



Special Educational Needs and Disability: Local Offer

Honington CEVCP School will make all reasonable endeavours to provide this support

1. Who are the best people to talk to about additional support?

- **Class** teacher
- SENDCO: Miss Donna Sparkes
- Head Teacher: Mrs Lauren Moore



2. What is the current percentage of children with Special Educational Needs (SEN) in the school?

10%

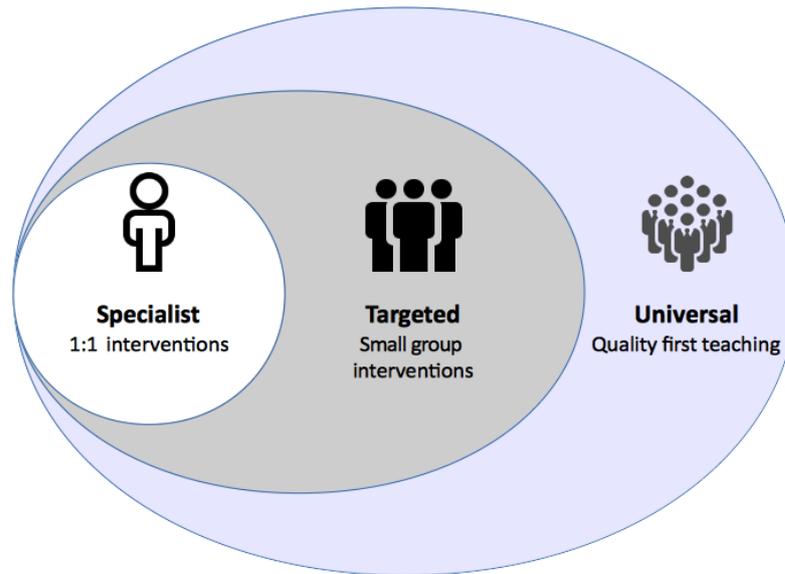
3. How does the school identify children who may need SEND support?

- A child has a Special Educational Need if he or she has a learning difficulty or disability that means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Assessments used include: In class assessments such as: letters and sounds phonics assessments, sight word reading checks, Salford Reading Test, daily Insight assessment (School's tracking system), Statutory Spelling word assessments, PIRA (Progress in Reading Assessment), PUMA (Progress and Understanding in Maths) and GAPS (Grammar and Punctuation, spelling Assessment). All of these assessments take place termly or half termly across the school.
- In addition to these where necessary the school uses: British Vocabulary Picture Scale, PHAB (phonological assessment) NARA (reading assessment) and the Assessment package as part of Talking Maths.
- Information is gathered from a variety of sources such as: class teacher, assessments, parents/carers, pupils and where necessary outside agencies like Advisory Teacher, Educational Psychologist, Speech Therapists, School Nursing and Occupational Therapists.





4. What are the different types of support available?



We assess each child and provide personalised support within three levels:

- **Universal:**
 - Parents evenings
 - End of year reports
 - Quality first teaching
 - Differentiation
- **Targeted:**
 - Gym Trail
 - Small-group interventions such as: Talking Maths, Time to Talk, Speed up handwriting, Fine motor skills groups, Talking Partners
 - Intervention time (with either Teacher or Teacher Assistant to work 1:1 or in small groups on specific objectives)
- **Specialist:**
 - Annual review
 - EHC plan
 - 1:1 interventions such as: Fischer Family Trust Literacy Support, Beat Dyslexia



5. How is extra support allocated to children?

SEN budget and HTN funding
SENDCO, senior leaders, teachers discuss, review and deploy staff and resources as appropriate





6. How will we measure the progress and review provision for your child?

School assessment in English and Maths
Reading/ Spelling age tests
Annual Review
Involving children/ parents in monitoring and review



7. How can I tell the school I am concerned about my child's progress or wellbeing?



Your first step should be to speak to your child's class teacher. If you feel that additional support is needed beyond the universal level of provision, please speak to the Head Teacher Mrs Lauren Moore or the Special Educational Needs and Disability Coordinator Miss Donna Sparkes

8. How will the school work with me as a parent in discussions about my child and their learning?



At Honington CEVCP Primary School we understand how well parents know their children and we will ensure that as a school we will listen carefully to your concerns and take your views on board. We will invite you to discuss your child's progress and any difficulties they may have. We will inform you of any additional support and assessments which have taken place and what actions (if necessary) will be put in place as a result of these.

9. How do we involve young people with SEN in discussions about their education and support?



As a school we take pupils views very seriously. We take care to listen to pupils views on their education and ensure that all our pupils feel happy and secure in their learning environment. We allow pupils the opportunity to explain when they are having difficulties and work with them to make decisions on what actions will support them and help them to feel happier in their learning and continue to make progress.

10. How are adults in school helped to work with children with SEN and what training do they have?



SENDCO offers advice on quality first teaching and differentiation Specifically trained teachers/ TAs (Elklan/ Talking Maths/ Talking Partners/Fischer Family Trust Literacy Intervention)

11. How could the teaching and curriculum be adapted for my child with SEN?





As a school we look at the individual pupil's needs to ensure the correct approach is used. Examples could include:

Clicker 6

Visual timetable

Small group support and 1:1 support (where necessary)



12. Who are the other people providing services to children with SEN?

- Speech and Language Therapy
- Behaviour support service
- Occupational therapy
- Educational psychology
- County Inclusive Support Service (ASD support)
- Hearing and sensory support team



13. How is Honington CEVCP school accessible to children with SEN?

- Physical: disabled toilet, some wider doorways, specific equipment provided for PE activities (e.g. tennis), a range of resources for the classroom (e.g. pencils, scissors, computer access)
- Visual: resources prepared specifically for pupils, TA support for moving around school
- Auditory: resources prepared specifically for pupils, TA support for accessing curriculum



14. How will we support your child when they leave our school or move into another class?

- Transition days
- One-page profile/ Pupil passport
- Teacher meetings



15. Where else can I find support information as a parent of a child with SEN?



You can read our school policies on relevant issues:

- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Equal opportunities
- Local authority local offer
- Looked After Children
- Medicine policy
- Parent partnership link
- SEND code of practice
- SEND policy

November 2018
D Sparkes

