



## Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2025/2026

This report has been drafted in collaboration with parents and sets out the provision that we make in school for children with special educational needs and disabilities (SEND).

Hurst Green Infant and Nursery School ensure that all children with additional needs have opportunities to thrive and flourish, demonstrate their abilities and overcome barriers. We have a cohesive approach to additional needs. The teachers and support staff receive bespoke training to develop their awareness of SEND and enable our pupils to acquire knowledge and build self- confidence.

We are keen to ensure our pupils are rounded individuals prepared for their future in an ever-changing world. To that end, we encourage pupils with Special Educational Needs and Disabilities to develop their skills and talents and to be as independent as possible.

### **What is Special Educational Needs and Disability (SEND)?**

According to the SEND Code of Practice (2015) a child or young person has special educational needs and disabilities (SEND) if they have a greater difficulty learning than most other children their own age or a disability preventing them from using mainstream facilities.

### **Who should I talk to about my child's difficulty with learning, SEN or disability?**

Partnership with parents is highly valued at Hurst Green Infant school and Nursery. Your first point of contact should always be your child's class teacher. They are regularly available to discuss your child's progress or any concerns you may have and will be able to give you advice for supporting their learning.

Miss Romi Costantini (Special Educational Needs Co-ordinator SENCo) is available to meet with you to discuss your child's needs by appointment. She will meet with you if any outside agencies are involved, talk you through any reports and discuss the best possible way to support your child. To make an appointment to see Miss Costantini, you can call the office on 01883 712171 or email [office@hurstlt.co.uk](mailto:office@hurstlt.co.uk)



## Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2025/2026

### **How does Hurst Green support children with special educational needs?**

Our priority is to provide high quality adaptive teaching for all pupils. Teachers regularly adjust their practice to ensure all children have access to the teaching.

This includes:

- flexible scaffolding, questioning and grouping
- arranging and adapting class furniture and seating plans
- adjusting the format of resources such as the whiteboard, books and reading materials
- supplying specialised writing tools and classroom equipment
- using visual timetables and assisted language displays

We also look at the whole school day and the wider school environment, responding to individual needs and making adaptations, when necessary, such as:

- small group support at lunchtimes
- incorporating a sensory diet into the school day
- sessions with our ELSA
- individual risk assessments and adjustments for children to be able to access school trips and educational visits

Teaching Assistants (TAs) are deployed according to need, as outlined in Educational Health Care Plans.

We make reasonable adjustments to our practice to comply with the Equality Act (2010). Our admissions policy arrangements for children with an Education Health Care Plan do not discriminate against those with special educational needs.



## Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2025/2026

### **How does Hurst Green identify children with special educational needs and what provision does the school make?**

We follow the SEND Code of Practice 2015 and use the graduated response of assess, plan, do and review. All children have their progress monitored half termly and any child that is not making satisfactory progress is identified and provided with targeted support to help them meet at least expected progress.

The SEND Code of Practice (2015) describes satisfactory progress as:

- Similar to that of children of the same age who have the same starting points
- Meets or exceeds the child's previous rate of progress
- Allow the attainment gap to close between the child and their peers

Our whole school provision map shows the range of interventions in place at Universal (wave 1), school and specialist support (wave 2) and EHCP (wave 3). These interventions include individual and small group work. All the intervention programmes used are research based and monitored for impact, so that the children receiving support begin to make increased progress.

In cases where progress is lacking, despite application of the ordinarily available provision (OAP), high quality adaptive teaching and interventions, children will be assessed according to the areas of need identified by the SEND code of Practice September 2015 (Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health, Sensory and/or Physical). Assessment from external agencies may also be requested. The school works in partnership with other agencies to help identify specific needs and to request specialist support. This could include specialist teachers, educational psychologists, the school nurse, speech and language therapists, occupational therapists, family support workers, physiotherapists and social services.

There may come a point where support in school has been provided, several outside agencies have worked with and supported your child and progress is still limited. This is when parents and carers, outside agencies involved with your child and the SENDCo will meet to discuss whether the school will undertake the statutory assessment process for an Education, Health and Care Plan (EHC) plan. As a parent/carer you can make a request to the local authority for a needs assessment for an EHC plan at any time. If such a request is made, the local authority (Achieving for Children) has a statutory duty to consult the school.



## Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2025/2026

### **What support is available for improving the emotional, mental and social development of children with SEN?**

Children are supported with their social and emotional development through the curriculum and at play times. All members of staff can be approached by children who wish to raise concerns and issues. The class teacher can refer children to the school ELSA for additional individual or group support. Where the child meets threshold the SENDCo can also involve outside professionals such as mental health nurses and CAMHS. The parent may also access these services through their GP.

### **What training and expertise do the staff have in relation to children with special educational needs and disabilities?**

All teachers and support staff receive regular staff meetings and training on different areas of learning and health needs. We also provide more specific training for staff when necessary. Outside agencies such as educational psychologists, speech and language therapists, occupational therapists and the learning needs team provide recommendations and training, when required. Staff have received training on Read, Write Inc Phonics and Talk4Writing interventions, understanding Autism, mental health issues and positive handling. We have dedicated members of support staff who have been specifically trained to support the needs of children in communication and interaction and facilitate their social and emotional wellbeing. Most Teaching Assistants are ELKAN (speech and language) trained. We have a trained ELSA (Emotional Literacy Support Assistant) working part time at the school.

### **How will Hurst Green involve parents/carers and pupils in the decision-making process of their education ?**

The school welcomes dialogue between staff and parents to support the children's learning. All parents of children attending the school are invited to two parent/teacher consultations a year and receive a written report in the summer.

If the parent/carer has concerns about their child's overall progress we encourage them, in the first instance, to contact the class teacher to discuss any difficulties their child is experiencing. The teacher will outline what the school can do to help address these difficulties and discuss ways in which parents/carers can support at home, as well as seek the child's views.



## Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2025/2026

If additional support has been put in place and progress is less than expected, the SENCo and class teacher will invite parents in to discuss further support and next steps.

To help in developing reading we have volunteers, some of whom are parents, who come into school and support children with their reading.

Our governing body includes parent governors, which gives the opportunity for parents to take an active role in the overall running of the school.

### **How will Hurst Green help my child during transition?**

Information will be discussed and passed on to the new class teacher as part of the class handover meetings including any outside agency reports and resources that support your child. Children with an EHCP have an annual review, which outlines the support and provision that is in place for them. The current class teacher will attend this and the report made available for the new teacher to look through.

If appropriate, a social story or information book can be provided to help with their understanding of change. Any equipment the child accesses as a normal way of working will be available in the new classroom e.g. slope board for writing.

It may be necessary for your child to have additional visits to the new classroom or additional time with the new class teacher or teaching assistant to aid their transition.

### **How does Hurst Green evaluate the effectiveness of the provision?**

Class teachers, the SENCO and parents liaise closely to enable accurate assessments and early identification of children with SEND. We use the model of assess, plan, do and review to monitor the impact of any additional support to the children's educational progress. Regular monitoring and review will focus on the extent to which planned outcomes are achieved. The assessment information from class teachers will establish whether children have made satisfactory progress.



### **Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2025/2026**

Every child in the school has their progress tracked on a half-termly basis. In addition to this, children with special educational needs will have more detailed and frequent assessments to inform the writing of individual education plans, target trackers and individual provision maps. If these assessments do not show expected progress is being made the programme of support and planned outcomes will be reviewed and adjusted.

Provision management, both on a whole school and individual basis, support the school in helping to evaluate whether interventions have had an impact on the progress of children and whether they are proving to be effective in terms of time and cost.

#### **What happens if my child already has an Education, Health and Care plan?**

Hurst Green has a legal obligation to meet the provision detailed in Section F of the EHC plan. Parents/carers are invited to contribute to and attend an annual review, which will also include reports and/or attendance from the outside agencies currently involved with your child.

#### **What happens if my child has special educational needs and a medical condition?**

We make arrangements to support pupils with medical conditions so they can access their education. Individual healthcare plans are put in place for those children with specific conditions needing additional support, monitoring and care. These are often completed by health care professionals, such as health visitors, nurses and GPs. These healthcare plans will be co-ordinated with any SEND plans.

#### **How is Hurst Green accessible to children with special educational needs and disabilities?**

We aim to create a learning environment accessible to all. We evaluate the needs of individual children and make 'reasonable adjustments' to allow all children access to the curriculum activities, clubs and trips. This is always done in partnership with parents/carers



## Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2025/2026

### **What Local Authority services are available to support my child?**

Hurst Green is concerned with the overall development of the child. It may at times be beneficial to work with agencies outside of the school setting. The school is able to access a range of LA funded external services which may include:

- specialist teachers for inclusive practice (STIP)
- the educational psychology (EP) service
- the speech and language (SLT) service
- occupational therapy (OT service)
- PSS (Physical and Sensory Support) for children with identified visual and hearing impairments.
- the school nurse
- Child and Adolescent Mental Health (CAMHs)
- REMA (support for Gypsy Roma Traveller and children with English as a second language)
- ASD Outreach (Woodlands School)
- Early Help

Please be mindful that access to the external agencies listed above depends on meeting criteria, the appropriate funding being available from the Local Authority and there being capacity in these services.

All referrals must be discussed and agreed with the SENCo, who may initially seek advice from L-SPA and the Graduated Response Service. You may also wish to discuss health concerns with your GP who will also be able to refer your child to most of the above agencies.

We have a particular duty in ensuring that looked after children (LAC) are given the appropriate care and support to enable them to make progress and engage with their learning environment. The designated teacher meets with social services and the virtual school to make sure that the child's wider needs are being met. A personal education plan (PEP) is produced each term to assist the child to develop holistically. Our designated teacher is Miss Romi Costantini Tel: 01883 712171 or email: [office@hursttlt.co.uk](mailto:office@hursttlt.co.uk).



## Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2025/2026

### **What support is available to parents and carers of children with SEND?**

Parents can seek independent help and advice about all aspects of SEND from the following services:

- SE SEND Team (Reigate, Banstead, Tandridge and Mole Valley)

If you have a SEND related enquiry you can call the L-SPA (Learner's Single Point of Access) on 0300 200 1015.

If your child has an EHC plan or one has been requested, you can contact your SEND case officer at the SE SEND Team for support and advice [sesen@surreycc.gov.uk](mailto:sesen@surreycc.gov.uk)

- Surrey CC 'Local Offer' provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities      Email: [localoffer@surreycc.gov.uk](mailto:localoffer@surreycc.gov.uk)      Phone: 0300 200 1004
- Family Voice Surrey [www.familyvoicesurrey.org](http://www.familyvoicesurrey.org)

FVS are local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan, commission, deliver and monitor meet the needs of children and families. They also offer support and advice to families from a parent point of view.

- Surrey's Information Advice and Support Service (IASS) [SENDAdvice@surreycc.gov.uk](mailto:SENDAdvice@surreycc.gov.uk)      Telephone: 01737 737 300

SEND Advice Surrey provides information, advice and support to parents, carers, children and young people with special educational needs and/or disabilities (SEND) aged 0 to 25 years.



## Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2025/2026

The information, advice and support we provide is impartial, confidential, free and at 'arm's length' to the Local Authority. The experienced team will listen to your concerns and discuss any issues in confidence.

- Websites, such as the Surrey Parents Partnership, the National Autistic Society, The British Dyslexia Society, The Lucy Rayner Foundation can provide valuable information about how to seek support for you and your child.

[WWW.autism.org.uk](http://WWW.autism.org.uk)

[WWW.bdadyslexia.org.uk](http://WWW.bdadyslexia.org.uk)

[WWW.thelucyraynerfoundation.com](http://WWW.thelucyraynerfoundation.com)

- The following Helplines may also be of use:

Occupational Therapy **Helpline**. Our Occupational Therapy Helpline is open Tuesdays and Thursdays from 1pm to 4pm on telephone **01932 558 570**.

Mental Health Crisis **Helpline** on: **0800 915 4644**. We are open 24 hours a day, 365 days a year for mental health advice and support.

### How does Hurst Green support my child when they are leaving the school?

The school has very good relationships with local junior schools and we provide information to help children in their transition to their new school:

- We contact the SENCo at the new school and ensure they know about any special arrangements or support that needs to be provided for your child.
- We make sure that all records about your child are transferred to the new school as soon as possible.

In Year 2:

- We complete the 'Transition information form' detailing your child's strengths and difficulties.



### **Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2025/2026**

- The SENCo attends the junior school transfer meeting to discuss the special information form with the SENCo of your chosen school.
- If appropriate, we can help you to arrange additional visits to your child's new school.
- All records for your child are sent to their new school.
- Children with an EHCP have an early annual review. The SENCo of the new school or specialist setting is invited to attend.

### **What should I do if I would like to make a complaint?**

The same arrangements for the treatment of complaints at Hurst Green, are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns initially with the class teacher or SENCo. If your complaint has not been resolved to your satisfaction, please contact the Headteacher to resolve the issue before making the complaint formal to the Clerk of the Governing Board (See the Complaints Policy on the school website)