

The Darent Federation of Schools

SEND Policy & Statement



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SEND Policy & Statement

The Darent Federation comprised of Kemsing Primary School and Sundridge & Brasted CE Primary School, is committed to ensuring that all pupils receive the support they need to succeed academically, socially, and emotionally. Our updated SEND Policy is in line with the latest guidance and best practices.

1. Aims and Objectives

Our SEND policy aims to:

- Ensure compliance with national legislation and statutory guidance.
- Provide high-quality, inclusive education for all pupils with SEND.
- Foster an inclusive and supportive school environment.
- Involve parents/carers and pupils in decision-making.
- Ensure staff have the knowledge and training to support SEND pupils effectively.
- Work collaboratively with external professionals to deliver the best outcomes for pupils.

2. Our Vision for Inclusive SEND Provision

At the Darent Federation, we believe that every child is unique and deserves to flourish in a nurturing environment where they are safe, celebrated, and empowered to achieve their full potential.

Rooted in our core values of **honesty, kindness, and mutual respect**, our approach to SEND prioritises the development of the whole child—academically, socially, emotionally, and spiritually. We foster creativity, build resilience, and support children to become confident, compassionate individuals who are ready to thrive in life and learning.

We embrace diversity and difference, and work in close partnership with families, professionals, and the wider community to ensure all children have the right support at the right time. Together, we inspire a love of learning, encourage every child to shine, and cultivate inclusive classrooms where **every learner is supported to flourish and contribute meaningfully to their school and society**.

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3. Legislation and Guidance

This policy aligns with:

- SEND Code of Practice (2024)
- Children and Families Act (2014)
- Special Educational Needs and Disability Regulations (2014)
- Equality Act (2010)
- Governance Handbook
- School Admissions Code

These documents set out statutory responsibilities for schools in identifying and supporting SEND pupils.

4. Vision and Values

We are committed to creating an inclusive learning environment where every child can thrive, feel valued, and achieve their potential. We believe in:

- Respect – Recognising and celebrating diversity.
- Equity – Providing support based on individual needs.
- Collaboration – Working with pupils, families, and professionals.
- Resilience – Empowering pupils to develop life skills.

5. Principles of Inclusive Practice

We adhere to the following principles:

1. Every pupil has the right to access a broad and balanced curriculum.
2. Reasonable adjustments are made to support pupils with SEND.
3. A graduated approach (Assess, Plan, Do, Review) ensures individualised support.
4. Early identification and intervention are prioritised.
5. Pupil voice is valued, and their views shape their support.

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6. Early Identification and Intervention

Where pupils require support that is additional to or different from the usual differentiated curriculum, an **Individual Learning Plan (ILP)** is created. ILPs include SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets that are reviewed three times a year (or more frequently if needed), with input from parents, the pupil, class staff and the SENDCO.

ILPs also incorporate pupil voice, including a self-chosen target and reflections on their progress and wellbeing.

We identify pupils with SEND as early as possible through:

- Baseline assessments.
- Regular teacher assessments.
- Observations of social, emotional, and behavioural needs.
- Parent/carer and pupil consultations.
- Specialist input where necessary.

Examples of Targeted Interventions Across the Federation

We offer a range of targeted interventions, depending on pupil need. These include:

Cognition and Learning

- Precision Teaching
- First Class @ Number
- Daily Readers / Repeated Reading
- Read, Write inc 1:1
- Read Write inc Fresh Start
- Dyslexia Gold
- Memory and Processing Boosters

Communication and Interaction

- Speech Link / Language Link
- Lego Therapy
- Colourful Semantics

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Social, Emotional and Mental Health (SEMH)

As part of our whole-school approach to wellbeing, we have implemented:

- A *Friendship Club* and safe space for pupils to build social confidence through structured play
- Use of *Zones of Regulation* in all classrooms to help children identify and manage emotions
- *Drawing and Talking Therapy* sessions led by trained staff
- Wellbeing check-ins and the use of worry boxes or journals
- Pupil-led initiatives such as playground monitors, sports leaders, and “nurture ninjas” to promote responsibility and belonging

We are exploring whole-school training linked to nurture principles and are committed to developing our approach further using evidence-based tools such as the Boxall Profile, where appropriate.

Sensory and Physical

- Sensory circuits
- Fine motor skills programmes
- Use of ear defenders, wobble cushions and visual schedules

These are delivered by trained staff and reviewed for impact regularly.

7. Roles and Responsibilities

SENCO:

- The SENCO (Moira Wilson) leads SEND provision across the Federation, ensuring compliance with statutory guidance and best practices.

Governing Board:

- The governing board oversees SEND provision, ensuring all legal duties are met.

Executive Headteacher:

- The Executive Headteacher ensures SEND is a whole-school priority and is responsible for overall provision and budget allocation.

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Class Teachers:

- Teachers are responsible for planning, monitoring, and delivering high-quality teaching tailored to SEND pupils.
- Examples of adaptations include:
 - Use of visual timetables, now/next boards, and task boards
 - Pre-teaching of key vocabulary and concepts
 - Differentiated instructions and use of simplified language
 - Individual behaviour support plans
 - Use of Widget symbols and cued articulation where appropriate
 - Access to resources such as coloured overlays, fidget tools, ear defenders, writing frames, and visual prompts
 - Access to a quiet space or “calm corner” when needed
- These strategies are shared across staff and regularly reviewed to ensure they meet the needs of individual pupils.

Parents and Carers:

- Parents and carers play an essential role in supporting their child’s learning and are actively involved in decision-making.

Pupils:

- Pupils with SEND are encouraged to contribute to discussions about their learning and support needs.

8. SEND Information Report (See separate document)

The SEND Information Report, updated annually, provides details on:

- Support available for SEND pupils.
- How the curriculum is adapted.
- Intervention strategies used.
- Communication with parents/carers.

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9. Approach to SEND Support

We follow a graduated approach:

1. Assess – Identifying strengths and areas of need.
2. Plan – Developing an individual support plan.
3. Do – Implementing strategies and interventions.
4. Review – Monitoring progress and adjusting support.

Types of Support

- Universal Support – High-quality, inclusive teaching.
- Targeted Support – Small group or one-to-one interventions.
- Specialist Support – External professional involvement for complex needs.

Transitions

For children starting in Reception, we visit nursery settings and offer home visits or virtual meetings to ensure a smooth transition. We also liaise closely with secondary schools to plan bespoke transition arrangements for pupils with additional needs, including extra visits, transition booklets, and joint planning meetings.

Where a child has an EHCP or significant SEND, the SENDCO works with families and both settings to create a tailored plan that meets the child's needs and ensures consistency in provision and care.

10. Expertise and Training of Staff

Staff receive regular training on:

- SEND legislation and best practices.
- Specific interventions and support strategies.
- Inclusive classroom strategies.
- Understanding different areas of SEND.

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11. Collaboration with External Agencies

We work closely with:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Child and Adolescent Mental Health Services (CAMHS)
- Social Services
- Specialist Teachers

12. Admission and Accessibility Arrangements

Admission

We welcome all pupils, including those with SEND, and work with families to ensure smooth transitions.

Accessibility

We implement reasonable adjustments to:

- Improve access to the curriculum.
- Modify the school environment where necessary.
- Provide alternative learning materials and assistive technologies.

13. Monitoring and Evaluation Arrangements

We evaluate the effectiveness of SEND provision by:

- Tracking progress data.
- Conducting pupil and parent surveys.
- Reviewing interventions termly.
- Holding annual reviews for pupils with Education, Health, and Care Plans (EHCPs).

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14. Links with Other Policies

This policy links to:

- Behaviour Policy
- Child Protection Policy
- Equality Policy
- Medical Needs Policy

15. Data

Percentage of children with SEND meeting expected or above levels in July 2024:

Sundridge & Brasted CE Primary School:

It is important to note that our pupil population at Sundridge & Brasted is far smaller than the average primary school.

	KS1	KS2
	(3 children in the cohort are on our SEN register)	(5 children in the cohort were on our SEN register)
Reading	33.3%	40%
Writing	33.3%	20%
Maths	33.3%	0%

Kemsing Primary School:

	KS1	KS2
	(1 child in the cohort is on our SEN register)	(7 children in the cohort were on our SEN register)
Reading	0%	72%
Writing	0%	71%
Maths	0%	43%