

Viking Academy Trust



SEND Policy

Ramsgate Arts Primary School

Approved by the Trust: Term 1 2022

Reviewed annually: Term 1

Latest review: Term 1 2026

Signed:

Chair of Trust

SEND Policy

The Viking Academy Trust

Empowering children through education: One Childhood One Chance

Schools in the Viking Academy Trust (VAT)

Chilton Primary School

Ramsgate Arts Primary School

Upton Junior School

This SEND policy is specific to Ramsgate Arts Primary School.

This policy has been reviewed for the 2026/27 academic year with regard to current statutory SEND legislation and guidance, Kent local arrangements, and national SEND reform developments published during 2026.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- Special educational needs and disability code of practice: 0 to 25 years (January 2015; GOV.UK webpage last updated September 2024)
- 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
- School Admissions Code 2021
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies and statutory guidance Behaviour Policy, Equality information and objectives, Child Protection and Safeguarding Policy, Complaints Policy, Supporting Pupils with Medical Conditions Policy, Accessibility Plan, Health and Safety Policy, Attendance Policy and Keeping Children Safe in Education 2026.

Viking Academy Trust believes that every teacher is a teacher of every child, including pupils with special educational needs and disabilities. We aim to ensure that all pupils are fully included in every area of Trust life and to raise aspirations and expectations for their achievement, participation and independence. This policy reflects current legislation, statutory guidance and classroom practice. Trust staff have contributed to its review. Parents and carers are invited to comment on policies published on the school website; feedback will be considered through the school's governance arrangements and amendments made where appropriate.

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:

- (b) 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 (2015, p 15)*

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 (2015, p16)*

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

At Ramsgate Arts Primary School we aim to meet a wide range of special educational needs and disabilities within an inclusive mainstream environment. These may include needs within the four broad areas described in the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. Individual pupils may have needs across more than one area. Where needs are less familiar or more complex, the school will seek appropriate specialist advice, training and support.

The school also currently meets the needs of pupils with an Education, Health and Care Plan. Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority.

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

Information about the policy for identification and assessment of pupils with SEN

At Ramsgate Arts Primary School, we monitor the progress of all pupils at least three times each year. We also use appropriate assessments at different points, which may include phonics screening, Speech Link, Language Link, spelling and reading assessments, non-verbal reasoning, memory, auditory and visual processing, fine and gross motor assessments, Strengths and Difficulties Questionnaires (SDQs) and Thrive assessments. Assessment tools are selected according to the pupil's presenting strengths and barriers to learning.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. A formal medical diagnosis is not required before SEN support can be provided. Equally, a diagnosis or disability does not automatically mean that a pupil has SEN. Identification is based on whether a learning difficulty or disability calls for special educational provision that is additional to or different from that generally made for pupils of the same age.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where progress is not sufficient the school will provide evidence-based support, even if special educational need has not been identified, to enable the pupil to catch up. All additional support is recorded on the school provision mapping system in consultation with parents. Please see Appendix 1 below for examples of provision.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their area of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

Where appropriate, the school can seek advice from relevant local authority, health and specialist services. These may include the Specialist Teaching and Learning Service (STLS), Kent Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Health, children and young people's mental health services, and the Kent and Medway Communication and Assistive Technology Service. Service names, thresholds and referral routes may change and current local guidance will be followed.

The purpose of more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents/carers. An individual personalised provision map may also be used where a high level of provision is required. Provision will be reviewed regularly and refined or revised where necessary. A pupil will be identified as having SEN where the school is making special educational provision that is additional to or different from that generally available to pupils of the same age. The pupil may then be recorded on the SEND register and their progress monitored accordingly.

If the pupil is able to make good progress using this additional and different resource (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 different resources, he or she will not be identified with special educational needs. This may result in them no longer being recorded on the SEND register. Parents/carers will be informed whenever the pupil's SEN status changes.

Where the school is concerned that a pupil's needs are not being met, provision will be reviewed through the graduated approach. External advice or specialist support will be sought when appropriate to the pupil's needs and in line with relevant referral criteria. There is no fixed requirement for a pupil to complete a set number of review cycles or wait for a specified period

before specialist advice is considered.

- 1 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Personalised provision plans are reviewed at least three times each year, and more frequently where required. Reviews are informed by assessment information and by the views of the pupil, parents/carers, class teacher and relevant professionals. The review considers progress towards agreed outcomes, the impact of provision and whether support should be continued, adapted, increased or reduced.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

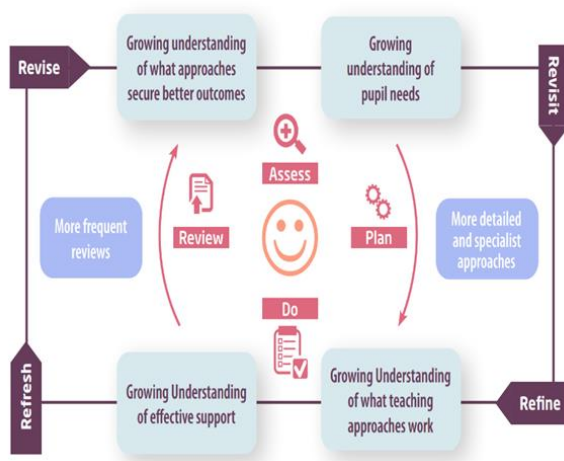
The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The SEN Code of Practice (2015, 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 the pupil and their peers
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will also be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. All associated paperwork is reported to the SEN department of the local authority.



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 e.g. personalised curriculum / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' 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. The school regularly reviews the delivery of additional support by all adults to ensure the effectiveness and quality of this provision.

3b the school's approach to teaching pupils with special educational needs

High-quality, inclusive and adaptive teaching is the first response to pupils who have or may have SEN. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support should complement, not replace, effective classroom teaching. The school will regularly review the quality of teaching and staff knowledge so that barriers to learning, participation and independence are identified and addressed as early as possible.

National SEND reform: The Department for Education published further SEND reform proposals in 2026. Ramsgate Arts Primary School will remain informed about national developments and will update this policy and practice in response to any changes in legislation or statutory guidance. Until such changes take effect, the school will continue to meet its duties under current SEND law and statutory guidance.

We follow the Mainstream Core Standards:

[The Mainstream Core Standards - KELSIS](#)

RAPS organises its provision as a graduated continuum: Universal provision - inclusive and adaptive classroom practice available to all pupils; Targeted provision - additional, time-limited or focused support for identified barriers; Specialist/individualised provision - highly personalised support, specialist advice and/or provision for pupils with more complex or persistent needs. Movement between levels is based on need and impact, not diagnosis alone.

The Mainstream Core Standards are guidance developed by Kent County Council to support inclusive practice. In meeting these standards, the school may use additional approaches informed by assessment, such as a personalised curriculum, precision teaching, mentoring, small-group teaching and assistive technology. Support may be delivered by teachers or additional staff using the school's delegated resources, **including notional SEN funding**. All teachers and support staff working with the pupil will be aware of the agreed provision and teaching approaches. The school will regularly review the quality, impact and delivery of this support.

3c additional support for learning that is available to pupils with special educational needs

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 and type of support required will vary according to individual need. Mainstream schools are expected to use their delegated resources, including the notional SEN budget, to meet most additional needs. Where provision for a pupil is high-cost, additional top-up or local resource arrangements may be available. In Kent, high-needs and top-up arrangements have changed from September 2025, including the use of Communities of Schools for some resource decisions. Funding arrangements are subject to local authority guidance and do not determine whether a pupil is identified as having SEN or whether reasonable adjustments and necessary provision are made. See Appendix 2 for a brief parent/carers guide and current KCC sources.

3d how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

Clubs, trips and activities offered by Ramsgate Arts Primary School are available to pupils with special educational needs, whether or not they have an Education, Health and Care Plan. The school will use its best endeavours and make reasonable adjustments to support participation and access.

3e support that is available for improving the emotional and social development of pupils with special educational needs

At Ramsgate Arts Primary School, we recognise the importance of supporting pupils' social, emotional and mental health and their development of emotional regulation, resilience, relationships and a sense of belonging. This is promoted through the curriculum, inclusive classroom practice, positive relationships and, where needed, targeted or specialist support.

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.

Ramsgate Arts Primary School operates a tiered approach to Mental Health and Wellbeing support. We can offer support within the classroom, small group, 1:1 or accessing outside agency support (e.g. School Health, Emotional Wellbeing Team, CAMHS) based on the individual needs of the pupil.

See Appendix 1 for RAPS Tier system

1 The name and contact details of the SEND Co-ordinator

The SENCO at Ramsgate Arts Primary School is Emily Hughes, a qualified teacher, Designated Teacher for children in care and holder of the National Award for SEND co-ordination. The National Professional Qualification (NPQ) for SENCOs became the mandatory qualification for new SENCOs from 1 September 2024; existing valid qualifications remain recognised in accordance with the SEND Regulations and current DfE guidance.

Mrs Hughes is available on 01843 582847 or sencohub@ramsgateartsprimaryschool.co.uk

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education 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 pupils with SEN up to date

The Head teacher will:

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

The Class teacher will:

- Be responsible and accountable for the progress and development of every pupil in their class
- Work closely with teaching assistants and specialist staff to plan, deliver and assess the impact of support, ensuring that it is connected to classroom teaching and promotes pupil independence
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Follow this SEN policy

1 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Staff training needs are reviewed in response to pupil need, school priorities and developments in evidence-informed inclusive practice. Training may include autism, speech, language and communication, ADHD, literacy difficulties including dyslexia, emotional regulation, sensory and physical needs, de-escalation, trauma-informed practice, assistive technology, alternative recording methods and supporting pupil independence. Training may be provided to individual staff, targeted teams or the whole staff.

Where specialist training or advice is required, the school will identify an appropriate provider or service. This may include local authority specialist services, educational psychology, speech and language therapy, occupational therapy, physiotherapy, health services and other appropriately qualified professionals. Funding will be considered through the school's SEND and wider professional development resources as appropriate.

8 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where assessment or professional advice identifies a need for specialist equipment, access arrangements or adaptations, the school will consider reasonable adjustments and how equipment or facilities can be secured, including through school resources, local authority arrangements or equipment loan schemes. For specialist communication or assistive technology, advice may be sought from the Kent and Medway Communication and Assistive Technology Service or other relevant professionals.

8 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

Ramsgate Arts Primary School recognises parents and carers as key partners in understanding a child's strengths, needs and aspirations. All parents/carers are invited to discuss their child's progress during the school year and receive a written annual report. Where a pupil receives SEN support, parents/carers will also be involved in the Assess-Plan-Do-Review cycle, including agreeing desired outcomes, discussing provision and reviewing its impact.

Parents/carers of pupils with an Education, Health and Care Plan (EHC plan) will be invited to contribute to and attend the statutory annual review. Relevant professionals will be invited where appropriate. Information and meetings will be made accessible and the school will take reasonable steps to support meaningful participation.

Where a pupil has identified SEND, additional meetings may take place with parents/carers, the pupil and relevant professionals so that provision remains responsive to need.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

Pupils with SEND will be supported to participate in decisions about their education in a way that is appropriate to their age, development and communication needs. Pupil voice will inform identification of strengths and barriers, desired outcomes, provision and reviews.

Communication aids, visuals or other reasonable adjustments will be used where needed to enable meaningful participation.

Parents/carers and pupils are partners in person-centred planning. As pupils develop, the school will support increasing self-advocacy, independence and understanding of the support that helps them to learn and participate.

Safeguarding pupils with SEND

Children with SEND may experience additional safeguarding vulnerabilities and may face barriers to recognising, reporting or communicating concerns. Staff will consider how a pupil's communication needs, behaviour, disability, dependence on adults, online experiences and any changes from their usual presentation may affect safeguarding. The school will make appropriate reasonable adjustments, listen carefully to the child's voice and follow the Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026.

8 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Ramsgate Arts Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teachers, Head of Year, Assistant/Deputy Head, SENCO or the Head of School to resolve the issue before making the complaint formal to the Chair of the governing body.

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 Educational Health 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.

8 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The SEND Governor will:

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

The governing body engages with the following services and professional networks:

- Participation in local LIFT arrangements to support access to the Specialist Teaching and Learning Service
- A service-level agreement with the Educational Psychology Service for six days each year
- Access to Speech and Language Therapy, Occupational Therapy and Physiotherapy services where a pupil requires direct therapy or professional advice
- Ability to make ad hoc requests for advice from the Communication and Assistive Technology Team, etc
- Membership of relevant professional networks, such as the local SENCO forum and NASEN

All governing boards have legal duties under the Children and Families Act 2014 in relation to pupils with special educational needs and disabilities (SEND).

In practice, the governing board delegates oversight of SEND to a named SEND Governor, who reports to the governing board at least annually and more frequently where required.

Governing boards must:

- Co-operate with the local authority in reviewing the provision that is available locally and developing the local offer
- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's needs SEND
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions
- Have a clear approach to identifying and responding to SEND
- Accurately record and keep up to date the provision made for pupils with SEND, and publish information on the school website about the implementation of the governing board's SEND policy through the SEN Information Report

- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is a qualified teacher designated as the special educational needs co-ordinator (SENCO) and that mandatory qualification requirements are met
- Determine their approach to using their resources to support the progress of pupils with SEND

8 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information, Advice and Support Kent (IASK) provides a free, confidential and impartial information, advice and support service for parents/carers of children with SEND and for children and young people with SEND up to the age of 25.

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

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

8 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Ramsgate Arts Primary School, we work closely with pupils' previous educational settings to gather the information needed to make transition as seamless as possible. Key staff attend transition sessions arranged with Thanet primary and infant schools. Where additional transition planning is required, meetings are arranged with parents/carers, nursery staff and other relevant professionals.

We support transition to each pupil's next setting by sharing relevant information securely and with appropriate consent. Transition meetings are held with secondary schools and attended by the SENCO where appropriate. Secondary leaders may also visit Year 6 pupils during Term 6 to gather further transition information and support familiarisation.

8 Information on where the local authority's local offer is published.

- The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs>
- Local Kent Directory · Local Offer. Activities, events, support services and educational options for children with additional needs and disabilities. · 0-25. <https://local.kent.gov.uk/kb5/kent/directory/home.page>
- KELSI is a resource for school professionals in Kent run by Kent County Council. <https://www.kelsi.org.uk/special-education-needs/special-educational-needs>

Parents without internet access should make an appointment with the SENCO for support to gain

the information they require.

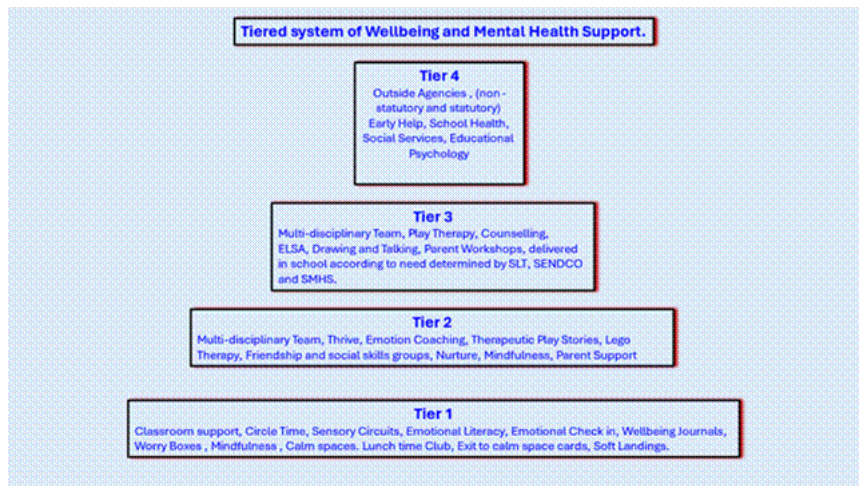
Appendix 1

SEN Category	Universal provision – Mainstream Core Standards	Targeted provision	Specialist / individualised provision
Cognition and Learning	suit differing learning styles. Flexible methods of recording work. Flexible seating in class Individual, paired and group work. Special and adapted equipment to support pupils e.g. coloured overlays, wobble cushions, pencil grips, triangular pencils, personalised time tables. Use of I.C.T across the curriculum; including laptops, tablet devices & interactive whiteboards. Relevant classroom displays. Labelled resources. Marking shared with children. Foundation, KS1 and KS2 libraries. Reading scheme books and reading records. Rewards – house points, Head Teacher awards, achievement certificates. RWI Groups Paired Reading	Precision Teaching Targeted in class TA support Reading in class Students pre reading texts Booster groups Access to books appropriate for reading ability Maths intervention Pre- teaching Audible Computer programmes such as Doodle	Highly differentiated curriculum One to one English/ Maths interventions using specific programmes of study Access arrangements such as a laptop, reader, scribe, additional time TEACCH-informed structured teaching (independent work station and tasks)

Communication and Interaction	Differentiated curriculum Visual support for verbal input Routines/ pre warning about change Modelled, chunked tasks	Lego Pre-teaching Catch up sessions Agreed regulation or break card Social skills intervention Talk Boost	Specialist Teaching Service/ SALT support Comic Strip conversations Personalised Timetable Targeted TA support
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	Clear instructions and timings Thinking time given – 10 second rule Multi-sensory learning Pre-teaching Vocabulary Social Stories Flexible seating	Language Link/Speech Link Pentagon/ pre-teaching vocabulary Black Sheep interventions	Sensory breaks Personalised speech and language therapy Workstation
Sensory and Physical	Enlarge/modified resources hearing support equipment Flexible seating Pen grips/ handwriting pens Appropriate P.E options Access to ICT/ alternative ways to record	Handwriting intervention Additional technology Typing support Catch up sessions Individual arrangements for prompt access to the toilet Sensory circuits Clever Hands/ Gross Motor Fizzy Sensory Circuits	Medical Care Plan Physiotherapy support O.T support Intimate care plan Highly personalised resources- braille and tactile Assistance to move around the site Targeted TA support

RAPS Graduated SEND Provision: Universal, Targeted and Specialist Support



Appendix 2

A Parent/Carer Guide to High Needs Funding

- High-needs and top-up funding are additional local authority resources that may contribute towards the cost of provision for pupils whose needs require a high level of support.
- Mainstream schools receive delegated funding, including a notional SEN budget, and are expected to use their resources to meet most additional SEND needs. National funding arrangements use a £6,000 threshold when describing the school contribution to high-needs provision, but local allocations and processes determine how additional resources are distributed.
- Top-up funding is intended to contribute to the additional cost of high-needs provision; it is not an entitlement to a particular amount for an individual pupil and it does not replace the school's duty to use its best endeavours to secure appropriate SEND provision.
- Kent's mainstream high-needs arrangements changed from September 2025. Communities of Schools may make decisions about some additional resources for pupils on SEN Support and for some pupils with EHC plans, alongside other local authority high-needs arrangements.
- Any request for additional resources will be based on evidence of the pupil's strengths, needs, outcomes, provision already in place and the impact of the graduated approach.
- The school will work with the pupil and parents/carers to identify desired outcomes and the provision, adaptations and interventions needed to support progress, participation and independence.
- Where additional local resources are appropriate, the school will follow the current Kent County Council and/or Community of Schools process in force at the time

- Parents/carers will be kept informed about requests for additional resources and involved in planning and reviewing the provision for their child.
- Funding decisions and SEND identification are separate: a pupil can require SEN support whether or not additional top-up funding is allocated.
- Funding arrangements and review periods may change. The school will use the current published KCC guidance rather than relying on fixed arrangements within this policy.
- Where a high level of provision continues to be required, the school will review the pupil's needs and outcomes and follow the current process for continuation or adjustment of resources.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-for-schools> <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-for-schools>

Current Kent SEND and funding guidance is available through KELSI and the KCC Local Offer.

This school policy applies to Ramsgate Arts Primary School. Post-16 and further education funding arrangements are outside the scope of this policy.