

Our vision is for our children to be happy and responsible  
young people who achieve their best



# **Special Educational Needs and Disability Information Report**

Approved by the APMC 25.01.17

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## **1. What kind of school is Honiton Primary School?**

Honiton Primary School is a maintained mainstream primary school with 428 pupils currently on role. We are a two-form entry school with an attached Foundation Unit, providing education for children from aged three to eleven; from Foundation 1 to Year 6. At Honiton Primary School we expect every single one of our children to strive for 'Good, Better, Best'. High expectations of what our children can achieve, along with a commitment to removing the barriers that prevent them from fulfilling their potential, underpin this report. In accordance with our vision, we expect all of our children to become 'Happy and responsible young people who achieve their best'.

In respect of the Code of Practice (CoP) for SEN, the local authority has a duty to publish arrangements for SEN support in schools. This is called the Local Offer and includes information about the provision that can be expected for children and young people 0-25 with SEN across education, health and social care. Use the link below to find out about the Devon local Offer:

<https://new.devon.gov.uk/send/>

## **2. What kind of special educational needs are currently provided for at Honiton Primary School?**

At present there are 40 pupils on our special educational needs and disability (SEND) register. Of these, 30 children are registered as requiring SEN Support, and 10 pupils have Statements. A range of needs are represented across all four areas of SEN outlined in the Code of Practice (Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical needs).

## **3. How do we identify children in need of extra help?**

The school Special Educational Needs Coordinators, under the direction of the Head Teacher, have overall responsibility for identifying children with SEN. The SENCOs are:

- Hannah Jones, Inclusion Leader and Special Educational Needs Coordinator (SENCO) with overall responsibility for the Foundation Stage, Key Stage 1 and Year 3
- Nicola Sercombe, Inclusion Leader and SENCO with overall responsibility for Years 4, 5 and 6

Their work is monitored by the Head Teacher, and by Nia Constable, Governor with a specialist interest in SEN and chair of the Action Plan Monitoring/Curriculum/SEN Committee.

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When deciding whether a child requires SEN support, information is gathered from a variety of sources and a range of procedures are in place to support this, including but not limited to:

- Lack of progress in curriculum areas, identified through pupil progress meetings
- Listening to and following up on concerns raised by parents, by teachers, by Teaching Assistants, or by our Pastoral Manager
- Letters, reports, and advice received from outside agencies, including information received when children join the school (both in-year and at transition points)
- Regular classroom observations by the SENCOs

Where concerns are raised through any of the above:

- The class teacher completes the relevant sections of the Devon Graduated Response, highlighting any indicators of SEN and the support already in place
- The parents/carers complete the Graduated Response 'Quick Checker'
- This information is passed to the relevant SENCO, who then decides whether to meet with the class teacher and parents/carers at that point, or whether a short period of monitoring is needed

Then, the SENCO, parents/carers and class teacher meet to discuss the child's needs, the support in place already, and any further support needed. Where a child is considered to be in need of provision that is additional to or different from well-differentiated teaching that has been targeted at his or her areas of difficulty, he or she will be considered to be in need of SEN support, and his or her name will be placed on our SEN register. At this point, a My Plan (see below) will be written if needed.

Our SEN register is reviewed termly (or more often for individual pupils if required): it is a fluid document and we expect children to come off it as well as go onto it. At every stage, we are mindful of the need to distinguish carefully between those children with a special educational need, and those children who, for a range of reasons, have fallen behind in their learning. We are also aware that special educational needs can occur across the range of intellectual abilities: high academic achievement does not necessarily preclude learning difficulty.

Where a child has been identified as requiring SEN support, or as part of this identification process, we use a range of assessments to identify the underlying learning difficulties contributing to this need. These include but are not limited to:

- Assessment of progress against the National Curriculum in reading, writing, Maths and Grammar, Punctuation and Spelling (half-termly for all children)
- Read Write Inc assessments

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- Year 1 phonics screening assessment, and any subsequent retests (all Year 1 children, with retests for children who do not reach the expected standard)
- Reading age assessments through the York Assessment of Reading for Comprehension (administered by the SENCOs/HLTA where staff or parents have concerns about a child's progress in reading)
- Phonological assessment through the YARC Early Reading (administered by the SENCO where staff or parents have concerns about a child's progress in reading and that child's current attainment in reading is below that tested by YARC; or where there are specific concerns about the child's phonological skills)
- Speech and Language Link assessments (administered by our specialist Speech and Language Higher Level Teaching Assistant for all Reception new-entrants and for any child about whom staff or parents have concerns, with retests administered as necessary, and in accordance with the programme)

If a child continues to make insufficient progress despite high-quality intervention and support, or where there are concerns or needs that we feel require specialist expertise, we will seek further advice from outside professionals and agencies. These include but are not limited to:

- Educational Psychology Service
- Speech and Language Therapy
- Physiotherapy
- Behaviour Support Team
- Communication and Interaction Team
- Community Nursing Team
- Dyslexia Outreach Support
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help Family Intervention Team
- The Occupational Therapy Team
- Advisory Teachers for Physical Difficulties
- Advisory Teachers for SEN/ICT
- Visual Impairment Support Team
- Hearing Impairment Support Team
- Inclusion Team

Parents/carers can self-refer to many of these agencies via the Devon Integrated Children's Services website:

<http://devon.integratedchildrensservices.co.uk/>

Where a child's needs are long-term, severe and complex, we will ask the Local Authority to carry out a statutory assessment of these needs. This may then result in an Education, Health and Care Plan (EHCP). For further information on this process, please see Devon County Council's website:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/education-health-and-care-ehc-plans>

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## **4. How do we ensure that children with SEND receive the highest quality provision that meets their needs?**

Provision for children with SEND is closely monitored to ensure that it is as effective as possible, taking account of both quantitative and qualitative data gathered from a range of sources. This monitoring involves:

- Assessing the impact of particular interventions through the use of pre- and post-intervention data.
- Evaluating the impact of specific interventions on the child's achievement in class and across the curriculum, through observation, pupil interviews, parent meetings, work scrutiny, and termly analysis of progress against the National Curriculum in reading, writing and Maths
- Reviewing the quality of classroom provision and the extent to which it meets the needs of children with SEND through the teacher and Teaching Assistant appraisal process, and regular observations by SENCOs, Head Teachers, Deputy Head Teachers, and Assistant Head Teachers
- Termly analysis by our Pastoral Manager of the attendance of children with SEND
- Termly review of progress against My Plan outcomes

## **5. How do we know how well an individual child is doing, and how is this information shared with parents and children?**

The progress of children with SEND is discussed and reviewed at termly pupil progress meetings involving the class teacher, the Assistant/Deputy Head for the phase, and the SENCO. Academic progress against the National Curriculum in reading, writing and Maths is discussed, and individual targets reviewed. The progress of children receiving interventions is discussed twice each half term and recorded on intervention maps, so that it can be carefully tracked and swift action taken if progress is slower than expected. In addition, children with more complex SEN needs have their key outcomes, and the provision that aims to achieve these, set out in an educational My Plan. My Plans will be shared with parents whenever outcomes are updated, and at least three times a year, at the parents' meetings outlined below.

Parent meetings for children with SEND are held at least once a term, in line with those for all children. Children will attend these meetings wherever possible, providing this is appropriate and in their best interests. The aims of these meetings are to

- establish an effective relationship between the parent and the class teacher
- allow parents an opportunity to share their concerns and, together, agree their aspirations for their child
- allow the child an opportunity to reflect on their progress, celebrate their successes, and to be involved in planning their next steps

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- clearly communicate to parents the SEN provision their child is currently receiving in school; what this involves, and why it is needed
- discuss and review clear, aspirational outcomes for learning as well as improvements in wider outcomes where relevant
- determine activities which will contribute to the achievement of these targets, both at school and at home
- determine any extra support that might be needed in order for parents to support their child's learning at home (for example, arranging for a parent to watch a speech therapy session and for appropriate follow-up games and activities to be provided)
- identify the responsibilities of the parent, the pupil and the school
- clarify the most effective means of communication between meetings: this could be in the form of a home/school book, regular meetings, or updates via phone, email or text message

If a child's needs are more complex again and a multi-agency approach is needed, the school may start the DAF process (Devon Assessment Framework) for your child, with full parental involvement from the beginning. Desired outcomes are agreed and recorded on a DAF2a- My Plan and progress towards agreed outcomes will then be reviewed through Team Around the Child (TAC) meetings at least three times a year, and will include all professionals involved in a child's education and care. These meetings will be aligned with parent meetings wherever possible.

Those children with statements of special educational needs or Education, Health Care Plans (EHCPs) will also have their child's progress reviewed through a statutory annual review meeting every year. During the meeting plans are made and targets set to meet the needs of individuals for the next 12 months. This will also include discussions about transition to secondary schools during the Year 5 annual reviews.

### **6. How are parents of children with SEND involved in their child's learning?**

If our children are to reach their full potential then we must work in close partnership with parents. We believe that a shared understanding of a child's needs, and how these needs can be met, empowers parents to play a full part in their child's education. In addition to the more formal meetings outlined in Section 5 above, parents are able to discuss their child's progress with his or her class teacher or with the SENCO at any time (see Section 12 below for contact details). Parents of all children are warmly invited to attend a range of events in school throughout the year, including Learning award assemblies, Hidden Talent assemblies, parent learning sessions, Open Days, performances and productions.

### **7. How are children with SEND involved in their own learning?**

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Children with SEND are involved in the process of target setting and review through the formal meetings outlined in Section 5 above. In addition, at our termly parents' meetings, teachers, parents and children discuss the most effective way of involving the child in his or her own learning between meetings. The way in which this is done depends on the needs of an individual child. For an older child, for example, it might involve sharing the level descriptor for a particular subject so that he/she can track his/her progress against what is required. For a younger child, it might involve displaying key targets in pictorial form in the classroom, so that these can be referred to regularly throughout the day.

### **8. What kind of support is provided for children with SEND?**

At Honiton Primary School we believe that the best and most effective provision for children with SEND is that delivered within the mainstream classroom, through the high-quality, well-differentiated teaching provided for all children, alongside the reasonable adjustments needed to ensure maximum access to this curriculum, and targeted, personalised work provided by the class teacher of the class TA. The extent to which classroom teaching helps all children (including those with SEND) to achieve and make progress is determined through the operation of our Monitoring Policy; and any staff development needs revealed through this process discussed with the SENCOs as necessary.

We work closely with our Educational Psychologist (and with other professionals, such as the Speech and Language Therapist) to make sure that strategies are in place to help meet individual children's SEND needs in the classroom. Extra adult support is provided at key times where required.

We also provide a range of group and one-to-one interventions for children with SEND and for children who, for a range of reasons, have fallen behind in their learning. The interventions offered in school depend on the needs of the current cohort, but at present include:

- Every Child a Reader programme
- Fischer Family Trust Wave 3 Reading
- Small group phonics sessions
- 'Five minute box' one-to-one Maths intervention
- Counting to calculating group
- Language groups
- Listening and attention group
- Auditory memory group
- One-to-one speech therapy sessions
- Counselling
- Solution-focused mentoring
- Social skills and self-esteem groups
- Lunchtime club
- 'Funky fingers' fine motor skills group

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- Fun Fit motor skills programme

In addition, children with complex needs have access to individualised programmes designed around their next steps, and incorporating Statement/EHCP targets where relevant.

### **9. How are children with SEND involved in the wider life of the school?**

At Honiton Primary School, children with SEND are part of their mainstream classrooms and as such take part in assemblies, school performances, school visits, extra-curricular activities and residential trips alongside their peers. Where extra support and/or planning is required in order for a child to participate in any of the above, this is discussed with parents and with relevant staff members in a timely manner. Additional support at lunchtimes and breaktimes is provided if needed, as is help with arriving at school in the morning, and leaving for home at the end of the day.

### **10. What support is provided for children's overall well-being?**

Children with SEND can access a range of provision that supports their overall well-being. Staff have received a range of training to help address children's emotional needs, such as Thrive training and solution-focused mentoring training. Behaviour plans are completed in order to support children who display challenging behaviours in school and to address the underlying needs behind these behaviours. Where required, and in line with our Behaviour Policy, the SENCOs will be involved in this process. In addition, we provide a lunchtime club for children who find lunchtimes challenging. The aim of this club is to ensure that these children enjoy positive lunchtimes, and that they are equipped with the skills they need to rejoin the main playground as soon as possible.

Children with medical needs have these met through individual health care plans. If a child needs to have medicine at school, this is administered as specified on his/her care plan, drawn up in consultation with parents and with medical professionals. Where children require personal care, an intimate personal care plan is devised with full involvement from the child and his/her parents. Furthermore, children with physiotherapy or occupational therapy programmes in place have one-to-one sessions with a trained TA provided as required.

### **11. Who supports children with SEND at Honiton Primary School?**

All teachers are teachers of children with SEND and their progress and achievement remains the responsibility of his or her main class teacher. However the following members of staff may be particularly involved in supporting children with SEND:



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- Hannah Jones, Inclusion Leader and SENCO with overall responsibility for the Foundation Stage, Key Stage 1 and Year 3
- Nicola Sercombe, Inclusion Leader and SENCO with overall responsibility for Years 4, 5 and 6
- Elaine Fyffe, Pastoral Manager and School Counsellor
- Jean Warren, Specialist Speech and Language Higher Level Teaching Assistant
- Sarah Ferry, SEN support Higher Level Teaching Assistant
- Clare O'Toole, Specialist Speech and Language Teaching Assistant and mentor
- Kate Quick, Specialist Speech and Language Teacher Assistant
- Doreen Hooper, Specialist Teaching Assistant (Fischer Family Trust Wave 3 Reading)
- Nia Constable, Governor with a special interest in SEND
- Tim Cockerill, Educational Psychologist for the Honiton Learning Community
- Gayle Peacock, Speech and Language Therapist for the Honiton Learning Community
- Graham Fisher, Behaviour Support Teacher for the Honiton Learning Community

Both SENCOs are qualified teachers and in addition Hannah Jones has achieved the National Award for SEN Coordination. They are members of the school Senior Leadership Team (SLT) in order to 'champion' the needs of children with SEND and ensure that best practice in relation to SEND is embedded in the strategic management of the school.

Staff at Honiton Primary School have a range of expertise and experience in meeting the needs of children with SEND. All staff receive regular training to extend or update their knowledge in relation to SEND: this may be planned as part of our School Improvement cycle, or may be arranged in response to the particular needs of an individual child. Where we feel training is required in order to meet the needs of a child who is new to us, this will be arranged as swiftly as possible with the relevant specialist services, and will take place prior to the child starting school if at all possible. For the range of professional and services who may be called on to provide additional training for staff in school, please see Section 3 above.

### **12. How can the SENCOs be contacted?**

The SENCOs can be contacted by telephone on 01404 548700 or by email on [nsercombe@honitonprimary.co.uk](mailto:nsercombe@honitonprimary.co.uk) or [hjones@honitonprimary.co.uk](mailto:hjones@honitonprimary.co.uk). Nicola Sercombe is in school on Mondays and Tuesdays; and Hannah Jones is in school on Tuesdays and Wednesdays. Meetings can be arranged via the email addresses or telephone number above, or by dropping in to the Inclusion Team office.

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### **13. How accessible is Honiton Primary School?**

Honiton Primary School is situated on a large and green site on two levels. Parts of the building are two-storey. The school buildings are fully wheelchair accessible with disabled toilets and changing facilities on the ground floor and lift-access to the upper floor. There is a disabled parking bay in the school car park, adjacent to the main gate into the playground. The site has been adapted to meet the needs of children with visual impairments, with gradients and steps marked as needed. A hearing loop is available to support children with hearing impairments, where necessary. We routinely seek advice from specialist teachers of children with physical and sensory difficulties: if possible, this advice is swiftly acted upon, and where this is not practicable any improvements are incorporated into our five-year Accessibility Plan, available from the school on request.

At present our school woods is not easily accessible for children in wheelchairs or for children with certain physical difficulties: this will be addressed as part of our Accessibility Plan.

If specialist SEN equipment is required then this is either borrowed from the Local Authority or purchased and funded through our allocated SEN budget.

### **14. Where can parents find more information about SEND in Devon?**

The Devon Information Guidance and Support service (<http://www.devonias.org.uk/>) provides confidential and impartial information, support and training for parents of children (aged 0 – 25) with additional educational needs. The service can be contacted by telephone on 01392 383080 or by email at [devonias@devon.gov.uk](mailto:devonias@devon.gov.uk).

The support provided by Devon Local Authority for children with SEND can be found at <https://new.devon.gov.uk/send/>.

In addition, teachers, the SENCOs, and our Pastoral Manager can direct parents to other local and national organisations and services that can provide additional support for children with SEND and their families.

### **15. What can parents do if they are worried about the support their child is receiving in school?**

At Honiton Primary School we are committed to working with parents to meet each child's SEND needs fully. There are however times when we don't get it right and we need to know about it. Parents are encouraged to contact the class teacher or the SENCO in the first instance to discuss any worries or concerns. They can also contact the Head Teachers, Andrea Brown and

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Joanna Rousseau, to arrange a time to discuss their concerns. If parents still feel concerned then our governor with a special interest in SEND, Nia Constable, can be contacted by letter.

The Devon Information Advice and Support (see above for contact details) can advise parents on how to proceed if they feel their concerns are not being adequately addressed by the school or the Local Authority.