



Hipswell Church of England Primary School SEND Information Report September 2026

Our vision

Our vision is to “Live generously and graciously towards others, the way God lives towards us” (Matthew 5:48). We nurture supportive relationships within our often-changing community. We aspire for our children to be resilient and to flourish - happily, confidently and with enthusiasm.

Introduction

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs.

The SEN Code of Practice (DfE, 2015) says pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age.
- or b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

This information outlines the support and provision you can expect to receive at Hipswell C of E Primary School.

1 What kinds of SEND are provided for in our school?

We welcome children with a broad range of needs to our school.

- Special educational needs and provision falls under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Sensory and/or physical

2a) What policies do we have for identifying children and young people with SEND?

2b) How do we assess their needs?

2c) What is the SENCo's name and how can I contact them?

2a) Please read our SEND policy alongside this document (available on our website.) We use the “Assess, Plan, Do and Review” process, known as the Graduated Approach (further details in SEND Policy). Links are also available on our website through the SEN tab to other associated policies: Child Protection Policy,

Behaviour Policy, RSE Policy, Equality Policy, Accessibility Policy and Plan and Safeguarding Policy, Supporting Pupils with Medical Conditions.

2b) For a child or young person to be entered onto the school's SEND Register we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a child or young person is not making adequate progress they will only be considered as having a SEN if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child or young person on the SEND Register receives support that is additional to and different from that which is ordinarily provided for most of the other children of the same age.

Children or a young person are identified as having a SEND through a variety and combination of ways including.

- Communication with previous settings
- Children performing below 'age related expectations'
- Concerns raised by parents/carers
- Concerns raised by a teacher.
- Collaborative working with external agencies
- Use of standardised assessment
- Children or a young person that already have an Educational Health Care Plan (EHCP)

If you think your child may have SEND, we will observe closely, assess what may be causing the difficulties and discuss with you what we will do as a school to support you and your child. We talk to parents and children regularly and liaise with other members of school staff.

We have a range of assessments which can be used within school to help identify the specific difficulties your child may be experiencing. For example:

- Salford Reading Assessment.
- High frequency words spelling checklist
- Little Wandle phonics assessments.
- Developing focus and attention checklist.
- Diagnostic Reading Assessment

There are also assessments which we can ask you to support with to help identify the difficulties your child may be experiencing. These include:

- The Emotional Literacy Checklist
- Motor skills checklist
- The Social Communication Checklist
- The Boxall Profile

With these documents, you complete your version, the pupil (where appropriate) completes a version and school (usually the class teacher) completes a version. The results are then pulled together and discussed with you.

2c) SENCo – Mrs. S. Matheson

Tel – 01748 832513

Email – admin@hipswell.n-yorks.sch.uk

3 What arrangements do we have for consulting with parents of children with SEND and involving them in their child's education?

At Hipswell, we take parental concerns seriously and we strive to build good relationships with all parents. We ask that in the first instance you make contact with the class teacher to discuss any concerns you may have surrounding either progress, or any other aspect of your child's development. Mrs. Matheson (SENCo) works closely with all class teachers.

Communication with you about your child's education includes the following as standard:

- Letters, informal chats or messages on Seesaw to inform you if your child has been selected to take part in an intervention – this will explain why your child has been selected and offer you an opportunity to discuss further if required
- Twice yearly parent consultation evenings
- Annual school report
- Ongoing opportunities to speak to your child's class teacher, SENCo or Headteacher as needed either by appointment or informally, for example on the playground before school

We recognise that as a parent of a child with SEND you may require additional communication between home and school to support your child's learning and progress. This could include:

- Additional, informal catch-up meetings
- Home/school communication books
- Termly review meetings between the class teacher, parents, child and SENCo as appropriate.

There is a process of constant review and therefore possible movement within the graduated approach. It is important the children are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a child or young person will necessarily be placed on the SEND register.

These targeted children or young people will be closely monitored, and their progress tracked. If a specific educational need is highlighted, an individual Support Plan may be put in place. These will be written by the class teacher including discussion with parents, child or young person and support staff. These identify clear targets to be supported in class and relevant interventions. These will be regularly reviewed as part of the ongoing Assess, Plan, Do, Review cycle, so that we are aware of the effectiveness of the provision made for our pupils with SEND and make alterations to best meet their needs and fulfil their potential.

Other agencies are involved, when necessary, such as speech and language therapy. Any children or young people who have an EHCP will have annual and interim reviews. Parents, SENCo and LA representative - usually the appropriate caseworker - class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to the annual reviews.

Parents are also signposted to relevant support networks and training e.g SENDIASS, Solihull Parenting Courses, POSCH and Daisy Chain.

4. What arrangements do we have in place to consult with young people with SEND and how do we involve them in their education?

At Hipswell, we appreciate everyone's uniqueness, we all have our own strengths and weaknesses. Work carried out within classes, during Collective Worship or PSHE lessons and when issues arise reinforce this. The views of our children are listened to.

We run an active School Council. Council members are involved in school improvement and seek the views of all children within our school.

Children with SEND may require additional support in articulating their views and aspirations. Targeted work may be undertaken with the class teacher or TA. We have a TA trained in ELSA and all staff have received Emotion Coaching. Some children might find it difficult to express their views verbally; if this is the case then

alternative methods are sought, for example by using visual prompts and conversation cubes.

Pupil voice is highly valued in our school. Children with SEND are involved in setting and reviewing their own learning targets, as outlined on their individual Support Plans. These documents are also shared and reviewed with you on a termly basis.

Pupil views are sought for annual reviews; these are maintained in order to track progress in the level of response.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Can you explain what opportunities are available to enable school to work with parents and young people as part of this assessment and review?

We use Insight to assess and track pupil progress. For children not yet accessing the National Curriculum, we use the Engagement Model. Monitoring, assessing and reviewing progress also includes:

- Data analysis through school tracking system
- Pupil progress meetings with class teacher, SENCo and senior leadership team
- Sharing between teachers to ensure a smooth transition
- Support Plan meetings held termly between child/ young person, teacher, and parents/carers to discuss progress and next steps
- Targeted interventions delivered and reviewed regularly through book scrutinies and evidenced progress within core subject areas
- Teachers and support staff working closely together
- Class adaptations sheet available to support new staff and transitions

We meet termly with parents of children with SEND to hold review meetings and more often, informally, as required. This may be a quick chat on the playground, or a message by telephone or Seesaw.

We aim to make the review meetings as pleasant as possible, recognising that this can be a time that you may find difficult and stressful. We offer refreshments and ensure you are introduced to everyone who is present at the meeting. We try to ensure that we stick to time and ensure you have the chance to ask questions. We offer you the opportunity to complete parent views in advance of the meeting to enable you to feel prepared before the meeting and ensure that the minutes of the meeting are completed in a timely fashion. Your child also has the chance to complete pupil views before the meeting, as outlined above. Pupil profile records are used to record strategies which have worked (and their impact) and strategies which have not worked (and why they do not work) for each child. These are kept on CPOMS, our secure data management system and are updated regularly as required. Information from parents is also recorded here which helps to ensure that all staff involved in a child's provision are aware of any particular needs, particularly when moving to a new class. Support Plans are updated and shared with you and children termly, as outlined above.

6. What are the arrangements for supporting children and young people in moving between phases of education?

Transition between classes within school is carefully planned. Additional visits to see the new class and teacher are planned where needed and there is good liaison between members of staff. Class adaptations sheet also supports transition. Transition booklets are provided for all new Reception children to support their transition into Hipswell.

Transition to a new school is equally well planned. A member of staff from the relevant secondary school is always invited to Year 6 SEN reviews, and earlier if appropriate. We have good relationships with our feeder secondary schools, Risedale School, Richmond School, SFX and Wensleydale School and work closely with them to ensure that transition for all pupils, and especially those with SEND, is smooth and handled appropriately in order to reduce anxiety for yourself and your child.

We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on

the best approach.

Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil and school. For example, some children take part in activities at the Hub at Risedale, meet key members of staff and familiarise themselves with different departments. Other children take part in additional transition days to help familiarise themselves with the site.

7. What is our approach to teaching children and young people with SEND?

Hipswell is an inclusive school, and we make every opportunity to include all children. We work closely with you and your child to aim to meet their needs in the best way possible.

If your child requires an intervention to help them address a specific difficulty, we will always inform you of this and give you the opportunity to discuss this with the class teacher.

Additional support can be provided during lessons to help children with SEN. This might take the form of additional or different resources, breaking a task down into smaller chunks, providing writing frames, visual supports and continued work using manipulatives. It might also take the form of additional support from an adult within school (teacher or TA). Peer support may take place within a lesson, and/or between older and younger pupils.

We aim to always include children with SEND on all educational visits, including residential visits.

If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including Educational Psychologists or Speech and Language Therapists. We would always discuss this with you and seek your written consent before involving such agencies.

Should a child still be making limited progress, and the gap between him/her and their peers is continuing to widen, we would discuss with you the possibility of submitting an Education Health and Care Assessment Request. We would involve you fully in this process and you could also be supported in this process by the Special Educational Needs Information and Advice Support Services (SENDIASS).

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

Adaptations are made wherever needed within the classroom, for example:

- changing the colours of interactive whiteboards
- providing a visual timetable which is updated daily
- paired work or small group teaching
- adaptive teaching
- multi-sensory activities
- support manipulatives
- use of coloured overlays
- alternative methods to seek support
- social stories
- different styles of reading books
- use of ear defenders
- use of ICT to record ideas
- quiet areas within the classroom

- “chunking” learning into smaller sections
- writing scaffolds/frames/sentence starters
- use of practical resources
- individual workstation
- feelings check in
- support to achieve potential
- opportunities to develop confidence, resilience and self-esteem

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

9. What sort of expertise for supporting children and young people with SEND do we currently have in school? How do we ensure that the expertise and training of staff to support children and young people with SEND is current? How do we access and secure further specialist expertise?

The SENCo is working towards the NPQSENCo award which will be completed by May 2027. She accesses the termly NYCC SENCo Network meetings and Swaledale Alliance SENCo Development Group meetings, enabling her to keep up to date with current good practice.

TAs have received training in intervention packages (used for both pupils with SEND and others) including:

- Little Wandle Rapid Catch-Up
- Little Wandle Keep Up
- ELSA
- Emotion Coaching
- Precision teaching
- Learning Village
- Colourful semantics
- Behaviour management
- Barrier games
- Paired writing
- NELI
- Peer reading programmes

A programme of staff training (for both teachers and TAs) is carried out on a rolling basis depending on the needs of our children and has included:

- Speech and Language support
- Little Wandle Phonics Programme
- Precision Teaching
- Emotion Coaching
- Autism awareness
- Social stories
- Compass Buzz (mental health and well-being)
- Attachment training
- Trauma informed approach

- Dyslexia training

Specific training is provided as needed for staff members, either through accessing individual courses or school or cluster training sessions.

Should we require additional support or expertise to meet a child's needs, a request will be made to the appropriate service, such as the Early Help Team, SEND Hub, CAMHS, Speech and Language Therapy. Parental consent is always requested before other agencies are involved.

Where personalised packages are required, both class teachers and TAs are fully involved with the specialist expertise from NYCC teams in supporting the child.

Parents and children are also involved in the process at all stages.

10. How do we evaluate the effectiveness of the provision made for children and young people with SEND?

As outlined in other sections, we carefully monitor and track progress of children using Insight and, where necessary, the Engagement Model. We also use Support Plans which are reviewed after a term with parents and pupils, leading to new targets being set.

Observations (in class, in small groups and during 1:1 sessions), work scrutiny and pupil feedback all form part of evaluating the effectiveness of provision, as well as feedback from parents. We recognise that work scrutiny provides a valuable measure of progress over time.

Specific intervention programmes use a tight measure of progress. These are carried out as per the recommendations accompanying each package.

Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress.

11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

We provide a range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities. This includes after school clubs, educational visits, sporting events, collaborative working between classes and other schools and organised community events such as the Christmas Fayre, Remembrance Day, Armed Forces Day and collecting food at our Harvest Service for a local foodbank.

12. How do we support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

We recognise that pupils with SEND may well have emotional and social development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or health and well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.

We understand that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of mental health issues and how to approach these with sensitivity and care. A range of support strategies are in place for pupils who need them including: 1:1 mentoring, reflection books, friendship groups, Speech Language and Communication interventions, Lego Therapy, and interventions that are created on an individual needs-assessed basis. As a predominantly forces school we have a high mobility rate and one of the biggest successes of our school is the way in which new pupils are welcomed and helped to settle in. New starters are always introduced to a few members of their class to show them around and help them get used to routines. This alleviates the concern and anxiety children may feel about starting school and helps to foster positive peer relationships right from the beginning. This is supported by the inclusive, open ethos of our school. Communication between staff and parents is welcomed to ensure all relevant information necessary to support a child is passed on. When your child leaves, we aim to provide carefully planned transition where appropriate. In addition, PSHE lessons target emotional and social development and specific work is carried out by the class teacher and TAs as required. This benefits all children, including those with SEND. However, for those children who require additional support, other strategies such working with the Service Pupil Champion, "time out" with a trusted adult and the ELSA programme

are used.

13. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

We work closely with a range of external agencies to help meet your child's needs. This includes the Early Help Team (which has a team of outreach workers who can support you at home), the Hambleton and Richmondshire Hub, the Healthy Child Team, educational psychologists and Speech and Language therapy services. If we feel that we require some additional support to meet your child's needs, we will always speak to you first and seek your written consent.

14. How do we support pupils with their emotional and social development?

We recognise that pupils with SEND may well have emotional and social development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or health and well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.

We understand that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's/ young people's needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care.

15. How do we support pupils potentially at greater risk of harm?

We ensure that all staff understand that whilst all children should be protected, we also recognise that some groups of children are potentially at greater risk of harm, including those with SEND. Children with SEND can be more vulnerable to harm due to communication challenges, greater dependency, difficulties recognising inappropriate behaviour and social isolation. We ensure that all staff understand the full impact of this.

For children potentially at risk of further harm, we commit to:

- Working with the Local Authority and other statutory and non-statutory partners to make decisions in the best interests of the child's safety, welfare, and educational outcomes.
- Taking swift and decisive action where there are early indicators of potential harm such as, responding to unauthorised absence or children absent from education where there are known safeguarding risks.
- Ensuring appropriate and swift sharing of information with partners in line with information sharing legislation.
- Promoting the welfare of our children potentially at greater risk of harm in a holistic way (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

16. What are the arrangements for handling complaints from parents of children with SEND about the provision made?

Complaints about SEND follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed.

Should there be no improvement, please do make an appointment to see either Mrs. Matheson (SENCo) or Miss Ewbank (Headteacher).

If you still feel that your view has not been listened to or answered to your satisfaction, you can make a formal complaint by writing to Mr Robertson (chair of governors) at the school.

Headteacher – Miss C Ewbank

Tel – 01748 832513

Email – headteacher@hipswell.n-yorks.sch.uk

Chair of Governors – Mr Ian Robertson
Tel – 01748 832513
Email – cofg@hipswell.n-yorks.sch.uk

APPENDIX 1

The world of Special Educational Needs is full of jargon! Please find below our attempt to explain some of the acronyms you may come across.

Acronym/ Abbreviation	Meaning
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
NYCC	North Yorkshire County Council
TA	Teaching Assistant
EP	Educational Psychologist
SpLD	Specific Learning Difficulties
C+I	Communication and Interaction
SEMH	Social and Emotional Mental Health
SENDIASS	Special Educational Needs and Disability Information Advice and Support Services

EHCP	Education Health and Care Plan
EHCAR	Education Health and Care Plan Assessment Request
DCD	Developmental Coordination Disorder
ASD	Autistic Spectrum Disorder
FASD	Foetal Alcohol Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
POSCH	Parents of Special Children – a charity/support group for parents and carers of children with SEN (poschcharity@outlook.com)
NYPACT	The parent and carer forum for North Yorkshire http://nypact.org.uk/
ELSA	Emotional Literacy Support Assistant
SSA	Specialist Services Autism (formerly ASCOSS)
SLT	Speech and Language Therapy
OT	Occupational Therapist
CAMHS	Child and Adolescent Mental Health Services (Brompton House on Brompton Road)
CDC	Child Development Centre (based on Brompton Road, Northallerton)