

Special Educational Needs and Disabilities (SEND) Information Report

Ramsgate Holy Trinity School



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Approved by:	Governing Body	Date: October 2025
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Last reviewed on:	October 2025
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Next review due by:	October 2026
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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



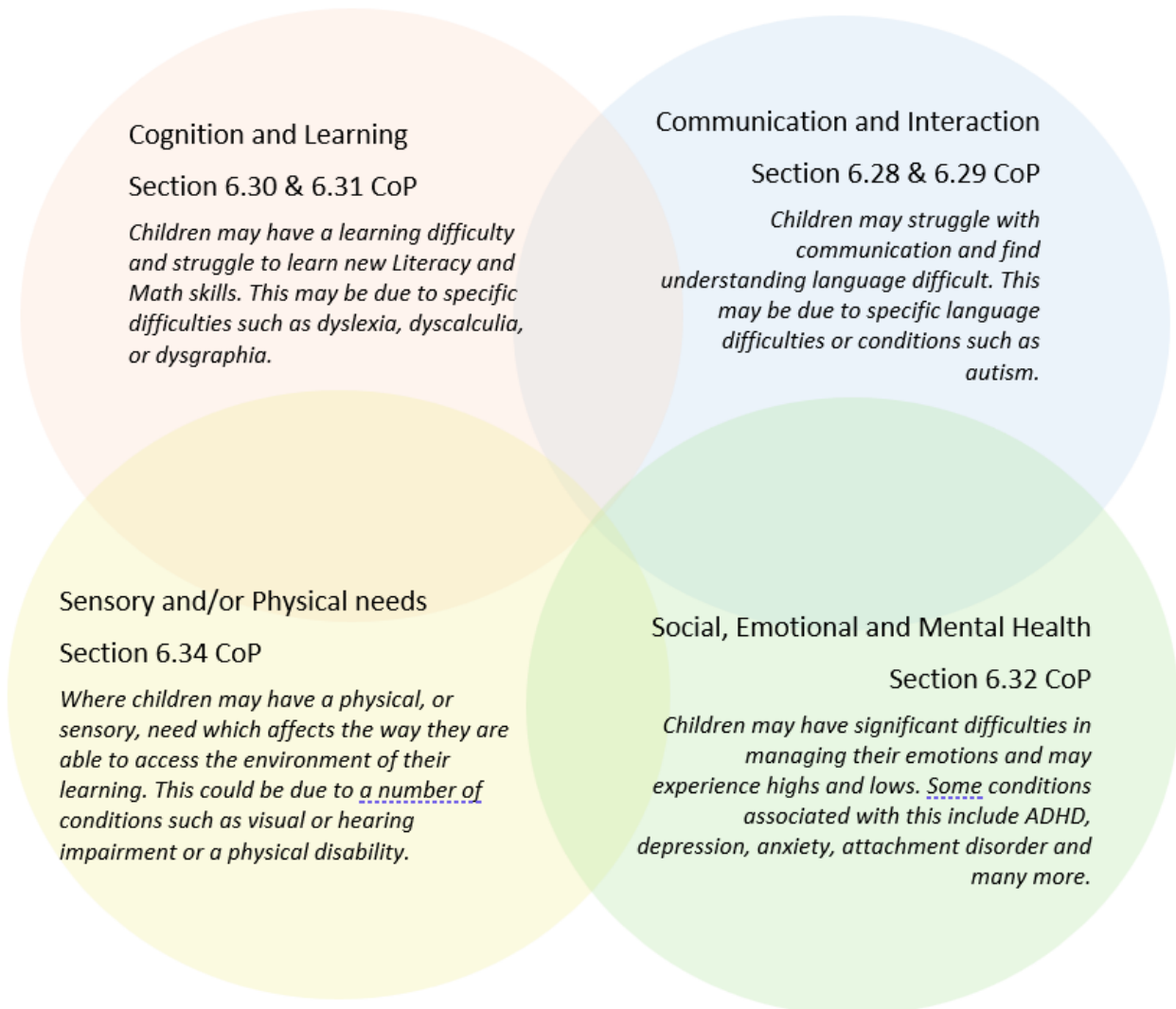
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website it [here](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years ([link below](#)).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?



At Ramsgate Holy Trinity all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Lorraine Lewis. They are allocated 2.5 days a week to manage SEN provision.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Autism Education Trust

Sensory Processing differences

Thrive

Emotion coaching and relational approaches to behaviour management

Adaptive teaching

Nurture Structure Highway

Teaching assistants (TAs)

We have a team of 11 TAs,

In the last academic year, TAs have been trained in:

Autism Education Trust

Sensory Processing differences

Thrive

Emotion coaching and relational approaches to behaviour management

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEN, the first person you should tell is your child's teacher. You can call the school office on 01843 860744 to make an appointment with your class teacher.</p> <p>The class teacher will discuss your concerns and if necessary, will pass the message on to our SENCo, Mrs Lewis, who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCo via the school office on 01843 860744</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

All our class teachers and support staff are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include difficulties with reading, writing and spelling, difficulties understanding Maths or struggling with focus and concentration.

At Ramsgate Holy Trinity we closely monitor the progress of all children and have Pupil Progress Meetings three times per year. From these meetings we identify pupils who are not making the expected progress and regardless of whether SEN has been identified, support is put in place to help pupils to catch up. Our SENCo is part of our progress meetings so that she is aware of pupils who may be falling behind.

Once additional support is offered, Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make the expected progress, the teacher will discuss this further with the SENCO.

The SENCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

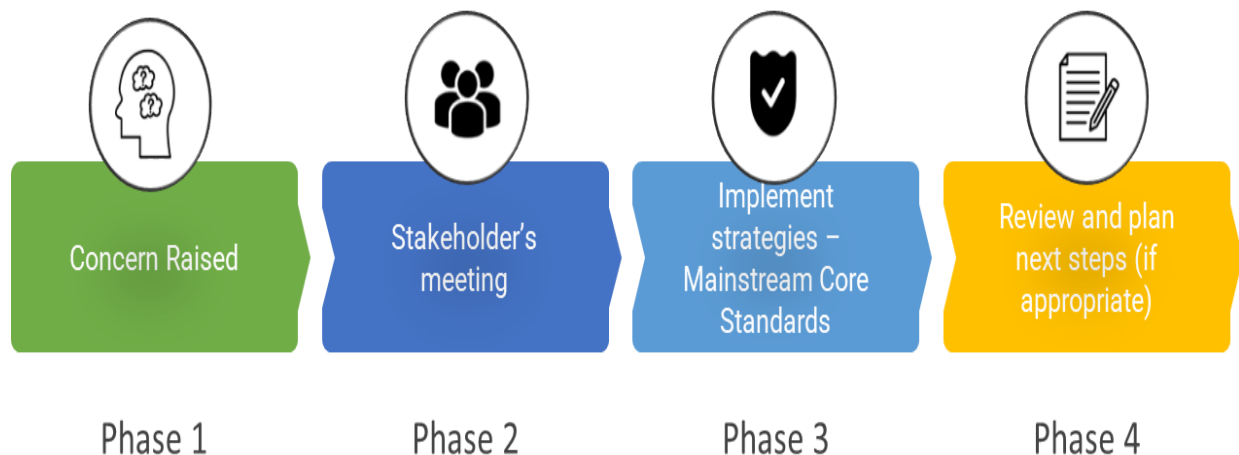
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as Specialist Teaching Service, a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and a Personalised Learning Plan will be created. This plan will be shared with you three times per year with opportunity for you to discuss this with your child's teacher.

If the pupil is able to make good progress using additional and differentiated support (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and differentiated support they will not be identified with special educational needs. The

same process is followed if a concern is raised by the school.



5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

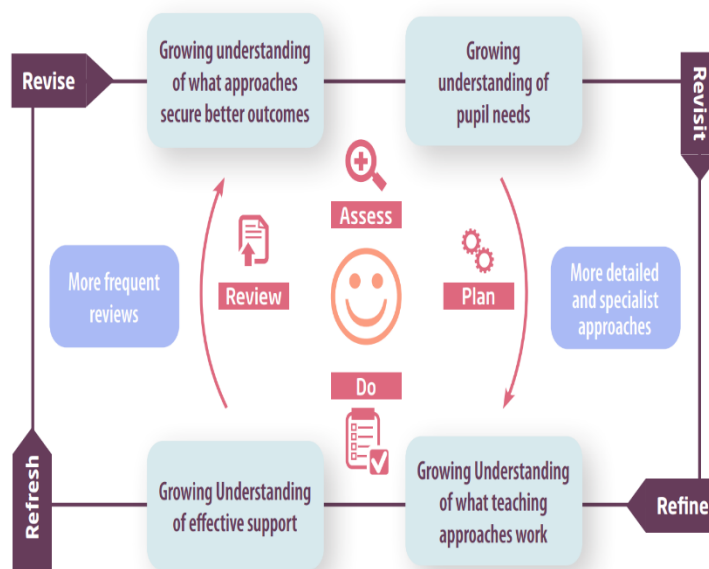
As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet

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	those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

A member of staff who knows your child well will meet you 3 times per year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher by making an appointment through the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the

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adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

➤ Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



➤ Adapting our resources and staffing



➤ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



➤ Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



➤ Scaffolding lesson materials

These adaptations are in accordance with the Mainstream Core Standards, which forms part of the Kent Local Offer. A copy of this can be found [here](#).

We may also provide the following interventions:



We may provide other adaptations or suggestions based on recommendations from specialists or external advisors.

These are some examples of support that we may use

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Now and Next boards
	Speech and language difficulties	Communication aids Visual aids Clear and concise information broken down into small tasks
Cognition and learning		Small group support

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	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Targeted interventions
	Moderate learning difficulties	Targeted interventions
	Severe learning difficulties	Targeted interventions following advice from specialists
Social, emotional and mental health	ADHD, ADD,	Individual workstation Sensory breaks and resources
	Adverse childhood experiences and/or mental health issues	Thrive activities Relational support
Sensory and/or physical	Hearing impairment	Various resources as advised by specialists
	Visual impairment	Screen readers Seating arrangements

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

Every child at Ramsgate Holy Trinity has their progress tracked three times per year. If these assessments do not show adequate progress is being made the SEND provision plan will be reviewed and adjusted. We will evaluate the effectiveness of provision for your child by:

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

School funding is used effectively to ensure the needs of pupils are met and that teaching is good or better to ensure optimum progress. When SEN needs require over and above that of other pupils in the classroom it may be that we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

The school will cover up to £6,000 of any necessary costs. If funding is required beyond what we are able to provide, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



We ensure that all our extra-curricular activities and school visits, including before and after-school clubs, are accessible to every pupil.

We actively encourage all pupils to participate in school trips, such as the Year 6 residential trip.

Similarly, we promote involvement in after-school clubs and other extra-curricular opportunities such as sports day, special day and events and school productions.

No pupil is excluded from these activities due to SEND or disability. We are committed to making reasonable adjustments to ensure every pupil can take part.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Prospective pupils with SEND should apply for a school place following the local authority's procedures.

Parents or carers of prospective pupils with SEND are encouraged to visit the school to discuss their child's needs and can arrange this by contacting the school.

To ensure a fair admissions process, we:

- Prioritise Looked After Children and pupils with an EHCP in our admissions criteria.
- Ensure that 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.

13. How does the school support pupils with disabilities?



The school has an Equality Policy, including an Accessibility Plan, which outlines how we create an inclusive environment at Ramsgate Holy Trinity.

Our Vision and values celebrate the unique abilities of every individual and are supported by clear procedures to address bullying or discrimination of any kind.

14. How will the school support my child's mental health and emotional and social development?

As a small Primary school, we do not have a pastoral team.

To support children's Social, Emotional and Mental Health we follow the Thrive approach. As a Thrive school, we are working with all children, to support emotional well-being. We take a whole school approach and profile every class to ensure those children who may need additional support receive this. Children throughout the school benefit from whole class Thrive activities and/or small group or 1:1 work.

Thrive supports children with their emotional health, wellbeing and social skills, all of which are needed to enable learning to take place. Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling. For some children there may be an obvious reason why they need extra support but for others, there may not be any obvious trigger as to why they are finding some aspects of school and/or home life difficult.

The Thrive Approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us to understand the needs being signalled by children's behaviour. We have three trained Thrive practitioners who carry out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life.

15. What support is in place for looked-after and previously looked-after children with SEND?



Mrs. Steffi Egan is our Designated Teacher for Looked After Children and collaborates closely with our SENCo, Mrs. Lewis. Together, they ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances, combined with their SEND, may impact their learning and what this means for teaching strategies.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide a full day's transition in the summer term with the new class teacher

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

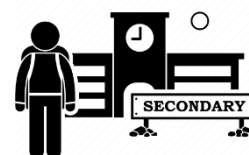
Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Having a personalised transition
- Visits from staff at Secondary schools to talk about concerns and worries
- Workshops and lessons on transitions



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent County Council's local offer. Kent County Council publishes information about the local offer on their website:

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/kent>

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Local charities that offer information and support to families of children with SEN are:

<https://www.iask.org.uk/>

<https://kentpactnew2022.co.uk/>

<https://www.forustoo.org/>

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

Complaints about SEN provision in our school should be made to the headteacher, Mrs Price in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. <https://www.kent.gov.uk/education-and-children/special-educational-needs/education-health-and-care-plans/if-your-child-does-not-get-a-needs-assessment-or-ehc-plan>

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages