



Hopton Primary School Special Educational Needs Annual Report

Annual Report to Parents on the Implementation of the Special Educational Needs and Disability (SEND) policy for the academic year 2025-2026.

Key Staff:

Special Educational Needs Co-ordinator (SENDCo) - Mrs Bates

Special Educational Needs Governor - Mrs Hornby

SEND Classroom Support (1:1) - Mrs Scott, Mrs Drew (part time), Mrs Tyson (Autumn term)
Mrs Ramsden (part time - Autumn term) Mrs Dransfield, Miss Tingle (part time), Miss Marshall

SEND small group support during assembly time - Miss Marshall, Mrs Smith, Miss Helliwell

Social Use of Language Intervention - Mrs Golec- Davey (Summer Term only)

Speech and Language Therapy Intervention - Mrs Jennings-Hall (Autumn & Spring term)

ELSA - Mrs Spencer

Nessy Maths Intervention - Class teachers

Nessy Language Intervention - Class teachers

Maths Intervention - Class teachers

Little Wandle Intervention - Class teachers (KS1), Mrs Drew (KS1) Miss Helliwell (KS1) Miss Marshall (KS2)

Changes to Key Staffing across the year.

This year there have been 4 less members of staff to provide SEND support across school.

There have been 2 long-term support staff absences this academic year, 2 support staff left at the end of the Autumn term, 1 having secured a promotion at another setting, the other retiring. Both positions were replaced.

To cover the provision of children with EHCPs, ETA intervention groups have not taken place throughout the whole years calendar.

External Agencies:

The following agencies and individuals have supported SEND pupils throughout the year:

Speech and Language Therapist (SALT)

Complex Communication and Interaction Service (CCI)

The EHCP team

Deaf and Hearing Impairment Team

Child incontinence team

School Nursing Team

Child and Adolescent Mental Health Service (CAMHS)

Visual Impairment Team

EYFSEND - Early Years SEND



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Cognition & Learning outreach team
Physiotherapy
Occupational therapy
Physical Impairment outreach team
Northorpe Hall - well-being support
Kirklees Keep in Mind, well-being support
IMAP team
Social, Emotional and Mental Health Outreach

The Special Educational Needs Code of Practice (2014) lies at the heart of Hopton Primary School's SEND policy and sets out the procedures that all organisations should follow to meet the needs of their children.

The code of practice describes a graduated approach which recognises that children learn in different ways and have different kinds of SEND.

Support is divided into 3 waves and is put in place by both school and with support from commissioned specialist expertise in order to meet the needs of individual children to help them overcome any difficulties they may have.

If further support is required the school may request a statutory assessment of a child's special needs, which may result in further support from outside agencies or an Educational Health Care plan being issued to the child.

Policies:

Our SEND policy was written by Mrs Katrina Bates. In line with the policy review cycle; the policy was reviewed by staff and governors in September 2025. The policy is due for review in September 2026.

The main working document for SEND is the SEND register which is stored electronically on the school server. This document lists individual children, their needs, support in place and is updated each term with staff and parents.

Number (%) of Children with SEND at Hopton - July 2026 (277 on roll)

	Hopton (2022/23)	National Figures (2022/23)	Hopton (2023/24)	National Figures (2023/24)	Hopton (2024/25)	National Figures (2024/25)	Hopton (2025/26)	National Figures (2025/26)
School Action	11.7%	13%	12.3%	13.6%	14.2%	14.2%	16.6%	14.8%
EHCP	2.3%	4.3%	2.1%	4.8%	2.1%	5.3%	2.5%	6.0%

Three children were awarded EHCPs during the academic year, funding was not allocated to Hopton, as one child moved to alternative education, two children were awarded their EHCPs in the summer term. One of these children will move to another primary school for reception class in September and the other will remain at Hopton, therefore funding will be allocated in



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the Autumn term. This would have increased the EHCP to 3.6%.

The code of practice states that it is the responsibility of the class teacher to raise concerns about children whom they consider may have SEND.

In liaison with parents and the SENDCo, if a child is considered to need very specific support to enable them to learn, they are put onto the SEND register; this results in the child having an individual plan of achievable targets, pinpointing the specific support required to achieve them.

Children may be in receipt of targeted group support, or time limited more personalised intervention (for example, revisiting a misconception or gap in learning), as part of high quality teaching. This would not result in a child being on the SEND register.

Liaison with School Partners:

The SENCo at Hopton is part of the local area 'Cluster', meeting every half term with schools across Mirfield (Crowlees, Battysford, Crossley Fields, Old Bank, Castle Hall and Mirfield Free Grammar) to ensure best practice and the efficient transfer of records and information to ensure smooth transition between the schools when moving from Primary to Secondary. Individualised programmes for transition and induction are arranged for pupils with SEND if they are required.

Parent Communication:

Parents and carers are updated at least termly on their child's progress by the class teacher. They are invited to contribute to evaluation of their child's IAPDR, and to set new targets for their child. Children (where appropriate) are also involved in this process.

Children with EHCPs have a statutory annual review meeting with input from all relevant outside agencies. Parents are also invited to attend termly progress review meetings.

Meetings with outside agencies, are regularly attended by parents and cluster teams. This ensures we are taking advice from all relevant parties.

At Hopton, we advocate an open-door policy, we always try to address situations quickly, however, if we require a longer meeting, this can be scheduled at a mutually convenient time.

Staff Development:

Staff in school are trained and have worked alongside other professionals to develop their skills, knowledge and expertise in specific areas of SEND.

Over the last year, staff have undergone Local Authority training from the Complex Communications and Interaction team, in house training from Mrs Bates and bespoke training from the Cognition and Learning team.

Specific members of staff have received Intensive Interaction training, Autism training from Woodley Specialist School, medical training and bespoke speech and language training for specific children.



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ETAs have also had access to online training from TES, covering a range of subjects bespoke to individual training needs. Topics covered include, understanding ADHD, the graduated approach, understanding and supporting behaviour and dyslexia awareness.

The SENCo supports staff in the assess, plan, do review process. Whole school training takes place when relevant and in response to particular trends, such as training in Makaton, behaviour as communication.

Individual staff attend training courses run by outside agencies that are relevant to the needs of specific children within their class.

Mrs Bates gained the National SENCO award in 2021 from Middlesex University.

This year two teaching staff started studying for the National Professional Qualification for SEND. This is an eighteen month long course.

Budget Allocation:

SEND funding was directly channelled to Educational Teaching Assistant Support and for supply cover for annual reviews, and training for teachers as advised by outside agencies. EHCP additional funding was used to fund one to one support.

In addition, specialist resources have been purchased for example Nessy reading and spelling, maths and funky fingers licences.

Money has been used to purchase sensory equipment such as bean bags, fidget toys, weighted equipment, hides, individual screens and talking postcards in order to support children.

Coloured overlays, writing slopes, sit and move wedged cushions, ear defenders, adapted writing/cutting tools and physical movement equipment are funded from the SEND budget.

The commissioning for Educational Psychology support/advice for children is also funded from the SEND budget.

Disability Duty- Accessibility and Future Plans:

Our building is wheelchair accessible via one ramp access at the nursery entrance. We have 3 disabled toilets, carpeted classrooms and blinds. All resources and equipment used is evaluated against accessibility and adapted or an alternative is provided if necessary.

School trips are planned to enable access for all and after school provision is accessible for all. We will make reasonable adjustments within the school's means and confines of the building and adapted where possible, with additional funding, if available and necessary to meet the needs of new children joining our school.

Inclusion for Disabled Pupils:

All pupils have access to and opportunities to access to participate in visits/clubs and activities through appropriate/personalised reasonable adjustments.



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Parents and carers are involved in the provision for pupils with SEND, those with disabilities and/or medical requirements.

- The Special Educational Needs/Inclusion policies are available to all parents/carers via the website
- Educational Health Care Plans (EHCP) and IAPDRs Individualised Assess Plan Do Review Plans are written and reviewed with the involvement of children, parents/carers.
- Parents/carers are invited to contribute to review meetings.
- Information about the complaints procedure and how to access it is also available on the school website or can be requested from the school office.

This year, reasonable adjustments were made to enable a number of children with complex needs to attend swimming lessons alongside their peers.

Katrina Bates
SENCo
July 2026