

Learning Support Parent Information

Ratton School,
part of the South Downs Learning Trust



SOUTH DOWNS
— LEARNING TRUST —

SEND at Ratton

Priorities:

1. Improve oracy, challenging students for a positive outcome and improved standards.
2. Embed adaptive teaching techniques throughout the school.
3. Generalised and specific SEN walkthroughs for staff to use in lessons.

Strengths from the 2022 Ofsted report:

- Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are actively engaged in all aspects of school life.
- Teachers know these pupils well and adapt the curriculum to support them effectively. This allows them to quickly catch up on any work which they find challenging.

Number of Pupils with SEND needs by year group:

YEAR	EHCP	K	TOTAL
11	5	51	56
10	5	33	38
9	0	46	46
8	2	51	53
7	3	49	52
	15	230	245

SEND Pupils:

Boys – 62%

Girls – 38%

This is in line with the national average figures: boys 64% and girls 36%

This year staff training includes:

- Oracy
- Adapted teaching
- Just right strategies

Free School Meals:

36% of SEND children are entitled to free school meals

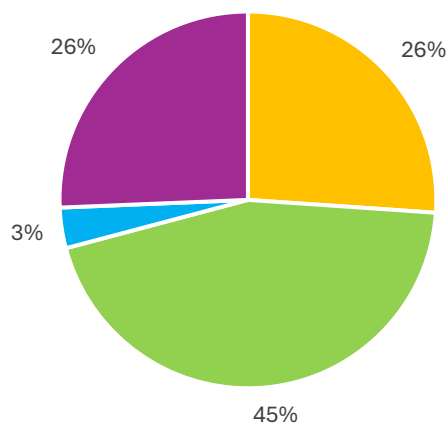
SEND figures July 2025	% of pupils at Ratton March 2025	% National figures for schools 2024/2025
EHCP pupils	1%	4.8%
SEN Support	20.4%	13.6%

Attendance – 2024/2025:

SEN Stage	%
E	82.34%
K	82.80%
N	91.7%

National attendance – 92.5%

Breakdown of SEND need 2025



- Cognition and learning
- Communication and interaction
- Sensory and physical
- Social, Emotional and Mental Health

Identifying a student as having Special Educational Needs or Disabilities : The SEND Code of Practice

This **statutory code** provides the following definitions which identify SEND need.

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

1. has a significantly greater difficulty in **learning** than the majority of others of the same age, or
2. has a **disability** which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools

In identifying a student as having SEND, investigations may include;

- Referral Forms from their class teacher(s), showing evidence of Assess, Plan, Do, Review
- Academic attainment and rate of progress
- In class observations
- Student voice
- Parent voice
- Progress through Plan Do Review sheets
- Impact of interventions
- Psychometric testing
- Medical or Developmental Diagnosis

Who makes the decision?

Decisions are made on the basis of evidence over time, against the East Sussex County Council (ESCC) SEND Matrix and in line with the SEND Code of Practice 2014.

Students will also be included on a monitoring marksheet who do not meet the threshold as SEND, including but not limited to;

- those who have a diagnosed developmental, learning or medical condition,
- those who have been removed from the SEN register or
- those who are being monitored by Learning Support.

Strategies for class teachers will be provided on this mark sheet. Those identified as SEND and included on the SEN register will also have a Student Support Profile (SSP) which can be accessed by staff at any stage of the academic year.

Special Educational Needs or Disability (SEN/SEND)

Those identified as SEND are included on our SEN register and will also have a Pupil Profile which can be accessed by staff at any stage of the academic year.

There are 3 layers of SEN provision at Ratton School;

Universal/for every student: quality teaching which responds to the needs of all the children in the classroom. This includes providing adapted teaching and creating an inclusive learning environment, our strategies shown overleaf.

Targeted/small group: Interventions that last for a set period of time that are designed to help some children who need help in a certain aspect of their learning.

Enhanced/individual: support from specialist professionals who come into school to work with a small number of students. There is a referral process for this.

Most work in Ratton school comes under universal provision, where the classroom teacher is responsible for making sure their lesson is a space where all students feel comfortable and can learn. To support this, we use Student Support Profiles for all students on the SEN register.

Every SEN student has a Student Support Profile which gives a brief overview of a student's SEN information, any barriers to learning and strategies to help students progress. These are available to all teaching and support staff.

Universal provision and high quality teaching can meet the needs of most students with special educational needs.

For pupils who make little or no progress, extra targeted school based support may be required, such as an Additional Needs Plan (ANP). Many of these children will be receiving support from outside agencies.

ANP are part of personal education plans for looked after children. Students with several fixed term exclusions and who are at risk of more may also require an ANP. These ANP's may be managed by their Pastoral lead.

Learning Support Team at Ratton School

As a proud member of South Downs Learning Trust, Ratton School is committed to inclusive practice and high-quality provision for all learners. We have two lovely Special Educational Needs Co-Ordinators (SENCo) who oversee the year groups.

Currently we have 2 Teaching Assistants per year group who focus on getting to know the individual needs of the students. They have a vast range of strategies and methods that they use in the classroom working alongside the teachers. The TA's also run a SEN Homework club 4 times a week after school in a computer room. Homework is set on TEAMS and will have access to Immersive reader and a speech to text function. The TA's also run a lunchtime haven at both break and lunch time.

We have an Intervention specialist who works closely with small groups of students within the school day. She delivers multiple interventions to KS3 including, Secondary Language Link, Worry Busters, Social Skills and the Homunculi Approach.

If you would like to get in touch to arrange a meeting with the SENCo's at any other time please contact the Learning support office at: SENCOteam@ratton.co.uk

Keeping you updated

This Learning Support Parent information leaflet will be sent to you as a Parent/Carer of a SEND student in October for your comments.

Once a year, the Student Support Profile will be sent home for both Student and Parent/ Carer review and any additional comments.

A Student Support profile is created when a SEN Student joins us at Ratton. It includes information about the student's primary needs, a student voice and a list of three strategies that

the student will do to help themselves in the classroom. All this information is collected from the student, parents/carers and their previous school. The document is then made available to all teaching staff so they will best know how to support the student in the classroom.

Your child's SENCo will be available at all face-to-face parents evenings for you to discuss your child's provision.

Once a year in July your child's student voice will be collected in school to keep their SSP up to date.

For Students on an ANP:

These will be updated with you following the release of reports for your child's year group. Feedback will be sought from your child's teachers for this review and shared with you.

For students on an EHCP:

One of these reviews will be their Annual Review of their progress against their EHCP targets.

Resources

Learning Support have a range of resources that may help students to focus on their learning in the classroom, these include: Fiddles toys, 'Time In' cards and Ear defenders. Learning support also can offer a safe quiet space for students needing time to self regulate. This space can accommodate 1 child per year group at any one time.

Learning Support can carry out cognitive and wellbeing assessments following referrals from teachers and tutors.

Exam support:

Learning Support also Co-Ordinate Exam access arrangements for our KS4 students. These tests are carried out by an external assessor.

East Sussex County Council Support

Amaze

[For families with disabled children and young people in Sussex - Amaze \(amazesussex.org.uk\)](http://amazesussex.org.uk)

1 Space

[Home - East Sussex 1Space](#)

Local Offer

[East Sussex Local Offer](#)

Strategies teaching staff are asked to use with:

Autistic Spectrum Condition/Diagnosis (ASC/ASD) and sensory:



- Pre warn of any changes to routine
- Share lesson plan
- Avoid or explain idioms and metaphors
- Use their interests to engage
- Identify individual triggers
- Provide either/or choices

Processing and memory:



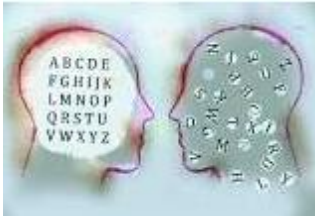
- One task or instruction at a time - repeated
- Provide instructions in written form – not copying off board
- Provide information in multiple sensory way
- Use checklists for multi-step tasks
- Use retrieval practice regularly

ADHD:



- Repeat instructions calmly as needed
- Keep tasks varied
- Tackle one behaviour at a time, avoiding public criticism
- Use name to gain attention, refocus as needed

DYSLEXIA:



- Use visual cues and images
- Give one instruction at a time on a task planner
- Revisit topics and subject vocabulary with retrieval practice
- Check tasks have been understood
- Use buff background or paper
- Chunk and scaffold tasks
- Dual code vocabulary

Trauma response:



- Regular classroom routines to give security
- Connect before correcting
- Consequences clear, consistent and instant
- Reward meaningfully for effort
- Pre-warn about questioning
- Use breathing exercises

Speech and Language:



- Use gestures and choose words at the pupil's level of difficulty
- Teach vocabulary through examples and demonstrations
- Keep instructions simple
- Verbalise actions as you do them
- A lot of repetition
- Use pictures to support words

Dyscalculia:



- All concepts need to be modelled using concrete material
- Lots of retrieval practice
- Practical lessons
- Multi-sensory learning
- Allow extra time for tasks
- Support
- Provide a word bank of mathematical terminology
- Give multiplication tables to reduce the stress of having to remember these facts

Oppositional Defiant Disorder:



- Build a relationship with the young person – if you do not have a good relationship they may be more likely to be defiant.
- Give the choice of two options.
- Pick your battles.
- Engage positively.
- Stay calm - even if you don't feel it
- Focus on the positives before negatives
- Ignore any attention getting behaviour
- Use SSP strategies if available
- Set clear expectations for the lesson and task
- Stay task focused

Student Support Profile:

