

Honeybourne Primary Academy



Turning Potential
into Success

SEND Information Report 19-20

Honeybourne Primary Academy - SEND Information Report 2019-2020

This report was compiled during the Autumn Term 2014 and has been updated, August 2018. It is the School's response to the changes in legislation and provision for pupils with SEND and has been developed with staff and governors.

Honeybourne Primary Academy is a mainstream school for boys and girls aged between 4 and 11. We have an inclusive ethos and make plans to ensure all pupils receive the teaching and support they need to ensure they make good progress and achieve well.

SEND is an abbreviation for Special Educational Needs and Disabilities, and covers all pupils who may have additional needs to the rest of the pupils in a class.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Honeybourne Primary Academy, children are identified as having SEND through a variety of ways, (usually a combination), which may include some of the following:

- Liaison with previous class, school or pre-school setting
- Child performing below 'age expected' levels or making less than good progress
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour, self-esteem, speech, language or communication is affecting performance
- Liaison with external agencies e.g. a physical/ sensory issue, Speech and language therapist
- Use of tools for standardised assessment such as: Language Link,
- Children with a Statement/EHCP (Education, Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made between parents and the Local Authority.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us - contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an

appointment with the SENDCo (Mrs Rachel Evans-Cook) or with the Headteacher, Mrs Elaine Huntington or SEN Governor (Reverend Scott). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the end of this report.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our SENDCo will oversee the progress of any child identified as having SEND and will support the class teacher with strategies and resources.
- There may be a teaching assistant working with your child either individually or as part of a group. The content of this support will be explained to parents when it begins, as part of a child's bespoke programme of learning.
- The class teacher will meet with you formally on at least a termly basis in order to discuss your child's progress and the support that they are receiving.

Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.

- An appointment can be made with the SENDCo to discuss support in more detail if required. The SENDCo has weekly release time from class, usually on Monday afternoon.
- IEPs (Individual Education Plans) will be shared with you and your child.

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

- We are an inclusive school that incorporates a child's personal, social and emotional development within our overall curriculum.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- A senior teacher is responsible for Personal, Social, Health and Citizenship Education (PSHCE) throughout the school and as such will work with all staff and pupils. She currently teaches in each class and has dedicated PSHCE lessons.

All staff receive regular training via courses or updates at staff meetings and will call upon expertise as and when needed. This is available from external agencies via our service level agreements.

- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the class teacher and SENDCo.

4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration

information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office, so that we are aware of the dose and timing, and when the medicine was last given. **MEDICINES CANNOT BE GIVEN WITHOUT A PARENT/CARER CONSENT FORM.**

*In exceptional circumstances, we can administer pain relief medication (ie Calpol) for such as an ear infection or known medical problems, tooth extractions etc, but this should be an exception. It is not generally given for headaches etc.

- On a day-to-day basis, the First Aiders generally oversee the administration of any medicines. Another member of staff will always witness any administration and this is recorded in a book in school.
- As a staff we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- Many of our staff hold first aid qualifications, which are updated regularly.

4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted behaviour and exclusion policies. If a child has significant behaviour difficulties, an Individual Behaviour Plan (IBP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with the Local Authority Behaviour and Inclusion Services, including providing 'home' support to parents if necessary e.g. bespoke 'Triple P' parenting sessions. If a pupil's behaviour causes concern that it will result in an exclusion, then a Pastoral Support Plan is put in place and additional resources/strategies initiated. In extreme cases, pupils may be offered a behaviour modification course at a Referral Unit.
- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team or Children's Services if this becomes a concern. Parents of pupils who arrive in school after the gate is closed at 8.40am, will receive a red late note to keep them informed. 5 late notes will result in a letter home and may lead to an individual interview with the Headteacher, to work out how best to improve the situation.
- Various incentive schemes are used to promote positive attendance throughout the school including stickers and end of year awards.
- The school are also able to support families in making contact with other agencies who can provide appropriate support. This may include Early Intervention Family Support workers who can support both in the home and at school.

4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have IEPs or IBPs discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings.

- If your child has an EHCP, their views will be sought before any review meetings (age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to be voted onto the School or Eco Council, as well as hold other positions of responsibility, by their class or teachers.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility policy
- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas. Unfortunately, there is not visitor parking on the school site. There is parking available on the roadside adjacent to the school. Visitors and parents are always asked to park with consideration to our neighbours.
- Accessible toilet facilities are available both by the main reception and next to the children's toilets in the main part of school. This doubles as a first aid room and can be used as a changing area should it be necessary.
- If you have specific access queries or concerns please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated.
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays.
- The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENDCo. They report on their visit to the governors to keep them all informed with school or LA information
- The governors agree priorities for spending within the SEN budget via the Finance Committee, including the Pupil Premium grant, with the overall aim that all children receive the support that they need in order to make good progress. This will include resourcing appropriate equipment and facilities.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Class teachers and senior staff regularly review pupils' achievement using our new system called Classroom Monitor. This helps ensure that each child is making

progress academically against national/ age expected levels (or equivalents), their own targets/IEP and that the gap is narrowing between them and their peers. We will keep trying new strategies until we see the good progress and attainment we seek for all pupils.

- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEND Register when they have made sufficient progress; parents will always be informed if this has taken place.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

- You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Every child has a home/school diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible.
- Your child may have an Individual Education Plan (IEP) that will have individual/group targets.

This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a Parent-Teacher Consultation.

- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made.
- If your child has complex SEND they may have a Statement of SEN or Education, Health and Care Plan (EHCP). In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a half-termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held each term between each class teacher and the Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible alternative actions are discussed.
- At Honeybourne Primary Academy, we carry out a Language Assessment (Language Links) on all our children upon their entry to YR. Children with language difficulties are re-assessed at key points to enable us to monitor

progress. Speech and language support is given throughout the school either by a Teaching Assistant or speech therapist who is in school to support children once a week.

- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth. These will be administered by our Educational Psychologist or Special Support Team from the Local Authority.
- The Headteacher and SENDCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENDCo and attends briefing sessions. They also report back to the Governing Body (see section 6).

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs. The staff:pupil ratio will be increased where there may be added risks due to a child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

The school does not operate extended services at the current time. However, a variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We can create an individual plan for the children if transition is likely to prove challenging.
- For children starting in Reception, the Headteacher and reception staff hold meetings for parents in addition to planning a series of visits for children

throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other. The reception staff also carry out a home visit to help the child to feel that we know them well as an individual.

- A transition form is sent to all pre-schools and other schools prior to children transferring to Honeybourne Primary Academy. The Headteacher/Teachers/Pupils will visit settings where it is felt there is a need.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then an IEP, Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. Where children are transferring to another school at the end of their time here, we will meet with the staff at the receiving school and pass over all relevant documents. The staff here are always available for consultation even after transfer.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENDCo is currently undertaking the national SENDCo accreditation in order to obtain fully qualified and accredited status in this area. Both SENDCo and Headteacher have attended updated courses together for the new Code of Practise. Continuing professional development is a feature of our school.
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment can be designed to support children with individual needs e.g. visual timetables, individual workstations etc as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Primary Behaviour Service, Health services including: GPs, school nurse, CAMHS, educational psychologists, clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists and Children's Services.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- The specific training held by support staff includes: TEAM TEACH, Speech and language support, managing pupils with a hearing loss, Wave 3 interventions, language and communication development, coaching and mentoring and precision teaching. In addition to this, our teaching assistants have level3 qualifications or are working on them at present.
- The school also operates an internal training programme for support staff, facilitated by the teaching staff and Headteacher.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website.
- For more specific queries you should discuss matters with your child's class teacher in the first instance
- Further information is available from the SENDCo or Headteacher. The school has is currently redeveloping a complaints policy, which is available on the policy page of the school website.

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Secretary, Mrs Emma Cowley, for further information about the school or to arrange a meeting with the head teacher.

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