



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

Special Educational Needs & Disability (SEND) Policy

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Reviewed and Ratified By: Governing body on 17th September 2026

Review Date: Annually – September 2027

Signed : _____ Helen King, Chair of Governors

Signed : _____ Neil Brinicombe, Interim Headteacher

Headteacher	Mr Brinicombe
SENCO	Mrs Kirsty Lavender
SENCO working days	Monday, Tuesday and alternate Fridays
SENCO contact	01304 852639 K.Lavender@st-margarets-dover.kent.sch.uk

Please make an appointment to meet with the SENCO via the school office.
The Headteacher is available throughout the school week to assist with queries.

Equality and Inclusion

We recognise our duty and responsibility to promote equality for all pupils, staff, members of the school community and service users, regardless of ethnicity, gender, disability, sexual orientation, age or beliefs, in accordance with equality legislation and the school's wider equality arrangements.

St Margaret's at Cliffe is a mainstream primary school. We are committed to an inclusive approach in which pupils with SEND are supported to participate fully in school life, develop independence and achieve their potential.

The SEND Code of Practice identifies four broad areas of special educational need:

- 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?

We support pupils with a wide range of needs. Support is based on the individual child's barriers to learning and participation rather than requiring a particular diagnosis.

- Autism / autistic spectrum differences
- Attention Deficit Hyperactivity Disorder (ADHD) and difficulties with attention and executive functioning
- Anxiety and other social, emotional and mental health needs
- Speech, language and communication needs
- Dyslexia and other specific learning difficulties
- Dyscalculia

- Developmental Coordination Disorder (DCD), dyspraxia and other coordination difficulties
- Sensory processing differences
- Hearing impairment
- Visual impairment
- Physical disabilities
- Difficulties with self-regulation, social interaction and behaviour

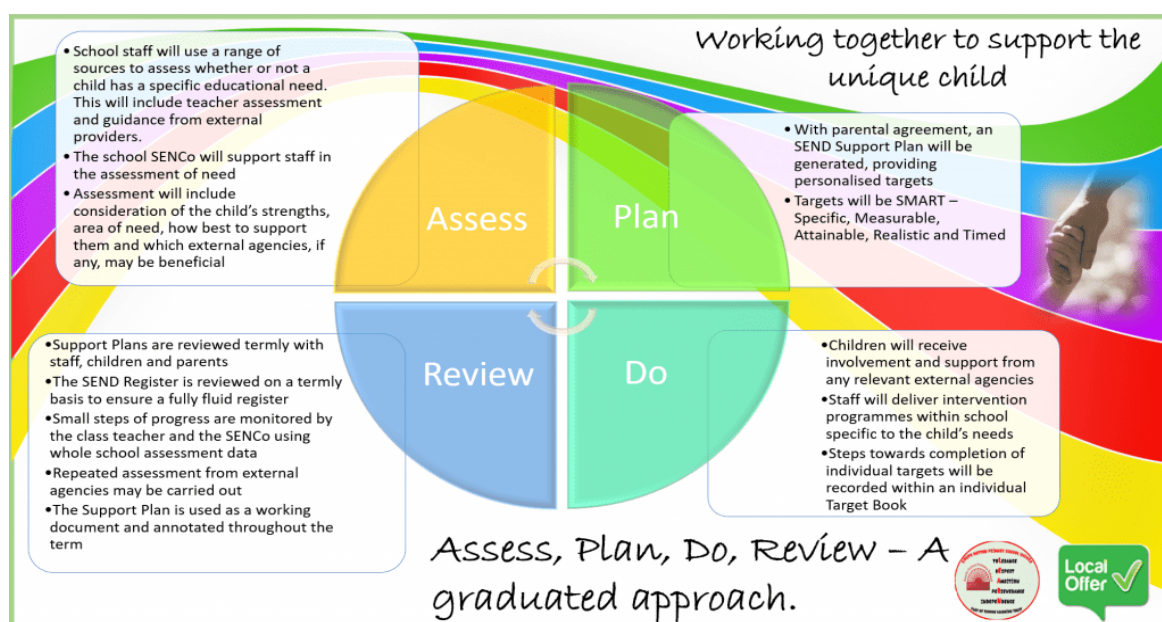
How does the school identify and assess children with SEND?

We use a range of information to identify when additional support may be required. The progress and attainment of all pupils are monitored regularly by class teachers and the Senior Leadership Team. Where a pupil is not making expected progress, or where there are concerns about their communication, learning, behaviour, social and emotional development, sensory needs or physical access, the school considers what additional assessment or support may be appropriate.

- Classroom observation and teacher assessment
- Progress and attainment information
- Work scrutiny and assessment data
- Information from parents/carers and the pupil
- Information from previous settings when a child joins the school
- Advice and assessment from relevant outside agencies where appropriate

We follow the graduated approach of Assess, Plan, Do and Review. This means that support is planned around the individual child, implemented consistently and reviewed to establish whether it is helping the child make progress. Where an approach is not effective, we consider what changes or additional support may be needed.

Where appropriate, advice may be sought from specialist services and parents/carers and the child will be involved in planning and reviewing support.



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 Learning 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?

Teachers plan lessons with pupils' individual starting points, strengths and areas of need in mind. Quality First Teaching is the foundation of our SEND provision. Teachers adapt teaching, resources, tasks, explanations and the learning environment where appropriate.

- Clear and explicit instructions and modelling
- Scaffolding and differentiated tasks where appropriate
- Visual supports and structured routines
- Adapted resources and alternative ways of recording
- Additional equipment or assistive technology where appropriate
- Movement, sensory or regulation breaks where appropriate
- Targeted intervention delivered individually or in small groups
- Additional adult support where this is identified as appropriate

What additional support and interventions may be available?

The support offered is tailored to individual need. Depending on a pupil's needs, provision may include:

- Literacy and numeracy interventions
- Precision teaching

- Nessy and other targeted literacy support
- Toe by Toe and structured reading/spelling approaches
- Touch typing and assistive technology
- Handwriting and fine-motor support
- Speech, language and communication strategies
- Social skills support
- Zones of Regulation and other self-regulation approaches
- Sensory circuits and sensory/regulation activities
- Regulation Stations and access to appropriate sensory resources
- Drawing and Talking
- Access to calm or low-stimulation spaces when needed

The interventions available at any point will depend on pupils' identified needs, available staffing, specialist advice and the evidence of what is most likely to help.

How will I know how my child is doing?

Parents and carers are welcome to discuss their child's progress with the class teacher at any time. There are also formal opportunities to discuss progress through parents' evenings and written school reports. For pupils receiving SEND support, progress and provision are reviewed regularly and parents/carers are kept informed.

How will the school and I work together to support my child's learning?

We value parents and carers as partners. Day-to-day communication with the class teacher is important, alongside formal meetings and reviews. Communication may include face-to-face conversations, telephone calls, written communication or other agreed methods.

- Curriculum overviews and year-group information
- Reading and home-learning opportunities
- Parent workshops where offered
- Sharing relevant reports, targets and strategies
- Advice about strategies that can be used consistently at home and school

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

We recognise that emotional wellbeing, relationships and regulation are important to learning. Support is tailored to individual need and may include pastoral support, social skills work, self-regulation approaches, access to a calm space, movement or sensory breaks and targeted interventions.

If you have concerns about your child's emotional wellbeing, please contact the school and ask to speak to the class teacher or SENCO.

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

We work with a range of professionals and agencies where specialist advice or support is required. This may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- CAMHS
- Specialist and Advisory Teachers
- Behaviour Support services
- Outreach services and local specialist provisions
- Children's Social Care and other relevant services

Referrals and requests for specialist involvement are considered according to the individual child's needs and the criteria of the relevant service.

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

A continuous programme of professional development is in place. Training may be delivered by school staff, the SENCO or external professionals and may be provided to all staff or targeted to individuals according to role and pupil need. The school accesses training and advice from Speech and Language Therapists, Behaviour Support services, Specialist Teacher Services, outreach teams and local specialist provisions. Staff development also supports inclusive practice, regulation, communication and understanding of SEND.

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

We aim to ensure that pupils with SEND are included in trips, visits, clubs, events and other activities wherever possible. Reasonable adjustments and appropriate risk assessments are made where necessary to enable pupils to participate as fully and independently as possible. Parents/carers will be consulted where additional planning is required.

How accessible is the school environment?

The school continues to consider how the physical and learning environment can be made accessible to pupils, parents and visitors. Current facilities include:

- Accessible parking spaces
- Automatic doors at the main entrances
- Ramp access to some classrooms
- Accessible toilet facilities
- A school site that is predominantly on one level
- Accessible routes to the playground and main school areas
- Soft-touch taps in cloakroom areas
- Access to individual laptops and other technology where appropriate
- Sensory and regulation resources to support access to learning

Reasonable adjustments are considered for individual pupils in line with their needs.

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?

Support is allocated according to identified need and the provision that is most likely to help a pupil access learning and make progress. This may include support from the class teacher, teaching assistant or other appropriately trained staff.

Some support may be short term, for example following assessment of a particular gap in learning. Other support may be provided for a planned period through a targeted intervention. Provision is reviewed regularly and may be changed, continued or withdrawn according to the pupil's progress and needs.

How are decisions made about how much support my child will receive?

There is no fixed amount of support that applies to all pupils with SEND. The type, frequency and duration of support depend on the child's identified needs, the outcomes being targeted, evidence of progress and available resources. Support may be delivered individually, in a small group or through adaptations within the classroom.

How will I be involved in discussions about, and planning for, my child's education?

Parents/carers are encouraged to share information about their child's strengths, needs and what works well at home. They may be involved in meetings with school staff and, where appropriate, outside agencies. The child's views are also considered. Formal meetings may be arranged where needed, but regular communication with class teachers is equally important.

How will my child's views be included?

We aim to involve pupils in decisions about their education and support in an age-appropriate way. Staff use conversations, observations, pupil voice and individual planning to understand what helps each child to learn, feel safe, regulate and participate successfully in school.

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/carers to speak to the school if they are unhappy with any aspect of their child's SEND provision. This gives us an opportunity to listen to those involved, including the child where appropriate, and to resolve concerns.

If a concern cannot be resolved informally, please refer to the school's Complaints Policy, available 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.