



The Hurlingham Academy
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Part of United Learning

SEND information report

2026-27



Who is this document for?

This document is for parents, students and other members of our wider community to find out how students with SEND are identified and supported at school.

All schools must publish a SEND information report on their website (SEND Code of Practice 2015, para. 6.79). The Code states that this information should be updated annually, with any in-year changes updated as soon as possible.

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Key Contacts

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SENCo Cecily Rowe		crowe@thehurlinghamacademy.org.uk
Deputy SENCo Katie Bryan		KBryan@thehurlinghamacademy.org.uk
SEND Governor Alya Khan		

Local Offer: [Local Offer for SEND | London Borough of Hammersmith & Fulham](#)

What are the main additional needs at The Hurlingham Academy?

As of September 2026, The Hurlingham Academy has 730 students on roll, with 123 students with SEND, of which 42 have Education, Health and Care Plan (EHCPs) and 81 access SEND Support (K).

At The Hurlingham Academy we have a wide range of additional needs, which fit within the 4 broad areas of need, as identified in the DfE Code of Practice (2014).

- Cognition and learning: Specific learning difficulties (SpLD) - including dyslexia and dyspraxia; Moderate learning difficulties (MLD)
- Communication and interaction: Speech language and communication needs (SLCN); Autism (ASD)
- Social emotional & mental health difficulties: includes ADHD
- Physical and sensory difficulties: Hearing Impairment (HI); Visual impairment (VI); Medical Difficulties (M); Physical difficulties (P)

Our highest area of need is Social, emotional and Mental Health. This is in line with the nation, where there is increasing numbers of students who, at some point are experiencing Social, Emotional and Mental Health (SEMH) concerns.

How are SEND students and disabled students admitted to The Hurlingham Academy?

Students with additional needs will apply to The Hurlingham Academy in the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will apply during their Annual Review process and transfer phase during year 6, with guidance from the home Local Authority SEND team. Consultation with The Hurlingham Academy will take place based on the paperwork provided to the school. We are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, this is to ensure that we are the most suitable environment and offer the most appropriate provision for the young person to succeed and meet their potential.

The Hurlingham Academy does not currently have a lift but does offer facilities to support disabled students including 2 disabled toilets. The Hurlingham Academy pride ourselves on being an inclusive setting where students feel safe and thrive to meet their potential, we welcome open and honest dialogue with any parent and student with medical needs who wishes to potentially attend this school.

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 Deputy SENCo; one of whom will contact the parent/carer to discuss the concerns raised in more detail.

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 two 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.

Will my child be added to the SEND register if there are needs identified?

There are a range of methods on how potential additional needs are investigated and determined before being placed on the SEND register. Classroom teachers and Pastoral staff can submit referral requests to the support for academic success panel where students are discussed on an individual basis, with follow up action being planned. Follow up observations, screening and collaboration between teachers and parents are likely to occur to identify further needs. Often for Communication and Interaction needs, parents may identify certain traits at home, as such we welcome contact from parents to discuss needs further. We will always listen to parental concerns. If students have previously been identified with additional needs, this information will be shared with the SENDCo during transition meetings prior to students starting with us in September, by primary school staff.

Individual SEND folders will also be passed onto the Inclusion department. As an educational setting, we cannot diagnosis neurological conditions, physical medical needs or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will complete external referrals for further specialist investigations. The following agencies can be referred to: CAMHS, the Hearing Support Service, INSPIRE LBHF, The Vision Support Service and Speech and Language service. As part of the investigation process into whether a student has additional needs, the school will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents and social interactions. We can provide internal testing via our qualified psychometric Assessor, Ms Francis and Ms Rowe to build up a greater picture of a student's cognitive profile. Testing can include screening for dyslexia, reading and spelling ages, writing speeds and processing speeds.

We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND, based on this if a student has lower than expected progress, this will not automatically identify them as SEND.

As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings whether from internal or specialist external reports to students' classroom teachers via students' electronic records, the SEND Register and email communication.

The Graduated Approach



The graduated approach is a cycle of Assess, Plan, Do, Review used to understand a student's needs, provide support, and regularly check it is working (see the SEND Code of Practice)

How do we Assess needs?

- Baseline testing and data review
- Review formal summative data at two points in the year
- On-going informal classroom assessment for learning
- Meet with primary staff ahead of phase transfer
- Meetings and discussions with parents and students
- Undertake additional SEND specific assessments
- Classroom observation by member of SEND team
- Refer to and liaise with external assessors

How do we Plan provision?

- Whole school targeted CPD
- Drafting and agreeing Strategy Sheets with parents and students
- Provision mapping: individual, small group, whole school

What do we Do to deliver SEND provision?

Quality First Teaching: Every teacher is responsible and accountable for the progress and development of all students in their class. Teachers are supported to do this through guidance and training on our whole school inclusive teaching approach, which forms the basis of our Universal provision.

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 Deputy SENCO 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 Education, Health Care (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 EHCs 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.

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).

How will the curriculum and the school environment be adapted 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 adapting lessons 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.

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 scaffolding and adaptations 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 targeted intervention support

LSA key person

Literacy/Numeracy intervention

Additional reading buddy group

Mentoring

Counselling

ELSA intervention

Homework club

Corrective reading

Touch typing

Concentration aids

Handwriting intervention

Lunchtime supervision

Breakfast club

Phonics group

Speech and Language Therapy

EAL intervention group

For certain students, reasonable adjustments are made to the uniform and behaviour policy to support their engagement with learning.

How will the school 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.

Exam Access Arrangements

As part of our preparations for GCSE examinations, in year 9, students can be referred for an Exam Access Arrangements (EAA) assessment. Students are identified by teaching staff and the SEND team if they are experiencing difficulties accessing examinations under standard conditions. The purpose of the assessment is to gather further evidence to help determine whether any exam access arrangements may be appropriate.

Access arrangements are designed to support students with specific learning needs, disabilities, medical conditions, or other difficulties that may place them at a substantial disadvantage in examinations. Examples of access arrangements may include extra time, rest breaks, the use of a reader, a scribe, or other appropriate support.

The assessment process is carried out in accordance with regulations set by the Joint Council for Qualifications (JCQ). Assessments are completed by a qualified assessor and form only one part of the evidence required when considering eligibility for exam access arrangements.

It is important that parents understand the following:

- The school must adhere strictly to JCQ regulations when considering and awarding access arrangements.
- Granting access arrangements without the required evidence would constitute malpractice.
- A referral for assessment does not automatically mean that an access arrangement will be awarded.
- Access arrangements are not awarded on the basis of a diagnosis, medical condition, EHCP, external report, parental request, or preference alone.
- JCQ requires schools to demonstrate that any approved arrangement reflects the student's normal way of working in school and is necessary to remove a substantial disadvantage in examinations.

- Any application for exam access arrangements must be supported by evidence from teachers showing that the student's difficulties have a significant and ongoing impact on their ability to access learning and assessments in the classroom.
- Assessment scores alone do not determine eligibility. Decisions are based on assessment outcomes alongside evidence from teachers, classroom practice, internal assessments, and examinations.

We recognise that some students may already have a diagnosed learning difficulty, disability, or medical condition. However, under JCQ regulations, a diagnosis alone does not justify exam access arrangements. The school must be able to evidence that the student's difficulties are affecting their access to examinations and that the arrangement being requested is used routinely in lessons and assessments. For this reason, teacher evidence forms an essential part of any application, regardless of the nature of the student's diagnosis or need.

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 of 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 but this is not guaranteed. Independent assessments are made of the child and a decision is determined after a process of 12 weeks in school evidence gathering and 20 week assessment process. Parents and child will be involved at every stage of the process.

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.

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.

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.

We follow the assess, plan, do, review model of the graduated approach which allows to establish whether students are making necessary improvements and achieving their outcomes. Formal assessment points twice each year are used to measure academic progress and potential requirement for further testing and support. However, a holistic viewpoint of the child is always considered which means social interaction, wellbeing, organisation, emotional regulation and attitudes to learning are all considered as part of the review process.

What training do staff undertake to support students with SEND?

CPD and staff commitment to upskilling is incredibly strong at The Hurlingham Academy by all staff. Teaching staff are regularly updated on SEND news and research via INSET days, briefings and twilight training sessions. All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support (every teacher is a teacher of SEND). Identification and accountability are the pillars in our approach to SEND support. Our instructional coaching programme offers bespoke support for classroom teachers and then subsequently individual support strategies for students. This ensures quality teaching for all students.

Our SEND staff undertake both internal and external training, as a team and individually in their area of expertise. Sharing of good practice at all levels is promoted. We are fortunate enough to draw on specialist settings and professionals in our local area. The Educational psychologists, Speech therapists and other trained professionals we work with are crucial in upskilling our staff and ensuring every student's need is met.

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, Deputy SENCo 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.

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.

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

Upon place acceptance the Deputy SENCO 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.

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 Deputy SENCO 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 or Principal either by phone, email or letter. All complaints are taken seriously and dealt with accordingly. SEN information and the support for pupils with SEN is recorded centrally and in the event of a complaint, all records will be used to ascertain the relevant level of support required and next steps to be taken. The Hurlingham Academy adheres to the SEN Code of Practice and specialist intervention will be sought where deemed necessary.