

Welcome to Hurst Lodge School's SEND information Report. On this page you will find information on the support we provide for students with Special Educational Needs and Disabilities (SEND).

Hurst Lodge School is an independent setting that fully endorses the SEND Code of Practice (Jan 2015) as a scaffold for our provision and we embrace the core principles:

All children and young people are entitled to an education that enables them to make progress so that they

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood, whether into employment, further education or training*

Special Educational Needs and Disability Code of Practice 0 to 25 years 2015

Hurst Lodge School is fully committed to the inclusion of students with SEND provided that (i) the setting is compatible for the child's age, ability and aptitude and (ii) the child's attendance is not incompatible with the efficient education of other students in the setting.

What kinds of SEND are provided for at Hurst Lodge School?

We provide for a wide range of Special Educational Needs and Disabilities, divided into four broad areas. We recognise that students often have needs that cut across these areas and their needs may change over time:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs

How does Hurst Lodge School identify and assess students with SEN?

We have a clear approach to identifying and responding to SEN. All teachers at Hurst Lodge School are responsible for identifying students with SEN, and in collaboration with the SENCo team, will ensure that those students requiring different or additional support are identified at an early stage.

- On entry to the school every student's attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class-based interventions and/or further assessment.
- We have detailed exchanges with feeder schools. Information gained is used to shape the student's curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding to provide a thorough and holistic assessment.
- The School regularly gathers information from within the setting about every student's progress, alongside national data and expectations of progress. Academic data is updated at regular intervals and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:
 - Be significantly slower than that of their peers starting from the same baseline.
 - Fail to match or better the student's previous rate of progress.
 - Fail to close the attainment gap between the child and their peers
 - Widen the attainment gap.

- Students may also be identified via pastoral and academic tracking meetings with School staff and in some cases within Multi Agency Professionals meetings where attendance and behaviour data are considered.
- If, despite subject teacher intervention the student continues to make less than expected progress, the SENCo team is consulted.
- The SENCo is then responsible for investigating and where necessary assessing the student to determine if the student has Special Educational Needs, noting areas that are barriers to learning which may require support.
- The identification and assessment of SEN includes an early discussion and consultation with the student and their parents. These early discussions with parents enable School staff to develop a good understanding of the student's areas of strength and difficulty, the parents' and students' thoughts and concerns, the agreed outcomes sought for the student and the next steps.
- We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.
- With parental agreement, the School will liaise with outside professionals if they are already involved with the student.
- For higher levels of need, the SENCo will draw on more specialised assessments from external agencies and professionals.
- If an additional need is identified, the level of need is then considered.

How does Hurst Lodge School meet the needs of students with SEN?

High Quality Teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants (LSAs). High quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEN. High quality teaching of all students, including those with SEN, is a Whole-School responsibility.

We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- All Hurst Lodge students have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- The School regularly reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the SENCo and Leadership team carry out regular learning walks and subject deep dives to ensure that high quality teaching for students with SEN is in place across the curriculum.
- Teachers can access detailed advice on all students with SEN via the School's highly qualified and experienced SEN team.
- There is regular advice and training delivered by the SENCo or other specialist SEN staff for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEN most frequently encountered and to develop their skills in identifying students with particular barriers to learning.
- The SENCo and Heads of Faculty ensure, where necessary, the curriculum is adapted to ensure it is appropriate for all students.
- All teachers receive regular training on adapting lessons to meet the needs of all students and regular drop-ins from the SENCo team, to monitor the effectiveness of these adaptations
- LSAs receive regular training from the SENCo and on-site specialist therapists

- Where necessary outside agencies, for example our link Occupational and Speech and Language Therapists, deliver bespoke training
- The SENCo receives regular advice and training materials from specialist agencies and SENCo forums
- Staff are able to observe outstanding teaching of students with SEN as part of normal staff development opportunities.

Increased levels of provision and support

However, in spite of high quality, adaptive teaching, it may become evident that some students need increased levels of provision and support. In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.

- All teachers and support staff who work with the students are made aware of their needs, the outcomes sought, the support provided (more details on different types of support below) and any teaching strategies or approaches that are required.
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff.
- Where it is agreed, in consultation with parents, that a student has a SEN this decision is recorded in the school's records.
- Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they should still retain responsibility for the student. Teachers are expected to work closely with any LSAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo is able to support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the student's progress towards set outcomes are reviewed in line with the agreed date. The views of the students and their parents are integral to this process. This is in line with the SEND Code of Practice.
- The SENCo working with subject teachers and other relevant staff members, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- A record of the outcomes, action and support agreed through the discussion will be kept.
- If a student continues to make less than expected progress, despite support and intervention, the School may involve specialists, both in-house and from outside agencies.
- The School will provide an annual report for parents on their child's progress, as part of the normal reporting process.

For those students with the highest level of need it may be appropriate for the SENCo to request an Educational Health and Care (EHC) assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents, and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information and are consulted about the content of the plan.

What provisions are available at Hurst Lodge School to meet the needs of students with SEN?

The School accesses on-site therapists through our service level agreement with Sensory Smart, who provide fully qualified Speech and Language Therapists and Occupational Therapists. We have an integral Emotional Literacy Support Assistant (ELSA) team, and in addition we liaise with a Clinical Psychologist for external training needs. The school has in on staff Counsellor who supports students with their Mental Health concerns

and other areas of support, as required, through a referral process, working closely with the Safeguarding Team.

We have a team of 3 Level 7 trained Specialist Teachers (LST) who support with additional learning activities and interventions. The needs for this are identified through EHCP provision needs and then allocated weekly sessions, based on this.

Throughout Hurst Lodge School we meet the diverse SEN needs of our children within our core 3 provisions:

Hurst (Holly/Hazel/Hawthorn) – our SEN provision year 1 to sixth form, national curriculum provision with small class sizes and a cohort working at no more than 2 years below age related learning.

Larch – our specialist provision, year 1 to year 11, with bespoke adapted curriculum and nurture size classes with consistent LSA support. Students' main area of need in the Lodge provision is ASC and SEMH.

Mulberry – our moderate learning difficulties provision from year 7 to year 11, with small class sizes and a cohort with EHCPs and the main area of need of cognition and learning. The cohort will be working significantly below expectations.

Provision	Details	Target Students
In class support from a Learning Support Assistant	Support the personalisation of lessons. Ensure that target students meet their lesson objectives	Those with an EHC Plan, where it is necessary in order to meet outcomes. Those in the Larch and Mulberry provisions.
Woodlands Provision	Hawk (Hurst Year 5 & 6) Lark (Lodge Year 3 & 4) Linnet (Lodge Year 5 & 6) Limited to no more than 10 students. Lark and Linnet have core and foundation subjects including specialist teachers for Art, Drama, Music, Cookery and Forest School. Sensory and play-based opportunities, self-regulation and self-help skills, life-skills and community-based learning, communication and problem-solving skills. Sparrows (closing July 2026) have a therapeutic and sensory and complex need, Maths and English skills are developed, specialist teachers for Forest school, Art, Drama, Cookery and Music, highly personalised curriculum content, priority on developing self-	Those with an EHC Plan, where it is necessary in order to meet outcomes. Hawk – moderate learning difficulties, many with a diagnosis of Autism. Would not manage mainstream setting due to SEMH needs. Lark and Linnet – moderate to severe learning difficulties, many with a diagnosis of Autism and comorbidities within the SEMH area of need. Sparrow – pupils with more complex needs, who are unable to access the national curriculum without significant adjustments. Significant communication and interaction needs with some students being pre-verbal.

	regulation and engagement, total communication environment. All pupils' have targeted activities timetabled each week where they work towards achieving EHCP outcomes.	
KS3 Larch Provision	Limited to no more than 8 students. For years 7 and 8 this covers their core subjects with specialist teachers supporting. The cohort integrate inclusively across the school in non-academic subjects such as PE, Forest School, Cookery. In class support from a team of LSAs in all lessons and support moving from one lesson to another where needed. Provision includes a differentiated curriculum, additional literacy and numeracy interventions and sensory adapted learning. Students can transfer from Lodge into mainstream Hurst if capable.	Students must have an EHCP. Students with the highest level of need who may have significant social communication difficulties, social emotional mental health needs, anxiety and trauma and attachment.
KS4 Larch Provision	Students have additional support in bespoke core subject lessons. Students, where capable, will have the choice of BTEC or vocational GCSE options alongside mainstream peers. Where GCSE English and Maths is not appropriate for a student, they will complete functional skills qualifications instead. In class support from a consistent team of LSAs.	Students must have an EHCP. Students with the highest level of need who may have significant social communication difficulties, social emotional mental health needs, anxiety and trauma and attachment. Students' who may struggle with a predominately academic curriculum
KS3 and 4 Mulberry provision	Students complete bespoke literacy and numeracy programme in line with their cognition and learning needs. Phonics embedded into daily practice and taught by specialist teacher. Inclusive with mainstream Hurst peers in some non-academic subjects. Entry level and functional skills programme of qualifications with AQA modules in independent living skills and NCFE Pathways for some subject areas.	Students must have an EHCP. Students with the highest level of need who may be working significantly below age expected levels, with cognition and learning the main area of need.

Speech and Language Therapy	On site Speech therapists carry out assessments, design programmes of intervention, deliver interventions, review progress and train staff. Example interventions: I am special, Bridges for Social Communication, Zones of Regulation, Social Skills groups, Transition groups.	Students presenting speech, language or communication needs.
Occupational Therapy	On site Occupational therapists carry out assessments, design programmes of intervention, deliver interventions, review progress and train staff. Example interventions: Zones of Regulation, Motor Skills programme, sensory processing skills.	Students presenting sensory and / or physical needs
Learning Support Teacher interventions (LST)	On site team of level 5 and level 7 Specific Learning Difficulties teachers who run bespoke interventions for literacy and numeracy and global learning skills. Takes place 1:1 where the LSA can be trained in the strategies required to embed and support learning in the classroom	Students presenting with cognition and learning needs, or gaps in their academic profiles.
Nurture and Inclusion Provision	Specific spaces for students to access who are struggling in the learning environment. Specialist staff run the provision and children experience sensory intervention to co-regulate and process their social and emotional needs. They may require space to work outside of the usual classroom environment for a variety of sensory processing needs. They may require a space to offload their frustrations without triggering the sensory needs of others.	Students with the greatest level of social and emotional needs and sensory needs
Counselling	Sessions with a qualified Counsellor focussing on difficulties encountered through traumatic experiences. Sessions take place in a 1:1 situation where the trauma is explored and strategies to support the needs around	Students with the greatest level of emotional needs

	these are supported and developed.	
ELSA provision	Highly qualified Emotional Literacy Support Assistants offer targeted support across all age groups in a 1:1 situation where the emotional literacy of a student is supported and explored, including bereavement, trauma, friendship issues	Students with the greatest level of emotional needs

The above provisions are reviewed regularly by the SENCo to establish whether they are contributing significantly to student progress and offer value for money.

The Lead SENCO is responsible for maintaining a provision map for each student with SEN, with the support of the SENCO team. This clearly outlines the support put in place, which is additional to or different from that which is offered through the Academy's curriculum. It demonstrates how any additional funding is used.

Current breakdown of students with SEN at Hurst Lodge School (September 2025 – termly capture point)

Number of students on roll: 195

Number of students with an EHCP: 179

Students without an EHCP: 14 Of these with SEN: 12

Numbers of SEN per diagnosis criteria:

Diagnosis	Number of students	Percentage of 195 total
ASC or autistic traits	120	62%
ADHD	48	25%
Anxiety	29	15%
Cognition and Learning	5	0.03%
Diabetes	2	0.01%
Dyslexia	24	12%
Dyspraxia	9	0.04%
Dyscalculia	0	0%
Eating disorder	4	0.02%
Epilepsy	5	0.03%
Hearing impairment	2	0.01%
Language Delay	10	0.05%
Learning Difficulties	8	0.04%
MLD	15	0.08%
Physical disability	7	0.04%
PDA	7	0.04%
ODD	2	0.01%
OCD	4	0.02%
Selective Mutism	1	0.005%
SEMH	13	0.07%
SLD	0	0%
SPD	5	0.03%
Visual impairment	2	0.01%
Global delay	7	0.04%

Other	14	0.07%
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Learning support staff by class (Hurst)

Class	Number of students	Number of LSA adults
Hawk (Yr 5 & 6)	9	4 (1x 1:1 funded)
Year 7	14	3 (2x 1:1 funded)
Year 8	12	3
Year 9	15	6 (3x 1:1 funded)
Year 10	21	6 (7x 1:1 funded)
Year 11	18	3 (1x 1:1 funded, 1x medical)
Year 12	8	2
Year 13	11	3 (2x 1:1 funded)
Year 14	6	2 (1x 1:1 funded)

Learning support staff by class (Larch/Lodge)

Class	Number of students	Number of LSA adults
Lark (Yr 3 & 4)	7	4 (2x full time, 2x 3 days)
Linnet (Yr 5 & 6)	9	3 (1x 4 days, 2x 3 days)
Year 7	7	3
Year 8	6	2 (1 full time, 1x 4 days)
Year 9	6	3
Year 10	0	0
Year 11	6	1

Learning support staff by class (Mulberry/Sparrow)

Class	Number of students	Number of LSA adults
Merlin (Woodlands Yr 7)	6	2
Year 7 (Yateley)	11	2
Year 8	10	3 (1x 1:1 funded)
Year 9	10	2
Sparrows (SLD)	2	1

What additional specialist services are accessed by Hurst Lodge School to meet the needs of students with SEN?

Where deemed necessary and in consultation with families, Hurst Lodge School makes referrals to a number of external agencies both within the relevant local authority and other voluntary sector organisations, in order to access specialist advice and support for students with SEND:

- Educational Psychology Services
- First Steps / CAMHS (Child and Adolescent Mental Health Services)
- WAMHS (Wellbeing and Mental Health in Schools)
- Children's Social Care
- CFCS (Child and Family Consultation Service)

- Educational Welfare Officer (EWO)
- Psychiatry
- Psychology
- Physiotherapy
- Specialist Teaching Service (VI / HI)
- Counselling

What qualifications do the specialist SEN team provide to the students?

Name	Qualifications
Mrs Donna Griffin – SEN Lead and Transition Coordinator (Yateley)	BA (Hons) Education Studies PGCE Primary Education National Professional Qualification for Middle Leaders (NPQML) National Professional Qualification for Senior Leaders (NPQSL) National Professional Qualification for SENCOs (NPQSENCO) (Due for completion April 2026)
Mrs Adele Hicks – SENCo, Head of Year 7 (Yateley)	BSc (Hons) Psychology with Sociology PGCE Primary Education Level 7 Postgraduate Certificate; National Award in Special Educational Needs Co-ordination (NASENCO)-Reading University
Mrs Libby Warner – SENCo, Head of Year 8 (Yateley)	BA Hons Dance & Theatre Studies PGCE Secondary Drama BDA Approved Teacher Status (OCR Level 5 Diploma in Teaching Learners with Specific Learning Difficulties)
Mrs Lucy Hudson – SENCo, Head of Year 9 (Yateley)	BSc Geography/Oceanography MSc Education (Specific Learning Difficulties) Current APC Assessment Practising Certificate valid until 13/10/27 PATOSS AMBDA - Associate Member of British Dyslexia Association QTLS TRN 3668386 Society for Education & Training Level 7 Postgraduate Certificate in Special Educational Needs Co-ordinators (NASENCO)
Mrs Naomi Warren – SENCo, Head of Year 11 (Yateley)	BA Educational Studies with English (QTS) - University of Reading PGCert Inclusive Education - University of Reading National Award for SEN Coordination (NASENCO) - Best Practice Network w/ Bath Spa University PGCert Special Educational Needs Coordination (SENCO) - Bath Spa University
Miss Leanne Oliver – SENCo for Years 7, 8, 9, 10, Head of Year 10 (Yateley)	BA (Hons) ITT with QTS Primary Education NPQSL Mental Health First Aider Currently completing NPQSENCO (due for completion April 2026) Currently completing PCGE Diploma and Masters: Children's Mental Health Specialist (due for completion August 2026)

Mrs Heather Hale – SENCo for KS5 (Yateley)	BEd (Hons) MA Writing for Children Post Grad Diploma Psychology NASENCo
Miss Jess Melling – Woodlands SENCo	BA (Hons) Fine Art PGCE with QTS in Primary Education National Professional Qualification for SENCOs (NPQ SENCO) (due for completion March 2026)

What SEN Specific training is provided to Staff?

September 2025 – December 2026	<u>LSA Training</u> ABI Awareness – externally provided TES Provision Map Interventions within the classroom CPOMS Satchel:One Adaptive Teaching Talkabout programme <u>Teacher Training</u> Safeguarding ABI Awareness – Externally provided CPOMS TES Provision Map Satchel:One Inclusion and behaviour Culture Recall and Retrieval Practice Precision Teaching/Pre-Teaching Boxall profile Talkabout programme Trauma-informed practice EHC Outcomes – Effective Target Time planning
January 2025 – July 2025	EBSA training Foetal Alcohol Syndrome training – externally provided Quality First Teaching AQA Unit Awards SAATIS

September 2023 – December 2024	Visual Impairment training Dyslexia workshop ADHD and strategies -Seniors and Juniors Supporting Autistic meltdown – Seniors and Juniors Autism workshop – Dr Ruth Denton PACE workshop – Dr Ruth Denton ABA behaviour training – Paula Osorio Team TEACCH Epilepsy training Diabetes training PDA and Scenarios training - Juniors Fatigue training – Brain Injury support
National College awards set for Senior LSAs	Certificate in SEND code of practice for Independent Schools Certificate in Stress Awareness for Independent Schools Certificate in Understanding Low Mood, Sadness and Depression in Children and Young People for Independent Schools Certificate in Addressing Loneliness and Depression in Young People for Independent Schools Certificate in Identifying and Supporting Children with Dyslexia for Independent Schools Certificate in Social, Emotional and Mental Health Needs for Independent Schools Certificate in Developmental Language Disorder for Independent Schools Certificate in Understanding and Supporting Pupils with FASD For Independent Schools
Specific training set for focused LSAs	Supporting Children’s Mental Health and Well-being Level 1 – open university Understanding Asperger’s, Autism and ADHD (18 hours CPD) – university of Derby
September 2022-2023	PDA and Scenarios training – All Staff Introduction to Autism awareness Trauma and attachment EHCP and Annual review processes Co-Coaching Supporting Primary Children with SEND Visual Stress: Irlens Teaching and Learning: Planning for Progress, SEND

What areas are there for development?

Intent	Implementation
Embedding training given, into classroom-based practice	Training is plentiful and supplied, however there is little evidence on observations that teachers are implementing the strategies completely and effectively
Targeted interventions and reviewing these	Need analysis of which interventions are taking place, the impact they are having and effectiveness

	towards EHCP outcomes, e.g. academic/therapeutic and nurture
Sensory Smart capacity	Review of provision, additional company providers, managing group sessions as an interim. At this rate there is no more capacity for new children on 1:1 packages. Group sessions have been trialled but have not been successful. There is a need for embedding strategies and supporting strategy usage within the classroom.
ELSA capacity	Waiting list is long for ELSA provision. More and more consults indicate an emotional literacy need. At current rate there are no more spaces for 1:1 ELSA provision. Also, physical space – only 1 pod and 1 allocated room so sessions can't run consecutively, at Yateley campus. Discussions held around changing of funding style for ELSA and how the sessions are requested and managed, moving from 36 sessions, to 6 sessions per term.
LST capacity	2 part time LST teachers and one full time (training). More and more cognitive needs are present across the school and interventions needed for literacy and numeracy. Investigate withdrawal or nurture groups run by specialist teachers.
Breakout room space	Particular students are struggling for calm sensory spaces for use when dysregulated to prevent disruption to learning of others, and physical meltdowns escalating. The Cubbies are a good example but physical space is required.
Physical and human resources limitations	An audit on the physical space around the school and the space needed for students with sensory needs. Identify where physical resources might be needed to mitigate these needs. Audit the staff skills and deploy to strengths, monitoring the work load of SEN staff and their ability to reach targets
Define the 3 provisions and the gap between juniors and seniors	There is a need to ultimately clarify the pupil profile for all of our provisions from year 1 to year 14, ensuring that key stage transfer allows for seamless transfer where appropriate. Current divide between Juniors and Seniors needs exploring and a new class remit put in place to ensure children can have provision to meet their needs. Staff understanding of the needs of each provision is ultimate and needs more CPD.