



## Honilands Primary School SEN Information Report

<b>Name of the school/college</b>	Honilands Primary School
	<b>HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES</b>
<b>What is the school's vision and mission statement</b> How does this relate to children and young people with special educational needs and disabilities?	We aim to ensure we meet the needs of all children who come to Honilands no matter what their ability. We endeavour to adapt the physical space to provide for those not able to access the whole school. We work hard to ensure all our practices are fully inclusive.
<b>What type of school are you ?</b> <b>What age children does the school admit?</b>	Honilands is a primary school serving it's local community for children from 3 – 11.
<b>What is your current Ofsted rating?</b>	Our OfSTED rating is Good (May 2015)
<b>How does your school /college ensure that children/young people who need extra help are identified early?</b> <b>What should a parent do if they think their child may have special educational needs?</b> <i>How do you identify children/young people with special educational needs?</i>	<b>How we know if a child/young person has special educational needs</b> <ul style="list-style-type: none"> <li>• All children's progress is tracked regularly.</li> <li>• As well as termly assessments, pupil progress meetings will highlight any children who are underachieving.</li> <li>• The Honilands Early Intervention Panel (SENCO, Welfare officer, Attendance officer, Learning mentor team, Place2Be manager, Parent Support Adviser, Family leaders) meet every term and raise concerns regarding the progress of individual children. It is a forum in which to share information.</li> <li>• Concerns are monitored over a reasonable period of time, the needs are</li> </ul>

<p><i>How can a parent raise any concerns they may have?</i></p>	<p>discussed by the Inclusion Team and observations and assessment may take place.</p> <ul style="list-style-type: none"> <li>• You are kept informed at all times and if further understanding of your child's needs is required you will be consulted and other professionals may be invited into school.</li> <li>• If you have concerns about your child's progress you should speak to your child's class teacher initially.</li> <li>• Parent consultations give an opportunity for you to discuss your child's work and progress.</li> <li>• If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head teacher</li> <li>• If you are still not happy you can speak to the school SEND Governor.</li> </ul>
<p><b>What does the school/college do to help children/young people with special educational needs?</b></p> <ul style="list-style-type: none"> <li>▪ If you have one, explain how you use a provision map to set out and evaluate additional interventions?</li> <li>▪ How do school/college staff support children/young people with special educational needs?</li> <li>▪ What are the different staff roles?</li> <li>▪ Who oversees and plans a child/young person's education programme?</li> <li>▪ How does school / college know how effective its arrangements /provision for children and young people with special educational needs are?</li> </ul>	<p><b>What we do to help children/young people with special educational needs</b></p> <ul style="list-style-type: none"> <li>• The school has a provision map which is updated on a regular basis.</li> <li>• Any intervention put in place will be monitored closely and impact on progress tracked. All of the interventions are carefully selected for each child and monitored by the class teacher, Family Leader and SENCO.</li> </ul> <p><b>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</b></p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> <li>• That the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>• That all teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.</li> <li>• Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.</li> <li>• Your child's teacher will have carefully checked on your child's progress and</li> </ul>

will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress. The teaching assistant in class supports as directed by the class teacher.

All children in school should be getting this as a part of excellent classroom practice when needed.

**Specific group work with in a smaller group of children.**

This group, often called Intervention groups, may be run in the classroom or outside. Run by a teacher or a Teaching assistant who has had training to run these groups.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan or a specific intervention programme, e.g. catch up Literacy.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning

**Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups**

Which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand

your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g a social skills group
- A group or individual work with outside professional

The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **Specified Individual support**

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school.

	<p>For your child this would mean:</p> <ul style="list-style-type: none"> <li>• The Statement or EHC Plan will outline the individual/small group support your child will receive and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</li> <li>• This type of support is available for children whose learning needs are: Severe, complex and lifelong</li> </ul>
<p><b>How do teachers match the curriculum to an individual child/young person's needs?</b></p> <ul style="list-style-type: none"> <li>• What is the school's / college's approach to differentiation?</li> <li>• How does that help individual children/young people?</li> </ul>	<p><b>How we adapt our teaching for children/young people with special educational needs</b></p> <ul style="list-style-type: none"> <li>• Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</li> <li>• Lessons are carefully differentiated to your child's needs and equipment carefully chosen to suit their learning need and style.</li> </ul>
<p><b>How are your school's / college's resources allocated and matched to children's/young people's special educational needs?</b>  <b>How is the school's / college's special educational needs budget allocated?</b>  <b>How decisions are made about what type and how much support an</b></p>	<p><b>How we decide what resources we can give to a child/young person with special educational needs</b></p> <ul style="list-style-type: none"> <li>• The school budget, received from the Local Authority, includes money for supporting children with SEND.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.</li> <li>• The Head Teacher and the SENCO discuss all the information they have about SEND in the school and decide what resources/training and support is</li> </ul>

<p><b>individual child/young person will receive?</b></p> <ul style="list-style-type: none"> <li>▪ Describe the decision making process.</li> <li>▪ Who makes the decision and on what basis?</li> <li>▪ Who else is involved?</li> <li>▪ How are parents involved?</li> </ul> <p>How does the school / college judge whether the support has had an impact</p>	<p>needed.</p> <ul style="list-style-type: none"> <li>• Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> <li>• All resources/training and support are reviewed regularly and changes made as needed. Parents/carers views are always welcome.</li> </ul>
<p><b>How do you monitor a child/young person's progress and how do you communicate with parents about their child's progress?</b></p> <ul style="list-style-type: none"> <li>▪ How will both the school and the parent know how a child/young person is doing and how do you help parents to support their child's/young person's learning?</li> <li>▪ How do you explain to parents how a child/young person's learning is planned and how they can help support this outside of school / college?</li> <li>▪ How and when will parents involved in planning my child's education support?</li> <li>▪ Do you offer any parent training or learning events?</li> </ul>	<p><b>How we check that a child/young person is making progress and how we keep parents informed</b></p> <ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/her class teacher.</li> <li>• His/her progress is reviewed formally every term and a level given in reading, writing, maths and science.</li> <li>• If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.</li> <li>• At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.</li> <li>• The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</li> <li>• The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.</li> <li>• If your child is still not making the expected progress the school discuss with you any concerns you may have, any further interventions or referrals to outside professionals to support your child's learning and how school and</li> </ul>

	<p>home can work together to support your child.</p> <ul style="list-style-type: none"> <li>• We offer a variety of parent courses as part of the Honilands Parent College. A Parent Support Advisor is available to offer further support and guidance.</li> <li>• Our Children's Centre also offers parent/carer courses and has an outreach worker who can support and advise.</li> </ul>
<p><b>What support does the school offer for children and young people's overall health and wellbeing?</b></p> <ul style="list-style-type: none"> <li>▪ What is pastoral, medical and social support available in the school / college for children and young people with special educational needs and disabilities?</li> <li>▪ How does the school /college manage the administration of medicines and providing personal care?</li> <li>▪ What support is there for behaviour, avoiding exclusions and increasing attendance?</li> <li>▪ How can children / young person contribute their views? How does school / college support children / young people to do this?</li> </ul>	<p><b>Support we offer for children's/young people's health and general wellbeing</b></p> <p><b>Medical:</b></p> <ul style="list-style-type: none"> <li>• If your child has any medical needs the School Welfare Officer will invite you into school to create a care plan.</li> <li>• The plans will be updated regularly and you are able to contact the school welfare officer at any time.</li> <li>• All medicines are carefully monitored and recorded.</li> <li>• If there are any concerns the school welfare officer will ring you and discuss any issues. If needed the school nurse will be contacted.</li> <li>• Your child's social and pastoral care is very important and the sharing of your concerns with the class teacher will help us to all work together.</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• Your child is fully included in activities where possible. All children are encouraged to work together.</li> <li>• New children are offered an appropriate buddy.</li> <li>• Staff in the playground will monitor your child and encourage them to interact with others. If there are any concerns parents/carers and the relevant school staff will be informed.</li> <li>• Our learning Mentor team may put a programme of support in place to ensure that your child is supported.</li> </ul> <p><b>Behaviour:</b></p> <ul style="list-style-type: none"> <li>• Use of the school's behaviour policy and PSHE policy.</li> <li>• Whole school and class reward systems promoting positive behaviour e.g. certificates, beads and stickers.</li> <li>• Learning to learn skills and Golden Rules.</li> </ul>

	<ul style="list-style-type: none"> <li>• If your child has behavioural difficulties your class teacher will liaise with you.</li> <li>• Our learning Mentor team may put a programme of support in place to ensure that your child is supported.</li> <li>• Strategies will be implemented and shared with you.</li> <li>• Additional support will be implemented if needed and advice requested from additional professionals if required.</li> <li>• You will be kept informed and if necessary a meeting will be arranged with key staff.</li> <li>• Everything possible will be implemented to ensure that your child is included at all times.</li> </ul> <p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>• It is important that your child has good attendance so that they are able to make good progress with the support they are given.</li> <li>• It is important that if your child has a medical issue that the school is notified immediately and they return to school as soon as possible. If you are unsure about any issues the school welfare officer will be able to advise you.</li> </ul> <p><b>Child's Views:</b></p> <ul style="list-style-type: none"> <li>• Your child is encouraged to discuss school issues that can be taken to the school council.</li> <li>• If your child has shared concerns or ideas with you but they feel that they cannot discuss them in school you can bring them to the class teacher, family leader, SENCO or Head teacher.</li> </ul> <p>The school has Place 2 Be for identified children and Place 2 Talk is available for all. The school also employs a Drama Therapist for identified children.</p>
<p><b>What specialist services and expertise are available at or accessed by the school / college?</b></p> <ul style="list-style-type: none"> <li>▪ Are there specialist staff working at the school / college and what are their qualifications?</li> </ul>	<p><b>Specialist external services we use when we think extra help is needed</b></p> <p><b>In school:</b></p> <ul style="list-style-type: none"> <li>• Three Learning Mentors</li> <li>• Parent Support Advisor and extended schools officer</li> <li>• Place2Be and Place2Talk</li> <li>• Speech and Language therapist</li> </ul>

<ul style="list-style-type: none"> <li>▪ What other services does the school /college access including health, therapies and social care services?</li> </ul>	<ul style="list-style-type: none"> <li>• Language and social skills groups (LASS)</li> <li>• Tiger Team (Gross motor skills support)</li> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school</li> <li>• Our Children’s centre offers a range of services/support e.g. Time to talk, health visitors and a speech and language drop in service</li> <li>• A family outreach worker is attached to the children’s centre</li> </ul> <p><b>Access to:</b></p> <ul style="list-style-type: none"> <li>• Autism Outreach Service- Russet House</li> <li>• Outreach services from West Lea special school and Waverley special school</li> <li>• Educational Psychology Service</li> <li>• Joseph Clarke outreach Service for children with visual needs</li> <li>• Speech and Language Therapy</li> <li>• School Nurse</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Social services</li> <li>• Child and adolescent mental health service (CAMHS)</li> <li>• Early Years Support Inclusion (EYSI)</li> <li>• Foundation support service</li> <li>• Joint services for children with disabilities</li> <li>• Behaviour support service (BSS)</li> <li>• DAZU (counselling)</li> </ul>
<p><b>What training have the staff supporting children and young people with special educational needs and disabilities had?</b> include recent and future planned training and disability awareness training</p>	<p><b>The training our staff have had or are getting</b></p> <ul style="list-style-type: none"> <li>• The SENCO has completed the required accreditation course.</li> <li>• The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Speech and language difficulties.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g</li> </ul>

	<p>from the ASD Outreach service.</p> <ul style="list-style-type: none"> <li>• Identified members of staff have medical/health training to support staff in implementing care plans .</li> <li>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with SEND.</li> <li>• Training takes place on a regular basis.</li> </ul>
<p><b>How are children/young people included in activities outside the classroom including school trips?</b></p> <ul style="list-style-type: none"> <li>• Are they be able to access all of the activities of the school/ college offers and how are they assisted him or her to do so?</li> <li>• How do you involve parent carers in planning activities and trips?</li> </ul>	<p><b>How we include children/young people in activities and school trips</b></p> <ul style="list-style-type: none"> <li>• All children are included in all activities with their peers.</li> <li>• The school provides additional needs if it is required.</li> <li>• Before any trip or activity an assessment is completed to ensure accessibility for all.</li> <li>• Parents are often invited to support with school activities and accompany children on school trips.</li> </ul>
<p><b>How accessible is the school / college environment?</b></p> <ul style="list-style-type: none"> <li>• Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment?</li> <li>• Are there disabled changing and toilet facilities?</li> <li>• How will equipment and facilities to support children and young people with special educational needs be secured?</li> <li>•</li> </ul>	<p><b>Our school environment</b></p> <ul style="list-style-type: none"> <li>• The building is accessible to children with physical disability via ramps and lifts.</li> <li>• We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>• The school and children’s centre have disabled changing and toilet facilities.</li> <li>• Extracurricular activities are accessible for children with SEND.</li> <li>• When each child with a specific need enters the school their whole needs are carefully looked at and any equipment provided. When agencies advise particular equipment where possible it is provided.</li> </ul>
<p><b>How does the school/college prepare and support children/young people when they join ?</b></p>	<p><b>How we prepare for children/young people joining our school and leaving our school</b></p> <p>We recognise that transitions can be difficult for a child with SEND and take steps to</p>

<p><b>How does the school/college support children/young people when they transfer to a new school / college or the next stage of education and life?</b></p> <ul style="list-style-type: none"> <li>▪ What preparation is there in the school / college?</li> <li>▪ What preparation is done with the child/young person?</li> </ul>	<p>ensure that any transition is as smooth as possible.</p> <p><b>If your child is moving child to another school:</b></p> <ul style="list-style-type: none"> <li>• We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>• We will make sure that all records about your child are passed on as soon as possible.</li> </ul> <p><b>When moving classes in school:</b></p> <ul style="list-style-type: none"> <li>• Information will be passed on to the new class teacher in advance.</li> <li>• If your child would be helped by a book to support them understand moving on then it will be made for them.</li> </ul> <p><b>In Year 6:</b></p> <ul style="list-style-type: none"> <li>• The SENCO will invite secondary staff in to discuss the child and share strategies.</li> <li>• Your child may do focused learning about aspects of transition to support their understanding of the changes ahead.</li> <li>• Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school</li> </ul> <p><b>If your child is joining the school:</b></p> <ul style="list-style-type: none"> <li>• The first introduction to the school is carefully planned. Key members of staff will meet with parents/carers and a programme of support will be discussed if required.</li> </ul>
<p><b>How are parents involved in school/college life?</b></p> <ul style="list-style-type: none"> <li>▪ Describe the school's / college's approach to involving parents in decision making and day-to-day school life including for their own child</li> <li>▪ How does the school / college communicate with parent carers and parent carers whose first language is not English?</li> </ul>	<p><b>How parents are involved in school life</b></p> <ul style="list-style-type: none"> <li>• The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.</li> <li>• The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.</li> <li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.</li> <li>• If your child has an individual plan this will be reviewed with your involvement each term.</li> </ul>

	<ul style="list-style-type: none"> <li>• A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.</li> <li>• An interpreter will be provided by the school when necessary. School have several members of staff that are able to interpret for you.</li> </ul>
<p><b>Who can a parent contact for further information?</b>  Who would be the parent's first point of contact if they want to discuss something about their child?  Who can a parent talk to if they are worried?  Who should they contact if they are considering whether child/young person should join the school/college?  Who is the SEN Coordinator and how can I contact him/her?</p>	<p><b>Who to contact for more information or to discuss a concern</b>  <b>The SENCO (Laura Matteoni)</b>  <b>Responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> </ul> <p>Ensuring that you are:</p> <ul style="list-style-type: none"> <li>• involved in supporting your child's learning</li> <li>• kept informed about the support your child is getting</li> <li>• involved in reviewing how they are doing</li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...</li> <li>• Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.</li> <li>• Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.</li> </ul> <p><b>Class teacher</b>  <b>Responsible for:</b></p> <ul style="list-style-type: none"> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.</li> <li>• Writing Individual profiles and sharing and reviewing these with parents at</li> </ul>

	<p>least once each term and planning for the next term.</p> <ul style="list-style-type: none"> <li>• Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul> <p><b>Head teacher</b> <b>Responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEND.</li> <li>• He will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.</li> <li>• He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p><b>SEN Governor</b> <b>Responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is made for any child who attends the school who has SEND.</li> <li>• The current SEN Governor is Judith Kwentoh (Parent Governor)</li> </ul>
<p><b>Date of this document</b></p>	<p><b>Our offer to children with special educational needs and disabilities was prepared in July 2015</b></p> <p><b>It will be reviewed in July 2016</b></p>