

SEND Information Report

2026 2027

A practical guide for parents and carers



Accepted Respected Valued

Welcome

This guide explains how we identify and support children with special educational needs and disabilities, how families and pupils are involved, and where you can find further help. It should be read alongside our SEND Policy and Accessibility Plan.

Every child has the right to belong, participate, achieve and thrive. We listen carefully, identify barriers early and work with children and families to provide the right support at the right time.

School	Hippings Methodist Primary School, Heron Way, Oswaldtwistle, Lancashire, BB5 3BT
Telephone	01254 234089
SEND contact	Sara Toomey - SENDCo and Specialist Teacher for Autism and SEMH. Contact through the school office.
Headteacher	Mrs Tracey Westwell
Reviewed	September 2026
Next review	September 2027, or earlier if arrangements change

If you are worried about your child

Your child's class teacher is usually the best first contact. You may also ask to speak with the SENDCo through the school office. You do not need a diagnosis before raising a concern or before school considers whether support is needed.

Share what you notice



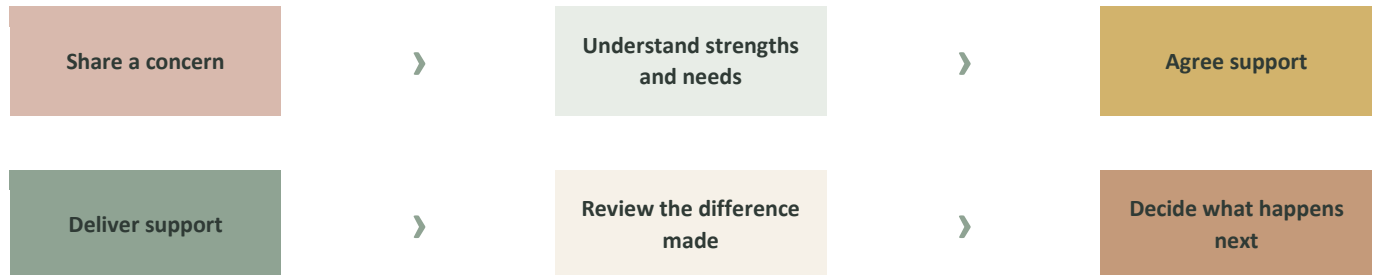
Gather information



Agree next steps

Your SEND journey at Hippings

SEND processes can feel complicated. This is the usual route, but support is always proportionate to your child's needs. A child does not have to complete a fixed number of cycles before specialist advice or an EHC needs assessment is considered.

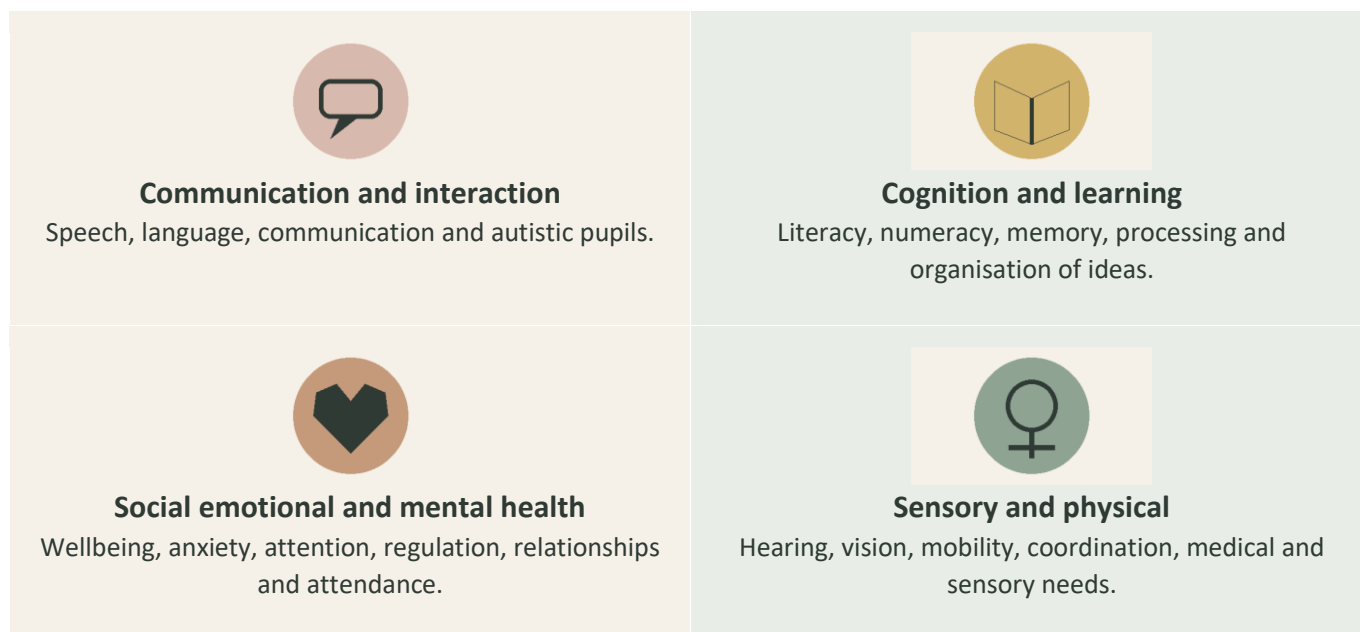


What you can expect from us

- We will listen to your knowledge of your child and explain decisions clearly.
- We will help your child share their views in a way that works for them.
- We will not delay appropriate support while waiting for a diagnosis.
- Your child's teacher remains responsible for their learning, including when a teaching assistant or specialist is involved.
- We will agree what support is intended to achieve and review whether it has made a difference.

What kinds of SEND do we support

Hippings is a mainstream primary school. We support pupils whose needs may fall within one or more of the four broad areas in the SEND Code of Practice. These areas guide assessment and planning; they are not labels, and a child's profile may change over time.



What is SEN

A child has SEN when they have a learning difficulty or disability that calls for special educational provision. This is provision that is additional to or different from that made generally for other children of the same age.

A child may have a diagnosis without requiring SEN Support, and a child may require SEN Support without having a diagnosis. Provision is based on assessed needs and barriers, not on a label alone.

Slow progress or low attainment does not automatically mean SEN, and attainment in line with age-related expectations does not rule it out. Difficulties related only to learning English as an additional language are not SEN, although a child may have both EAL and SEND.

I think my child may need help

Speak to the class
teacher



Tell us strengths and
worries



Agree when we will
review

How we identify and assess SEND

Teachers monitor progress, attainment, communication, participation, wellbeing and attendance through everyday teaching. Concerns may also be raised by parents, the pupil, a previous setting, health professionals or other agencies.

We build a rounded picture

- What your child can do and enjoys.
- What you and your child are noticing.
- Teaching, work, progress and observation.
- Communication, participation, wellbeing and attendance.
- The impact of adaptations already tried.
- Specialist or standardised assessment where it answers a clear question.

We also consider other possible barriers

These may include attendance, health, bereavement, bullying, trauma, family circumstances, disadvantage or learning English as an additional language. These factors do not rule out SEND and will not be used to delay appropriate assessment or support.

Keeping you informed. Parents will be formally informed when their child is identified as receiving SEN Support.

How SEN Support works

Where a pupil needs provision that is additional to or different from that made generally for pupils of the same age, we identify the pupil as receiving SEN Support. Support is recorded through a Targeted Learning Plan or equivalent SEN Support record.

Assess	Plan	Do	Review
Assess	Understand strengths, needs, barriers, current attainment and the views of the pupil and family.		
Plan	Agree measurable outcomes, provision, responsibility, frequency and how impact will be judged.		
Do	Deliver the agreed support. The class teacher remains responsible for day-to-day teaching and progress.		
Review	Usually at least termly, consider what changed and whether support should continue, change, increase, reduce or end.		

How we judge impact

We look at progress from the child's starting points and changes in access, independence, participation, attendance and wellbeing. Evidence may include assessment information, work, observation, attendance, intervention records and the views of the pupil, family and staff.

Teaching and additional provision



How teaching may be adapted

High-quality, adaptive teaching is the first response to SEND. Teachers remain responsible for every pupil's progress and development.

- Explicit instruction, modelling and worked examples.
- Learning broken into smaller, manageable steps.
- Pre-teaching, structured practice, repetition and overlearning.
- Visual timetables, now-and-next information and communication support.
- Alternative ways to record learning and additional processing time.
- Changes to seating, noise, lighting, movement or sensory demands.
- Assistive technology, specialist equipment or adapted resources.
- Planned regulation strategies and carefully scaffolded adult support.

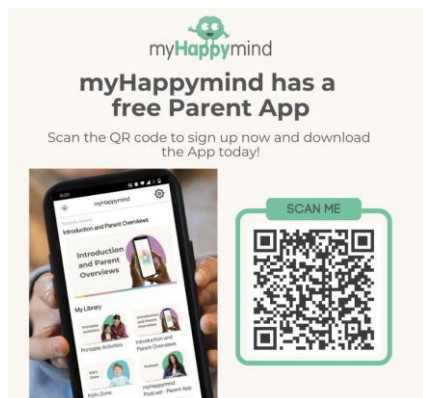
Additional support

Provision is matched to assessed need. It may include targeted literacy or numeracy teaching, communication support, structured social learning, emotional literacy or regulation work, sensory or physical adaptations, pastoral support, pre-teaching or overlearning.

Clear and measurable. A plan should say what will be delivered, by whom, how often, for how long, in what group size and how impact will be reviewed. An intervention is not successful simply because it happened; we consider whether it made the intended difference.

Belonging wellbeing and attendance

Emotional and social development



Emotional regulation, communication, relationships, sensory needs, anxiety and mental health can affect learning. Staff seek to understand the need or barrier underlying a child's presentation while maintaining safe, predictable and consistent expectations.

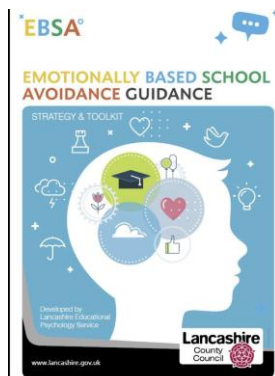
Hippings uses myHappymind as part of its universal, preventative approach. Additional support may include a trusted adult, check-ins, emotional literacy or regulation teaching, communication supports, environmental adjustments, planned regulation opportunities, pastoral intervention or work with external professionals.

Bullying and social inclusion

Pupils with SEND may be more vulnerable to bullying, isolation or misunderstanding. Staff monitor lessons and unstructured times, provide accessible ways to report worries and address concerns through the school's Behaviour and Anti-Bullying arrangements.

Attendance and emotionally based barriers

Attendance difficulties may indicate unmet need. We work with pupils and families to understand barriers, make reasonable adjustments and coordinate support. Any exceptional part-time timetable must be time-limited, regularly reviewed and directed towards a return to suitable full-time education. It is not used routinely to manage behaviour or SEND.



Trips clubs and wider opportunities

Pupils with SEND are supported to participate alongside their peers. Reasonable adjustments, additional planning and proportionate risk management are used to remove barriers.

6 FAMILIES PUPILS AND SPECIALISTS

Working together

Families are partners

We explain concerns and decisions clearly, listen to what families see at home, agree practical next steps and share how progress will be reviewed. Parents are involved when SEN is identified, support is planned or reviewed, referrals are considered and during EHC and transition processes.

Your child's voice

Children are supported to express what matters to them, what helps, what is difficult and what they hope to achieve. This may be through conversation, visuals, drawing, symbols, choice-making, observation or support from a trusted adult.

Expertise and specialist services

The SENDCo, Sara Toomey, holds the NASENCo Award and is a Specialist Teacher with particular expertise in autism and social, emotional and mental health needs. The school is part of the D11 Hub and has access to regular Specialist Teacher involvement and a wider professional network.

Depending on need and referral criteria, advice may be sought from Lancashire Educational Psychology, Speech and Language Therapy, occupational or physiotherapy services, specialist teachers, health services, social care or voluntary organisations. Parents are involved and consent is obtained where required.

Staff knowledge and training

Training needs are identified from pupil profiles, monitoring, staff feedback and school priorities. Relevant staff receive the guidance needed to implement specialist advice consistently.

When an EHC needs assessment may be considered



The legal test

A parent or the school may ask Lancashire County Council to carry out an EHC needs assessment. The test is whether the child has or may have SEN and whether it may be necessary for special educational provision to be made through an EHC plan. A pupil does not have to complete a fixed number of SEN Support cycles first.

If the local authority agrees to assess, it gathers advice from the family, pupil, school and relevant professionals. The statutory process to issue a final plan is normally completed within 20 weeks of the request, subject to limited exceptions.

When an EHC plan is in place

The local authority must secure the special educational provision specified in Section F, and the school must use its best endeavours to secure that provision. EHC plans are reviewed at least every 12 months. Phase-transfer reviews are completed in time for statutory deadlines.

Independent support. Lancashire SENDIAS can provide free, confidential and impartial information and support.

Moving on with confidence

Transition planning may cover starting Reception, changing class or key stage, changing school and transfer to secondary education. Support is proportionate to need.



Support may include

- Additional visits and opportunities to meet key adults.
- Photographs, video, transition booklets or visual schedules.
- Meetings between current and receiving staff.
- Updated Targeted Learning Plans, risk assessments or healthcare plans.
- Preparation of peers and early, secure sharing of relevant records.

For pupils with EHC plans

Transition is considered through the annual review process. Preparation for adulthood begins early and remains age-appropriate, supporting communication, independence, relationships, health, community participation and aspirations.

Access facilities and reasonable adjustments

The school considers equipment, aids, communication support, technology and environmental changes according to individual need. If specialist equipment or facilities are required, we work with families and relevant services to secure them.

Current physical access

- The main school accommodation is single-storey and located on one level.
- Corridors and internal doorways are described as suitable for wheelchair and walking-frame access.
- Most entrances are level or ramped; some external exits and the route to the junior playground include steps.
- An alternative ramped route is available between the upper and junior playgrounds.
- An accessible parking bay is close to the school office.
- Reception has an electronic access door and lowered window.
- An accessible toilet is located in the community room.
- Individual access and emergency evacuation arrangements are planned where needed.

The published Accessibility Plan provides further detail and is being reviewed so that facilities information and improvement priorities remain current.

Disabled pupils and admissions

Hippings follows Lancashire County Council admissions arrangements. A pupil must not be refused admission simply because school believes it may be unable to meet SEN, except where the statutory admissions or EHC plan process permits a different decision. The school must not discriminate against disabled pupils and must make reasonable adjustments, including auxiliary aids and services where reasonable.

If something is not working

We aim to resolve concerns early through open conversation. Raising a concern will not adversely affect your child's support.



If the concern is about an EHC decision

Disagreements about local authority decisions concerning EHC needs assessments or plans follow separate mediation and tribunal routes. Lancashire SENDIAS can provide free, confidential and impartial information.

If the concern is disability discrimination

Claims about schools may be made to the First-tier Tribunal. Families should seek current advice because routes and deadlines differ.

A helpful first conversation

Tell us	What has happened, when it happens and the impact on your child.
Bring	Relevant examples, messages, plans or professional advice.
Ask	What will happen next, who will act and when you will hear back.
Record	The agreed actions and review date.

Trusted help for families



Communication and interaction

Speech and Language UK



speechandlanguage.org.uk/help-for-families



Cognition and learning

British Dyslexia Association



www.bdadyslexia.org.uk/advice/children/guidance-for-parents



Social emotional and mental health

YoungMinds parent support



www.youngminds.org.uk/parent



Sensory and physical

Contact for families with disabled children



contact.org.uk/help-for-families

These resources provide general information and practical advice. They do not replace discussion with school, assessment by an appropriate professional or individual medical advice.

Useful local and national links

	Lancashire SEND Local Offer www.lancashire.gov.uk/send	Local education, health, care and community services.
	Lancashire SENDIAS lancssendias.org.uk/	Free, confidential and impartial SEND information and support.
	Government SEND guide www.gov.uk/government/publications/send-guide-for-parents-and-carers	Government guide to SEN Support and EHC plans.
	Hippings SEND information www.hippings.lancs.sch.uk/page/?pid=26&title=SEN/Inclusions	School SEND information, policies and updates.
	Hippings Accessibility Plan www.hippings.lancs.sch.uk/page/?pid=73&title=Accessibility+Plan	School access information and planned improvements.

Documents to read alongside this report

SEND Policy; Accessibility Plan; Equality Information and Objectives; Safeguarding and Child Protection Policy; Behaviour and Anti-Bullying arrangements; Attendance Policy; Supporting Pupils with Medical Conditions Policy; Admissions arrangements; Complaints Policy; Data Protection and Privacy Notices; and the Inclusion Strategy when published.

SEND words explained

Adaptive teaching	Teaching adjusted to improve access while maintaining appropriate ambition.
APDR	Assess, plan, do and review - the graduated cycle used to understand need, plan support and review impact.
EHCP	Education Health and Care Plan - a statutory plan issued and maintained by the local authority.
EHC needs assessment	The statutory assessment process used when it may be necessary for provision to be made through an EHCP.
Ordinarily available provision	Inclusive teaching, adaptations and support mainstream schools are generally expected to provide from delegated resources.
Reasonable adjustment	A change made to prevent a disabled pupil being placed at a substantial disadvantage.
SEN	Special educational needs.
SEND	Special educational needs and disabilities.
SEN Support	School-based special educational provision for a pupil who has SEN but does not necessarily have an EHCP.
SENDCo	Special Educational Needs Coordinator.
SENDIAS	Special Educational Needs and Disabilities Information Advice and Support Service.
TLP	Targeted Learning Plan - the school record used to agree outcomes, provision and review arrangements.

Quick reference for parents

Notice a concern



Speak to the teacher



Agree next steps

Key contacts

School office	01254 234089
SENDCo	Sara Toomey - contact through the school office
Independent advice	Lancashire SENDIAS - lancssendias.org.uk
Local services	Lancashire SEND Local Offer - lancashire.gov.uk/send

This Information Report explains the practical arrangements currently available at Hippings. It is reviewed at least annually and updated during the year when arrangements change.