

SEND Information Report

School Name

Hilpertone Church of England Primary School

Date written (month and year)

June 2026

Review due

June 2027

What kinds of SEND do children in our school have?

Hilpertone School is a mainstream primary school. We support children who have Special Educational Needs and/or Disabilities (SEND) in one or more of the following areas:

Communication and Interaction

This includes speech and language needs and Autism.

Cognition and Learning

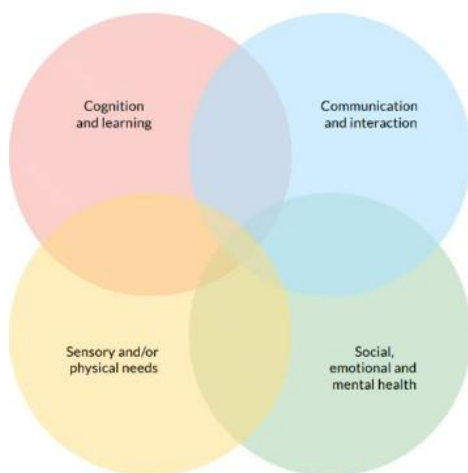
This includes specific learning difficulties such as dyslexia, dyscalculia, moderate or severe learning difficulties.

Social, Emotional and Mental Health

This includes mental health difficulties such as anxiety, school avoidance or eating disorders. Attention Deficit Hyperactivity Disorder (ADHD) is also a social, emotional and mental health need.

Sensory or Physical

This includes vision or hearing impairments and physical impairments.



Children's needs can be complex and they may have needs in more than one area or their needs may change over time.

This table shows the number of children with SEND at Hilpertone compared with Wiltshire and nationally.

Hilpertone	%	Wiltshire	%	National	%
% SEND	20.0%	% SEND	20.48%	% SEND	19.5%
% K	15.0%	% K	14%	% K	14.2%
% E	5.3%	% E	6.20%	% E	5.3%

Broad area of need	Percentage of children
Communication and Interaction	42%
Social, Emotional and Mental Health	39%
Cognition & Learning	15%
Physical & Sensory	4%

This table shows the percentages of children with primary needs in different areas.

How do you know if a child has SEND?



Our SENCO is Mrs Jo Clark.
You can email her at SENCo@hilperton.wilts.sch.uk
You can call her on 01225 755343.
You can also reach her on class dojo.
Mrs Clark's SENCO days are Monday, Tuesday and Thursday.



Our Pastoral Lead is Mrs Keely Sawyer.
You can email her at k-sawyer@hilperton.wilts.sch.uk
You can call her on 01225 755343.
You can also reach her on class dojo.
Mrs Sawyer works Monday to Friday.

My child already has a special educational need when they start school.

Before starting school, your child may have been identified with SEND. We work closely with parents, pre-schools and supporting agencies to help you and your child make the transition into our school as smooth as possible.

Your child may come to school for extra visits or a member of staff from school may do extra visits to their pre-school setting.

I think my child might have a special educational need.

If you are concerned that your child may have an additional need, you should first speak to your child's class teacher. You can contact them via Dojo or via the school office.

They might then speak to the SENCO.

How do school know if a child has a special educational need?

To help us identify if a child has an additional need we will:

- Listen to the views and concerns of parents and carers
- Listen to the child's views and concerns
- Use assessment data and observations
- Take feedback from staff about the child's progress
- Review the impact of any additional support or interventions
- Monitor children's emotional, social and mental health well-being using Thrive online
- Use materials from Wiltshire Local Authority; the 'Local Offer' <https://www.wiltshire.gov.uk/local-offer>
- Use information from external agencies, for example speech and language therapists or paediatricians

If a child is identified as having a special education need, they are added to the SEND register. This is a spreadsheet updated and monitored by the SENCO. Parents and carers will be formally notified in writing when this happens.

What happens if my child is identified as having a special educational need?

At Hilpertons School, we use the Graduated Response. This is a repeating cycle of assess, plan, do and review (APDR) for each child with SEND.

My child has SEND. How is their progress tracked?



Your child will have an APDR record which summarises their needs, targets, support and progress. This APDR record is reviewed three times a year. All children with SEND including those with an ECHP will have an APDR record.

What is SEND Support?

SEND Support is what it is called when a child has an identified special educational need which can be met through the school's resources.

A child who has SEND at the level of SEND Support will be on the SEND register and will be included on school data management systems as SEND Support. They will have an APDR record which is reviewed three times a year.

What is an EHCP?

An EHCP is an Education Health Care Plan. This used to be called a Statement of Educational Need.

An EHCP is a legal document which describes a child or young person's (aged up to 25) special educational needs, the support they need, and the outcomes they are working towards. In Wiltshire, this is called a 'My Plan.'

A child who has SEND at the level of an EHCP will be on the SEND register and will be included on school data management systems as EHCP. They will have an APDR record which is reviewed three times a year. This will break down the outcomes on their EHCP into smaller, manageable steps. They will also have an annual review of their EHCP which will involve everyone involved in the child's support. The annual review is a statutory process.

At Hilpertone, we put parents and carers at the heart of planning for their children with SEND. We know that better outcomes are achieved for children when home and school work together.

How are parents and carers involved in their child's learning?

You can talk to your child's teacher whenever need to within office hours. You can contact them on class dojo or via the school office.

When can parents and carers talk to school staff about their child's SEND?

All children with SEND have three meetings a year to which parents and carers are invited. This is usually as part of parent teacher consultations. At these meetings, the child's targets and progress will be discussed. The APDR document will be a record of this discussion.

The SENCO is also available at parent teacher consultation evenings and an appointment can be made via the online booking system.

Children with EHCPs also have one annual review of their plan.

What if I need more than three meetings a year to monitor my child's progress?

We know that sometimes children's needs can be more complex, or they may face a period when they are finding things especially difficult. To support this, additional steps may be taken to ensure good communication between home and school.

This could include additional meetings weekly or fortnightly, home/school communication books or weekly dojo updates.

The most appropriate communication format will be chosen in collaboration with parents and carers.

What if I need to speak
to another member of
staff?

At Hilpertons, your child's class teacher should always be your first point of contact.

If you need to speak to the SENCO or Pastoral Lead, their contact details can be found above.

All staff are contactable via the school office and via class dojo.

Who else can I speak to
for support?

Call the WPCC Helpline

01225 764 647

10.00am - 5.00pm

Monday - Friday

Wiltshire's Parent Carer Council represents and supports parent carers of children and young people aged 0-25 resident in Wiltshire.

It is run by parent carers, for parent carers.



<https://www.wiltshireparentcarercouncil.co.uk/en/>

family
action

Wiltshire SENDIASS

Free and impartial information, advice and support on Special Educational Needs and Disability (SEND)

Wiltshire SENDIASS support young people with special educational needs and disabilities, and their parents and carers, by signposting to local services, providing knowledge on education, health and care processes locally as well as their rights in relation to the law.



01225 255266

<https://family-action.org.uk/services/wiltshire-SENDdiass/>



wiltshire.sendiass@family-action.org.uk

At Hilpertone, staff know that children should learn to express what they need and we actively support them to do this.

How are the children involved?

What is pupil voice?

Pupil voice means asking children what matters to them. Pupil voice activities give children and young people the chance to express their views and perspectives in relation to their learning.

At Hilpertone, there are different ways we gather pupil voice. We might use visuals such as smiley faces for children to rate how they feel. Or we might ask them to use toys such as Lego to express themselves.

Older children may be supported to complete a more formal questionnaire about their views.

What is a one-page profile?

A one-page profile summarises a child's strengths, difficulties and hopes as well as listing strategies that the child finds helpful to support them. It is always written with the child and is shared with staff who work with the child. A one-page profile is often written at times of transition, either to a new class or a new school. Here is a one-page profile template:



All About

Insert a photo of me

What people like about me...

What I enjoy...

What I find difficult...

What I would like in the future...

How you can help me...

Children have many transitions as they move through their education. This includes starting school in reception, moving to Key Stage 1 in Year 1, moving to Key Stage 2 in Year 3 and moving to secondary school. Within this, children may also change teachers and classrooms each year.

Some children also have other transitions. They may change schools due to a house move or because their school was no longer able to meet their special educational need.

How will school help my child transition to or from a different school?

How will my child be supported to join Hilpertons School in reception?

Your child's class teacher will visit their pre-school setting to meet the child and discuss their needs with pre-school staff.

Relevant documents, such as Support Plans, will be shared.

Our SENCO may also visit the pre-school to ensure the child's needs are properly understood.

We will ask pre-school to create a one-page profile for the child and they may be invited to school for additional visits. Sometimes these are done at quieter times, like after school so the child can get used to the environment without feeling overwhelmed.

What if my child with SEND joins Hilpertons School mid-year?

You and your child will be invited to come and look round the school. Visits will be arranged for your child at a pace that is appropriate for them. If it is possible, staff may visit the child in their previous setting.

Staff at Hilpertons will also arrange to meet staff from their previous setting to ensure we have a good understanding of their needs. Relevant documents will also be shared.

We will again ask for a one-page profile and will give the child an information booklet about their new class and teacher. This will include one-page profiles about our staff.

The child's progress in settling into Hilpertons will be monitored and any concerns will be discussed with the class teacher or SENCO as appropriate.

How will my child be supported when moving to secondary school?

Moving to secondary school feels like a big step. We ensure children with SEND feel supported and prepared for this change by doing the following:

- Class teacher and SENCO will meet with SENCOs of secondary schools.
- Children will have the chance to learn about their new school with the other children also going to that school.
- Extra visits will be arranged and the child may attend workshops arranged by the secondary school.
- The worries and concerns of children and parents/carers are listened to and we support them to find answers to any questions they may have.

It is important that transition support starts at just the right time. Too early and children's anxiety may build, too late and they may already have formed assumptions and beliefs. We think that the summer term is just right for this support to begin.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

At Hilpertons, we are committed to ensuring all children have access to high quality teaching. We know that this is the first and most important step in meeting the needs of all children. We have a universal offer, known as ordinarily available provision (OAP). This is the support that is available for all learners, including those with SEND.

An overview of the ordinarily available provision we offer can be found here:

How will teachers support my child?

<https://primarysite-prod-sorted.s3.amazonaws.com/hilpertons-c-of-e-primary-school/UploadedDocument/2d5a43f1-11e1-4b01-8ea1-cef97f5e03fb/hilpertons-whole-school-provision-map-2025-2026.pdf>

What will happen in lessons to support my child with SEND?

The key approaches for supporting any learner are good lesson design and adaptive teaching.

Good lesson design means lessons are put together with the needs of explicit learners in mind. Cognitive load is managed and children work towards independent task completion through structured and repeated modelling.

Adaptive teaching is when the teacher uses strategies to enable all children in the class to access the learning whilst maintaining high aspirations for everyone. The aim is for all children in the class to be able to access the learning offered by the teacher with increasing independence.

Examples of adaptations include:

- Adapting our curriculum to ensure all children can access it for example by grouping children flexibly.
- Adapting our teaching for example giving longer processing times, breaking tasks into smaller chunks or reading instructions aloud.
- Adapting our resources and staffing.
- Using recommended aids such as laptops, visual aids or larger fonts.

How does Hilpertone School use TAs?

Some children may need more targeted support from another adult. At Hilpertone School we call our Teaching Assistants (TAs) Learning Support Assistants (LSAs). That is because we believe that their primary role is supporting the children's learning.

We have an amazing team of LSAs, each with a different speciality for which they are trained. Apart from in Reception class, we don't have LSAs solely in one class. This approach reflects our belief that all teachers are teachers of pupils with SEND and are responsible for providing high-quality teaching that meets the needs of every child. We want our children to grow to be independent learners who are not reliant on one adult.

Our amazing LSAs:

Della Adsett – Robins class LSA

Gosia Aserman – SEND LSA

Suzanne Greening – Reading and maths LSA (KS2)

Angela Jenkinson – SEND LSA and Speech and Language LSA

Victoria Pearmain – Phonics and reading LSA

Keely Sawyer – Pastoral Lead and Thrive Practitioner

Laura Sweet – SEND LSA

Lisa Willoughby – SEND LSA

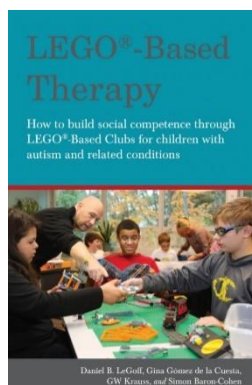
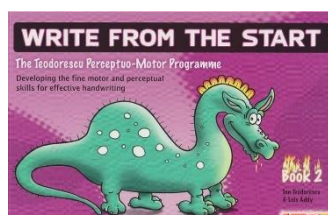
This approach is in line with current thinking about making the best use of support staff in school. It ensures all children have equitable access to support, according to their individual needs.

What interventions are available at Hilpertons Primary School?

At Hilpertons School we use a wide range of evidence-based interventions to support children's learning in the four areas of communication and interaction, cognition and learning, social, emotional and mental health and physical and sensory.

These include, but are not limited to:

1. Phonics intervention
2. Paired reading
3. Numicon maths intervention
4. Handwriting
5. Pre-teaching and over-learning
6. Thrive
7. Attention Bucket
8. Speech and Language
9. Lego Therapy
10. Social Skills



This list is always changing depending on the needs of the children we have in school. The impact of these interventions is measured through the APDR cycle.

What specialist support is available?

Some children may need more specialist support and we work closely with a range of professionals to support this.

If support from an external service is needed, this will always be done with the consent of parents and carers. The SENCo will discuss the referral with you, the reasons for the referral and what we hope to achieve as a result of the referral.

The following services are commonly linked with school. However, we also work closely with other services such as occupational therapy, behaviour support and Children and Adolescent Mental Health Services.

Speech and Language Therapy

We access speech and language therapy through HCRG. Their therapists may carry out assessments and provide targets for children to work on at home and school. Or they may complete a block of therapy with a child in school or in a clinic.

Parents and carers can contact HCRG direct.



**Wiltshire Children's
Community Health Services**

You can call the Single Point of Access on
0300 247 0090 (Monday – Friday 9am – 5pm)
or email vcl.wiltshirespa@nhs.net

Specialist SEN Service (SSENS)

The Specialist SEN Service (SSENS) is a team of Specialist Advisory Teachers, supporting children and young people as part of Wiltshire Council's 0-25 SEND Service.

They specialise in practical and realistic teaching and learning strategies which are underpinned by current educational research. Each Specialist Advisory Teacher has extensive experience and has undertaken specialist training.



Educational Psychology

An Educational Psychologist (EP) uses their knowledge of psychology to support children, young people, parents/carers and school staff when there are concerns about learning, development, wellbeing or behaviour.

They work with nurseries, schools, colleges and specialist provisions. EPs help to identify children's strengths and aspirations before considering their needs. This information helps EPs to develop strategies and advice to support positive changes

EPs work collaboratively with the adults who know the child/ young person to help identify their strengths and needs. They may use this information alongside direct work with the learner, or through discussions with school staff and/or family. They use the information gathered to develop recommendations and strategies to support positive change for children / young people's education.



<https://rightchoice.wiltshire.gov.uk/Page/9128>

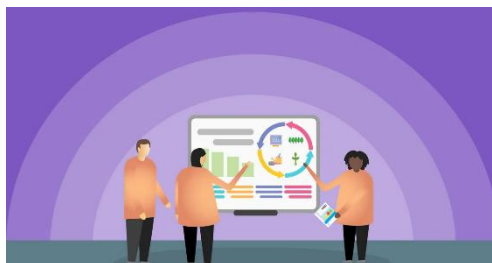
We are committed to providing high quality, on-going training for all the staff that make up our school community. This training is an important part of our planning for school improvement.

Teaching and support staff regularly receive training and our offer is continually reviewed to match the needs of the children at our school.

This training includes, but is not limited to:

Safeguarding
First Aid
Thrive
Autism
ADHD
Dyslexia
Dyscalculia
Paired Reading
Sensory Support

What training do staff have to be able to help my child?



What qualifications does Hilpertons' SENCO have?

Our SENCo, Jo Clark, is qualified primary school teacher with over 20 years' experience in primary education.

She has completed the National Accreditation for SEND Coordinators with Bath Spa University.

She has a Master's degree in Psychology of Education from Bristol University.

At Hilpertons School, we allocate our resources strategically to ensure that pupils with SEND receive the support they require. This might include deploying specialised teaching assistants who are well trained to provide the relevant support for our pupils, as well as offering targeted interventions designed to address specific learning needs.

We also invest in assistive technology and other learning aids, such as visual supports and adapted materials, to help pupils access the curriculum more effectively. To achieve this, we work closely with external specialists, such as speech and language therapists, educational psychologists, and occupational therapists, to ensure that the right sort of specialist equipment or accessible facilities are in place.

A large blue speech bubble with a white border, containing the text "What happens if my child needs specialist equipment or accessible facilities?".

What happens if my child needs specialist equipment or accessible facilities?

Link to school accessibility plan:
<https://www.hilpertons.wilts.sch.uk/SEND/>

How do you check
things are working well?



We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term as part of the 'Assess, Plan, Do, Review' cycle
- Reviewing the impact of interventions alongside pupil progress meetings
- Holding meetings between parents and teachers. This will be an annual review for children with an EHCP, or longer meetings for children at SEND Support as part of parent/teacher evenings
- Pupil voice sessions where the SENCO talks to children with SEND about their provisions and their progress.
- Information about the progress of children with SEND is shared with senior leaders 3x per year and with school governors annually.

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips. If additional provision is needed to enable this for some pupils, this is planned in conjunction with parents. Individual risk assessments may be completed and additional members of staff may attend the trip to support that pupil.

All pupils are encouraged to take part in sport's day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEND, unless it is agreed with parents that it is detrimental to their wellbeing. We will make reasonable adjustments to ensure that they can be included.

How will my child be supported in activities outside of the classroom?



At Hilpertons School, we are committed to supporting the emotional and social development of all our children. We have a relational approach to all we do; we prioritise positive relationships and understand that behaviour communicates need. We believe children learn best when they feel safe, secure and understood.

This commitment is reflected in the excellent core provision that is ordinarily available for all learners and includes:

- A full time Thrive practitioner who offers 1:1 support for children, support for families and support for staff in building relationships.
- 'Time to Talk' sessions for KS2 every week.
- All our staff are Thrive trained.
- An on-site forest school with a dedicated forest school lead two days per week.
- A sports mentor who is in school for 1 day per week.

Our behaviour policy is available on our website.

How will you support my child's mental wellbeing and social skills?



What measures does the school take against bullying?

Bullying other people is not acceptable behaviour at Hilpertons School. We aim to prevent bullying through raising self-esteem, improving relationships and through using resources to create a safe environment. Bullying is regarded as a serious matter and reported incidents are recorded and appropriate action is taken

Because we recognise that children with SEND are more likely to experience bullying, we ensure that all our children have trusted adults with whom they are able to share any concerns or worries. We support them to do this in different ways; by talking, using visuals or drawings or through props such as puppets.

We also participate in national events such as Anti-Bullying Week.



#ANTIBULLYINGWEEK



Thrive is a huge part of what we do at Hilpertons School. It informs our interactions with children and guides our social and emotional interventions. The information below is provided by Thrive for parents.

Embracing Thrive: a parent and carers guide



The Thrive Approach®

For over 25 years, Thrive has been working with schools, settings and organisations to support the mental health and wellbeing of children and young people.

Thrive equips educators with training, resources and an award-winning online tool, so they can better understand children and young people's needs and provide targeted, effective support.

With its focus on building secure relationships and providing positive experiences, Thrive helps young people to feel safe, supported and ready to learn.

Building positive relationships

The connections children and young people have with the adults around them are key to their social and emotional development. Thrive activities focus on providing positive experiences and building trusting relationships. This helps young people to:

- Feel good about themselves and know that they matter
- Feel safe and secure in school
- Improve their emotional wellbeing
- Improve their capacity to be creative and curious
- Build their self-esteem and confidence to learn
- Recognise and manage their feelings
- Think before behaving in a certain way...and much more!



How does it work?

Thrive equips educators with strategies and activities to help build young people's social and emotional skills, as well as develop their ability to manage stress and take on life's ups and downs.

The Approach is underpinned by neuroscience, attachment theory and child development research and is suitable for children and young people aged 0-25 years.

What difference does Thrive make?

Schools that have adopted the Thrive Approach have reported many benefits. These include calmer classrooms with fewer disruptions, improved attendance, reduced exclusions and higher achievements. To hear first-hand from settings already using Thrive, visit mythrive.uk/case_studies.

Hilpertons School works with lots of other agencies to support our children. Some of these are discussed on page 12.

We regularly signpost families to external agencies if they need further support.

A blue speech bubble with a white outline, containing the text "What other specialist support does the school access?".

What other specialist support does the school access?



Wiltshire Together: All Together is a new set of pages which provide a one-stop shop of information from a range of key partners so that children, young people and families, as well as those working with them, can quickly and easily access information about things to do, places to go and who to talk to if they need support.

<https://wiltshiretogether.org.uk/alltogether>

What should I do if I
am not happy with the
support for my child?

If you have any concerns about the support for your child, you should contact their class teacher in the first instance. Teachers are contactable through dojo, via the school office or at the school gate at the end of the day.



If following discussion with the class teacher, you still have concerns, you can discuss them with the SENCo. She is also contactable through Dojo, via the school office or at the school gate at drop-off and pick-up on Mondays, Tuesdays and Thursdays.

You can also contact the SENCo using this e-mail address:

SENco@hilpertons.wilts.sch.uk

If you would like to make a complaint regarding Hilpertons Primary School, this should first be made to the Headteacher. Further information about our complaints policy is available here:

<https://www.hilpertons.wilts.sch.uk/policies/>

Wiltshire Parent Carer Council and Wiltshire SENDIASS can support parents who are concerned about the provision in place for their child.



WPCC Helpline

01225 764 647

10.00am - 5.00pm

Monday - Friday

Wiltshire SENDIASS

Free and impartial information, advice and support on Special Educational Needs and Disability (SEND)



01225 255266



wiltshire.sendiass@family-action.org.uk

Where can I find the school's SEND policy?

Hilpertons School's SEND policy can be found here:

<https://www.hilpertons.wilts.sch.uk/policies/>

The Local Offer is the first place to look for information about services, advice and support for special educational needs and disabilities, for early years to adulthood.

The Local Offer for Wiltshire can be found here:

<https://www.wiltshire.gov.uk/local-offer>

What is the Local Offer?

Wiltshire LOCAL OFFER

Who has been involved with the production of this report?

This report has been co-produced with staff, parents and governors.

If you have any suggestions to improve the content or accessibility of this report, please contact the school SENCo

SENco@hilpertons.wilts.sch.uk