

Honilands Primary School

SEND Information Report 2025–2026

Reviewed: September 2026

Vision and Mission

At Honilands, we are committed to being an inclusive school where the needs of every child are recognised and valued. We strive to ensure that all pupils have the opportunity to achieve their full potential by providing accessible learning environments, adapting practice where necessary, and preparing pupils for the next stage of their education and life.

About Our School

Honilands serves children aged 2–11 years. Our school also offers provision for 2 year olds, Nursery, Reception, Key Stage 1 (ages 5–7), and Key Stage 2 (ages 7–11). We are proud to be part of the local community, and our most recent Ofsted inspection (June 2022) rated the school as GOOD.

We have a 16-place Specialist Resource Provision (Chestnut and Acorn Classes), which caters for pupils with an EHCP who have been allocated a place via the Enfield SEN Department. This provision is designed for pupils with Autism Spectrum Disorder (ASD).

Identifying Needs Early

We place great importance on identifying needs at the earliest possible stage. This process includes regular assessments, pupil progress meetings, and Early Intervention Panel reviews.

Where concerns are raised by staff or parents, they are carefully monitored and supported through a structured cycle of assessment, planning, and review. We also work in partnership with external agencies to ensure specialist input is available when required.

What to Do if You Are Concerned

If you are concerned about your child's progress, you should first speak to their class teacher. The SENCO is also available to meet with parents to discuss concerns directly. You may contact the SENCO at senco@honilands.enfield.sch.uk.

We believe in a collaborative approach where parents are fully involved in the decision-making and support process.

How We Support Children with SEND

Support for children with SEND is tailored to individual need through a graduated approach. This begins with high-quality, inclusive teaching for all pupils. For those requiring additional support, targeted small group interventions are used. Where more specialist input is needed, we work alongside external professionals to provide specialist interventions. For pupils with the most complex needs, specified individual support is provided through an Education, Health and Care Plan (EHCP).

Special Resource Provision-SRP

Admission to the SRP is for pupils with an EHCP that identifies ASD as the primary need. The provision is designed for pupils who require specialist support that cannot be fully met in mainstream classes. Pupils should be able to access aspects of the mainstream curriculum with support, and benefit from structured, low-arousal environments. Daily NHS Speech and Language input is an integral part of the provision.

Curriculum and Differentiation

Teachers carefully plan lessons to ensure that they are accessible and challenging for all pupils. Resources are selected to promote independence and remove barriers to learning. Strategies to support pupils with dyslexia and other specific needs are consistently applied across the school.

Allocating Resources

Decisions about the allocation of resources are made jointly by the Headteacher and the SENCO in consultation with the governing body. Resources and support are directed according to the needs of individual pupils, and provision is regularly reviewed. Parents' views are taken into account throughout this process.

Monitoring Progress and Communication

Children's progress is monitored continuously by their teachers and is formally reviewed each term. For pupils with an EHCP, an Annual Review is held in line with statutory requirements. Parents are kept fully informed of their child's progress through reports, meetings, and consultations with school staff.

Supporting Health, Wellbeing and Behaviour

We provide pastoral, medical, and social support through our Welfare Officer, Learning Mentors, and SENCO. Medical needs are managed through individual care plans, while behaviour is supported positively through consistent routines, mentoring programmes, and the school's values.

Specialist Services and Expertise

We work in partnership with a wide range of external agencies, including Speech and Language Therapy, Educational Psychology, the Enfield Advisory Service for Autism (EASA), Occupational Therapy, Physiotherapy, Social Services, CAMHS, and outreach services from local special schools.

Staff Training

All staff receive regular training to ensure that they are equipped to meet the needs of pupils with SEND. The SENCO holds the National Award for SEN Coordination. Staff training focuses on areas such as autism, speech and language development, behaviour support, and medical needs. Whole-school training ensures that consistent practice is maintained across the school.

Inclusion in Activities and Trips

We are committed to ensuring that all children are able to participate fully in school activities and trips. Risk assessments are completed and reasonable adjustments are made so that every pupil can access these opportunities.

Accessibility

The school building is fully wheelchair accessible and includes disabled toilets and changing facilities. Where required, specialist equipment is provided to ensure that all pupils can access learning.

Transitions

We provide additional support for pupils at key points of transition. This includes liaising closely with previous or new schools, arranging visits, and offering transition resources. Pupils in Year 6 receive enhanced preparation for secondary school, with a focus on life skills and routines.

Parent Involvement

Parents are key partners in their child's education. We involve them in reviews and planning meetings, and we also offer workshops and coffee mornings to build knowledge and support. Where required, interpreters are provided to ensure full participation.

Key Contacts

SENCO: Hazel Menezes – senco@honilands.enfield.sch.uk

Headteacher: Mr Irvine
SEND Governor: Ms Cigdem Alkan

Specialist Resource Provision (SRP) – Chestnut and Acorn Classes

Vision

The SRP aims to provide a nurturing and inclusive environment where pupils with Autism Spectrum Disorder (ASD) are supported to thrive. We place emphasis on building confidence, communication, resilience, and essential life skills.

Admission Criteria

Admission to the SRP is for pupils with an EHCP that identifies ASD as the primary need. The provision is designed for pupils who require specialist support that cannot be fully met in mainstream classes. Pupils should be able to access aspects of the mainstream curriculum with support, and benefit from structured, low-arousal environments. Daily NHS Speech and Language input is an integral part of the provision.

Curriculum and Assessment

The SRP offers a personalised curriculum which includes both academic learning and functional life skills linked to Preparation for Adulthood outcomes. Progress is assessed through the Birmingham Toolkit, Autism Education Trust Framework, teacher observations, and EHCP outcomes. Achievements are celebrated and shared with families through Class Celebration Books.

Tools and Strategies

To support pupils effectively, the SRP uses approaches such as the Zones of Regulation to aid emotional regulation and Widgit communication tools to reduce anxiety and promote independence in learning and social interaction.