



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

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

**Date: September 2025**

**Author: Kirsty Lavender**

**Reviewed and Ratified By: Governing body on 16<sup>th</sup> October 2025**

**Review Date: Annually – September 2026**

**Signed : \_\_\_\_\_ Helen King, Chair of Governors**

**Signed : \_\_\_\_\_ Craig Ward, 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').

St Margaret's at Cliffe is a mainstream primary school.

Our SENCo is Mrs Kirsty Lavender. Her working days are Wednesday and Thursday. Mrs Lavender is available on 01304 852639 or k.lavender@st-margarets-dover.kent.sch.uk. Please make appointments to see her via the school office. Mr Craig Ward, Headteacher, is available five days a week to assist with queries.

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.

### [What types of special educational needs are provided for at the school?](#)

Types of Need:-

- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety Disorder
- Asperger Syndromes
- Autistic Spectrum Disorder
- Developmental Co-ordination Difficulty
- Dyscalculia
- Dyspraxia
- Dyslexia
- Hearing Impaired
- Obsessive Compulsive Disorder
- Oppositional Defiant Disorder
- Physical disability
- Speech, Language and Communication
- Sensory Processing Disorder
- Visual Impairment

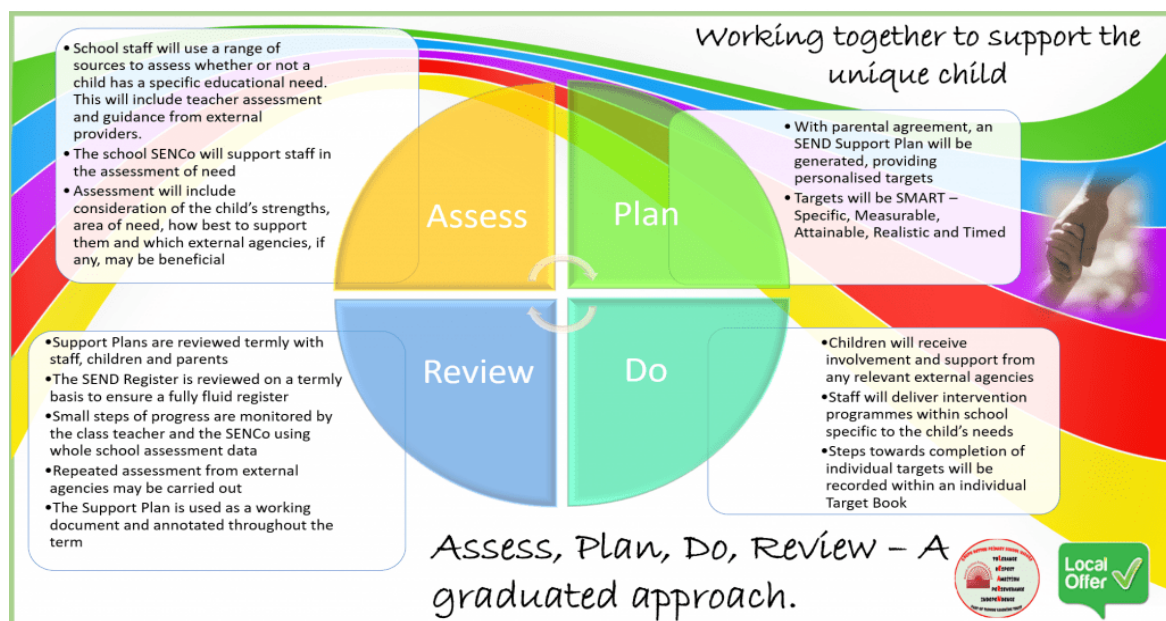
We use a range of information to help us decide when extra support may be required. For example:

- The progress of all pupils is monitored regularly by class teachers and the Senior Leadership Team. So, when a pupil is not making expected progress in

a particular area of learning, the school can quickly identify the need for additional support and plan appropriately. All additional support is reviewed termly.

- The SENCo meets with teachers 3 times a year for In School Review meetings.
- If parents/carers have concerns about the progress or attainment of their child they should speak to the class teacher to discuss their concerns in the first instance. There may then be a need for other staff to become involved such as the SENCo.
- When a pupil is new to the school, we receive information from the pupils' previous school/Nursery. This helps to identify any additional needs and support that may be required.

We follow the graduated approach at St Margaret's at Cliffe.



### How will the school and I know how well my child is doing and how will you help me to support my child's learning?

We encourage parents to talk to us at any time regarding their child's progress. Regular reviews of progress are undertaken, including support from Outside Agencies, where they are involved. Whilst parents are included in these meetings, there is also more frequent contact between the school and parents. This may be through regular, face-to-face contact, a daily handover book or telephone conversations. In addition, there are standard school meetings such as Parents Evenings, held throughout the year. The ways that parents can support their children are discussed and any additional reports or plans from outside agencies are shared. All children with SEND have a 'Provision Plan or a Support Plan' which is written by the class teacher with the support of the SENCO. These identify needs, show support given and targets set. They are reviewed three times a year and teachers will share these with parents. Parents are encouraged to speak to the class teacher and/or SENCo about Provision Plans and Support Plans and how they can continue the support at home.

### What should I do if I think my child has SEND?

Speak to your child's class teacher and discuss your concerns with them. They will be able to reassure you, explain how your child is progressing in school and offer suggestions about what to do next. They might provide some activities for you to do at home with your child or suggest meeting at a later date with the SENCo.

### How will the curriculum be matched to meet my child's needs?

When teachers plan their lessons they take into account where a child is with their learning, such as how they did in the previous lesson, and identify the next steps in their learning to move them on. Any individual needs are taken into account and planned for through the use of Quality First Teaching. Lessons are differentiated according to the next steps required in a child's learning. Additional adults are used to support in class as well as providing targeted interventions at other times. We make use of additional equipment and resources where appropriate.

### How will I know how my child is doing?

You are welcome to discuss your child's progress with their class teacher at any time. There will also be two Parents Evenings during the year as well as two written school reports.

### How will you help me to support my child's learning?

- Each year group will provide information for parents about the topics they will be covering every half term in Curriculum Overviews which are available on the school website and through year group newsletters.
- There are workshops for parents, held throughout the year ie: phonics.
- Children bring home reading books so you can support them by hearing them read regularly.
- There will be homework tasks for them to complete.

### What support will there be to support my child's overall well-being?

At St Margaret's a range of interventions are used to support pupils with social skills, behaviour management and emotional wellbeing. For example, Drawing and Talking therapy.

If you are concerned about your child's emotional well-being please contact the school and ask for the SENCo.

### What specialist services or expertise are available at, or accessed by the school?

We work with a range of professionals and other agencies for the benefit of our pupils and their families. This includes Educational Psychology, Speech

Therapy, Occupational Therapy, Physiotherapy, CAMHS, Advisory Teachers, Behaviour Support Service and Social Services.

We have ensured that there is good access to the school with a range of facilities including disabled parking bays, automatic doors to the main entrances and a fully accessible toilet.

#### What training have staff supporting pupils with SEND had, or are receiving?

A continuous programme of training is in place for all staff and may be delivered by school staff or other professionals, depending on the subject. Training may be delivered to all staff or individuals, depending on their role and the needs of the children they support. We access training from Speech and Language Therapists, Behaviour Support Service and Outreach services and our local Specialist Teacher Service as well as from our local specialist provisions.

#### How will my child be included in activities outside of the classroom?

All children are included in all activities, wherever possible. This may mean that some special arrangements have to be made or a risk assessment is carried out beforehand. Parents will always be consulted if staff are concerned that there may be difficulties with a particular activity. For example, parents may be asked if they would like to accompany their child on a trip, to provide support.

#### How accessible is the school environment?

The school is always looking at ways to improve the school environment by making it more accessible to pupils, parents and visitors. This allows pupils to become more independent. We have good access into the school building and onto the playground, accessible toilet facilities and soft touch taps in cloakroom areas. The school is all sited at one level. In some cases, we can provide pupils access to individual laptops enabling greater access to their learning. Disabled parking spaces are available and the main entrance doors open automatically.

#### How will the school support my child in starting school and moving on?

In the Summer term, before pupils start in Foundation Stage, they have the opportunity to visit the school with their parents and spend time playing in the reception classrooms, during drop-in sessions. This also allows parents to meet key staff and discuss any concerns they may have. Staff also meet with the Nurseries to gather information.

When children join our school, you will be invited to tour the school with the Headteacher, meet the class teacher and SENCO (if required) This will be an opportunity to share any relevant information to help your child settle quickly into the school.

When pupils transfer from one year group to the next, they will have had opportunities to meet their new teachers and spend time in their classrooms. Any pupils who are identified as having particular anxieties about moving on will be supported with extra transition opportunities and may also be provided with a Social Story.

On transfer to Secondary School, staff liaise with each school to ensure that key information is passed on. Each school arranges its own transition days but extra visits can be arranged for pupils who are particularly concerned about the move to Year 7. Where a child has additional needs, parents are supported with choosing an appropriate school and school staff can support visits with the parents.

#### [How are the school's resources allocated and matched to the pupil's SEND?](#)

A range of information is used to allocate extra support. The class teacher may feel that a pupil needs some support in the next lesson after marking a piece of work. This support may be from the class teacher or teaching assistant and could be very short-term – just one or two lessons. Termly assessments may indicate that there are gaps in learning which may need a longer-term approach. This could be weekly sessions with a teaching assistant using a particular intervention for a set number of weeks, either individually or in a small group. These are reviewed regularly and will stop when a pupil has closed the gap in their learning.

#### [How are decisions made about how much support my child will receive?](#)

This will depend on the type of support that is needed. Some are one session a week, others may be three times each week. The length of each session varies as well from 15 minutes to an hour. Support ranges from reading, handwriting, fine motor skills, PE, coordination skills, maths, writing, social skills, behaviour etc. Some interventions will continue for a set period of time eg. 6 weeks, others are immediate and short-term.

#### [How will I be involved in discussions about, and planning for, my child's education?](#)

Formal meetings may be held but day-to-day contact with class teachers is just as important. Key staff such as the SENCo or Headteacher are always happy to meet with parents at other times or have a quick chat over the phone if that is easier. Please feel free to contact the school office to arrange this.

#### [Who can parents contact for further information?](#)

The school should always be the first stop for information but there are many groups available for support if needed. In addition, Kent County Council's Local Offer has a wealth of information to support parents. [Click here for information about Kent's local offer.](#)

#### [About the SEND local offer - Kent County Council](#)

#### [What should parents of children with SEND do if they have a complaint?](#)

We encourage parents to speak to us if ever they are unsatisfied with arrangements for their child. This allows us the chance to listen to all involved (including the child) and the opportunity to make changes or put things right. However, if at any time you have a complaint about the provision your child is

receiving please refer to the school complaints procedure policy found on the school website.

***This document meets the Policy requirements as detailed in the Special Educational Needs Code of Practice 2014. Please contact the school office if a paper copy of this document is required.***