



Hunsbury Park Primary School

SEND Information Report

Last updated: February 2025

Contents:

1. [SEND Information Report](#)
2. [Identifying pupils with SEN and assessing their needs](#)
3. [Consulting and involving pupils and parents](#)
4. [Assessing and reviewing pupils' progress towards outcomes](#)
5. [Supporting pupils moving between phases and preparing for adulthood](#)
6. [Our approach to teaching pupils with SEN](#)
7. [Adaptations to the curriculum and learning environment](#)
8. [Additional support for learning](#)
9. [Evaluating the effectiveness of SEN provision](#)
10. [Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN](#)
11. [Support for improving emotional and social development](#)
12. [Complaints about SEN provision](#)
13. [The local authority local offer](#)
14. [Monitoring and review](#)

1. SEN Information Report

Hunsbury Park Primary School currently provides additional and/or different provision for a range of needs, including:

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

2. Identifying pupils with SEN and assessing their needs

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. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- a. Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- b. We take into account the parents' concerns.
- c. Everyone understands the agreed outcomes sought for the child.
- d. Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEN support.

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 teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- a. The teacher's assessment and experience of the pupil.
- b. Their previous progress and attainment and behaviour.
- c. Other teachers' assessments, where relevant.
- d. The individual's development in comparison to their peers and national data.
- e. The views and experience of parents.
- f. The pupil's own views.
- g. 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.

5. Supporting pupils moving to a new setting

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

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 stage in responding to pupils who have SEN. This will be adapted and scaffolded for individual pupils, as necessary.

7. Adaptations to the curriculum and learning environment

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

- a. Adapting 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.
- b. Adapting our resources and staffing.
- c. Using recommended aids, such as concrete resources, IT equipment, coloured overlays, visual timetables, larger font, etc.
- d. Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We have teaching assistants who are trained to support in class and deliver a range of interventions. When appropriate, teaching assistants will support pupils in small groups or 1:1. Where required, we will work with external agencies to provide support for pupils with SEN.

9. Evaluating the effectiveness of SEN provision

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

- a. Reviewing pupils' individual progress towards their goals each term (assessing their progress against their targets on their Individual Learning Plans).
- b. Reviewing the impact of interventions.
- c. Using pupil questionnaires.
- d. Monitoring by the SENDCo.
- e. Using provision maps to measure progress.
- f. Holding annual reviews for pupils with EHC plans.

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

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

11. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- a. Pupils with SEN are encouraged to be part of any whole school activities.
- b. We have a zero-tolerance approach to bullying.
- c. All classes explicitly teach Zones of Regulation and Protective Behaviours to help children regulate and understand their own, and others', emotions.

12. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher or Head of School in the first instance. They will then be referred to the school's complaints policy.

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

- a. Exclusions.
- b. Provision of education and associated services.
- c. Making reasonable adjustments, including the provision of auxiliary aids and services

13. The local authority local offer

Our local authority's local offer is published here:

SENDIASS West Northants
T: 0300 126 1039
sendiass@westnorthants.gov.uk

One Angel Square
Angel St

Northampton
NN1 1ED

14. Monitoring and review

This report will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this report is February 2026.

Any changes to this report will be communicated to all staff and relevant stakeholders.

