



Honington CEVC Primary School

SEND Information Report 2024 – 2025

Our School

Our School Vision

Our whole school Vision and Ethos is underpinned by two key phrases: 'Aspiration for All,' and, from the Bible, 'Live life in all its fullness.' (John 10:10). These apply equally to our vision and aims for Curriculum Honington.

We aim to provide an inclusive, challenging, real-world and meaningful curriculum that inspires future thinkers, innovators and problem solvers who develop broad horizons and a global perspective.

We enable all pupils to learn, enjoy and achieve in a vibrant, happy and safe environment where they can share positive experiences and feel valued. Children develop their confidence in their ability to learn and to work both independently and collaboratively. They are given opportunities to think creatively and critically, to solve problems and to make a difference for the better.

December 2024 Information

Honington CEVC Primary School currently has 140 children on role (May 2025)

There are currently 45 children (32%) on SEND register with a range of needs from universal to specialist. This compares to 41 pupils from this time last year.

We also hold an initial concern register which currently has 8 pupils. This compares to 20 pupils at this point last year. Some of these pupils have moved to SEND support on our SEND register and some have been removed from the initial concern register as they are making expected progress.

6 children that have an EHCP (4% of whole school cohort) (13% of SEND pupils). This is the same as last year. 1 pupil has received their draft plan and we are awaiting the final copy. 4 pupils are awaiting a draft of their plan. 1 pupil is awaiting the final decision to issue a plan (which comes before after assessment and before the draft). With 2 further ECHNAs to requests to be submitted this term.

12 children (27%) have a need that can be accommodated through quality first teaching (universal needs)

26 children (58%) have a need that requires targeted interventions through QFT (quality first teaching) and support planned by CT (class teacher). (targeted need) and interventions from our Pastoral support worker (group or individual) – these pupils will be supported through interventions for maths and English in either small groups or 1:1.

77 children (15%) have a significant and complex need that requires support over and above in class provision. (specialist need) – these pupils will have been referred for support from outside agencies such as SES (Special Educational Services), SALT (Speech and Language Therapy).



Meet our SENDCO



The SENDCO is Miss Donna Sparkes

If you would like to contact Miss Sparkes, please call school on **01359 269324** or via email donna.sparkes@honington.suffolk.sch.uk



The Assistant SENDCO is Mrs Caroline Reeve.

If you would like to contact Mrs Reeve, please call school on **01359 269324** or via email Caroline.reeve@honington.suffolk.sch.uk



Special Educational Needs

At Honington CEVC Primary School we support children with a variety of differing special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

Currently, we are supporting pupils with Communication and Interaction (21%), Cognition and Learning (29%) and SEMH (50%)



Identifying and Assessing Need

At Honington CEVC Primary School we work closely as a team and if staff have a concern about a child, they will discuss concerns with parents. A child will then be placed on the initial concern register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register, we will meet with parents again, where we will share the targets your child is working on and the support they are receiving.

Not all pupils on our SEND register have a diagnosis but all pupils with a diagnosis are included on our SEND register.

Some children who are working at below key stage standards will have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the 'Learning Made Easier' document with wave 1 support ideas and resources to help support children's learning within the classroom.



Across the school we use these assessments regularly: In class assessments such as: letters and sounds phonics assessments (Twinkl Phonics), Common Exception Word reading checks, Salford Reading Test, English and Mathematics tracking on Insight, PIRA (reading assessment), Baseline and end of unit maths assessments and GAPS (grammar and spelling assessment). All these assessments take place termly or half termly across the school or as required for a pupil's individual needs.

In addition to these, where necessary, the school uses additional specific assessment materials such as Dyslexic screening. 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 SES (Specialist Education Services), Educational Psychologist, Speech Therapists, School Nursing and Occupational Therapists.



Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Pupils are sat in mixed ability pairings in classroom and can provide support for one another. 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 considered to allow SEND pupils to shine alongside their non-SEND peers.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

Work is adapted 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 classroom, school environment and resources are carefully considered for all pupils with SEND; using writing slopes, sitting supports, coloured overlays

or paper, fidget, and sensory support where it is appropriate and necessary to aid individual pupil learning.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Honington CEVC Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Teachers make themselves available to meet with parents outside of parents/open evenings to discuss pupils' presentations and needs. Targets and support are discussed and shared with parents. The SENDCo is also linked to all classes on Class Dojo (our school parent communication system) so that parents can make contact when necessary and vice versa.

Any referrals which may take place for pupils will only take place after discussions with parents/carers and all referrals are discussed before submission.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) meetings take place throughout the year when they are required.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



Evaluating Provision

Review progress of pupils, interventions, and general school provision in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly using insight tracking tool to measure progress and attainment.

Holding regular reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.
Termly



Staff Training

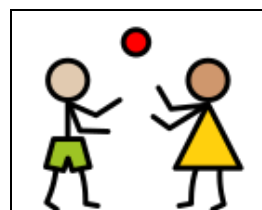
At Honington CEVC Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with. We hold transition meetings within our school, so the next year's staff understand a child's needs and support requirements.

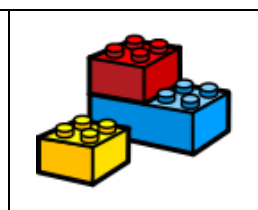
The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.



Play Therapy




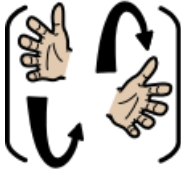










Lego Therapy



Child



Bucket time

		Development	
			
Autism (Level 1)	Makaton – Level	Phonics (catch-up)	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Sensory needs



Transition Support

Nursery to Reception

We hold a parent/carer and new entrant session in the summer term for our new reception starters, providing parents and pupils with the opportunity to meet with the class teacher and SENCO.

The Reception Class Teacher and Teaching Assistants make visit to all local nurseries to meet the pupils and discuss their progress and needs prior to new parent entrant sessions.

We hold two 'taster' sessions towards the end of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, where appropriate or necessary, and taster sessions in each new class.

End of Year transition

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Sometimes the new teacher or teaching assistant would visit the class in their current room to read a story and begin to build those relationships.

If necessary, when children move up a year, we provide transition sheets or social stories which include photos of the teacher, TA and classroom environment.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share any targets or specific provision which needs to be continued.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place before the pupil would start at our school. If necessary, the SENDCo would make contact with the current/previous school SENDCo to discuss provision and pupil needs.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

SES (Specialist Education Services),
Suffolk Educational Psychology Service,
School Health Advisory Service,
Speech and Language Therapy,
Suffolk School Nursing Team,
Mental Health in Schools Team

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.



All children are encouraged to go on our trips. This includes day trips/visits and residential.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help

	children with SEND access our school.
 Complaint Procedure	<p>Your first point of contact is your child's class teacher.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Head Teachers (Mrs Charlotte Romp or Miss Donna Sparkes). If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.</p> <p>If you are not happy with the response, then you may contact the governors through the school office.</p> <p>Rev Karen Burton – Chair of Governors Rachel Smith – SEND Governor</p>
 Suffolk Local Offer	<p>The Suffolk Local Authority Local Offer can be found at</p> <p>https://www.suffolklocaloffer.org.uk/</p>