



# RATTON SCHOOL

## SEND Policy & Information Report

Date approved by Trustees	October 2025
Date of next Review	September 2026
Status	Statutory
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**All our policies support our vision and are based on our core virtues.**

**Compassion – Respect – Creativity – Teamwork – Effort – Responsibility.**

**Developing Caring, confident, and creative students who achieve excellence.**

## Contents

1. Aims.....	2
2. Legislation and guidance .....	3
3. Definitions .....	4
4. Roles and responsibilities.....	4
5. Supporting students and families .....	5
6. Monitoring arrangements .....	6
7. Links with other policies and documents.....	6

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### 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for learners with special educational needs and disabilities (SEND)
- └ Explain the roles and responsibilities of everyone involved in providing for learners with SEND
  - The staff of Ratton School will work to ensure that all SEND learners reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress, and achievement of SEND learners. With this as an underlying principle, we believe that.
- All teachers are teachers of special educational needs. Every teacher is responsible and accountable for the progress and development of all learners in their class, even where learners access support from teaching assistants or specialist staff.
- High quality teaching is that which is differentiated to meet the needs of the majority of learners. Some learners will need something additional to and different from what is provided for the majority of learners. This is what is meant by special educational provision and at Ratton School we will endeavour to ensure that provision is made for those who need it. We will ensure that all staff in the school are able to identify and provide for those learners who have special educational needs or disabilities to allow learners with SEND to join in the activities of the school.

- Teaching and supporting learners with SEND is a whole school responsibility requiring a whole school response. Meeting the needs of learners with SEND requires partnership working between all those involved – school, parents, learners, children’s services, and external agencies.
- Ratton School is committed to providing the conditions and opportunities to enable any child with SEND to be fully included in all aspects of school life. We are committed to working with parents and other agencies involved in supporting their child with special educational needs to raise attainment and ensure that all children find learning a positive experience. The special needs policy at Ratton School supports the stated ethos of the school:
- └ “Achieving Together” through high quality teaching and care, ensuring that our students are happy and able to develop their potential as confident, creative, and caring citizens.

Our approach to special needs education is based on our vision and virtues:

- We are a learning community where everyone has a valuable and unique contribution. We work hard to ensure that our SEND students can contribute to all aspects of school life, to ensure they are included in all curricular and extra-curricular activities, and that any barriers to participation are removed.
- We work with parents, carers and governors to provide a safe and disciplined environment in which to work.
- └ We respect one another and our environment. We respond to students’ diverse needs.
- We work together to achieve the best we can for our students and our community. We have a commitment to equal opportunities.
- We have high expectations of our SEND students, setting challenging learning targets and work to remove barriers students may have in reaching these targets

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

- └ [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for learners with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEND information report
- [National strategy for autistic children, young people and adults: 2021 to 2026 - GOV.UK \(www.gov.uk\)](#) Strategy for improving the lives of autistic people and their families and carers in England.
- [Behaviour and Discipline in Schools \(parliament.uk\)](#) Memorandum submitted by Special Educational Consortium
- [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#) sets out a school response to mental health and behaviour
- [Special Education Needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan – GOV. UK](#) Right Support, Right Place, Right Time.
- <https://www.gov.uk/government/publications/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-programme> - latest DfE webpages on neurodiversity and integrated therapy pathways.

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Neurodiversity including conditions like autism and ADHD is a protected characteristic. This means that if a condition substantially impacts an individual's ability to learn it can be considered a disability.

They have a learning difficulty or disability if they have:

- └ A significantly greater difficulty in learning than the majority of 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 schools
- └ A mental health condition may amount to a disability or a special educational need.

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

### 4. Roles and responsibilities

#### 4.1 The SENCOs

The SENCO is Mrs Walsh. Mrs Walsh has been in post since 2011 and completed the national SENCO award in 2012.

Deputy SENCO is Ms Aimee Jones. Ms Jones has been in post since January 2024 and is currently completing the national SENCO award.

They will:

- Work with the deputy headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- └ Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's resources to meet learners' needs effectively
- Be the point of contact for SEND external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure learners and their parents are informed about options and a smooth transition is planned

Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all learners with SEND up to date

Oversee implementation of the refreshed Code of Practice by September 2026

Deliver regular training for school staff

Ensure that all senior leaders receive annual training on the SEND Green Paper reforms and new funding transparency rules

## **4.2 The SEND governor**

The SEND governor will:

- └ Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## **4.3 The headteacher**

The headteacher will:

- └ Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- └ Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **4.4 Class teachers**

Each class teacher is responsible for:

- └ The progress and development of every pupil 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
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- └ Ensuring they follow this SEND policy

## **5. Supporting students and families**

We value and accept the positive role and contribution parents and carers can make. We make every effort to work in full co-operation with parents and carers, recognising and respecting their roles and responsibilities. Parents and carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's development, the school endeavours to provide parents and carers with the relevant information so they can reinforce learning in the home. At Ratton School we endeavour to support parents so that they are able to:

- └ Feel fully supported and taken seriously should they raise a concern about their child.

- └ Recognise and fulfil their responsibilities to play an active and valued role in their child's education.
- └ Understand procedures and documentation.
- └ Make their views known about how their child is educated.
- Have access to information, advice and signposting to services

## 5.1 Decision-making process about special educational provision

Parents and carers of a child with SEND support will have the opportunity to meet with the Learning Support Department at Review meetings and Parents Evenings.

The SENCO is happy to meet with parents and carers by prior arrangement whenever possible. Regular communication by telephone and email is valued.

Parents and carers are encouraged to seek help and advice from East Sussex Community Information Services, including Information for Families Service, who provide impartial and independent advice, support and information on special educational needs and disabilities. [For families with disabled children and young people in Sussex - Amaze \(amazesussex.org.uk\)](http://amazesussex.org.uk)

Parents and carers are also encouraged to visit the East Sussex County Council Local Offer website [Special needs and disability - Local Offer – East Sussex County Council](http://www.eastsussex.gov.uk) which provides valuable information about agencies, services and resources for children, young people with SEND and their families.

## 6. Monitoring arrangements

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

At least every two years an **external audit** of SEND provision will take place in line with the national Improvement Framework

## 7. Links with other policies and documents

This policy links to our policies on:

- └ Accessibility plan
- └ Behaviour
- └ Equality information and objectives
- └ Supporting learners with medical conditions

## Appendix 1 – SEND identification procedure

SEND legislation, the Code of Practice and East Sussex SEN Matrix supports a cohesive strategy for identifying and meeting the needs of our students who have additional needs.

There is a strong emphasis on quality first teaching meeting the needs of all learners in the classroom. The Code of Practice states that high quality teaching, differentiated for individual learners is the first step in responding to learners who have or may have SEND. The majority of learners can make progress through such teaching. All students with SEND should be taught together with their class for as much of the time as

possible. All teachers must identify and meet the SEND of students using the resources available within Ratton. Students should be supported to become independent learners using the least intrusive intervention and given opportunities to develop those skills without becoming over reliant on support.

The SEND identified status Additional Need (K) and EHCP (E) are the two SEND designations.

Ratton has adopted a five-stage process that can be clearly explained to staff and to parents, which identifies and records the efforts staff make to meet a student's need and which fit around our current tracking process and structures.

**Stage 1 Identification of SEND** – The SENCO liaises closely with primary schools to gather information about students learning, including students monitored for SEND as well as those previously identified. Concerns can be raised by parents at any time by contacting the students Head of Year or the relevant year SENCO directly.

**Stage 2 Quality First Information Sharing** – The current SEND information sheet on SIMS provides information and strategies for staff about their teaching groups. Information gathered from previous schools, agencies, parents and carers is added to Year 7, or on admission and then information is added as it is received. All students with identified SEND status will have an Student Support Profile, detailing strategies of support for teaching staff

**Stage 3 In school interventions** – Ratton Learning Support Department provides a range of group interventions and a small number of tailored to the individual needs of a student. The SENCO is also able to administer a range of assessments to support identification of a particular need and appropriate support.

**Stage 4 The Graduated Approach with four stages of Action: Asses, Plan, Do, Review** – A small group of students with additional needs, where there is little, or no progress may require a Plan Do Review Cycle to identify the best way of securing good progress. A further small group of students with a range of complex needs will require an Additional Needs Plan. The ESCC SEN Matrix and Code of Practice identify the criteria for an Additional Needs Plan. These documents must be reviewed 3 times per year with parents and carers. This form is also the pre- cursor to the application for an Education Health Care Plan (EHCP). A provision map will sit alongside these plans.

**Stage 5 Education Health Care Plans** – These statutory documents form a joint plan with the Local Authority, health, and education. All new applications for EHCP will need to meet the criteria in the ESCC SEN Matrix and Code of Practice.

**Stage 6 EHCP Transition Review** - annual multi-agency review focusing on 16–19 progression and transition to Post 16 Provision