Hopton CE Primary Academy

SEND Information Report

2025 - 2026

Contents	Page
Teaching and Learning	
Inclusive classrooms	2
Identifying SEND and assessing need	2
Next steps	3
School-based assessment of specific need	4
Specialised assessment	5
Profile of SEND 2024-2025	6
Adaptations to the curriculum	8
Bullying of children with SEND	8
Social and emotional wellbeing	9
Evaluating effectiveness	10
Access to extra-curricular activities	10
Working with Parents	
Working with children	11
Working with parents and carers	11
SEND Administration	
Transition arrangements	12
Involving outside agencies	12
Training and expertise of staff	12
Funding for SEND	13
Complaints policy	14
Strategic management of SEND	14

Teaching and Learning



Inclusive classrooms

Hopton Academy is an inclusive school where we endeavour to do our best for all our children. As a Christian school, we believe that 'With God all things are possible' and that all children deserve the opportunity to learn within a climate of high expectation and challenge. Our pupils with SEND are guided, supported and inspired to fulfil their true potential, enabling them to become confident individuals who can make a successful transition into adulthood.

At Hopton, all of our teachers are teachers of SEND. They are able to confidently adapt their teaching practice, pedagogical approaches and modify their learning environments, so that all pupils flourish and achieve. Our teachers follow the school's SEND policy and ensure reasonable adjustments are made to provide inclusion within their individual classrooms and whole school areas.

The SEND Code of Practice (2014) is the legal document which describes how schools should support children with SEND. According to that document:

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

With the **SEND white paper "Every Child Achieving and Thriving"** outlining significant reforms to the Special Educational Needs and Disabilities (SEND) systems in England, the School's SENDCo ensures key proposals, such as every child receiving a universal offer of support in the mainstream school, whilst ensuring there is a three-tiered support system implemented, with Individual Learning Plans (ILPs) for all children identified with SEND.

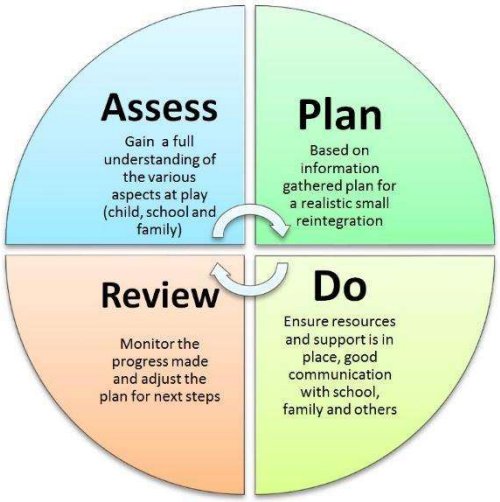
Identifying additional and special educational needs

Initial concerns

Parents, class teachers and teaching assistants are all involved in identifying children's learning needs. All teachers and teaching assistants get to know their pupils well and will communicate any concerns they might have discreetly and sensitively to the parents of the child they are concerned about. The importance of a person-centred approach is paramount when it comes to providing support to parents and pupils at Hopton. All staff build good relationships and rapport with all pupils. Therefore, if a child is not making the expected progress as anticipated, this will be promptly identified and effective support put in place.

Initially the teacher will use their breadth of knowledge of SEND to make changes to the pupil's learning environment, in order to see if progress can be made. Often, this will enable the child in question to be successful in their learning and engage positively within school life again, and no further action will be required.

However, some individuals may require something which is 'different from or additional to' the provision offered to the rest of the class. These children are identified (according to the latest Suffolk documentation which gives clear guidance as to additional needs) and with parent's permission, they are then discussed with the school's SENDCo. Alongside these initial conversations, the child's teacher would have previously completed a 'First Response' form. This valuable assessment tool allows the class teacher to reflect on the child's difficulties that have been identified as SEND, to evaluate where these concerns fall within the four broad areas of need, as outlined by SEND Code of Practice (DFE January 2015) and to make suggestions for reasonable adjustments that could be made to everyday practice to ensure they make progress. Consequently, if the SENDCO and teacher together think there is an additional need, the parent is then invited to a meeting and arrangements are made for more in-depth class-based assessments. The SENDCo would then carry out several classroom observations of the child, so that guidance and inclusive strategies can be identified for the class teacher to implement, to see if the child is then able to access the learning alongside their peers. At Hopton, this is the first part of the Assess-Plan-Do-Review cycle, as set out in the SEND Code of Practice.



Next Steps

Hopton Primary School operates a Person-Centred approach to involving children in their education. All children on the SEND register, and any other child that it is felt appropriate, completes a Pupil Passport that is regularly reviewed. This pupil passport records information about the pupil, what is important to them, how best to support them and the views of all adults (inclusive of parents) who work with them. These passports are live, working documents that ensure reasonable adjustments are made in our classrooms, so barriers to learning are removed. All staff working with these children have access to this document, so they can support them appropriately.

Most children on our SEND register are accommodated at 'SEN Support' level (SENS). These children may have targets, which teachers support the child to meet. These targets could have an academic or SEMH focus or be a combination of both. The support given may take the form of an intervention, additional adult support, access to assistive technology or some change to their learning environment. The reasonable adjustments or support is individual to the child in order to help them to meet their targets.

Some children may also have an Individual Learning Plan, which will establish a maximum of three targets to focus on desired outcomes for the term. The ILP is updated half-termly in a meeting with the parents, class teacher and child if appropriate. At the meeting, the child's progress towards their targets is discussed and necessary support identified. In addition, parents are invited to share their views on the school's provision via an annual questionnaire and some face to face meetings.

Provision Mapping

Provision Mapping is an online portal used to track and share our pupils' targets and their progress with parents and carers. The child's successes are celebrated via the online platform where parents can leave messages, read about their child's progress and see evidence of how progress is being made. In addition, parents are invited to share their views on their child's provision via an annual questionnaire and face to face meetings when needed.

tes Provision Map

School-based assessment of specific difficulties

The assessments we use include:

- → Listening to the views of the children, parents and classroom staff
- → Half termly class assessments which are shared and tracked at Pupil Progress meetings.
- → Phonics assessments.
- → BPVS (British Picture Vocabulary Scale)
- → Assessment by trained THRIVE staff
- → Lexplore
- → BPVS (The British Picture Vocabulary Scale)

Lexplore ANALYTICS

Specialised Assessments

Where school-based assessments have uncovered difficulties that may have a long-term impact, we will refer to external agencies with the necessary qualifications to perform specialist, diagnostic assessments or action plans. *At Hopton, a diagnosis is not necessary to unlock the support that a child may need*. Outreach services do not require a diagnosis to secure a successful referral. A diagnosis is not necessary to apply for special arrangements for a child who is to participate in standardised tests such as SATs. A diagnosis is not necessary to secure High Needs Funding. Our SENCO will talk through all next steps with parents/carers and the child (where appropriate), inclusive of the personal, family choice as to whether or not to pursue a potential diagnosis. Where a child presents with traits of dyslexia, dyscalculia or visual stress, we no longer make referrals to a dyslexic assessment centre. In order for parents to gain a full diagnostic assessment for their child, we would only recommend that they seek advice from someone who has SASC P.C.A (Assessment Practice Certificate). These are found on the SASC Assessors website (https://sasc.org.uk) and parents can pay for a full diagnosis assessment. Only SASC Assessors with APC can make a diagnosis of Dyslexia and Dyscalculia. However, as a Dyslexia–friendly school, we ensure, through Quality First Teaching that Dyslexic pupils are supported using a wide range of inclusive strategies.

These strategies include:

- → Recapping prior knowledge at the start of a lesson
- → Talk partners to explain the task or prior learning
- → Written prompts and instructions
- → Scaffolding and modelling the task first
- → Overlays to support visual stress
- → Class resources including word mats and times table grids

This year 2025-26, **Lexplore** has been an effective screening tool to identify those pupils who could be struggling with visual stress and reading difficulties, such as word processing, word fluency and speed. All Y3 pupils are screened in

the autumn term to enable early identification of traits of a specific learning difficulty such as dyslexia or processing difficulties.

Education, Health and Care Needs Assessment

A small number of children will be referred for assessment for an Educational, Health and Care Plan (EHCP). Children with EHCPs have a record of support and a termly Individual Support Plan meeting to discuss progress in the same way as children on SENS.

More information on SENs and EHCPs for parents can be found at:





In the academic year 2025-26, the school has supported three children who hold an EHCP.

Profile of SEND 2025-26

For the academic year 2025-26, Hopton maintained a Special Educational Needs and Disability (SEND) List to account for all the children within the school categorised as SEN Support (K) or in possession of an Educational Health Care Plan (EHCP).

12 children were on the SEND list, equating to **29% of the school population** from Reception to Year 6 (42 on roll). This is a decrease of **2** children from the academic year 2024/25.

29% of all pupils is **above the national average of 21%**, as set out in the government's national statistics.

Of these children, **3** now hold **EHCPs**. This placed the total number of EHC Plans at **7.1% of all children**, slightly higher than **the national average of 6%.**

The children with identified SEND fall within one or more of the **four broad areas** of need as outlined by SEND Code of Practice (DFE January 2015).

- **Communication and interaction**

These can include: Speech Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD).

- **Cognition and learning**

These can include: Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia, Moderate Learning Difficulty (MLD), Severe Learning Difficult (SLD) and Profound and Multiple Learning Difficulty (PMLD).

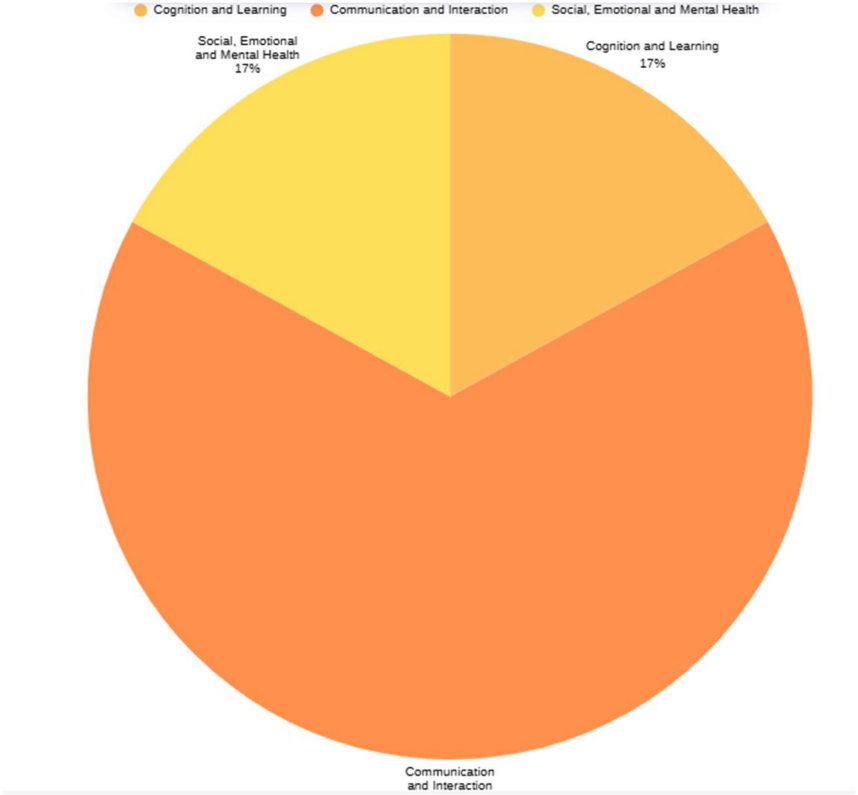
- **Social, Emotional and Mental Health**

These can include: Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) and Mental Health disorders such as anxiety or depression.

- **Sensory and/or Physical Needs**

These can include: Visual Impairment (VI), Hearing Impairment (HI), Multiple Sensory Impairment (MSI) and Physical Disability (PD).

Below is a chart demonstrating the percentage of the broad areas of need at Hopton 2025 - 2026



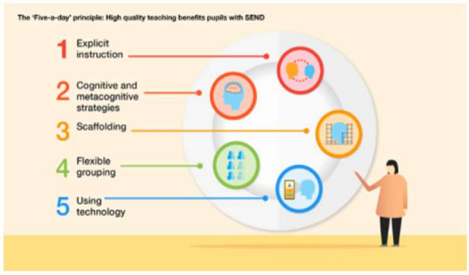
At Hopton, Communication and Interaction has the highest profile of need. Social, Emotional and Mental Health being second. There are currently no children whose primary area of need relates to Physical and Sensory specific needs. We have also seen more pupils on the SEND register struggle with SEMH difficulties and this area of need is concurrent with Communication and Interaction.

Primary Need of children with an EHCP 2025 - 26

Children with Communication and Interaction difficulties represent the highest need of pupils with EHCPs at Hopton. However, these are concurrent with other areas of need, particularly Cognition and Learning. Every child with an EHCP currently receives support from at least one external agency for intervention, recommendations, staff coaching, therapy or diagnosis.

Adaptations to the curriculum

At Hopton, we ensure all teachers are confident and reflective practitioners, who can adapt their teaching and learning environments to ensure the inclusion of all pupils. Children with SEND are different from and additional to their peers. Most of this provision is through the class teacher adapting the lesson material/tasks for the child. This is known as adaptive teaching. Adaptive teaching can be allowing access to additional resources, doing different activities or doing the same activity as others, but with additional support. All teachers plan in this way for the whole class and consider the needs of their SEND pupils when identifying the best pathways through learning. Vital evidence which informed the EEF's 'Special Education Needs in Mainstream Schools' guidance report indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their peers. The 'Five-a-day' is part of our teachers' daily practice and is responsible for the significant positive difference it has on the pupils we teach.



Special Educational Needs in Mainstream Schools

In addition, whole school strategic planning supports children with SEND. This is laid out in more detail in the school's developmental plan and annual accessibility plan.

Bullying of children with SEND

As an inclusive school, we have a zero-tolerance policy towards bullying of any nature (see our anti-bullying policy). We recognise that bullying of children with SEND is particularly sensitive, especially when these individuals may be unaware that they are being bullied or could struggle to communicate their experiences. Play times are always closely supervised and often class teachers and members of the senior leadership team are available to listen or intervene where there is any suggestion of bullying. At Hopton, our Christian values are truly embedded

in all we do and how we all behave. We teach children to respect, trust and forgive others and therefore we all believe that bullying is everyone's responsibility. All staff encourage our pupils to talk to an adult and come forward if they think another child is being bullied. We will also investigate complaints of bullying from parents as we take these extremely seriously.

Looking after children's social and emotional well-being

We recognise children's mental health and emotional states impact significantly on their ability to concentrate and make progress in school. Social and emotional difficulties are often communicated through angry, aggressive, hard to manage behaviours; through self-harming or through withdrawn, introverted behaviours. All our teachers are very aware of the social and emotional needs of the pupils in their classes and accommodate individual needs extremely well. This might be by having additional access to the teacher or a familiar teaching assistant, through a social skills intervention, through individual reward systems, meet and greet, break cards or another intervention that meets the child's individual needs.

This academic year the school has invested in staff training to increase awareness and put support in place for children and staff alike. We have invested in training a THRIVE practitioner**.** Teachers can complete an THRIVE referral for pupils who they feel require additional support with emotional literacy or SEMH.

The **Zones of Regulation** to support emotional literacy have been truly embedded at Hopton. This self-regulation programme was initially to support children with SEND who require support with emotional literacy or for those who were using behaviour as a form of communication. However, due to the success of this intervention for children with SEND, this has now become a successful tool to use for self-regulation and emotional literacy across our whole school community.

Should a child need more specialised support in managing their emotional wellbeing and mental health, a referral can be placed through to the **Children and Young People's Emotional Wellbeing Hub**. This is done jointly with parents if appropriate.

Should we need more support with strategies to use in school, we engage outside services such as Mental Health Support Team (**MHST)** or Specialist Education Services **(SES).** MHST have supported pupils from Hopton this year with emotional support and reflective practice for our SENDCo/Senior Leadership Team and also through the facilitation of therapeutic support for pupils and parents. SES have supported us with their Whole School Inclusion offer this year and we have had several children

supported at core caseload for Social Emotional and Mental Health and Communication and Interaction needs.

Evaluating the effectiveness of our work with children

All of the work we do with our children is carefully monitored. Overall progress is discussed at half termly pupil progress meetings and any causes for concern are highlighted.

Interventions and programmes purchased and deployed by the school are evidence-based.

All staff are asked to complete intervention monitoring sheets, which record the progress made by individual pupils, the effectiveness of the intervention and the impact of the adult delivering. This allows decisions to be made about whether the intervention is effective or not. Ineffective interventions are ceased or adapted to increase efficacy.

Overall, the majority of children with SEND made good progress and met the individual targets that had been set for them each term. Many pupils with SEND had made strong progress with personalised ILP targets too.

In addition, our school has invested in and offered all children regular enrichment opportunities to attend 'Forest School' at a woodland site within the school grounds. All children also have the opportunity to engage in our Outdoor Play and Learning (OPAL) during lunchtimes and the Daily Mile each day.

Access to extracurricular activities

Hopton has offered a range of extra-curricular activities, both during and after school. Children on the SEND register were actively encouraged to attend clubs, which enabled them to learn new skills and to develop confidence. Every child on

the SEND register was given a significant role in the school productions, all of whom have had either lines or actions to perform with stage time.

The School's SENDCo tracks wider school participation, responsibilities, and trip attendance to ensure maximum participation in wider school life. Where a child is not participating, we have worked closely with families to help them overcome the barriers so that they can fully participate.

Working with Children

All children at Hopton, including those with SEND, have targets which they work towards and the school feedback policy explains how teacher's feedback helps pupils move on. All children including those with SEND are regularly invited to complete pupil perceptions surveys in order to capture a snapshot of children's views about learning, the school vision and ethos, friendships and their feelings of being safe in school.

As part of their Pupil Passports or Individual Learning Plans, pupils with SEN are asked to think about their futures, as we want all of our children to have high aspirations and to plan for their possible futures. Reasonable adjustments are made for all children on the SEND register where possible, and pupil voice is central to this.

Multi-Schools Council

This year, children on the SEND register at Hopton Academy have benefitted from opportunities to meet other children with SEND from across the Elveden Academy schools, through the Multi-Schools Council.

The Multi-Schools Council was started in 2012 to break down perceptions towards children with SEND and mental health difficulties. Once a term, children have the opportunity to meet up and discuss issues that are important to them and make plans for making a difference.

This year, children from Hopton Academy who are on the SEND register have attended two Multi-Schools Council events, one at Hopton School and one at St Edmundsbury. The children enjoyed spending time together, learning more about each other and participating in craft and science activities.

Working with Parents and Families

Working with parents, carers and families is paramount at Hopton and the importance of a Person-Centred approach means that all voices are heard when it comes to SEND provision. Working closely with parents and their children and holding regular meetings helps to ensure the whole family is given the best support so best outcomes for all are achieved. Where needed, we may call upon our safeguarding and welfare officer or our education welfare office (EWO)for support. In particular this year, the school had received effective support from

the EWO to continue to support a child and their family with Emotional-Based school anxiety (EBSA). Both school and parents were provided with valuable support/effective strategies to ensure the child remains happy and attends school regularly.

SEND administration

Transition arrangements

Transition into our school, from our school, and from class to class is given careful and individual consideration. Most children manage their transitions well as part of the whole class transition arrangements. However, we need to do additional planning and preparation for some of our children who become anxious when faced by change. This might include additional visits, taking photographs or doing work about what they can look forward to in the new class or school. The class teacher/SENDCo often creates transition booklets for pupils with SEND and these are sent home by post over the summer.

Involving outside agencies

The outside agencies we have worked with during this year were mostly from Suffolk County Council or the local health authority, such as: Educational Psychologists, County Inclusive Support Services, Mental Health Support Team, ADHD Service, Special Educational Needs and Disability Access Trust, NHS Speech and Language Therapists, Child Development Centre, school nursing service and occupational therapists. In consultation with parents we would refer to outside agencies where it was felt appropriate.

Training and expertise of staff

All teachers are teachers of children with SEND and have a broad understanding of the needs of children with SEND.

Specifically, the school has:

- One qualified SENDCo to perform monitoring, learning walks, assessments, referrals and annual reviews.
- One SEND Governor who also monitors, carries out learning walks and pupil perception questionnaires.
- One THRIVE practitioner
- One teacher trained in the delivery of Forest Schools at our 'Forest School' woodland site (Level 3).
- One TA trained in the delivery of Forest Schools at our 'Forest School' woodland site (Level 2).

- One OPAL Curriculum Lead & Play Team trained in the delivery of Outdoor Play Provision.
- Appropriate staff trained in behaviour and the law and physical de-escalation to match individual children with risk assessments for difficult and dangerous behaviour.
- All EYFS & KS1 Teachers & Teaching Assistants trained in the Little Wandle Phonics programme.
- School-wide Paul Dix behaviour training

All staff have been provided with regular information regarding a wide range of SENDs topics. Our SENDCo has advised staff on how to adapt their teaching and classroom environments in order to support pupils with SEND. Staff have received training that is appropriate to their role in school. This may be delivered by staff in school, by other agencies or through the National College. The SENDCo has also carried out Staff SEND audits each year, to ensure areas of weakness in knowledge or skills are identified quickly so training can be provided.

The SENCO provided additional information and support to enhance teachers' knowledge and expertise. In addition, teachers and support staff are directed to websites which are particularly useful for information about different SENDs. If necessary, we can call on additional services to support our work with the children.

The SENCo and Head of School have completed Therapeutic Thinking Tutor Training this year, and will be training all staff in Therapeutic Thinking in the next academic year. This will enable the school to move towards a more therapeutic approach across the curriculum.

Our SEND Governor is Mrs Sarah Almond, a retired teacher with over forty years of teaching experience. Mrs Almond has substantial experience of working with children with SEND and works with the school and SENCO to ensure SEND occupies a prominent place with our whole school approach to inclusion. This ensures high expectations and aspirations can be achieved and progress of pupils with SEND is monitored to improve outcomes for children.

Funding

Hopton receives funding from the Department for Education, some of which is intended to support children with SEND. For children who have particularly high levels of need and support, we apply for top-up funding (High Needs Funding) from Suffolk. In 2025-26 we were successful in securing £30,231. This is monitored closely against the SEND register, knowing precisely how much is allocated to each child and how it is spent. This money, along with a portion of Pupil Premium funding, has largely been invested in additional adults for

classrooms with the highest need. It has also funded a significant programme of CPD and additional resources.

Complaints Policy

We work hard to support all our children, but sometimes parents have concerns which they feel have not been addressed adequately. If you have any complaints, please follow the complaints policy as outlined on our website or as summarised below:

Step 1: Informal discussion with class teacher

Step 2: Informal meeting with member of senior leadership/ head teacher

Step 3: Formal written complaint to head teacher

Step 4: Referral to governing body or the local authority

Strategic management

Below is a list of people who are particularly concerned with the organisation of SEND at our school. They can all be contacted via the school office:

SEND governor- Sarah Almond

SENDCo: Justine Buckley

Head of School: Jo Whiting

Executive Head: Lorna Rourke

The way in which we identify and work with our SEND children is clearly explained in our SEND policy.