

Special Educational Needs and Disability: Honington CEVCP School 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
- Assistant SENDCo Ms Caroline Reeve
- Head Teacher: Mrs Charlotte Romp & Miss Donna Sparkes



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

30%

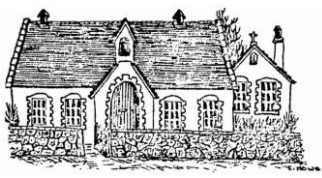
3. How does the school identify children who may need SEND support?

- 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, 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 or has significant emotional or mental health needs which make it difficult for a pupil to make progress in line with their peers.
- Assessments used include: In class assessments such as: letters and sounds phonics assessments, sight word reading checks, Salford Reading Test, class mark sheets, daily Insight assessment (School's tracking system), Statutory Spelling word assessments (Common Exception Words), PIRA (Progress in Reading Assessment), White Rose Maths Assessments 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), dyslexic screener, SNAP Spld, SNAP Behaviour Screeners and the language link assessment.
- 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, SES and Occupational Therapists.

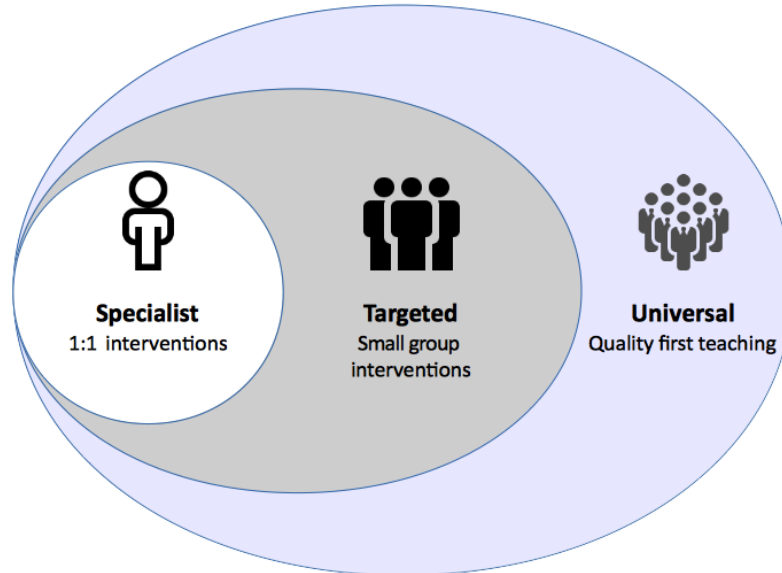


Thurston Partnership

'Working together for an outstanding future for all our children'



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
Adaptive teaching
- **Targeted:**
Small-group interventions as needed: organised class by class and based on class mark sheets and insight data collection.
- **Specialist:**
Annual review
EHC plan
1:1 interventions such as: Fischer Family Trust Literacy Support, Beat Dyslexia, speech and language support



5. How is extra support allocated to children?

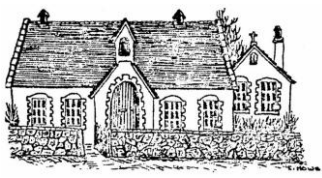
SEND budget and HTN funding
SENDCO, senior leaders, teachers discuss, review and deploy staff and resources as appropriate



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

In School assessments 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 or the Special Educational Needs and Disability Coordinator Miss Donna Sparkes or Mrs Caroline Reeve.

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 SEND 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 SEND and what training do they have?



SENDCO offers advice on quality first teaching and differentiation Specifically, trained teachers/ TAs (precision teaching, SRSD writing, EPS maths)

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

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

Word processing programmes

Visual timetable

Adapted resources

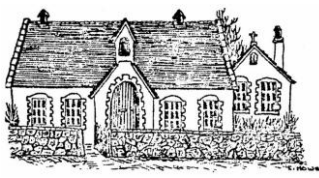
Word cards and writing frames

Activity tracker – with success criteria broken down to support independence

Sensory support resources

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





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

- Speech and Language Therapy
- Occupational therapy
- Educational psychology
- SES (Specialist Education Services)
- Hearing and sensory support team



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

- Physical: disabled toilet, some wider doorways, specific equipment provided for PE activities, a range of resources for the classroom (e.g., pencils, scissors, computer access, wobble cushions, fiddle toys, resistance bands etc...)
- 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
- Additional transition where necessary
- One-page profile
- Teacher/Parent meetings before transition happens
- Transition meetings with SENDCo from receiving schools.



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



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

May 2025
D Sparkes

