

## SEND report to Governors – November 2025

### How SEND is identified

Children are identified as having additional needs, through pupil progress meetings, teacher discussion, parental concern and observations, including behaviour for learning, social interaction and peer interactions. All staff can complete the RHT SEN and wellbeing concern form, created in October 2025, which is then shared with the SENCO and next steps agreed.

The class teacher must have identified what support, in line with Mainstream Core standards and Quality First Teaching, has been put in place, and the impact that this has had. Other strategies may be discussed and, if appropriate, a personalised plan will be created, with measurable outcomes, and shared with parents and the child. It is important that pupil voice is obtained and taken into consideration to ensure that all stakeholders, especially the young person, are invested in the actions agreed.

The child will be added to the RHT SEN register of need List. We would then consider whether the additional support required meets the threshold for being on the SEN register, shown as 'K' coded in SIMS. This would be discussed with parents at Parent consultations or earlier if the need arises.

Where it is felt that the young person may benefit from a formal diagnosis, for example, ADHD or ASD, the referral process options will be discussed with the parents and next steps will be agreed. Progress will be monitored and the RHT SEN List of need document will be updated. The support provided to the young person will be determined by their needs, not a diagnosis and the presence of a diagnosis will not automatically identify them as requiring additional support.

### Headlines

30% of our pupils are currently being monitored for an area of need.

We currently have 23 pupils on our SEN register (11%)

We have a further 40 pupils on our inclusion list requiring additional support and monitoring (19%)

We have 3 pupils with an EHCP and another 2 applications that have been submitted, both refused but parents in both cases are appealing.

One child on a reduced timetable

We have 39 pupils with a confirmed diagnosis and a further 18 pupils on a referral pathway (18.6%)

We continue to work closely with the Kent Emotional Wellbeing Team who are working with 2 families

We have a Play Therapist working with us who has supported 3 families, one financed privately, 2 through social care. Due to her now completing her training, we are having to finance play therapy, and we are looking at additional funding requests for 2 children to access play therapy.

We currently have High Needs Funding for 10 pupils. This is attached to each child and is used as creatively as possible in the classroom to ensure maximum support for pupils. This has been significantly reduced this year, and it is anticipated that this will be further reduced next year.

### Current picture of SEND 2024-2025

	SEN Register 'K' code	Inclusion Support / SEN register of need	SEN diagnosed need	Pupils on referral pathway	SEN NEED				EHCP	Personalised Plan	HNF	LAC/ PLAC	PP	EAL
					Cognition & Learning	Comm & Int	SEMH	Sensory & Physical						
<b>EYFS</b>	0	6	0	3	0	4	2	1 (medical)	0	0	0	0	1	3
<b>Yr. 1</b>	6	6	1	4	4	4	3	2 (medical)	0	3	1	0	2	1
<b>Yr. 2</b>	4	11	7	4	7	5	3	8 (3 medical)	0 (1 applied for)	7	2	1	7	0
<b>Yr. 3</b>	6	9	6	2	6	9	5	3 medical	0	7	4	0	4	0
<b>Yr. 4</b>	4 (inc 2 EHCP)	9	9	2	6	7	4	4 (inc 2 medical)	2 (1 applied for)	7	2	0	5	1
<b>Yr. 5</b>	1	10	5	2	3	5	7	3 (medical)	0	1	0	1	5	0
<b>Yr. 6</b>	2	13	11	1	7	6	7	3 (medical)	1	2	1	0	1	1
<b>TOTALS</b>	<b>23 (11%)</b>	<b>63 (30%)</b>	<b>39 (18.6)</b>	<b>18 (8.6%)</b>	<b>42 (75%)</b>	<b>39 (62%)</b>	<b>31 (49%)</b>	<b>24 (38%)</b>	<b>3 plus 2 apps</b>	<b>27</b>	<b>10</b>	<b>2</b>	<b>25</b>	<b>6</b>

\*Some pupils present with more than one need.

LAC/PLAC – Looked after pupil/Previously looked after pupil  
EHCP – Education, Health and Care Plan  
HNF – High Needs Funding  
SEMH – Social Emotional and Mental Health  
PP – Pupil Premium

### Significant changes to Higher Needs Funding.

This year we have seen a significant decrease in our Higher Needs funding allocation, and at the moment, KCC are still unable to advise what funding will look like for 26/27, however. we know that this will be reduced considerably below the levels that we currently receive. The considerable impact this has had on the school community as a whole is evident. We are looking at the support schemes that we 'buy in' and ensuring that they are fit for purpose to meet the needs of the children. More is expected of class teachers within Mainstream Core Standards, that to support this, personalised plan content has been reviewed to ensure that all of the interventions listed are deliverable and appropriate measurable targets are set. The use of TA's has also been a consideration, due to the reduction in funding, the availability of staffing hours has been an additional challenge. and the dedication of the staff is evident throughout the school community.

### The Thrive Approach

Thrive is now embedded in our school and is our 'way of being'. We have trained two Thrive practitioners, a teacher and a TA. The TA has started delivering Thrive reparative work with groups of children and children on a 1:1 basis. We have Thrive assessed all of our classes and set targets for universal delivery. We have also been completing individual pupil Thrive assessments on an ongoing basis and we have been setting new group and individual interventions to meet the needs of the children in line with current assessments and the outcomes are revised to ensure the impact of the intervention is current and effective and good value for money.

### Speech, Language and Communication Needs

SLCN continues to be an area of high need as a school. This year we completed a Language Link on all of our reception children, and other children across the school community who are identified by class teachers. We are collating the results for these and now working alongside Lynda Sterling, our link Speech and Language therapist as part of the newly introduced Balanced System. We will be completing an audit of SLCN across the school to identify gaps in provision in Term 2 and meeting with our Link therapist to formulate a plan moving forward.

## Working with stakeholders/outside agencies

With the changes to external provision this year, there have been some challenges accessing specialist support. The Specialist, Teaching and Learning Service have now been transferred to KCC, rather than being an independent provision and as a result we have had reduced access to this service. Thanet Inclusion Service is no longer in operation, and this has also impacted on the availability to specialist support. Occupational and Physical Therapy services and Kent Emotional Wellbeing Team. Our play therapist is now qualified, which has resulted in the school having to pay to access her services. Unfortunately, this is one provision that we have had to consider due to cost, and we are currently offering provision to 2 children who are financed through external agencies. We continue to attend SENCo forums, where information is shared from KCC regarding their services and support. We are continuing to work with Virtual Schools Kent (they support Looked After and Previously Looked After Pupil) and Post Adoption Services.

## Examples of Current Interventions

- Phonic Support
- Team teaching and small group catch up
- Individual and Whole Class Thrive sessions
- Fizzy/clever hands
- Maths booster
- Nesy reading and spelling
- Writing booster
- Handwriting booster
- Small teacher led groups – reading and phonics
- Spelling support – groups and 1:1
- Precision teaching
- Toe by Toe Dyslexia support

## Community of Schools

The allocation of Higher Needs funding has been significantly decreased and is due to decrease further in 26/27. Funding is now allocated through the Community of Schools. Ramsgate Holy Trinity is within the Ramsgate Community, which comprises of approximately 15 – 20 schools, including primary and secondary schools. The Community meets every month, with breaks in meetings to allow the chair to attend Keeping In Touch days, resulting in approximately 6 meetings per school year. As a Community, we have approximately £150,000 to allocate across all schools and funding requests are made through an online system. To date, we have requested £2500 to fund play therapy for 2 children who have a high level of SEMH needs due to prior trauma. This is a new initiative within Kent and is still under development, and as a result there has been extensive discussion on the impact of the reduction in funding, allocation of spending and how schools can apply for the little funding that is available.

## New Initiatives.

Since starting at Ramsgate Holy Trinity in September, I have worked hard to get to know the children, working closely with the amazing staff that we have and getting to know the systems in place.

I enjoyed attending the parents' evenings in October, which appeared to be well-received as the time slots were booked very quickly, with a waiting list. A new lunchtime provision, Nurture Nook, has been started to support the children who struggle at lunchtime. The concept is very relaxed, offering a safe space for the young children to access as they require, whether to discuss any concerns that they have, support SEMH needs and to offer an additional adult to support any lunchtime incidents. We have games and art activities available too. We also have 2 children who attend as they struggle at lunchtime, and it has been agreed that they will attend every day to promote emotional regulation for their afternoon learning. We offer the facility to all children on an ad hoc basis and approximately 15 children on daily basis.

We have coffee mornings booked in January, one for Reception parents and the other open to all parents of children with SEND. We have booked in visitors from the local family hub, Emotional and Wellbeing Team and Kent Adult Education to share information on courses and external support for parents and carers.

The Emotional and Wellbeing Team are also supporting the school by providing some workshops for classes in Year 3, Year 5 and Year 6 to support with friendship and transition needs throughout the school.

A SEN newsletter is underway, and it is hoped that we can share this with parents before the end of term.

Samantha Baker - SENDCo and Inclusion Leader

November 2025