HADLOW RURAL COMMUNITY SCHOOL

Special Educational Needs and Disability (SEND) Policy

September 2026

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1. Aims and objectives

The purpose of this policy is to ensure that Hadlow Rural Community School provides high-quality, inclusive education for every pupil, enabling them to achieve their potential and participate fully in school life.

This policy sets out how the school will:

- implement national legislation and statutory guidance relating to Special Educational Needs and Disabilities (SEND)
- identify and remove barriers to learning, participation and achievement
- provide high-quality inclusive teaching that enables all pupils to access a broad, balanced and ambitious curriculum
- make appropriate reasonable adjustments and provide additional support where evidence shows it is needed
- promote increasing independence and positive outcomes for pupils with SEND
- support pupils to prepare successfully for adulthood
- work in partnership with pupils, parents, carers and external professionals when planning and reviewing provision
- clearly define the responsibilities of staff, governors and leaders in meeting the needs of pupils with SEND
- ensure this policy is understood and implemented consistently across the school.

2. Vision and values

At Hadlow Rural Community School, we believe that inclusion begins by understanding the barriers that may prevent a pupil from learning, participating or thriving.

Our aim is to identify those barriers, remove or reduce them through high-quality inclusive practice and enable every pupil to access a broad, balanced and ambitious curriculum alongside their peers.

We believe that the greatest impact comes from excellent classroom teaching. High-quality universal provision is therefore the foundation of our approach. Additional support is introduced only where evidence shows it is needed and is reviewed regularly through the graduated approach to promote increasing independence.

Our inclusive practice is underpinned by:

- high expectations for every pupil
- high-quality teaching for all
- reasonable adjustments that remove barriers to learning
- evidence-informed decision making
- strong partnerships with pupils, families and external professionals
- a commitment to belonging, participation and independence.

We recognise that every pupil is unique. Rather than focusing solely on diagnosis or labels, we seek to understand each pupil's strengths, needs and barriers to learning so that support is personalised, proportionate and effective.

3. Legislation and guidance

This policy has been developed in accordance with current legislation and statutory guidance relating to Special Educational Needs and Disabilities (SEND), including:

- Special Educational Needs and Disability (SEND) Code of Practice
- Keeping Children Safe in Education
- 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 the responsibilities of schools and local authorities in relation to Education, Health and Care (EHC) Plans, SEN Coordinators (SENCos) and the publication of a SEND Information Report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (Section 149 of the Equality Act 2010), which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations for people who share protected characteristics, including disability.
- The governance guide for academy trusts which sets out trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and ensures that children with SEND or disabilities are not disadvantaged unfairly during the admissions process.

This policy also complies with the school's Funding Agreement and Articles of Association.

4. Inclusion and Equal Opportunities

At Hadlow Rural Community School, we believe that inclusion means more than ensuring pupils are present in the classroom. It means creating an environment in which every pupil feels that they belong, can participate fully in school life and is supported to achieve their potential.

We recognise that pupils may experience different barriers to learning, participation and achievement. Our approach is to identify those barriers and remove or reduce them through high-quality inclusive teaching, appropriate reasonable adjustments and, where necessary, additional provision delivered through the graduated approach.

We are committed to ensuring that pupils with SEND have access to a broad, balanced and ambitious curriculum alongside their peers wherever possible. Support is planned according to individual strengths, needs and identified barriers to learning, rather than diagnosis alone, and is regularly reviewed to promote increasing independence.

We will achieve this by:

- maintaining high expectations for every pupil
- providing high-quality inclusive teaching as the foundation of our practice
- making reasonable adjustments to teaching, the curriculum and the school environment
- promoting participation in all aspects of school life
- working in partnership with pupils, families and external professionals
- reviewing provision regularly to ensure it remains effective, proportionate and evidence-informed.

We are committed to meeting our duties under the Equality Act 2010 and ensuring that pupils with disabilities are not placed at a substantial disadvantage. Through our inclusive culture and graduated approach, we aim to remove barriers to learning and enable every pupil to thrive.

5. Definitions

5.1 Special educational needs

A pupil has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have 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 children and young people of the same age in mainstream schools.

5.2 Disability

A pupil is considered to have a disability 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.

In accordance with the Equality Act 2010, the school will make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The SEND Code of Practice groups Special Educational Needs into four broad areas. These categories help schools understand and plan provision; however, every pupil is unique. Many pupils have needs that span more than one area, and their strengths, needs and barriers to learning may change over time.

Support is therefore planned according to the individual pupil's identified barriers to learning through the graduated approach, rather than the category of need alone.

Area of Need	Description
Communication and Interaction	Pupils may experience differences in understanding or using spoken language, communicating with others or understanding social communication. Pupils with autism often have needs within this area.
Cognition and Learning	Pupils may learn at a different pace from their peers or experience specific learning difficulties. This includes Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia, as well as moderate, severe and profound learning difficulties.
Social, Emotional and Mental Health (SEMH)	Pupils may experience difficulties with emotional regulation, relationships, behaviour, attention or mental health which affect their learning and participation. These needs may arise for a variety of reasons and may change over time.
Sensory and/or Physical	Pupils may have hearing impairment, visual impairment, multi-sensory impairment, physical disabilities or medical needs that require reasonable adjustments, specialist equipment or additional support to enable them to access learning.

6. Roles and responsibilities

Supporting pupils with SEND is a shared responsibility. While specific roles are described below, all staff contribute to creating an inclusive environment in which pupils can learn, participate and thrive.

6.1 The SENCO

The SENCo at Hadlow Rural Community School is **Charlotte Beeney**
Email: senco@hrcschool.org

The SENCo will:

- work with the Headteacher and SEND Link Governor to provide strategic leadership for SEND across the school
- oversee the day-to-day implementation of this SEND Policy and coordinate provision for pupils with SEND, including those with an Education, Health and Care Plan (EHCP)
- ensure that pupils' strengths, needs and barriers to learning are identified through the graduated approach
- advise and support staff in delivering high-quality adaptive teaching, reasonable adjustments and evidence-informed inclusive practice
- provide professional guidance to colleagues and work collaboratively with teachers, pastoral staff, Teaching Assistants, parents, carers and external professionals

- ensure parents and carers are informed when it is decided that a pupil may require SEND Support and involve them in planning and reviewing provision
- oversee the development, implementation and review of pupil profiles, provision plans and SEND information held within the school's management systems
- coordinate referrals to, and work collaboratively with, external agencies and specialist services where appropriate
- advise on the effective deployment of the school's delegated SEND resources and other available funding to meet pupils' identified needs
- work with staff to monitor, review and evaluate the effectiveness of SEND provision, ensuring that support is evidence-informed and promotes increasing independence
- oversee transition arrangements for pupils with SEND, including transitions between year groups, schools and Post-16 providers
- ensure that relevant SEND information is transferred promptly when pupils move to another educational setting
- work with the Headteacher and Governors to ensure the school meets its duties under the Equality Act 2010, including reasonable adjustments and accessibility
- maintain accurate and up-to-date SEND records
- identify staff training needs and contribute to the school's programme of continuing professional development
- review the effectiveness and breadth of SEND provision across the school and contribute to the ongoing development of inclusive practice
- prepare, review and update the school's SEND Information Report and SEND Policy
- work with senior leaders to monitor patterns of SEND identification, pupil outcomes and the impact of provision in order to continually improve the quality of inclusive education.

6.2 The board of trustees

The Board of Trustees has a strategic responsibility for ensuring that the school meets its statutory duties in relation to Special Educational Needs and Disabilities (SEND).

The Board of Trustees is responsible for ensuring that the school:

- complies with the Children and Families Act 2014, the Equality Act 2010 and other relevant SEND legislation and statutory guidance
- works with the Local Authority in reviewing local SEND provision and contributing to the development of the Local Offer
- does everything reasonably possible to ensure that every pupil with SEND receives the support they need to achieve positive outcomes
- provides pupils with SEND access to a broad, balanced and ambitious curriculum alongside their peers
- has a clear, evidence-informed approach to identifying and meeting Special Educational Needs
- makes appropriate arrangements to support pupils with medical conditions
- informs parents and carers when the school is making Special Educational Provision for their child
- maintains accurate and up-to-date records of SEND provision
- publishes and regularly reviews the school's SEND Information Report, SEND Policy and Accessibility Plan
- publishes information about the admission of pupils with disabilities, the reasonable adjustments made to prevent disadvantage and the accessibility of the school environment
- appoints a qualified Special Educational Needs Coordinator (SENCo) and monitors the effectiveness of SEND provision across the school
- determines how the school's delegated resources are used to support pupils with SEND

- monitors the impact of the school's SEND provision and its contribution to improving outcomes for pupils
- ensures that all pupils from Year 7 onwards have access to independent careers education, information, advice and guidance.

The Governing Board delegates responsibility for monitoring the strategic development of SEND provision to the SEND Link Governor, who works closely with the Headteacher and SENCo.

6.3 The SEND link Trustee

The SEND link governor is Helen Stewart helen.stewart@hrcschool.org.

The SEND governor will:

- Help to raise awareness of SEND issues at The Trust Board.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The Headteacher will:

- work with the SENCo and SEND Link Governor to determine the strategic development of SEND provision and this policy across the school
- work with the SENCo and the **Board of Trustees** to ensure the school meets its duties under the Equality Act 2010, including making reasonable adjustments for pupils with disabilities
- have overall responsibility for the quality of SEND provision and the progress and wellbeing of pupils with SEND
- oversee the school's notional SEND budget and any additional funding allocated by the Local Authority to support individual pupils
- ensure that the SENCo has sufficient time and resources to carry out their statutory responsibilities effectively
- maintain an overview of the needs of pupils on the school's SEND Register
- work with the SENCo in determining when a request for an Education, Health and Care Needs Assessment or an early Annual Review should be made to the Local Authority
- work with the SENCo to identify staff training needs and ensure these are reflected within the school's continuing professional development programme
- work with the SENCo to review and evaluate the quality, breadth and impact of SEND provision across the school, contributing to the ongoing development of inclusive practice
- work with the SENCo and teaching staff to monitor patterns of SEND identification, pupil outcomes and the effectiveness of provision in order to continually improve the quality of teaching and learning.

6.5 Class teachers

Every teacher is a teacher of SEND and is responsible and accountable for the progress and development of every pupil in their class, including pupils with SEND.

Class teachers are responsible for:

- planning and delivering high-quality adaptive teaching that enables all pupils to access a broad, balanced and ambitious curriculum
- identifying and removing barriers to learning through high-quality inclusive classroom practice and the graduated approach
- implementing reasonable adjustments and agreed classroom strategies to support pupils with SEND
- maintaining high expectations for every pupil and promoting increasing independence

- monitoring the progress, participation and wellbeing of every pupil in their class
- working collaboratively with Teaching Assistants and other staff to plan, deliver and evaluate the impact of classroom support and targeted provision
- working with the SENCo and Inclusion Team to review pupils' progress, evaluate the effectiveness of provision and agree any necessary changes
- using pupil profiles, provision plans and other SEND information available through the school's management systems to inform classroom practice
- contributing to the Assess–Plan–Do–Review cycle and implementing agreed actions
- following this SEND Policy and the school's SEND Information Report
- working in partnership with parents and carers by:
    - discussing progress and agreed outcomes
    - explaining the support and reasonable adjustments in place
    - listening to parents' views and aspirations
    - working together to review and refine provision where appropriate.

6.6 Parents or carers

Parents and carers are key partners in supporting their child's education. We recognise that they know their child best and value the knowledge, experience and aspirations they bring when planning and reviewing support.

Parents and carers should contact the school if they have any concerns about their child's progress, wellbeing or development.

Where a pupil receives SEND Support or has an Education, Health and Care Plan (EHCP), parents and carers will be given opportunities to contribute to discussions, reviews and decisions about the support provided for their child.

Parents and carers will be:

- invited to review meetings where appropriate to discuss their child's progress and the effectiveness of the support in place
- encouraged to share information about their child's strengths, needs and any changes that may affect their learning or wellbeing
- asked to contribute their views on the impact of support both in and outside school
- involved in agreeing appropriate outcomes and reviewing progress towards them
- encouraged to share their aspirations for their child and contribute to planning future support
- kept informed through school reports, Parents' Evenings, telephone calls, emails and meetings where appropriate.

The school will take account of the views of parents and carers when making decisions about SEND provision and will work in partnership with families to ensure that support remains appropriate, effective and focused on promoting positive outcomes and increasing independence.

6.7 The pupil

Pupils will always be given opportunities to share their views about their education, their strengths, any barriers they experience and the support they receive.

We recognise that the most appropriate way to involve a pupil will depend on their age, confidence, communication preferences and individual needs. Pupils will be encouraged to participate in discussions and decisions about their support wherever possible.

This may include:

- sharing their strengths, interests and aspirations
- identifying what helps them to learn successfully

- contributing to the setting and review of outcomes
- attending review meetings where appropriate
- talking to a trusted member of staff
- completing questionnaires, surveys or other pupil voice activities
- giving feedback on the effectiveness of the support and reasonable adjustments they receive.

Where a pupil chooses not to attend a meeting, or attendance is not appropriate, their views will be gathered in another suitable way and taken into account when decisions are made.

As pupils develop increasing confidence and independence, they will be encouraged to take an active role in understanding their own learning, recognising successful strategies and advocating for the support they need.

The pupil's views will always be considered, wherever possible, when decisions are made about their education and support.

7. SEN information report

In accordance with the Special Educational Needs and Disability Regulations 2014, Hadlow Rural Community School publishes a SEND Information Report on its website.

The SEND Information Report explains how this SEND Policy is implemented in practice and provides detailed information about the school's approach to identifying, assessing and supporting pupils with SEND. It also describes the provision available, the graduated approach, partnership with families, transition arrangements, external agency involvement and the support available to pupils with SEND and their families.

The SEND Information Report is reviewed annually and updated whenever significant changes are made to the school's SEND provision, systems or statutory guidance, ensuring that the information published remains accurate, current and reflects the school's inclusive practice.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

At Hadlow Rural Community School, we believe that effective SEND identification begins with understanding the barriers that may be preventing a pupil from learning, participating or thriving.

Identification is not based on a single assessment, diagnosis or test. Instead, we use the graduated approach to build a clear picture of each pupil's strengths, needs, barriers to learning and response to support over time.

Every pupil receives high-quality universal provision. Class teachers are responsible for monitoring the progress, participation and wellbeing of all pupils and for identifying any barriers that may be affecting learning.

Concerns may arise from a range of evidence, including:

- progress, attainment or engagement over time
- attendance or punctuality
- behaviour or emotional wellbeing
- classroom observations
- discussions with pupils and parents or carers
- information from Teaching Assistants, pastoral staff and the Inclusion Team
- screening assessments where appropriate
- information from previous schools or external professionals.

Where concerns are identified, teachers will first review the quality of classroom provision and implement appropriate adaptive teaching strategies and reasonable adjustments. The impact of these adjustments will be monitored before considering whether additional SEND Support may be required.

Where concerns remain, the class teacher will discuss these with the SENCo or a member of the Inclusion Team. Together, they will gather further evidence and consider whether the pupil may require provision that is additional to or different from that ordinarily available through high-quality teaching alone.

When deciding whether a pupil requires SEND Support, the school will consider:

- the views of the pupil and their parents or carers
- the pupil's strengths and aspirations
- the nature of the barriers affecting learning, participation or wellbeing
- the evidence of what support has already been provided and its impact
- whether additional or different provision is required to enable the pupil to make progress.

Slow progress or low attainment alone does not necessarily mean that a pupil has Special Educational Needs.

The school will also consider other factors that may affect progress, including attendance, medical needs, emotional wellbeing, English as an Additional Language (EAL), interrupted education or significant life events.

Where a pupil joins Hadlow Rural Community School with an identified Special Educational Need, an Education, Health and Care Plan (EHCP), or involvement from external professionals, we will work closely with families, previous settings, the Local Authority and other agencies to ensure that appropriate information is shared and suitable support is in place from the earliest opportunity.

8.2 Consulting and involving pupils and parents/carers

At Hadlow Rural Community School, we believe that pupils and their parents or carers are key partners in identifying needs, planning support and reviewing its effectiveness.

Where concerns arise that a pupil may require SEND Support, we will work collaboratively with the pupil and their parents or carers throughout the graduated approach.

Early discussions will help to ensure that:

- the pupil's strengths, needs and aspirations are understood
- any barriers to learning, participation or wellbeing are identified
- the views of the pupil and their parents or carers are taken into account
- the outcomes being sought are agreed
- everyone understands the support that will be put in place and the next steps.

The school will keep an appropriate record of these discussions and any agreed actions.

Parents and carers will be informed whenever it is decided that a pupil requires SEND Support and will be involved in reviewing the effectiveness of the provision through the Assess–Plan–Do–Review cycle.

Pupils will be encouraged to participate in decisions about their education in ways that are appropriate to their age, confidence, communication preferences and individual needs. Where a pupil chooses not to attend a review meeting, or attendance is not appropriate, their views will be gathered in another suitable way and taken into account.

We believe that the most effective SEND provision is developed through strong partnerships between pupils, families and school staff, with decisions informed by evidence and focused on achieving positive outcomes and promoting increasing independence.

8.3 The graduated approach to SEN support

Once a pupil has been identified as requiring SEND Support, we follow the graduated approach described in the SEND Code of Practice. This is a continuous cycle of **Assess – Plan – Do – Review**, enabling support to evolve as a pupil's strengths, needs and barriers to learning change over time.

Our aim is not simply to provide support, but to ensure that the support provided is evidence-informed, proportionate and effective in removing barriers to learning and promoting increasing independence.

1. **Assess**

The class teacher, supported by the SENCo where appropriate, will develop a clear understanding of the pupil's strengths, needs and barriers to learning.

Assessment draws upon a range of evidence, including:

- teacher assessment and classroom observations
- progress, attainment, attendance and behaviour information
- discussions with the pupil and their parents or carers

- information from Teaching Assistants, pastoral staff and the Inclusion Team
- previous school information
- screening assessments where appropriate
- advice from external professionals where available.

Assessment is an ongoing process. As support is introduced, we continually review the evidence to understand which approaches are helping the pupil to access learning successfully.

2. Plan

Using the information gathered during assessment, the class teacher, SENCo, pupil and parents or carers will agree the most appropriate support.

Planning will identify:

- the barriers to learning being addressed
- the outcomes being sought
- the reasonable adjustments, adaptive teaching strategies and any targeted provision to be implemented
- the responsibilities of staff involved
- arrangements for reviewing the effectiveness of the support.

Where appropriate, this information will be recorded within the school's management systems, including pupil profiles and provision plans available to staff through Arbor.

Parents and carers will be kept informed of the support being provided and how they can contribute to their child's progress where appropriate.

3. Do

The class or subject teacher retains overall responsibility for the pupil's progress, even where additional support is provided by Teaching Assistants or other members of staff.

Teachers will implement the agreed classroom strategies and reasonable adjustments, working collaboratively with Teaching Assistants, the Inclusion Team and external professionals where appropriate.

The SENCo will provide advice, guidance and support to staff, helping to ensure that provision is implemented consistently and effectively.

4. Review

Support will be reviewed regularly to evaluate whether it is successfully removing barriers to learning and enabling the pupil to make progress.

Review will consider:

- progress towards agreed outcomes
- the views of the pupil and their parents or carers
- feedback from teachers and other staff
- the effectiveness of classroom strategies, reasonable adjustments and any targeted provision
- the pupil's progress, participation, wellbeing and increasing independence.

Following review, support may be:

- continued where it is having a positive impact
- refined or adapted where further adjustments are needed
- increased where additional provision is required
- reduced where the evidence shows that the pupil can achieve positive outcomes with greater independence.

The graduated approach is a continuous cycle, ensuring that support remains responsive, evidence-informed and proportionate to each pupil's needs.

8.4 Levels of Support

Universal Provision and Monitoring

Most pupils' needs can be met through high-quality universal provision, including adaptive teaching and reasonable adjustments within the classroom.

Where a pupil is causing concern but the evidence does not yet indicate that they require SEND Support, the school may place them on an internal Monitoring List. This is an internal stage within the school's graduated response and is not part of the statutory SEND Register. It is used to ensure that pupils receive appropriate classroom support while their progress and response to reasonable adjustments are carefully monitored.

Pupils on the Monitoring List continue to receive high-quality universal provision. Their progress is reviewed regularly and, where appropriate, further assessment may be undertaken or additional support introduced through the graduated approach.

Placement on the Monitoring List does not mean that a pupil has been identified as having Special Educational Needs.

SEND Support (Code K)

Where the evidence demonstrates that a pupil requires provision that is additional to or different from that ordinarily available through high-quality teaching alone, they will be placed on the school's SEND Register and receive SEND Support through the graduated approach.

Where the school identifies that a pupil's needs cannot be fully met through its own expertise, advice and support may be sought from external professionals.

Provision for pupils receiving SEND Support is funded through the school's delegated resources, including the notional SEND budget.

On the school census, these pupils are recorded using the code K.

Education, Health and Care Plans (Code E)

A small number of pupils require provision beyond that which can ordinarily be provided through SEND Support.

Where appropriate, the Local Authority may carry out an Education, Health and Care Needs Assessment which may result in an Education, Health and Care Plan (EHCP).

An EHCP is a legally binding document describing the pupil's education, health and care needs, the provision required to meet those needs and the intended outcomes.

Provision for pupils with an EHCP is funded through the school's delegated resources and, where appropriate, additional funding provided by the Local Authority.

On the school census, these pupils are recorded using the code E.

8.5 Evaluating the effectiveness of SEN provision

We regularly evaluate the effectiveness of SEND provision to ensure that the support provided is making a positive difference to pupils' learning, participation, wellbeing and independence.

Evaluation takes place at both an individual pupil level and across the school as a whole, helping us continually improve the quality of our inclusive practice.

We evaluate the effectiveness of SEND provision by:

- reviewing progress through the Assess–Plan–Do–Review cycle
- monitoring progress towards agreed outcomes
- evaluating the impact of reasonable adjustments, adaptive teaching strategies and targeted provision
- considering the views of pupils and their parents or carers
- gathering feedback from teachers, Teaching Assistants and other staff
- monitoring progress, attendance, behaviour, participation and wellbeing

- reviewing intervention outcomes and other assessment information where appropriate
- monitoring the quality and consistency of classroom provision
- holding Annual Reviews for pupils with an Education, Health and Care Plan (EHCP)
- evaluating SEND provision as part of the school's wider quality assurance and school improvement processes.

The SENCo works with senior leaders, teachers and the Board of Trustees to review the impact of SEND provision and identify priorities for further development.

We do not assume that provision is effective simply because it has been provided. Decisions about continuing, adapting or reducing support are informed by evidence of the difference it makes for individual pupils.

9. Attendance

We believe that every pupil has the right to access a full-time education and that high attendance is fundamental to achieving positive educational, social and emotional outcomes.

We recognise that some pupils with SEND experience additional barriers to attendance, including barriers related to learning, communication, sensory needs, physical health, emotional wellbeing or anxiety. Our expectation for attendance remains high for every pupil, but we recognise that some pupils may require additional support to achieve this.

Where attendance becomes a concern, we seek to understand the underlying barriers rather than focusing solely on attendance as an outcome. Support is planned through the graduated approach and may include reasonable adjustments, pastoral support, targeted intervention, collaborative work with families or involvement from external professionals where appropriate.

Attendance support is reviewed regularly to ensure that strategies are reducing barriers, improving engagement and promoting successful participation in school life.

Where a pupil's attendance is affected by complex or long-term needs, we will work collaboratively with the pupil, their family, the Attendance Team and relevant external agencies to develop an appropriate plan of support. Our aim is always to maximise attendance whilst ensuring that support is proportionate, evidence-informed and focused on achieving successful reintegration into full-time education wherever possible.

The school's operational procedures for monitoring attendance, identifying concerns, supporting families and meeting statutory duties are set out in the school's **Attendance and Punctuality Policy**.

10. Safeguarding

The school recognises that pupils with SEND can face additional safeguarding challenges and that children with disabilities are statistically at greater risk of abuse, neglect and exploitation than their peers.

Some pupils may experience additional barriers to recognising risk, communicating concerns or understanding when something is wrong. Staff are trained to consider how a pupil's communication needs, learning profile, developmental level or disability may affect how safeguarding concerns present and how disclosures are made.

We are committed to ensuring that all pupils can access safeguarding support. This may include adapting communication, providing trusted adults, allowing additional time to communicate, using visual or alternative methods of communication where appropriate, and making reasonable adjustments to enable pupils to understand safeguarding information and report concerns.

The SENCo works closely with the Designated Safeguarding Lead (DSL), pastoral staff and external agencies to ensure that safeguarding and SEND support are considered together where appropriate.

Further information about safeguarding procedures, pastoral support and child protection arrangements can be found in the school's **Child Protection and Safeguarding Policy**.

11. Expertise and training of staff

The school is committed to developing the knowledge, confidence and expertise of all staff in meeting the needs of pupils with SEND. As every teacher is a teacher of SEND, high-quality inclusive teaching is a central focus of professional development across the school.

The Headteacher and SENCo regularly review staff training needs through lesson visits, quality assurance activities, pupil outcomes, staff feedback and emerging patterns of need. This informs the school's ongoing programme of professional development.

Training is provided through a combination of whole-school CPD, departmental development, external specialist training, coaching and individual support. Recent areas of professional development have included:

- adaptive teaching and inclusive classroom practice
- autism and neurodiversity
- ADHD
- speech, language and communication needs
- emotional wellbeing and EBSA
- executive functioning
- dyslexia and literacy support
- hearing impairment
- access arrangements
- safeguarding for pupils with SEND.

Teaching Assistants receive regular training alongside teachers and participate in additional role-specific professional development where appropriate. The SENCo also works closely with staff to provide advice, modelling and practical support to help translate training into effective classroom practice.

Where specialist expertise is required, the school works collaboratively with external professionals to develop staff knowledge and ensure that pupils receive appropriate support.

12. Links with external professional agencies

The school recognises that, while many pupils' needs can be successfully met through high-quality inclusive teaching and the graduated approach, some pupils benefit from additional specialist advice or assessment.

Where appropriate, and with parental involvement where required, we work collaboratively with external professionals to ensure that support is evidence-informed, coordinated and matched to the pupil's identified strengths, needs and barriers to learning.

External professionals may support the school by:

- providing specialist assessment or advice
- recommending reasonable adjustments and strategies
- contributing to provision planning and review
- supporting staff through consultation or training
- working directly with pupils where appropriate
- contributing to Education, Health and Care Needs Assessments and Annual Reviews.

Depending on individual need, the school may work with services including:

- Educational Psychology
- Specialist Teaching and Learning Service (STLS)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Community Paediatricians
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Children's Social Care
- Early Help services
- Education Welfare Service
- General Practitioners (GPs)

- voluntary and community organisations
- other education, health or social care professionals as appropriate.

Advice received from external professionals is considered alongside the school's own assessment information and professional judgement. Recommendations are incorporated into classroom practice, provision planning and the graduated approach where appropriate, ensuring that support remains proportionate, evidence-informed and focused on improving outcomes for pupils.

13. Admission and accessibility arrangements

13.1 Admission arrangements

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.

Where a pupil has an **Education, Health and Care Plan (EHCP)**, the Local Authority is responsible for consulting with the school and determining the appropriate placement in accordance with the relevant legislation.

For pupils without an EHCP, the school's admissions arrangements do not discriminate against or disadvantage pupils with SEND or disabilities.

We recognise that successful transition begins well before a pupil starts secondary school. We therefore work closely with primary schools, families and external professionals to ensure that appropriate information is shared and that support is planned in advance wherever possible.

Our universal transition arrangements include:

- liaison with primary schools
- an induction day for all new Year 7 pupils
- a comprehensive transition booklet for pupils and families
- an additional transition afternoon during the summer holidays, available to all new Year 7 pupils
- Year 7 pupils attending school before older year groups on the first day of the academic year to support a calm and successful start.

Where additional support is required, 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
- meetings with primary schools and external professionals
- adjustments to routines during the early weeks of Year 7
- other individual arrangements matched to the pupil's identified strengths, needs and barriers to learning.

Further information about admissions can be found in the school's published Admissions Policy:

https://www.hrcschool.org/Admissions-13032017114317/

13.2 Accessibility arrangements

The school accessibility plan can be found here: https://www.hrcschool.org/Policies/

14. Complaints about SEND provision

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 parents or carers have a question or concern about SEND provision, they are encouraged to contact the member of staff who knows their child best in the first instance. This may be the class teacher, form tutor, Head of Year or the SENCo.

Where concerns cannot be resolved through informal discussion, parents or carers are welcome to make a formal complaint in accordance with the school's published Complaints Policy.

School Complaints Policy:
https://www.hrcschool.org/Policies/

If, after completing the school's complaints procedure, parents or carers remain dissatisfied, they may pursue the matter through the appropriate routes described in the SEND Code of Practice (0–25 years).

Independent information, advice and support is available from **Information, Advice and Support Kent (IASK)**:

https://www.iask.org.uk/

The school is committed to resolving concerns through positive partnership, constructive dialogue and a shared focus on achieving the best possible outcomes for every pupil.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

The school is committed to continually reviewing and improving its inclusive practice. This policy is evaluated alongside the school's wider SEND provision to ensure that it remains effective, evidence-informed and reflects current legislation, guidance and the needs of the pupils attending Hadlow Rural Community School.

When evaluating the effectiveness of this policy, we will consider a range of evidence, including:

- the progress, participation and attainment of pupils with SEND
- attendance, behaviour and wellbeing information
- the effectiveness of the graduated approach and provision planning
- the quality of adaptive teaching and inclusive classroom practice
- the impact of reasonable adjustments, targeted provision and interventions
- feedback from pupils, parents, carers and staff
- outcomes from Annual Reviews and external professional involvement
- quality assurance activities, including lesson visits and provision reviews
- developments in national legislation, statutory guidance and local authority expectations.

The findings of these evaluations inform future school improvement priorities, staff training and the ongoing development of inclusive practice.

15.2 Monitoring the policy

This policy will be reviewed annually by the SENCo or sooner where changes to legislation, statutory guidance or school practice make this necessary.

The review will take account of feedback from pupils, parents, staff, governors/trustees and external professionals where appropriate.

The policy will be approved by the **Board of Trustees**.

16. Links with other policies and documents

This policy should be read alongside the following school policies, statutory guidance and supporting documents, which together form the school's framework for inclusive practice:

- SEND Information Report
- Accessibility Plan
- Admissions Policy
- Attendance and Punctuality Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Policy

- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy

The school's policies are available on the school website:
https://www.hrcschool.org/Policies/

The school also has regard to the following statutory guidance and external information:

- **SEND Code of Practice (0–25 years)**
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- **Kent SEND Local Offer**
  https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities
- **Mainstream Core Standards (Kent County Council)**
  https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards
- **Joint Council for Qualifications (JCQ) – Access Arrangements**
  https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/

These documents should be read together to provide a complete understanding of the school's approach to supporting pupils with Special Educational Needs and Disabilities.