



# **Honilands SEND Policy**

To be read in conjunction with the School Information  
Report



Honilands Special Educational Needs and Disability Policy (SEND) is reviewed annually.

### **Legal basis of this policy**

This policy complies with the **Special Educational Needs (Information) Regulations which came into force on 1 September 2014 and which require schools to provide information on how they make provision for children with special educational needs and disabilities (SEND)**. The policy reflects:

Special Educational Needs and Disability (SEND) Code of Practice 2014;

Ofsted Section 5 Inspection Framework, January 2014;

Ofsted SEN Review 2010: A Statement is not enough;

Equality Act 2010;

Education Act 2011; and

Children and Families Act 2014.

Schools SEN Information Report Regulations (2014)

The SEND policy and School Information Report should be a document which reflects our families and children. It will be regularly updated, as well as being available for parents to comment and review. Staff, parents, children and professionals contribute towards this process.

### **Our school ethos**

The SENCo for Honilands Primary school can be contacted via [office@honilands.enfield.sch.uk](mailto:office@honilands.enfield.sch.uk)

All policies referred to in this document can be easily accessed from our school website [www.honilands.enfield.sch.uk](http://www.honilands.enfield.sch.uk). Copies are also available via the school office.

Our school motto is 'We are One'. We believe that all children need to feel safe, happy and valued at school in order to learn, progress and develop their wellbeing. Relationships are the key to the success of inclusion. Our staff are committed to ensuring the above and work closely together with parents and professionals to ensure the best outcomes for our children. Honilands Primary School is a happy and welcoming environment.

Our teachers are responsible for the progress, attainment and wellbeing of all children, including those with SEN and disabilities.

It is important to note that this policy was developed over a number of months, together with parents of children with SEN and disabilities. Parents and stakeholders can access this policy via our school website and copies are available in the office. Consultation took place with the staff and governors who used the NASEN guidelines to ensure compliance with the SEND code of practice, 0-25. Honilands Primary school is currently a three-form entry school with pupils ranging in age from two to eleven years old.

## **Our aims**

At Honilands Primary School we strive for excellence. We want all our children to:

- Participate wholly in their community
- Be prepared for life after school
- Attain the highest standards they can and make excellent progress in their learning and wellbeing
- Be confident individuals and responsible citizens

We aim to help children achieve this by:

- Working with parents to attain high levels of satisfaction and participation
- Being positive
- Celebrating/involving children in everything
- Providing an ethos of trust and support
- Having high standards and expectations
- Taking a creative and personal approach
- Timely assessment of all learners' needs so that staff are deployed and other resources allocated to achieve good learning outcomes
- Fostering productive partnerships with the Local Authority and other external agencies, leading to a multi-professional approach to meeting the needs of all SEND children

Our overriding priority is to ensure that we give all children the opportunity to succeed and enjoy learning.

## **Our objectives:**

- To identify and provide for pupils who have special educational needs and additional needs using a clear pathway to ensure that children with SEN are identified early
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

## **Admissions**

Our school admission arrangements are in line with Enfield Community School Policy. This can be found at [www.enfield.gov.uk/admissions](http://www.enfield.gov.uk/admissions)

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equality Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for them (see the school's current Admissions Policy).

Access arrangements for exams are the responsibility of the Deputy Head in discussion with the SENCo. The Deputy Headteacher is responsible for access arrangements for school exams and SATS.

## **Identifying Special Educational Needs**

At Honilands we have a clear approach to identifying and responding to SEN. We aim to identify these needs at the earliest point and then make effective provision to improve long-term outcomes for the child.

We have a clear identification of the SEND pathway to identify children with SEND.

We hold Honilands Early Intervention Meetings (HEIP) with class teachers and hold review meetings termly as part of our Assess, Plan, Do, Review cycle.

The definition of special educational needs remains as 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.

We also consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, consider what reasonable adjustments may need to be made for them.

The code of practice has four broad categories:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(see page 85 of SEND Code of Practice 2014)

We recognise that children are individuals and that their needs may overlap categories. We recognise that children may have additional needs that are NOT SEN but may impact on progress and attainment, including:

Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

Children's needs should be identified and met as early as possible. Identification of needs will draw on one or more of the following:

- analysis of data, including entry profiles, Foundation Stage profile scores, assessment, reading ages and other whole-school pupil-progress data;
- classroom-based assessment and monitoring arrangements;
- investigation of parents' or carers' concerns;
- tracking individual children's progress over time;
- liaison with feeder nurseries on transfer;
- information from previous schools;
- information from other services; and
- Individual assessment using, where necessary, standardised assessment tools

Consideration will also be made in relation to:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of a serviceman/woman

Where a more complex special educational need is suspected, the input of external agencies will normally be required.

### **Provision for underachieving children without SEND**

Those children identified as underachieving but who do not have SEND will be included on a detailed whole-school provision map which outlines and facilitates monitoring of all additional intervention across the school. The map helps the school to:

- Plan strategically to meet pupils' identified needs and track how they are being met;
- Audit how well provision matches need;
- Recognise gaps in provision;
- Highlight repetitive or ineffective use of resources;
- Cost provision effectively and demonstrate financial efficiency;
- Show all staff how support is deployed;
- Inform parents/carers, the LA, external agencies and Ofsted about resource deployment; and
- Focus attention on whole-school issues of learning and teaching as well as individual needs, thus enabling self-evaluation

Underachieving children without SEND will normally be supported through a combination of the following approaches:

- Quality-first teaching
- Differentiation of work
- Specialised interventions
- Withdrawal of small groups from classroom
- Withdrawal of individual children from classroom and/or specially targeted support within classroom
- Bilingual support and access to materials in translation
- Selection of resources to cater for individual needs

We recognise that identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which we aim to recognise and identify clearly alongside their parents.

### **Early identification and assessment**

Provision for children with special educational needs is a matter for the whole school. The governing body, the head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Children are assessed on entry to the school in order to build on the patterns of learning and experience already established during the child's pre-school years. If a child already has an identified special educational need, the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties

- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

### **Children for whom English is not their first language**

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether any difficulties are due to being in the early stages of acquiring English or arise from special educational needs.

### **Whole school provision**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. We regularly review the quality of teaching for all pupils, including those at risk of underachievement. Ongoing training and support enables teaching staff to develop their understanding of strategies to identify and support vulnerable pupils.

### **Quality of Education:**

#### **Our Intentions:**

To offer a curriculum that is designed to give all learners the knowledge and skills that they need to succeed in life for future learning and employment.

To offer all pupils the same academic opportunities. Where this is not practical for our learners with high levels of special educational needs and/or disabilities, we will offer a curriculum that is designed to be ambitious and to meet their needs.

#### **Implementation:**

Teachers present clear and well-planned lessons to our SEN learners and adapt their teaching as necessary. Delivery of activities will be matched to the learners' learning needs.

Teachers will assess children to check understanding and inform teaching. A range of assessment tools will be used to track individuals' progress.

#### **Impact:**

Our SEN pupils will be engaged in a curriculum that has been tailored to meet their individual needs and which will enable them to be ready for the next stage of education.

### **A graduated approach to SEN support:**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in

England. Healthcare provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014.

This SEN policy details how, at Honilands, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.

We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **Assess. Plan. Do review cycle**

#### **Assess**

Following the raising of a concern that a child may have a special educational need, the class teacher, parent and SENCo consider all of the information gathered from within the school and home about the pupil's progress, alongside national data and expectations of progress. This may include more specialised assessments from external agencies and professionals.

Our initial starting point includes an early discussion with the pupil and their parents. These early discussions with parents help us develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Parents will then be informed about the Local Offer and signposted to the website in order to ensure they are fully informed.

#### **Plan**

When planning any additional provision, we start with the key skills and abilities we want the child to develop (outcomes for the child). This includes looking at expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's normal curriculum or whether something different or additional is required.

All teachers and support staff who work with the pupil will then be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

#### **Do**

The support plan will identify outcomes plus any provision needed to meet these outcomes. When deciding the nature of the provision, care will be taken to ensure that we take time to develop an understanding of how best the individual child learns as well as their feelings. Provision/support could be delivered in the main class, in a small group or on an individual basis. For some children this may be a combination of all three.

In all cases the class teacher remains responsible for ensuring the progress and wellbeing of all children in their class. Examples of evidence of progress made may be seen in pupils' work, questionnaires, observations, conversation records, photographs and the school's tracking systems.

#### **Review**

Where it is decided that a pupil does have SEN and the child's name is placed on the School SEN register, parents will be formally informed that special educational provision is being made and a support plan will be created.

We review all Individual Support Plans (ISPs) formally with parents, three times per year during the autumn, spring and summer terms. The summer term review takes the form of a transition review in order to support the child and family moving to their new class or school in September. Outcomes are kept under regular review to ensure that they are Smart, Measurable, Achievable and Realistic.

Parents will have the opportunity to help devise ways to support their child at home.

At all subsequent review meetings, a child's outcomes will be reviewed to see if the provision in place is appropriate to ensure that the desired outcomes can be achieved.

### **If a child fails to make expected progress**

Where, despite relevant and purposeful action to identify, assess and meet the SEN of the child over time, they still have not made expected progress or met their targets, the school or parents should consider requesting an Education, Health and Care needs assessment. More information can be found on the website [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)

### **Additional support/engaging specialist services**

Children who have an Education, Health and care Plan (EHCP) receive an allocation of visits over the year from the Speech and Language Therapist.

This supports the assessment and provision of support for pupils.

Children for whom there are speech and language concerns can be referred to the Speech and Language Therapy service.

The referral is completed by the SENCo, parents and class teacher together and providing the child meets the criteria set by Enfield speech and language services they will be offered an assessment visit followed by a programme and aims for school and home to follow.

They will then be discharged from the service. Once a referral has been received, professionals may:

- Meet directly with parents
- Meet/observe children
- Assess children
- Meet school staff
- Provide suggestions, advice or a programme for school staff to deliver

Specialist external services we can access when extra help is needed:

- Educational Psychologist Service – hours are purchased each year
- Behaviour Support Service
- Speech and Language Service – hours have been purchased this year
- Child and Adolescent Mental Health Service
- DAZU young carers service (subject to referral and external funding)
- School nurse
- Social Care
- Specialist hospital nurses

- Early Years Social Inclusion Team
- Blanche Neville teachers for the hearing impaired
- Russet House specialist advice service for children with an Autistic Spectrum Condition

Referrals for advice and training from the outreach services from Enfield special schools will be completed in co-production with parents/carers/children/school staff and the SENCo.

### **Partnership with parents and carers (Co-production)**

The 2014 SEN code of practice describes true joint working between pupil, parents, families and professionals as 'co-production'. This is when parents and children are involved from the outset in decisions that involve them and they are enabled to shape the provision and outcomes. Our school SEN information report on the website outlines our rationale and day-to-day approach to delivering this policy.

The school aims to work in partnership with parents and carers of children with SEND. We do so by:

- holding regular SEND coffee mornings;
- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform the school of any difficulties their child appears to be having;
- instilling confidence that the school will listen carefully to parents and carers and act appropriately;
- focusing on the child's strengths as well as areas of need;
- giving parents and carers opportunities to discuss how they and the school can help their child;
- involving parents and carers in the setting of targets and monitoring of progress;
- keeping parents and carers informed and giving support during assessment and any other decision-making process;
- making parents and carers aware of the SEND advice service formally known as Parent Partnership Service ([enquiries@enfieldparents.org.uk](mailto:enquiries@enfieldparents.org.uk)); and
- providing all information in an accessible way, including, where necessary, translating information for parents for whom English is an additional language

Decisions on the most appropriate interventions for a child with SEND will involve discussions between school staff, parents and external professionals. Final decisions, however, lie with the SENCo, Deputy Headteacher and Headteacher, duly informed by appropriate expert advice and in the light of available resources.

### **Involvement of SEND pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to involve all pupils fully by encouraging them to:

- state their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target-setting across the curriculum so that they know what their targets are and why they have them;
- review their own progress and set new targets; and
- where applicable, monitor their progress in achieving the targets on their ISP

### **SUPPORTING PUPILS AND FAMILIES**

Our Parent Support Advisor can be contacted via the school office. For more information regarding how Parent Support Advisors support families at Honilands, please collect an information leaflet from the school office.

Class Teachers/SENCo and the Headteacher are available to support parents and carers. We ensure that parents are made aware of the Enfield Local Offer, which can be found at [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)

Parents are also made aware of the school SEN information report which can be accessed via the school website. A copy is also available from the school office on request.

### **Provision for children identified with SEND**

Pupils will be offered additional specialised support when it is clear that they require intervention which is additional to or different from the well-differentiated curriculum offered to all pupils, i.e. they have a special educational need as defined by the SEND Code of Practice 2014.

As for all learners, interventions for pupils with SEND will be identified and tracked on the whole-school provision map.

It may be decided that a very small number of pupils with SEND will require additional High Needs funding. Where the School can demonstrate that more than £6,000 above the Average Weighted Pupil Unit has to be spent on a pupil within any one financial year to meet his or her special educational needs, an application will be made to the Local Authority. The application would take particular account of the success criteria and SEND descriptors published as part of the Local Offer.

Where a pupil has a significant, severe and sustained need, it may be necessary to consider the need for an Education Health and Care Plan. This would involve a multi-disciplinary assessment with health and social care professionals.

We recognise that the Individual Support Plan (ISP) is no longer prescribed in the SEND Code of Practice (2014) but believe that the principle of it can be a useful tool to help us focus on particular areas of development for pupils with SEND.

Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, the SENCo will consider whether a short-term learning support plan known as a Pupil Passport is required.

Each Individual Support Plan (ISP)

- will be treated as a working document subject to continuous refinement and amendment;
- records only that which is *additional to* or *different from* the differentiated curriculum offered to all children;

- will address the underlying reasons for a pupil's difficulty with learning and not simply state targets such as 'more literacy' or 'more maths';
- will be accessible to all involved in its implementation, including pupils who should understand and feel ownership of its content;
- will be based on informed assessment and include the input of external agencies;
- will be designed to be easily manageable;
- will be time-limited;
- will have a maximum of four short/medium-term SMART (Specific, Measurable, Achievable, Realistic, Timely) targets set for or by the pupil;
- will state what the learner is going to learn, not what the teacher is going to teach, and will state clearly what the learner should be able to do at the end of the given time frame;
- will include targets based on class teachers' discussion with the SENCo, with other professionals where necessary and, as far as possible, with parents/carers and the pupil; and
- will be reviewed at least termly by class teachers in consultation with the SENCo

### **Provision for children with a statement of SEND or an Education Health and Care Plan (EHCP)**

Pupils with an Education Health and Care Plan will have access to all provision for pupils with SEND described in the preceding section. In addition, there will be an annual review of statements/EHCPs.

We will comply with all local arrangements and procedures when applying for High Needs Funding or an EHCP, and will ensure that all prerequisites for an application have been met through ambitious SEND support funded by our devolved budget.

Our review procedures fully comply with those recommended in Section 6.15 of the SEND Code of Practice and with Enfield's Local Offer for SEND (which sets out information about services and support for families with children with SEND, particularly with regard to the prescribed timescales).

### **Effective transition between phases**

#### **Nursery to reception class:**

When a child is due to enter our reception class, the class teacher and support staff where possible will make a home visit and collect information. Nursery reports are usually sent directly to the school. We plan carefully to help children to feel safe and settle in. Additionally, where appropriate, the year leader and class teacher will make a visit to the child's nursery.

#### **Handover meeting between classes:**

When a child moves to a new class, we organise a handover meeting between the class teachers and support staff from the former and the new class to ensure that there is a clear understanding of the child's needs.

We also plan transition sessions in the summer term during which children go into their new class and have a lesson with their new teacher. Thus, children can familiarise themselves with their new classroom environment.

### **Transition to secondary school:**

We will ensure timely planning for transfer of a pupil to another school. In the academic year before the year in which they leave, we will offer transition meetings to all pupils with SEND (and their parents/carers), including those with statements or EHCPs, to discuss the options for the next phase of their education. Accompanied visits to other schools may be arranged as appropriate.

Support will be provided to help pupils come to terms with moving. It will be carefully planned and include familiarisation visits and counselling.

Parents will be given a reliable named contact at the next school with whom the SENCo will liaise.

### **Supporting pupils at school with medical conditions**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be registered disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and adherence to the SEND Code of Practice (2014).

If a child has medical needs, school staff will endeavour to access training and advice from the relevant professionals. Our policy regarding supporting children with medical needs explains in detail the arrangements for ensuring that the very minimum disruption to their education takes place.

School staff, supported by parents and professionals, will draw up a Health Care Plan which will be updated annually, or more frequently should there be a change in circumstances.

Our school policy and guidelines for supporting children with medical conditions can be found on the school website: [www.honilands.enfield.sch.uk](http://www.honilands.enfield.sch.uk)

A copy is also available at the office.

### **Monitoring and evaluating**

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Classroom observation by the senior leaders
- Ongoing assessment of progress made by children within intervention groups
- Work-sampling on a termly basis

- Scrutiny of planning
- Teachers meeting with the SENCo
- Informal feedback from all staff
- Pupil and parent/carer meetings when setting new ISP targets or reviewing existing targets to evaluate their impact on pupils' progress
- Tracking of pupil progress using assessment data
- Analysis of attendance records and liaison with Education Welfare Officer (EWO) where necessary
- Regular meetings about pupils' progress between the SENCo and the Senior Management Team
- Governors' discussions and analysis of assessment data with Executive Headteacher and SENCo
- Parent forums
- External audits

In this way we can continually monitor, evaluate and review our provision for all pupils. This enables us to make changes to improve outcomes for all pupils.

### **Management of SEND within the School**

The Headteacher and the Governing Body have delegated responsibility for the implementation of this policy to the Special Educational Needs and Disability Coordinator (SENCo). The SENCo reports regularly to the Headteacher and the governor with responsibility for SEND.

All staff in school are responsible for maximising achievement and opportunity of all learners, including those with SEND. Staff take this responsibility very seriously and are expected to adopt a positive and sensitive attitude towards all pupils at all times.

All staffing appointments to support children with SEND will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

### **Headteacher**

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. This is done through:

- analysis of the whole-school tracking system for pupil progress;
- analysis of the whole-school provision map for all learners;
- pupil-progress meetings with individual teachers;
- regular meetings with the SENCo; and
- discussions with pupils and parents

### **Special Educational Needs and Disability Coordinator (SENCo)**

In accordance with Section 6 of the SEND Code of Practice (2014), our Special Educational Needs Coordinator (SENCo) will be a qualified teacher working at the school and will have statutory accreditation; if newly appointed, he/she will gain statutory accreditation within three years of appointment. He/she will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map which will identify pupils with SEND, making clear whether they are receiving SEND support funded from the school's devolved budget, receiving High Needs funding, or have been given statements or EHCPs
- Coordinating provision for all children with SEND
- Liaising with and advising teachers
- Managing staff involved in supporting learners who have been identified as having SEND
- Overseeing the records for all children with SEND
- Liaison (in partnership with class teachers) with parents of children with SEND
- Contributing to the in-service training of staff
- Implementing a programme of annual reviews for all pupils with a statement or an EHCP
- Arranging applications to the Local Authority for High Needs funding and/or an Education Health and Care Plan when there is evidence that this is necessary to secure appropriate support
- Monitoring the School's use of ISPs and assessing their effectiveness
- Regular evaluation of the impact and effectiveness of interventions for all learners (including those with SEND)
- Meeting **at least** termly with each teacher to review and revise learning objectives for all learners in their class who are being tracked on the school's SEND provision map (school managers will guarantee planning and preparation time for teachers and the SENCo to ensure that these meetings occur)
- Liaising sensitively with parents and families of pupils with SEND, keeping them informed of progress and listening to their views
- Attending area SENCo network meetings and training as appropriate
- Liaising with the school's SEND Governor, keeping him/her informed of current national, local and school issues.
- Liaising closely with a range of outside agencies to support all learners.
- Regular attendance at local network meetings.
- Commissioning of specialist advice and expertise from the LA and, if appropriate, external providers.

### **Class teachers**

Class teachers will liaise with the SENCo to agree:

- which pupils in their class are underachieving;
- which of these should be tracked on the whole-school provision map but do not have SEND; and
- which require additional support because of a special educational need. Some of these may require advice/support from an outside professional and, therefore, an ISP (a small proportion of these may also require an EHCP)

Class teachers will also work to secure good provision and good outcomes for all groups of all learners by:

- ensuring there is adequate opportunity for pupils with SEND to work on agreed targets which are genuinely additional to or different from those normally set as part of the differentiated curriculum offer; and
- ensuring effective deployment of resources, including support from teaching assistants, to optimise outcomes for children with SEND

All staff will be trained in how to best support all children with SEND in order to maximise their achievement. Such training will form part of the School Improvement Plan and annual schedule of continuous professional development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

### **OTHER ROLES AND RESPONSIBILITIES**

The Governor with SEND responsibility is the Chair of Governors.

Honilands has a large team of dedicated staff (Teaching Assistants and Learning Support Assistants) who support children with SEND.

### **Specialist equipment and facilities**

When a need for specialist equipment or facilities or a high level of staffing support is identified, the school will fund this from the devolved budget up to the level of £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and need likely to be prolonged, the school will apply to the Local Authority for High Needs funding.

Specialist equipment (and expertise in relation to its use) will be purchased/hired/commissioned by the school on the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

### **REVIEWING THE POLICY**

This policy will be under constant review to ensure it is compliant with statutory requirements and recommended best practice.

### **ACCESSIBILITY**

Statutory Responsibilities: a copy of the school Accessibility plan is available on the school website and from the office.

### **Complaints**

If there are any complaints relating to the provision for children with SEND, they will be dealt with in the first instance by the class teacher and SENCo and then, if necessary, by the senior management team. The governor with specific responsibility for SEND may also be involved. If the complaint cannot be resolved, it should be pursued through the general Governing Body's complaints procedure (see the School's Complaints Policy). A copy of the school Complaints Policy is available on the school website and is also available in the office on request.

### **Bullying**

A copy of the school Anti-bullying policy is available on the school website and is also available in the school office. This document acknowledges the need for staff and parents to be aware of the particular vulnerability of children with SEND and the importance of promoting and respecting individual differences as well as safeguarding children with SEND.

We believe that Honilands Primary School is a welcoming and inclusive school where children can celebrate all their achievements and talents and where all pupils can learn new things and enjoy school alongside their peers.

We welcome and invite independent scrutiny of our practice and procedures and have achieved the Inclusion Quality Mark Award at Flagship School Status which is reviewed annually to ensure we continually develop our practice.

**Support services for parents**

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|---|--|---|
| Enfield Parent Partnership Service                    | The Parent Partnership Service gives free, independent, confidential and impartial advice and support to parents and carers.   | Phone: 0208 373 2700<br>enquires@enfieldparents.org.uk  |
| Our Voice   | A parent-led organisation seeking to improve services for children with disabilities in Enfield.   | Phone: 07516 662 315<br>info@ourvoiceenfield.org.uk   |
| Contact a Family                                      | Contact a Family is the only national charity that exists to support the families of disabled children, whatever their condition.  | Phone: 0207 608 8701<br>www.cafamily.org.uk<br>info@cafamily.org.uk   |
| Council for Disabled Children (CDC)                   | CDC's vision is a society in which disabled children's needs are met, their aspirations supported and their rights respected.  | Phone: 0207 843 1900  |
| Independent Parental Special Education Advice (IPSEA) | A national charity providing free legal based advice to families who have children with special educational needs. All advice is given by trained volunteers.  | Phone: 0800 0184016   |
| Home-Start Enfield                                    | Focusing on vulnerable children, Home-Start supports families with at least one child under the age of five by offering practical and emotional support, either in the family's own home and/or with group work. | Phone: 0208 373 2716<br>admin@homestart-enfield.org.uk  |
| Community Parent Support Service                      | The Community Parent Support Service is available to all families living in Enfield and works with parents of children aged 0-18 to address concerns and issues before they escalate and become a problem.       | Phone: 0208 372 1500  |
| ConnectEd North                                       | ConnectEd North delivers a range of therapeutic services.  | Phone: 020 8969 5305<br><a href="http://ccsconnected.org.uk/connected-north-family-service/">http://ccsconnected.org.uk/connected-north-family-service/</a> |

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| Informed Families (IF) | Enfield's Family Information Service - run by Enfield Council's Community Access, Childcare and Early Years (CACEY) service. | <a href="http://www.enfield.gov.uk/if">www.enfield.gov.uk/if</a> |
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**Local offer for SEND**

Enfield's Local Offer can be found at <http://www.enfield.gov.uk/SEND>