

Special Educational Needs and Disabilities (SEND) Report

September 2026



Our aim is to ensure that every pupil regardless of background or starting point has access to a high-quality inclusive education that supports success and wellbeing

School: Hipsburn Primary School

Type: Mainstream Primary School, 2-11 years

Setting: Rural primary school in North Northumberland

Early Years: Preschool provision and Reception

SENCO: Kate Jackson SENCO

SEND Link Governors: Jo Johnson and Nicki Mathewson

Report updated: September 2026

Next review: September 2027

Our approach to SEND and inclusion

At Hipsburn Primary School, we believe that every child is unique and has the potential to learn, develop and achieve.

We recognise that children have different strengths, interests, starting points and ways of learning. Some children may require additional support at particular points in their education, while others may have longer-term special educational needs or disabilities.

Our aim is to identify needs early, remove barriers to learning and provide the right support at the right time.

We believe that:

- every child is valued;
- every child has the right to access a broad, balanced and ambitious curriculum;
- inclusion is the responsibility of the whole school;
- high-quality teaching is the foundation of effective SEND provision;
- children's strengths should be recognised alongside their needs;
- parents and carers know their children best;
- children's views should influence decisions about their education and support;
- support should promote independence rather than dependence;
- early identification and intervention are important;
- effective SEND provision depends on strong partnership working.

Our SEND Policy explains the school's approach and responsibilities in more detail.

What kinds of SEND do we provide for?

Hipsburn Primary School is a mainstream primary school and provides support for children with a wide range of special educational needs and disabilities.

Our provision may include support for children with needs relating to the four broad areas identified in the SEND Code of Practice:

Communication and Interaction

This may include:

- speech, language and communication needs;
- difficulties understanding or expressing language;
- social communication needs;
- autism and autistic spectrum conditions.

Cognition and Learning

This may include:

- moderate learning difficulties;
- specific learning difficulties;
- dyslexia;
- dyscalculia;
- dyspraxia;
- difficulties with acquiring, retaining or applying learning.

Social, Emotional and Mental Health

This may include:

- anxiety;
- emotional regulation difficulties;
- social difficulties;
- attention and concentration difficulties;
- ADHD;
- difficulties with relationships and behaviour;
- mental health needs.

Sensory and/or Physical Needs

This may include:

- hearing impairment;
- visual impairment;
- physical disabilities;
- sensory processing needs;
- epilepsy;
- long-term health conditions.

Children may have needs across more than one area.

We recognise that a diagnosis is not required for a child to receive appropriate support.

How do we identify children who may have SEND?

We believe that early identification is important.

Children may enter Hipsburn with identified SEND or needs may become apparent during their time at school.

We gather information from a range of sources, including:

- parents and carers;
- children;
- previous schools, nurseries and settings;
- EYFS information;
- teacher observations;
- classroom assessment;
- pupil progress information;
- work scrutiny;
- learning walks;
- attendance and wellbeing information;
- behaviour information;
- screening and assessment;
- advice from external professionals.

If a teacher has concerns about a child's progress, development or access to learning, they will initially consider whether appropriate classroom adaptations and ordinarily available provision can address the identified barrier.

Where concerns continue, the class teacher will discuss these with the SENCO and parents/carers.

We recognise that not every child who experiences difficulty has SEN. Some children may require short-term monitoring, additional classroom support or a time-limited intervention without being placed on the SEND register.

Where evidence indicates that a child has SEN and requires special educational provision, the school will work with the child and their family to determine appropriate SEN Support.

How do we assess and support children with SEND?

We use a graduated approach based on:

Assess → Plan → Do → Review

Assess

We consider the child's strengths, needs, progress and barriers to learning.

This may include information from teachers, parents, the child and external professionals.

Plan

Where additional SEN Support is required, we agree:

- desired outcomes;
- appropriate provision;
- teaching strategies;
- interventions;
- adaptations;
- responsibilities;
- arrangements for review.

Do

The class teacher remains responsible for the child's day-to-day teaching and learning.

Additional support may be delivered by teachers, teaching assistants or specialist professionals.

Review

We evaluate whether the support has made a difference.

We consider:

- progress;
- attainment;
- development;
- engagement;
- independence;
- wellbeing;
- pupil views;
- parent/carer views;
- staff observations;
- effectiveness of interventions.

Provision is adapted when necessary.

How do we provide support through ordinarily available provision?

We recognise that many children benefit from inclusive strategies that should be available to all pupils.

These may include:

- visual timetables;
- visual prompts;
- clear routines;
- explicit modelling;
- scaffolding;
- additional processing time;
- repetition and overlearning;
- carefully planned questioning;
- flexible grouping;
- adapted resources;
- practical resources;
- sensory resources;
- quiet spaces;
- movement breaks;
- communication-supportive approaches;
- vocabulary teaching;
- adapted recording methods;
- technology and assistive resources.

Where appropriate, these strategies are used with the whole class so that children do not feel singled out.

Children are encouraged to communicate what helps them to learn and participate successfully.

How is the SEND register used?

The SEND register records pupils who have been identified as having SEN and who require SEN Support.

A child is not automatically placed on the SEND register simply because they:

- have an Individual Learning Plan;
- receive an intervention;
- receive additional adult support;
- have a behaviour plan;
- have a medical condition;
- are being monitored for a period of time.

We consider whether a child has an identified special educational need and whether they require special educational provision.

The SEND register is reviewed regularly.

Children may be added to or removed from the register when evidence indicates that this is appropriate.

Where a child no longer requires SEN Support, their progress will continue to be monitored through normal school assessment and provision.

What additional support may be available?

The support provided depends on each child's individual needs.

It may include:

- additional classroom support;
- individual or small-group teaching;
- phonics intervention;
- reading support;
- mathematics intervention;
- communication and language support;
- speech and language activities;
- social communication support;

- emotional wellbeing support;
- fine motor activities;
- sensory strategies;
- support with regulation;
- specialist equipment;
- adapted resources;
- additional adult support;
- specialist advice;
- targeted programmes.

Examples of provision used within school may include:

- Read Write Inc. support and catch-up;
- targeted mathematics support;
- Talk Boost or similar communication programmes;
- social and friendship groups;
- emotional literacy support;
- fine motor activities;
- speech and language activities;
- targeted one-to-one support;
- physiotherapy programmes where advised by professionals;
- EAL support.

Interventions are monitored to ensure that they are appropriate and making a difference.

How do we support children in the Early Years?

We recognise that early identification and support are particularly important during the Early Years.

Our Preschool and Reception provision works closely with parents, previous settings and relevant professionals.

Staff use:

- observation;
- assessment;
- knowledge of child development;
- communication with families;
- information from previous settings;
- professional advice.

Where a child has additional needs, the SENCO will work with staff and parents/carers to identify appropriate provision.

Support may include:

- communication and language strategies;
- visual support;
- structured routines;
- sensory adaptations;
- social and emotional support;
- fine motor development;
- targeted interventions;
- specialist professional involvement.

Our aim is to ensure that children develop the foundations they need to become confident, independent learners.

How do we support children with EHC plans?

Where a child has an Education, Health and Care Plan (EHCP), we ensure that the provision specified in the plan is delivered.

The SENCO coordinates provision and works with:

- parents/carers;
- the child;
- class teachers;
- teaching assistants;
- external professionals;
- the Local Authority.

Children with EHCPs have their progress and provision reviewed through the annual review process.

Longer-term outcomes and targets are incorporated into the child's individual provision and reviewed as appropriate.

How do we support children with SEND in the classroom?

Our expectation is that children with SEND are included in their class wherever possible.

Teachers adapt teaching to enable children to access learning while maintaining appropriate levels of challenge.

Adaptations may include:

- changing the way information is presented;
- breaking tasks into smaller steps;
- modelling;
- pre-teaching vocabulary;
- additional repetition;
- visual support;
- scaffolding;
- adapted resources;
- alternative recording methods;
- additional time;
- structured adult support;
- opportunities for movement or sensory regulation.

The purpose of adaptations is to remove barriers while maintaining high expectations.

How do we promote independence?

We want children with SEND to become confident and increasingly independent learners.

Adults therefore consider carefully how support is provided.

Where appropriate, we use:

- visual prompts;
- checklists;
- routines;
- technology;
- communication aids;
- environmental adaptations;
- gradually reduced adult prompting.

We aim to avoid unnecessary adult dependency.

Children are encouraged to understand their own strengths and needs and to communicate what helps them.

How do we involve parents and carers?

We believe that effective SEND provision depends on strong partnerships with families.

We will:

- communicate with parents when concerns arise;
- listen to parents' views and concerns;
- share information about strengths and needs;
- agree appropriate outcomes;
- discuss support and interventions;
- review progress;
- involve parents in Individual Learning Plans where appropriate;
- seek parental views when considering external referrals;
- work collaboratively when provision needs to change.

Parents can contact their child's class teacher, the SENCO or Headteacher to discuss concerns.

We aim to respond promptly and work with families to find solutions.

Parents may communicate with school through meetings, telephone calls, email or other agreed methods.

Where a child benefits from a home-school communication system, this will be agreed with the family.

How do we involve children in decisions about their SEND?

Children's views are important to us.

We encourage children to talk about:

- what they enjoy;
- their strengths;
- what they find difficult;
- how they learn best;
- what helps them;
- what they would like to improve;
- their targets;
- the support they receive.

Pupil voice may be gathered through:

- discussion;
- individual conversations;
- review meetings;
- questionnaires;
- observation;
- visual or alternative communication methods.

The approach will be adapted according to the child's age, development and communication needs.

How do we work with specialist services?

Where additional expertise is required, we work with appropriate external professionals.

Depending on individual need, this may include:

Education and Local Authority services

- Educational Psychology;
- High Incidence Needs Team (HINT);
- Low Incidence Needs Team (LINT);
- Early Years Inclusion Support;
- specialist teaching services;
- behaviour and inclusion services;
- EAL support;
- Education Welfare services.

Health services

- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- school nursing;
- health visiting;
- mental health services;
- sensory impairment services;
- paediatric services;
- other relevant NHS professionals.

Children's Services

Where appropriate, we work with Children's Services and other agencies to support children's wider wellbeing and development.

External advice is used to help staff develop practical strategies that can be implemented in school.

How do we support children with medical needs?

We recognise that some children with medical conditions may also have SEND or may require adjustments to enable them to access education.

We work with parents/carers and relevant health professionals to develop appropriate arrangements.

Where required, an individual healthcare plan will be developed.

Further information is available in our **Supporting Pupils with Medical Conditions Policy**.

How do we make the school accessible?

Hipsburn Primary School is a wheelchair-accessible mainstream school.

Our accessibility arrangements include:

- wheelchair access;
- accessible toilet facilities;
- accessible nappy-changing facilities;
- consideration of individual sensory needs;
- adaptations to the learning environment;
- specialist equipment where required;
- access to quiet spaces;
- technology to support learning.

Where specialist advice identifies a need for further adaptation, we will consider appropriate adjustments.

The school's Accessibility Plan provides further information about how accessibility is developed.

What specialist equipment and facilities are available?

The school has access to a range of resources to support pupils with SEND.

These may include:

- accessible toilet and changing facilities;
- quiet spaces for small-group or individual work;
- sensory resources;
- fine motor resources;
- specialist writing equipment;
- communication resources;
- iPads;
- Chromebooks;
- visual resources;
- appropriate physical resources.

Where specialist equipment is recommended, the school will work with families and relevant professionals to identify and obtain appropriate resources where possible.

How do we promote inclusion outside the classroom?

We believe that children with SEND should be included fully in the life of the school.

Children with SEND are included in:

- school assemblies;
- sporting activities;
- school performances;
- educational visits;
- residential visits;
- clubs;
- lunchtime activities;
- trips;
- wider school events.

Reasonable adjustments are made where necessary.

For trips and residential visits, individual risk assessments may be completed where appropriate.

Planning considers:

- physical access;
- sensory needs;
- communication;
- medical needs;
- emotional wellbeing;
- staffing;
- transport;
- the environment.

We aim to make adjustments that enable children to participate alongside their peers rather than providing separate experiences.

How do we support participation in extra-curricular activities?

Our extra-curricular activities are available to all pupils, subject to the practical limits of individual activities.

Where children with SEND require reasonable adjustments to participate, these will be considered.

We monitor participation to help us understand whether pupils with SEND are accessing wider opportunities.

How do we support transitions?

We recognise that transitions can be particularly important for children with SEND.

Transitions may include:

- starting Preschool;
- moving from Preschool to Reception;
- moving between classes;
- moving from Key Stage 1 to Key Stage 2;
- moving from Year 6 to secondary school;
- moving to another educational setting.

Where additional support is needed, we may provide:

- additional visits;
- transition meetings;
- photographs or visual information;

- individual transition plans;
- meetings with receiving staff;
- information sharing;
- opportunities for parents to visit;
- additional preparation for changes in routine.

For pupils moving to secondary school, additional visits can be arranged where required.

We work with families and receiving schools to support a positive transition.

How do we support Year 6 pupils with SEND moving to secondary school?

Transition planning begins in good time and is tailored to individual needs.

Where appropriate, we will:

- liaise with the receiving secondary school;
- share relevant information;
- attend transition meetings;
- support additional visits;
- discuss strategies that help the child;
- share SEND documentation;
- involve parents/carers;
- involve the child in planning.

Some pupils may benefit from additional visits or more personalised transition support.

How do we develop staff expertise?

We recognise that all staff have a role in supporting pupils with SEND.

Staff development is informed by:

- the needs of pupils currently in school;
- assessment and progress information;
- monitoring;
- staff confidence;
- specialist advice;
- school improvement priorities.

Training may include:

- adaptive teaching;
- communication and language;
- autism;
- dyslexia and specific learning difficulties;
- social and emotional needs;
- sensory needs;
- behaviour and regulation;
- effective use of teaching assistants;
- inclusive classroom practice.

The SENCO supports staff through advice, coaching, modelling and professional discussion.

How do we monitor the effectiveness of SEND provision?

We monitor SEND provision through:

- pupil progress meetings;
- assessment information;
- review of the SEND register;
- review of Individual Learning Plans;
- intervention monitoring;
- learning walks;
- work scrutiny;
- pupil voice;
- parent/carers feedback;
- staff feedback;
- meetings with support staff;
- external professional advice;
- governor monitoring.

We ask:

What is the child's need?

What support have we provided?

Has it been implemented effectively?

What difference has it made?

What should happen next?

The SENCO provides an overview of SEND provision and reports to school leaders and governors as appropriate.

What proportion of children have SEND?

The school's SEND information is reviewed annually and updated using the most recent available school census information.

Current SEND information:

- Pupils receiving SEN Support: 9%
- Pupils with an EHCP: 5%
- Total pupils identified with SEND: 14%

What are the school's areas of strength?

We believe our particular strengths include:

Early identification: We aim to identify needs quickly and respond through appropriate classroom provision, targeted support and specialist advice where required.

Strong relationships with families: We value the contribution parents and carers make to understanding their child's needs and planning support.

Inclusive practice: Children with SEND are included in lessons, trips, residential visits, clubs and wider school activities.

Staff expertise: We have staff with experience and training in a range of SEND areas, and the SENCO coordinates ongoing professional development.

Multi-agency working: We work with Local Authority and health professionals to provide specialist advice and support.

Early Years provision: Our Preschool and Reception provision enables us to identify and respond to emerging needs at an early stage.

Pupil voice: Children are encouraged to express their views about their learning and the support they receive.

How can parents raise a concern?

If you have a concern about your child's SEND provision, please contact us as soon as possible.

We encourage parents to speak initially with:

1. the class teacher or Preschool key person;
2. the SENCO;
3. the Headteacher.

We aim to work collaboratively with families to resolve concerns.

If a concern cannot be resolved informally, parents can use the school's formal **Complaints Policy**.

Where can parents obtain independent SEND advice?

Parents and carers can access independent advice through the Northumberland SEND Information, Advice and Support Service (SENDIASS).

The service provides impartial information, advice and support to parents and carers of children and young people with SEND.

It can help families to:

- understand the SEND system;
- express their views;
- prepare for meetings;
- understand paperwork;
- work with schools and other professionals;
- access other relevant organisations and services.

Northumberland SENDIASS

Telephone: **01670 623555 / 01670 620350**

Email: **iass@northumberland.gov.uk**

Parents can also access information through the Northumberland Local Offer.

Northumberland Local Offer

Northumberland County Council's Local Offer provides information about services and support available for children and young people with SEND and their families.

This includes information about:

- education;
- health;
- social care;
- SEND services;
- support organisations;
- preparation for adulthood;
- activities and community support.

The school's SEND Information Report should be read alongside the Northumberland Local Offer.

What other information may be useful?

Parents may wish to read our:

- SEND Policy;
- Accessibility Plan;
- Inclusion Strategy;
- Equality Policy;
- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Supporting Pupils with Medical Conditions Policy;
- Attendance Policy;
- Complaints Policy.

These documents are available through the school website.

Contacting the SENCO

If you would like to discuss your child's SEND or have concerns about their provision, please contact the school office to arrange an appointment with the SENCO.

SENCO: Kevin Moloney and Kate Jackson

Position: Headteacher and SENCO / Supporting SENCO

School: Hipsburn Primary School

Parents are welcome to contact the SENCO to discuss concerns, ask questions about SEND provision or seek advice about their child's needs.

Review of this Information Report

This Information Report is reviewed annually and will be updated sooner if there are significant changes to the school's SEND provision.

The report will be reviewed alongside:

- the SEND Policy;
- Accessibility Plan;
- Inclusion Strategy;
- school improvement priorities;
- current SEND cohort information;
- parent/carers feedback;
- pupil voice;
- staff feedback;
- governor monitoring.

Date published: September 2026

Next review: September 2027