HOPTON C.E. PRIMARY ACADEMY

SEND INFORMATION REPORT

2026–2027

A practical guide for parents and carers

BELONG	PARTICIPATE	ACHIEVE	THRIVE

Inclusive by design • High expectations • Strong relationships • Equitable support

Review cycle	Annual
Reviewed	Autumn 2026
SENCo / Head of School	Mrs Lorna Howard
Executive Headteacher	Miss Kellie Egleton

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OUR SEND PROFILE

Start of 2026–2027

At the start of the 2026–2027 academic year, 38 children at Hopton are identified as having special educational needs and/or disabilities (SEND). Every child is unique, and some children may have needs across more than one area. For this profile, we have shown each child's primary area of need.

Primary area of need	Pupils	Share of SEND cohort
Communication and Interaction	18 of 38	47%
Social, Emotional and Mental Health (SEMH)	12 of 38	32%
Cognition and Learning	7 of 38	18%
Sensory and/or Physical	1 of 38	3%

What do these areas mean?

Communication and Interaction (47%): Children may need support with speech, language, communication, social interaction or understanding and using language.

Social, Emotional and Mental Health – SEMH (32%): Children may need support with emotional wellbeing, regulation, relationships, anxiety, attention or managing the demands of the school day.

Cognition and Learning (18%): Children may need additional support to develop skills in areas such as reading, writing, maths, memory, processing or learning new information.

Sensory and/or Physical (3%): Children may need support because of sensory, physical, hearing, vision or medical needs that affect access to learning or school life.

These figures help us understand the needs across our school and plan staff development, resources and provision. They do not define a child or limit what they can achieve. Our support is based on each child's individual strengths, barriers and needs.

1. About this report

What families can expect from SEND provision at Hopton

This SEND Information Report is a practical guide for parents and carers. It explains how Hopton C.E. Primary Academy identifies and supports children with special educational needs and/or disabilities (SEND), how families are involved, and how support can be accessed.

It should be read alongside the school's SEND Policy.

At Hopton, inclusion is the way we do school.

Our ambition is that every child belongs, participates, achieves and thrives. We uphold children's entitlement to an ambitious, broad and balanced curriculum and recognise that some pupils will need reasonable adjustments, targeted provision or specialist support to access this successfully.

Local Offers

Norfolk Local Offer: https://www.norfolk.gov.uk/children-and-families/send-local-offer

Suffolk Local Offer: https://www.suffolklocaloffer.org.uk/

Hopton serves families living in both Norfolk and Suffolk; the relevant local authority offer provides information about education, health, social care and family support from birth to 25.

Current SEND reform context

During 2026–27, Hopton will continue to meet all current statutory SEND duties while preparing carefully for national reform. Our approach is 'ready but not speculative': we will strengthen inclusive practice now and update this report and related policies when new statutory requirements are confirmed.

2. Who should I talk to?

SEND is a shared responsibility

Who	What they do
Class teacher	Your first point of contact. Responsible for high-quality adaptive teaching, monitoring progress, implementing adjustments and provision, contributing to Assess–Plan–Do–Review, and communicating with families.
Mrs Lorna Howard — SENCo / Head of School	Leads SEND and inclusion strategically; coordinates the graduated response, provision, EHCP duties, professional advice, external-agency work, staff development and evaluation of SEND outcomes.
Miss Kellie Egleton — Executive Headteacher	Provides strategic oversight and ensures SEND and inclusion remain central to school improvement and statutory responsibilities.
Mr Matthew Humphrey — SEND Governor	Provides governance challenge and assurance around SEND policy, provision, accessibility, funding and outcomes.
All teachers and support staff	Implement the school's inclusive offer and agreed reasonable adjustments. The SENCo supports this work but does not replace the class teacher's responsibility for the pupil.

How to contact us

- Speak to the class teacher before or after school to arrange an appointment or use Class Dojo.
- Contact the school office on 01502 730489 if you need help arranging a conversation with the SENCo, Head of School or Executive Headteacher.
- The SEND Governor can be contacted in writing via the school office.

Parents know their child best. We want concerns, strengths and successful strategies to be shared early.

3. Our graduated model of support

Universal first • targeted when needed • personalised where necessary

LEVEL 1 — UNIVERSAL

Inclusive by design

- calm, predictable classrooms and clearly taught routines
- adaptive teaching, modelling, chunking and scaffolding
- visual and communication support where appropriate
- explicit vocabulary teaching and opportunities to rehearse and retrieve
- sensory and movement adjustments where needed
- accessible resources and purposeful use of technology
- positive relationships, active checking for understanding and high expectations

LEVEL 2 — TARGETED

Early additional support

- precision teaching or structured literacy/numeracy support
- communication and language programmes
- sensory circuits and regulation strategies
- emotional literacy or pastoral support
- social communication / Building Blocks groups
- supported transitions, pre-teaching and overlearning
- targeted attendance support or structured support at unstructured times

LEVEL 3 — PERSONALISED & SPECIALIST

Individualised provision

- EHCP provision and Section F monitoring
- individual communication, sensory or regulation plans
- specialist equipment or assistive technology
- Educational Psychology, Speech and Language Therapy, Occupational Therapy or specialist-teacher advice
- health/social-care involvement where appropriate
- carefully planned adult support and enhanced transition

Intervention supplements rather than replaces high-quality classroom teaching. Additional adult support is planned to increase access, learning and independence rather than create unnecessary dependency.

4. How we identify SEND

A graduated response based on evidence, voice and impact

A child has SEN where they have a learning difficulty or disability that calls for special educational provision. A provision that is additional to or different from that normally available to pupils of the same age. Not every difficulty with progress, attendance or behaviour means a child has SEN, so we seek to understand the barrier carefully.

1. Initial concern	Teachers monitor learning, development, participation and wellbeing. Emerging concerns are discussed with the SENCo and parents/carers.
2. Assess	We gather evidence through assessment, observation, 7Cs, pupil and family voice, progress information and patterns across lessons, environments and times of day.
3. Plan	We agree the intended outcome, reasonable adjustments, teacher adaptations and any additional provision. A Personal Learning Plan (PLP) is used where appropriate.
4. Do	The class teacher remains responsible. Agreed provision is implemented consistently and adults understand both what they are doing and why.
5. Review	We review impact at least half termly where a PLP is in place: what changed, what did not, what the pupil and family think and whether provision should continue, adapt, intensify, reduce, cease or escalate.

Each Assess–Plan–Do–Review cycle should improve our understanding of the pupil.

Where concerns persist despite relevant and purposeful action, we may seek specialist advice or consider whether an Education, Health and Care Needs Assessment is appropriate.

5. Reasonable adjustments and adaptive teaching

The expectation can be shared; the support may look different.

At Hopton, we recognise that the duty to make reasonable adjustments is anticipatory. This means we should not always wait for a pupil to experience repeated difficulty before considering what can reasonably be changed.

- seating and classroom environment
- sensory environment and movement
- communication and processing time
- recording, handwriting and use of technology
- transitions, arrival and departure
- breaks, lunch and assemblies
- PE, trips and school events
- behaviour systems and routines
- access to learning materials and assessment arrangements

Known → recorded → communicated → implemented → reviewed

Adjustments do not mean lowering expectations. They remove barriers so that pupils have a fair opportunity to meet appropriate expectations and become increasingly independent.

How teaching may be adapted

- building from what the pupil already knows and understands
- explicit modelling, worked examples and chunked instructions
- practical resources, visuals or technology
- pre-teaching, rehearsal, retrieval and overlearning
- different ways for pupils to demonstrate understanding
- carefully planned scaffolding that is reduced as independence grows
- specific strategies recommended by the SENCo or external professionals

6. Behaviour, regulation and SEND

Predictable • safe • restorative

Our SEND provision works alongside the First Light Federation Behaviour Curriculum. Pro-social behaviour is explicitly taught, modelled, practised and revisited rather than assumed. Adults maintain clear, safe boundaries while remaining curious about communication, regulation, skill gaps and unmet need.

A check before correction

- Does the pupil understand the language and hidden social expectation?
- Is the sensory environment increasing stress?
- Would a visual, rehearsal, processing time or alternative communication method help?
- Is the task developmentally appropriate?
- Is there a known trigger, anxiety pattern, therapeutic plan or risk-reduction plan?
- Can we change the environment or adult response before expecting the pupil to change?
- After regulation, what skill needs teaching or re-teaching?

Inclusive consistency does not mean identical responses.

Restorative conversations take place when a pupil is regulated enough to think and reflect. Reasonable adjustments, SEND provision, individual risk management and therapeutic plans take precedence over a generic routine where a pupil needs something different.

7. Specialist advice and external services

Working with other professionals when school-based support needs additional expertise

With parent/carer involvement and consent where required, Hopton may seek advice or support from relevant services. Availability, referral criteria and service names can change, so families will be told which service is appropriate at the time.

- Educational Psychology / advisory services
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Sensory support for hearing or visual needs
- Access Through Technology
- SEMH and mental-health services
- School Nursing / Just One Number
- Early Help
- Attendance services
- Virtual School SEND where relevant
- Local Authority inclusion and specialist teams

Specialists may assess a pupil, advise on teaching or adjustments, support target-setting, recommend resources, work directly with the pupil, or guide school staff in delivering a programme.

Medical needs

Where a pupil has a medical need, an individual healthcare plan may be developed with parents/carers and relevant professionals. Medicines are administered only in line with the school's medicines procedures and appropriate consent.

8. Education, Health and Care Plans

When needs may require statutory assessment and provision

Where, despite relevant and purposeful action to identify, assess and meet a pupil's SEN, expected progress is not being made, the school and/or parents may consider requesting an Education, Health and Care Needs Assessment from the local authority.

- Parents/carers or the school can ask the local authority to consider an EHC needs assessment.
- The local authority decides whether the legal test for an assessment is met, using evidence from the family, school and relevant professionals.
- If an EHC Plan is issued, it sets out the child's needs, intended outcomes and specified provision.
- Hopton maps, delivers and monitors the provision in Section F of an EHC Plan.
- EHC Plans are formally reviewed through the statutory annual review process, with the child and family involved.

An EHCP does not replace high-quality classroom teaching. The class teacher remains responsible for the pupil's progress and development.

Families can find current local authority information about EHC needs assessments and plans through the Norfolk or Suffolk Local Offer.

9. How we monitor progress and impact

We ask not only 'What provision is in place?' but 'What difference is it making?'

- Class teachers continually monitor pupils' learning, participation and development.
- Reading, writing and maths are reviewed through the school's assessment systems and pupil-progress processes.
- Where age-related measures are not appropriate, more sensitive assessment approaches may be used to identify smaller but significant steps of progress.
- PLP outcomes are reviewed with families at least termly where a PLP is in place.
- EHCP outcomes and provision are reviewed through ongoing monitoring and the annual review process.
- Interventions should have a clear baseline, intended outcome, timescale and review point.
- The SENCo and leaders review whether support improves access, participation, communication, learning, relationships and independence.

Question	Evidence
Why is this needed?	Baseline / identified barrier
What are we trying to change?	Intended outcome
What are we doing?	Provision / adjustment
Is it working?	Review evidence
What happens next?	Continue / adapt / cease / escalate

10. Working with parents, carers and pupils

Co-production is part of effective SEND practice

Parents and carers are partners in inclusion. We aim to communicate concerns early, listen to family knowledge, explain provision clearly and involve families in Assess–Plan–Do–Review.

- regular discussion with the class teacher
- Class Dojo and, where agreed, home/school communication systems
- parent consultations and additional meetings when required
- termly PLPs and half termly 7Cs reviews where applicable
- annual reviews for pupils with EHC Plans
- SEND parent cafés and opportunities for dialogue
- discussion of reports and recommendations from outside professionals

Pupil voice

Children are actively involved in decisions about their support in ways that are appropriate to their age, stage of development and communication needs. We seek to understand what helps them to learn, what they find difficult, when they feel safe and successful, what adults can do to support them, and what they would like to achieve next.

Each child receiving SEND support has a Learning Journey/Scrapbook which provides a meaningful and accessible way for them to contribute to the Assess–Plan–Do–Review process. It captures their views, strengths, successes and progress and supports pupils to understand and take increasing ownership of their individual targets and outcomes. This ensures that provision is not simply planned for the child, but wherever possible, planned with them.

Our ambition: families know what support their child receives, why they receive it and whether it is working.

11. Staff expertise and professional development

Inclusion is everyone's responsibility

The SENCo has completed the National Award for SEN Coordination. Staff development is planned in response to the needs of pupils and the school's inclusion priorities.

- adaptive teaching and SEND identification
- communication and interaction
- autism and neurodivergence
- PDA-informed practice where appropriate
- speech, language and communication
- sensory regulation and SEMH
- de-escalation, relational and restorative approaches
- reasonable adjustments
- effective deployment of teaching assistants
- assistive technology
- Assess–Plan–Do–Review and measurable outcomes
- supporting pupil independence
- DNEAT SENCo network and relevant external-agency training

Training is successful when pupil experience changes — not simply when training has been attended.

12. Understanding your child through the 7 Cs

A strengths-based way to understand what helps a child learn

At Hopton, we use the 7 Cs Learning Portfolio to help us understand each child as a learner. Rather than focusing only on what a child finds difficult, the 7 Cs helps us identify strengths as well as the barriers that may be making learning harder. It gives children, families and staff a shared language for talking about what is going well, what may be getting in the way and what support could help next.

The 7 Cs	What this can help us understand
Cognition	How a child thinks and learns, including memory, processing, making connections, reflecting and solving problems.
Communication	How a child understands and uses language, listens, talks with others and manages social communication and interaction.
Creativity	How a child develops ideas, solves problems, stays motivated, pays attention, takes appropriate risks and builds trust.
Control	How a child manages emotions and behaviour for learning, including anxiety, confidence, resilience, independence and self-regulation.
Compassion	How a child understands themselves and others, including friendships, empathy, turn-taking, self-esteem, wellbeing and supporting others.
Co-ordination	How physical and sensory skills support learning, including fine and gross motor skills, mobility, balance, posture and sensory processing.
Curriculum	How the child is accessing and progressing within subjects such as English, maths, science, humanities, computing, PE, art and music.

Working together with families

Families know their children best. We use the 7 Cs with the child and family to agree strengths and areas for development. This helps us decide the most useful next steps rather than simply providing “more” of something a child is finding difficult.

Where appropriate, we identify three strengths and three areas for development. We can also use a progress tracker to record a starting point and notice improvements over time. The aim is for children to understand their own strengths, recognise what helps them and have a meaningful voice in their support.

The 7 Cs is an assessment and planning approach; it is not a label or a test. It helps us ask why a child may be experiencing a barrier and what we can change or teach to support them.

13. Accessibility and participation

Removing barriers to the wider life of school

Hopton will discuss individual access requirements with families and make reasonable adjustments so that disabled pupils and pupils with SEND can participate in learning and the wider life of school.

- classroom allocation and access arrangements can be reviewed in response to physical or sensory need
- equipment and learning resources are selected or adapted to improve access
- before- and after-school provision is considered for pupils with SEND on an equitable basis
- trips, visits and enrichment are planned inclusively, with risk assessment and reasonable adjustments
- specialist health or occupational-therapy advice is used where appropriate
- individual support is planned according to need and risk, with independence promoted wherever possible

The school's Accessibility Plan provides further detail about how we improve access to the curriculum, physical environment and information.

14. Transition

Proactive planning for pupils who are vulnerable to change

We recognise that transitions can be difficult for some pupils with SEND. Enhanced transition is considered for entry to EYFS, movement between year groups, Reception to Year 1, KS1 to KS2, Year 6 to secondary, mid-year admissions, return after significant absence and movement between mainstream and specialist provision.

- transition booklets, photographs and social stories
- additional visits and environmental familiarisation
- key-adult introductions
- parent meetings and pupil voice
- careful information sharing between staff and settings
- planning meetings with receiving teachers/SENCos
- phased transition where appropriate
- external-agency involvement for complex transitions

Moving to another school

We contact the receiving SENCo, share relevant records securely and explain agreed provision and reasonable adjustments. For Year 6 pupils, staff liaise with secondary schools and complete relevant transition documentation, with enhanced visits arranged where appropriate.

15. If you have a concern

We want to resolve concerns early and constructively

1	Speak with your child's class teacher.
2	If concerns remain, contact Mrs Lorna Howard, SENCo / Head of School.
3	If the matter remains unresolved, contact Miss Kellie Egleton, Executive Headteacher.
4	You may also contact the school's SEND Governor through the school office.

The school's Complaints Policy explains the formal complaints process. Families can also seek impartial information, advice and support through SENDIASS.

Useful services and information

- Norfolk SEND Local Offer — https://www.norfolk.gov.uk/children-and-families/send-local-offer
- Suffolk Local Offer — https://www.suffolklocaloffer.org.uk/
- Norfolk SENDIASS — https://www.norfolksendiass.org.uk/
- SEND Code of Practice — https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- IPSEA — https://www.ipsea.org.uk/
- Just One Norfolk — https://www.justonenorfolk.nhs.uk/
- Autism Anglia — https://www.autism-anglia.org.uk/

16. Glossary

Term	Meaning
SEN	Special Educational Needs
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
EHCP / EHC Plan	Education, Health and Care Plan
APDR	Assess – Plan – Do – Review
PLP	Personal Learning Plan
TA	Teaching Assistant
LSA	Learning Support Assistant
SALT	Speech and Language Therapy
OT	Occupational Therapy
CEPP	Child and Educational Psychology Practice
7Cs	A strengths-based assessment and planning tool
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service

"I belong at Hopton."

This report will be reviewed annually and updated sooner where significant information changes.