

# The Darent Federation of Schools

## SEND Information Report



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# SEND Information Report

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## Inclusion Team

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# SEND Information Report

## 1. What types of SEND does the Federation provide for?

We provide support for pupils with needs across all four areas defined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical needs

Pupils often have needs across multiple areas. We aim to understand the whole child when identifying and supporting their needs.

## 2. Which staff will support my child?

- **Class Teachers:** Deliver high-quality teaching, make adaptations, and identify concerns.
- **Teaching Assistants (TAs):** Deliver 1:1 and small-group interventions.
- **SENCO (Moira Wilson):** Leads SEND across both schools, coordinates provision, and liaises with parents and professionals.
- **External professionals:** Educational Psychologists, SALT, OT, CAMHS, Specialist Teachers.

Staff are trained in:

- Read Write Inc (including Fresh Start)
- Speech and Language interventions
- Drawing and Talking
- Zones of Regulation
- Precision Teaching
- Lego Therapy

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

Speak to your child's class teacher in the first instance. They may then refer you to the SENCO. We will work with you to:

- Discuss concerns
- Identify strengths and difficulties
- Agree outcomes and strategies
- Begin the Assess, Plan, Do, Review process if appropriate

### 4. What happens if the school identifies a need?

If teachers observe a child not making expected progress, they will:

- Adapt teaching strategies
- Consult the SENCO
- Engage parents in discussions
- Begin tailored support and monitor progress closely

If necessary, the child may be placed on the SEND Register and an Individual Learning Plan (ILP) created.

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

We follow the **Graduated Approach**:

- **Assess** – Identify needs
- **Plan** – Agree strategies and support
- **Do** – Deliver intervention
- **Review** – Evaluate effectiveness

Progress is reviewed at least three times a year. ILPs include SMART targets and pupil voice.

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### **6. How will I be involved in decisions?**

- Regular review meetings (at least 3 times per year)
- Parent voice gathered at all stages
- SENCO available for discussion by appointment
- ILPs shared and reviewed with families

### **7. How will my child be involved?**

Children's views are central to our provision. They:

- Help set their own targets
- Share reflections at review points
- Participate in discussions where appropriate

### **8. How will the school adapt its teaching?**

We make a wide range of adaptations, such as:

- Visual timetables / now-and-next boards
- Pre-teaching of vocabulary
- Simplified instructions
- Access to quiet areas / calm corners
- Use of sensory tools and technology (e.g. overlays, ear defenders)

Interventions include:

- Speech Link / Language Link
- Dyslexia Gold
- Memory Boosters
- Social skills groups
- Drawing and Talking / Friendship Club

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## **9. How does the school evaluate support?**

- Monitoring ILP outcomes
- Reviewing interventions termly
- SENCO observations and provision mapping
- Feedback from pupils and parents
- Annual EHCP reviews

## **10. What resources are in place?**

We use delegated and top-up funding for:

- Staffing
- Training
- Intervention programmes
- Sensory and physical resources
- Specialist equipment where appropriate

## **11. Inclusion in wider school life**

All pupils with SEND are encouraged and supported to participate in:

- Educational visits
- After-school clubs
- Residential trips
- Whole-school events

Reasonable adjustments are made as necessary.

## **12. Admissions**

We welcome all children. Children with EHCPs are prioritised in admissions as per the law. We work closely with families before and during transitions.

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### **13. Support for pupils with disabilities**

We make reasonable adjustments under the Equality Act 2010. Our Accessibility Plan outlines steps taken to ensure full access to the curriculum and environment.

### **14. Supporting mental health and emotional development**

We provide:

- Zones of Regulation
- Drawing and Talking
- Nurture groups (e.g. Friendship Club)
- Worry boxes and journals
- Opportunities for peer mentoring (e.g. Nurture Ninjas, Sports Leaders)

### **15. Looked-after and previously looked-after children**

These children receive additional oversight from our designated teacher, who works closely with the SENCO. SEND and PEP plans are aligned to provide consistency.

### **16. Supporting transitions**

- Nursery visits and home visits for Reception starters
- Extra visits and transition plans for Y6 pupils with SEND
- Transition booklets and joint meetings with secondary schools

### **17. What support is available for families?**

Kent's Local Offer: <https://www.kent.gov.uk/education-and-children/special-educational-needs> SENDIASS: <https://www.kent.gov.uk/education-and-children/special-educational-needs/send-information-advice-and-support>

We also signpost local charities and services that offer family support.

## SEND Information Report

### **18. What if I have a complaint?**

Start with your child's class teacher or the SENCO. If unresolved, follow our Complaints Policy (available on the school website).

If discrimination is suspected, families can escalate to the SEND Tribunal. Disagreement resolution/mediation services are also available via Kent Local Authority.

### **19. Supporting documents**

- SEND Policy (available on our website)
- Behaviour Policy
- Equality Policy
- Child Protection Policy
- Medical Needs Policy