

SEND Report 2023/24

Introduction

This is the SEND Information Report which is part of the Local Offer for learners with Special Educational Needs and Disabilities (SEND). All Governing Bodies have a legal responsibility to publish the SEND report on their website and update it when required, at least annually.

The report must contain:

- (a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for learners at the school with special educational needs;
- (b) information as to:
 - (i) the arrangements for the admission of disabled persons as learners at the school;
 - (ii) the steps taken to prevent disabled learners from being treated less favourably than other learners;
 - (iii) the facilities provided to assist access to the school by disabled learners;
 - (iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan located separately on website).

Contact details:

SENCo

Miss C Vaughan

cvaughan@honywoodschool.com

Hub Leader/Deputy SENCo

Mr M Wood

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SEND Administrator:

Mrs J Campbell

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Identification of SEND

At Honywood, we support and value the abilities of all our learners. We are committed to inclusion within the school curriculum and participation in all aspects of school life. Honywood adopts a 'whole school approach' to special educational needs where all staff work to ensure the inclusion of all learners through our Capital Enhancing Curriculum. The SEND Code of Practice 0-25 (updated May 2015) identifies 4 broad categories of need. The identification of Special Educational Need may arise through a range of processes and tools such as one planning, formative and summative school assessments, psychometric assessments and on-going feedback and information sharing between

staff, parents and external professionals. Tests available at the school include: Lucid Exact, YARC, TOMAL-2, British Picture Vocabulary Scale, Sandwell Assessment, DASH, CTOPP 2.

Admission for learners with SEND

Our Admission Policy is based on the principle that parents/carers may apply from outside the catchment area whether their child has learning difficulties or not. A place will depend on the number of places available in a particular cohort and according to the stated Admissions Policy of the Local Authority. When a learner with learning difficulties is admitted in this way, it is expected that a parent will show fundamental agreement with the SEND Policy of the school and be prepared to work in partnership with the school since it will not alter its policy for individual learners. The SEND policy will be explained carefully and discussed with the parents/carers as a first step in establishing a working partnership. For learners with an EHC plan, the local authority will formally consult with the school prior to admission. Where a learner has an EHC plan or high level SEN support or disability the Senior Leader responsible for SEND and/or SENCo will meet with the family and learner to discuss their needs and how these can be met at the school as part of the admission process.

Staff who support learners with SEND

Effective support of learners with Special Educational Needs requires an extensive and effective partnership between all colleagues and support staff at the school. Support staff work collaboratively to support the needs of learners with SEND; the team consists of: 13 LSAs in total, some of whom are part-time; 3 of these LSAs have ASC contracts. There is a variety of expertise and experience amongst colleagues in these teams. The SENCo works alongside the ASC lead/Deputy SENCo, Cohorts Leaders and Designated Teacher for Looked After Children (LAC) so that effective support is in place to meet the needs of learners with Special Educational Needs through the use of one planning and provision mapping across all teams.

Learners with SEND at Honywood School

We currently have learners with a range of SEND needs including: autism, physical and neurological impairments, specific learning difficulties (including dyslexia), SEMH, SLCN, visual impairment, hearing impairment and learning delay. We also support students with Ehlers Danlos Syndrome, Meres Irlen, epilepsy, Cystic Fibrosis, diabetes and mobility difficulties. We have learners with additional needs in all four of the SEND outlined categories; Cognition and Learning, Communication and Interaction, Social, Emotional, Mental Health difficulties and Physical and Sensory.

The numbers of learners we support are:

Level of need	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Cohort 11
SEN support - No EHCP	31	37	30	26	35
SEN support - EHCP	9	7	8	4	4
ASC EHCP learners	5	3	6	6	4
Total EHCP learners	14	10	14	10	8

Reviewing

For learners with EHC plans, three termly reviews (including an annual review) and the use of action plans will be used to monitor progress towards the outcomes of the EHC plan. Outcomes for SEND support learners are monitored through cycles of assess, plan, do, review and documented in a One plan. The SEND register is reviewed termly and all learners on the SEND register are placed on the school's SEND provision map which is used as a tool to share and update information, monitor and review support plans. One Page Profiles are in place for all learners on the SEND register and these are reviewed annually. The views and wishes of the learner are at the center of everything we do to support them and as such they are encouraged to be involved in all review processes. For learners with an EHC plan where an IHC plan is in place, the IHC plan will be reviewed as part of the annual review process.

Early intervention

If evidence collected through the usual assessment and monitoring arrangements suggests that a learner is not making the expected progress in academic, social or other areas, then timely interventions may take place through the subject teacher, Learning Group Leaders or Cohort Leaders. Where a concern persists, these are reported to the SENCo, ASC Lead/ Deputy SENCo or relevant LSA/support staff for further assessment or investigation. Staff can raise concerns directly with the SENCO or ASC Lead/Deputy SENCo at any time. Parents/carers can also raise any concerns they have with the school at any time through the pastoral systems, teaching staff or directly with the SENCO or ASC Lead/Deputy SENCo.

How we support Learners with SEND

All learners have access to a broad and balanced curriculum which is delivered through Quality First Teaching (QFT). Through additional scaffolding, reasonable adjustments and adaptive teaching we aim to increase inclusion and create a greater level of independence and resilience in learning and participation in learning activities. iPads play a pivotal role in learning. Learners with SEND are supported with and guided in the specific use of the iPad to help meet their needs. All learners on the school's SEND register have a One Page Profile in place which contains information on the learners difficulties and needs, guidance in appropriate differentiation and strategies to support learning in class. Information is accessible by all members of staff via the SEND icon on the staff dashboard and iPad. In addition, weekly bulletin entries and Wednesday briefings inform the staff of issues and strategies for individuals and for groups of learners with specific needs. For learners with EHC plan or SEND support, they may be offered support that is additional to and different from the above, this may be appropriate intervention or for learners with EHC plans in-class support. Where it is identified that a learner may be at a disadvantage in examinations we endeavour to assess for and implement appropriate access arrangements in accordance with the JCQ regulations.

Accessibility of school environment

The majority of the Honywood School site is wheelchair accessible, in line with the Equalities Act 2010. However, the school site contains a mixture of both modern and older buildings and the following area can be difficult to access in a wheelchair: pastoral support area, 2nd floor art classrooms and art space. Access to the main building is available at 7 entry points, 2 of which are elevated and have a ramp available. The Learner entrance has automatic doors for wheelchair accessibility. We have 3 disabled toilets on the school site, one in the main building, one in the community building and one in the ASC. The outside school site can be uneven in places, our Accessibility Plan is available on the school website and is anticipatory; thought is given in advance to what disabled children, young people, parents/carers and staff might require and what adjustments might need to be made to prevent any disadvantage, with regards to financial, design and practical constraints. We ensure reasonable adjustments are made for the needs of our learners, which may include the use of specialist equipment on the guidance of professionals such as specialist teachers and other healthcare professionals.

Opportunities

We value all our learners equally, irrespective of race, social class or disability and treat them all equally. All learners are given the opportunity to attend after school clubs, Enrichment opportunities such as trips (including residential trips), visiting productions and to take on roles and responsibilities throughout the school, such as the Lead Learners or prefects, tour guides and peer mentors. There are also opportunities to engage in extracurricular activities.

The school runs a house system which provides opportunities for engagement in competition across a varied platform including the TREE awards. In addition, the

system provides the opportunity for an understanding of others outside of our community through fundraising initiatives such as collections for the food bank each Christmas. Each Learning Group has a Learning Group Captain, giving learners an opportunity to take on leadership from Cohort 7.

Governing Body

The Governing Body receive frequent updates on the SEND provision offered at Honeywood through termly governors curriculum committee meetings which are attended by the SENCo and/or ASC Lead/Deputy SENCo. Matters discussed include updates on current developments, practices and matters in hand relating to SEND within the school. Updates and developments of national and local authority initiatives, policies and agendas are also discussed.

Parents/Carers

There is an open policy for contact with parents/carers. Whenever a parent/carer is concerned about a learner’s progress they are encouraged to contact the relevant teacher or Learning Group Leader in the first instance. Parents/Carers are invited to take part in all meetings relevant to the needs of their child. We welcome these contributions to assist the reviewing of the targets and outcomes for their child as part of the annual review and one planning process.

Transition

Transition arrangements are very important, the SENCo and Cohort Leader will attend meetings with Headteacher/teachers of primary feeders. For children with an EHC plan the SENCO or ASC Lead/Deputy SENCO will visit primary schools when appropriate and liaise with the Cohort Leader and Designated Teacher for LAC to share information.

Learners with an Education, Health and Care Plan will also receive careers support (CEIAG) as part of their Annual Review in Cohort 10 and again in Cohort 11 to ensure that they are fully prepared for the transition to adulthood.

Staffing and relevant qualifications

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all learners, training for staff is identified and planned through the school’s Continuous Professional Development Program and through the school’s self- evaluation and appraisal process. Staff development and training may arise through both formal qualifications and INSET with the SENCo and ASC Lead facilitating appropriate training for the members of staff in their teams.

Staff	Training
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Miss Vaughan	SENCo MEd, (2017). CPT3A- Certified Assessor for Access Arrangements, (2017). British Psychology Society Reg No 424004, National Award for SEN Coordination, (2014). QTS (2006), BSc In Natural Science with hons in Biology 1st (2002)
Mr Wood	Deputy SENCo/ASC Lead National Award for SEN Coordination, (2021) BA Hons History 2:1 (2010), QTS 2012, Nominated for the National Teachers Award 2020, National Award for Special Educational Needs (2021)
Mrs Dickson	ASC Coordinator
Mrs Cavill	ASC Support Worker
Ms Cody	ASC Support Worker
Mrs Taylor	Learning Support Assistant: mainstream/ASC
Mrs Awad	Learning Support Assistant: mainstream/ASC
Mrs Marcus	Learning Support Assistant: mainstream/ASC
Mrs Haggerty	Learning Support Assistant mainstream/ASC
Mrs Hill	Learning Support Assistant: mainstream/ASC
Miss Sparrow	Learning Support Assistant: mainstream/ASC
Mrs Trevors	Learning Support Assistant: mainstream/ASC
Mrs Hinchliffe	Learning Support Assistant: mainstream/ASC
Mrs Phoenix	Learning Support Assistant: mainstream/ASC

<p>Global training for LSA/ASC staff</p>	<p>Precision Teaching (2020), Zones of Regulation Training (2020), Social Stories Training (2020). In addition a variety of online training has been completed on a individual basis by each member: How to Support Anxious Online Learners (2021), Early Trauma Online Training (2020), Support Young People to Break the cycle of self harm (2020), Introduction to Adverse Childhood Experiences (ACE)-Safeguarding, You Can: Promote Emotional Regulation in Autistic Children (2020), Engaging PMLD Learners Remotely (2020), De-escalation: What is it and how to do it?(2020), Support Mental Health Champions Foundation (2020), National Autism Society webinars (2021)</p>
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Communication

At Honywood School, we encourage open communication at all times. Where an issue arises, we encourage parents to contact relevant staff members immediately. If you are not satisfied with any aspect of the SEND provision provided at Honywood School please follow the complaints procedure.

Local Offer

Essex County Council have published their Local Offer: www.essexlocaloffer.org.uk This outlines all support services in the area and has information regarding SEND, assessment, complaints, services, schools and support that can be accessed.