

## Special Educational Needs and Disabilities (SEND) Information Report

St Margaret's at Cliffe Primary School



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

**Inclusion Team**

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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:



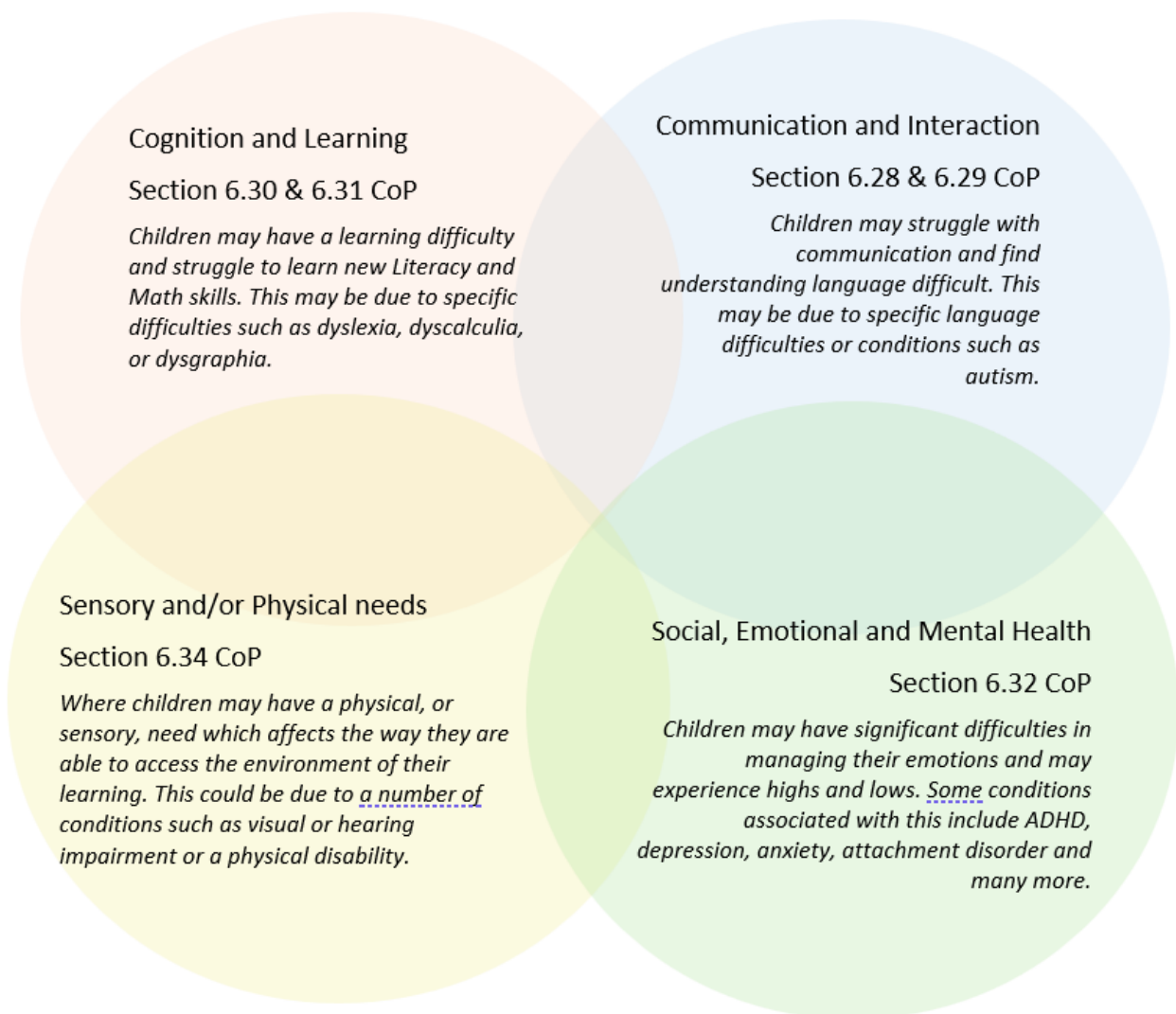
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [Special Educational Needs Policy](#)

**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 St Margaret's at Cliffe Primary School, 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

Kirsty has over three years' experience in this role and is a qualified teacher. She has worked with pupils with a wide range of needs throughout her career.

She achieved the National Award in Special Educational Needs Co-ordination in June 2025.

Kirsty works on Monday and Tuesday and can be contacted via

**K.Lavender@st-margarets-dover.kent.sch.uk**

### 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.

Most recently, our teachers have received training in de-escalation strategies, Speech, Language and Communication Needs (SLCN), the Mainstream Core Standards, and from the Autism Education Trust. We also regularly consult the local district offer to identify and access further training opportunities.

### Teaching assistants (TAs)

We have a team of 9 TAs, including 1 higher -level teaching assistant (HLTA) who are trained to deliver SEN provision.

Across the school our teaching assistants are trained to deliver interventions such as Clever Hands, Fizzy, Sensory Circuits and also received SLCN training and training from the Autism Education Trust.

We have two TAs trained to deliver Drawing and Talking.

## 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)
- Speech and language therapists
- Education welfare officers
- Voluntary sector organisation
- Educational psychologists



- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service

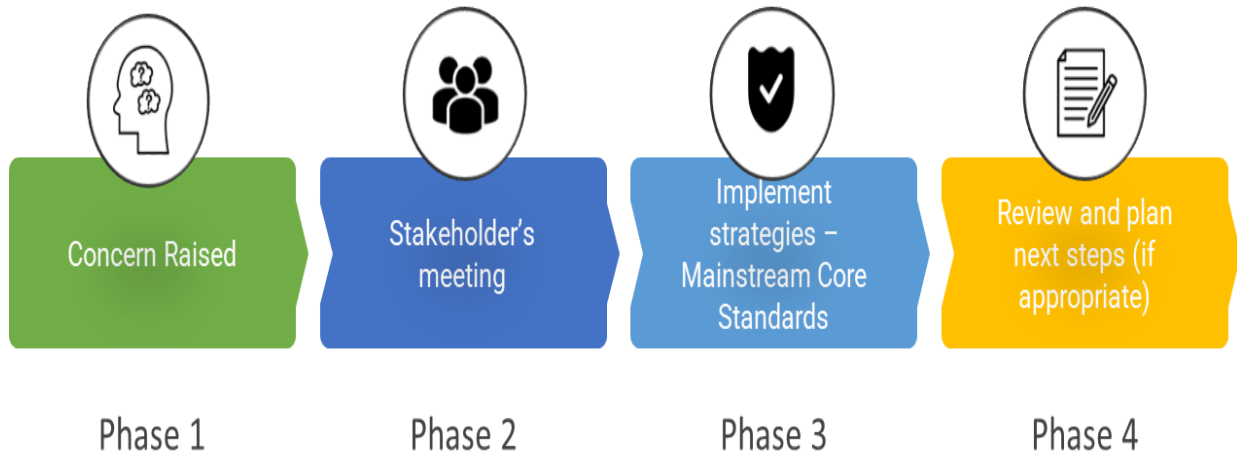
## 3. What should I do if I think my child has SEND?



<p><b>Phase 1</b></p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>In the first instance approach your child’s class teacher at drop off or pick up or via class dojo or the school office. You can also contact the SENCO, Kirsty Lavender via email <a href="mailto:k.lavender@st-margarets-dover.kent.sch.uk">k.lavender@st-margarets-dover.kent.sch.uk</a></p>
<p><b>Phase 2</b></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. 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><b>Phase 3</b></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: <a href="https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a> . This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.</p>
<p><b>Phase 4</b></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?

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



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include academic areas such as reading, writing, and mathematics, as well as aspects of social, emotional, and communication development. For example, teachers may monitor pupils who experience difficulties with attention and concentration, interaction with others, understanding or using language, or managing their emotions and behaviour.

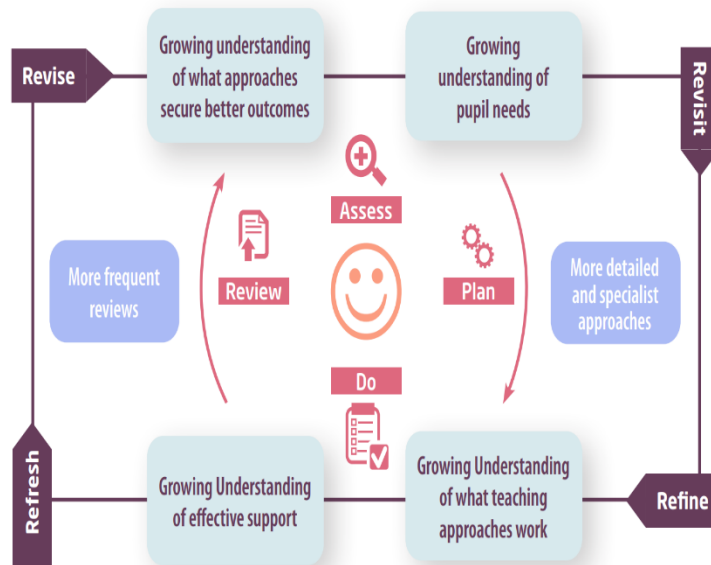
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

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

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

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



<b>Assess</b>	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.
<b>Plan</b>	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 those outcomes. We will make a record of this and share it with you and all relevant school staff.
<b>Do</b>	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.
<b>Review</b>	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 an annual written report on your child's progress.

A member of staff who knows your child well will meet you 3 times a 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 or the SENCO.

## 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 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

### We may also provide the following interventions:

Fizzy, clever Hands, Sensory Circuits, Social Skills, Drawing and Talking, Toe by Toe, Stareway to Spelling, SEND phonics, SNIP, Speech and Language support, Plus 1, Touch typing.

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?

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 6-12 weeks
- 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?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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



The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Bewl Water and Hardelot in France.

All pupils are encouraged to take part in school events such as sports day and class performances to parents.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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



Our school is committed to ensuring that the admissions process is fair, inclusive, and in line with the Equality Act 2010 and the SEND Code of Practice (2015). We welcome applications from all pupils, including those with special educational needs (SEN) or a disability.

We follow the Local Authority's admissions policy and arrangements. Pupils with SEN or a disability are considered for admission on the same basis as all other pupils. We work closely with parents, carers, and external professionals to ensure that any reasonable adjustments or additional support needed are identified and, where possible, put in place before a child starts at the school.

Where a child has an EHC plan that names our school, we will admit the pupil in line with statutory requirements. These pupils are given priority and will be offered a place before other applications are considered, as set out in the Local Authority's admissions arrangements.

Further information on admissions can be found here:

[St Margaret's-at-Cliffe Primary School - Admissions](#)

## 13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Our Accessibility plan sets out the steps taken to increase accessibility for all pupils:

[Disability Equality Scheme & Accessibility](#)

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

Our school places a strong emphasis on supporting the emotional wellbeing and mental health of all pupils. We recognise that some children, including those with special educational needs or disabilities (SEND), may require additional pastoral or social support to help them thrive.

Every child's wellbeing is monitored closely by their class teacher or form tutor, who works alongside our pastoral team and SENCO to provide appropriate support. We use a nurturing approach to help pupils feel safe, valued, and included. Staff are trained to identify early signs of emotional or social difficulties and to respond promptly with appropriate interventions.

Pupils with SEND may access additional support such as:

- Regular check-ins with a trusted adult or member of staff
- Social skills or emotional regulation groups
- Drawing and Talking therapy sessions to help children express and process their feelings
- Access to a quiet space or sensory area when needed
- Support from our pastoral or inclusion team
- Referrals to external professionals (e.g., Educational Psychologist, CAMHS, or counselling services) where appropriate

Our school has a clear anti-bullying policy and a zero-tolerance approach to bullying in any form. We promote an inclusive and respectful school culture through our curriculum, assemblies, and pastoral work. Staff are vigilant in identifying and addressing any concerns quickly.

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



The designated teachers for looked-after and previously looked-after children are Craig Ward and our SENCO, Kirsty Lavender.

Craig Ward and Kirsty Lavender work together to ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after are supported in much the same way as any other child with SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We ensure that the PEP and any SEND support plans or EHC plans are consistent and complement one another, providing a coordinated approach to each pupil's education, wellbeing, and development.

## 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 time with the incoming teacher and TA towards the end of the summer term
- Provide extra transition support, when required, tailored to the individual needs of pupils with SEND

### 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 (primary to secondary)

The SENCO of the secondary school will meet with our SENCO to discuss the needs of all pupils who are receiving SEND support.

Pupils will be prepared for the transition through a range of strategies, **if deemed necessary**. These may include:

Pupils will be prepared for the transition by:

- Individual transition plans tailored to each pupil's needs
- Visits to the secondary school, to familiarise pupils with classrooms, key staff, and daily routines
- Opportunities to meet key staff, such as form tutors, SENCOs, and support staff
- Sharing of SEND support plans or EHC plans with the receiving school, to ensure continuity of support
- Social and emotional preparation, including small group or one-to-one sessions to address any worries
- Parental involvement, with meetings and guidance to support families during the transition



These measures are designed to make the move to secondary school as smooth and supportive as possible for pupils with SEND.

## 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 Local Authority local offer. Kent Local Authority publishes information about the local offer on their website: [Special educational needs and disabilities \(SEND\) - Kent County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Home | IASK](#)

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

[Wellbeing](#)

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?

A copy of our complaints policy can be found here: [Complaints policy](#)

Complaints about SEND provision in our school should be made to the SENCO 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.

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.

[Services - Global Mediation](#)

## 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