Special Educational Needs Information Report
Hurst Green CE School and Nursery
2025-2026

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also our SEN policy. This report is also the information we provide to the East Sussex local offer which shows the support that is available for children and young people with special educational needs and disabilities in East Sussex Local Authority's Local Offer

We will review this report every year and will involve pupils and parents. If you want to give us your views about the report, please contact the school office.

2. Who do I contact?

If you are thinking of applying for a place, contact the school office.

If your child is already at the school, you should talk to the child's class teacher. School phone number 01580 860375.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care plans (EHCP). The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

The person responsible for leading provision for children with Special Educational Needs in our school is our Headteacher and SENCo, Allison Flack.

How to contact: either through the school office or by telephone 01580 860375.

Best time to contact: term-time, during school hours (avoiding peak drop-off and pick-up times).

3. Which children does the school provide for?

We are a primary school and nursery. We admit pupils from age 2 to 11. We are a maintained school.

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has an Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

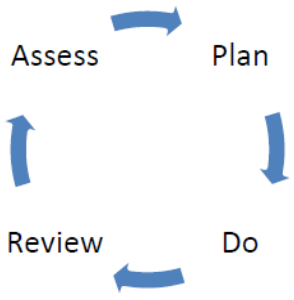
- Hurst Green admissions policy follows that of East Sussex School admissions - East Sussex
- Contact the Admissions Team for advice on 0300 330 9472

4. Summary of how the school meets the needs of children with SEN and disabilities

At Hurst Green, our mission is to foster a safe, nurturing, and inclusive community where every child is empowered to grow in independence and fulfil their unique potential. Guided by our school vision — *"Let your Light Shine"* — we live out our core values of aspiration, courage, compassion, service, perseverance, and trust. Our aim is to inspire every member of our school family to dream boldly, create confidently, and achieve joyfully — letting their light shine in all they do.

We believe in the right of every child and young person to receive an education that enables them to make progress so that they achieve their best, become confident individuals leading fulfilling lives, make a successful transition to secondary school and be prepared for adulthood. To achieve this, we have a whole school approach and commitment to doing everything we can to meet pupils' special educational needs. The graduated approach is at the heart of whole-school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. Provision for children with SEN starts with good quality first teaching for all children and we understand that it is teachers' responsibility to adapt teaching to respond to the strengths and needs of all pupils, as described in the SEND Code of Practice.

Underpinning all our provision in school is the graduated approach cycle of:



Assess

Assessment of need starts with a whole-school approach to quickly identify where a child is not making adequate progress, despite high-quality teaching. Teachers use a range of sources of information that can draw on to establish areas of pupils' need.

Plan
Teachers differentiate their planning and make necessary adjustments to teaching, support and use of resources that would be most effective based on pupils' need.

Do
Class teachers teach lessons with a range of support for children with different needs which may include use of additional adult support, visual cues or physical resources to aid access and understanding of the lesson. Experienced and qualified Teaching Assistants (Level 3) may also deliver lessons on occasion, always informed by the teacher's planning and resources.

Review
We are committed to making reasonable adjustments to ensure participation for all, as part of our responsibilities under the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

We work within the framework of The Children and Families Act 2014, which places duties on schools to use their best endeavours to meet the special educational needs of children and young people whom they educate. The SEN and disability Code of Practice gives details of how schools should fulfil this duty.

If the child is looked after by the Local Authority, they will have a Care Plan including a Personal Education Plan (PEP) and a Health Plan. We will co-ordinate these plans with the SEN support plan and will involve parents and foster carers or social workers in discussions.

5. How does the school identify children's special educational needs?

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes.

A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs-** including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

Full use is made of information passed to us when a child joins our school, and we use assessments during the Foundation Stage to identify any difficulties pupils may have. We do this through observations and baseline assessments on entry and ongoing teacher assessment and observation of progress against the Early Learning Goals. Every child in

reception is assessed using Language Link during their first term of school, so we can quickly put any necessary language support into place. Where a teacher has concerns about a child's speech articulation, we will also screen the child using Speech Link during the first term. We also assess children's fine motor skills, so that support can be put into place as soon as children start school. In Year 3, all children are screened using Junior Language Link to ensure they continue to receive early language intervention if they need it. In consultation with parents, children may then have further assessments e.g. a DST-J dyslexia screen.

For some children, SEN can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. Other methods used by teachers to identify older pupils with SEN may include information from parents and carers, information from the child, ongoing teacher assessment and observation, regular meetings between class teachers and Senior Leadership Team to review pupils' progress in English and Maths, screening assessments (e.g. Language Link), end of key stage or other school-based test results, information from previous schools. The SENCo is actively involved in target setting and pupil progress meetings, to ensure that children who need additional support are identified and support put into place as soon as possible.

We recognise that parents and carers play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and how they are being met. We listen when parents and carers raise concerns and use this information when identifying if a child has a special educational need. We also listen to and address any concerns raised by children themselves and use different ways to give pupils a voice, depending on their age and understanding.

We recognise that difficulties related solely to acquiring English as an additional language, are not SEN. Where there are concerns about lack of progress for a child who speaks English as an additional language, the class teacher and SENCo will work together to determine whether this is due to limitations in the child's command of English, or if it arises from SEN or a disability. Further support, if required, may be sought from the EAL Service.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. We use whole school assessments to identify pupils who may need additional emotional support. This enables us to support all children to feel safe and happy to learn effectively, fulfil their potential and take pride in their achievements. If initial assessment, support and targeted intervention does not show improvement, additional assessment and advice may be sought from an outside agency e.g. CLASS.

6. How does the school teach and support children with SEND?

All children's needs are best met by high-quality, adapted teaching which is based on children's prior knowledge and promotes independence, taking account of the needs of each child, with in-built support and challenge. This quality teaching is informed by regular assessment and quality marking and feedback. It includes the provision of an inclusive learning environment, specific interventions, support from trained teaching assistants and a range of specific resources to target individual needs.

The class teacher, with support from the SENCo, is responsible for planning effective teaching, determining appropriate provision and making adjustments to teaching that will lead to good progress and improved outcomes for pupils with SEN. This forms part of the graduated approach cycle and starts with teachers identifying children's strengths, areas of need and gaps and barriers to children's learning. We have a whole school approach to identifying where pupils are not making expected progress and hold termly pupil progress meetings which involve class teachers and the headteacher/ SENCo.

The quality of teaching is regularly monitored and teachers are supported through appraisal. SLT regularly monitor planning, look at pupils' work, review the learning environment and seek children's views on their learning.

Some children may need additional provision through an intervention programme. Where possible, we used evidence-based interventions, and we have processes in place to regularly review the impact of these and the effectiveness of the intervention. The SENCo regularly monitors the tracking, record keeping and delivery of interventions as part of evaluation of impact. Support staff are given regular training, including how to deliver interventions. The intervention programmes we use include, but are not limited to: Language Link, Speech Link, Jump Ahead, Precision Teaching.

Sometimes external services will oversee and plan provision for individual children. Parents/carers will be informed of and asked to give their consent for other professionals to work with their children. Specialists from a range of support services might be working with a child on a regular basis, over a set period of time (e.g. weekly for 1 term). Their role will be clarified and explained by the SENCo to parents.

7. How will the curriculum and learning environment be matched to the child's needs?

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.

We adjust the curriculum for each child with SEN to make sure that they can access the curriculum and make progress.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our assessment policy to do this. We will talk with children and parents as part of the SEN support cycle and graduated approach.

Each term we send out information about the curriculum for each year group via newsletter.

8. How are parents and carers involved in reviewing children's progress and planning support?

As a school we believe that parents and carers should be at the heart of the SEN process and we value the contribution of parents and carers who know their child best. We are committed to building positive relationships with parents and carers, seeking their views about their child's development and keeping them updated with progress.

At the end of each year, class teachers provide a written progress report which highlights areas of progress and strength together with next steps.

Parents are invited into school twice a year to make an appointment to meet with class teachers to discuss their children's progress. These meetings take place in the autumn term and spring term. Additionally, parents of children receiving SEN support are able to meet with the SENCo by arrangement to further discuss their child's needs, if required. Support is planned to help children and young people reach the agreed outcomes. Reviews will have a focus on children and young people's progress towards these outcomes.

Following meetings with parents, class teachers will summarise the discussion and record the review of progress, outcomes and provision in a **SEN support plan**, a copy of which will be given to parents and carers of children receiving SEN support.

Some children may have more complex needs and in this case we may hold an additional review meeting up to three times a year. This meeting will usually involve parents and carers, class teacher and Inclusion Manager and the discussion and review of progress, outcomes and provision will be recorded in an **additional needs plan (ANP)**. If a child has an additional needs plan, this replaces a SEN support plan.

Children who have an EHCP will have a meeting annually to review their EHCP and this is in addition to the three progress meetings described above.

Furthermore, teachers are usually available at the end of each day to discuss any concerns parents or carers may have about their child or to book a time for a longer discussion.

9. How are children involved in reviewing their progress and planning support?

We are committed to involving children and young people in their learning as we recognise that our pupils have an important part to play in helping their school to improve in every aspect of school life.

Where a child is receiving SEN support, we always involve them in the planning process by seeking their views on what is working well for them and what needs support to change. We do this in an appropriate way, according to their age and understanding. This could be through a pupil voice questionnaire, discussion with a familiar adult or by inviting them to a planning meeting. This takes place three times a year in line with parents' evening and review of SEN support plans.

The chart below maps the different opportunities in our school for talking to children about their learning:

	Who's involved?	**How often?**
Self-assessment	Pupil, class teacher	Daily
Class PSHE sessions	Pupil, class teacher	Weekly and as required
School Council	Class, class teacher	Election process annually. Regular council meetings

Pupil voice through learning walks	Pupil, SENCo, SEN Governors, SLT	At least once a year
Pupil voice through lesson observation	Pupil, SENCo, SLT	At least twice a year
SEN support review meetings	Pupil, parents, class teacher supported by SENCo	At least twice times a year
Annual reviews of EHC plans	Pupil, parents, SENCo, class teacher, support services, local authority	Once a year
Pupil reflection of the school year in their annual school report	Pupil, class teacher	Once a year

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

We understand that moving from one school or setting to another can be a challenge. While all children benefit from positive experiences of transition, some may require additional support; children with special educational needs and disabilities often find transition more challenging than their peers. We are committed to supporting children with moving on to their new school to make the experience as positive as possible and to promote good outcomes for them.

We have good links with local secondary schools and work with colleagues there to discuss the needs of our most vulnerable learners. We ensure that important information about children is shared, so that provision can be made for them in their new school. For children with SEN, this may include additional visits to their new secondary school, alongside the usual transition days offered. We have also worked closely with the Mental Health Support Team in providing additional transition support for some of our Year 6 pupils.

For children with an EHCP, the SENCO from the new secondary school will be invited to the annual review where possible. Where it is not possible, we will ensure that review documentation is made available to the new school in a timely manner.

We also have good links with local nurseries. Children with special educational needs who are transitioning from nursery to our school will be offered the support which they require in consultation with nursery staff, Early Years support workers, parents and the pupil themselves. If a child has an Early Years Support Plan/Additional Needs Plan/EHCP, we will hold a multi-agency transition meeting before the child starts school, to discuss the child's needs and progress towards outcomes in the plan.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. Evaluation of the needs of our children regularly takes place, with a focus on providing high quality teaching and learning to support the children. If necessary, we plan training for the staff member or arrange an INSET training day. Training is based on priorities in the whole school development plan which is created in consultation with SLT and governors at the start of each academic year.

All our teachers and support staff receive regular training (continuing professional development) which may be delivered through an outside course, INSET or staff meeting or online training.

Our teaching assistants receive regular training on specialist areas based on the additional needs of the children they work with, for example running interventions such as Precision Teaching, Jump Ahead, Sensory Circuits or Language Link or supporting children with a specific need such as ASD or dyslexia.

All our staff have regular safeguarding training.

Our SEND Governor also attends training provided through the Diocese of Chichester Academy Trust (DCAT).

We have a wide range of training available to us*:*
East Sussex County Council Learning Portal
Inclusion Development Programme
Advanced training materials

12. How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This is done through termly pupil progress meetings which involve SLT, including the SENCo, and always include a focus on the progress of children with SEN. We regularly track the progress of learners with SEN and teachers use this to inform their planning and adaptations. Progress of pupils with SEN is reported regulary to governors.

We regularly measure and review the impact of our interventions. This helps us to develop the use of interventions that are effective and to remove those that are less so. We regularly review our SEN provision and use this to develop an action plan to further improve our SEN provision.

We invite parents to provide feedback at meetings, through parent questionnaires during parents' evenings and through the Ofsted parent view website.
https://parentview.ofsted.gov.uk/

13. How accessible is the school and how does the school arrange equipment or facilities children need?

At Hurst Green we strongly believe in the equality of all individuals in our school community. The school strives to ensure there is equal opportunity for all its pupils and staff. We are subject to the Equalities Act (2010) and should make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. We believe everyone deserves to be treated with respect and this is strongly advocated throughout the school.

The school will ensure that the site is accessible to wheelchairs and that there is adequate access to all classes where reasonably practical. Facilities will be provided for disabled toileting and changing within the school, where reasonably practical.

For children with English as an additional language (EAL), the school may work with TEALS where necessary to assess and provide support. This service also helps with translation and interpretation where necessary.

Our school's accessibility plans are aimed at:
• Increasing the extent to which disabled pupils can participate in the curriculum
• Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
• Improving the availability of accessible information to disabled pupils, parents and carers

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

We have an accessibility action plan which outlines our accessibility objectives.

Further details are available on the policies section of our website. Paper copies of this are available by request.

The school has a policy for supporting pupils with medical conditions (DCAT Supporting Pupils with Medical Conditions Policy), incorporating our policy for the administration of medicines; this is available from the school office and should be read in conjunction with the Health and Safety policy.

14. How are children included in activities with other children, including school trips?

We are committed to including all pupils in all activities, including physical activities, extra-curricular activities and school trips.

Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

We ensure that all children are included in all extra-curricular activities provided by the school. Where specific and different provision is required, this is done in consultation with parents/carers and any relevant outside services. The school will work with parents and carers to provide the necessary equipment and support needed to enable all children to enjoy full participation in all areas of the curriculum. There is an expectation that parents/carers will work with the school to allow their children's full participation. This may involve a number of reasonable adjustments, such as parents/carers accompanying their children on occasions, or agreeing to flexible arrangements, such as different transport or adjusted timings.

15. What support is there for children's overall well-being and their emotional, mental and social development?

We offer a safe nurturing environment and use a Therapeutic approach to support children's social, emotional and mental health to build children's confidence, resilience, empathy and understating of themselves and their well-being.

We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do review.

We work with other services to support children, e.g. School Health (Nursing)Team, Education Support, Team Around the School (TAS), Child and Adolescent Mental Health Services (CAMHS), Early Help services etc.

Please see our School Office or website for our policies on behaviour, anti-bullying, safeguarding and supporting pupils with medical conditions.

16. What specialist services does the school use to support children and their families?

The main services we have partnership with include but are not limited to:

Child and Adolescent Mental Health Service (CAMHS): Offers support to parents, carers, children's services professionals, and young people with severe mental health disorders. They can offer advice on appropriate support, diagnosis of mental disorders, therapeutic work with young people to treat their complex, severe or persistent mental health difficulties.

Child Development Clinic (CDC): Following referral by GP or school, the CDC assesses children's development and can diagnose disorders such as Autism Spectrum Disorder.

Children's Integrated Therapy and Equipment Service (CITES): Brings together therapists from the National Health Service and East Sussex County Council. The service provides speech and language therapy, occupational therapy and physiotherapy. They loan specialist equipment to families, as well as schools and other settings supporting children with additional needs.

Communication, Learning and Autism Support Service (CLASS): This service offers support for children attending mainstream schools who have Speech, Language and Communication Needs including Autism, and Specific Learning Difficulties such as Dyslexia.

East Sussex Me & My Mind Mental Health Support Teams: Provide short-term support for children affected by mild to moderate mental health needs.

English as an Additional Language Service (EALS): Provides language support for pupils whose first language is not English.

Educational Psychology Service (EPS): Children and young people can sometimes face learning, social and emotional problems and educational psychologists are there to help. They can help children to overcome difficulties that may be preventing them from learning to the best of their ability.

Early Years Service (EYS): Supports preschool aged children with Special Educational Needs, Disabilities (SEND) and/or complex where needs where those difficulties create a significant barrier to learning and/or inclusion.

Inclusion and Alternative Provision: Ensure that all children have equitable access to education. The Extended Support Practitioners undertake direct work with children, educational settings and families to support improved outcomes for children and young people with additional needs. They also provide a point of contact for parents.

Placement Support Service (PSS): Supports the successful placement of learners with Education Health and Care plans (EHCP).

School nurse team: The nursing team will work in school to check on children's general health and growth. They are particularly involved with children who may be supported by a Child Protection Plan.

Sensory Needs Service (SNS): Supports children with visual and hearing impairments.

Safeguarding team: Work to keep children and young people safe in schools.

Teaching and Learning Provision (TLP): Provides educational support for children and young people aged 5 to 16 who are unable to attend school full-time as a result of illness or medical disability.

Team Around the School and Setting (TASS): Ensure the necessary systems are in place around attendance, behaviour and outcomes to support schools across the academic year. This includes the Attendance Support Team (AST) and the Inclusion Team.

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

The following link gives information about the local offer pages.

Local Authority's Local Offer

17. Where can I get information, advice and support?

East Sussex Local Offer

The Government asks that all local authorities (in our case, East Sussex County Council) provide information as clearly as possible so that parents, carers, children and young people can make informed decisions.

The East Sussex Local Offer consists of an information site which outlines how different SEND processes work and what support is available for children and young people with SEND, and their families. It also includes a SEND-specific directory listing local and online services, which you can use on East Sussex 1Space.

Visit the East Sussex Local Offer website at: https://localoffer.eastsussex.gov.uk/

Amaze Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)

If you are a child or young person with a special educational need or a disability (SEND), or the parent of a child or young person with SEND, you can contact the Amaze SENDIASS advice line for information and advice.

Visit the SENDIASS website at: https://amazesussex.org.uk/parent-carers/services-and-support/sendiass-advice-line/

Community Integrated Therapies and Equipment (CITES)

CITES are a 100-strong team of qualified occupational therapists, physiotherapists, speech and language therapists, assistants and administrators who provide non-acute therapy to children and young people living in East Sussex.

Visit CITES at: https://www.eastsussexchildren.nhs.uk/about/childrens-integrated-therapy-services/

East Sussex Wheelchair Service

East Sussex Wheelchair Service provides assessments for adults and children with mobility and postural problems. They supply manual and electric powered wheelchairs, buggies, pressure relieving cushions and accessories such as backrests, foot rests and arm rests for wheelchairs.
Visit the East Sussex Wheelchair Service at: https://millbrookhealthcare.co.uk/pages/east-sussex-ces

East Sussex Customer Service for Children's Services

Email: informationforfamilies@eastsussex.gov.uk

Communication, Learning, Autism Support Service +

CLASS+ works across East Sussex to support families/carers of Autistic children and young people.

Their aim is to provide guidance and training that enables families/carers to build their understanding of the strengths and challenges faced by Autistic children and young people and to develop greater confidence in how to support them.

Find out more information about CLASS+ at:
https://1space.eastsussex.gov.uk/Services/4848

i-go

i-go is the East Sussex Children and Young People's Additional Needs Register and free leisure discount card. The card is available for those aged 0-25 with additional needs living or studying in East Sussex. This could include physical, learning, social, emotional, and mental health needs.

Visit i-go at: https://igo.eastsussex.gov.uk/

DCAT SEND Strategy

DCAT SEND Strategy

18. What do I do if I am not happy or if I want to complain?

We are always interested to know how you feel about your child's education, and there are regular occasions when we seek parents' and carers' opinions throughout the year. If you have any concerns about your child's education or well-being at school, please speak to their class teacher as soon as possible. Teachers are available for informal discussion after school. For a longer discussion, an appointment can be made by speaking to the School Office. If the issue is not resolved at this stage, this can then be dealt with informally by the Assistant Headteacher or Headteacher.

It is in everyone's interest that complaints are resolved at the earliest possible stage. Where informal discussion has not been successful, a parent or carer may feel it necessary to make a formal complaint. The school complaints procedure is available on our website or from the school office.