



**The Hurlingham Academy**  
The best in everyone™  
Part of United Learning

## **SEND information report**



1. Who are the best people to talk to at The Hurlingham Academy about my child's difficulties with learning, special educational needs or disability?

Parents/carers should contact The Hurlingham Academy if they have any concerns- close communication between school and home will benefit the young people in our care. In the first instance, parents/carers are encouraged to contact the school via their child's Form Tutor. They may do so by writing a note in the student planner, phoning the academy or sending an email. If the Form Tutor is unable to deal with the query directly, it will be passed on to the SENCo or ASENCo; one of whom will contact the parent/carer to discuss the concerns raised in more detail.

2. How will the school let me know if they have any concerns about my child's difficulties with learning, special educational need or disability?

Your child's Form Tutor or subject teacher may speak to you about any concerns. Initially this might be a phone call home or a note in the planner. Parents/carers will receive Progress Reports three times during the academic year. They are also invited to attend Parents' evenings where any concerns will be discussed with the form tutor or subject teacher. The progress of all students is monitored regularly by subject teachers, curriculum leaders and heads of year. When a pupil is not making the expected progress in a particular area of learning the need for additional support will be identified. The AP Inclusion or the SENCo will contact you to discuss your child's difficulty with learning and the intervention the school is considering prior to the intervention taking place.

3. How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disabilities?

At The Hurlingham Academy we believe that it is very important for the parents/carers to be involved in all areas of their child's learning and we actively encourage discussion with parents. It is essential to understand any difficulty that your child may experience with learning. You will be able to share your views at regular meetings with the tutor or subject teacher. If your child is receiving additional intervention. You will have the chance to talk to the SENCO or ASENCO regarding the nature and the impact of additional support. Opportunities are given daily within tutor time for students to talk to their tutor. Students with a Statement of Special Educational Needs/ EHC plan are allocated an LSA key person. Students meet regularly with their key person to discuss their feelings about school and their progress. Their feedback is passed on to their teachers and may form the basis for target setting. Students with a Statement of Special Educational Needs are given the opportunity to present their views formally during the Annual Review process. Emphasis is given to the feelings and opinions of the students and their parents.

4. How does The Hurlingham Academy ensure the teaching staff are appropriately trained to support my child's special educational needs and /or disability?

We believe that your child's learning needs will first be met through high quality teaching delivered by subject teachers. All teachers hold Qualified Teacher Status and many staff have additional qualifications in their subject areas. There is a school training schedule and professional development program for teaching and support staff to ensure that there is appropriate expertise to support children with special educational needs. In addition, the Academy has established relationships with highly specialised and qualified external agencies and professionals that may be involved in meeting individual pupil's needs, (eg Educational and Clinical Psychologists or Speech and Language therapists).

5. How will the curriculum and the school environment be matched to my child's needs

At The Hurlingham Academy we believe that the child's learning will first be met through high quality teaching within the classroom. All teachers are expected to ensure that students in their lessons are challenged appropriately. Curriculum Leaders are expected to ensure that colleagues within their departments are differentiating appropriately to ensure that they are meeting the needs of all students in the classroom. The school regularly revises its Accessibility Plan to ensure that all children have fullest access to the school site as possible.

6. What types of support may be suitable and available for my child?

The type of support depends upon the nature of your child's needs and difficulties. Our education provisions will provide for the needs of students as defined in the SEN Code of Practice 2014.

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

At The Hurlingham Academy we have a three tiered approach to supporting a child's learning. The tiers are as follows:

1. All students will receive quality teaching from the subject teachers which may include some minor differentiation within the classroom.
2. It may be appropriate to consider making additional short term special educational provision to reduce any obstacles to your child's learning. This will involve a) assessing your child's needs, b) planning the most effective and

appropriate intervention c) providing the intervention and d) reviewing the impact on your child's progress.

3. It may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. (Eg this may include working with an educational psychologist or speech and language therapist).

The current school interventions include:

Transition Group

LSA in class support

LSA afterschool support

LSA key person

Literacy/Numeracy intervention

Additional reading buddy group

Mentoring

Counselling

ELSA intervention

Homework club

Handwriting intervention

Lunchtime supervision

Breakfast club

Phonics group

Speech and Language Therapy

EAL intervention group

7. How will you support my child to reach his/her learning outcomes?

The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly. External agencies and specialists may also review your child's progress and offer advice and strategies to teachers working with your child. Teachers would adapt their planning accordingly.

## 8. What is an EHC plan and who can request one for my child?

An EHC Plan is an Education Health and Care Plan. From 2014, this replaces the Statement of Educational Needs. The purpose on an EHC plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and as he /she gets older, prepare for adulthood. An EHC plan will include: The views and aspirations of you and your child. A full description of his /her needs and any health and social care needs Establish outcomes for your child's progress Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes. You and /or the school, usually the SENCo, can request the local authority conduct an assessment of your child's needs. This may lead to an EHC plan. Parents and child will be involved at every stage of the process.

## 9. How will you help me to support my child's learning?

There may be strategies for you to use at home to support your child's learning. The SENCO and other professionals involved may also provide resources and ideas for supporting your child at home. LSAs and members of the Inclusion Team who are working with your child will endeavour to include parents/carers in the planned intervention and have an ongoing dialogue.

## 10. How is support allocated to children and how do they move between the different levels of support in the school?

The school budget includes a notional sum of money for supporting students with SEND. The Principal and School Business Manager decide the budget for SEND in consultation with the school governors, on the basis of needs in the school. The Inclusion Team study a variety of data sources to ascertain whether a student may require support, for example attainment and progress data. The Inclusion Team subsequently decide upon intervention strategies that are available to them. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn. Students with an EHC Plan will have an allocated budget to cover interventions and parents will be consulted regarding allocation and intervention.

## 11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

Your child's progress will be assessed both in terms of his /her regular learning within the class and with regard to specific intervention programmes. The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not what adaptations are necessary. It may be decided that a further period of support would be beneficial to your child. You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12 What support will there be for my child's happiness and well-being at The Hurlingham Academy?

At The Hurlingham Academy we believe that the happiness and well-being of all our pupils is paramount. All members of the staff take this aspect of school life very seriously and all members of staff are responsible for the wellbeing of students. Students are encouraged to approach their Form Tutor in the first instance if they have any issues that they would like to discuss with an adult. If the Form Tutor feels unable to fully resolve the issue, they may seek assistance from other colleagues, such as the SENCo, ASENCo or LSA key person. Self-Referrals may be made to school counsellor or referrals may be made by members of staff in consultation with the student. You should also feel free to contact your child's class teacher if you have any concerns.

13. How will my child be included in all the same activities as his/her peers outside the classroom ?

The Hurlingham Academy is an inclusive school and committed to providing equal opportunities for all children. At the beginning of each half term, Parents/Carers and students are provided with a document that details the extra-curricular opportunities that are on offer. Information regarding school trips is circulated to parents/carers and students via a number of methods of communication, most commonly in the form of a letter. Other methods that are used include email and text. All reasonable adjustments are made to ensure that students with SEND are able to take part in all activities, extra-curricular activities and school visits. Parents/carers should contact Form Tutors in the first instance if there are any concerns.

14. How will The Hurlingham Academy support my child in transition stages?

Upon place acceptance the ASENCO or SENCO will endeavour to meet new students in their primary schools and liaise with their teachers. If we are aware that a student with SEND will be joining us then those students will be visited by the SENCO, Leader of Year 7 or Inclusion Team member and in the case of more vulnerable students a Transition Plan will be drawn up in consultation with the Y6 teacher and other professionals involved in the support of the child. Parents/Carers and students who have accepted their place will be invited to an Induction Day in the summer term. Students who have not made expected progress in Maths and English and will be enrolled on Literacy and Numeracy catch up programmes from September.

From Y9 all EHC plans will have a focus on preparing for adulthood. Including employment, independent living and participation in society.

Y11 Students will have access to the school career guidance regarding college links and suitable pathways. Students with SEND will be given additional help to explore post 16 provision and the Inclusion Team will ensure that the receiving college or

training provider will have all additional information so that the students' needs can be met.

15. Who can I contact if I have a complaint about the SEND provision made for my child?

If the Form Tutor is unable to adequately respond to the query it will be passed to the ASENCO or the SENCo. They will respond to the query directly and hopefully the parent/carers concerns can be addressed. If parent/carers feel that the issue being raised is serious in its nature they can contact the VP for Inclusion or Principal either by phone, email or letter.