



SEND Information Report 2025-26

A report detailing the SEND offer and arrangements made available for pupils and families at Hunsley Primary. **This report is applicable to Hunsley Primary**

Version VIII

Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	Name and Role of Author: Lucy Hudson, Headteacher of Hunsley Primary (Senior SENCO)
Implementation Date:	Autumn 2025
Review Date:	Summer 2026
This Report refers to the following Policies:	• Hunsley Primary safeguarding and Child Protection Policy • Hunsley Primary Access and Inclusion Statement • Hunsley Primary SEND Policy • Hunsley Primary Anti-Bullying Policy • Behaviour, Rewards and Sanctions Policy • The Education Alliance Intimate Care Policy - Hunsley Primary Procedures • Inclusion, Equality and Diversity Trust Policy • The Education Alliance Supporting Pupils at School with Medical Conditions Policy – Hunsley Primary • Hunsley Primary Assessment and Reporting Policy
Target Audience:	All Staff, Parents, Pupils, Community Users, Key Stakeholders

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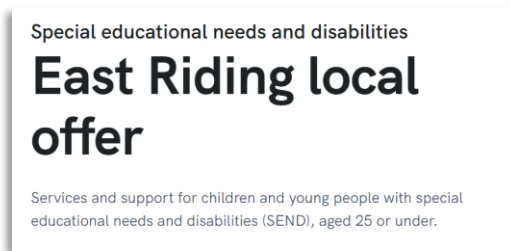
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Useful Links for Parents and Carers to SEND information

1) SEND East Riding of Yorkshire Local Offer:

To link directly to the East Riding's Local Offer website pages,

- **click on the picture below or**
- **telephone 01482 396469**



2) Parents and Carers Advice and Information

To find out more information about how you can support the care, education and wellbeing of your child with SEND, click the link on the picture below:



To access the latest East Riding Bulletins, where you can keep up to date with the latest local information, click on the link below:



3) Hull SEND Team Local Offer



Hunsley Primary Offer

Names and Roles of Key Staff in School and the TEAL Trust Team

- **Lucy Hudson**, Headteacher Hunsley Primary and Senior SENCo
- **Julie Boyes**, Assistant Headteacher – SENCO - Designated Safeguarding Lead and Senior Mental Health Lead
- **Rachel Cheeseman**, Assistant Headteacher and Inclusion Lead
- **Faye Warren**, Trust Lead for SEND (based at Driffield School)
- **Paul Grimes**, Trust Director for Inclusion (based at the Hub School)
- **Mrs Helena Webster**, Chair of the Local Governing Body
- **Mrs Elizabeth Russell**, Local Governor for SEND

Contact Details

- enquiries@hunsleyprimary.org.uk - Louise Hitchin (Administrator) Tel. 01482 330883
- lucy.hudson@hunsleyprimary.org.uk - Lucy Hudson (Headteacher and Senior SENCO) Tel. 01482 330883
- Julie.boyes@hunsleyprimary.org.uk – Julie Boyes (Assistant Headteacher SENCO)
- enquiries@hunsleyprimary.org.uk – Rachel Cheeseman (Assistant Headteacher Inclusion Lead) Tel. 01482 330883
- Faye Warren (see above) – Tel. 01377 253631
- Paul Grimes (see above) – Tel. 01482 304200

Equality, Inclusion and Diversity

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality, inclusion and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged

Hunsley Primary Vision, Values and Ethos

Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning Rationale

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice

Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion

Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks

A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development

Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world

Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

Hunsley Primary Provision for SEND

A) Provision is made for learners' needs at Hunsley Primary

Hunsley Primary is a single form entry primary free school with a Published Admissions Number (PAN) of 210 pupils. The school's inclusive curriculum provides education and care for pupils with a wide range of individual learning needs and special educational needs and disabilities (SEND), such as sensory processing or social communication needs.

All our children are supported to access and enjoy the curriculum we offer, and we strive to ensure that every pupil is successful in achieving their own personal goals alongside their peers. Staff are trained to adapt teaching and curriculum to include diverse learning needs, planning provision, for example, to support processing challenges and specific learning difficulties such as dyslexia; speech, language and communication needs; sensory processing and neurodevelopmental needs and physical disabilities, within our setting. Our focus is the unique individuality of each child and we are committed to promoting inclusion, equality and diversity in all that we do, in line with The Education Alliance's values.

B) Overview of identification and assessment

A suite of Trust SEND policies is accessible on The Education Alliance website: [LINK](#). The Hunsley Primary SEND policy ([LINK](#)) and the arrangements for supporting pupils with SEND are both fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014.

B1)

For pupils who are newly admitted to the school, discussion with parents, carers and relevant health and wellbeing professionals, preschools or prior schools form the first point of assessment and identification of pupils' needs. We consider all existing personal plans and report documentation, discussing with family and the wider professionals and practitioners where appropriate, to establish a detailed understanding of each individual child prior to starting school. Provision is put in place to support transition to school. This provision is personalised to the child.

B2)

Once a child starts school, observation and in-class assessment then follow, over time, to gain further understanding and identify any needs arising which require further support.

B3)

The first line of support for all children is Quality First Teaching (QFT), provided by each class teacher and the associated teaching support team of TAs or other associate team staff (nursery nurse, auxiliary carers). All teachers work with children to adapt resources and to tailor learning to meet needs identified through a range of everyday classroom assessment.

B4)

Where a child is identified as not making an age-related level of progress, supportive discussions are held with the child's family to identify additional support which could be offered in class. This support is arranged in 'waves', the first of which is 'Ordinarily Available Provision', which can be found on the East Riding SEND Local Offer pages, under

Ordinarily available inclusive provision

Updated: 28 August 2025

B5)

If a child's progress remains in need of support, a diagnostic assessment is used to help identify areas of need which then may be referred to external professionals, such as the Educational Psychologist or the Speech and Language Team. The school works closely with these professionals, for example through the Educational Psychologist's Planning Meeting (where ongoing and new needs are discussed and the school is advised about next steps) and with parents / carers to identify each child's needs which will inform Individual Support Plans with personalised programmes, interventions, or curriculum adaptations. The child then moves to School Support (a category also known as 'K')

B6)

If a child's Individual Support Plan requires significant time, provision or designated adult attention above the usual curriculum offer of QFT and the Ordinarily Available Inclusive Provision, the school might apply for assessment for Education, Health and Care Plan.

C) Starting in Reception (EYFS)

Identification of new pupils transferring from pre-school into Reception is through routine data transfer and information sharing from those settings, parents and external agencies (if appropriate); for pupils who plan to join us already receiving extra or external support, the transitional support process may begin as early as the first weeks of pre-school, depending on need. Hunsley Primary staff work very closely with pre-schools and parents/carers, as well as any agencies involved in Early Support (e.g. Portage, the Children's Centre, Early Years Team, Children's Social Care) to support transfer of information regarding specific needs a child might have.

During the ongoing communications with pre-schools, a child may be identified as requiring an extra level of support, and this close partnership with the pre-school and parents can begin as soon as it is

required and requested. It may also be that an assessment or referral is active at this stage and school will focus on the continuation of this process to ensure a smooth handover.

During the pre-school year, the two settings (Hunsley Primary and the pre-school) liaise regarding summer transition arrangements. The Reception team visits children in the setting (or sets up appropriate remote communication, where relevant) so that agreed data-sharing can establish a firm platform for support provision in the school setting.

Home visits also are arranged for children where required and these allow staff to observe the child in their home setting and to discuss with parents any specific needs that have already been identified and to make available to parents the offer of support available to their child. Where limitations prevent face-to-face meetings, a virtual meeting or sequence of meetings can be set up with key staff members.

Hunsley Primary pre-school partnership working has been strengthened and led by the school's EYFS teacher, to invite pre-school colleagues from the Trust Schools and local pre-schools where possible, to moderate and share best practice with school staff and other settings too.

The start of term is slightly staggered for pupils requiring additional support, for example, 'summer-born' or those with additional needs. Where useful to help children make the transition or to support parents, carers and staff to share and meet needs as fully as possible, meetings over the summer holiday allow parents and children to prepare for the start of the school year and to put in place transition support mechanisms such as photobooks or access plans.

Where additional adult support is required for the child arriving in the new EYFS class, this will be discussed with the school SENCO; and, as appropriate, with the Local Authority, to ascertain the level of adult support required and how this might be best supported by school, the Local Authority SEND team or additional agencies. On entry to Reception, all pupils are observed and assessed (within the first 6 weeks of arriving) when they are deemed to be settled and engaged in learning, using national moderated baseline assessment processes, in line with the national baseline assessment practices, and these results are used with existing information to inform support arrangements, Individual Support Plans, Individual Risk Assessments, Individual Health and Care Plans and general teaching plans.

C1)

The school liaises closely with our linked 'wraparound care' provider, Building Bricks @ Hunsley Primary: Click below for a link to the website -



When parents / carers choose to send their child to the wraparound provision, they will also complete an agreement with Building Bricks regarding consent to share SEND information between the school and the wraparound provider, to support each child's needs as fully as possible.

D) Joining Hunsley Primary as an in-year transfer allocated place:

For children who join us from an existing school place in another school setting as an 'in-year transfer', we will again liaise with parents and carers regarding specific learning needs and additional needs to be considered. Where an existing EHCP or Individual Support Plan is in place, we will liaise with parents, carers, the child's previous school and involved professionals. Where an EHCP assessment or request to assess is underway, we will ensure full consideration is given to the best ways to meet a child's needs.

E) Ongoing assessment and identification:

Identification of a pupil requiring significant bespoke support can be raised by any member of staff, any parent/carer or, as the pupils progress through the school, by the pupil themselves. Concerns should be referred to the class teacher, Assistant Headteachers, SENCO or Headteacher. A preliminary review of in-school assessments will be made by the school SENCO which may lead to further specialist testing before a decision regarding additional support is made.

Pupil progress is closely monitored through in-class assessment and whole school data collections as well as on-going observations in the classroom, Individual Support Plan review meetings, Parent Progress Events, events, staff briefings and team meetings and through work scrutiny and pupil voice.

The school's approach to inclusion is based on the belief that all our children should be included to learn through appropriately adapted and supported access the curriculum alongside their peers. The graduated response to identifying and meeting needs includes the following:

- Initial monitoring and assessment by the class teacher, relevant teaching assistants and SENCO together
- Individual Support Plan – reviewed termly with parents and staff
- Individual Health Care Plan – as above
- Individual Risk Assessments – to support healthcare and emotional or behavioural needs
- EHCP reviews according to Local Authority SEND team routines
- A cycle of staff development meetings which focus on the inclusion, SEND and support

F) Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans:

- Access to the school Inclusion pages: [LINK](#)

F1) How the school evaluates the effectiveness of its provision:

- Regular observation of the pupil in line with EYFS framework, National Curriculum, Hunsley Primary Curriculum objectives and Hunsley Primary Characteristics of Learning
- Trust level SEND Audit, undertaken by the Director of Inclusion, Paul Grimes. Hunsley Primary's last audit took place in the Summer Term, 2025, via Whole Education online auditing tool
- Use of Whole Education self-evaluation tool package – in conjunction with the TEAL-wide trust approach
- Review and feedback from teachers, classroom support staff, parents, external professionals, SENCO and other school leaders

- Pre-testing and screening, e.g. dyslexia screening and resources / training / full assessments from Dyslexia Sparks
- Standardised testing to measure improvement in skills e.g. reading accuracy, reading speed, reading comprehension, spelling accuracy, IT skills and writing speed
- Use of assessment data, curriculum review processes, staff feedback surveys, learning walks, work-sees and pupil voice to measure progress in the classroom and how well needs are being met
- Discussion with pupils as individuals, with parents and in groups.
- Teaching staff moderation and team meetings, with external partners where possible throughout the year
- Trust level moderation and school improvement practices and approaches to inclusion and SEND, led by the Trust PSLs (Primary Subject Leads)
- External moderation of standards, e.g. by partner trust school primary heads, School Improvement Partner, LA moderator
- Parental feedback – either in review meetings, parent consolation events or ad hoc
- Feedback annually and ongoing from our MIND practitioner
- Emotional Literacy Support Assistant (ELSA) supervision, held in termly groups by the Educational Psychologist's team
- Headteacher and leadership monitoring and evaluation procedure, e.g. data tracking, including senior leaders and those with subject responsibility in Curriculum Review Groups / Governance SEND Link / Executive Team, such as the Trust SEND lead / Trust monitoring and evaluation, e.g. collection of Key Performance Indicators
- Governor monitoring visits and observations, including specialist SEND Governor monitoring
- Trust SEND team collaborative planning and review meetings
- School Improvement Partner monitoring visits
- All Local Governing Body meetings have a standing item on SEND which includes a verbal monitoring report to the Chair given by the SEND Governor
- All Local Governors have a specific focus when monitoring but all Governors must also monitor Inclusion as a standing aspect on their Roles and Responsibilities

F2) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

- Teachers, leaders and classroom staff routinely assess and monitor the progress of pupils with SEND to ensure quality first teaching
- Vulnerable group progress is routinely analysed by those with leadership responsibilities in school
- All data for pupils identified as SEND is also analysed by the Assistant Headteachers / SENCO after each data collection and any pupils failing to make expected progress are discussed at a team meeting at which intervention strategies are agreed on an individual basis.
- All school staff are responsible for inclusion and for assessing and monitoring the progress of all pupils in their care. Where in-school and external review meetings take place, there is a requirement for relevant teaching and relevant classroom support staff to contribute to that process.
- Termly ISP reviews for pupils with SEN take place to reflect on progress and identify next steps

- Annual reviews take place for pupils with Education, Health and Care Plans (EHCP)
Find out more about EHCPs from the Local Authority [HERE](#)
- Parent/Carers' consultation events and surveys enable parental feedback to be captured
- A number of pupils require closer monitoring through their ISP; this could be in the form of daily contact through pupil Journal, home-school books, email, telephone contact and letters as appropriate
- Pupils with additional needs may also require an Individual Risk Assessment, which is also reviewed as required, is needs-led and shared with the relevant staff and with parents / carers as appropriate
- Pupils with additional health needs will be issued with an Individual Health Care Plan, which is reviewed with parents / carers as required through the year and shared with key staff
- Some pupils with additional needs such as Social, Emotional and Mental Health needs) may benefit from a Behaviour Support Plan, which is drawn up with school staff and parents / carers.

F3) The school's approach to teaching pupils with special educational needs

- We aspire to having fully inclusive classrooms where all children can access the learning they need and exercise choice when it comes to the ways they learn best, under the guidance of trained staff.
- Teachers are responsible for adapting learning provision to meet the needs of all the pupils in their class with quality first teaching.
- Teachers are also responsible for working closely with the school SENCO to create and to monitor the Individual Support Plans, sharing them with the support staff in their classrooms.
- Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENCO, trained classroom staff and external advisers, e.g. specialist professionals, the School Improvement Partner
- Information on individual pupils with SEND is held electronically in a secure database on the school's network; this is accessible to classroom-based staff and is regularly updated following reviews; it includes relevant information on pupil attainment levels, areas for support, recommended support strategies and advice and support materials for staff to use in lessons.
- All pupils are taught in a mainstream setting; we aspire to having minimum of withdrawal for specialist input, used only to deliver focused sessions; e.g. to attend a Time to Talk -session, participate in wellbeing sessions, engage in physiotherapy, carry out treatment or provide a quiet space for focused thinking and talking
- Children experiencing additional support are encouraged to share their progress and learning with peers and take part in all celebration activities, rewards schemes and pupil leadership opportunities
- Additional ongoing intervention is provided in specific subject areas to narrow the gaps in the attainment
- Staff undertaking training in SEND cascade to the wider team at whole school training and development events

F4) Additional provision for learning that is available to pupils with special educational needs

Provision is allocated according to need and follows the “Access, Plan, Do & Review” process laid down in the revised Code of Practice 2014.

F5) How the school adapts the curriculum and learning environment for pupils with special educational needs through Ordinarily-Available Provision (see [LINK](#)) including examples such as:

- Adapted resources and learning materials by the teacher with support from the SENCO, senior leaders and external advisers, e.g. Downright Special, SAPTS
- Teaching assistants (TAs) work in designated classes to provide in-class support for identified pupils / groups, but also provide key days of specialist provision for areas of support, such as language development; literacy, and speech development, arising from the TA's own specialist training
- Additional literacy & numeracy interventions
- Personalised learning programmes which provide appropriate curriculum materials
- Some adapted 'alternative' curriculum programmes, such as out Life Skills programme
- Access to adaptive technology as required, such as voice recorders or reading pens – under the guidance of agencies such as SAPTS and Dyslexia Sparks, and as planned by the SENCO
- Specialist resources, both relating to personnel and material resources
- Ground floor access and external ramps and slopes throughout the school for wheelchair users or those with limited mobility
- Accessible facilities, e.g. toilets, intimate care, inclusive sports equipment, accessible educational visits
- Programmes are personalised to each pupil, including a range of sensory, motor, social communication and academic activities or strategies which operate daily and throughout each day.
- Each classroom has standard resources for children to choose and to access independently if appropriate, such as sensory items toys, wobble boards, wobble cushions, ear-defenders, screens, pencil grips.
- Reading, writing, spelling and maths interventions run throughout the school day.
- Typically a pupil will take part in a programme of interventions and strategies for a half term, after which their progress would be reviewed and support adjusted.
- Literacy and oracy support programmes such as Lexia, Nessie, NELI, See and Learn, Time to Talk, Power Programme and Talk Boost programme.
- Where possible, staff will shadow SEND professionals and work with them to improve skills and awareness to fully meet the child's needs.
- Specialist staff, trained to support wellbeing, have consistent contact with key children.
- Support for families via the East Riding SEND team is available through the school.
- Tailored Behaviour Support Plans take into consideration additional needs which might be a contributing factor to challenging behaviour and are reviewed along with the Individual Support Plans in the review cycle.
- Individual Risk Assessments support and protect children by ensuring that all adults concerned with the child in school are aware of the risks and strategies for managing risks.
- Bespoke daily Meet & Greet / Check-in approach provided by the TA keyworker and / or SENCO / Inclusion Lead where the child benefits from this level of personalisation
- Adapted timetables – Now and Next, visual timetables in all rooms

- Sensory circuits, therapeutically fine motor exercise sessions, as required under the direction of the SENCO
- Brain-breaks and movement breaks when needed
- Extra time for supporting
- Use of scribes / transcribers where needed
- Sensory Service referrals as appropriate
- All extra-curricular activities are open to all children and we will aim to make reasonable adjustments to enable all children to attend where their parents / carers wish them to, e.g. piano lessons and sports clubs after school.
- Adapted lunchtime arrangements for support with access to wider activities for inclusion, e.g. clubs and playtime
- Support for children and parents/carers with home learning and support outside of school
- Access to educational visits and visitors, where all possible adjustments are made to ensure children with additional needs are enabled to participate as fully as possible.
- Mentoring and support from key volunteers, each inducted and monitored to ensure quality of provision.
- Access to specialist programmes delivered off-site, e.g. Downright Special, access to Special School partners where facilities may be specialist
- Teaching and classroom support staff, e.g. TAs trained in specific areas of SEND support, e.g. speech and language
- All pupils access the same TalkTime (PSHE) programme - JIGSAW
- Social Skills and Social Stories groups
- NELI – Nuffield Early Language Intervention (EYFS)
- Playground Leader roles / Buddy Bus-stop access
- Access to the Trust BeWell programme
- Mental Health first aid trained staff, including the Mental Health Senior Lead and ELSA
- Life skills lessons tailored to needs
- NSPCC Speak Out Stay Safe programme tailored to needs
- Anxiety Toolkit Programme – Y6
- Hunsley Primary referral to the Educational Psychologist
- Hunsley Primary referral to the Communication and Interaction Specialists Team (East Riding)
- Hunsley Primary link SALT Practitioners
- Children's Centres and associated programmes / Family Co-ordinators – Team Around the Family working
- Access to CAMHS as appropriate
- Referral to the NHS Neurodiversity Service
- Access to the East Riding Specialist Teaching and Support Team
- Youth & Family Support Service (YFSS) for wider family needs
- Counselling for specific contexts and needs, including medical counselling
- The East Riding EWO, Behaviour / Attendance and Inclusion services

G) Expertise and training of Hunsley Primary staff in relation to children with special educational needs

The school's senior SENCO, Lucy Hudson, is National Award for SEN Coordination trained, a postgraduate-level qualification for Special Educational Needs Coordinators (SENCOs) in England (NASENCO)

Julie Boyes, SENCO, is has undertaken the NPQ (National Professional Qualification) for SENDCOs.

All staff complete TES online Safeguarding and Child Protection training and refreshers as required and an annual update on safeguarding and risk assessment to all staff, including a focus on safeguarding children with SEND. Key staff members carry out Sensory and Physical Teaching Service (SAPTS) Manual Handling training to ensure safe management of children's physical needs as appropriate.

Teaching staff complete bespoke programmes of training to meet the needs of their individual roles, e.g. Speech and Language; autism; ADHD; dyslexia; sensory processing; phonics; colourful semantics; lifting and handling; mental health first aid training. Hunsley Primary staff have an ongoing programme of training, enabling us to respond to the needs of children in our care. Through adaptive and continuing professional developing, individual staff attend additional training depending on their focus and area of responsibility.

H) Information about equipment and facilities at Hunsley Primary to support children with special educational needs:

- The building has ground floor access throughout and accessible toilet facilities.
- Our new Bluebird Room is designed to provide a bespoke space for therapies, sensory integration, interventions, parent meetings and support.
- All areas have ground floor teaching rooms
- Classrooms are partially carpeted, have low-glare lighting and are fitted with blinds to reduce glare and improve acoustics
- Specialist equipment is accessed through the relevant agency e.g. for pupils with a visual or auditory impairment or Occupational Therapy for those pupils with a physical impairment
- There are 'Blue Badge' and accessible parking bays in the school car park
- Classrooms can be equipped with height adjustable desks to accommodate wheelchair access – school possesses a range of height adjustable desks to be located as required.
- The grounds and external play areas are designed with slopes for access

I) Arrangements for consulting parents / carers of children with special educational needs about, and involving parents / carers in, the education of their child:

Hunsley Primary encourages the input of parents and carers in supporting their child's education whilst at school and liaison with home is on-going as appropriate. Parents are routinely invited to:

- ParentProgress events
- Open evenings for yearly transition
- Headteacher Sessions to address individual concerns
- Termly (or more frequently as required) review meetings for ISPs (individual support plans), IHCPs (individual Healthcare plans), RAs (Risk Assessments) and EHCPs
- Parents are invited to sit on the Inclusion Group, meeting termly to review the access arrangements for the school site for pupils, families and visitors.

- Surveys and ParentView captures
- Open Classroom Consultation events
- ParentLearn sessions
- Stay and Play / Stay and Learn sessions

J) The arrangements for consulting children with special educational needs about, and involving them in, their education:

- All pupils with a EHCP contribute feedback to their regular termly review and this is captured by parents and carers as well as key staff in school in the One Page Profile or the top section of the ISP, acting as an advocate to capture the children's views and ideas – as they progress through the school, they will be able to attend this meeting, to contribute in person or along with an advocate, e.g. TA
- Pupils accessing interventions, such as the school's SALT / ELSA sessions, are routinely consulted at the start and end of an intervention and their ideas and feelings, and scaling takes place as part of review
- Pupils work with their teachers and classroom staff to review progress and set targets following each data collection
- Staff work on a 1:1 basis with identified pupils to support socially, emotionally and academically as appropriate.
- Pupil surveys, e.g. through GoogleDocs or Eduario / TEP trust level surveys
- TalkTime+ talking groups

K) Transition

K1) The school's arrangements for supporting pupils with special educational needs in transferring between phases of education

- Pre-school to Reception Transition
- Pre-school visits and data sharing with pre-school settings and key workers
- Home visits and additional meetings where required to see children in a range of contexts and discuss needs with parents/carers
- EYFS Learning Journey and assessment data shared
- Pupil Progress Reports drawn up for all pupils
- Liaison with agencies where appropriate Reception to Key Stage 1/2, and beyond
- Two week transition window for data sharing and review meetings triage with new teacher, current teacher and support staff, including SENDCo / Inclusion Lead
- Meetings with parents/carers – home meeting if required – as standard review
- External agency review meeting as standard
- Early Help/Team around the School, Children's Centre and Family Network Meetings
- Long term support plan review and short term targets set for term ahead – dates for review agreed

K2) Key Stage 2/3 Transition

Most of our pupils move on to their feeder secondary school, South Hunsley School and Sixth Form College; however, for any transition, either in-year or end of Year 6, to any next school, requires the Hunsley Primary SEND team to liaise closely with professionals and parents. All SEND records are transferred securely, either via CPOMs if the school has this online safeguarding portal, or via an alternative secure means, within 2 working days of the child's new school confirming via CPOMS or confirmation of the child registering on the new school's roll.

Prior to a child beginning their new school, consent is sought from parents/carers to share relevant documentation, e.g. the child's Individual Support Plan, with the new school's SEND team, so that relevant and timely preparations can be made for the child's arrival before transfer.

K1) Hunsley Primary and South Hunsley Transition – specific partnership arrangements

Well-established and routine links with South Hunsley School and Sixth Form College under the guidance of the SHS SENCo, ensure appropriate support arrangements. In addition to the standard induction day transition arrangements may include:

- Transitional annual review (if EHCP)
- Individual Support Plan review meeting where this is beneficial
- Additional visits and meetings with parents and carers
- Additional visits for pupils who feel they will benefit from the extra transition session
- South Hunsley staff visiting Hunsley Primary: tutors, key teaching staff, pastoral leaders and links

The South Hunsley SEND Team can be contacted by telephone or email:

SENDco – Mrs Hannah Rielly

sendenquiries@southhunsley.org.uk

SEND Manager – Mrs Carol Leslie

carol.leslie@southhunsley.org.uk

SEND Support – Mrs Nicola Cheetham

nicola.cheetham@southhunsley.org.uk

More information about SEND and transition at South Hunsley can be found at this link:

<https://southhunsley.org.uk/special-educational-needs-disability-send/>

L) Local Governing Body – treatment of concerns and complaints

- A first point of contact is the pupil's class teacher who knows their school-based learning needs the best and has a key role to play in planning the next steps.
- Parents / carers are encouraged to discuss their concerns with the Headteacher, or member of the Senior Leadership Team.
- Information about the Trust Complaints Policy and procedure is available on the school's website – <https://theeducationalliance.org.uk/wp-content/uploads/Complaints-Policy.pdf>
This policy and procedure is also to be followed specifically for parents of children with additional needs.

M) Wider bodies and services involved by the school and Local Governing Body in provision

The Headteacher, Local Governing Body, Trust Board and Executive Board draw on a wide range of services and review the impact of these services through the school's monitoring and evaluation process.

M1) The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32:

Details of the Local Authority's "Local Offer" are on the LA's dedicated website – see top of this document for the link directly to the LO page.

Any queries regarding this website should be addressed to the **FISH Team on 01482 – 396469**

First point of contact in school to discuss prospective pupils with SEND is the Headteacher.

Other relevant school professionals would include the Hunsley Primary Administrator, class teachers and support staff, if the pupil is already attending school.

Contact numbers for routine services are listed below:

<https://www.eastriding.gov.uk/living/children-and-families/the-family-information-service-hub/special-educational-needs-and-disabilities-send/>

East Riding Local Offer – Find a Service: https://www.eastridinglocaloffer.org.uk/directory-entry/?entry=0_25_send_team

Educational Psychology (01482 - 392254)

Child & Adolescent Mental Health Service (CAMHS) (01482 303810)

Speech & Language Therapy Service (01482 886600)

Early Years Support Team eyst@eastriding.gov.uk

SAPTs (01482-854855)

Physiotherapy (01482 886546)

Occupational Therapy (01482 303485)

Social Services (01482 395500)

Family Co-Ordinators (based at Brough Children's Centre) (01482-667352)

Fish – Families' Information Service Hub – click on the link in the image below:

Families Information Service Hub (FISH)

M2) The Local Authority's local offer and Hunsley Primary's contribution:

The school's contribution to the "Local Offer" is available via the LA portal. See also the top of this document for an immediate link to the Local Offer.

For details of the local authority's local offer go to the East Riding of Yorkshire County Council website:

<https://www.eastriding.gov.uk/learning/schools-colleges-and-academies/find-your-nearest-school/>