



Special Educational Needs and Disabilities (SEND) Report - September 2025

Our School Vision:

"The most valuable gift we can give a learner is to enable them to think for themselves, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual."

At Hipsburn Primary School we aim to offer all children a broad and balanced education including access to the National Curriculum and Early Year Foundation Stage Curriculum. Since children have differing abilities and needs some children will need help in achieving their potential. Teachers, parents, children and sometimes outside professionals and agencies need to work together to ensure that all children benefit as fully as possible from their education.

TYPE OF SCHOOL:	Mainstream Primary School 2-11 years	<p>We are a relatively small, rural school located in north Northumberland. We offer mainstream provision from Early Years to Year 6.</p> <p>The preschool class is part of our school and offers full time places from the term after a child is 2 years old.</p>
ACCESSIBILITY:	Wheelchair accessible	The school is fully wheelchair accessible.
	Accessible toilets	The school has fully inclusive toilet facilities within the main building and within the two additional classrooms.
	Auditory/visual enhancements	<p>Adaptations are made to meet the needs of individual children - this includes assessments of the learning environment from specialists within the auditory / visual departments within the Local Authority.</p> <p>We are a fully inclusive school which includes supporting both children</p>

		<p>and adults who work in this school.</p> <p>Adaptations are made to meet the needs of individual adults working at our school.</p>
THE KINDS OF SEN THAT ARE PROVIDED FOR:	<p>Our school currently provides additional and/or differentiated provision for a range of needs, including:</p> <ul style="list-style-type: none"> · Communication and interaction, for example, Autistic Spectrum Disorder (ASD) and speech and language difficulties · Cognition and learning, for example, dyslexia, dyspraxia and dyscalculia · 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 	
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <ul style="list-style-type: none"> • All children are offered quality first teaching. Early intervention is important when children need additional support. • All teachers and teaching assistants have sufficient experience, training and expertise to identify children who may need additional support, and to offer initial support. • Teachers and Assistants provide one to one and small group support to enable all children to access a differentiated and personalised curriculum both inside 	

	<p>the classroom and within the school grounds / school trips and residential.</p> <ul style="list-style-type: none"> • Staff work closely with parents/carers and it may be decided to request specialist advice. Following referral, teaching staff work closely with support services to provide recommended interventions. Our SENCO ensures that staff training is appropriate to the specific needs of the children. • We work through a multi-agency approach with the school health advisors, CYPS, NHS professionals and children's services. • We work closely with other schools within the Alnwick Partnership and the SENCO attends SEND partnership meetings within the local area. • Phonics is introduced in Preschool and RWInc is offered to all children in EYFS and Key Stage One. This is continued as long as necessary to enable children to acquire essential phonetic knowledge. • Individual support is available for improving the emotional, mental and social development of pupils with special educational needs, including pastoral support for listening to the views of pupils with SEN. Some children have a home-school communications book which greatly impacts on how to support a child and develops strong links with the home environment. • Assessments - All children are assessed and tracked by their class teacher. SEN children are tracked in exactly the same way. Information from these assessments allows teachers to complete intervention programmes that are appropriate for each child. These arrangements are reviewed each half term.
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POLICIES:	School policies available on the website	Special Educational Needs and Disabilities - SEND
		Supporting Pupils with Medical Conditions
		Intimate Care
		Safeguarding / Child Protection
		Behaviour
		Mental Health
		Accessibility Policy
		Looked After Children (LAC)
		Equality
	We are aware / familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	
RANGE OF PROVISION:	Areas of strength:	
	<p>Our expertise is in identifying children's needs quickly and negotiating with children and families to provide early intervention support. This is initially provided by school staff with training and experience. Further specialist advice is requested when necessary. Some staff has received dyslexia training and several members of the school team have attended Autistic Spectrum Disorder (ASD) training.</p> <p>We manage an Inclusion Register which is updated by teaching staff every half term. Each child on the Special Educational Needs Register has an Individual Learning Plan - ILP. This is monitored and updated each term. These are shared with parents as part of the support that we currently have in place. Those children with an EHCP will have long term objectives / targets and specific interventions that link to their Individual Learning Plan. These are reviewed at the Annual Review and any</p>	

	<p>actions followed up. Timetables which show support with a pupil are shared and discussed with parents each half term.</p>
	<p>Specialist Facilities/Equipment to support SEND</p> <p>There is an accessible toilet and nappy changing area. Space can always be found for therapist sessions e.g. physiotherapy. The Log Cabin provides a quiet space for small group interventions. An outdoor play tower has a tilted climbing wall and steps that are used for mobility therapies. We seek equipment that may support children for example "chewies," "fidget toys" and special pencil grips. We have increased the extent to which disabled pupils can participate in the school's curriculum by ensuring they access all aspects of what is on offer at Hipsburn Primary. For example, a trip to the theatre in Newcastle was planned carefully around the fact that there was strobe lighting.</p> <p>I-pads are available to all classes for a range of uses.</p> <p>Chrome books are accessible by all children and adults using the IT trollies.</p>
	<p>Input from Therapists/Advisory Teachers/other specialist support services</p> <p>We have access to our local SEND Teams at the Local Authority. These teams offer specialist support and advice for pupils, families and staff and provide specialised staff training. We have access to specialists including an educational psychologist, education welfare officer, inclusion support, behaviour support, literacy, speech and language support, autistic spectrum support and social work. They offer a first point of contact for a wide range of issues and usually begin by listening to the child and their family.</p>

	<p>We also have access to the Local Authority EAL (English as an additional language) support team.</p> <p>The SEND services are:</p> <p>Education Psychology</p> <p>High Incidence Needs Team (HINT)</p> <p>Low Incidence Needs Team (LINT)</p> <p>Early Years Inclusion Support</p> <p>Health support services available include speech and language (SALT) visual impairment, paediatric physiotherapy, occupational therapy, mental health (CYPS), oncology, dieticians, school nurse and health visitors.</p> <p>Children's Services provide for social welfare.</p> <p>Breakfast and After School support</p> <p>A Breakfast Club provision is being offered each day at Hipsburn Primary School. There is a range of After School Clubs that vary each half term. This extended provision / care are available to ALL children.</p>
<p>INCLUSION:</p>	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>Teachers plan to challenge and support individual children in every lesson. Many strategies that support particular children are available to all e.g. daily visual diaries, highlighter pens, sprung scissors and quiet areas, so that children are not made to feel different. Children are invited to explain their own perception and others are taught to respect requests e.g. 'I really like to know what will happen today or I need my table to</p>

	<p>be tidy'.</p> <p>All children are included in all lessons, events and trips and support is provided where necessary, as subtly as possible. Lunchtime and support staff are aware of the particular needs of specific children. When appropriate, additional funding is sought to provide additional staffing or resources.</p> <p>Children with SEND and /or disabilities are included on all school trips and residential visits. Separate Risk Assessments are put in place when it is appropriate to do so in order for all children At Hipsburn Primary school to fully participate. We see the beach as part of our outdoor provision and this supports physical and mental wellbeing as well as enhancing the curriculum and learning.</p> <p>We provide a wide range of extra-curricular clubs which are open to all children at Hipsburn (there is a limit on the size of the group depending on the activities being offered). A recent audit indicated that clubs were attended by 60% of SEND pupils.</p> <p>The school website provides an up to date list of these clubs.</p>
	<p>What proportion of children currently at the school are on the SEN Register?</p> <p>10.8% (11 pupils) have additional SEND provision.</p> <p>4.96% (5 pupils) have an Education, Health and Care Plan (EHCP)</p> <p>(Data taken from April Census - 2025)</p>

PARENT SUPPORT INVOLVEMENT / LIAISON:	<p>How do you involve /support the parents of children / young person with SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty?</p> <p>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:</p> <ul style="list-style-type: none"> · Everyone develops a good understanding of the pupil's areas of strength and difficulty · We consider the parents' concerns · Everyone understands the agreed outcomes sought for the child · Everyone is clear on what the next steps are and minutes of these initial meetings will be added to the pupil's confidential Inclusion file. <p>Parental consent is given for any additional interventions, one to one support and consultations with external professionals such Speech and Language Therapists, Literacy Specialist Teachers, ASD Specialist Teachers, Behaviour Support, Sensory Impairment Specialists and Educational Psychologists for advice.</p> <p>We listen and consult, guiding families to consider requesting appropriate specialist support. In addition to termly progress meetings, parents are involved in frequent, fairly informal conversations with the class teacher and SENCO. Emails allow conversations with working parents. When parents raise queries or concerns, we aim to meet very quickly to investigate and discuss resolutions.</p> <p>If alternative provision is appropriate Mr Moloney will work with the Local Authority and parents to ensure the best provision is agreed. IASS (Information Advice Support</p>

	<p>Agency) is the service provided by the Local Authority. They can be contacted at: iass@northumberland.gov.uk or 01670 623555 / 01670 620350.</p> <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>Transition arrangements are in place for all children to try their next class or next school. When children need additional preparation, we consult parents and receiving schools to arrange additional visits.</p> <p>There is a strong focus in supporting SEND children in Year 6 who are moving into Key Stage 3. Extra visits to the high school are arranged. This has sometimes included parents attending extra visits that have sometimes been organised during school holidays.</p>
<p>OTHER INFORMATION:</p>	<p>What else do you think parents' carers would like to know about your school?</p> <p>Our aim is to challenge and support all children at levels appropriate for them, so that with effort, they can achieve progress. Current intervention programmes frequently provided include: Read Write Inc. catch up sessions, maths focus groups, Talk Boost, ELSA social/friendship circles, fine motor activities, speech and language activities and a variety of specific 1:1 therapy e.g. physiotherapy as well as EAL sessions. For some children, activities are supported or modified within lessons e.g. PE. Children know that they may ask to have a quiet conversation with a member of teaching staff, to help them to reflect or to request help.</p> <p>Parents are encouraged to discuss their child's needs with the class teacher or Preschool key person. The Special Educational Needs Co-ordinator (SENCO) is available to offer support and</p>

	<p>manage provision.</p> <p>Kevin Moloney is the SENCO for the whole school and has the NASC qualification for SENDCo's.</p> <p>Jo Johnson (Reception teacher) has extensive knowledge, and a keen interest in SEND. She is currently a Governor and one of her Governor responsibilities is SEND. Jo Johnson's qualifications include a Postgraduate Certificate in SEN and Inclusive Practise and a Postgraduate Certificate in Teaching pupils with SpLD (Dyslexia) within the school context. Jo Johnson has recently completed a Speech & Language course - ELKAN training within school. Kate Jackson (Reception teacher) is assisting Kevin Moloney (SENCo) with SEN work across the school. Kate Jackson was a SEND Advisor working for Northumberland County Council and has SEN qualifications at postgraduate level.</p>
EVALUATION OF SEND PROVISION	<p>Governors responsible for SEND have attended training facilitated by the Local Authority. They carry out visits to evaluate SEND. Provision for SEND is also part of the remit of the visits from the School Improvement Partner - Mrs Linda Taylor. These reports are shared with all governors.</p>
CONCERNS / COMPLAINTS	<p>We are a small friendly school where the headteacher (SENCO) is available each day for telephone conversations / face to face discussions. The details / stages to making a complaint can be found in the Complaints Policy which is within the Policy section of the school website. Within the same section is the Communications Policy</p>
FURTHER GUIDANCE SUPPORT	<p>Northumberland's Local Offer for SEN & Disability</p> <p>The Local Offer includes a wide range of useful information, including details of services and organisations that support children and young people with special educational needs (SEN)</p>

	<p>or disabilities, and their families.</p> <p>Please click on the link below for information.</p> <p>http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx</p>
FURTHER HELP	<p>The Information, Advice and Support Agency Network offer independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service.</p> <p>http://www.iasnet.org.uk/</p> <p>In Northumberland, parents can access this support by contacting:</p> <p><i>Northumberland SEND Information, Advice and Support Service</i></p> <p>This is a free and confidential service which provides impartial information, advice and support to parents and carers of children with special educational needs and disabilities.</p> <p>This service helps parents and carers to work in partnership with others involved in their child's education by:</p> <ul style="list-style-type: none"> • offering practical advice and support in understanding the special educational needs and disabilities "system" • listening to parents and helping them express their views • helping parents with paperwork • helping parents prepare for meetings • putting parents in touch with other organisations and groups that can support them

	<p>Contact details:</p> <p>Telephone: 01670 623555</p> <p>Email: parentpartnership@northumberland.gov.uk</p> <p>Website: http://parentpartnership.northumberland.gov.uk</p>
COMPLETED BY: (Name and position)	<p>Kevin Moloney</p> <p>Headteacher, SENCo</p>
DATE COMPLETED:	<p>Ratified by Governors responsible for SEND - January 2023</p> <p>Ratified by Governors - February 2023</p> <p>Ratified by Governors - March 2024</p> <p>Ratified by Governors - Autumn Term 2025</p>
REVIEW DUE:	<p>September 2026</p>