HADLOW RURAL COMMUNITY SCHOOL

Special Educational Needs (SEN) Information Report

September 2026

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Dear Parents and Carers,

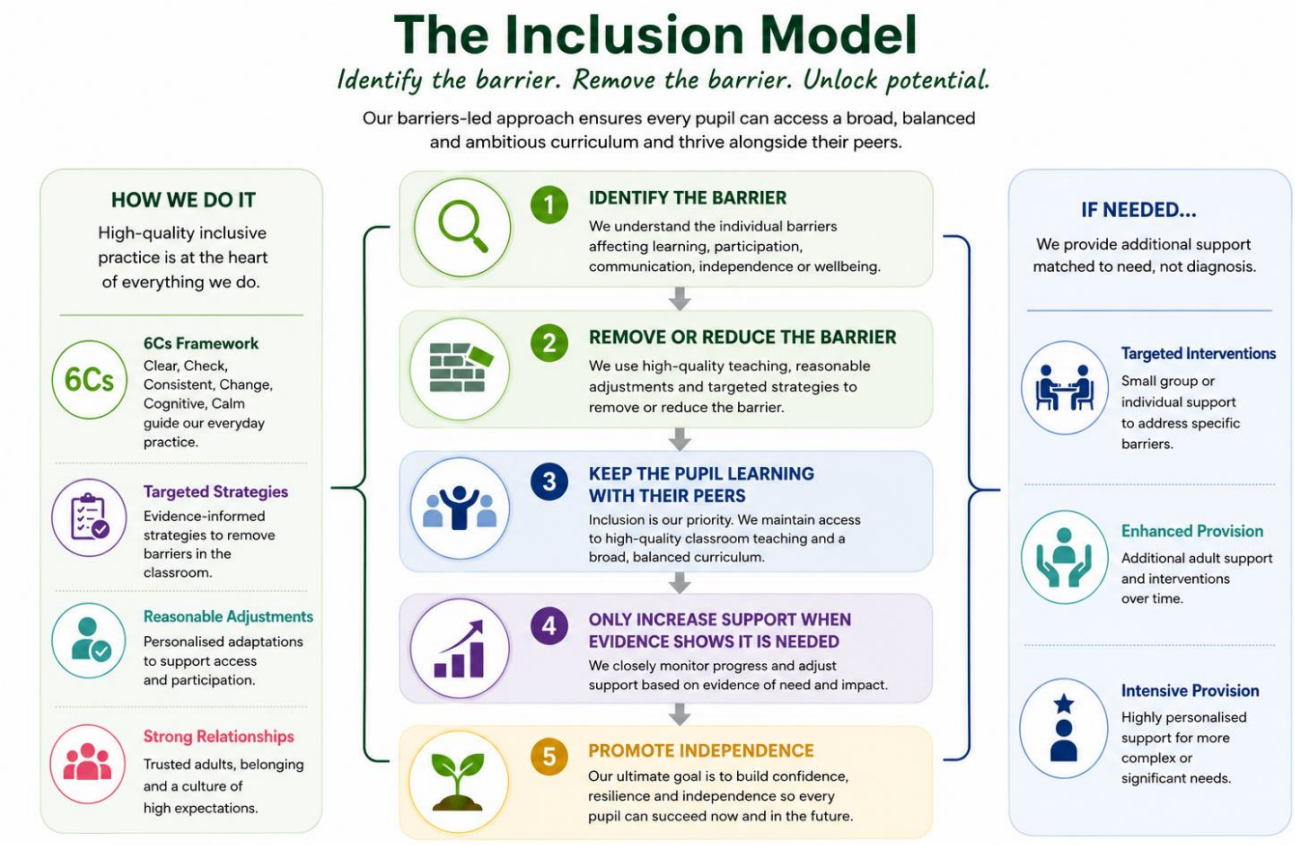
Welcome to Hadlow Rural Community School.

This SEND Information Report explains how we support children and young people with Special Educational Needs and Disabilities (SEND), and how we work in partnership with families to ensure every pupil feels included, valued and able to succeed.

At Hadlow, we believe that every pupil can achieve when barriers to learning are identified and addressed effectively. We recognise that diagnoses and specialist advice help us to understand a pupil's needs; however, our support is planned around the individual barriers each pupil experiences rather than a label alone. Once those barriers are understood, we work collaboratively with pupils, families and staff to remove or reduce them through high-quality inclusive teaching, reasonable adjustments and targeted support.

Our graduated approach is built on the principle that **the classroom is the first intervention**. High-quality adaptive teaching, underpinned by our **6Cs Framework**, forms the foundation of support for all learners. Where additional support is needed, teachers implement targeted strategies within the classroom to remove barriers whilst maintaining access to a broad, balanced and ambitious curriculum. Only where evidence shows that these approaches are not sufficient do we introduce additional interventions or enhanced provision.

Our aim is not simply to provide support, but to help every pupil become an increasingly independent, confident and successful learner who feels they belong within our school community. We believe that every pupil should feel that they belong, experience success and leave Hadlow Rural Community School with the knowledge, confidence and independence to thrive in adult life.



This report explains how our SEND provision works in practice. If you would like further information about the school's statutory duties and SEND arrangements, please refer to our SEND Policy, available on our website:

www.hrcschool.org

If you would prefer a printed copy,or have any questions about the information contained in this report, please contact the SENCo.

Note: A glossary explaining SEND terminology used throughout this report is included at the end.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Area of need	Examples of needs supported
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties (including dyslexia, dyspraxia, dyscalculia) Moderate learning difficulties (MLD) Severe learning difficulties (SLD)
Social, emotional and mental health	Social, Emotional and Mental Health (SEMH) needs
	Attention Deficit Hyperactivity Disorder (ADHD), including predominantly inattentive, predominantly hyperactive/impulsive and combined presentations
	Anxiety and emotional wellbeing needs
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Pupils may require additional support for different reasons and at different times during their education.

2. Which staff will support my child, and what training have they had?

HRCS has an experienced SEND team consisting of the SENCo, two Assistant SENCos, one Higher Level Teaching Assistant (HLTA) and a team of five Teaching Assistants. Some members of the team work part-time, enabling flexible deployment across the school.

Teaching Assistants are deployed according to identified need rather than allocated to individual pupils. Our aim is always to provide the right support, at the right time, in the least intrusive way possible. Support is provided flexibly and is reviewed regularly to ensure pupils develop increasing independence whilst receiving the level of support they require. Teaching Assistant support is primarily deployed within core curriculum subjects, although additional support may be provided elsewhere where assessment indicates this is necessary.

All members of the Inclusion Team are trained in specialist areas in response to the needs of the pupils attending the school, ensuring they are well placed to provide effective support. We also have a strong continuing professional development (CPD) programme through which specialist knowledge is shared with teachers, pastoral staff and new colleagues joining the school.

We embed SEND within our strategic professional development programme. Members of the Inclusion Team regularly attend in-house updates, external training and professional networks. All staff engage in regular professional dialogue regarding pupils' progress and the effectiveness of support, ensuring provision continues to meet pupils' needs and remove barriers to learning.

The Inclusion Team access high-quality external training through Kent County Council, Specialist Teaching and Learning Services (STLS), national conferences and accredited training providers. Recent areas of professional development have included:

- Autism
- Dyslexia and literacy difficulties
- Attention Deficit Hyperactivity Disorder (ADHD)
- Executive Function
- Speech, Language and Communication Needs
- Supporting pupils with hearing impairment
- Assistive Technology
- Emotion Coaching
- Emotional wellbeing and mental health
- Emotionally Based School Avoidance (EBSA)

Training is reviewed regularly and planned in response to the changing profile of need within the school.

Our Special Educational Needs Co-ordinator (SENCo)

Our SENCo is **Charlotte Beeney** Email: **SENCO@hrcschool.org**

Subject teachers

At Hadlow Rural Community School, we believe that every teacher is a teacher of SEND. Subject teachers have responsibility for the progress and development of all pupils in their classes, including those with SEND.

All teachers receive ongoing professional development in inclusive classroom practice and adaptive teaching. They are supported by the SENCo and Inclusion Team to identify, understand and remove barriers to learning through high-quality teaching, reasonable adjustments and targeted strategies within the classroom.

Where additional support is required, teachers work collaboratively with Teaching Assistants, the Inclusion Team, parents and external professionals to ensure provision remains appropriate, effective and focused on promoting independence.

Teaching Assistants (TAs)

Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) work alongside teachers to support pupils in accessing learning and developing increasing independence.

TAs and HLTAs may deliver a range of targeted interventions, including literacy, numeracy, communication, emotional wellbeing and independence programmes, matched to pupils' identified barriers to learning.

Teaching Assistant support is deployed flexibly across the school according to assessed need and is reviewed regularly. Support is prioritised where it will have the greatest educational impact, most commonly within the core curriculum. As a result, pupils should not expect Teaching Assistant support in every lesson. Instead, our aim is to develop pupils' confidence, independence and ability to apply successful strategies across all areas of the curriculum.

Within mainstream lessons, TAs and HLTAs work in partnership with classroom teachers to remove barriers to learning, promote participation and encourage pupils to become increasingly independent learners.

In addition to their intervention work, HLTAs may also provide short-term classroom cover during staff absence, helping to maintain continuity of learning and consistency for pupils.

External agencies and experts

Sometimes we need additional expertise to provide the most appropriate support for our pupils. Whenever necessary, we work collaboratively with external professionals and services to meet pupils' needs and support their families. These may include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- GPs and Paediatricians
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Social Care and Local Authority services
- Voluntary sector organisations

Specialist expertise is secured through a combination of staff training, consultation with external professionals and commissioned services. Where a pupil requires support beyond the expertise available within school, advice may be sought through the Community of Schools, Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Specialist Teaching and Learning Services (STLS), CAMHS and other relevant agencies.

Recommendations from external professionals are shared with relevant staff and incorporated into classroom practice, targeted support and provision planning wherever appropriate.

Equipment and specialist resources

The school maintains and regularly reviews a range of specialist equipment and resources to support pupils with additional needs. These may include assistive technology, laptops, sensory resources, coloured overlays, writing slopes, adapted furniture and other specialist equipment recommended by external professionals.

Where specialist equipment is required beyond the resources routinely available within school, we work with families, the Local Authority and relevant education or health services to secure appropriate equipment wherever possible.

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

Step 1: Share your concerns

If you think your child may have additional needs or is finding learning difficult, your first point of contact should usually be their form tutor or a subject teacher.

They will discuss your concerns with you and share them with the SENCo or a member of the Inclusion Team where appropriate.

You are also welcome to contact the SENCo directly if you would prefer.

Step 2: We gather information

Rather than making decisions based on a single conversation, we build a picture of your child's strengths and any barriers to learning by gathering information from a range of sources.

This may include:

- discussions with you and your child
- feedback from subject teachers and pastoral staff
- classroom observations
- information from Teaching Assistants and members of the Inclusion Team
- progress, attainment and attendance information
- behaviour and wellbeing information
- previous school records
- screening assessments where appropriate
- advice from external professionals, where this is already available or becomes necessary.

We will also review the support already in place to understand what has been successful and whether any further adjustments may be required.

Step 3: Agree the next steps

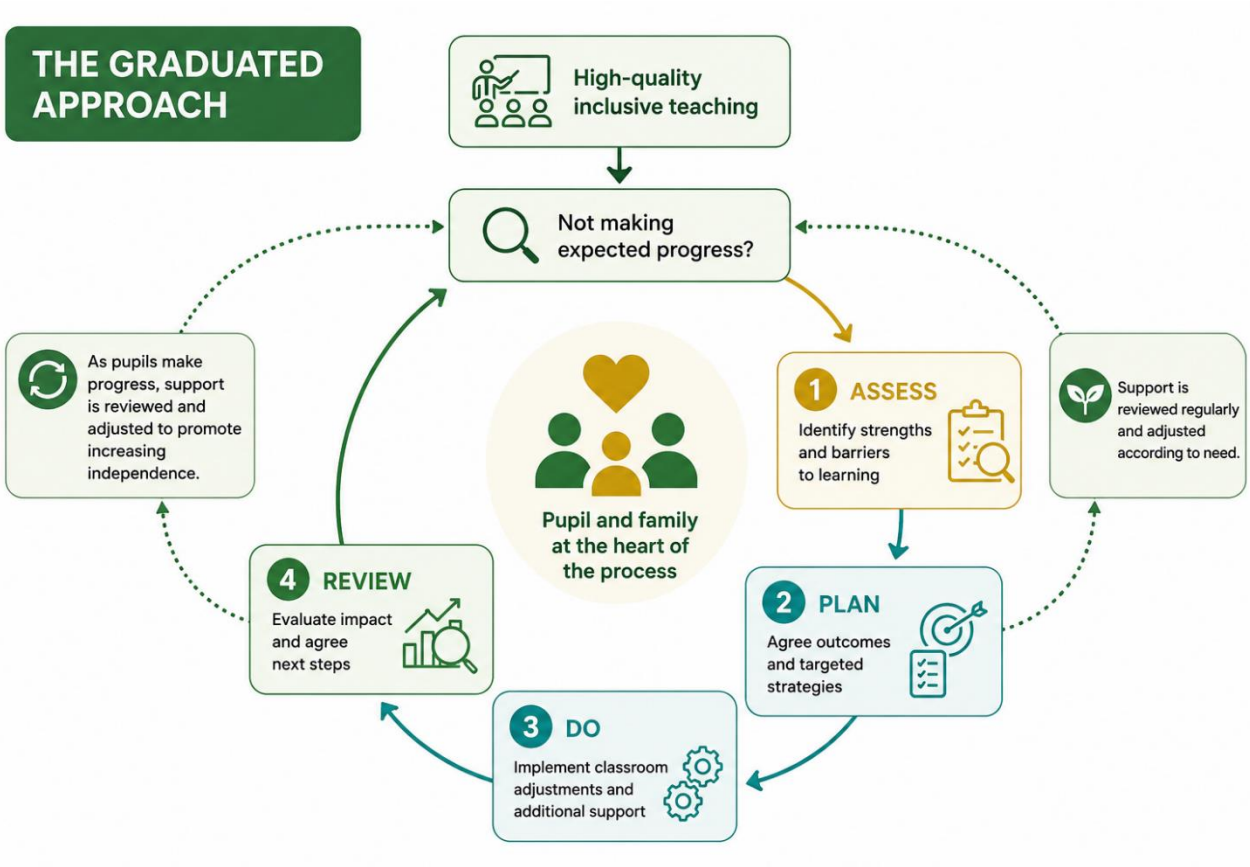
Once all available information has been considered, we will share what we have found, discuss the evidence with you and agree the most appropriate next steps together.

For some pupils, this may involve changes to classroom teaching, additional targeted strategies or a period of monitoring to see how the pupil responds.

Where the evidence indicates that a pupil requires SEND Support, we will formally notify you and add your child to the school's SEND register.

4. How will the school know if my child needs SEN support?

At Hadlow Rural Community School, we use a graduated approach to identifying and supporting additional needs. Rather than making decisions based on a single concern or assessment, we build a clear picture of each pupil's strengths, barriers to learning and response to support over time.



High-quality teaching comes first

All teachers are responsible for the progress of every pupil. When a pupil is not making the expected progress, the first step is to review classroom teaching and identify any barriers that may be affecting learning.

Teachers may introduce reasonable adjustments or targeted classroom strategies and monitor the impact before considering whether additional SEND Support is required.

Gathering evidence

If concerns remain, the Inclusion Team will work with teachers, parents and the pupil to gather a wider range of evidence. This may include:

- classroom observations where appropriate
- discussions with subject teachers and pastoral staff
- progress, attainment, attendance and behaviour information
- feedback from parents and the pupil
- previous school information
- screening assessments where appropriate
- advice from external professionals where available or required.

The aim is to understand **why** a pupil is finding learning difficult, rather than simply identifying that they are struggling.

Assess, Plan, Do, Review

Where additional support is required, we follow the graduated approach described in the SEND Code of Practice:

- **Assess** – identify strengths and barriers to learning.
- **Plan** – agree outcomes and the strategies most likely to reduce those barriers.
- **Do** – implement the agreed classroom adjustments, targeted strategies or interventions.
- **Review** – evaluate the impact and decide the next steps.

This cycle is repeated regularly so that support evolves as the pupil's needs change.

Deciding whether SEND Support is required

Following this process, if the evidence shows that a pupil requires provision that is additional to or different from that ordinarily available through high-quality teaching alone, parents will be informed and the pupil will be placed on the school's SEND Register.

Support will be recorded within the school's provision management systems and reviewed regularly through the Assess–Plan–Do–Review cycle. As pupils make progress, support may be refined, increased or reduced to promote increasing independence.

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

Once SEND Support has been put in place, we review its impact regularly to ensure it is making a positive difference. We believe that effective support should evolve over time, responding to a pupil's changing strengths, needs and barriers to learning.

Progress is reviewed through the **Assess–Plan–Do–Review** cycle shown below.

Progress is considered using a wide range of information, not academic attainment alone. We use a wide range of information to understand whether the support in place is helping a pupil to access learning and achieve greater independence. This may include:

- progress towards agreed outcomes
- teacher feedback and classroom observations
- pupil voice

- parent and carer feedback
- attendance and punctuality
- engagement, confidence and wellbeing
- attainment and progress data
- baseline and review information from targeted support or interventions, where appropriate.

Where appropriate, we collect baseline information before introducing additional support or interventions. This enables us to evaluate the impact of the support provided and make evidence-informed decisions about future provision.

Parents and carers are kept informed through parents' evenings, school reports, telephone calls, emails or meetings where appropriate. If concerns arise at any point, parents are encouraged to contact the school rather than waiting for the next formal review.

The graduated approach is a continuous cycle. If the evidence shows that support is having the desired impact, it may be refined or gradually reduced to promote increasing independence. Where new barriers to learning are identified, we will review the evidence, adapt the support and continue the Assess–Plan–Do–Review cycle to ensure provision remains appropriate and effective.

6. How will I be involved in decisions made about my child's education?

We believe that parents and carers know their child best and are key partners in making decisions about their education. We value your knowledge of your child's strengths, interests, aspirations and any barriers they experience both in and out of school.

We keep parents informed about their child's progress in a variety of ways, including:

- Three school reports each academic year
- Parents' Evenings
- Telephone calls, emails or meetings where appropriate
- Review meetings as required for pupils receiving SEND Support
- Annual Reviews for pupils with an Education, Health and Care Plan (EHCP)

Parents are welcome to book an appointment with the SENCo during Parents' Evenings. If additional discussion is needed at any point during the year, appointments with the SENCo or another member of the Inclusion Team can be arranged outside these evenings.

Your views are an important part of the graduated approach. We will work in partnership with you to review the support in place, discuss any concerns and agree the most appropriate next steps. We also value your feedback about how strategies are working outside school, as this helps us build a more complete picture of your child's needs.

If your child's needs or circumstances change, we encourage you to let us know as soon as possible so that we can review the support in place and make any necessary adjustments.

Following discussions with parents, agreed actions and any changes to support will be recorded and shared with relevant staff where appropriate.

If you have concerns between formal review points, please contact your child's **form tutor**, **subject teacher** or the **SENCo**, depending on the nature of your enquiry. Contact details for staff can be found on the school website.

7. How will my child be involved in decisions made about their education?

We believe that pupils should be involved in decisions about their education and support wherever possible. We encourage them to share their views, celebrate their strengths and help us understand any barriers they experience in school.

The way we involve each pupil will depend on their age, confidence, communication preferences and individual needs. We recognise that there is no single approach that works for every child, so we will use the most appropriate method at the most appropriate stage of the graduated approach.

Pupils may contribute in a variety of ways, including:

- attending all or part of a review meeting where appropriate
- talking to a member of the Inclusion Team, form tutor or another trusted adult
- completing a questionnaire or survey
- preparing a written statement, presentation, drawing or video
- sharing their views through informal conversations during the school day.

We will always seek to understand the pupil's views at an appropriate stage of the graduated approach. Where a pupil does not wish to attend a review or planning meeting, their views will be gathered in another appropriate way and taken into account when decisions are made.

As pupils grow in confidence and independence, we encourage them to take an increasingly active role in understanding their own strengths, recognising the strategies that help them learn, identifying barriers to learning and contributing to decisions about the support they receive.

8. How will the school adapt its teaching for my child?

Every teacher is responsible and accountable for the progress and development of every pupil they teach, including pupils with SEND.

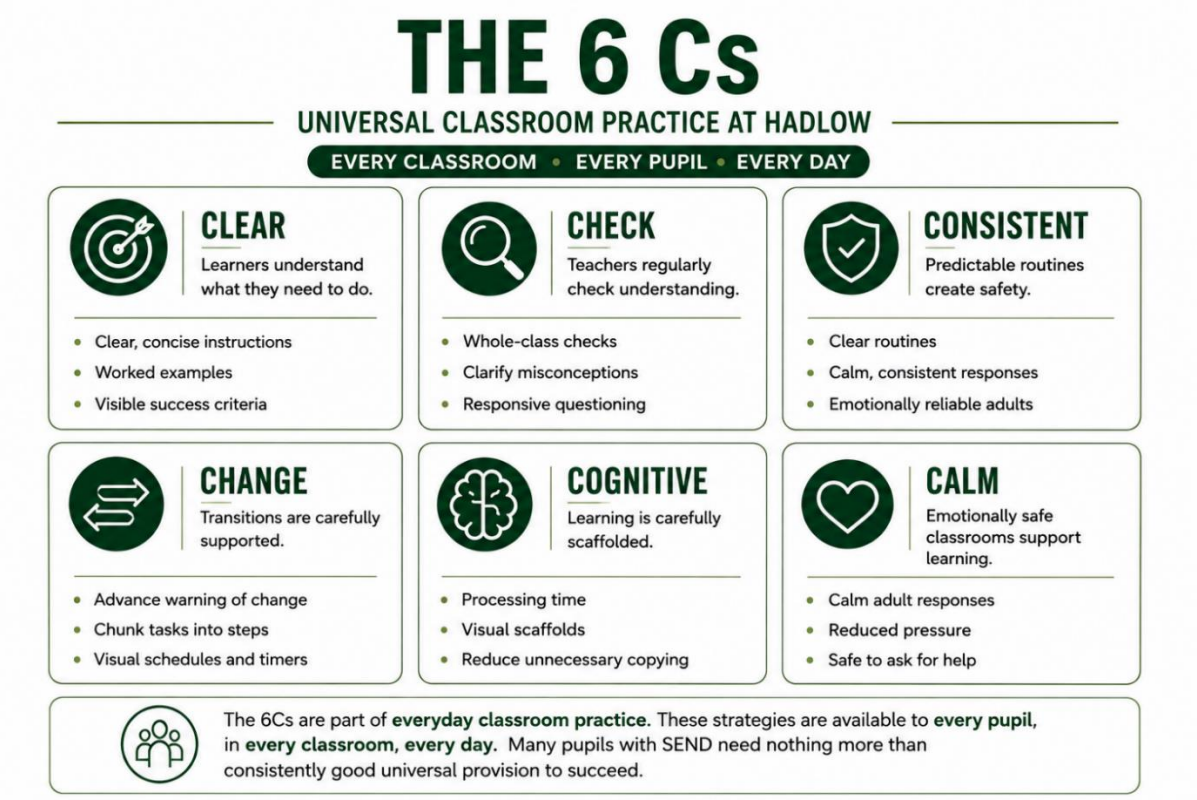
High-quality inclusive teaching is our first response to supporting pupils with additional needs. We aim to ensure that every pupil can access a broad, balanced and ambitious curriculum, regardless of their starting point or individual barriers to learning.

At Hadlow Rural Community School, support is provided through a graduated continuum of provision. All pupils access high-quality universal provision, with increasingly personalised support introduced only where the evidence shows this is required.

Universal Provision

Universal provision is available to every pupil and forms the foundation of our inclusive practice.

At Hadlow Rural Community School, this is underpinned by our **6Cs Framework**, shown below.



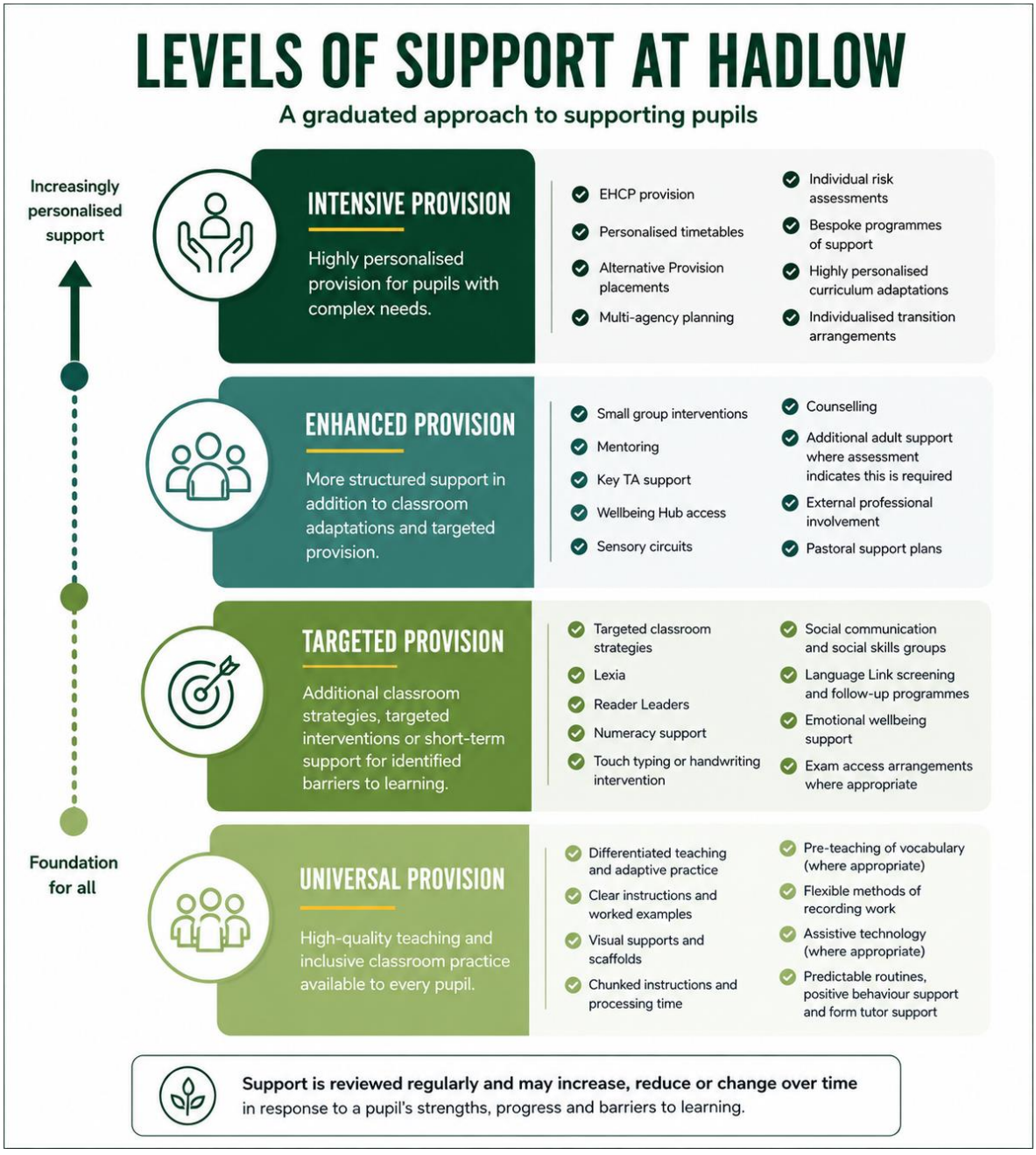
Examples of everyday classroom practice include:

- adaptive teaching
- clear instructions and worked examples
- visual supports and scaffolds
- chunked instructions
- processing time
- pre-teaching of subject vocabulary where appropriate
- flexible methods of recording work
- assistive technology where appropriate
- predictable classroom routines
- positive behaviour support
- form tutor support.

Many strategies that support pupils with SEND benefit all learners and therefore form part of everyday classroom practice.

Graduated Levels of Support

Where additional support is required, pupils may access increasingly personalised provision through our graduated continuum of support.



A pupil's level of support is not fixed. Support is reviewed regularly and may increase, reduce or change over time in response to the pupil's strengths, progress and barriers to learning.

The diagram above provides examples of the types of support available at each level of our graduated approach.

Targeted provision builds upon high-quality classroom teaching and may include additional classroom strategies, targeted interventions or short-term support to address identified barriers to learning.

Enhanced provision provides more structured and personalised support alongside classroom adaptations and targeted provision where this is required.

A small number of pupils require intensive provision through highly personalised planning and multi-agency working to meet more complex needs.

Most pupils with SEND are successfully supported through high-quality teaching, reasonable adjustments and targeted strategies within the classroom. Interventions and additional adult support are introduced where the evidence shows they are needed, but our aim is always to maximise pupils' access to high-quality classroom learning alongside their peers.

Teachers have access to pupil profiles, provision plans and information about reasonable adjustments through Arbor, ensuring that key information is readily available across all subjects. This supports consistency of practice and helps ensure pupils receive the right support throughout the school day.

Our aim is always to remove barriers to learning while enabling every pupil to remain fully involved in school life, access a broad and balanced curriculum and develop increasing independence.

9. How will the school evaluate whether the support in place is helping my child?

We regularly review the effectiveness of the support provided for individual pupils and the quality of SEND provision across the school.

For your child

The effectiveness of your child's support is reviewed through the graduated approach. This may include:

- reviewing progress towards agreed outcomes
- considering your child's views and experiences
- discussing feedback from parents and carers
- evaluating the impact of classroom strategies, reasonable adjustments and targeted support
- reviewing progress, attendance, behaviour, wellbeing and independence
- adapting support where evidence shows this is needed
- Annual Reviews for pupils with an Education, Health and Care Plan (EHCP).

Where support is not having the intended impact, we work collaboratively with pupils, parents, staff and external professionals (where appropriate) to identify any remaining barriers to learning and agree the next steps.

Across the school

The effectiveness of SEND provision is also evaluated at a whole-school level.

The SENCo and senior leaders regularly review information including:

- pupil progress and attainment
- attendance and persistent absence
- behaviour and exclusion data
- intervention outcomes

- pupil voice
- parent and carer feedback
- staff feedback
- Annual Review outcomes
- provision reviews and quality assurance activities.

This information helps us evaluate the effectiveness of our inclusive practice, identify areas for improvement and ensure our provision continues to meet the changing needs of our pupils.

Our aim is to ensure that support remains evidence-informed, responsive and focused on removing barriers to learning while promoting increasing independence. **We do not assume that support is effective simply because it has been provided.** We continually evaluate its impact and adapt our approach in response to the evidence.

10. How will the school assess for Access Arrangements?

Access Arrangements are adjustments that allow pupils with SEND, disabilities or temporary injuries to access assessments without changing the knowledge, understanding or skills being assessed.

Access Arrangements are awarded in accordance with the Joint Council for Qualifications (JCQ) regulations and are based on evidence of a pupil's normal way of working in school. They are not awarded solely because a pupil has a diagnosis, SEND Support or an Education, Health and Care Plan (EHCP).

This JCQ guide provides additional information for parents, carers and students about Access Arrangements: Guidance for parents, carers and students about access arrangements – Joint Council for Qualifications

At Hadlow Rural Community School, potential Access Arrangements are identified through the graduated approach, teacher feedback and ongoing monitoring of pupils' classroom performance.

Where appropriate, pupils may complete standardised assessments, alongside evidence gathered from:

- subject teachers
- the Inclusion Team
- classroom observations
- internal assessments
- the pupil's normal way of working
- professional judgement in line with JCQ requirements.

Where appropriate, we seek to identify and assess pupils for Access Arrangements during Year 9. This allows approved arrangements to become an established part of the pupil's normal way of working before GCSE examinations. Where needs emerge later, or a pupil joins the school after Year 9, assessments may be completed at a later stage in accordance with JCQ regulations.

Access Arrangements may include, where appropriate:

- extra time
- a reader or reading software
- a scribe
- a word processor
- supervised rest breaks
- a prompter
- alternative rooming
- other reasonable adjustments permitted under JCQ regulations.

Access Arrangements are reviewed regularly to ensure they continue to reflect a pupil's needs and remain their normal way of working in school.

11. How will the school resources be secured for my child?

We use the graduated approach to identify the support, resources and expertise required to meet each pupil's individual needs.

Where a pupil requires additional support beyond high-quality universal provision, we will consider what adjustments, resources or specialist input may help remove or reduce barriers to learning.

This may include:

- specialist equipment or assistive technology
- adapted resources or teaching materials
- sensory resources
- additional adult support where appropriate
- targeted interventions
- further staff training
- advice from external professionals
- specialist programmes or services.

Where appropriate, we will seek advice from external agencies to ensure that the support provided is evidence-informed and matched to the pupil's identified needs.

Equipment and facilities are identified through the graduated approach and recommendations from external professionals where appropriate. This may include assistive technology, specialist seating, writing aids, sensory resources, adapted materials, visual supports or other equipment required to support access to learning.

The school uses its delegated resources and notional SEND budget to meet pupils' needs wherever possible.

Where a pupil requires support that is additional to, or different from, that which is ordinarily available within the school's delegated resources, we will work collaboratively with the Local Authority, health services and other relevant agencies to secure appropriate funding, specialist advice or additional provision where this is agreed to be necessary.

Our decisions are guided by the identified barriers to learning, the evidence of what is most likely to have a positive impact, and our commitment to enabling every pupil to access a broad and balanced curriculum alongside their peers wherever possible.

12. How will the school make sure my child is included in activities alongside pupils who don’t have SEN?

We believe that every pupil should have the opportunity to participate fully in the wider life of the school. Inclusion extends beyond the classroom and includes educational visits, enrichment activities, clubs, performances, leadership opportunities and social experiences.

We aim to ensure that pupils with SEND can participate alongside their peers wherever possible by identifying and removing barriers to participation through the graduated approach.

This may include:

- reasonable adjustments to activities or the environment

- adapting resources or equipment
- additional planning or preparation
- individual risk assessments where appropriate
- additional adult support where this is required
- advice from external professionals where appropriate
- working closely with parents and carers before activities take place.

All pupils are encouraged to take part in:

- extra-curricular clubs and enrichment activities
- educational visits and residential trips
- sports events
- leadership and student voice opportunities.

No pupil will be excluded from participating in an activity solely because they have SEND or a disability. Where barriers to participation are identified, we will work with pupils, families and staff to make reasonable adjustments wherever possible so that every pupil can participate safely, successfully and alongside their peers.

Where participation requires additional planning or support, we will work with families well in advance to ensure appropriate arrangements are in place.

13. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Hadlow Rural Community School is an inclusive mainstream school and welcomes applications from pupils of all abilities, including those with Special Educational Needs and Disabilities (SEND). Admissions are administered in accordance with the school's published Admissions Policy, the School Admissions Code, the Equality Act 2010 and the Children and Families Act 2014.

We understand that many families choose Hadlow Rural Community School because they believe our inclusive ethos, smaller school community and approach to supporting pupils with additional needs will help their child to thrive. We welcome applications from pupils with SEND and are committed to ensuring that every application is considered fairly and in accordance with the published admissions arrangements.

Having Special Educational Needs or a disability does **not**, in itself, give priority for admission to the school. Admissions are determined in accordance with the published Admissions Policy and the School Admissions Code. Where families believe there are exceptional medical, health or social reasons why Hadlow Rural Community School is the most appropriate school for their child, these will be considered through the relevant admissions criteria, supported by appropriate professional evidence.

Where a child has an Education, Health and Care Plan (EHCP), the Local Authority is responsible for consulting with schools and naming the most appropriate placement, taking account of the child's needs, parental preference and the efficient use of resources, in accordance with the Children and Families Act 2014.

Where appropriate, reasonable adjustments will be made throughout the admissions process to ensure that pupils with disabilities or additional needs can access information and participate fairly. For full details of the school's admissions arrangements, including the Published Admission Number (PAN), banding arrangements and oversubscription criteria, please refer to the school's published Admissions Policy, available on the school website: **HRCS Admissions Information**

14. How does the school support pupils with disabilities?

Hadlow Rural Community School is committed to ensuring that pupils with disabilities are able to participate fully in all aspects of school life.

In accordance with the Equality Act 2010, we have a duty to make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage compared with their peers.

Support is planned through the graduated approach and is based on each pupil's individual strengths, needs and identified barriers to learning, rather than on a diagnosis or disability alone.

Reasonable adjustments may include:

- adaptations to classroom practice
- specialist equipment or assistive technology
- adapted resources and learning materials
- adjustments to the physical environment where appropriate
- additional planning for educational visits and enrichment activities
- support with mobility, communication or personal care where required
- adjustments to assessment arrangements in accordance with JCQ regulations
- advice from external professionals where appropriate.

We work closely with pupils, parents, health professionals and external agencies to ensure that reasonable adjustments remain appropriate and continue to meet individual needs.

The school is committed to continually improving the accessibility of its buildings, facilities, information and learning environment. When planning future developments or refurbishments, consideration is given to improving access for pupils, parents, staff and visitors with disabilities. This may include improvements to physical access, lighting, acoustics, signage and other aspects of the learning environment.

Our aim is to remove barriers wherever possible so that pupils with disabilities can access a broad and balanced curriculum, participate fully in the wider life of the school and achieve increasing independence alongside their peers.

The Accessibility Plan for HRCS can be found on the school website and provides further detail on:

- Increasing the extent to which pupils with disabilities can participate in our curriculum
- Improving our school’s physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities

15. How will the school support my child’s mental health, and emotional and social development?

At Hadlow Rural Community School, we recognise that emotional wellbeing, positive relationships and a sense of belonging are fundamental to successful learning.

Supporting pupils' social, emotional and mental health is the responsibility of the whole school community and is embedded throughout our inclusive practice. Many pupils' needs are successfully met through high-quality relationships, predictable routines, emotionally safe classrooms and the everyday support provided by teachers, form tutors and pastoral staff.

Where additional support is required, this is provided through the graduated approach and is matched to the pupil's individual strengths, needs and identified barriers.

Support available may include:

- support from form tutors, Heads of Year and the Inclusion Team
- access to the Wellbeing Hub
- mentoring and trusted adults

- emotional wellbeing interventions
- social communication and social skills groups
- counselling where appropriate
- support during key transitions
- individual pastoral support plans
- advice from external professionals where appropriate.

Pupil voice is central to our approach. We encourage pupils to share their views, contribute to decisions about the support they receive and seek help from trusted adults whenever they need it.

All pupils are encouraged to participate fully in the wider life of the school, including leadership opportunities, enrichment activities, clubs and student voice, with reasonable adjustments made where appropriate to support participation.

The school has a clear anti-bullying ethos and a zero-tolerance approach to bullying. Through our curriculum, assemblies, tutorial programme, Focus Days and everyday interactions, we promote kindness, respect, inclusion and positive relationships. Pupils are encouraged to report any concerns to a trusted member of staff so that appropriate support can be provided promptly.

Where concerns about a pupil's mental health are more significant, we work collaboratively with families and, where appropriate, external agencies to ensure pupils receive the support they need.

Our aim is to create a school community where every pupil feels safe, valued, included and able to thrive.

16. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transitions are an important part of every pupil's education. While many pupils move confidently between classes, year groups and settings, others benefit from additional preparation and support to help them feel safe, confident and ready to learn.

At Hadlow Rural Community School, transition support is planned through the graduated approach and matched to each pupil's individual strengths, needs and identified barriers to learning.

Transition within Hadlow Rural Community School

Transition support continues throughout a pupil's time at Hadlow Rural Community School, not just when they first join the school.

Wherever possible, pupils remain with the same form tutor throughout **Key Stage 3**, providing consistency, allowing strong relationships to develop and helping tutors build a detailed understanding of each pupil's strengths, needs and progress over time.

Transition support within school may include:

- sharing pupil profiles, provision plans and reasonable adjustments with teaching staff through Arbor
- meetings between the Inclusion Team, pastoral staff and subject teachers where appropriate
- opportunities to meet new staff before changes take place
- personalised transition plans where appropriate
- adjustments to routines where these help reduce anxiety and promote successful engagement.

Where additional support is required, transition arrangements are reviewed collaboratively with pupils, families and staff to ensure the right support is in place.

Transition from Primary School (Key Stage 2 to Key Stage 3)

Starting secondary school is a significant milestone for every child. At Hadlow Rural Community School, we aim to make our universal transition programme so effective that as many pupils as possible feel confident and prepared before they start with us.

Our universal transition programme for all pupils includes:

- close liaison with primary schools to ensure important information is shared

- visits from Hadlow staff to partner primary schools where appropriate
- an induction day
- a comprehensive transition activity booklet for pupils and families to complete together during the summer holidays
- an additional transition afternoon during the summer holidays, open to all new Year 7 pupils, providing another opportunity to become familiar with the school, staff and routines
- Year 7 pupils attending school on their own for the first morning of the academic year, allowing them time to settle into secondary school before older pupils return.

For families of pupils with an **Education, Health and Care Plan (EHCP)**, we also offer an additional transition afternoon earlier in the summer term. This provides an opportunity for pupils to spend time in school while parents and carers meet the Inclusion Team over coffee to discuss transition arrangements, ask questions and begin building relationships before September.

Additional transition support may include:

Where a pupil would benefit from further support, transition arrangements are personalised through the graduated approach and may include:

- additional visits to the school
- opportunities to meet key members of staff
- personalised transition plans
- liaison with external professionals
- adjustments to routines during the first few weeks of term
- other individualised arrangements matched to the pupil's identified barriers to learning.

Transition arrangements are planned collaboratively with pupils, families, primary schools and other professionals where appropriate, ensuring every pupil receives the level of support they need to make a successful start at Hadlow Rural Community School.

Preparing for Adulthood (Key Stage 4 and beyond)

Preparation for adulthood begins well before pupils leave school and is embedded throughout secondary education.

We support pupils to develop the knowledge, skills and confidence they need for adult life, including:

- increasing independence
- communication and self-advocacy
- organisation and self-management
- careers education, advice and guidance
- employability skills
- participation in the wider community
- planning for further education, training or employment.

For pupils with an **Education, Health and Care Plan (EHCP)**, Preparation for Adulthood outcomes form an important part of Annual Reviews during Key Stage 4.

Where appropriate, we work closely with colleges, training providers, employers and other agencies to support a successful transition into Post-16 education or training.

Relevant information, including examination Access Arrangements where appropriate, is shared with future education providers to support continuity of provision.

Our aim is that transition is something pupils experience with confidence rather than anxiety. By investing in high-quality transition for everyone, and providing additional personalised support where needed, we help pupils feel that they belong at Hadlow Rural Community School from their very first day.

17. What support is in place for looked-after and previously looked-after children with SEN?

Hadlow Rural Community School recognises that looked-after and previously looked-after children may experience additional barriers to learning, attendance, wellbeing and emotional development.

Where a pupil also has Special Educational Needs and Disabilities (SEND), we work to ensure that support is carefully coordinated and joined up.

The Designated Teacher for Looked-After and Previously Looked-After Children works closely with the SENCo, pastoral staff, external professionals and the Virtual School to ensure that each pupil receives appropriate support and that barriers to learning are identified and addressed as early as possible.

Support is planned through the graduated approach and is tailored to each pupil's individual strengths, needs and circumstances. This may include:

- high-quality inclusive classroom teaching and reasonable adjustments
- targeted interventions where appropriate
- emotional wellbeing and pastoral support
- coordinated support from external professionals
- careful planning for transitions
- regular communication with carers, families and other professionals.

Looked-after children have a **Personal Education Plan (PEP)**, which is reviewed regularly. Where a pupil also receives SEND Support or has an Education, Health and Care Plan (EHCP), we ensure that these plans complement one another so that everyone involved is working towards shared outcomes and providing consistent support.

Our aim is to provide a joined-up approach that removes barriers to learning, promotes stability and helps every pupil achieve their full potential.

18. What should I do if I have a complaint about my child's SEN support?

- We are committed to working in partnership with pupils and families and recognise that open, honest communication is the best way to resolve concerns quickly.
- If you have a question or concern about your child's SEND provision, we encourage you to contact us as soon as possible. In most cases, concerns can be resolved through discussion with the member of staff who knows your child best, such as their form tutor, subject teacher, Head of Year or a member of the Inclusion Team.
- If further discussion is needed, you are welcome to contact the SENCo, who will work with you to understand your concerns and agree appropriate next steps.
- Where concerns cannot be resolved informally, parents and carers may make a formal complaint by following the school's published Complaints Policy.
- **School Complaints Policy:**
  Hadlow Rural Community School - Policies
- If, after completing the school's complaints procedure, you remain dissatisfied with the outcome, you may have the right to pursue your complaint through other appropriate routes.
- Information about disagreement resolution, mediation and the rights of parents and young people can be found in the **Special Educational Needs and Disability Code of Practice: 0 to 25 years**.
- SEND code of practice: 0 to 25 years - GOV.UK

- If you believe your child has experienced unlawful disability discrimination under the **Equality Act 2010**, you have the right to make a claim to the **First-tier Tribunal (Special Educational Needs and Disability)**.
- This may relate to matters such as:
  - admissions
  - exclusions
  - provision of education and associated services
  - reasonable adjustments, including auxiliary aids and services.
- Further information about disability discrimination claims can be found on the GOV.UK website.

- Our aim is always to resolve concerns through positive partnership and constructive dialogue wherever possible, ensuring that pupils remain at the centre of every discussion.

19. What support is available for me and my family?

We recognise that supporting a child with SEND can sometimes feel overwhelming. You are not expected to navigate this alone.

If you have questions about your child's needs, the support available, or simply need advice, please contact the Inclusion Team. We are always happy to discuss concerns, explain processes and help you access appropriate support.

Support from Hadlow Rural Community School

The Inclusion Team can provide advice and guidance on:

- SEND Support within school
- Education, Health and Care Plans (EHCPs)
- Annual Reviews
- referrals to external services where appropriate
- transition arrangements
- examination Access Arrangements
- signposting to additional support and services.

We encourage parents and carers to contact us whenever they have questions or concerns, rather than waiting for formal review meetings.

Kent SEND Local Offer

Kent County Council's **SEND Local Offer** provides information about education, health and social care services available to children and young people with SEND and their families, including local support groups, activities and services.

Kent SEND Local Offer: **Special educational needs and disabilities (SEND) - Kent County Council**

Parent Information

A parent-friendly guide to the **Mainstream Core Standards** is available from Kent County Council. This explains the support that all mainstream schools should ordinarily provide for pupils with SEND.

The SEND Mainstream Core Standards – Parents' Guide (PDF)

Independent Information, Advice and Support

Kent's Special Educational Needs and Disabilities Information, Advice and Support Service (**SENDIASS**) provides free, confidential and impartial advice for children, young people and parents.

Website: Home | IASK

Email: iask@kent.gov.uk

Additional Sources of Information and Support

Families may also find the following organisations helpful:

Local support

The Kent Local Offer directory includes information about local charities, support groups and community organisations.

National organisations

- **IPSEA** – Independent Provider of Special Education Advice, offering free legal information and advice on SEND law and Education, Health and Care Plans (EHCPs).
- **Contact** – A national charity supporting families with disabled children through information, advice and peer support.

- **Family Action** – Provides practical, emotional and financial support for families, including advice on parenting, wellbeing and family life.
- **Special Needs Jungle** – An independent parent-led information website providing practical guidance, news and resources about SEND, education and disability.
- **NSPCC** – Offers advice and support to help keep children safe and provides information for families where safeguarding concerns arise

We believe that the best outcomes are achieved when schools and families work together in partnership. Our aim is to ensure that every family feels listened to, informed and supported throughout their child's education.

20. Glossary

Term	Meaning
Access Arrangements	Approved adjustments that help some pupils access exams fairly, such as extra time, a reader, rest breaks or use of a laptop.
Annual Review	A yearly meeting to review an Education, Health and Care Plan (EHCP), the support being provided and the progress being made.
Arbor	The school's secure information system, where teachers can access pupil profiles, reasonable adjustments and SEND information.
Area of Need	The four broad areas used to describe different types of SEND: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), and Sensory and/or Physical Needs.
CAMHS	Child and Adolescent Mental Health Services, an NHS service supporting children and young people's mental health.
EHCP (Education, Health and Care Plan)	A legal document describing a child or young person's education, health and care needs, together with the support that must be provided.
EHC Needs Assessment	An assessment carried out by the Local Authority to decide whether an EHCP is required.
First-tier Tribunal (SEND Tribunal)	An independent tribunal that hears appeals about Education, Health and Care Plans (EHCPs) and disability discrimination.
Graduated Approach	The process schools use to identify needs, put support in place, review how well it is working and make changes where needed. Often described as **Assess – Plan – Do – Review**.
Inclusion Team	The staff responsible for coordinating SEND provision, supporting pupils, advising teachers and working with families and external professionals.
Intervention	Additional short-term support provided to help a pupil develop a specific skill or overcome a particular barrier to learning.
Local Offer	Information provided by Kent County Council about education, health and social care services available for children and young people with SEND.
Mainstream Core Standards	Guidance describing the support and reasonable adjustments that all mainstream schools should ordinarily provide for pupils with SEND.
Outcome	A clear goal describing what a pupil is working towards. Outcomes may relate to learning, independence, communication, wellbeing or other areas of development.
Personal Education Plan (PEP)	A plan setting out the educational support and targets for a looked-after child.
Provision	The support, teaching strategies, adjustments or interventions provided to help a pupil succeed.
Reasonable Adjustments	Changes made to teaching, the environment or school routines to remove or reduce barriers experienced by a disabled pupil.
SEN	Special Educational Needs.
SENCo	The Special Educational Needs Coordinator, who leads SEND provision within the school.
SEND	Special Educational Needs and Disabilities.
SEND Code of Practice	Statutory guidance explaining how schools, Local Authorities and other services should support children and young people with SEND.
SEND Information Report	A document published by every school explaining how it supports pupils with SEND.
SEND Support	Additional support provided through the graduated approach for pupils who need provision beyond high-quality classroom teaching.

SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service. An independent service offering free advice to children, young people and families.
Transition	Support provided when a pupil moves between year groups, schools or stages of education.
Universal Provision	The high-quality teaching, reasonable adjustments and classroom strategies available to every pupil.
Targeted Provision	Additional support or interventions for pupils who need more than universal provision.
Enhanced Provision	More personalised support for pupils with more complex or persistent barriers to learning.
Intensive Provision	Highly personalised support for a small number of pupils with the most complex needs, often involving external professionals or an EHCP.
Wellbeing Hub	Hadlow Rural Community School's dedicated wellbeing space where pupils can access emotional support, regulation strategies and pastoral provision when appropriate.