

SEND information report

Hunloke Park Primary School



Approved by:	Sarah Percival	Date: 27.11.2026
Last reviewed on:	26.11.2025	
Next review due by:	27.11.2026	

1. Aims

Our SEN policy and information report aims to:

- Set out how our school Hunloke Park Primary will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

VALUES & ETHOS

Positivity	P	Have a positive mindset and be brave in all we do.
Respect	R	Respect our school environment and everyone in it. Take pride in ourselves and our school.
Inclusion	I	Show kindness and consideration. Support each other and admire our differences.
Determination	D	Set high targets for ourselves and be a learning super-hero. Be the best we can be.
Enjoyment	E	Have fun and love learning.

At Hunloke Park Primary School, our positive and nurturing environment ensures that pupils are happy self-motivated learners. In collaboration with families and the wider community children flourish as they are encouraged to challenge themselves. We have high aspirations for all and aim to inspire a love of lifelong learning and provide the opportunities for children to grow into versatile and dynamic members of society.

2.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

3. What kinds of special educational needs does Hunloke Park make provision for?

We celebrate and value the differences between each child and adult. Within our school, we have pupils with a wide range of special education needs and disabilities such as -

Attention Deficit Hyperactive Disorder

Autism Spectrum Condition

Attainment and Trauma

Allergies

Speech, Language and Communication Difficulties

Some pupils have a clear diagnosis and others do not but all pupils receive the support they require to make good progress and do not always require an EHC plan to access support. All children are welcome to attend Hunloke Park School and if there is a Special Educational Need or Disability, we will endeavour to acquire the skills and support the child and their family to the best of our ability, making reasonable adjustments that are supported by the Local Authority. We work closely with a variety of agencies to ensure smooth transitions and the implementations of care plans. These include -

Service for Deaf and Hearing Impairment

Service for Visual Impairment

Inclusion Support Advisory Service

Speech and Language Therapy Service (SALT)

Derbyshire Educational Psychology Service

Occupational Therapy

School Nurse

Early Help

Social Care

CAHMS (Child and Adolescent Mental Health Services)

The Den

Paediatricians

GPs

Physiotherapist

Health Visitors

Early Years SEND Team

4. How does Hunloke Park know if pupils need extra help and what should I do if I think that my child may have special educational needs?

We adopt the legal definitions of Special Educational Needs (SEN) taken from **Section 20 of the Children and Families Act 2014**.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. Have a significantly greater difficulty in learning than the majority of others of the same age: or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child is not regarded as having learning difficulties solely because their home language is different from the language in which he/she will be taught.

All teachers are responsible for identifying pupils with SEND and in collaboration with the SENDco, and outside agencies when appropriate, will ensure that those pupils schools adopt a graduated approach based on High Quality Teaching.

Identification of a child with Special Educational Needs and Disability (SEND) is made through ongoing class teacher observations (as part of their quality first teaching), pupil progress meetings and the use of the Derbyshire's Graduated Response which provides a guide for identification of SEND provision. From this, any child who is needing provision additional to or different from that generally made for others at the same age is considered to need SEND Support. At this stage provision is funded by the school.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Referrals are made to outside agencies if consultancy, guidance and advice is needed, these include Educational Psychologist, Inclusion Support Advisory Service (ISAS), NHS, Speech and Language, Early Help. Parents wishing to pursue a CAHMS (Child and Adolescent Mental Health Service) referral need to contact their own GP or School.

Should a parent or carer have concerns about their child in relation to SEND, they may either contact the class teacher, who will discuss concerns and possible strategies with the SENDCo or Sarah Percival (01246 276831) directly. We would then devise a strategy of support/monitoring in partnership with the parent/carers and the pupil.

4a How does Hunloke Park Primary School evaluate the effectiveness of its provision for pupils with special educational needs?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

In order to ensure the best outcomes for pupils with SEND, the school undertakes a programme of monitoring and evaluation.

Monitoring with focus on –

- Attainment of age-related expectations
- Progress from baseline assessment data
- Quality of teaching
- Work Scrutiny
- Lesson Observations
- Record Keeping
- Appropriate Target Setting
- The views and experience of parents and their involvement in provision
- Effectiveness of intervention through data analysis and observations
- Pupil Progress meetings

Monitoring will take place at least half termly through a variety of pathways e.g. lesson observations, work/planning/record keeping scrutiny, pupil voice, learning walks, target monitoring and governor visits.

The SENDco will undertake the monitoring of pupils with SEND and report to the Governors and Head teacher at least annually.

Pupil progress is monitored half termly.

Data is analysed by the Head teacher, Deputy Headteacher and Assistant Headteachers to identify children needing support.

4b How will both Hunloke Park Primary School and I know how my child/young person is doing and how will they help me to support their learning?

We operate an open-door policy. Informal chats are welcomed at the beginning and at the end of the school day.

If a parent/care has a specific query or concern then a meeting will be set up at the earliest mutually convenient time.

The parents of children in the Foundation Stage are welcome to attend workshops and open afternoons with different focuses throughout the year.

Formal parent evenings are held twice a year. This is an opportunity for books to be looked at, celebrate successes and targets set.

Our school has Forest Schools and ELSA (Emotional Literacy Support Assistant). Parents/carers of children on the SEND register have a structured conversation to track progress at the termly review.

4c What is Hunloke Park Primary School approach to teaching pupils with special educational needs?

Pupils identified as having SEND are, as far as it is practical, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and EYFS materials at their level and are integrated into all aspects of the school.

The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs. Where adjustments are required, specific strategies and resources are put in place.

4d How will the curriculum and learning be matched to my child/young person's needs?

The school teaches from the National Curriculum in Key Stages One and Two and the Statutory Framework for the Early Years Foundation Stage. This encompasses planning and organizing tasks, support and resources. It also includes scaffolding questioning and how feedback is given to the pupil about progress and steps to improvement. B-Squared is used.

Curriculum scaffolding is the responsibility of every teacher, supported by the Curriculum Leaders. The curriculum is reviewed annually and adjusted by the Curriculum Leaders to ensure that it promotes inclusion of all pupils. This includes learning outside the classroom.

4e How are decisions made about the type and amount of support my child/young person will receive?

The SENDco in collaboration with the class teacher, TA, pupil, parents/carers and where appropriate outside agencies will decide the actions required to help the pupil progress. Based on the results of previous assessments of ability and attainment the actions might be:

Full time education in the class, with additional help and support from class teacher/TA through a scaffolded curriculum

Deployment of a TA to work with the pupil 1:1 or in small groups

Provision of alternative learning materials/special equipment including ICT or sensory equipment

Bespoke programmes of work implemented by the teacher

Staff development/training to undertake more effective strategies

Access to Local Authority support services for advice on strategies, equipment, staff training, carrying out specific assessments and report to parents/carers

Programmes of work advised by outside agencies to support whole child development e.g. Speech and Language Therapy.

4f How will my child/young person be included in activities outside the classroom, including school trips?

It is expected that wherever possible, all children will be included to attend out of school visits. A pre visit by a member of staff will take place to assess the suitability of the venue and to complete a risk assessment. Nursery children will have a higher ratio of adults on trips.

4g What support will there be for my child/young person's overall wellbeing?

Our school has an Emotional Literacy Support Assistant (ELSA) that supports children's social skills, emotion, friendships, anger management and self esteem

Alternative lunch time provision is available for children that find it tricky to integrate with the whole school

Pupil voice is a big focus at Hunloke Park Primary School. The happiness and wellbeing of the children is the main priority.

Our school PSHS lessons focuses on children's Social and Emotional Aspects of Learning.

5. Who is the special educational needs coordinator (SENDco) and what are their contact details

The SENDCO is Mrs. Sarah Percival – s.percival@hunlokepark.derbyshire.sch.uk (01246 276831)

Available in school all day Mondays Wednesdays and Thursday morning.

Governor for SEND – Mrs. Carla Hopkin

6a What training have staff had in supporting special educational needs and what is planned?

Autism Awareness courses

Attention Autism

Sensory Processing training

Behaviour Training

ADHD training

Trauma and Attachment training

Boxhall Profile Training

B-Squared training

Positive Handling

We also have medical training specific to identified pupils' needs e.g. hoist, respiratory training.

The SENCO has over 10 years' experience in this role and has achieved Merit in the National Award for SEND course in November 2017 and a Masters in Inclusion.

6b What specialist services and expertise are available or accessed by Hunloke Park Primary School?

The SENDco attends the family of schools' meetings three times a year. The SENDco attends the Local Authority SENDco meetings three times a year. The SENDCo is able to make referral to outside agencies but they have their own criteria for access to support.

We have numerous partnerships such as –

Service for Deaf and Hearing Impairment

Service for Visual Impairment

Inclusion Support Advisory Service

Speech and Language Therapy Service (SALT)

Derbyshire Educational Psychology Service

Occupational Therapy

School Nurse

Early Help

Social Care

CAHMS (Child and Adolescent Mental Health Services)

The Den

Pediatrics

GPs

Physiotherapist

Health Visitors

Early Years SEND Team

LAC teams

7 How will equipment and facilities to support pupils with special educational needs be secured? How accessible is Hunloke Park Primary School?

The school building has wheelchair access. The playing fields are wheel chair accessible. The school provides disabled changing and toilet facilities. Advice and funding to support pupils with physical needs is gained from the Local Authority and the Physical Disability Specialist Service.

8 How will Looked After Children with SEND be supported?

The designated teacher of LAC is Jenny Murphy ensures that appropriate support is provided and support provision and information is shared in PEP and LAC reviews.

9 What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

See 4b, e, g.

10 What are the arrangements for consulting young people with SEND and involving them in their education?

Pupils are asked to contribute to pupil voice questionnaires to help to devise their own academic and pastoral targets. In the first instance, it is important to contact the SENDco as she has overall responsibility for provision of the

11 What do I do if I have a concern or complaint about the SEND provision made by Hunloke Park Primary School?

In the first instance, it is important to contact the SENDco as she has overall responsibility for provision of the pupils with SEND. Mrs. Percival is always willing to listen and support issues, making amendments where possible to ensure the very best outcomes for pupils and their families. Should a resolution not be found, the Head teacher Mrs. Murphy can be contacted through the school office.

If no resolution is found after following this pathway, it is recommended that parents/carers follow the complaints procedures, set out in the policy available directly from the school.

12 How does the governing body involve other organizations and services in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SEND governor Mrs. Carla Hopkin works closely with the SENDCo, to support her role and relationships with outside agencies. The SENDco summarizes her role and relationships with outside agencies and reports key information to the governor.

13 How does Hunloke Park Primary School seek to signpost organizations, services etc. who can provide additional support to parents/carers/young people?

Our contribution to the local offer is:

[Hunloke Park Primary School – Primary School in Derbyshire](#)

Parents are made aware of useful websites, courses, and services via our notice board and on our website. Coffee mornings for parents with children with SEND are held termly. They can have various representatives. If no resolution is found after following this pathway, it is recommended that parents/carers follow the complaints procedures, set out in the policy available directly from the school.

14 How will Hunloke Park Primary School prepare my child/young person to –

a Join the school?

b Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

c Prepare for adult hood and independent living?

The SENDco or Foundation Leader (Kerry Carranza) will contact feeder nurseries prior to children transitioning to our school at Reception age.

Where possible a visit will be arranged to visit the children in their setting and discussions had with the current class teacher of SENDCo.

Extra transition visits or staggered transition for children with additional needs is encouraged

An admission meeting is held at school for parents/carers to meet staff and see the environment with their child

A detailed transition plan is in place for movement across Key Stages. Children visit their new classes and all key information is based between staff. Extra transition visits are made for the children who require them.

15 How does Hunloke Park Primary School meet the needs of disabled pupils?

a How do we increase the extent to which disabled pupils can participate in the curriculum?

b How do we improve the physical environment to enable disabled pupils to participate in the curriculum?

c How do we improve the physical environment to enable disabled pupils to take advantage of the education, benefits, facilities and services Hunloke Park Primary School provide?

d How do we improve the availability of accessible information to disabled pupils?

Please refer to our Accessibility Plan

[Policies & Documents – Hunloke Park Primary School](#)

16 Where can I access further information??

By contacting the SENDco, Mrs. Sarah Percival or the Head Teacher Mrs. Jenny Murphy (01246 276 831) or accessing the SEND policy on our website:

[Policies & Documents – Hunloke Park Primary School](#)

Our school's Local Offer can also be viewed on this page.

<https://www.localoffer.derbyshire.gov.uk/education-and-learning/derbyshire-schools-information/infant-junior-and-primary-d-k/infant-junior-and-primary-d-to-k.aspx>

Please see our website for our Accessibility Plan.

[Policies & Documents – Hunloke Park Primary School](#)

Display boards in and around school.

In our termly newsletters.

This report will be reviewed in November 2026.