



SEN Information Report

Date: September 2025

Review Date: September 2026

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Hunwick Primary School's Ethos & Approach

At Hunwick Primary School, we offer a learning community where we strive for quality, enjoyment and success for all, where everyone is valued. We encourage the development of mutual respect and tolerance as we prepare children for the challenges, opportunities and responsibilities of life. Our intention is for every child to learn, achieve and succeed in a stimulating and caring learning environment.

As a school we recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs (SEN), such as positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with our pupils, parents and external agencies. Our School is committed to anti-discriminatory practice to promote equality of opportunity, prevent disabled pupils from being treated less favourably and valuing diversity for all children and families.

This SEND Information Report should be read alongside the school's SEND Policy, the Equalities Information and Objectives and the Accessibility Plan.

Catering for different kinds of SEND

Our aims, vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. At Hunwick Primary School, we provide an exciting and challenging environment in which all children and staff are given opportunities to develop to their best ability: academically, socially, spiritually and morally. Working in partnership with parents and the community in an atmosphere of mutual trust, we recognise and provide for the rights of our pupils, encouraging them to have respect for themselves and others, and to develop as responsible members of our global society. This is facilitated through a broad, exciting and enriched curriculum, equipping and developing our pupils as independent, life-long learners.

We have experience of supporting children and young people with a wide range of needs including:

Communication and Interaction: Includes pupils with Autism Spectrum Condition (ASC) and those with Speech, Language and Communication Needs (SLCN).

Cognition and Learning: Includes pupils with Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).

Social, Emotional and Mental Health Difficulties: Includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Difficulties: Includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Kate Barker	SENCO, Deputy Headteacher	BSc (Hons) Neuroscience PGCE Primary Education NPQ for SENCOs (Ongoing)
Stuart Joyce	Headteacher, Mental Health and Well-being Lead	BEd (Hons) Primary Education NPQH

The SENCO

Name of SENCO	Email address	Phone number
Kate Barker	k.barker@hunwickprimary.org.uk	01388 602150

Securing and deploying expertise

At Hunwick Primary School we receive a notional SEN budget from the Local Authority and this is used to support children and young people with SEND by offering a wide range of intervention and enhancement programmes within school and through our partnerships with other agencies and professionals within the Local Authority. This is monitored by the Governing Body.

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, such as: • SENDIASS • DCC SEN Inclusion Team • Educational Psychologists • CAMHS • SALT • ASC Team • Behaviour Support Team • Occupational Therapy • NHS – Health Visitors and the School Nursing Team. The external specialists may: act in an advisory capacity, extend expertise of school staff, provide additional assessment, support a child directly, suggest statutory assessment is advisable, consult with all parties involved with the child.

Our Additional Needs Budget is used to support children and young people with SEN by: • Providing extra staff to support pupils with a range of needs • Providing training for staff to enable them to support pupils more effectively • Paying for specialists to assess/support pupils and advise staff on suitable support strategies • Purchase SEN Resources.

Staff Key Roles & Responsibilities:

Mrs V. Round: Nursery & Reception, EYFS Lead, First Aid

Mrs M. Shale: Year 1 and 2, First Aid

Mrs S. Wade/ Miss M. Turvey: Year 3 and 4, First Aid

Mrs K. Barker: Year 5 and 6, SENCO, First Aid, Designated Safeguarding Lead

Miss F. McGlone: TA, Paediatric First Aid

Miss J. Heslop: EYFS Apprentice

Mrs S. Elstob: TA, First Aid

Mrs L. Oliver: HLTA, Paediatric First Aid

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. We adapt both the Early Years Foundation Stage and the National Curriculum along with our learning environment for all pupils as well as those with SEN: At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Always offer Quality First Teaching.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Use a range of teaching and learning styles.
- Modify language presented to children by using visual prompts so instructions can be easily understood.
- Provide visual timetables to children so daily routines can be understood.
- Modify the curriculum/provision to meet individual needs, for example using additional resources to support joining in with group activities or quiet spaces to support listening and attention, using differentiated learning materials.

- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, through sharing good practice in staff meeting times and regular recall and review meetings.
- Offer additional resources/facilities to develop children's interests and aptitudes and gain maximum access to the curriculum at an appropriate level.
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional). We understand that children learn and develop in different ways. Teaching staff recognise this and use different teaching styles, resources and plan different levels of work in the nursery to cater for the various ways children learn.

Identifying and assessing pupils with SEND

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice; this is called Quality First Teaching. As a school we measure children's progress in learning against National expectations and age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. Hunwick Primary School has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long term outcomes for the pupils. With the support of the SLT, classroom teachers identify pupils who are making less than expected progress. 'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress.

Children who are not making expected progress are identified and a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Depending upon their needs, other assessments may be needed. These could include:

- Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments to your child's needs
- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments

The outcomes of all assessments are shared with parents and carers at our termly Parent/Carer Consultations and in your child's School Report. If other agencies are invited to work with your child, you will be invited to attend a meeting where the outcomes of these assessments and their next steps will be shared with you. Your child's school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum) using the pre-key stage levels or the engagement model.

Consulting with pupils and parents

Parents

In our small village primary school, we pride ourselves with parent partnership. Parents/carers are encouraged to be fully involved with their child's education. We welcome communication and feedback from parents and carers via face-to-face conversations, telephone calls or emails. As a school, we have ongoing formal and informal assessment systems in place for all individual children to ensure that progress is monitored closely. SEND children are observed closely and information gained is used to tailor the curriculum to meet the interests of each child, using methods of delivery that are appropriate to their needs. Close partnerships with parents are very much an integral part of this process. If areas for development become evident, the class teacher and/or SENCO will organise an informal meeting or parents evening session to involve parents in their child's education and development. If other agencies are invited to work with a particular child, parents/carers will be invited to attend a meeting where the outcomes of these assessments and their next steps will be shared.

Pupils

All pupils at Hunwick Primary School, including those with SEND, are actively encouraged to voice their ideas, opinions or concerns. Each class has School Council representation. Class Teachers are children's first point of contact and children are encouraged to talk to their peers, mentors, support staff in school. Pupil Questionnaires are used annually to gather thoughts and idea suggestions from our children. SEND pupils are actively involved in support plan review meetings as well as annual reviews. Safeguarding disclosures or concerns are completed following whole school protocol. Additional support is also available to some identified children using professional councillors, our local mental health team and Mable Counselling Therapy.

Involving key stakeholders

Links with external agencies are vital to ensure that we provide the highest levels of support for our students with SEND. Any one of the support services can raise concerns about a student. This will be brought to the attention of the SENCO and the student's parents/carers. When necessary, our school works with the One Point Service and Team Around the Child/Family meetings. For students who have SEND and are "Looked After" we work closely with social workers to ensure that students are fully supported.

School visits are made by outside agencies including:

- SEND and Inclusion service (including the Sensory Support team)
- SEND Information Advice and Support Service (SENDIASS)
- Children and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service
- School nurse
- Resilience team
- Occupational Therapist
- Speech and Language Therapist
- National Health Services

Working collaboratively with other schools is another way that we ensure that provision for our students with SEND is effective. We also work collaboratively within COL 15, our Community of Learning, which is comprised of local nursery, primary and secondary schools. The work of the Community of Learning is aimed at raising achievement and extending opportunities for children with SEND. Where a student with SEND is not making appropriate progress and our school feels that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Working collaboratively with other schools is another way that we ensure that provision for our students with SEND is effective. As part of the Advanced Learning Partnership, we are able to liaise regularly with other Academies to continue to develop outstanding SEND practice.

Progressing towards outcomes

At Hunwick Primary School, we are committed to ensuring that all of our students experience educational excellence through a broad education. In order to ensure that all pupils make progress towards outcomes, including those with SEND, we consider the following.

- The monitoring of student, parent and staff voice.
- Regular feedback to students and parents regarding progress.

- Termly Support plan reviews involving all key stakeholders
- Half termly Governor link meetings
- The analysis of student tracking and testing data for both individual students and cohorts

Transition support

To support successful transitions at Hunwick Primary Schools we focus on early communication, familiarizing children with the new environment, and building positive relationships with staff and peers, while also addressing potential anxieties and concerns. Our aim is to provide a warm and welcoming atmosphere, reassuring parents that their child is in the safest of hands and will receive the best possible educational start, closely matched with learning which fosters the development of valuable social skills like how to be independent, how to share and how to follow directions. New Nursery/Reception children and parents are invited to participate in our induction sessions held annually during June/July. The first 'Stay & Play' afternoon provides parents with the opportunity to chat with staff and receive information about our school day alongside guidance about how they can prepare their child for starting school. The following afternoon, we invite parents to join us for a school lunch. Children with SEND are given an extensive level of support before they leave for a new school. Staff will discuss with parents how many transition visits can be arranged over and above those offered to children without SEND. These additional visits to the new school will be carried out with the child, a member of staff where appropriate and parent in the summer term. This ensures that bridges are built between schools, key information shared between staff and the child is given the opportunity to settle into a new routine with the support of a familiar adult. Where necessary, individual transition plans are put into place.

[How we support children/young people with SEND moving between classes](#)

In the summer term before children transfer to their new class we organise transition visits within the school. A member of staff will accompany the children on a visit to their new class and helps them to settle into the new environment and meet the staff. The organisation of transition for SEND children is an extension of this system. We use transition booklets for children to move between classes with photographs and information to keep at home to try to lessen anxieties for both children and parents/carers if needed. This way, transition can be discussed further at home to support the preparation of returning to Hunwick Primary in September with visual prompts as a reminder. Staff will work closely with parents and where appropriate provide additional support to ensure a smooth transition whether that being as a child starting in EYFS or as they move between year groups. This can be extra visits, social stories etc. We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

How we support children/young people with SEND moving to secondary

Children with SEND are given an extensive level of support before they leave for a new secondary placement. Their class teacher and SENDCO will discuss with parents how many transition visits can be arranged over and above those offered to children without SEND. These additional visits to the new school will be carried out with the child, a class teacher/TA and parent in the summer term. This ensures that bridges are built between schools, key information shared between staff and the child is given the opportunity to settle into a new routine with the support of a familiar adult. Additional meetings may also be held involving professionals to discuss transition arrangements. The SENDCO from Hunwick Primary and the new school will meet to discuss individual children's needs and hand over documents.

When considering a move to secondary-aged education, a child can then be assessed for Enhanced Mainstream or Specialist Provision places if a parent/carer wishes them to attend this type of setting.

SEND Support Plan reviews, the SENDCO makes contact with the relevant member of staff from secondary schools children are attending, in order to make links and invite them to be a part of SEND review meetings. This is done in order to ensure that both SEND pupils, parents, current staff and secondary staff have a link between both schools to fully support transition. This also ensures that all staff from the secondary phase are aware of the needs of our learners and can make adequate arrangements in readiness for the transition of our SEND pupils. The SENDCO begins this process in summer term for Year 5 and Year 6 SEND review meetings.

How we support pupils preparing for adulthood

The Department for Education has produced a toolkit to support schools/colleges in identifying the four key PfA Pathways when developing outcomes across the age range. This includes consideration of aspirations, activity and provision that can support progress towards the PfA outcomes and what this might mean at different ages and stages of development. · PFA Toolkit · Preparing for Adulthood (PFA) website

Teaching approach

All pupils follow the National Curriculum at a level and rate that is appropriate to their abilities. Our overall school and SEND philosophy places children at the heart of personalised learning and the curriculum is tailored to meet the needs of individual pupils. When the need arises, modifications to the curriculum may be implemented.

In order to successfully match pupil ability to the curriculum, we remain committed to: • a range of teaching and learning styles • differentiated learning materials • access to computing and technology • additional in class support • additional out of class support • flexible groupings, including small group support work • an innovative and supportive curriculum • the appropriate use of rewards and sanctions • a broad range of extracurricular activities

including one to one and small group support and booster/extension sessions • applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.

We understand that children learn and develop in different ways. Teachers and teaching assistants recognize this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life need extra help. A special educational need can be a number of different things. For example, a child may be having problems with reading, writing, number work or behaviour which can be helped by putting extra support in at school and by working in partnership with parents. It may also be due to a disability which makes it harder for a child to use and access the same educational facilities that the school provides for the majority of children. For some children, this may be a temporary difficulty, while others may have a long term need for special help.

[Adaptations to the curriculum and learning environment](#)

Each child is a unique individual and as such the type and amount of support that they may receive will be tailored to their requirements as the need arises. Children with SEND are supported in a variety of ways - through one-to-one support, group activities or whole class activities. Teachers and support staff continually review and revise how everyday activities and experiences within the curriculum can be adjusted and targeted to ensure that individual children are fully involved at an appropriate level. All children at Hunwick Primary School benefit from high quality teaching and learning, which includes an appropriately adapted curriculum to meet the needs of all learners. To do this, we adopt a graduated approach to meeting the needs of our students with SEND:

[QFT-Quality First Teaching](#) This involves: - Ensuring that the teacher has the highest possible expectations for your child and all students in their class. - Ensuring that all teaching is based on building on what your child already knows, can do and understands. - Putting in place different ways of teaching so that your child is fully involved in learning in class. - Putting in place specific strategies (which may be suggested by the SENCO or external staff) to support your child to learn.

[Small Group Intervention](#) If your child is struggling with aspects of literacy, numeracy, speech and language or motor skills they will be given the opportunity to access additional small group intervention. TAs will work with your child on an appropriate programme to boost their skills to ensure that they have the skills to access the school curriculum.

[Individualised 1:1 support](#) Children who are working significantly below national and age-related expectations may benefit from intervention. This type of intervention would involve a highly structured 1:1 support programme. We aim for every pupil to fulfil their potential, no matter what their background or personal circumstances. We will ensure that their provision is fully inclusive in meeting the needs of all children, particularly those which arise from their ethnic heritage, social and economic background, gender, ability or disability. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Our aim is to:

- Provide a secure and accessible environment in which all children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to the school's understanding of equality and diversity.

- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Make inclusion a thread that runs through all of the activities at the school. We ensure that all children are offered the opportunity to participate with activities outside of the classroom by making reasonable adjustments to the organisation of these. For example, we ensure SEND children have an appropriate level of adult support if going out of school, we organise transport that provides appropriate access and staff complete a comprehensive risk assessment of any excursion to ensure all children are safe and included. In addition, SEND children are given the opportunity to participate in visits to settings that meet their specific needs.

Adaptations to the curriculum and learning environment

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities and educational visits to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence. Some of the actions we may take to achieve this are:

- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Modify the curriculum to meet individual needs.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

At Hunwick Primary, we do our best to ensure that all children are offered the opportunity to participate in activities outside the classroom and extra-curricular activities. We ensure that reasonable adjustments are made to enable children with SEND to access a full curriculum and to enrich the experiences of all pupils. We are prepared to seek advice, resources, equipment and training in order to provide high quality experiences for our children. Many settings offer support and advice in meeting the needs of children with SEND and offer specific risk assessments which are sent to the school prior to school educational visits. As a school we ensure that suitable and accessible transport is provided and that comprehensive risk assessments cover travel arrangements to ensure that all children are safe during excursions. More details on how we adapt information, our environment and curriculum can be found in the Accessibility Plan which you can find in the School Policies section of our website.

Inclusivity in activities

‘All schools have duties under the equality act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.’

We, at Hunwick Primary School, are committed to equality. We work hard to ensure that every pupil may fulfil their potential, no matter what his/her background or personal circumstances. We embed principles of fairness and equality across our entire curriculum and school day, in pastoral support and in after school activities. We recognise our specific public sector equality duty, in the exercise of our functions, having due regard to the need to:

- Eliminate discrimination, harassment and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Hunwick Primary School is an inclusive school and actively seeks to promote the inclusion of students with SEND and disabilities. We use our best endeavours to ensure that all students with SEND and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Students with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities.

The school has a number of after school clubs across focusing on sports and the arts. These are run by school staff and outside coaches. All of the clubs are accessible to pupils with special educational needs. Pupils take part in curriculum based educational visits throughout the year linked to their year group programmes of study. A risk assessment is completed for all school visits. The Senior Leadership Team makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the pupils. Risk Assessments are recorded on EVOLVE and sent to the ALP Trust H&S Team and, for higher risk, residential visits, they are also sent to Durham Local Authority for approval.

Supporting emotional and social development

At Hunwick Primary School we are an inclusive school and we consult with a wide range of agencies and partnerships to ensure the Emotional and Social Development needs of SEND children are met. Staff understand the importance of Emotional and Social Development and aim to support and promote the emotional wellbeing of all children. On a daily basis the class teacher is responsible for the pastoral and social care of every child in their class, therefore this would be the parents' first point of contact should further advice or support be required.

At Hunwick Primary School, the Headteacher is our Senior Mental Health Lead, he works with many children, parents and families to provide an additional layer of pastoral care. We have an open-door policy and value our relationships with parents. Staff are available for short messages before school and longer chats after school by appointment. Hunwick Primary School has and maintains close links with agencies providing specialist expertise. In order to access the best professional advice, we also link with Local Authority and Private Providers of additional services, such as Occupational Therapy, School Nursing Team, Social Services and Medical Professionals.

Our School is available to hold multi-professional meetings in school so that parents are comfortable in the school environment and the child can join us easily, if it is appropriate. As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. Children are also praised for achievements in our Friday's celebration assembly. As well as providing academic support, school can also provide emotional and social support for students. This can include:

- Social skills/nurture group interventions - provided by both internal staff and external agencies.
- Emotional support and interventions from staff and outside agencies.
- PSHE Lessons
- Counselling support from outside agencies
- Administration of medicines where necessary

Evaluating effectiveness

The success of Hunwick Primary School's SEND provision is evaluated through:

- The monitoring of classroom practice by the SENCO, subject leaders and Senior Leadership Team.
- The progress made by SEND students in terms of target grades in core and other subjects.
- The performance of SEND students in statutory assessments.
- The analysis of student tracking and testing data for both individual students and cohorts.
- The monitoring of policy and practice by the SEND Governor.
- Comments from parents/carers and students.
- External evaluation by Durham LA and OFSTED inspections.
- Parental involvement, especially attendance at reviews.
- The Governors' Annual Report to Parents.

Handling complaints

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience.

- We would also like your views about the content of our SEND Information Report. If you would like to comment please contact us.
- Compliments are always gratefully received. These positive comments will be published on this area of our school website.

- We hope that complaints about our SEND provision will be rare, however, if there should be a concern, parents/carers should contact the SENDCo. If the complaint is not resolved, the school has a complaints policy which can be found on our website.
- Parents/carers can contact the Durham Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) on 0191 587 3541 or 03000 267 007. Alternatively, you can email at sendiass@durham.gov.uk or complete the contact form through their website at <https://durhamsendiass.info/contact-us/> This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an Education Health Care Plan.
- Durham County Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Durham. The Local Offer can be found at www.durham.gov.uk/localoffer

Spending the budget

All schools receive funding from the local authority, called SEN Notional funding, which should be used to support students who have special educational needs. At Hunwick Primary School we use our professional judgement to ensure that the funding is distributed to have the greatest impact on our SEND students. We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity within the Academy for the money spent on all learners and their needs. If a student at the SEN Support level needs provision, which exceeds £6000, this will be clearly shown on an individualised costed provision map. For students with EHC plans, the provision will also be clearly costed.

Local Offer

Durham's Local Offer information has been developed to allow parents, carers and young people see more clearly what services are available locally to meet their educational needs and/or disabilities from birth to the age of 25.

On the Local Offer you will find information, advice and guidance about services and support available to you covering what is available across education, health and social care for children and young people who have special educational needs (SEN) or are disabled. This includes those who do not have an Education, Health and Care Plan (EHCP).

A dedicated [Special educational needs and disabilities \(SEND\) and our Local Offer](#) section has been created on the website and a directory of services are linked to through our [Families Information Service: Local Offer](#).

Named contacts

Name of individual	Email address	Phone number
Mrs K. Barker (SENDCO)	k.barker@hunwickprimary.org.uk	01388 602150
Mr S. Joyce (Headteacher)	admin@hunwickprimary.org.uk	01388 602150
Durham Mediation service	sendinclusionadmin@durham.gov.uk	03000 267 800

Additional support

Medical Support

All students with a medical need will be identified at the start of the year, a document will be sent out to parents/carers asking for home to declare if their child has a medical need that needs enhanced support or to be monitored in school. Once this document is returned a care plan will be created in consultation with home and health care professionals involved. School staff also receive regular training to support students with medical conditions and work with specialist colleagues when needed to ensure that student's medical needs are supported effectively.

Any change to medical needs during the academic year need to be reported to the SENCo, Mrs K. Barker and/or Mrs L. Oliver.