



# **St. Margaret's-at-Cliffe Community Primary School**

## **Special Educational Needs & Disability (SEND) Policy**

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**Signed : \_\_\_\_\_ John Dexter, Chair of Governors**

**Signed : \_\_\_\_\_ Helen Comfort, Executive Headteacher**

## **Equality**

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation (please see 'Single Equality Scheme').

### **What types of Special Educational Needs are provided for at St Margaret's-at-Cliffe Primary School?**

At St Margaret's-at-Cliffe Primary School we can make provision for most kinds of frequently occurring special educational need, and these needs are fully included in the class as part of the whole class teaching. Some types of SEN require additional input of either over learning, resources, or a programme of intervention; this is managed in line with the type of need, the child's targets and the current curriculum learning that is being undertaken at the time.

The four broad areas of need as described in the Code of Practice 2014 are:

- Cognition and Learning
- Communication and Interaction
- Social Emotional Mental Health
- Sensory and/or Physical Needs

The following list shows examples of areas of difficulty that are either currently supported in our school, have been in the past, or we would expect to see at some point and, alongside specialist support, we would be able to fully include within our setting.

Types of Special Need:

Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)

Anxiety Disorder

Asperger Syndromes

Autistic Spectrum Disorder

Developmental Coordination Difficulty

Dyscalculia

Dyspraxia

Dyslexia

Hearing Impaired

Obsessive Compulsive Disorder

Oppositional Defiant Disorder

Speech, Language and Communication

Sensory Processing Disorder

Visual Impairment

It is important to remember that many pupils will require additional support at some point in their education and this does not necessarily mean that they have SEN. However, the school continually monitors the progress of all pupils, tracking individual educational provision, ensuring that it is fully inclusive and that all pupils meet their full potential.

## **How does St Margaret's-at-Cliffe Primary School identify and assess pupils with SEN?**

At St Margaret's-at-Cliffe Primary School the Executive Headteacher and Head of School/SENCo monitor the progress of all pupils in Key stages 1 and 2 three times a year to review their academic progress. Pupils' progress in the Foundation Stage is monitored four times a year.

In the classroom, pupils' progress and learning outcomes are monitored by the Class Teacher and identification of difficulties are immediately provided for. For a pupil who is struggling with their work and making slow progress, their work may be differentiated, and more focused additional support provided.

It is important to remember that many pupils will require additional support at some point in their education and this does not necessarily mean that they have SEN. All targeted support put in place by the school is monitored and helps to build a full picture of a child's learning journey. This evidence will support the identification of SEN should this be necessary.

A discussion regarding a pupil's progress will be held with the Class Teacher, parent and SENCO and outcomes agreed, this could follow the steps outlined below:-

1. Implement new strategies – To be used in class under Quality First Teaching – are there any further resources or support that could be trialled and monitored to assess impact?
2. In-school assessment – St. Margaret's-at-Cliffe Primary School is able to administer a variety of specific assessments that support identification or need, depending on the identified area of slow progress. These are done on an individual basis. From these assessments, planned support will be put in place for the child and agreed targets will be set. Progress will then be monitored by the Class Teacher, and a referral for additional support made if progress is not evident.
3. Referral to an outside agency – In consultation with parents it might be agreed that the nature of difficulty that the pupil is experiencing warrants an immediate referral to ensure that specialist support or assessments are accessed. In other cases the outcomes of the in-school assessments might necessitate immediate referral.

Examples of possible referrals:

Early Intervention  
Speech and Language  
School Nurse  
LIFT – further access to Specialist Teaching Service support, and Out Reach from Specialist schools  
Paediatrician  
Educational Psychologist  
CAMHS (Children and Adolescent Mental Health)

## **How does St Margaret's-at-Cliffe Primary School make provision for pupils with SEN?**

Provision and support for pupils at St Margaret's-at-Cliffe Primary School is tailored specifically to ensure that pupils' needs are met on an individual basis and support is targeted clearly. Pupils are set targets that whilst challenging, are also achievable and measurable. Work is designed and differentiated carefully to ensure that pupils can work towards achieving these targets using the best resources and incorporating the learning style that suits them best. Much of the support given is done within class or a small group and fully includes all children in learning and whole class activities. Provision is sensitively managed and considered, to ensure pupils well-being and inclusion at all times. However, some provision requires 1:1 work to ensure full engagement and management of the provision – for example speech and language work.

Examples of additional provision that might be seen at St Margaret's-at-Cliffe:

- Language support in small groups
- Over learning of key skills (e.g. phonics)
- FIZZY (Gross Motor skill development)
- Dyslexia Support (visual perceptual skills)
- Touch Typing
- Toe by Toe and Stareway to Spelling (individual reading and spelling programmes)

Examples of practical resources that might be seen at St Margaret's-at-Cliffe:

- Visual support in class (e.g. visual timetables, writing frames)
- Alternative recording methods (lap tops)
- Support for memory skills (voice recorders)
- Seating aids (cushions)
- Writing supports (desk slopes, pencil grips)
- computer based typing programmes

Pupils who access taught provision and/or practical resources may not necessarily be identified as having SEN.

## **How does St Margaret's-at-Cliffe Primary School know if provision for pupils with SEN is working?**

All targets set within a taught provision are limited by a time frame of 6 weeks (or termly). Class Teachers have the responsibility to ensure that the provision is set, appropriate for the pupils and for monitoring of the outcomes. At the end of each term the provision is assessed and this data is given to the SENCO who monitors the effectiveness of the provision. If the expected progress is not evidenced, the support is reviewed, altered as required or changed. Evidence of the support a pupil has received is logged via our provision maps on a termly cycle, and these are used, should a referral be required, for further support. If the provision has been set by an Outside Agency and targets given to the school to work on and monitored using an SENd support review – they have joint responsibility for checking on progress and reviewing provision, this is done within their review cycle, however the provision is continuously monitored within school and we will call for earlier review and support should we feel that there are concerns regarding the provision set.

### **How does St Margaret's-at-Cliffe Primary School teach pupils with SEN?**

All pupils learn differently and have strengths and weaknesses. At St Margaret's-at-Cliffe Primary School we strongly believe that emphasis should be on the strengths of a pupil and we use this knowledge to provide timely and sensitive support when needed. Class differentiation is a key management technique when supporting pupils with SENd. All lessons can be differentiated to support all learners and allow them to be fully included in class whilst keeping to the topic of the lessons being taught.

Examples of differentiation could be:

- individual learning outcomes
- shorter tasks
- different wording of tasks
- pictorial support
- expected outcomes and marking
- adult support
- peer group support

Pupil support is assessed and managed on an individual basis and what works for one pupil may not be right for the next, even if they present with similar difficulties. Class teachers will try different styles of support for pupils, continuously measuring impact and pupils' well-being on a lesson by lesson basis.

At St Margaret's-at-Cliff provision for pupils, whether by taught sessions or physical resources, is flexible and will often be reviewed or altered as the individual child requires.

### **How does St Margaret's-at-Cliffe Primary School ensure that Pupils with SEN are engaged in all activities at school?**

All pupils are fully included within all activities. At some points in the day your child may receive group support or individual work, and this is monitored closely. Every lesson and activity can be differentiated to support all pupils in a variety of ways from equipment to sensitive use of adult support when and where necessary.

Learning needs or physical difficulties are never an obstacle to a pupil's attendance at additional activities and all adjustments will be made to ensure that all school activities are fully inclusive.

This is highlighted in the school's Accessibility Policy, which supported by the Disability Discrimination Act (1995) as amended by the SENDA (2001).

'From September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils and their admissions and exclusions, education and associated services'.

Schools and Academies must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment duty')

### **What support is available for the social, emotional and mental (SEMH) development of pupils with SEN?**

The social, emotional and mental health development of your child will be monitored by the Class Teacher on a daily basis, through observation. It is especially vital that parents and school work closely when supporting pupils. We

encourage parents to access support and pass on information quickly. When there are on-going areas of concern the school will run a Boxall Screen which will look at all elements of a child's well-being and allow us to target key areas swiftly and with the biggest impact. In addition we also have, playground buddies, small group Circle Time, and social skill groups, for pupils who need support. Access to these supportive strategies does not necessarily mean that your child will be entered on the SEN register. Our SENCO is also trained as a social, emotional and mental health champion having attended enhanced training on supporting children and staff on SEMH needs.

### **Who is the SEN Coordinator (SENCO)?**

Mrs Rachel Hindle

Mrs Hindle is available on 01304 852639 or [r.hindle@st-margarets-dover.kent.sch.uk](mailto:r.hindle@st-margarets-dover.kent.sch.uk). Please make appointments to see her via the school office.

### **Are the staff trained in SEN?**

All staff are trained in recognising SEN and the procedures involved in monitoring provision and assessing the impact. As a staff we receive training, sometimes as a whole school or individually at off site courses. Training could be provided by local specialist schools, Educational Psychology, Specialist Teaching Service or other outside agencies where there is an area of identified need.

The SENCO is a qualified teacher with the additional qualification of an MA in Education with Specialisms in Special Educational Needs. As a SENCO continuously since before 1 September 2009 there is no requirement for her to undertake the National Award for SEN Co-ordination.

A team of Teaching Assistants contribute to support for children with SEN, as well as children with a wide range of additional needs across the school. All TAs have attended short training courses in one or more areas of SEN, whilst others have attended longer courses and completed course work resulting in the award of a variety of certificates. TAs who have developed expertise in one particular area, offer help and support to their colleagues in the team. Examples of training recently received are: Supporting the language impaired child in the classroom, Building Resiliency: using the tools of CBT, Attachment, Trauma and Anxiety, Foundation to drawing and talking therapy, Paediatric First Aid training, Safeguarding, Phonics for fun, Girls with Autism, Lego therapy, Level 2 Teaching Assistant, Language for Learning (TA survival) and First Aid at Work.

### **How does St Margaret's-at-Cliffe Primary School get the equipment and make sure that the facilities are correct for a pupil with SEN?**

All schools are provided with a budget for SEN and this allows us to ensure that the resources and facilities are correct for individual pupils. Some resources are accessed via the SENCO who along with the Class Teacher has identified an area where an additional resource might be supportive. In other instances Outside Agencies will provide us with the details of equipment that we need to access and the school will provide this. Often these can be quite specialist resources or occasionally a recommendation for a specific pupil that will actually support many. If a pupil requires a high level of support/equipment, in addition to the budget allocation, an application can be made for High Needs Funding to ensure that all the support required can be in place for that pupil.

### **How are parents consulted if there are concerns about their child?**

Parental involvement is identified as having the biggest impact on your child's learning and well-being. You will be made aware of your child's learning journey via their Class Teacher either by an informal meeting or through a more detailed discussion at Parents Evening. If there is a specific concern, or your child is already supported by an Outside Agency you might be contacted directly by the SENCO. If your child is entered on the SEN register you will be invited to additional meetings to discuss the support that your child is receiving and their targets. This ensures that you are fully aware of your child's targets and can support your child meeting these at home. If your child is receiving support from the school but is not on the schools SEN register your child's class teacher will discuss the provision at parent's evenings or an appointment can be made if required.

### **How can parents consult with the school if they have any problems or queries?**

The initial contact for concerns should be via your child's class teacher. This is best achieved in a pre-arranged meeting. In other instances you can contact the school office to arrange a meeting with the SENCO. If queries cannot be answered immediately a meeting will be arranged in order to discuss concerns and decide on further action if required.

### **How can parents support their child who has SEN?**

Parental support is the key to helping your child and it is vital that St Margaret's-at-Cliffe and parents work together. The following are some bullet points for key support a parent can offer:

- **Communication:** Talk to your child's class teacher whenever you have a concern or query. This can be arranged directly with the Class Teacher or by phoning the school office.
- **Attend Meetings:** There are a variety of meeting times across the year for example parents evenings, however there might also be additional meetings that occur should your child be supported by an outside agency. These might be to gain information from school or home, discuss support being offered by the agency, arranging educational targets, or making a next steps plan. All of these areas will be much more successful with your input.
- **Inform the school of Appointments:** If you receive any letters arranging appointments for assessments or appointments outside of school hours, please inform the school office (so that your child's absence can be registered as authorised), and their Class Teacher. We can use this information to ensure that any referrals have been received and processed. In addition we know to expect reports and information from your child's appointments. Sometimes the reports might only be sent to the parents, if you feel that there is information that the school needs to know please inform the school and we can arrange a time to discuss any results or information that you may have. In addition you can directly ask for appropriate correspondence to be sent to the school when at your appointments.
- **Read at Home:** This is a vital element of child's learning and has been evidenced that children who read regularly at home make more progress

in school. If you would like additional support with completing this please let the school know.

- **Complete Home Learning:** As with reading, home learning is a vital part of your child's education and is used to reinforce their learning at school. All pupils will need to be encouraged to complete homework and a quiet time without distractions is essential in supporting them to complete their tasks. If your child finds a piece of homework particularly difficult please inform your child's Class Teacher as they can then ensure that this is revisited in class. Homework can be differentiated by task, or expectations to suit the individual pupils learning style and ability

### **How are pupils with SEN able to express their views?**

This will often happen through informal discussion with any adult who your child works with. Class Teachers have responsibility in understanding their pupil's needs and wishes and will take this into account throughout the school day. We also have access to a child questionnaire which can be used to form a more detailed understanding of pupil views and ensure that their thoughts and wishes are taken into account. At the end of any provision your child will be asked how they thought they did and what they would like their next steps to be. This is done on an informal basis and is part of the quality first teaching in a classroom.

### **If I have a complaint what can I do?**

Initially please talk to a member of staff should you wish to discuss any queries. We would hope that through speaking with a member of school staff we can resolve your concerns. For additional information please read the schools complaints policy.

### **Who else could be involved with supporting us?**

Governing Body – has ultimate responsibility in ensuring that SEN provision is provided for pupils at St Margaret's-at-Cliffe Primary School.

Our SEN Governor is Dr. Michelle Marin Chau (please ring the school office 01304 852639 if you would like to speak to him)

Health – Any NHS specialist support (e.g. Speech and Language, Paediatrician, Occupational Health) some services can be accessed via a direct referral from schools others need to be referred by health usually GP.

Doctor/GP – Your GP can refer to all NHS departments (e.g. Speech and Language).

Early Help and Preventative Services – Supports families and in turn pupils in providing help both in school and in the home for social and emotional needs  
Kent Parent Partnership Service – Parental/Carer support that provides an impartial service creating good liaison between parents/carers and schools.

Contact details:

Telephone: 01622350640

Email: [Partnershipwithparents@kent.gov.uk](mailto:Partnershipwithparents@kent.gov.uk)

Website: [www.kenttrustweb.org.uk/pwp](http://www.kenttrustweb.org.uk/pwp)



Social Services – Our school will work in partnership with Social Services ensuring that families and pupils are fully supported and have their needs met in a sensitive and timely manner.

Local Authority – Are responsible for ensuring that they provide details of how information, advice and supported related to SEN and disabilities can be accessed and resourced. This is identified in the Local Offer published on the [kent.gov.uk](http://www.kent.gov.uk) website. The Local Authority are required to provide information to parents regarding ‘the provision they expect to be available across education, health, and social care for children and young people in their area who have SEN or are disabled including those who do not have Education, Health Care Plan (EHCP)’ <http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

**Are there any other support services that could help?**

National Network of Parent Carer Forums: [www.nnpfc.org.uk](http://www.nnpfc.org.uk)

Early Support Programme: <http://tinyurl.com/ESprogramme>

Family Information Services: <http://www.daycaretrust.org.uk/nafis>

National Parent Partnership Network – guidance on impartial information, advice and support: <http://tinyurl.com/IASS-guidance>

Patient Advice and Liaison Service (PALS): <http://tinyurl.com/PALservice>

Autism Education Trust: [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Bullying guidance: <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust: [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

Dyslexia SpLD Trust: [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

I CAN – the children’s communications charity - <http://www.ican.org.uk>

Mental Health and Behaviour Guidance: <http://tinyurl.com/MHB-2014>

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

National Sensory Impairment Partnership: [www.natsip.org.uk](http://www.natsip.org.uk)

If you would like further support in finding help from outside agencies please contact the school.

**How do we help pupils with SEN manage transition between schools?**

At St Margaret’s-at-Cliffe Primary School we work closely with other schools in order to make transitions as positive as possible for the pupils. The staff in Foundation Stage attends a common transfer day with local preschools and nursery staff to facilitate passing of information. In addition, parents are welcomed in to the school before their children start and are able to discuss any difficulties or concerns with staff.

All pupils partake in a thorough transition to secondary school, through discussion and visits. The Class Teachers and SENCO, where necessary, will talk to the adults who will support your child in the Secondary School Placement and all paperwork will be provided and, where required, parents are invited to attend these transition meetings. Some pupils who are highlighted as potentially being vulnerable with the transition to secondary school are invited to further sessions at their new school in addition to their whole day transition. When a child with special needs transfers to another primary school, full details of the child's strengths and provisions are passed on and contact is made with the SEN Co-ordinator of that school.

**How can we find out about the Local Offer?**

The local authority's local offer is published on [www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer](http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer).

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.