

2026 - 2027

Our Community Multi Academy Trust
CEO – David Whitehead



Special Educational Needs and Disabilities (SEND) Policy

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This policy should be read alongside each academy's SEN information report, which explains how this Trust-wide policy is implemented locally and contains current school-specific contacts and provision.

Aims and objectives

OCMAT is committed to inclusion as a core part of educational quality. This policy establishes a consistent trust-wide approach while recognising the context, community and needs of each academy.

This policy aims to:

- ensure that all OCMAT academies meet their statutory duties for pupils with SEND and disabled pupils;
- secure early, accurate identification of barriers and needs without relying on diagnosis as the gateway to support;
- provide pupils with SEND access to a broad, balanced and ambitious curriculum and to the wider life of their academy;
- ensure high-quality inclusive and adaptive teaching is the starting point for meeting need;
- use the graduated approach consistently to assess need, plan provision, implement support and review impact;
- work in genuine partnership with pupils, parents and carers;
- clarify the responsibilities of the Trust Board, executive leaders, academy leaders, SENCos, teachers and support staff; and
- monitor access, participation, attendance, experience and outcomes so that provision improves over time.

Vision and values

OCMAT's approach to SEND is rooted in inclusion, equality, dignity and respect. In our Church of England academies, this commitment is also shaped by each school's distinctly Christian vision.

OCMAT believes that inclusion is created through the quality of everyday decisions about leadership, curriculum, teaching, relationships, environments and partnership with families. Pupils should not have to wait for a label or statutory plan before reasonable and evidence-informed action is taken.

Across the Trust, we will provide a welcoming and ambitious learning environment in which pupils with SEND are known well, participate meaningfully, develop independence and are supported to achieve strong educational and wider outcomes. We will combine trust-wide consistency with appropriate professional autonomy at academy level.

Legislation and statutory guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of

opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it

- The [academy trust governance guide](#) which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

This policy also complies with our funding agreement and articles of association.

Inclusion, equality and reasonable adjustments

OCMAT will not discriminate against a pupil because of disability or SEN. Our academies will anticipate barriers where reasonably possible and make reasonable adjustments to teaching, assessment, communication, the curriculum and the physical and social environment so that disabled pupils are not placed at a substantial disadvantage.

Reasonable adjustments may include auxiliary aids and services. Decisions will be made in the context of the individual pupil, with appropriate involvement from the pupil and their parents or carers. Each academy publishes an accessibility plan setting out how it will increase access to the curriculum, improve the physical environment and improve access to information.

Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Long-term' generally means 12 months or more and 'substantial' means more than minor or trivial.

All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The four broad areas of need

The SEND Code of Practice groups needs into four broad areas. These categories support planning; they are not labels and should not be used to fit a pupil into a single category. Needs may overlap and change over time.

Communication and interaction: including speech, language and communication needs and needs associated with autism.

Cognition and learning: including specific, moderate, severe, and profound and multiple learning difficulties.

Social, emotional and mental health: including a wide range of needs that may affect regulation, relationships, wellbeing, attention and engagement.

Sensory and/or physical: including vision, hearing, multi-sensory and physical impairments.

Behaviour, attendance, slow progress or low attainment do not, by themselves, establish that a pupil has SEN. They may indicate an unmet need or another barrier that requires careful exploration.

Please note: These broad areas of need are covered in more depth in each schools SEN Information report

Roles and responsibilities

The Trust Board

The Trust Board retains accountability for SEND across OCMAT. It will:

- set an inclusive culture and trust-wide strategy;
- ensure that each academy fulfils its duties under the Children and Families Act 2014 and Equality Act 2010;
- designate a trustee or committee with specific oversight of inclusion, including SEND;
- ensure that each mainstream academy has a qualified teacher designated as SENCo and that SENCos have sufficient time, resources and support to carry out the role effectively;
- seek assurance about the consistency and impact of identification, provision, participation and outcomes across academies;
- ensure each academy publishes and updates its SEN information report and accessibility plan; and
- approve this policy and review its effectiveness.
- cooperate with the local authority in reviewing local SEND provision and developing and reviewing the Local Offer;
- ensure that parents and carers receive an annual written report on their child's progress.

The designated SEND/inclusion trustee and committee

The designated committee (Standards Committee) will champion effective support for pupils with SEND, maintain appropriate knowledge and training, scrutinise relevant information, and provide support and challenge to executive leaders on behalf of the Board.

The Chief Executive Officer and Inclusion Executive Officer

The CEO holds executive responsibility for the implementation of the Trust's strategy. The Inclusion Executive Officer works with the CEO, executive team, academy leaders and SENCos to develop consistent expectations, provide professional guidance, support quality assurance, use trust-wide information intelligently, coordinate improvement and identify opportunities to share expertise and resources.

Headteachers and Heads of School

The Headteacher or Head of School has overall responsibility for SEND provision and pupil outcomes within the academy. They will work with the SENCo and governance arrangements to lead strategy, monitor the notional SEND budget and any additional funding, ensure staff are appropriately trained, give the SENCo sufficient time and support, and maintain an overview of the needs of the current cohort.

The SENCo

The SENCo will be a qualified teacher, or the headteacher, working at the academy. Where the SENCo has not already completed an accepted mandatory qualification, they must complete the NPQ for SENCos within the statutory timescale (within 3 years of taking up the post)

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made

- Work with the headteacher/head of school and SEN Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and high quality inclusive teaching, adaptive teaching and reasonable adjustments appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Work with the headteacher/head of school and governing board to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher/head of school, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher/head of school, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher/head of school and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Teachers responsible

Every teacher is a teacher of pupils with SEND and remains responsible and accountable for the progress and development of every pupil they teach, including where pupils access support from teaching assistants or specialist staff.

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them

- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

Teaching assistants and other support staff

Support staff will work under the direction of teachers and academy leaders to promote access, participation and independence. They will contribute relevant observations and assessment information, deliver agreed support with fidelity, and help pupils transfer learning into classroom and wider school contexts. Support from a teaching assistant will supplement, not replace, access to the teacher and high-quality teaching.

Parents, carers and pupils

Parents and carers are important partners and should share relevant information and concerns with the academy. Pupils and their parents or carers will be involved meaningfully in decisions about outcomes, provision and review. Their views will be recorded and taken into account, with communication adapted where necessary to enable participation.

Parents and carers of pupils receiving SEN Support will be invited to meet with relevant academy staff at least three times each year to review their child's progress, agreed outcomes and provision. These meetings may form part of the academy's usual arrangements for discussing pupil progress.

Depending on their age, development and preferred means of communication, pupils may contribute by describing their strengths and barriers, helping to agree outcomes, participating in review meetings and giving feedback about the support they receive.

SEN information reports

Each OCMAT academy will publish an SEN information report on its website explaining how this policy is implemented locally. It will include the academy's current SENCo contact details, types of provision, arrangements for consultation, accessibility, transition, complaints and links to Kent's SEND Information Hub. The report will be reviewed at least annually and updated as soon as possible when information changes.

OCMAT's approach to identifying and meeting need

Early identification and assessment

Academies will build on information from families, previous settings and professionals and will assess pupils' skills, attainment and wider development. Teachers will monitor progress and participation over time and respond promptly where a pupil is experiencing difficulty.

Where progress or participation gives cause for concern, staff will consider the quality and accessibility of teaching, the pupil's response to appropriate adaptations, and possible short-term or contextual factors such as bereavement, bullying, interrupted education, attendance, language acquisition or health. Particular care will be taken not to identify SEN solely because English is an additional language.

Slow progress and low attainment will not automatically result in a pupil being recorded as having SEN. Equally, attainment in line with age-related expectations does not rule out SEN where a pupil needs additional or different provision to access learning or participate.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and

their parents/carers. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

The graduated approach

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in a Personalised Plan or Pupil Passport.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

High-quality inclusive and adaptive teaching

High-quality teaching, adapted in response to pupils' strengths and barriers, is the first response to pupils who have or may have SEN. Additional intervention cannot compensate for inaccessible or consistently weak classroom teaching.

Teachers will use evidence-informed approaches, explicit instruction, appropriate scaffolding, accessible resources, careful checks for understanding, purposeful practice and planned opportunities for pupils to develop independence. Adaptations should maintain ambition and avoid unnecessary separation from peers or over-reliance on adults.

Additional and different provision

Where a pupil needs support that is additional to or different from the academy's ordinarily available provision, this will be planned through the graduated approach. Provision may include targeted teaching, structured interventions, specialist advice, assistive technology, environmental adjustments or support for communication, regulation, physical access and participation.

Interventions will have a defined purpose, starting point, intended outcome, delivery plan and review point. The academy will consider whether learning transfers into the classroom and improves the pupil's participation and independence, rather than relying only on completion or attendance data.

SEN Support and EHC plans

Pupils receiving school-based SEN Support will be recorded on the SEND register and in the school census using code K. Their provision will be reviewed through the graduated approach at agreed intervals.

Where, despite relevant and purposeful action, a pupil requires provision beyond that which the academy can reasonably secure through SEN Support, the academy or parent/carer may request an EHC needs assessment from the local authority. An EHC plan is a statutory document and must be reviewed at least annually. Pupils with an EHC plan are recorded in the school census using code E.

Where a pupil may be receiving support through short-term interventions or additional in-class support, they may be placed under 'monitoring' for tracking and impact purposes. This does not mean a pupil is on the official 'SEND register' or recorded as such for census.

Funding and resources

Each mainstream academy receives an identified notional SEND budget within its overall funding. This is an indicative amount used to support the additional costs of provision. Mainstream schools are generally expected to meet additional costs up to the national £6,000 threshold per pupil before top-up funding is considered; this does not mean that every pupil must receive £6,000 of provision or that the notional budget is a separate ring-fenced allocation.

Academy leaders and SENCOs will use resources strategically, transparently and with regard to impact. Where local criteria are met, the academy may seek additional funding or statutory assessment, but support will not be delayed solely because an application is pending.

Evaluating effectiveness

Academies and the Trust will evaluate provision by considering progress towards individual outcomes; attainment and wider development; attendance and participation; pupil and family experience; the quality and implementation of support; independence; successful transitions; and patterns in identification, suspension, exclusion and use of alternative provision. Information will be analysed with appropriate attention to other characteristics and vulnerabilities.

Looked After Children (LAC) and Previously Looked After Children (PLAC) with SEND

OCMAT recognises that pupils who are Looked After (LAC) or Previously Looked After (PLAC) may face additional barriers to learning and are statistically more likely to have special educational needs or disabilities.

- **Designated Teacher Collaboration:** The academy's Designated Teacher for LAC/PLAC will work in close partnership with the SENCo to ensure academic, social, and emotional needs are identified early and met effectively.
- **Personal Education Plans (PEPs):** For Looked After pupils, SEND provision and outcomes will align with their statutory Personal Education Plan (PEP). PEP reviews and SEND reviews (including EHCP reviews) will be coordinated where possible.
- **Virtual School Liaison:** Academies will work collaboratively with the relevant local authority Virtual School Head (VSH) and social care teams to secure appropriate funding, advice, and provision.
- **Trauma-Informed Practice:** Provision for LAC/PLAC pupils with SEND will account for potential past trauma, attachment needs, or placement instability, ensuring adjustments and interventions are sensitive to contextual factors.

Exam Access Arrangements (EAAs)

OCMAT is committed to ensuring that pupils with SEND or disabilities are not placed at a substantial disadvantage during internal and external assessments.

- **Identification:** Teachers and SENCos will identify pupils who may require access arrangements or reasonable adjustments through their knowledge of the pupil's needs and their usual classroom practice.
- **Normal classroom practice:** Where appropriate, arrangements used during statutory assessment should reflect the support and adjustments that are routinely available to the pupil as part of their normal way of working. Arrangements should not be introduced solely for statutory assessment.
- **Statutory requirements:** Schools will ensure that access arrangements, reasonable adjustments and any applications or notifications required for statutory primary assessments are made in accordance with current Standards and Testing Agency (STA) guidance.
- **Evidence and review:** Schools will maintain appropriate evidence to support decisions about access arrangements and will review these as pupils' needs and statutory requirements change.

Participation in academy life

Pupils with SEND will be supported to participate alongside their peers in lessons, worship where applicable, clubs, visits, residential experiences, physical activity and wider opportunities. Academies will make reasonable adjustments and use individual planning or risk assessment where this is necessary for safe and meaningful participation. Risk assessment must be proportionate and must not be used as a blanket reason to exclude a pupil from an opportunity.

Attendance

Pupils with SEND have the same right to education and the same ambition for attendance as other pupils, but some may face complex barriers that require additional support. Academies will take a 'support-first' approach with pupils, families and relevant professionals to understand these barriers, make reasonable adjustments, provide appropriate pastoral support and agree an individual approach where needed. Further arrangements are set out in the OCMAT Attendance Policy.

Safeguarding and medical needs

OCMAT recognises that pupils with SEND and disabled pupils may face additional safeguarding challenges and can be more vulnerable to abuse, neglect, and exploitation. Additional barriers may include communication

needs, assumptions that behaviour or injury relates to disability, difficulty reporting concerns, and a disproportionate impact from bullying or child-on-child abuse.

Staff must maintain professional curiosity and guard against diagnostic overshadowing, ensuring that a pupil's SEND, disability, or behavioural baseline is never allowed to mask a safeguarding concern or obscure signs of abuse or distress. Designated safeguarding leads will work in close partnership with SENCos and other relevant professionals where appropriate. Safeguarding action will always follow the Trust's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026.

Arrangements for pupils with medical conditions are set out in the Supporting Pupils with Medical Conditions Policy. A medical condition does not automatically mean that a pupil has SEN, although some pupils will have both medical needs and SEN or a disability.

Emotional and social development

Academies will promote emotional wellbeing, positive relationships, belonging and social development through the curriculum, daily interactions and an inclusive culture. Where additional support is required, this will be matched to the pupil's assessed needs and reviewed for impact. A pupil's behaviour will be understood in context and will not be treated as a diagnosis or an area of SEN in itself.

Staff expertise and professional development

OCMAT develops staff expertise through a planned programme of professional learning, coaching, guidance and collaboration between academies. Training needs are identified through pupil need, staff confidence, quality assurance and evaluation of provision rather than relying on a fixed list of awareness courses.

Where specialist knowledge is required, academies may secure advice, assessment, training or support from suitably qualified professionals. The Trust will share expertise across academies where this is appropriate and beneficial.

External agencies and partnership working

OCMAT recognises that we won't be able to meet all the needs of every pupil. Whenever necessary, our schools will work with external support services such as:

Speech and language therapists

Specialist teachers or support services

Educational psychologists

Occupational therapists

General practitioners

Paediatricians

School nurses

Child and adolescent mental health services (CAMHS)

Education welfare officers

Social services

Admissions and specialist provision

OCMAT academies will not unfairly disadvantage prospective pupils because they have SEN or a disability. A pupil whose EHC plan names an academy must be admitted in accordance with the statutory process. Admission arrangements and oversubscription criteria are published separately.

The Acorn Centre

The Trust includes a specialist resourced provision for pupils with Developmental Language Disorder and/or speech disorder. Places are commissioned through the local authority and the current designation, entry criteria and arrangements are set out in the host academy's SEN information report and the local authority's published information.

<https://www.theoaksinfantschool.co.uk/the-acorn-centre/>

<https://www.minterne.org/Entry-to-the-Acorn-Centre/>

Equipment, facilities and accessibility

Where assessment indicates that a pupil needs specialist equipment, auxiliary aids, adaptations or facilities, the academy will consider how these can be secured through its delegated resources, reasonable-adjustment duties, local authority arrangements, loan schemes or relevant health services.

Decisions will be made promptly and reviewed as the pupil's needs change.

Each academy has its own accessibility plans on their website: each school can be found here:

<https://www.ocmat.org.uk/>

Transition

Academies will plan transitions into school, between classes or phases, between OCMAT academies and to onward settings. Planning will begin early enough to identify barriers, share relevant information securely, involve the pupil and family, arrange additional visits or resources where helpful, and clarify responsibility for provision from the pupil's first day in the new setting.

Transition planning will promote increasing participation, self-advocacy and independence in ways appropriate to the pupil's age and stage.

Data Protection and File Transfer (SEND Records)

The Trust ensures that all confidential information regarding a pupil's special educational needs or disability is handled securely and in compliance with the UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018.

- **Secure Storage:** SEND documentation (including provision maps, individual education plans, EHCPs, and professional assessments) will be recorded on the academy's secure Management Information System (MIS) and restricted to authorised personnel.
- **Timely Transfer:** When a pupil with SEND moves to a new school or institution, the SENCo will ensure that all relevant SEND records, background context, and details of provision are transferred securely (via Common Transfer File (CTF) or designated secure transfer systems) within 15 school days of the pupil being removed from roll.
- **Inter-Trust Transfers:** Where a pupil transfers between OCMAT academies, SEND records will be shared prior to entry to enable seamless continuation of support from day one.

Complaints and disagreement resolution

Concerns about SEND provision should initially be raised with the class teacher, SENCo or Headteacher/Head of School so that they can be understood and, where possible, resolved promptly. Formal complaints will be handled in accordance with the OCMAT Complaints Policy, including its published stages and escalation arrangements.

Some matters about EHC needs assessments or EHC plans carry separate statutory rights of mediation or appeal against the local authority. These are not determined through the Trust's complaints process. Each academy's SEN information report will signpost current local disagreement-resolution, mediation and Information, Advice and Support Kent (IASK) services.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Monitoring and evaluation

The Inclusion Executive Officer will coordinate review of this policy and trust-wide evaluation of its implementation. Assurance to the Board will draw on academy self-evaluation, school visits, peer review, pupil and family feedback, SEND information reports, relevant data and evaluation of provision.

The policy will be reviewed annually and sooner where legislation, statutory guidance, local arrangements or OCMAT procedures change.

It will be approved by the Standards Committee under delegated authority from the Board of Trustees.

Related policies and information

- Each academy's SEN information report
- OCMAT Mainstream Inclusion Strategy
- Accessibility plans
- Admissions arrangements
- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Equality information and objectives
- Supporting Pupils with Medical Conditions Policy
- Kent SEND Information Hub and Local Offer