The Darent Federation of Schools

SEN Policy

Approved by:	Governing Body	**Date:** April 2026
Last reviewed on:	March 2025	
Next review due by:	March 2027	

SEN Policy

Contents

1. Policy Status 1
2. Definition of SEND 1
3. Definition of Disability 1
4. Types of SEND Provided For 2
5. Identification and Assessment 2
6. Provision for Pupils with SEND 3
7. Leadership of SEND 5
8. Working with Parents and External Agencies 5
9. Transitions 5
10. Complaints 6
11. Monitoring and Review 6

1. Policy Status

This policy is available on the school website and from the school office. It is reviewed annually to ensure continued alignment with statutory requirements and best practice.

This policy is written in line with:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010

This policy should be read alongside the Behaviour Policy, Equality Objectives, Child Protection Policy and Complaints Policy.

2. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

We recognise that pupils with SEND may require provision that is additional to or different from that made generally for others of the same age. We maintain high expectations for all pupils with SEND and are committed to ensuring they achieve well from their individual starting points.

3. Definition of Disability

Many pupils with SEND may also meet the definition of disability under the Equality Act 2010. We are committed to ensuring that no pupil is disadvantaged and that reasonable adjustments are made to enable full access to education and school life.

4. Types of SEND Provided For

The Federation makes provision for a wide range of needs including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We ensure that all pupils, including those with SEND, access a broad, balanced and ambitious curriculum. Adaptations are made to remove barriers to learning while maintaining high expectations and ensuring long-term success.

Across the Federation, this is supported through shared curriculum approaches (including White Rose Maths and Writing for Pleasure), consistent expectations, and careful adaptation to meet the needs of both a larger one-form entry setting (Kemsing) and a small, high-need setting (Sundridge & Brasted).

5. Identification and Assessment

We identify pupils' needs early through:

- Ongoing teacher assessment
- Termly progress reviews
- Standardised assessments
- Observations and discussions with parents

Where pupils are not making expected progress, we take prompt action to identify barriers to learning and provide appropriate support. This includes close collaboration between class teachers, the SENCo and, where appropriate, the Hive team to ensure needs are accurately understood and addressed.

We follow the graduated approach of:

Assess → Plan → Do → Review

This cyclical process ensures that support is carefully targeted, regularly reviewed and adapted to secure the best possible outcomes.

External specialists are engaged where necessary to ensure accurate identification and effective provision. Within the Federation, this includes regular engagement with Educational Psychology, Speech and Language Therapy, and Kent Specialist Teaching Services, often coordinated through the Communities of Schools.

6. Provision for Pupils with SEND

6a. Evaluating Effectiveness

The impact of provision is rigorously monitored through:

- Regular assessment of progress
- Review meetings involving staff, parents and pupils
- Analysis of outcomes over time

Leaders use this information to refine provision, ensuring that support leads to improved outcomes, increased independence and removal of barriers to learning. This is particularly important at Sundridge & Brasted, where a high proportion of pupils require sustained and carefully tailored provision.

6b. Assessing and Reviewing Progress

Progress is tracked at least termly for all pupils and more frequently where appropriate for pupils with SEND.

Leaders and teachers:

- Identify gaps in learning quickly
- Adapt teaching and provision accordingly
- Maintain high expectations for progress and achievement

6c. Approach to Teaching

High-quality teaching is the foundation of our provision for all pupils, including those with SEND.

Teachers:

- Adapt teaching to meet individual needs without reducing ambition
- Use evidence-informed strategies
- Ensure pupils access the full curriculum
- Work closely with additional adults to maximise impact and promote independence over time

Additional interventions are used where appropriate but do not replace high-quality classroom teaching.

Staff receive ongoing professional development to ensure strong expertise in supporting pupils with SEND. This includes internal coaching, SENCo-led training and the sharing of expertise across both schools within the Federation.

6d. Adaptations to Curriculum and Environment

We adapt the curriculum, teaching and environment to remove barriers to learning by:

- Providing scaffolding and targeted support
- Adjusting resources and teaching approaches
- Implementing strategies from EHCPs and specialist advice

Adaptations are carefully designed to support long-term learning and independence, rather than short-term solutions.

6e. Additional Support

Additional provision may include:

- Small group interventions
- Specialist programmes
- Targeted adult support
- Structured speech and language support coordinated through the Hive team
- SEMH provision including ELSA, Friendship Club and The Nest

Provision is mapped and regularly reviewed to ensure it remains effective and proportionate.

6f. Inclusion in Wider School Life

All pupils with SEND are fully included in school life, including:

- Trips and visits
- Clubs and enrichment activities
- Leadership opportunities such as sports leaders, playground monitors and peer support roles

Where necessary, reasonable adjustments and additional support are provided to ensure full participation.

6g. Social and Emotional Development

We prioritise the development of pupils' emotional wellbeing and social skills through:

- High-quality relationships
- Targeted support where needed
- A positive and inclusive school culture
- Structured opportunities for social development, including buddy systems and pupil leadership roles

7. Leadership of SEND

The SENCo provides strategic leadership for SEND across the Federation. This includes:

- Leading whole-school improvement in SEND provision
- Monitoring the quality and impact of provision
- Supporting and training staff
- Ensuring effective implementation of the graduated approach
- Working closely with school leaders to ensure SEND is central to school improvement priorities

Leaders at all levels share responsibility for ensuring that pupils with SEND achieve well and that barriers to learning are removed.

8. Working with Parents and External Agencies

We work in partnership with parents and carers, recognising them as key partners in their child's education.

We also work closely with external professionals, including:

- Educational psychologists
- Speech and language therapists
- Health and social care services

We actively promote and support access to the Local Authority Local Offer.

9. Transitions

We ensure that transitions are carefully planned and supported, including:

- Entry to school
- Movement between classes
- Transition to secondary education

This includes enhanced transition support for pupils with SEND, such as additional visits, detailed information sharing and close liaison with receiving settings.

Additional support is provided where needed to ensure continuity and success.

10. Complaints

Complaints relating to SEND provision follow the school's complaints procedure.

11. Monitoring and Review

This policy is reviewed annually. Leaders and governors monitor its implementation and impact to ensure continuous improvement and strong outcomes for pupils with SEND.