



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

SEND & Inclusion Policy

2026-2027



Abbreviations:

SENCo – Special Educational Needs Coordinator

Deputy SENCo – Deputy Special Educational Needs Coordinator

LSA – Learning Support Assistant

SEND – Special Educational Needs and Disabilities

EAL – English as an Additional Language

C&L – Cognition and Learning

C&I – Communication and Interaction

SEMH – Social, Emotional and / or Mental Health

PS – Physical and Sensory

EAA – Exam Access Arrangements

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1. Introduction and guiding principles

Introduction and Guiding Principles

At The Hurlingham Academy, inclusion is everyone's responsibility. We are committed to ensuring that every pupil feels safe, valued, understood and able to achieve ambitious outcomes regardless of need, disability, background or starting point. Our vision is that all pupils, including those with Special Educational Needs and Disabilities (SEND), are fully included in the life of the school, have equitable access to a broad and balanced curriculum and are supported to achieve their full potential academically, socially and emotionally.

We believe that high-quality teaching, high expectations and strong relationships are the foundation of effective SEND provision. Special educational provision should remove barriers to learning and participation, enabling pupils to thrive within the classroom and wider school community while preparing successfully for adulthood, further education, employment and independent living.

Our approach is underpinned by the principle that all teachers are teachers of pupils with SEND. The educational needs of most pupils can be met through effective adaptive teaching, robust curriculum planning and a highly inclusive classroom environment. Additional and different provision is provided where required, but does not replace the central importance of quality first teaching.

The Academy recognises that pupils learn in different ways and may experience barriers arising from cognition and learning needs, communication and interaction needs, social, emotional and mental health needs, or sensory and/or physical needs. We also recognise that difficulties in learning may be influenced by a range of factors including attendance, wellbeing, medical needs, language acquisition, adverse childhood experiences and social disadvantage. Our approach therefore seeks to understand the needs of the whole child and the context in which those needs present.

Early identification is central to our provision. The Academy uses a range of assessment information, screening tools, professional advice, teacher observations, pupil voice and parental feedback to identify emerging needs and implement support at the earliest opportunity. Identification is viewed as an ongoing process rather than a single event, ensuring provision remains responsive to pupils' changing needs over time.

At The Hurlingham Academy, pupils and families are partners in the SEND process. We value the expertise, views and aspirations of parents, carers and pupils and seek to involve them meaningfully in decision-making, planning and review. Pupil Passports are developed collaboratively with pupils and their families and are used to ensure that strengths, needs and successful strategies are understood consistently by all staff.

The Academy adopts the graduated approach of Assess, Plan, Do, Review to ensure that provision is evidence-informed, regularly evaluated and appropriately targeted. Decisions regarding support are informed by a range of data sources, including academic attainment, literacy and numeracy assessments, attendance,

behaviour, wellbeing indicators and specialist assessment information. Progress is monitored through ongoing review processes, including half-termly Inclusion Progress Panels, to ensure that provision remains effective and that pupils continue to make ambitious progress.

We are committed to fostering a culture of belonging where differences are valued, barriers are reduced and every pupil is given the opportunity to participate fully in school life. Through collaborative working between pupils, families, teachers, pastoral staff, support staff, leaders and external professionals, we strive to create an environment in which all pupils can flourish and achieve success both in school and beyond.

2. Strategic Objectives

The Hurlingham Academy aims to secure excellent outcomes for pupils with SEND through a culture of inclusion, high expectations and shared accountability. The following strategic objectives underpin all aspects of SEND provision across the school:

2.1 Promote an Inclusive Culture

To develop a school culture in which every pupil feels valued, respected and able to participate fully in all aspects of school life, regardless of need or disability. We aim to foster a strong sense of belonging through positive relationships, inclusive practice and equitable access to opportunities both within and beyond the classroom.

2.2 Deliver High-Quality Teaching for All

To ensure that high-quality adaptive teaching remains the first response to SEND. All teachers will be supported and held accountable for meeting the needs of pupils with SEND through effective curriculum planning, responsive teaching and the consistent implementation of agreed strategies.

2.3 Identify Need Early and Accurately

To identify additional needs as early as possible through the effective use of transition information, teacher assessment, pupil and parent voice, screening tools and progress monitoring. This includes the use of assessments such as NGRT, MIDYIS and specialist screening where appropriate to ensure support is informed by accurate evidence.

2.4 Ensure Provision Is Responsive and Evidence-Based

To implement a graduated approach through Assess, Plan, Do, Review, ensuring that provision is targeted, regularly reviewed and adapted in response to pupil progress and emerging needs. Interventions and support strategies will be evaluated to ensure they have a measurable impact on outcomes.

2.5 Improve Outcomes for Pupils with SEND

To reduce gaps in attainment, attendance and wider outcomes between pupils with SEND and their peers by ensuring that support focuses on removing barriers to achievement and enabling pupils to make strong progress from their individual starting points.

2.6 Strengthen Partnership with Parents and Carers

To work collaboratively with parents and carers, recognising them as key partners in their child's education. We will ensure that families are informed, involved and empowered to contribute to decision-making, planning and review processes.

2.7 Place Pupil Voice at the Centre of Provision

To ensure that pupils are active participants in decisions about their support, provision and aspirations. We will actively seek and respond to pupil views through Pupil Passports, reviews, annual reviews and wider pupil voice activities.

2.8 Promote Positive Attendance, Wellbeing and Engagement

To recognise attendance, wellbeing and engagement as key indicators of successful inclusion. The Academy will identify and address barriers to attendance and participation, ensuring that support is coordinated effectively between pastoral, safeguarding and inclusion teams.

2.9 Develop Staff Expertise

To provide ongoing professional development for all staff in order to strengthen understanding of SEND, improve adaptive teaching and ensure that staff have the knowledge and confidence required to meet the needs of a diverse pupil population.

2.10 Prepare Pupils for Adulthood

To develop pupils' independence, resilience, self-advocacy and aspirations so that they are well prepared for further education, employment, training and adult life. Preparation for adulthood will be embedded across the curriculum and wider school experience.

2.11 Maintain Robust Accountability and Quality Assurance

To monitor the effectiveness of SEND provision through regular quality assurance, Inclusion Progress Panels, attendance and attainment analysis, pupil voice, parental feedback and departmental review processes. Leaders, teachers and governors will use this information to continuously improve outcomes for pupils with SEND.

3. Methodology

The Hurlingham Academy seeks to achieve its strategic objectives through a graduated, evidence-informed approach to inclusion, teaching and support.

3.1 High-Quality Teaching

We recognise that high-quality adaptive teaching is the first and most important provision for all pupils, including those with SEND. All teachers are responsible and accountable for the progress and development of every pupil in their class and are expected to adapt teaching in response to individual needs whilst maintaining ambitious expectations for all learners.

3.2 Early Identification and Assessment

The Academy is committed to the early identification of need through the effective use of transition information, teacher assessment, screening tools, pupil voice, parental engagement and progress monitoring. Concerns regarding a pupil's progress, engagement or wellbeing will be investigated at the earliest opportunity to ensure appropriate support is implemented in a timely manner.

3.3 Graduated Response

The Academy adopts the graduated approach of Assess, Plan, Do, Review (APDR) as outlined within the SEND Code of Practice. Support is implemented, reviewed and refined according to individual need, ensuring that decisions regarding provision are based on robust evidence and measurable outcomes.

3.4 Partnership with Parents and Pupils

We believe that effective SEND provision is strengthened through meaningful collaboration with pupils and their families. Parents and carers are recognised as key partners in identifying needs, planning provision and evaluating impact. Pupil views, aspirations and experiences form an integral part of assessment, planning and review processes.

3.5 Person-Centred Planning

Where pupils require SEND Support, provision will be informed by a Pupil Passport developed collaboratively with pupils, parents/carers and relevant staff. These documents identify strengths, barriers to learning, successful classroom strategies and reasonable adjustments and are shared with staff through Arbor to support consistent implementation.

3.6 Monitoring and Evaluation

Provision is monitored and evaluated through a range of quality assurance measures including attainment data, attendance analysis, behaviour information, learning walks, intervention review, parent feedback and pupil voice. Half-termly Inclusion Progress Panels review the progress of vulnerable learners and ensure support remains responsive to identified needs.

3.7 Use of External Agencies

Where appropriate, the school will seek advice and support from external professionals and specialist services in order to further assess need, develop staff expertise and ensure pupils receive appropriate support. The views of pupils and parents/carers will be considered throughout this process

4. Defining Inclusion and the legal framework

4.1 *Inclusion* is a practice whereby all students attend mainstream classes, with classroom practice adapted to suit individual needs. Through a 'graduated approach of Assess, Plan, Do, Review... all teachers are teachers of SEND.' Schools 'must':

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

4.2 There are FOUR categories of SEND need:

- Cognition and Learning (CL)
- Communication and Interaction (CI)
- Social, Emotional and Mental Health (SEMH)
- Physical and Sensory (PS)

4.3 The school receives a yearly 'notional SEND budget' based on the number of students with current SEND support and the type of need they are currently experiencing.

4.4 It is the schools' responsibility to allocate sufficient funds from the notional SEND budget to support the needs of a given student's SEND.

4.5 Where a student's SEND needs are significant, an Education, Health and Care Needs Assessment (EHCNA) can be considered once a significant intervention has taken place. Where successful the school will receive appropriate top-up funding from the child's home local authority to finance the support needed.

4.6 These EHCPs replace the previous system of Statements of Special Educational Need. They offer a joined up approach between education, health and care providers, and place the needs and views of the student and the parent at their heart.

4.7 All statements have been converted to EHCPs since March 2018.

4.8 The school must conduct annual reviews for any student with a Statement of SEND or an EHCP, with progress mapped, targets reviewed and new targets set.

4.9 At The Hurlingham Academy, we recognise that all students have individual needs most of which can be met through effective instruction in the classroom. However, there will be some students whose needs are such that they require extra provision/support.

5. Roles and Responsibilities

5.1 Principal

The Principal has overall responsibility for the strategic leadership of SEND and inclusion across the Academy and will:

- Ensure the Academy complies with its statutory responsibilities under the SEND Code of Practice and Equality Act 2010.
- Promote a culture of inclusion, high expectations and belonging for all pupils.
- Ensure sufficient resources are allocated to meet the needs of pupils with SEND.
- Monitor the effectiveness of SEND provision and outcomes for pupils with SEND.
- Work closely with the Assistant Principal (Inclusion), SENDCo and Governors to evaluate and improve provision.
- Ensure SEND and inclusion remain key priorities within school improvement planning.

5.2 Assistant Principal (Inclusion)

The Assistant Principal (Inclusion) provides strategic leadership for inclusion across the Academy and will:

- Lead the strategic development of SEND, inclusion and equality across the school.
- Ensure inclusion priorities are embedded within whole-school improvement planning and quality assurance processes.

- Monitor outcomes for vulnerable groups, including pupils with SEND, disadvantaged pupils and those experiencing attendance or behaviour challenges.
- Lead the evaluation of SEND provision through attainment, attendance, behaviour, exclusion, safeguarding and wellbeing data.
- Chair Inclusion Progress Panels and ensure that barriers to achievement are identified and addressed.
- Oversee whole-school systems for identification, intervention and review.
- Lead professional development to improve inclusive practice, adaptive teaching and staff understanding of SEND.
- Work collaboratively with pastoral leaders, curriculum leaders and external agencies to improve outcomes for vulnerable learners.
- Support Governors and senior leaders in evaluating the effectiveness of SEND and inclusion provision.

5.3 SENDCo

The SENDCo has responsibility for the operational leadership and day-to-day management of SEND provision and will:

- Oversee the day-to-day operation of the SEND policy.
- Coordinate provision for pupils with SEND and maintain the SEND Register.
- Coordinate the graduated approach of Assess, Plan, Do, Review.
- Manage referrals, assessments and the identification of SEND.
- Coordinate Pupil Passports and ensure they remain accurate and accessible to staff via Arbor.
- Liaise with parents/carers, pupils and external agencies regarding SEND provision.
- Coordinate Education, Health and Care Plan processes and Annual Reviews.
- Monitor the effectiveness of interventions and provision for individual pupils.
- Support staff in understanding and meeting the needs of pupils with SEND.
- Contribute to staff training and professional development.
- Act as the key point of contact for external professionals and support services

5.4 Heads of Department

Heads of Department are responsible for ensuring that their curriculum is accessible and ambitious for all learners and will:

- Monitor the progress and attainment of pupils with SEND within their subject area.
- Ensure staff implement agreed strategies identified within Pupil Passports.
- Support teachers in adapting teaching whilst maintaining curriculum ambition.
- Quality assure SEND provision through departmental monitoring processes.
- Use SEND and assessment information to inform curriculum planning.
- Ensure teachers are aware of and responsive to the needs of vulnerable learners.
- Monitor the achievement, attendance and engagement of pupils with SEND within their subject area and take action where concerns emerge.

- Contribute to whole-school improvement priorities relating to SEND outcomes.

5.5 Tutors and Pastoral Leaders

Tutors and pastoral leaders play a vital role in promoting attendance, belonging and wellbeing and will:

- Monitor attendance, behaviour and engagement.
- Act as key points of contact for pupils and families.
- Identify and escalate emerging concerns.
- Contribute to review meetings and Inclusion Progress Panels.
- Promote participation in school life and enrichment opportunities.
- Support successful transitions and reintegration where required.

5.6 Learning Support Assistants

Learning Support Assistants will:

- Promote independence and participation.
- Support implementation of agreed classroom strategies.
- Contribute to assessment and review processes.
- Deliver targeted interventions where appropriate.
- Liaise regularly with teaching staff and the Inclusion Team.
- Support pupils to access learning, develop confidence and experience success.

5.7 All Staff

All staff share responsibility for inclusion and will:

- Maintain high expectations for pupils with SEND.
- Implement agreed strategies and reasonable adjustments.
- Contribute to the graduated response process.
- Work collaboratively with colleagues, pupils and families.
- Participate in relevant professional development.
- Promote an inclusive learning environment in which all pupils can thrive

6. Admissions Arrangements

6.1 All students are admitted to the academy according to the Academy's Admission Criteria.

6.2 All staff ensure that students with SEND can join in the activities of the Academy, together with other students.

7. Transition support

7.1 Students' successful transfer to the Academy is supported in the following ways:

- A parent/pupil interview to determine any previous or continuing SEND.

- A Year 7 Induction Day
- A SEND Induction Day.
- A visit to their primary school from a Senior Staff or SEND team member
- Early start for Y7 in the Autumn Term.
- Early lunch and staggered homework introduction
- Information is sought from feeder primary schools regarding students previously identified as having SEND, together with any other relevant information, including attendance, medical conditions etc.
- Liaison with external agencies (e.g. SALT, EP)
- Where possible visits are made by the SENDCo/Assistant SENDCo to local primary schools in the summer term.
- Where necessary, a robust Transition Plan will be drawn up by the Assistant SENDCo to facilitate the smooth transition of vulnerable pupils.
- The SENDCo or Assistant SENDCo will endeavour to attend Year 6 Annual Reviews.
- Additional invitation, where necessary, for 1:1 transition visits before start of school year

7.2 Information collected about newly arrived students is disseminated to staff and used to place students in the most supportive Tutor group, ensuring they have the fullest access to a broad and balanced curriculum.

7.3 Students may be directed to the Hurlingham Academy if it is the named school in Section IV of a pupil's EHCP of Special Educational Needs. All EHCPs of students who are requesting placement at The Hurlingham Academy are considered by a panel in the year prior to admission and the Authority notified of the outcome.

7.4 The Hurlingham Academy is committed to ensuring that applications from disabled students and their families are treated favourably, and that all reasonable steps are taken to include them alongside their peers.

7.5 The Academy is committed to preparing pupils with SEND for adulthood through the development of independence, self-advocacy, resilience, employability skills and successful progression into further education, employment or training

8. Identification, Assessment and Review Procedures

8.1 The Academy recognises that identifying SEND is an ongoing process and not a single event. Information regarding a pupil's needs may emerge at any stage of their educational journey.

Potential SEND may be identified through:

- Information received during transition from primary school or previous educational settings.
- Education, Health and Care Plans and professional reports.
- Teacher assessment and observation.
- Pupil and parent/carer concerns.

- Attendance and behaviour information.
- NGRT reading assessments.
- MIDYIS baseline assessments.
- Internal SEND screening and assessment tools including DASH, CTOPP and WRAT5.
- Outcomes from targeted interventions.
- Advice from external agencies and professionals

8.2 The Academy then follows the graduated approach of Assess, Plan, Do, Review.

Assess

Where concerns arise regarding a pupil's progress, learning, engagement or wellbeing, staff will gather information from a range of sources including assessment data, classroom observations, work scrutiny, attendance information, behaviour records and discussions with the pupil and their family.

Plan

Teaching staff will work collaboratively with curriculum, pastoral and inclusion leaders to identify strategies and interventions appropriate to the pupil's needs. Expected outcomes and review points will be agreed.

Do

Strategies and interventions will be implemented consistently within the classroom and wider school environment. Teaching staff retain responsibility for the pupil on a daily basis and for ensuring agreed strategies are embedded effectively.

Review

The impact of support will be evaluated against agreed outcomes. Review processes may include attainment data, attendance, behaviour, pupil voice, parent feedback and staff evaluation. Where concerns remain, further assessment, specialist intervention or SEND Support may be considered.

8.3 **UNIVERSAL INTERVENTION:** Staff concerns regarding a pupil's needs should initially be addressed through quality first teaching strategies and the graduated response process. Where concerns persist, staff may complete a SEND referral for consideration by the Inclusion Team.

The referral process aims to:

- Promote early intervention.
- Gather evidence before identification.
- Ensure appropriate classroom strategies have been implemented.
- Prevent unnecessary or premature identification.

- Support accurate understanding of individual need

It is recognised that all teachers are teachers of SEND, and therefore need the skills to identify individual learning needs and to plan appropriate lessons which enable all students to be able to experience success. Teachers observe, assess and monitor students' progress to ensure that they are making progress. If a pupil is not making adequate progress, then he/she follows a graduated programme of intervention.

8.4 TARGETED INTERVENTION: Where evidence demonstrates that a pupil requires provision that is additional to or different from that ordinarily available through high-quality teaching, they may be placed on the SEND Register as SEND Support.

Provision may include:

- Literacy intervention.
- Numeracy intervention.
- Phonics intervention.
- Social communication interventions.
- Emotional wellbeing support.
- ELSA.
- Learning Support Assistant support.
- Access arrangements.
- Therapeutic interventions.
- Specialist assessment and external agency involvement

8.5 All pupils placed on the SEND register and receiving SEND Support will have a Pupil Passport outlining:

- Strengths and interests.
- Areas of need.
- Student voice.
- Parent/carers views.
- Effective support strategies.
- Reasonable adjustments.
- Individual outcomes where appropriate.

Pupil Passports are reviewed regularly through the graduated response cycle and are available to staff via Arbor

8.6 SEND provision is reviewed regularly through:

- Progress and attainment monitoring.
- Attendance analysis.

- Behaviour and suspension data.
- Reading assessment data
- Pupil and parent voice.
- Intervention reviews.
- Learning walks
- Book scrutiny
- Inclusion Progress Panels.
- EHCP annual reviews, where applicable.

Support may be adapted, increased or removed in response to evidence of impact and changing pupil needs

8.7 The Hurlingham Academy recognises the importance of understanding and responding to the views, wishes and aspirations of pupils with SEND.

Pupils will be actively involved in decisions regarding their support, provision and future plans through:

- Pupil Passports
- SEND reviews
- Annual Reviews
- Transition planning
- Intervention reviews
- Pupil voice activities

Pupils will be supported to understand their strengths, barriers to learning and the strategies that help them succeed. Their views will be considered alongside information from families, staff and external agencies when planning provision

9. Students with English as an Additional Language

9.1 EAL is not considered a Special Educational Need, rather an additional educational need and is covered by our EAL Inclusion policy. However, those who are receiving either EAL classes at beginner level, or academic language classes to promote the development of curriculum focused language skills at a more moderate level of proficiency are included on our Inclusion Register, and teachers offered support in how to provide differentiated support during lessons.

9.2 Likewise, those who have underlying SEND that impacts on the speed at which they develop English skills and / or their progress across the curriculum are included on the Inclusion Register. If a student is suspected of having an underlying SEND a first language assessment is sought, in the first instance. Once a need is established the student is covered by our inclusion policy.

10. Attendance and Inclusion

The Academy recognises attendance as a key indicator of successful inclusion and pupil wellbeing.

Attendance information for pupils with SEND is reviewed regularly alongside progress, behaviour and wellbeing information to identify emerging concerns and barriers to learning. Where difficulties are identified, support may include:

- Family engagement
- Mentoring
- Pastoral intervention
- Reasonable adjustments
- Reintegration planning
- External agency involvement

The Academy seeks to develop a strong sense of belonging through positive relationships, effective pastoral support, enrichment opportunities, student leadership opportunities and meaningful participation in school life.

10.1 Should there be a case for children to work from home, The Hurlingham Academy will ensure:

Work will be set by class teachers or via our online learning curriculum. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced plan so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject. Teachers will check work regularly to gauge how well pupils are progressing through the curriculum. Weekly contact with pupils via Microsoft Teams or a telephone call will ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met. External agencies will become involved if necessary, following the usual graduated response process detailed above.

11. Role of Governors

Governors have an important role to play in supporting schools to manage SEND. In their advisory capacity, all Local Governing Bodies of United Learning schools must follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- ☐ Appoint a member of the LGB to advocate for the needs of pupils with SEND.
- ☐ Challenge and support the school to use its best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.

- ☐ Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- ☐ Check that the school has designated a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- ☐ Ensure that the school informs parents/carers when they are making special educational provision for a child.
- ☐ Confirm that the school has prepared an SEN Information Report to confirm their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

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Author	Cassie Francis (AP Inclusion)	Approval	LGB