

SEND information report

Hunloke Park Primary School



Approved by:	Governors	Date: Autumn 2025
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Contents

1. Aims	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	4
5. SEN information report	5
6. Monitoring arrangements.....	9
7. Links with other policies and documents	9

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.

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 coordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Leanne Toplis

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN governor

The SEND governor is Mrs Laura McGregor

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher is Mrs Jenny Murphy

They will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

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.

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.

Parents should inform the class teacher if they have concerns about their child.

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.

5.3 Consulting and involving pupils and parents

Primarily, parents and carers are invited to attend a parents meeting to discuss their child's education/SEND needs with the class teacher. For those children who are requiring a higher level of monitoring and support, a separate review will be held involving parents/carers, class teacher, pupils where appropriate and the SENDCO; anyone else involved in the child's education will also be invited. Outcomes and provision are then discussed at these meetings and progress is reviewed through the assess, plan, do and review process.

A pupil's voice is an intrinsic part of the review process. Pupils are asked to record their views through discussions with the class teacher or teaching assistant.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The Provision Map which is an overview of all levels of children requiring support and SEN support is reviewed every half term and adjustments, when necessary, are made.

Annual reviews are held for any pupil with an EHCP. These meetings where appropriate will include involvement from any outside agencies.

5.5 Supporting pupils moving between phases and preparing for adulthood

There is a comprehensive package for pupils joining the KS1/2 Classes there are opportunities for staff to discuss the children before transition to the next class and where possible new teachers attend review meetings in the Summer Term. Additional transition opportunities are put into place for those children who may need it.

There are a number of transition dates put in place for Year 6 pupils to attend their chosen secondary school. A review meeting is arranged between the SENDCO, parents and the secondary SENDCO and all the relevant information is passed on. We will agree with parents and pupils which information will be shared as part of this.

Pupils joining or leaving the school part way through the primary stages have their information shared via liaison with the relevant SENDCO/member of staff at their previous/destination school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

For those children who require support that is additional to or different from the differentiated approaches and learning arrangements in class, further interventions, strategies and support may be arranged with involvement from other agencies.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 28 teaching assistants who are trained to deliver interventions such as [Phonics, Autism Education Trust Level 1 and 2)

Individual Teaching Assistants have also attended various training sessions on: PECs training, fine motor skills, dyslexia, autism, Lego Therapy, sensory circuits, working memory.

A professional development program is in place for all staff and we work closely with outside agencies to develop practice within the school.

Termly meetings are held with outside agencies e.g. Educational Psychologist to review and plan visits and assessments.

The SENDCO meets termly with the Trust's group of local SENCOs to discuss and develop consistencies across the Trust's schools and consider ways to further enhance SEND provision.

5.9 Expertise and training of staff

Our SENCO has over 10 years' experience in this role and has achieved Merit in the National Award for SEN course in November 2017.

They are allocated 2.5 days a week to manage SEN provision.

We have a team of 28 teaching assistants, which includes three higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

5.10 Securing equipment and facilities

The curriculum is adapted to meet the needs of all our pupils through quality first teaching. Learning environments are stimulating and relevant to the current topic in each class as well as providing areas for individual needs and resources to support all children's access to the curriculum.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using Catch Up Plans and assessments to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our co-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Risk assessments are written with their needs included and considered for trips and outside activities. Their SEND requirements are shared with external staff if they attend after school clubs so strategies can be put in place to accommodate them. Activities are adapted to suit individual needs to the SEND pupils, if necessary.

The school building has wheelchair access. The playing fields are wheel chair accessible. The school provides disabled changing and toilet facilities.

5.13 Support for improving emotional and social development

We have dedicated classroom teachers who are committed to supporting their pupils' emotional and social development and well-being.

Carefully planned and structured, relevant PSHE curriculum supports this, and all staff work together to support the pupils. Where relevant, specific interventions or strategies regarding emotional/social support are outlined on pupils' One Page Profiles, and some pupils may have additional sessions in this area, from 1:1 session, to small group social-skills support. We have a sensory room.

We liaise closely with outside agencies where they are involved with pupils and encourage close partnership with families', making use of MAST services where appropriate and necessary.

Regular assemblies and PSHE lessons signpost pupils towards additional avenues of support.

Excellent relationships with families' mean we are able to deal with any difficulties quickly. Please see our Anti Bullying Policy and our Safeguarding Children Policy for further guidance.

5.14 Working with other agencies

We work with a number of agencies:

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

5.15 Complaints about SEND provision

- Complaints about SEN provision in our school should be made to the SENDCO. It is to be hoped that most concerns can be expressed and resolved on an informal basis.
- Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 3 of the procedure. Please refer to the school's complaints policy for templates and guidance.

The parents of pupils with disabilities have the right to make disability discrimination if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The Derbyshire Local Offer Website contains full information of the services available to children, young people and their families under the Sheffield Local Offer.

5.17 Contact details for raising concerns

If you have any concerns, the first point of contact would be the class teacher. Following on from that a discussion can be arranged with a member of the SEND team.

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the SENDco, class teacher or headteacher. If the issue remains unresolved, the next step is to make a formal complaint.

Complaints should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints.

Please refer to the Complaints Policy for templates and guidance.

If you require help in completing the form, please contact the school office. You can also ask third party organisations like the Citizens Advice to help you.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

More details about the reforms and the SEND code of practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice>

5.18 The local authority local offer

Our contribution to the local offer is:

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

Hunloke Park School nurtures a caring community in which every child learns well. It has a welcoming and secure environment with a warm and friendly ethos. It is dedicated to providing high standards and committed to giving each and every child the best education. Children's behaviour is excellent and children and adults live and work together in a positive and supportive way. Parents can be assured that their child will achieve well at Hunloke Park.

6. Monitoring arrangements

This policy and information report will be reviewed by Leanne Toplis/Sarah Percival. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility policy and plan
- Complaints policy
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions