

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



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

Updated March 25  
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## 1. What kind of school is Honiton Primary School?

Honiton Primary School is a maintained mainstream primary school with 420 pupils currently on roll. We are a two-form entry school with an attached nursery, providing education for children from aged two to eleven; from Nursery 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 SEND, the local authority has a duty to publish arrangements for SEND 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 SEND across education, health and social care. Use the link below to find out about the Devon local Offer:

[Devon's Special Educational Needs and Disabilities \(SEND\) Local Offer](#)

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

At present there are 45 pupils on our special educational needs and disabilities (SEND) register. Of these, 19 children are registered as requiring SEN Support, and 26 pupils have Education, Health and Care Plans. A range of needs are represented across all four areas of SEND 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 SEND. The SENDCos are:

- Sam Soper, Inclusion Leader and Special Educational Needs Coordinator (SENDCo).
- Sarah Nicholas, Deputy Head and SENDCo.

Their work is monitored by the Head Teacher, Christopher Tribble, and by Rebecca Cozic, Governor with a specialist interest in SEND.

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:

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- Lack of progress in curriculum areas, identified through termly 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 SENDCos

Where concerns are raised through any of the above:

- The class teacher completes the relevant sections of the Devon Graduated Response as appropriate, highlighting any indicators of SEND and the support already in place
- The parents/carers complete the Graduated Response 'Quick Checker', if appropriate
- This information is passed to the SENDCo, 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 SENDCo, 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 their name will be placed on our SEND register. At this point, a My Plan (see below) will be written if needed.

Our SEND 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 (three times a year for all children)
- Phonics 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 SENDCos/HLTA where staff or parents have concerns about a child's progress in reading)
- Phonological assessment through the YARC Early Reading (administered by the SENDCo 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)
- Diagnostic spelling assessment, using the HAST-2
- Speech and Language Link assessments

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
- Communication and Interaction Team
- Social, Emotional and Mental Health 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 SEND/ICT
- Visual Impairment Support Team
- Hearing Impairment Support Team
- Inclusion Team
- SEND 100 Project

Parents/carers can self-refer to many of these agencies via the Child and Family Health Devon website: [Children and Family Health Devon](#)

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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: [Education Health and Care Plans \(EHCPs\) in Devon](#)

### **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 SENDCos, the Head Teacher, Deputy Head Teacher, Assistant Head Teacher, and Phase Leaders
- Termly analysis by our Pastoral Manager of the attendance of children with SEND, using 'The Profile' attendance tracker
- Termly review of progress against My Plan outcomes

In addition, the achievement and progress of children with SEND is considered within our School Development Plan. This allows us to plan for the specific development of SEND provision as needed, and to address any weaknesses. A SEND Report to Governors is provided annually.

### **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 Head/Phase Leader, and the SENDCo. 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 each term (or more frequently if needed) 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 SEND needs have their key outcomes, and the provision that aims to achieve these, set out in a My Plan.

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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. 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
- clearly communicate to parents the SEND 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 if needed: 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 sustained multi-agency approach is needed, the school may start the Early Help process, with full parental involvement from the beginning. Desired outcomes are agreed and recorded on an Early Help plan and progress towards agreed outcomes will then be reviewed through Team Around the Family (TAF) 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 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?**

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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 SENDCo 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 parent learning sessions, Open Days, performances and productions.

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

Children with SEND are involved in the process of target setting and review through the formal meetings outlined in Section 5 above and their views recorded on their My Plans.

## **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 or the class TA. The extent to which classroom teaching helps all children (including those with SEND) to achieve and make progress is determined through teacher appraisals and observations, and any staff development needs revealed through this process are discussed with the SENDCos 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:

- Fischer Family Trust Wave 3 Reading
- Toe by Toe
- Small group phonics sessions
- Maths explained
- One-to-one/group speech and language therapy sessions

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- Attachment-based mentoring
- Social skills and self-esteem groups
- Language groups
- Lego Therapy
- Early Birds
- Fun Fit motor skills programme
- Touch Typing

In addition, children with complex needs have access to individualised programmes designed around their next steps, and incorporating 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 break-times 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 provisions that support their overall well-being. Staff have received a range of training to help address children's emotional needs, such as attachment-based mentoring training. Behaviour and co-regulation 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 SENDCos will be involved in this process.

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 their 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, their parents and external professionals as is appropriate. Furthermore, children with physiotherapy or occupational therapy programmes in place have one-to-one sessions with a trained TA provided as required.

In addition, our Pastoral Manager provides support for parents of all children, including those with SEND, as needed. She is able to provide 1:1 support to

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target particular areas of difficulty, signpost parents to additional sources of help and information, and make onward referrals to other agencies. This may be coordinated via the Early Help process.

### **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:

- Sam Soper, SENDCo
- Sarah Nicholas, Deputy Head and SENDCo
- Elaine Fyffe, Pastoral Manager
- Sarah Ferry, SEN Support Higher Level Teaching Assistant
- Maggie Wishart, Specialist SEMH Teaching Assistant
- Rebecca Cozic, Governor with a special interest in SEND
- Dr Sarah Worrall, Educational Psychologist for East Devon.
- Anthony Boulton, Professional Lead for Social Emotional and Mental Health Team
- Alison Cann, Advisory Teacher for the Communication and Interaction Team
- Rebecca Hughes, Advisory Teacher for Specific Learning Difficulties

Both SENDCos are qualified teachers. Sarah Nicholas holds the National Award for SEN Coordination and Sam Soper is undertaking her NPQSEnCo. They are both 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. In addition to her role as SENDCo, Mrs Nicholas is also Deputy Head Teacher.

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 professionals and services who may be called on to provide additional training for staff in school, please see Section 3 above.

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

The SENDCos can be contacted by telephone on 01404 548700 or by email on [snicholas@honitonprimary.co.uk](mailto:snicholas@honitonprimary.co.uk) or [ssoper@honitonprimary.co.uk](mailto:ssoper@honitonprimary.co.uk). Sarah Nicholas is in school every day; and Sam Soper is in school Monday to Thursday. Meetings can be arranged via the email addresses or telephone number above.

## **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 accessible toilets and changing facilities on the ground floor and lift-access to the upper floor. There is an accessible 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. 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 three-year Accessibility Plan, available from the school on request.

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

The Devon Information Guidance and Support service ([Devon Information Advice and Support](#)) 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 (the Local Offer) can be found at [Devon's Special Educational Needs and Disabilities \(SEND\) Local Offer](#).

In addition, teachers, the SENDCos, 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

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class teacher or the SENDCo in the first instance to discuss any worries or concerns. They can also contact the Headteacher, Mr Christopher Tribble, to arrange a time to discuss their concerns. If parents still feel concerned then our governor with a special interest in SEND, Rebecca Cozic, 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.