



SEN information report: Honington CEVCP School - November 2018

What types of SEN do we provide for?	<p>At Honington School we support pupils with a wide range of SEND needs from all four of the broad areas within SEND; communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical needs.</p> <p>Currently we are supporting several pupils with diagnoses of ASD, speech and language difficulties, learning difficulties and emotional and mental health difficulties.</p> <p>Also we are a school which has a high mobility rate. This is due to our close proximity to the local RAF base and means our pupil profile changes frequently.</p>
How do we identify and assess pupils with SEN?	<p>Across the school we use these assessments regularly: In class assessments such as: letters and sounds phonics assessments, sight word reading checks, Salford Reading Test, English and Mathematics trackers, PIRA (reading assessment), PUMA (maths assessment) and GAPS (grammar and spelling assessment) (all other assessments take place termly or half termly across the school).</p> <p>In addition to these where necessary the school uses: British Vocabulary Picture Scale, PHAB (phonological assessment) NARA (reading assessment), Dyslexic screening and emotional/pastoral need questionnaires.</p> <p>In making judgements about children's individual SEND needs 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.</p>
Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?	<p>Miss Donna Sparkes Donna.sparkes@honington.suffolk.sch.uk</p>
What is our approach to teaching pupils with SEN?	<p>Our school vision statement highlights our belief that we have 'aspiration for all' and this encompasses all that we do for our SEND pupils. Inclusion for all is a priority at our school.</p>

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<p>How do we adapt the curriculum and learning environment?</p>	<p>Work is differentiated appropriately and support is targeted to help pupils make progress. Staff also believe strongly in developing pupils' independence and this is an important part of all SEND pupils' education. Interventions are targeted to support SEND pupils to close gaps in their learning. The environment is carefully considered for all pupils with SEND, for example: whether they require a writing slope, sitting supports, coloured overlays or equipment to help them access all activities.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>All classes across the school use the talk partner system whereby <i>all</i> children are paired with another child for one week. They work together in learning time, providing support for each other. Resources are created appropriately for each individual SEND child's needs. Pre-teaching is used when necessary to allow SEND pupils to have prior knowledge of a subject to enable them to join in during whole class teaching. TA support is targeted carefully to allow SEND pupils to fully engage in all activities. All children's skills and talents are taken into account to allow SEND pupils to shine alongside their non-SEND peers.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Teachers and/or the SENDCo meet regularly with all parents of SEND pupils. Targets are set and agreed and reviewed together. The school has School Support Plans for each SEND pupil and parents, teachers and teaching assistants have copies of these so we ensure that pupils are being supported in the same way regardless of the adult they are working with. Teachers and parents talk through activities and techniques to support pupils and explain how things are covered in school so the same procedures and methods can be followed at home. The SENCo has sent parent survey questionnaires in the Summer term 2018. This will be repeated each year.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>All SEND pupils complete a one page pupil profile with the SENDCo at least once a year but more regularly if teachers and pupils feel this is necessary. This allows pupils to express what makes them happy and how they like to be supported. School Support Plans are written with the pupil, or targets and ideas are discussed with the pupil before meeting with the parents. SEND pupil perception questionnaires take place each year to collect pupil's views on their learning, school life and support.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Pupil's progress is reviewed in line with the school's assessment system. Pupils are assessed at the level or year group where they are working rather than their academic age range, where necessary. Progress is measured individually for each pupil. Targets and outcomes are adjusted depending on the progress made. Other assessments (such as those mentioned above) are used to support teacher judgements when measuring attainment and progress. For those pupils with an EHC plan targets are written during annual review and these are the targets with which progress is measured.</p>

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How do we support pupils moving between different phases of education?	<p>At the end of each academic year parents meet for an end of year review with both the current and next year teacher. SSPs are reviewed and new ones written ready for the next academic year. This meeting allows parents to speak openly about their child and their needs to ensure a smooth transition. Pupils spend 2 days with their new teacher in their new class to develop a confidence in the environment and expectations. The TA who will support the child or class where necessary spends those days with the class also.</p> <p>With pupils transferring to High School or a posting, we ensure the SENDCo meets with or speaks to the SENDCo at the receiving school so that the appropriate level of support can be organised ready for the child to begin. The local High schools which we transfer to make additional visits to our school to reassure pupils and also organise additional transition visits for pupils to visit their new school.</p>
How do we support pupils preparing for adulthood?	<p>As a school we promote aspiration for all. In this we encourage all pupils to reach for the stars and be the best they can be.</p> <p>We plan to introduce careers days and invite people in to discuss their careers to promote excellence and high aspirations in all our pupils.</p>
How do we support pupils with SEN to improve their emotional and social development?	<p>At school we have Learning Mentor who works every lunch time, afternoon and three mornings to support the pastoral needs of all pupils. Pupils are either referred for support by teachers or the SENDCo or on the spot support is given in one off situations. The support is targeted depending on the child's level of need at that time. We assess SEND pupil's emotional and social development and track their progress in this area.</p> <p>Targets are used to support Social and Emotional development on SSPs when necessary.</p> <p>Teachers also complete a Behaviour, Emotional and Social questionnaire each term to track SEND pupils progress in this area. Where necessary staff use a more detailed version of this (Pastoral Care Assessment) to support and set targets for pupils.</p>
What expertise and training do our staff have to support pupils with SEN?	<p>Our learning mentor, Mrs. Curry, attends regular training with the local High School's Clinical Psychologist, which has allowed her to effectively support the pastoral needs of our pupils. All staff access training both in-house and LA provided. We also work very closely alongside our local schools and share training and expertise. Staff in our school are trained in ELKAN, Talking Math, Talking Partners, Phonics support, and Math support.</p>
How will we secure specialist expertise?	<p>As a school we will continue to provide training and support for all our staff so we can ensure pupils with SEND are given the expert support which they need to be successful and make good progress. We engage with external professionals based on an individual's need.</p>

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<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Where specific resources, equipment and facilities are required for a pupil the school will use SEND funding in the form of High Tariff Funding to provide this support.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Referrals are made to Education and Health support providers when the school feels it will benefit the learning and progress of pupils with SEND. These decisions are always made with the support of the family and they are fully involved in the progress. Where necessary we sign-post parents to support agencies and charities.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>SEND provision in our school is evaluated in a range of ways. Lesson observations and learning walks are used regularly to see first-hand how pupils are being supported and being provided for in class by teachers and TAs. Book scrutinies, pupil perception interviews are also used to evaluate. We look very closely at the progress of SEND pupils and this data is collected each term. We are supported by the Governing Body who meet regularly with the SENDCo. Our SEO for the LA has met with the SENDCo to support our evaluation of the effectiveness of our SEND provision.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>If we receive a complaint from a parent with regard to SEND support or provision the SENDCo will always meet with the parents to discuss the issue and try and find a successful way to resolve the situation. At our school we pride ourselves on being approachable and open to speak to all parents and take their concerns seriously. If this process is not successful we follow our School's complaints procedure</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Mrs Lauren Moore – Headteacher Miss Donna Sparkes SENDCo Mr. Mark Jacklin – Chair of Governors The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS): call the helpline on 01473 265210, weekdays Monday to Friday, or email sendiass@suffolk.gov.uk</p>
<p>What support services are available to parents?</p>	<p>The Local Offer for Suffolk LA details the support services available to parents. SENDIASS provides a wealth of support for parents of SEND pupils. School Nursing teams can also offer support and there are a wide range of Suffolk charities who offer support for areas such as ASD and ADHD The school will sign-post where necessary.</p>

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Where can the LA's local offer be found? How have we contributed to it?

www.suffolklocaloffer.org.uk