is an inclusive school. We have a team of caring and understanding staff around each child. Through our communities, young people are supported by their form tutor, head of community, learning leader and their care and welfare officer. We believe that listening to children is essential. We use pupil voice and pupil surveys to gauge feedback about their learning and to identify strengths that can be used to overcome their difficulties.

Ratton is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. This approach seeks to educate students with SEND within the classroom alongside their peers wherever possible. Subject teachers will set work to an appropriate level according to assessment data so that all students are able to access according to their specific needs.

We aim to make reasonable adjustments to meet the needs of all students. Within a class there may be children with work differentiated to different levels for an individual. Many subjects are set in order that students' access work at the appropriate level and Maths is taught using the stage not age model at years 7 and 8. When choosing options at key stage 4, students will be guided towards an appropriate pathway. A number of students are identified as benefitting from inclusion in our Nurture Group at year 7 and changes to the school curriculum. Within the English department a number of literacy interventions, including Lexia, are established. EHCP outcomes and reviews will direct the curriculum of some students as appropriate.

Subject teachers should plan for and work with every student with SEND in their class to ensure progress is made. A Teaching Assistant may support in the classroom or as part of a small group or as individual provision. There are also a number of interventions across the four categories of need provided by subject departments and the Learning Support Department of which details of these are provided to parents before they begin. The SENCO oversees all support and the progress of any child requiring additional support across the school. Parents of students with a Statement or Education,

Health and Care Plan will be invited to an Annual Review and parents of students receiving additional support will be provided with a provision map.

SEND provision is regarded as a whole school matter and all our teachers are teachers of students with special educational needs. The form tutor has overall responsibility for the pastoral, medical and social care of every child in their class. The school also has learning mentors. We aim to support our teachers by providing them with information about students with special educational needs and advice on strategies for support. At times, however, it may be that students' needs exceed our capabilities as a school, at which point we must declare this to parents and students to ensure the correct, alternative provision can be sought. There are numerous specialist services and outside agencies that are accessed at Ratton School, including:

- Educational Psychology Service (EP)
- Physiotherapy and Occupational Therapy (OT) through the NHS
- Children's Services
- Education Support, Behaviour and Attendance Service (ESBAS)
- Targeted Youth Support service
- Children and Adolescent Mental Health Service (CAHMS)
- Service for Children with Sensory Needs
- English as an additional language (EAL) support co-ordinator

All students are included in every part of the school curriculum and we aim for all children to be included on school trips. Risk assessments are carried out prior to any off-site activity to ensure everybody's health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which cover the same curriculum areas will be provided in the school.

Each student with a medical condition and anyone requiring administration and managing of medicines has a care plan completed by their parents and held at school by the attendance and first aid team. Where a student is receiving support from a health provider (e.g. Educational Psychologist, Occupational Therapist, FLESS or CAMHS) the Learning Support Department will work closely with the service to ensure that staff are trained to deliver provisions within the school setting. Information and advice from the health care providers is disseminated to all teaching staff. Referrals to health care providers and to the school nurse may be made by the school.

Learning support receives an annual budget allocated based on student intake. Further monthly top-up funding is received for students with an EHCP. The Learning Support Department's annual allocation forecasts are provided to the bursar based on strategic school and department priorities and on the needs of the students. Should the budget not be sufficient to cover infrastructure provisions, extra funds from the county council are sought on an individual need's basis for more bespoke modifications. The school site is wheelchair accessible and has other access provisions, including:

- A lift for access to the first floor
- An on-site mobile ramp
- A large toilet available for trans and students with mobility requirements
- Dedicated wheelchair car parking spaces
- An installed ramp at the rear of the gymnasium

Our Learning Support Department aims to develop staff expertise by working in collaboration with other departments to identify and disseminate good practice, promote inclusive education by supporting the school to extend our ability to include most children in mainstream settings where possible and supporting teachers in extending their teaching approaches to suit different learning styles. There is an ongoing professional development programme for staff including regular training in differentiation, dyslexia, autism, ADHD and behaviour modification strategies. Learning Support continues to receive training from the physiotherapy, speech and language therapy and sensory needs service. The professional development program for teaching assistants has included an NVQ Level 3 in Supporting Teaching & Learning. Currently, the staff in the Learning Support Department hold qualifications in speech and language, dyslexia specialism NVQ Level 2, as well as qualified teachers and graduates. The SENCO and Assistant SENCO both hold the Pgcipp SENCO qualification awarded by Chichester University. Tracking SEND support at Ratton is provided as part of a graduated approach with 4 stages of action: assess, plan, do, review – a fluid cyclical process which is continuously revisited:



We are always happy to discuss your child's progress with you and we recommend contacting your child's form tutor as your first point of contact. Each student has a school diary to record homework in and this has their timetable, school dates and any detentions will be recorded by the class teacher. Homework will be recorded on the school website.

We hold a New Intake Evening when parents of new students can meet staff as well as an annual consultation day and parents' evenings. You can meet with the SENCO or Assistant SENCO at Parents Evening or by making an appointment through the Learning Support Department. Students are assessed regularly by their subject staff according to national expectations termly and interventions are assessed on the basis of age-related expectations. By reviewing student's targets following interventions we identify the impact of support provision. A young person's academic progress is reviewed against national/age expected levels alongside verbal feedback from teachers, parents and pupils. A student may move off the DSEN register when they have 'caught up' or made sufficient progress.

If your child has complex SEND needs then a review of provision will take place annually through the Education, Health and Care Plan and you will be provided with a copy of their provision map with targets for progress set and reviewed. Additional provision can be made for children who are not making expected progress with the subject teacher, Learning Directors and Year Leaders. We would consider why individual students are experiencing difficulty and what further support can be given to aid their progression.

Transitions

Ratton offers a good quality induction programme that supports students in the transition from primary to secondary school and facilitates effective learning. Transition staff liaise with key members of staff from primary schools including, where appropriate, Year 6 teachers and the school SENCO to share records and key information. There is a New Intake Evening for parents and students to meet with school staff and pre-taster days are held at which identified students visit in small groups and can experience a typical day at Ratton. Through the effective sharing of information, the Learning Support Department plans effective provision to ensure a successful transition.

The school supports transition through key stage 3 to key stage 4 and beyond with a pathways programme. This is the process by which year nine students, parents and teachers agree the subjects to be studied in years 10 and 11. The Learning Support Department is highly involved in this process to assist decision-making and identification of provision as the choices that students make are particularly important and will have an impact on their future routes into college and employment. We want to ensure that everyone is fully informed to enable the correct choices to be made. More information can be found here.

In July 2014, the school was awarded the full award for Investors in Careers. We believe that all students are entitled to a careers program which includes information, advice and guidance. CEIAG helps our students develop the knowledge, understanding and skills they need to make successful choices and manage transition into learning and work. Our aim is to work with young people, parents, staff, governors, trust partners and members of the local community to prepare learners to leave school as 'Caring', 'Confident' and 'Creative' young people who are able to make the right choices for themselves.

We aim to help young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work that suits their interests, skills and strengths. Careers education is provided to all students with extra support provided where appropriate. Every student has access to career 1:1 interviews from outside agencies. We work closely with the University of Sussex First Generation Scholars scheme which is designed to support young people in developing their full potential and exploring their future options. Further information about the resources available can be found at <https://www.ratton.co.uk/MainFolder/About-Us/Policies-and-Procedures/2018/April/CEIAG--policy-Amended-May-2017.pdf>.

Communications

There are a number of channels to communicate through if you wish to discuss your child's needs. In the first instance, the school recommends contacting your son or daughter's tutor. Specific queries regarding Special Educational Needs can be addressed to the 2020-21 SENCO & Specialist Assessor Mrs Michelle Veale mveale@ratton.co.uk or SENCO Ms Lienna Gomm lgomm@ratton.co.uk

Questions or concerns can also be addressed to your child's Year Leader:

- Mrs C Papagna (Year 7)
- Mrs N Grover (Year 8)
- Mr G Kingham (Year 9)
- Mrs C Scott-Smith (Year 10)
- Mr N Morris (Year 11)

If you ever need to make a complaint the procedure can be found at

https://www.ratton.co.uk/MainFolder/About-Us/Policies-and-Procedures/2019/SDLT-Dealing-with-Concerns-and-Complaints_Approved-May-2019_Review-May-2021-2.pdf