

Special Education Needs and Disabilities Information Report

March 2026

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Special Education Needs and Disabilities Coordinator (SENDCo)

Mrs Karadia



 01384 818210

 send@hurst-green.dudley.sch.uk

 [Hurst Green Primary School SEND](#)

Welcome to Hurst Green. My name is Mrs Kathryn Karadia and I am the Special Educational Needs and Disabilities Co-Ordinator (SENDCo) and Senior Mental Health Lead (SMHL) at Hurst Green. I work with children, teachers, teaching assistants, parents/ carers and external agencies to ensure that the needs of our pupils are met so that they can achieve the very best they can. If you have a concern about your child, I welcome you to come and speak to me or your child's class teacher.

My working days are Monday to Wednesday. For urgent queries on a Thursday or Friday, please contact the school office.

For more information on how we support children with Special Education Needs, you can view our SEND policy: [Hurst Green Policies](#)



Special Educational Needs (SEN)

At Hurst Green, we are a highly inclusive school and provide support for children with a wide range of additional needs.

According to the SEND Code of Practice (2015), these needs can be categorised under 4 broad areas of need:

Communication & Interaction (C&I)

Autism
Speech, Language and
Communication Difficulties
(SLCN)
Developmental Language
Disorder



Cognition & Learning (C&L)

Specific Learning Difficulties
(SPLD) e.g. Dyslexia,
Dyscalculia)
Moderate Learning Difficulties
(MLD)



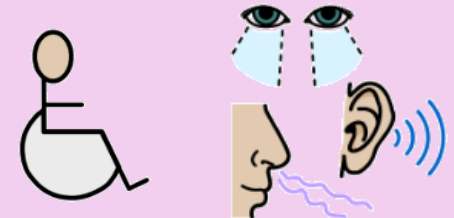
Social, Emotional & Mental Health (SEMH)

Attention Deficit Hyperactivity
Disorder (ADHD)
Social, Emotional and Mental
Health Difficulties



Physical & Sensory (P&S)

Visual Stress
Visual Impairment (VI)
Hearing Impairment (HI)
Physical Disability (PB)
Dyspraxia



This list is not exhaustive, and we also support pupils with a range of medical needs, which may or may not overlap with SEND.

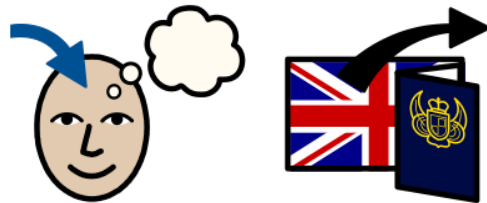
Hurst Green's Graduated Response to SEND

At Hurst Green, we are committed to the early identification and accurate assessment of pupils, with special educational needs and have a three-part graduated response model to determine the level of support that is needed and how best to provide this. The stages are:

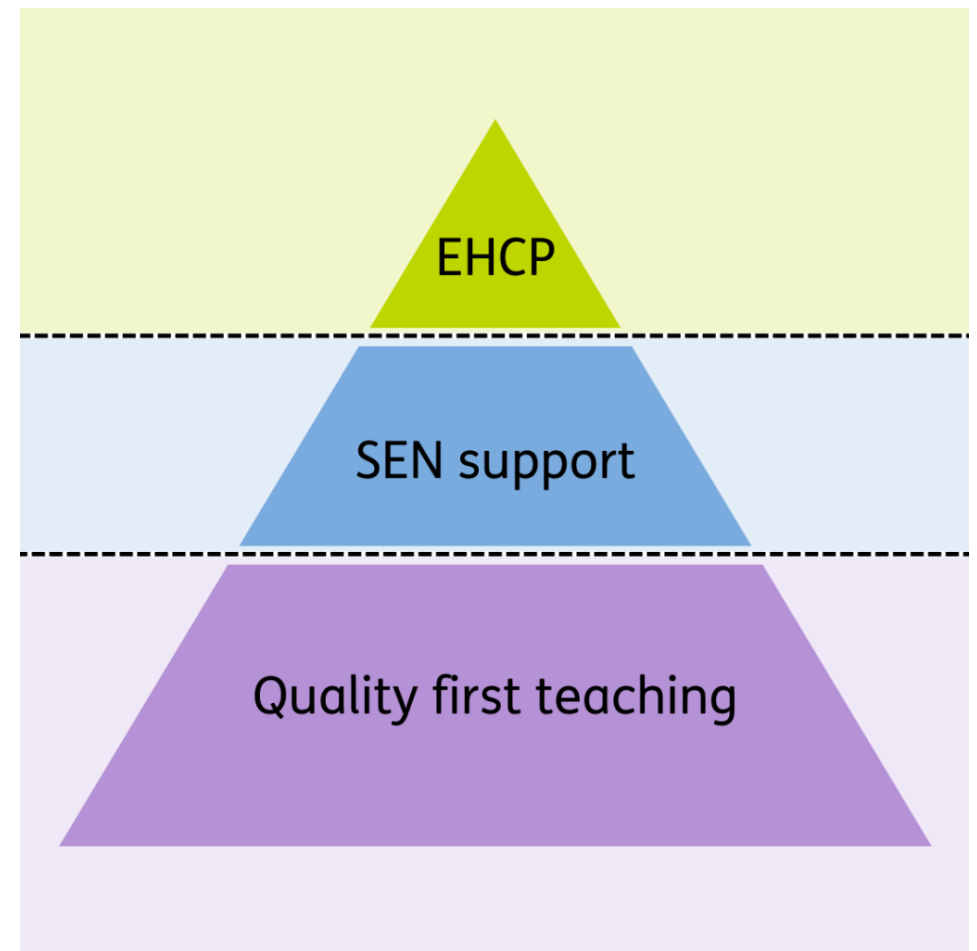
1. Universal Provision through Quality first teaching



2. Targeted SEND Support through a Learning Passport



3. EHCP to provide tailored specialist support and provision



Identification and Assessment of SEN

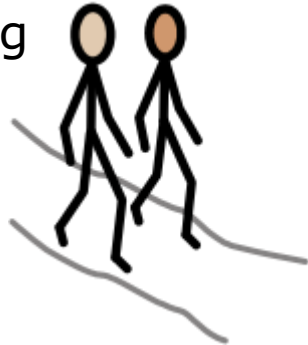
At Hurst Green, we are committed to the early identification and accurate assessment of pupils with special educational needs.

We can identify children who require extra support when:

- Concerns are raised by parents/ carers
- A pupil voices their concerns and/or asks for help
- Teachers raise concerns to the SENDCo and/or members of SLT
- Analysis of pupil progress data indicates a potential concern about progress or wellbeing
- Information is shared by the Local Authority or an outside agency

When a concern is raised Mrs Karadia will work alongside staff, parents/carers and the pupil to understand the barriers and identify the necessary stage of graduated response.

When required, the children may have a Learning Passport incorporating the Assess, Plan, Do and Review Graduated Approach cycle will be used to support.



The Graduated Approach – Assess, Plan, Do, Review (APDR)

Assess: An accurate consideration of the pupil's strengths and difficulties in a specific area is gained to begin the process. This may involve observations, standardised tests, informal assessments, comparisons with previous or national data, the pupil's views, the views and experience of the parents and/or specialist assessments alongside the staff's trusted knowledge and experience of the child.

Plan: Where the assessment shows Level 4 plus support is needed an individual SMART target and tailored support plan will be created. The SMART target is:

Specific: Clearly defines what the pupil needs to achieve.

Measurable: Establish criteria to measure progress and success.

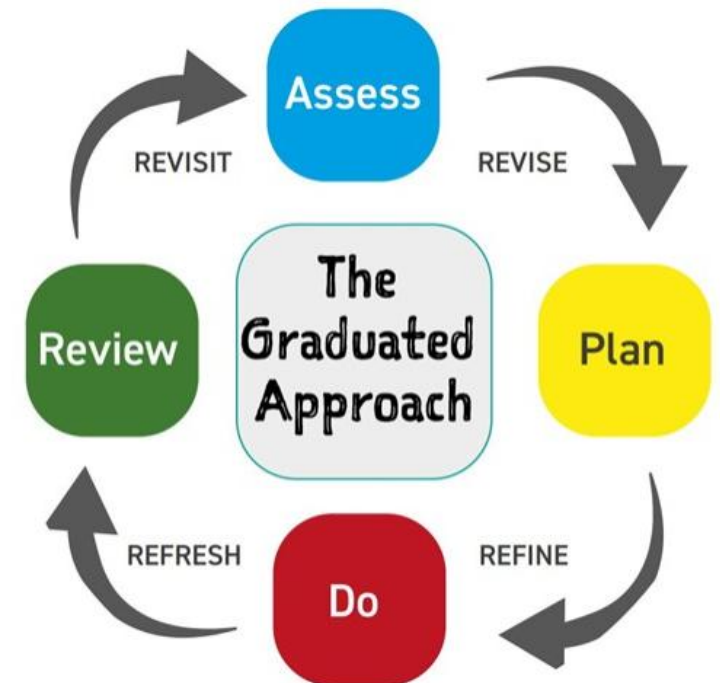
Achievable: Ensure targets are realistic and attainable given the pupil's abilities.

Relevant: Align targets with the pupil's overall learning goals and needs.

Time-Bound: Set a clear timeline for achieving the targets.

Do: The support plan is implemented. The class teacher remains responsible for supporting and monitoring the child, even where interventions involve group or one-to-one work away from the class teacher. The class teacher works closely with teaching assistants to plan and assess the impact of interventions as they are happening and to make links with classroom teaching.

Review: At the end of the APDR cycle, a direct comparison with the entry assessment is made to evaluate the child's progress and the effectiveness of the support. This information feeds into the next assess part of the cycle and the support plans are updated and modified as required.

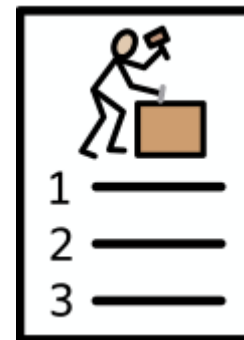


Hurst Green's Universal Provision

Our Universal SEND provision includes all the inclusive strategies and resources we implement into all aspects of our school life to support all pupils to flourish. This is including those with Special Educational Needs and Disabilities (SEND). Teachers make adaptations to classroom practice to enable all children to learn inclusively and meaningfully alongside their peers.

At Hurst Green we ensure all our children have access to:

- High quality first teaching
- A broad and balanced curriculum within an inclusive classroom
- Challenging yet achievable learning tasks
- Adaptive tasks - including practical, visual and concrete resources
- Assessment for learning and constructive feedback relevant to pupils
- Access to supportive resources including working walls, graphic organisers, communication friendly resources and scaffolding tools as appropriate
- Structured routines
- Visual timetable
- Appropriate processing time to process instructions
- Clear and unambiguous language
- Positive role models
- Planned movement, sensory and/or brain breaks
- A well organised classroom


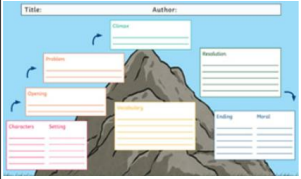



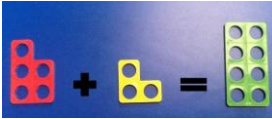


Hurst Green's Early Intervention

In addition to our Universal SEND provision, we recognise that some children may need additional support to access their learning.

At Hurst Green, this may include:

- Support within class through small groups and individual support (e.g. reconsolidation work, further gap task guidance, planned access to additional teacher/ TA support for reinforcement, use of flashcards)
- Further adaptation of the curriculum and/or supportive resources to meet individual learning needs (e.g. task boards, additional movement/ sensory breaks Widgit resources, organisation boards, code of conduct reminder cards, alternative methods of recording)
- Tools and resources to support access (e.g. wobble cushions, ear defenders, colour overlays, pencil grips, easy grip scissors, enlarged/ adapted texts, Phonic/ spelling mats, alphabet freezes, access to a worry/ feelings box, supportive seating arrangements).

Visual Supports	Scaffolding	Adapted pencils	Coloured overlays	Word banks	Manipulatives
					

Early identification through universal assessment systems or after a recognised need (e.g. WellComm, Little Wandle, completion of Dudley's Sensory Audit Toolkit) may also occur.

Hurst Green's Targeted SEND Support

In addition to our Early Intervention, we recognise that some children will need targeted and personalised SEND support.

After a conversation with the family and the SENDCO, they will then be formally added to our SEN register.

This means they will have a Learning Passport highlighting their strengths, their challenges and the agreed best ways to support them within school. These will be shared with children and their parents/carers every term.

At Hurst Green, this may include:

- Having an Assess - Plan – Do – Review cycle of targeted interventions added to their Learning Passport.
- Targeted support within or out of class through evidence based small group or 1:1 intervention (e.g. WellComm intervention, Little Wandle catch, Dough Disco, Drawing for Talking, ELSA support, precision teaching, additional 1:1 reading, social group, playground monitoring, Sensory Circuits etc.)
- Tools and resources to support access (e.g. desk partitioners, school provided fidget aids, individual visual timetables with now and next boards, communication cue cards)

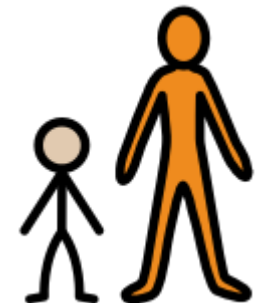


Hurst Green's Targeted Additional Support

In addition to our targeted support, we recognise that a few children receiving SEND support will need timetabled and/or prioritised support.

At Hurst Green, this level of support may also include:

- Referrals (or additional to the triage-based waiting list for future involvement) to specialist support (e.g. Ed Psych, CIPS, SANO, SaLT, School Nurse, CAMHS, etc).
- Personal centred tools (e.g. individual workstation, access to key adult(s), access to quieter areas in class, access to nurture room and/or sensory room, an individual timetable, weighted blankets/ weighted plush toys, resistance bands, communication boards, time out/ additional need communication cards).
- Additional relevant plans to support in school (e.g. Personalised risk assessments, Intimate Care Plans, Positive Coping Plans).
- Availability to call key adult(s) when trigger points are identified to support in prevention of reactive incidents (e.g. for social stories, for comic strip conversations, for sensory room access, for time to talk).
- Access to specialist equipment and/ or an adapted environment where appropriate (e.g. writing slope, rocking chair, laptop, voice to text accessible technology, hearing aids).
- Individual modifications to the curriculum and individualised assessment arrangements.



Hurst Green's EHCP Support

We are aware that a small number of children have exceptional, severe, complex and/or long-term challenges which require personalised adjustments to their provision over and above that which would be reasonably expected at targeted support levels. For these children, in partnership with the parents/carers, support needs to be agreed with the authority to attempt to formalise a legally binding EHCP for the child. This process is likely to involve:

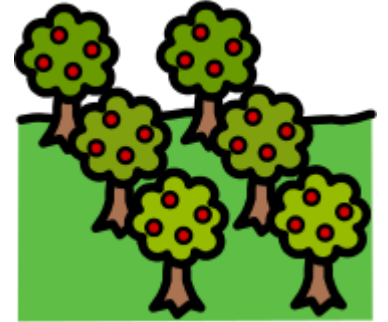
- Evidence being gathered and submitted for an Education, Health and Care Needs Assessment (EHCNA).
- Multi-professional planning and coordinated support with follow on interventions, potentially including Outreach support.
- Personalised support, working on a highly individualised provision and/or curriculum, usually with some protected adult support
- Personalised resources (e.g. Picture Exchange Communication System, Total Communication Environments, Makaton, individual workstations, wheelchair adaptations etc. as appropriate)
- Access to an adapted environment if appropriate
- Individual modifications to the curriculum
- An annual review meeting of the child's EHCP, led by the SENDCo, with parents/ carers and external agents invited to attend where the child's achievements will be celebrated and their provision and progress carefully monitored.



Orchard Classroom – Our Internal Resource Base

At Hurst Green we currently have an internally run resource base operating as a specialist communication and language classroom called 'The Orchard'.

The Orchard name is important to us as it links to all our class names and is where "all our trees can grow". This embeds our fundamental belief of inclusion and reinforces that the Orchard classroom remains very much part of our school community. The children are all valued members of their main class and where able to do so engage in activities with their main classroom-based peers.



The Orchard Classroom is accessed by a very few, select children after numerous careful discussions with specialist services, the Dudley SEND team and the children's families. We work closely with Orchard families and regularly invite families in for stay and play session.

The Orchard uses a Total Communication Approach to support children to access language, communication and interaction. The children's progress is carefully tracked using a SEND assessment tracker to ensure that their small steps to achievement are accurately monitored and celebrated. Children follow a carefully structured, regular routine through their visual timetable incorporating individual activities, group sessions and use the TEACCH approach to learning. The children's key experiences are recorded in their learning journeys.



Our Orchard classroom is run by Mrs Newton, a highly trained specialist TA with multiple years experience of working in specialist provisions. Miss Sermon, our TA with SEND experience, supports Mrs Newton and Mrs Billingham, our skilled HLTA, is regular in the classroom. Mrs Karadia oversees the provision.

If you would like further information about The Orchard please contact Mrs Karadia.

Specialist Services

Some of our children's needs are so individualised that they require the skills of specialist external professionals. The external agencies we work with support the school in identifying specific strategies and provision to put in place within the classroom and school, and occasionally, when necessary, directly provide interventions.

At Hurst Green, we are committed to providing the right support to our pupils whilst encouraging every child's independence and fostering their self-belief, self confidence and self-esteem.

Examples of the external agencies we work with include:

- Communication, Interaction, Physical and Sensory Service (CIPS)
- Child Adolescent Mental Health Service (CAMHS)
- Educational Psychology for Everyone (EPE)
- Learning Support Service (LSS)
- Inclusive Pathways
- Speech and Language Therapy (SALT)
- Occupational Therapy Service (OT)
- Physiotherapy Service (PT)
- School Nurse and/or Health Visitor (for entry into Reception)
- Integrated Early Years Service
- Special Education Needs Additional Officer (SANO)



Reviewing and Evaluating Provision

At Hurst Green, we ensure that there is appropriate provision for all pupils with special educational needs. For all children with SEND their provision is formally evaluated at least termly.

All children on our SEN register have a Learning Passport which records their pupil voice in a supported and developmentally appropriate manner and which they are involved in reviewing with their class-teacher every term. After every update, this is shared with parents/carers who are welcome to contribute to other suggestions.

What I like and what I'm good at:	I find it hard when:	This means that:
It would help me if you could:		How I like you to communicate with me:

Where appropriate, (and for most children), the Learning Passports will include the child's Assess, Plan, Do and Review which briefly summarises their graduated response and sets them SMART targets. These help us to track interventions and record significant steps of improvement for our SEND children. These documents are not an exhaustive list of all provisions instead focusing on a maximum of the child's top three priorities for the term.

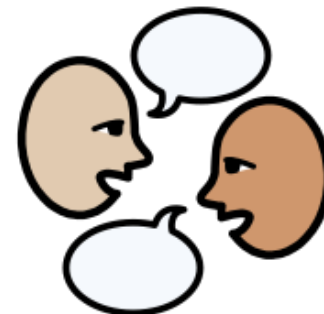
Learning Passports are shared with parents/ carers at parents' evening or with the annual report. The SENDCo may attend parents evening appointment alongside class teachers and parents/ carers are welcome to request a call/ meeting from the SENDCo if required.

For pupils with an EHCP, in line with statutory guidance, an annual review will also be held each year.

Parent/ Carer Voice

At Hurst Green, we recognise that you know your child best and we value working collaboratively with you. Your insights and experiences are crucial in supporting us to tailor the best support for your child and we remain committed to listening to your views and/ or any concerns you may have.

We build strong, trusted partnerships with our SEND families through regular open and honest communications and making sure you know how your child is progressing. We value our home-school partnership and actively encourage family participation within this process.



Prior to any external agency referrals, the SENDCo will always discuss this process with parents/carers and gain their consent. We will work collaboratively to complete the referral process. Reports and advice received are shared with parents and the SENDCo will make contact to explain how these will be actioned in class. Some external agents will talk directly to parents. Parents/ carers will be made aware when a child is added to or removed from the SEND register.

Should we feel it is necessary to complete an Education Health and Care Needs Assessment to apply for an Educational Health and Care Plan, the SENDCo will meet with parents/ carers to discuss the process and to gain consent. The SENDCo will meet again with parents/carers prior to submitting the application to go through all the documents and ensure agreement. Parents/carers views are shared as a key part of the annual review process.

All parents/ carers have two parent consultation appointments including an opportunity to look through the child's work and to discuss progress. Ideas may also be shared as to how parents/ carers could support further at home. Further appointments with their child's class teacher and/ or the SENDCo can be made as required.

We value you keeping us updated on any appointments your child has out of school.

Pupil Voice

Pupil voice is strongly valued at Hurst Green and pupils are supported, at a developmentally appropriate stage, to reflect on their progress and on how they are best supported.

All pupils are listened to and heard. Staff have training on how to listen to children and use the 'I wonder' technique to gain further clarity of a pupil's communication.

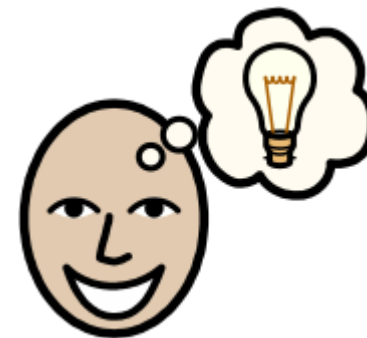
Pupils are encouraged to take ownership of their targets and are supported to work hard to reach their goals.

Pupil voice is an integral part of our Learning Passports and children are encouraged to note their successes and share their thoughts and feelings.

Pupil voice is a key part of our monitoring processes and pupils can access many ambassador roles.

Pupils with SEND needs are often involved in audits to help identify further ways we can support their needs.

Pupils with an EHCP, or in the process of this statutory assessment, also have their views gathered for this process and these are reviewed at every annual review meeting. Where able to, pupils are invited to join us to celebrate their success as part of this meeting and are then able to discuss anything further they would like to.



Mental Health and Wellbeing (Pastoral) Support

At Hurst Green, we understand the important of emotional health and how this can impact our pupils' learning and behaviours.

All our children access our My Happy Mind Curriculum, which is a science-backed programme for schools, grounded in the latest research about what it takes to create positive wellbeing. The My Happy Mind Programme complements our PSHE curriculum and supports us to develop a happy, resilient and supportive school community.

Alongside every child's weekly My Happy Mind session, some children need further pastoral support and can access carefully planned:

- Emotional check ins
- Social Groups
- Pastoral Sessions
- 1:1 Drawing for Talking sessions
- ELSA (Emotional Literacy Support Assistant) Sessions
- School Based Emotional Avoidance support
- Therapeutic Play sessions



Mrs Billingham is our highly trained specialist pastoral HLTA and we also have a specialist behavioural TA in school.

Where further support is needed, we work with families and our external agents in a variety of ways such as seeking advice from our Educational Psychologist, working with Dudley's Inclusive Pathways service, working with school nurse/ GP to support with further referrals e.g. to Dudley's Child Adolescent and Mental Health Services (CAMHS), eating support, counselling etc.

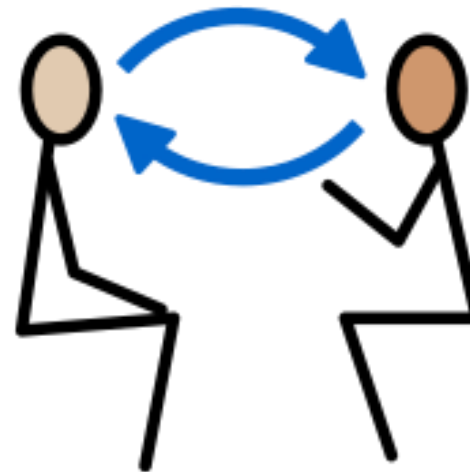
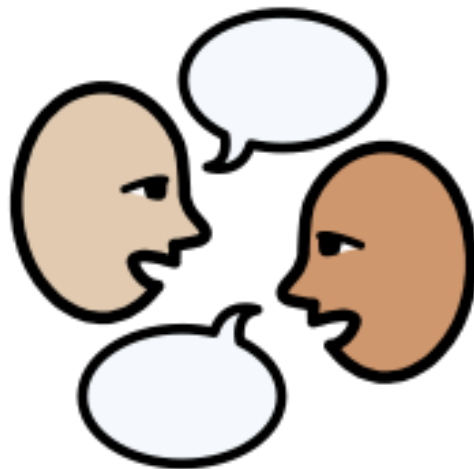
Mental Health and Wellbeing (Pastoral) Support

We have a number of supportive policies which can all be accessed through our Policies page on our school website or via the below hyperlink including:

- Anti-Bullying Policy
- Behaviour – Positive Conduct Policy
- Equality Statement and Objectives

[Hurst Green Policies](#)

Where there is an overlap of a child's needs, our SEND and Pastoral team work closely with the Designated Safeguarding Leads (Miss Wilson and Mrs Webb) and the Designated Teacher for Children in Care (Mrs Webb).



Accessibility

Hurst Green has an environment that is accessible to all.

The school is built on one level and is accessible through the main doors.

The forest area is also on one level.

There is a designated shower room, disabled toilet and changing station.

Additional toilets around school have further handrails and mobility aids.

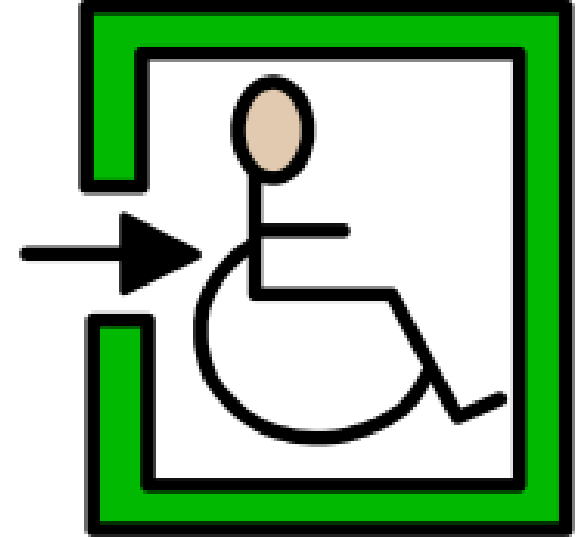
Learning environments are audited to meet sensory needs.

Where required, Intimate Care Plans (ICP) are put in place for individual pupils in collaboration with parents/carers.

Where required, Personal Evacuation Plans (PEEPs) are put in place for individual pupils.

Where required external agencies advise on reasonable adjustments to meet an individual's needs and may check ICPs/ PEEPs/ care plans. They may suggest specialised equipment and/ or complete a school audit.

For further information please refer to the accessibility plan available at [Hurst Green Policies](#)



Extra-Curricular Activities

We pride ourselves on being an inclusive school and do our utmost to ensure that children with additional needs are included in every part of our curriculum offer such as educational visits, enrichment activities, PTA social events and after school clubs.

For educational visits, where necessary, we meticulously plan suitable activities and made adaptations as required. We work closely with children's families and relevant external agencies so that all children have a safe and enjoyable experience, including those children with medical needs.

All clubs and enrichment activities are open to pupils with SEND.

Reasonable adjustments are made to ensure full participation (e.g. adapted resources, visual supports, additional adult support where appropriate).

Staff running clubs are informed of relevant needs and strategies to support success.

Activities are planned with inclusion in mind, promoting confidence, independence and social interaction.

We work in partnership with parents/carers to ensure appropriate support is in place.

This includes our school run Wrap Around Care Club.

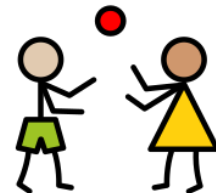
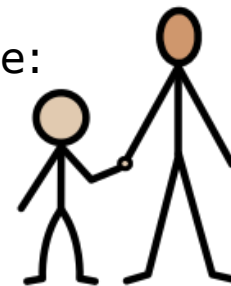


Transition into Hurst Green

At Hurst Green, we always endeavour to find out as much information as possible about every child before they join us.

For children with SEND, several strategies are in place to enable effective transition. These often include:

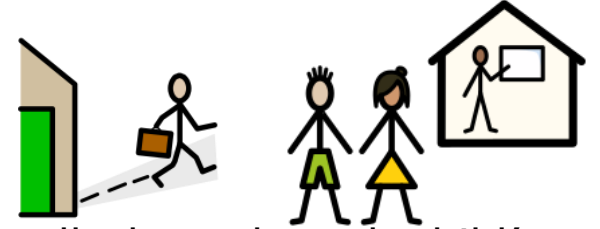
- Meetings between members of staff of both settings to share key information.
- Sharing of relevant paperwork to ensure provision can be continued from one setting to the next.
- A visit to meet the child in their current setting (or home if not at a nursery/ pre-school/ in education).
- A meeting with the family and SENDCO to acknowledge the child's strengths, interests, known challenges and helpful strategies which will then be shared with the child's staff. If any further care plans are required, these can also be initiated at this meeting.
- Where appropriate, additional transition plans are also put in place for pupils. This may be through the use of a transition book or a social story, detailing their new classroom teacher with photographs to take home or through an agreed staggered start.
- Children entering Reception will be invited to stay and play classroom sessions where the children and families will jointly be able to meet the SENDCO and the Reception team.



Transition on from Hurst Green

At Hurst Green, we work closely with our feeder schools to ensure we pass on all the necessary information for the schools to be best prepared to receive our leavers and to prepare our leavers for a smooth transition. In the Summer Term, the Year 6 curriculum reflects many transition activities, and all children have opportunities to visit their new schools.

In addition to the universal transition programme in place, for children with SEND:



- The SENDCO meets with the receiving SENDCO (or a designated staff member) to talk through each child's individual strengths and needs.
- We share all our relevant paperwork, including any external agent reports and the child's latest Learning Passport.
- For children with EHCPs, where known, the receiving SENDCO is invited to the child's Year 6 annual review and all review documents are shared.
- Where appropriate, Hurst Green supports with the creation of additional transition plans and resources such as transition books and/or social stories and often suggest additional transitional arrangements to the receiving schools such as additional visits etc.

For pupils with an EHCP, the transition process begins at the child's Year 5 annual review where parents can discuss their secondary school choices with the Dudley SEND team and any relevant external agents.

Recent SEND Staff Training

At Hurst Green, we provide regular training opportunities to ensure all staff feel confident and knowledgeable in supporting our children's diverse needs. We hold regular in-house training opportunities as well as accessing training delivered by specialists. Our recent training offer has included training relevant staff on the following:

Feb 26	Manual Handling Training
Jan 26	Drawing and Talking Training
Nov 25	Dudley's AAT Assessment Tracker for SEND
Nov 25	WellComm Training
Oct 25	Broad area of SEND needs matching effective APDR
Sept 25	I Am A Clever Writer Training
April 25	Positive Handling Course
Feb 25	Adaptive Teaching
Feb 25	Recognising and Supporting Pupils with ADHD
Jan 25	Inclusive Practices and a Communication Friendly Approach
Jan 25	ELSA Training
Dec 25	Making sense of Autism

Dudley's SEND Local Offer and Ordinarily Available Inclusive Provision (OAIP)

Dudley's SEND Local Offer:

The SEND Local Offer is a single place for information, services, support and resources for children and young people aged 0-25 with special educational needs and / or disabilities, their families, parent and carers.

Website - [SEND Local Offer](https://dudleyci.co.uk/send-local-offer) - <https://dudleyci.co.uk/send-local-offer>



Dudley's Ordinarily Available Inclusive Provision (OAIP):

As part of the Local Offer, Dudley has produced its Ordinarily Available Inclusive Provision guide which helps schools recognise and support children who may need extra help as part of everyday classroom practice. At Hurst Green, we regularly use this guide to ensure our classrooms are inclusive for all and to guide us in supporting every child to receive the right support at the right time.

Website – [OAIP](https://www.dudley.gov.uk/residents/dudley-local-offer/sen-support/ordinarily-available-inclusive-provision-framework-oaip/) - <https://www.dudley.gov.uk/residents/dudley-local-offer/sen-support/ordinarily-available-inclusive-provision-framework-oaip/>



SENDIASS and Family Support Services

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

SENDIASS offer independent advice and support to parents and carers of all children and young people with SEND.

Tel: 07900 161363

Email: dudley.sendiass@dudley.gov.uk

Website: [Dudley SENDIASS](https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/) - <https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>



Dudley Parent Carer Forum:

This is an independent group of parents and carers of children and young people (0–25) with disabilities and/or additional needs which provides a safe and supportive space for parents and carers to share experiences, thoughts and concerns.

Website – [Dudley Parent Carer Forum](https://www.dudleyparentcarerforum.co.uk) - <https://www.dudleyparentcarerforum.co.uk>



Support and Complaints

If you have any concerns about your child or the support they are receiving, in the first instance please contact your child's class teacher.

If you feel it remains unresolved and relates to a SEND matter, please then contact the SENDCO through making an appointment at the school office or via send@hurst-green.dudley.sch.uk

If you are still unhappy, please refer to our Complaints Policy available at [Hurst Green Policies](#)

Governors:

Our named governor for SEND and Mental Health is Mrs. G. Withers. Mrs Withers meets with the SENDCO termly and is aware of SEND improvements. Mrs Withers can be contacted via the school office.

If your child has or is going through the process to have an Education Health Care Plan (EHCP) you can also contact:

Dudley SEND Team: Parents can talk to the duty case officer directly in office hours:

Tel: 01384 814360

Email: enquiries.sendteam@dudley.gov.uk

Website: [Special Educational Needs and Disabilities \(SEND\) Assessment Team](#) -

<https://dudleyci.co.uk/services/special-educational-needs-and-disabilities-send-assessment-team>