

Ramsgate Holy Trinity C.E.(Aided) Primary School



Special Educational Needs and Disability Policy

Every day we gather as a community of learners and leaders, recognising and nurturing each individual and their gifts. Following Jesus' example, we aspire to be inclusive, compassionate and caring, valuing curiosity and embracing challenge to prepare our children for an ever-changing world. We are guided by our values of Love, Faith and Hope. From our first day, all and one are nourished: spiritually, emotionally, academically and physically.

Approved by:	FGB	Date: 11.12.2025
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Reviewed:	December 2025
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Next review due:	December 2026
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Church of England
Primary School

SEN & Disability Policy/SEN Information Report

Issued on 29/01/2016

Reviewed and updated 10/12/2025

This policy is written in line with the requirements of: -

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE September 2021

This policy should be read in conjunction with the following school policies

Relationships & Behaviour Policy,

Equalities Policy,

Child Protection Policy,

Complaints Procedure,

Information for Parents booklet,

Admission Policy

This policy was developed with a participation process that involved parents/carers, representatives from the governing body and parent teachers' association and parents of children with Special Educational Needs and will be reviewed annually.

Definition of SEN

A child or young person has SEN 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 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. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is’...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition provides a relatively low threshold and includes more children than many realise: **‘long-term’ is defined as ‘a year or more’** and **‘substantial’ is defined as ‘more than minor or trivial’** *SEN Code of Practice (2014, p5)*

The kinds of special educational needs for which provision is made at the school

At Ramsgate Holy Trinity School, we always endeavour to provide suitable provision to support children with Special Educational Needs, for example, but not limited to: dyslexia, dyspraxia, speech, language and communication needs, autism, ADHD, learning difficulties, visual impairment, hearing impairment and social, emotional and mental health needs. Where a child presents with an unfamiliar condition, we will endeavour to access suitable training to support the needs of the child to enable them to attend and thrive at Ramsgate Holy Trinity.

Decisions on the level of support for a child with an Education, Health and Care Plan (EHCP) is determined by the Local authority, KCC. At Ramsgate Holy Trinity, we always strive to meet the needs of all requirements of an EHCP, and where it is not possible to meet need and provision stated, we will be transparent about our capabilities and, following the SEND code of Practice, will notifying the Local Authority and parents accordingly.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with Special Educational Needs.

How Children with SEND are identified.

Mainstream Core Standards and Quality First teaching have established the expectations of adaptive teaching and additional resources that pupils should be receiving in mainstream setting. <https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>

At Ramsgate Holy Trinity School, we monitor the progress of all pupils on an ongoing basis. Formal academic assessments are carried out and recorded three times a year to ensure that all pupils maintain good progress in line with their potential achievement. Ongoing assessments include but are not limited to:

Teacher and formal reading assessments, maths assessment, Y1 phonics screening, and statutory tests in Year 6 and Early Years baseline assessment.

Where a child is not making expected progress, additional and personalised provision is considered to meet any identified needs or gaps in learning.

Examples of extra support include but are not limited to:

Maths and English booster classes, phonics interventions and writing support. Adaptive teaching methods are applied to ensure the pupil is taught as they need to learn, for example, scaffolding, additional resources, targeted adult support, where possible.

Where initial concerns are raised by staff, parents will be notified either through parent meetings, by emails or through an informal conversation with the class teacher to discuss how some additional support would be of benefit to the pupil. Where concerns are more significant or ongoing and it is felt that the pupil may benefit from a more specialised formal assessment of need, this will be discussed with the parents, usually in conversation with the SENCO.

Some pupils may continue to require further dedicated support to enable them to make progress at an appropriate personal level, according to need and ability. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Ramsgate Holy Trinity School, we are experienced in using assessment tools such as, Nessy Dyslexia screening and Speech link and Language Link. We may also carry out a THRIVE assessment to assess for any emotional needs that may be impacting their learning.

The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make appropriate progress. These will be shared with parents, put into a personalised provision plan and reviewed regularly, 3 times a year, and refined / revised as necessary.

Throughout the revision process, if it is felt that the identified support is no longer required as the gaps in learning have been met, the provision may be withdrawn and the progress of the pupil will continue to be monitored, in collaboration with the SENCO.

Where it is agreed that the need for additional support remains, these will continue to be provided and their impact will be monitored to ensure they remain effective and impactful to meet the needs of the pupil.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Supporting the needs of pupils who hold an Education, Health and Care Plan (EHCP)

Every Pupil who holds a current and valid EHCP, issued by Kent County Council, or where the pupil is in the care of another Local Authority, is supported by Kent Council, is entitled to receive the support detailed in Section F of the plan.

To support this, the pupil will also hold a personalised learning plan, issued and monitored by Ramsgate Holy Trinity. These plans are reviewed 3 times a year, one review being the annual review held as part of the formal and legal EHCP review process.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

The teaching approach to support all pupils at Ramsgate Holy Trinity.

High quality adaptive teaching is provided by all staff for all pupils, and is the first step in responding to pupils who have or may have SEND. At Ramsgate Holy Trinity, we regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered (*SEN Code of Practice (2014, 6.37)*)

In Ramsgate Holy Trinity School, we are proud to share that the quality of teaching was judged to be outstanding in our last Ofsted inspection (September 2021). We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments, for example: one to one tutoring / precision teaching / mentoring, small group teaching and use of ICT software learning packages.

At Ramsgate Holy Trinity School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

To ensure that our curriculum is up to date and the learning environment is inviting and engaging, the school and the Governors are focused on continuous improvement and development. Please see School Accessibility Plan for more details.

Additional support for learning that is available to pupils with Special Educational Needs, funding.

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is available. In very few cases a very high level of resource is required. We will make every effort to ensure that a variety of resources and learning opportunities are available to all students with additional or special educational needs or disabilities.

How the school creates an inclusion environment.

At Ramsgate Holy Trinity, we are able to offer a wide range of clubs, trips and activities and these are offered to all pupils, subject to availability. Where a pupil has additional or special education needs or disabilities, every effort will be made to make these opportunities available to them. If additional resources, including staffing, are required, each situation will be reviewed on a personal basis. Where it is necessary and agreed, the school will use the resources available to provide additional adult support, to enable the safe participation of the pupil in the activity.

Support that is available for improving the emotional and social development of pupils with Special Educational Needs.

At Ramsgate Holy Trinity School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with all conversations adults have with pupils throughout the day. In order to support this, we use an Emotion Coaching approach when conversing with pupils. This approach uses positive language to support children in becoming more aware of their emotions and helps them to manage their feelings particularly when they become overwhelmed, dysregulated and struggle with big feelings and emotions.

We also use the Thrive approach as a trauma-informed, whole school approach to improving the mental health and wellbeing of pupils. We have Licensed Thrive Practitioners who oversee this practice, and it is embedded in all classes across the school.

For some pupils with the most need for help in this area, support provided may include, but is not limited to: Mentor time with a member of senior leadership team, a key trusted adult for them to talk to, external referral to CAHMs, referral to the Emotional Wellbeing Team (NHS), referral to our in-house Play Therapist, referral to the School Health counselling service.

Pupils in the early stages of emotional and social development because of their Special Educational Needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. These may include but are not limited to: Social Stories, Widget adapted resources, TEACCH approach to learning, dedicated adult support, and will be supported by the SENCO as required.

Contact details of the SEN Co-ordinator

The SENCO at Ramsgate Holy Trinity School is Mrs S Baker who is a qualified teacher and holds the NASENCO award. Mrs Baker works part time and will endeavour to reply within 5-7 working days of any communication.

Mrs Baker is available on 01843 860744. Parents wishing to see Mrs Baker can make an appointment via the School Office or email directly on SENCO@Ramsgateholyltrinity.co.uk

The school website contains a wealth of information and links to services and websites for additional support and information on a range of SEN needs.

The expertise and training of staff in relation to children and young people with Special Educational Needs and how specialist expertise will be secured.

Teachers and teaching assistants have had the opportunity to attend the following training: Attachment and Trauma, ASD and Sensory Processing Disorder, Emotion Coaching, Thrive, PACE and Vital Relational Functions training, and AET Autism Awareness Training.

In addition, all teachers have had the opportunity to enhanced and specialist training as appropriate.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are, listed on Kent's Local Offer. You can find more information on this at <http://www.kent.gov.uk/education-and-children/special-educational-needs>. The cost of training is covered by the notional SEN funding.

At Ramsgate Holy Trinity, we also have access to STLS (Specialist Teaching and Learning Services), Speech and Language support as well as Emotional and Wellbeing support and advice. Where the need of the pupil requires specialist support, the SENCO will discuss any concerns with the relevant external agencies, and when specialist advice is received and applied for the pupil, this will be details on the provision plan as previously detailed.

How equipment and facilities to support children and young people with Special Educational Needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, where possible, we will purchase it and this will be detailed on the pupil's personalised plan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

Parental Consultation arrangements.

All parents of pupils at Ramsgate Holy Trinity School are formally invited to discuss the progress of their children twice a year and receive a written report at least once a year. In addition, we are happy to arrange meetings outside these times, subject to staff availability.

If improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs further. From this point onwards the pupil may be identified as having Special Educational Needs because additional provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Pupil Voice.

When a pupil has been identified to have Special Educational Needs, they will be consulted about and involved in the arrangements made for them as part of person-centred planning. Pupil voice and engagement is key to any interventions and to promote success, their voice will be included to ensure that all pupils are aware of the provision made and their importance and to achieve the best outcomes for the young person. Every effort will be made to consider and apply the pupil's views to all interventions.

Complaints Procedure

Whilst every effort is made to promote the wellbeing of every child and to provide the support required to help them achieve, we acknowledge that there may be occasions when a parent / carer may feel dissatisfied. We encourage parents / carers to discuss their concerns with the class or subject teacher initially, the SENCO or Head Teacher are also available, should the need arise. If it is not possible to resolve any concerns at this stage, the school's complaints procedure should be followed.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have An Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Engagement of external agencies and Support Services by the governing body.

The governing body have engaged with the following bodies: -

- Access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs

- Access to local authority's service level agreement, alongside the Balanced System, with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc, where a need is identified.
- Membership of professional networks for SENCO e.g., NAS, SENCO forum, NASEN etc

The contact details of support services for the parents of pupils with Special Educational Needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with Special Educational Needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to Special Educational Needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

Website: www.iask.org.uk

E-mail: iask@kent.gov.uk

Other impartial advice can be sought from local charities, including but not limited to:

We are Beams <https://wearebeams.org.uk/>

21Together (Down's syndrome specific support) <https://21together.org.uk/>

IPSEA <https://www.ipsea.org.uk/>

The school's arrangements for supporting pupils with Special Educational Needs in transferring between phases of education

Where a pupil joins Ramsgate Holy Trinity, we will work together with the prior setting to promote a positive transfer process. We will endeavour to obtain any prior information, which will be of benefit to the smooth transition. When a child leaves Ramsgate Holy Trinity, whether at formal transition at the end of Year 6 or at any other time, we will share relevant information on the SEND of the child to promote an efficient transition for the pupil. All requests for information should be made through: Office@ramsgateholyltrinity.co.uk, and addressed to the SENCO.

Established transition arrangements are made with local secondary schools for all pupils and transition events are attended by staff members to share information on all pupils to support the transition process.

Kent County Council Local Offer

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Reviewed and updated on 9/12/2025

Mrs S Baker
SENCO and Inclusion Lead

Approved by the GB on

Next review on10th December 2026.....