



SEND Information Report 2025-26

October 2025

Mr Reddy- SENDCo

Mr Lever- Vice Principal

SEND Strategy Statement

Hurstmere School for Boys aims to improve the educational, health and emotional wellbeing outcomes for all of our pupils with special educational needs and those with any disabilities. We want all boys to thrive and to achieve to the best of their ability, regardless of any barriers to learning which might exist due to their special educational needs or disability.

'Be the best that you can be'

Respect • Teamwork • Resilience • Ambition • Integrity • Leadership • Self-Belief

Type of School	Mainstream Secondary School – Academy
Specialist provision on site	None

Hurstmere School is committed to giving all of our pupils every opportunity to achieve the highest standards. We do this by taking account of our pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter.

The Special Educational Needs Code of Practice 2015, defines Special Educational Needs (SEN) as:

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her;

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age;

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv, above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Within the SEND Code of practice and subsequent amendments, pupils are identified as having Special Educational Needs and/or Disabilities (SEND) within Hurstmere School if they fulfil the recommended criteria. However, it is important to recognise that formal diagnoses are very important in supporting the

identification of a child as SEND. However, these diagnoses can often take an extended length of time to be formalised, or information is required prior to assessment and diagnosis. At this point, it might be required to identify a student as SEND Support (Code K).

Please note that the following codes are used to identify pupils with SEND:

Code K- Child is formally identified as having SEND

Code E - Child has an EHCP to support a high level of specific needs.

These codes will be used across the range of school systems such as Arbor and CPOMS, along with an electronic copy of the SEND register which will be made available to staff through the school shared drive.

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of SEND:

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

These areas allow schools to gain an overview of their pupils' range of needs. The 0-25 SEND Code (2015) emphasises:

'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time... A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.' (section 6.27)

Although Government wishes to move away from assumptions about pupils' needs based upon their difficulty or disability, they still need information about specific categories of need to allow them to predict levels of future resource. This is collected through the statutory 'School Census'.

Census categories of special educational needs include:

- Specific learning difficulties (SpLD);

- Moderate learning difficulty (MLD);
- Severe learning difficulty (SLD);
- Profound and multiple learning difficulty (PMLD);
- Speech, language and communication needs (SLCN);
- Social, emotional and mental health (SEMH);
- Autistic spectrum disorder (ASD);
- Visual impairment (VI);
- Hearing impairment (HI);
- Multisensory impairment (MSI);
- Physical disability (PD);
- 'SEND support' but no specialist assessment of type of need (NSA).

Our SEND Information Report is information to parents/carers of pupils who have Special Education Needs and/or disabilities (SEND) and all those who support children with additional needs. This information outlines the support and provision they can expect to receive, if they choose Hurstmere School for their children.

Hurstmere School's SEND Information Report is constantly reviewed to ensure best practice and is subject to change.

	Teaching Assistants	<p>pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs;</p> <ul style="list-style-type: none"> • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with Special Education Needs and/or disabilities (SEND) in the school) to achieve their potential; • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>The SENCo Team will also ensure that you are:</p> <ul style="list-style-type: none"> • Involved in supporting your child's learning; • Kept informed about the support your child is getting; • Involved in reviewing how they are doing and part of planning ahead for them. <ul style="list-style-type: none"> • To work with the class teacher to identify areas of support for pupils with Special Education Needs and/or disabilities (SEND); • To attend all training opportunities related to SEND and differentiation. <p>The Teaching Assistants main priorities are to:</p> <ul style="list-style-type: none"> • Support pupils to access the curriculum; • Empower pupils to develop effective strategies that enable them to become independent learners; • Support the implementation of differentiation and specialist support strategies in the classroom; • Keep pupils focused on learning activities during lesson. <p>Responsible for:</p> <ul style="list-style-type: none"> • Providing literacy interventions for pupils whose reading/spelling/writing abilities are below expected levels;
--	---------------------	--

	<p>Teaching Assistants/Individual Support within the classroom</p> <p>Specialist Teaching Assistants</p> <p>Vice Principal</p> <p>Headteacher</p>	<ul style="list-style-type: none"> • Providing interventions for pupils whose numeracy skills are below expected levels; • Providing interventions for pupils who need social and emotional support; • To provide specific 1-to-1 support for pupils with high needs to ensure they are able to access the curriculum along with their peers. <p>Responsible for:</p> <ul style="list-style-type: none"> • Developing interesting and engaging interventions to support pre-teaching of literacy and numeracy activities which are taught within the main class; • To assess pupils with appropriate tools to identify any underlying barriers to learning. <p>Responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day management of SEND, including the support for children with Special Education Needs and/or disabilities; • Ensuring the SENDCo role is delivered in accordance with statutory guidance and in line with the school policy; • Ensure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>Responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, including the support for children with SEND and/or disabilities; • They will give responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met;
--	---	---

<p>How can parents and carers get involved in the school more generally?</p> <p>Who can parents/carers contact for further information?</p>	<p>SEND Governor</p>	<ul style="list-style-type: none"> • Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>Responsible for ensuring the SENCo Team are accountable for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND policy; • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school; • Making sure that the necessary support is made for any child who attends the school who has Special Education Needs and/or disabilities (SEND); <p>Responsible for:</p> <ul style="list-style-type: none"> • Making visits to understand and monitor the support given to children with Special Education Needs (SEND) and/or disabilities in the school and being part of the process to ensure your child achieves his/her potential in school. <p>We encourage parents to attend:</p> <ul style="list-style-type: none"> • Parents' evenings; • Consultation appointments; • Parent surgeries and drop-in events • Special events in the school i.e. Celebration assemblies; Class Assemblies; Special events for your child; • The school office can provide dates of events. <p>First point of contact would be your child's form tutor to share your concerns.</p> <p>You could also arrange to meet or speak with the SENCo Team. Call the school office on 0208 300 5665 or email aen@hurstmere.org.uk to make an appointment.</p>
---	----------------------	--

<p>How are parents and carers supported to decide whether this is the right school for their child?</p>		<p>To attend parents evenings or meet teachers at events where opportunities with all staff are available to discuss your child's schooling.</p> <p>The school office can provide dates of events.</p> <p>If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please follow the school's Complaints Policy – a copy is available at the school office.</p>
---	--	---

What are the different types of support available for children with SEN and/or disabilities in this school?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school such as teaching assistants or targeted intervention teachers;
- Staff who will visit the school from the Local Authority central services such as the Early Intervention Team, Advisory Services for pupils with hearing or visual needs;
- Staff who visit from outside agencies such as CAMHS and the Speech and Language Service.

Please note that should outside of school support be required, often the completion of referral forms is required. In many situations, this will be supported by a meeting with the SENDCo to support the completion of the referral and to gather information to ensure that key information can be passed to teaching staff. Please note that the school has very little influence on the length of time an external referral for support can take to become available.

Types of support provided	What would this mean for your child?	Who can get this kind of support?
<p>Class teacher input via Quality First Teaching</p>	<ul style="list-style-type: none"> • We have worked hard to ensure that pupils are exposed to High Quality Inclusive Teaching in all classrooms. • Teachers aim to deliver the Education Endowment Foundation 5-A Day strategies across their lessons. These Quality First Teaching Strategies aim to support the needs of all learners in their classes. • Pupils on the SEND Register have a Pupil Passport which is available to all staff through our various systems such as Arbor at all times. The pupil passports contain key 	<p>All children in school receive this as part of Quality First Teaching.</p>

<p>Targeted intervention small group work led by a SENDCo or a teaching assistant or other appropriate member of staff</p> <p>This may be:</p> <ul style="list-style-type: none"> • Run in the classroom or outside • Run by a teacher/support staff who have had training to run these groups <p>Specialist groups run by outside agencies</p> <p>AND/OR</p>	<p>information to support the pupil, including professional advice and pupil voice. These are reviewed as required and updated annually.</p> <ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class; • All teaching is based on building on what your child already knows, can do and can understand; • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child • Putting in place specific strategies (which may be suggested by the SEND department or staff from outside agencies) to support your child to learn. <ul style="list-style-type: none"> • The class teachers, Raising Standards Leads, Curriculum Leaders and the AEN department monitor the progress of pupils. Where gaps in understanding or learning are identified, additional support is assigned to help the pupil to make the best possible progress. • Targeted and highly personalised interventions can reduce the barriers to learning and support the pupil to make faster progress. • Support is offered in mainstream classes, in small withdrawal groups or on a one-to-one basis. <ul style="list-style-type: none"> • If your child has been identified as needing more specialist input in addition to good and outstanding classroom teaching and intervention groups, referrals 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children who have failed to make progress, despite interventions being deployed, or rapid changes in key areas affecting their learning.</p>
---	--	--

<p>cannot be provided from the budget available to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the Early Intervention Team, ASD Team or Sensory Service (for pupils with a hearing or visual need) • Outside agencies such as CAMHS 	<p>process and you can find more details on the London Borough of Bexley website. https://www.bexleylocaloffer.uk/</p> <p>After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you) they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support they have previously been providing.</p> <p>After the reports have all been submitted, the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need additional support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes progress.</p> <p>The EHCP will outline a number of targets which will support your child to make progress, generally over a two-year period. It will also provide suggested strategies of how the support should be used and what strategies can be put in place. It will also have long and short-term goals for your child.</p> <p>Please note that the school have no influence on the funding that is allocated and an EHCP does not ensure one-to-one support throughout the day.</p> <p>Any additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	<p>an EHCP is available to pupils who have been supported by outside agencies or have had long term additional support, where this is above and beyond school funded support.</p>
---	--	---

<p>Special Education Needs and/or disabilities (SEND) and what training do they have?</p>	<p>Needs and/or disabilities (SEND). This includes whole school information and training on Special Education Needs and/or disabilities (SEND) such as ASD and dyslexia. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.</p>	
<p>How will the teaching be adapted for my child with Special Education Needs and/or disabilities (SEND)?</p>	<p>Teachers plan lessons according to the specific needs of all groups of pupils in their classes and will ensure that your child's needs are met. Specific resources and strategies will be used to support your child individually through adaption of planning and teaching if needed to meet your child's learning needs. Support staff will support your child's learning in the classroom directed by the class teacher. Staff are expected to review the Pupil Passports of the pupils in their classes and adapt their teaching to meet the needs of the pupils in their classroom. Adaptations will be to their general teaching strategies as recommended by the Education Endowment Foundation, along with specific adaptations for individual pupils. Strategies deployed are reviewed by the SENDCo team as part of the regular Quality Assurance processes.</p>	
<p>How will we measure the progress of your child in school?</p>	<p>Your child's progress is continually monitored by their class teacher and Senior Leaders with progress reviewed as a result of the various assessments which are completed termly. Where screening assessments have been used, these will be completed again following specified guidelines for the products. Further to this, attendance and behaviour tracking systems will also be used to measure progress.</p>	

<p>What support do we have for you as a parent of a child with Special Education Needs and/or disabilities (SEND)?</p> <p>How have we made Hurstmere School accessible to children with Special Education Needs and/or disabilities (SEND)?</p>	<p>The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>The SENCo Team will monitor your child's progress within any individual or group provisions that they take part in.</p> <p>The SENCo Team is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo Team will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</p> <p>We ensure that equipment used is accessible to all children regardless of their needs. Key words and literacy resources are used across the school to support learning. We work hard to ensure that all aspects of the school are linked and support each other, creating a nurturing learning environment for all pupils. We work hard to ensure that any disabilities do not prevent pupils from accessing school. If there are concerns with your son accessing school, please speak to the form tutor in the first instance who can then raise concerns with other staff such as the Raising Standards Lead and SENDCo Team. It is important that several people are involved in the support of your son.</p>	
<p>How will we support your child when they are progressing through the school or leaving the school?</p>	<p>We recognise that 'moving on' can be difficult for a pupil with Special Education Needs and/or disabilities (SEND) and take steps to ensure that any transition is as smooth as possible.</p> <p>When joining the school in Year 7:</p>	

	<ul style="list-style-type: none"> • We offer a two-day Transition Event for pupils to attend the school, which takes place in the July before pupils join us • The SENCo team conduct transition visits to primary schools to meet with pupils and answer questions they have about secondary school, as well as meeting with primary school SENCos to support transition information sharing • The SENCo team offer an SEN Transition Day in early Summer term (end of April/early May) for all pupils on the SEN register, which is in addition to the two-day Transition Event in July • For EHCP pupils, individual tours and meetings are offered in Year 5 to support the consultation process • A summer school is offered to pupils who wish to attend in a smaller group during the Summer Holidays to get to know some staff and other pupils; • For pupils with higher needs or specific needs, for which the transition to Secondary School might be more challenging, additional transition days are offered in a small group before they join the school. • The SENDCo Team can attend Year 6 Annual Reviews of pupils with EHCPs or other appropriate meetings prior to transition. <p>When moving years in school:</p> <ul style="list-style-type: none"> • Information about your child will be shared and available for all teachers; • Staff are able to access the school systems to gather appropriate information to aid classroom support; • If your child would be helped by a pictorial timetable to support them in moving on, it will be made for them. <p>In Year 11:</p> <ul style="list-style-type: none"> • We will support pupils by identifying key dates to them of open events at destinations within the local area; • Outside agencies such as Prospects support the pupils in Year 11 with future careers information. • We will make sure that all records about your child are passed on as soon as possible;
--	---

	<ul style="list-style-type: none"> • We will provide evidence of additional classroom or exam based support;
<p>What support do we have for you as a parent of child with a Special Education Need and/or disability (SEND)?</p> <p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The SENCo Team is available to meet with you to discuss your child’s progress or any concerns/worries you may have via an appointment booked by the school office; • All information from outside professionals will be shared with you in person or via a written report. The SENCo Team will share any new assessments and support strategies suggested by outside agencies with you. You will be notified when new support measures are implemented and invited to discuss these with the SENCo Team; • Keep us informed about effective strategies that support your child in the home. This can support the school to help the student transfer appropriate effective strategies into the classroom. <p>The school budget includes money to support children with Special Education Needs and/or disabilities (SEND). The Principal decides the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The Principal and the SENDCo discuss all the information they have about SEND in the school including:</p> <ul style="list-style-type: none"> • Pupils getting extra support already; • Pupils needing extra support; • Pupils who have been identified as not making as much progress as would be expected. <p>A decision is then made about existing and new resources, training or support for the school. All resources, training and support are reviewed regularly and changes made as needed.</p> <p>PLEASE NOTE THAT ADDITIONAL FUNDING FOR SEND IS ONLY AVAILABLE THROUGH AN EHCP APPLIED FOR THROUGH THE LOCAL AUTHORITY. A PUPIL IDENTIFIED AS SEND SUPPORT DOES NOT GAIN ADDITIONAL FUNDING TO SUPPORT THEIR NEEDS. AN EHCP DOES NOT GUARNTEE FUNDING AND THE PROCESS ONCE THE APPLICATION IS SUBMITTED IS A 20 WEEK PROCESS. HOWEVER, PLEASE NOTE THAT PRIOR TO AN EHCP BEING SUBMITTED IT IS IMPORTANT THAT INTERVENTIONS HAVE BEEN TRIED AND THE IMPACT MEASURED, MEANING THAT THIS IS A CULMINATION OF VARIOUS</p>

	INTERVENTIONS AND SUPPORT OR ASSESSMENTS BY VARIOUS PEOPLE AND AGENCIES, BOTH WITHIN AND OUTSIDE OF SCHOOL.
--	--

Raising a Concern

<p>How can I let the school know I am concerned about my child's progress in school?</p>	<p>If you have concerns about your child's progress in a specific subject, you should speak to your child's subject teacher initially, followed by the Curriculum Leader for that subject area. If you have concerns about your child's progress more generally, you could speak to your child's form tutor in the first instance, followed by the Raising Standards Leader for your child's year group.</p> <p>If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to a member of the SENCo Team.</p> <p>If you are still not happy, you can request to meet with the Vice Principal by contacting the main school office.</p>
--	---

Frequently Asked Questions

<p>My child has an EHCP. How will the school ensure that they get the support to which they are entitled?</p>	<p>The school has a responsibility to ensure that the needs of each child are met as outlined in the EHCP. As well as Annual Reviews, we will meet with parents, as and when needed, to discuss pastoral and academic issues. Support is provided to pupils in line with the recommendations of the EHCP or recent Annual Review. Staff receive specific advice for each pupil and are expected to deliver differentiated work during lesson times.</p>
<p>My child is not dyslexic but has trouble reading and writing. What can the AEN department do?</p>	<p>If your child's skills are particularly weak, we may withdraw them for additional literacy support with either one of the SENCo Team or a trained Teaching Assistant. We will also provide in class support if and where possible. We will monitor academic progress and assign further support if sufficient progress is not being made. We screen all pupils for Dyslexia if there are persisting concerns to provide a breakdown of some of their needs. From this, pupils are allocated to further targeted intervention with the Dyslexia Lead</p>
<p>My child has been diagnosed with dyslexia. What can the AEN department provide?</p>	<p>Pupils with mild dyslexia receive support in class via differentiation from class teachers and may also benefit from support from a teaching assistant. Their progress is monitored and additional support may be provided. Pupils with moderate or severe dyslexia will be offered additional literacy support outside of the classroom. Staff receive guidance to support pupils with Dyslexia from the AEN Department and via specific training.</p>

To view the Local Offer for Bexley, click on the link below:

<http://www.bexleylocaloffer.uk/>