

Honilands Primary School SEN Information Report



Name of the school	Honilands Primary School
	How we support children/young people with special Educational needs of disabilities.
What is the schools vision and mission statement? How does this relate to children and young people with special educational needs and disabilities?	Our aim is to be an inclusive school where we ensure we meet the needs of all children who come to Honilands. We strive to ensure that all our practices are fully inclusive. We endeavour to provide opportunities for all learners to reach their full potential and will adapt the physical space to provide for those not able to access the whole school.
What type of school are you? What age children does the school admit?	Honilands is a 2-form entry primary school serving its local community for children from the ages of 3-11 years. <ul style="list-style-type: none"> • Nursery: 50 places – three and four year olds • Reception: 60 places – four to five year olds • Key Stage One: two-form entry – five to seven year olds • Key Stage Two: two-form entry – seven to eleven year olds
What is your current Ofsted rating?	Our Ofsted rating is GOOD (June 2022).
How does your school ensure that children who need extra help are identified early?	<ul style="list-style-type: none"> • We work with parents/carers and outside agencies to ensure early identification and intervention • All children's progress is tracked regularly. • As well as termly assessments, we hold pupil progress meetings, which highlight any children who may need extra support or are underachieving significantly.
What should a parent do if they think their child may have special educational needs? <i>How do you identify children with special educational needs?</i> <i>How can any parent raise any concerns they may have?</i>	<ul style="list-style-type: none"> • The Honilands Early Intervention Panel (HT, DHT, safeguarding team, SENCO, Welfare Officer, Attendance Officer, Learning Mentor team) meet weekly and raise concerns regarding the progress of individual children. It is a forum in which to share information and to assess, plan and put into place additional support that some groups or individual pupils may need. • Concerns are recorded and they are monitored over a reasonable period of time, the needs that have been highlighted are discussed by the Inclusion Team and observations and assessment may take place. • Parents 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. • If you have a concern about your child's progress you should speak to your child's class teacher initially. The SENCO may be present at any meetings where you or a member of staff would like to discuss concerns

	<p>about your child.</p> <ul style="list-style-type: none"> • If you need to contact the SENCO about concerns you may have you can visit the school office or email the SENCO at: senco@honilands.enfield.sch.uk • Parent consultations also give an opportunity for you to discuss your child's work and progress with the class teacher-The SENCO is also available during these meetings. • If your child is still not making progress with support offered at school level, you will be invited in to speak to the SENCO or Headteacher. • If you are still concerned about your child's progress you can arrange a formal meeting with the SENCO and/or the Headteacher. • If you are still not happy you can speak to the school SEND Governor.
<p>What does the school do to help children with special educational needs?</p>	<p><u>What we do to help children/young people with special educational needs</u></p> <p>The school has a provision map which details what resources are available to all pupils including those who need some school-targeted intervention and identifies the resources that children are able to access if they need or have specialist professional support. The provision map is reviewed and updated on a regular basis.</p> <ul style="list-style-type: none"> • At Honilands we offer a range of school-based interventions. These interventions are planned based on our school data and professional dialogue during our pupil progress meetings. • All of the interventions are carefully selected for each child. • Our interventions are delivered by fully trained teachers, TAs and LSAs. • Our interventions are monitored closely and the impact on progress. <p><u>Universal offer: available to all pupils at Honilands- (known as High quality Teaching).</u></p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all children are planned for including those who have been identified as having SEND. • That all teaching is based on building on what your child already knows, can do and can understand. • 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.

- Specific strategies are used (which may be suggested by the SENCO or other skilled professionals).
- If there is a gap in your child's knowledge or their understanding/learning there may be need for some extra support to help them make the best possible progress.
- The class teacher will deploy themselves or a teaching assistant in class to support where necessary.
- All children in school should be getting this as a part of excellent classroom practice.

Specific group work within a smaller group of children (Wave 2 support)

These groups, often called Intervention groups, may be held in the classroom or in another suitable place in the school, and are run by a teacher or a teaching assistant who is fully trained in running 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 an outside professional (e.g. NHS Speech and Language Therapist) will plan and implement these small group sessions using the 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

This means that specific children 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 may have raised your own concerns) 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 or any concerns you have identified and we will plan possible ways forward to support your child at school.
- This may mean that we implement an ISP (Individual Support Plan).

- The ISP is a document that identifies areas in which a particular child is having difficulty. It will also identify the strategies that will be put in place to support your child in school, and who will be responsible for the delivering the support.
- This is then reviewed termly as part of the Assess, Plan, Do review cycle.
- 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. providing 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 working with an outside professional

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

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 (Wave 3)

- This is usually provided via an Education, Health and Care Plan (EHCP).
- This means your child will have been identified by the class teacher/SENCO or yourself as needing a particularly high level of individual or small group teaching which cannot be provided using high quality teaching alone, and may need support that is different from that which can be provided within budget available to the school.
- Usually your child will also need specialist support in school from professionals outside the school.

For your child this would mean:

- The EHC Plan will outline the individual/small group support or additional resources 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 aspirations identified for your child.
- An additional adult may be used to support your child with whole class learning, or to run individual programmes or run small groups including your child.
- Additional resources may be sourced to support any specialised teaching and learning that may support your child. This type of support is available for children whose learning needs are: severe, complex and/or lifelong

<p>How do teachers match the curriculum to an individual Child's needs?</p> <p>What is the school's approach to differentiation?</p> <p>How does that help individual children/young people?</p>	<p>How we adapt our teaching for children with Special Educational Needs</p> <ul style="list-style-type: none"> • 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. • Lessons are carefully differentiated to meet your child's needs and equipment carefully chosen to suit their learning need and style. • Adaptions will be made wherever appropriate to support the learning needs of individual pupils. • All of our teaching slides and exercise books are dyslexia friendly. • Planning and resources will be adapted to ensure that identified pupils are able to access the learning. • On occasions an additional member of staff may be allocated to a child to support in specific subjects.
<p>How are your school's resources allocated and matched to children's special educational needs?</p>	<p>How we decide what resources we can give to a child with special educational needs</p> <ul style="list-style-type: none"> • The school budget, received from the Local Authority, includes money for supporting children with SEND.
<p>How is the school's special educational needs budget allocated?</p> <p>How decisions are made about what type and how much support an individual child will receive?</p> <p>Describe the decision making process.</p> <ul style="list-style-type: none"> ▪ Who makes the decision and on what basis? ▪ Who else is involved? ▪ How are parents involved? ▪ How does the school/college judge whether the support has had an impact? 	<ul style="list-style-type: none"> • The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. • The Headteacher and the SENCO discuss all the information they have about SEND in the school and decide what resources/training and support is needed. • Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted in order to enable your child to access their learning as independently as possible. • Specific resources and strategies will be used to support your child individually and in groups. • All resources/training and support are reviewed regularly and changes made as needed. Parents'/carers' views are always welcome.
<p>How do you monitor a child's progress and how do you communicate with parents about their child's progress?</p> <p>How will both the school and the parent know how a child/young person is doing and how do you</p>	<p>How we check that a child is making progress and how we keep parents informed</p> <ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and a level given in reading, writing, maths and science. • 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. • Children entering Year 1 who are still working on the EYFS curriculum will continue to do so for the first term. • After this any children that are not working at age-related curriculum levels will be tracked sing PIVATS

help parents to support their child's/young person's learning?	assessment tool/or the AET framework where appropriate to assess the individual and incremental progress a child is making.
<p>How do you explain to parents how a child's learning is planned and how they can help support this outside of school?</p> <p>How and when will parents be involved in planning my child's education support?</p> <p>Do you offer any parent training or learning events?</p>	<ul style="list-style-type: none"> • 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 the results are published nationally. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO regularly monitors the progress your child makes. • If your child is still not making the expected progress the school will invite you in to discuss this along with any concerns you may have, any further interventions or referrals to outside professionals to support your child's learning, and how school and home can work together to support your child. • We offer regular school coffee mornings to parents with a range of support and professionals • Parents are encouraged to attend training offered by the local SEND services such as EASA, Enfield speech and language and ECASS, and the EPS.
<p>What support does the school offer for children's overall health and wellbeing?</p> <p>What pastoral, medical and social support is available in the school for children with special educational needs and disabilities?</p> <p>How does the school manage the administration of medicines and providing personal care?</p> <p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p> <p>How can children contribute their views?</p> <p>How does school support children to do this?</p>	<p>Support we offer for children's health and general wellbeing</p> <p>Medical:</p> <ul style="list-style-type: none"> • If your child has any medical needs the School Welfare Officer will invite you into school to create a care plan. (The SENCO is also available to attend this meeting if necessary.) • The plans will be updated at least once a year and you are able to contact the school welfare officer at any time. • You are required to inform the school immediately if there is a change to the medical needs of your child. • All medicines are carefully monitored and recorded, and are reviewed regularly. • If there are any concerns the School Welfare Officer will ring you and discuss any issues. If needed the school nurse will be contacted. • 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. <p>Social:</p> <ul style="list-style-type: none"> • Your child is fully included in activities where possible. All children are encouraged to work together. • New children are offered an appropriate buddy. • 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. • Our Learning Mentor team may put a programme of support in place to ensure that your child is supported. <p>Behaviour:</p> <ul style="list-style-type: none"> • Use of the school's behaviour policy and PSHE policy. • Whole school and class reward systems promoting positive behaviour e.g. certificates, beads and stickers. • Learning to learn skills and Golden Rules. • If your child has behavioural difficulties your class teacher will liaise with you. • Our Learning Mentor team may put a programme of support in place to ensure that your child is supported. • Strategies will be implemented and shared with you. • Additional support will be implemented if needed and advice requested from additional professionals if required.

	<ul style="list-style-type: none"> You will be kept informed and if necessary a meeting will be arranged with key staff. Everything possible will be implemented to ensure that your child is included at all times. <p>Attendance:</p> <ul style="list-style-type: none"> It is important that your child has good attendance so that they are able to make good progress with the support they are given. 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 Office and they will be able to advise you. <p>Child's Views:</p> <ul style="list-style-type: none"> Your child is encouraged to discuss school issues that can be taken to the school council. We regularly ask children for their views about school and use visuals to support where necessary. 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 Headteacher.
<p>What specialist services and expertise are available at or accessed by the school?</p> <p>Are there specialist staff working at the school/college and what are their qualifications?</p> <p>What other services does the school access including health, therapies and social care services?</p>	<p>Specialist external services we use when we think extra help is needed in school:</p> <ul style="list-style-type: none"> Two Learning Mentors (part of the school staff) Speech and Language therapist (specialist trained school speech and language LSAs and independent SALT employed by the school and a NHS SALT) Language and social skills groups (LASS) Tiger Team (Gross motor skills support) Additional Speech and Language Therapy input to provide a higher level of service to the school. Nurture group supported by the Enfield EASI team Educational Psychologists Enfield advisory service for autism (EASA) ECASS <p>Access to:</p> <ul style="list-style-type: none"> Autism Outreach Service – Russet House Outreach services from West Lea special school and Waverley special school Educational Psychology Service Joseph Clarke Outreach Service for children with visual needs Speech and Language Therapy School Nurse Occupational Therapy Physiotherapy Social services Child and adolescent mental health service (CAMHS) Early Years Support Inclusion (EYSI) Foundation support service Joint services for children with disabilities Behaviour support service (BSS) DAZU (counselling)

	<ul style="list-style-type: none"> School for the Hearing Impaired
<p>What training have the staff supporting children with special educational needs and disabilities had?</p> <p>Include recent and future planned training and disability awareness Training</p>	<p>The training our staff have had or are getting:</p> <p>The SENCO has completed the required accreditation course and has experience across all the primary phases from EYFS to Year 6.</p> <ul style="list-style-type: none"> 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. 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. from the ASD Outreach service. Identified members of staff have medical/health training to support staff in implementing care plans. Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Training takes place on a regular basis.
<p>How are children included in activities outside the classroom including school trips?</p> <p>Are they able to access all the activities the school offers and how are they assisted to do so?</p> <p>How do you involve parents/carers in planning activities and trips?</p>	<p>How we include children in activities and school trips:</p> <ul style="list-style-type: none"> All children are included in all activities with their peers. The school provides additional adult support if it is required. The school will make any reasonable adjustment where appropriate for individuals or groups of pupils. Before any trip or activity, a risk assessment and a pre-trip visit is completed to ensure accessibility for all. Parents are often invited to support with school activities and accompany children on school trips. We plan trips based on children's interests and to further their knowledge and understanding about a topic being taught in school.
<p>How accessible is the school environment?</p> <p>Is the building fully wheelchair accessible?</p> <p>Have there been improvements in the auditory and visual environment?</p> <p>Are there disabled changing and toilet facilities?</p> <p>How will equipment and facilities to support children and young people with special educational needs be secured?</p>	<p>Our school environment:</p> <ul style="list-style-type: none"> The building is accessible to children with a physical disability via ramps and lifts. We ensure that equipment used is accessible to all children regardless of their needs. The school has disabled changing and toilet facilities. Extracurricular activities are accessible for children with SEND. When a child with a specific need enters the school an assessment of their needs takes place and any reasonable adjustments or additional equipment is ordered or provided. If appropriate school will take advice from external agencies and purchase particular equipment where possible if it is needed and not provided.
<p>How does the school prepare and support children when they join ?</p>	<p>we prepare for children for joining our school and leaving our school by:</p> <ul style="list-style-type: none"> We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

	<ul style="list-style-type: none"> • We visit pre-school settings • We give families a tour/send photos home of the child's ne class/staff • We liaise with previous and future school settings • We arrange transition visits to the new school with a member of our current school staff to support • We meet previous and new schools to share relevant information • We meet with parents and carers to share information. • We may put in a transition timetable.
<p>How does the school support children when they transfer to a new school or the next stage of education and life?</p> <p>What preparation is there in the school/college?</p> <p>What preparation is done with the child/young person?</p>	<p>If your child is moving child to another school:</p> <ul style="list-style-type: none"> • We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be put in place for your child. • We will make sure that all records about your child are passed on as soon as possible. • We will liaise with your child's new school and arrange a transition timetable where appropriate to ensure a smooth and settled transition to their new school. • We arrange transition visits to the new school with a member of our current school staff to support <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher in advance. • If your child would be supported by a transition book to help them understand moving if appropriate. • Class visits will be timetabled in to aid the transition from one class or part of the school to another. • 'Meet the teacher' meetings will be timetabled in to aid in the building of relationships with the new staff team. <p>In Year 6:</p> <ul style="list-style-type: none"> • The SENCO will invite secondary staff in to discuss the child and share strategies. • Your child may do focused learning about aspects of transition to support their understanding of the changes ahead. • 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 • We offer a preparing for adulthood group where children learn about their new schools and learn the key skills and routines they will need for secondary school. <p>If your child is joining the school:</p> <ul style="list-style-type: none"> • 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.
<p>How are parents involved in school life?</p> <p>Describe the school's approach to involving parents in decision making and day-to-day school life including for their own child?</p> <p>How does the school communicate with</p>	<p>How parents are involved in school life:</p> <ul style="list-style-type: none"> • 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. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report. • If your child has an individual support plan this will be reviewed with your involvement each term.

parents and carers whose first language is not English?	<ul style="list-style-type: none"> • 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. • An interpreter will be provided by the school when necessary. School have several members of staff that are able to interpret for you.
<p>Who can a parent contact for further information?</p> <p>Who would be the parent's first point of contact if they want to discuss something about their child?</p> <p>Who can a parent talk to if they are worried?</p> <p>Who should they contact if they are considering whether a child should join the school?</p> <p>Who is the SEN Coordinator and how can I contact him/her?</p>	<p>For more information or to discuss a concern the SENCO (Hazel Menezes) senco@honiainds.enfield.sch.uk</p> <p>Responsible for:</p> <ul style="list-style-type: none"> • Coordinating 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. <p>Ensuring that you are:</p> <ul style="list-style-type: none"> • Involved in supporting your child's learning • Kept informed about the support your child is getting involved in reviewing how they are doing and part of the Assess, Plan, Do Review cycle. • 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. • 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. • 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. <p>Class teacher Responsible for:</p> <ul style="list-style-type: none"> • Planning for all pupils in their class including those who have been identified as having SEND with support from the SENCO and/or outside agencies. • 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 or additional support) and informing the SENCO as appropriate. • Writing Individual profiles/ ISPs and sharing and reviewing these with parents at least once each term and planning for the next term. • 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. • Ensuring that the school's SEND Policy is followed in their classroom for all the pupils they teach including those identified as having SEND. <p>Headteacher Responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the support for children with SEND. • She will give responsibility to the SENCO and class teachers for implementing the SEND policy but remains responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>SEN Governor</p>

	Responsible for: <ul style="list-style-type: none"> • Making sure that the necessary support is put in place for any child who attends the school who has SEND. • The current SEN Governor is Ms Cigdem Alkan.
Date of this document	Our offer to children with special educational needs and disabilities was reviewed September 2024