



SEND Policy and Information Report 2025-26

All our policies are written to reflect, support and develop our ethos statement

"A community that cares about excellence, wonder and learning for life"

We provide a safe and exciting space where:

There is community

- There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils*
- There is a sense of belonging*

There is care

- Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other*
- We understand our actions and nurture respect for each other and the environment*

There is excellence

- There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning,*
- There is enrichment and high expectations beyond the curriculum*

There is wonder

- Every experience is more memorable than the last*
- Learning powers are nurtured and grow and grow*
- The implementation of the curriculum is rich, vibrant and creative*

There is learning for life

- There is an unstinting dedication to diversity and equality*
- There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place*
- Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond*

Rights of the Child

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.



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1. SEND Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND.

Intent For Inclusion

Honeywell is an inclusive school in which every teacher is expected to be a teacher of every child including those with SEND. We are committed to high quality teaching that is adaptive and strive to provide a curriculum which is accessible to, and meets the individual needs of all children. We recognise that some children need educational provision that is additional or different from this and we will take reasonable steps to ensure that special educational provision is made for those who need it. The schools carefully monitor all areas of school life to identify and address any barriers to inclusion for individuals or groups.

We aim to support all SEND children by:

-  **Identifying the needs of children with SEND as early as possible.** This is most effectively done by staff members gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the Inclusion managers.
-  **Monitoring the progress of all children** in order to aid the identification of children with SEND. Continuous monitoring of those children with SEND by their teachers will help to ensure that they are able to reach their full potential.
-  **Making appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the Curriculum.** This will be co-ordinated by the Inclusion team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all children's needs are catered for.
-  **Working with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.



-  **Working with and in support of outside agencies** when the children's needs cannot be met by the school alone. Honeywell Schools actively support the establishment and maintenance of close links with all agencies working with the child.
-  **Creating a school environment where children can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all children at regular intervals.
-  **All stakeholders at Honeywell Schools are committed to promoting positive mental health and emotional wellbeing for all students, their families, members of staff and governors.**

2. Legislation And Guidance

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- The Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- Supporting Pupils at School with Medical Needs (December 2015)
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>
- Wandsworth's 'Ordinarily Available Provision' guidance October 2021
- The Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) green paper 2022

3. Definitions

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The Inclusion Teams

The people responsible for overseeing the provision for children with SEND are:

Kathryn Jessett - Infant School Assistant Head and Inclusion Manager infant.sen@honeywell.wandsworth.sch.uk

Katie Thomson – Junior School Assistant Head Inclusion junior.inclusion@honeywell.wandsworth.sch.uk

Both Inclusion Managers are part of the Senior Leadership Team (SLT).

The Inclusion Managers will:

- Work with the headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school with reference to the SEND Code of Practice 0-25 (January 2015)
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans



- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality first teaching
- Advise on the four-part graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and top-up funding to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date and that all statutory requirements are met
- Provide regular training and learning opportunities for staff on the subject of SEND and SEND teaching, ensuring staff members are kept up to date with teaching methods which will aid the progress of all children including those with SEND
- Meet with parents 1:1 and in support groups to make sure they are involved in all stages of their child's learning, in reviewing progress and in planning next steps.

4.2 The SEND Governor

Charlotte Elston – Infant and Junior SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governors' meetings and highlight current issues
- Meet the Inclusion Managers regularly to keep up to date with what's going on in the school
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this

4.3 The Head Teachers

Fiona Arnold – Infant Head Teacher

Jo Clarke – Junior Head Teacher

The Infant and Junior Head Teachers will:

- Work with the Inclusion Managers and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Regularly review the school curriculum to ensure that it promotes the inclusion of all children. This includes learning outside the classroom
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Will seek advice where appropriate around individual children from external support services. The Early Help Team and the Multi-Agency Safeguarding Hub are also available for Heads and nominated Safeguarding Officers.

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Planning and delivering high quality first teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and attend regular training.

5. SEND Information Report

Honeywell works within the Wandsworth guidance on **Provision for children with SEND in mainstream schools** which explains how pupils with different additional needs are provided for within the school. The 'Equality Objectives' are followed. It also follows the Local Authority's 'Ordinarily Available Provision' guidance. More information about the Local



Offer of services and support for children and young people with special needs and disabilities in Wandsworth and on 'Ordinarily Available Provision' can be found on the Family Information Service webpage:

https://search3.openobjects.com/mediamanager/wandsworth/fsd/files/ordinarily_available_provision.pdf

5.1 The kinds of SEND that are provided for

Honeywell recognises different SEND under the four main areas of need as outlined in the SEND Code of Practice (January 2015). Additional and differentiated provision is provided for a range of needs, including:

- **Communication and interaction**, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties e.g. Selective Mutism, problems using language (words and sentences), speech production
- **Cognition and learning**, for example, specific learning difficulties (SpLD) including Dyslexia, Dyscalculia, Dyspraxia
- **Social, emotional and mental health difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder or early life trauma. Children's behaviour can be a symptom of underlying need so the schools aim to identify reasons behind behaviour.
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying Children with SEND and Assessing Their Needs

At Honeywell, when considering whether a child has a special educational need, the school will follow the 'Graduated Approach' identification process guidance provided by Wandsworth Local Authority (See Appendix 1).

- Quality First Teaching is the **'The baseline of learning for all pupils'**. Following the Local Authority's 'Ordinarily Available Provision' guidance, the class teacher will take steps to provide learning opportunities that will aid the pupil's academic progression.
- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and identified in our termly pupil progress meetings.
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The Inclusion manager will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Information will be gathered at this stage, including from the pupil and parents/carers, to develop a good understanding of the child's strengths and difficulties, parental concerns, desired outcomes and next steps. The class teacher will complete an Initial Concerns Form.
- At this stage the child will be placed on the 'to be monitored' register and their progress monitored throughout the Assess, Plan, Do, Review cycle as described below.
- The school will hold Team Around the Child (TAC) meetings where needed to ensure full collaboration with parents to plan, assess, do and review outcomes for the child.
- The Inclusion Managers may seek advice from external agencies.

The support will take the form of a 'Graduated Approach' using the Local Authority's 'Ordinarily Available Provision' guidance and consists of the four-stage cycle indicated below.

5.3 The Graduated Approach to SEND Support

1. Assess

In identifying a child as needing SEND support the class teacher, working with the Inclusion Manager, should carry out a clear analysis of the pupil's needs. This should draw on assessments, teacher observations, details of previous progress



and attainment, comparisons with peers and national data, as well as the views of the child and parents. Advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

2. Plan

When it is decided to provide a pupil with SEND support, parents will be informed. Planning will involve consultation between the teacher, the Inclusion Manager, parent and pupil to agree the support required, the impact on progress that is expected and a date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

3. Do

The teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the class. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

4. Review

Analysis of pupil progress and the impact of SEND provision is regularly reviewed to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. The Inclusion Managers will revise the support and, in light of children's progress and development, make any necessary amendments going forward, in consultation with parents and teachers. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. In the event of parents/carers not agreeing to such a referral, after further consultation the school has a duty to act in the best interests of the child.

5.4 The SEND Support Register

Where it is determined that a pupil makes less than expected progress despite adaptive teaching, and adjustments to classroom provision and/or interventions, they are identified as having SEND. The SEND Code of Practice (2015) identifies 'less than expected progress' as progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, physical and communication needs. After consultation with the class teacher and parents/carers, a child who receives a diagnosis of SEND (through the NHS or a private specialist) will also be added to the SEND Support Register. Once a child has been added to the SEND Support Register, they will have termly reviews using a SEND Support Record (Appendix 2). It should be noted that the school is unable to make recommendations for private assessments.

5.5 Referral For An Education, Health and Care Plan (EHCP)

When a child on the SEND Support Register continues not to make expected progress and there is evidence of SIGNIFICANT delay, despite relevant and purposeful action to identify, assess and meet the SEND of that child having been taken by the school, the school or parents and carers can consider requesting an Education, Health and Care Needs Assessment from the Local Authority. This will occur where the complexity of need or a lack of clarity around the needs of the children are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required and where the school is spending an unsustainable sum per annum to support that child.



The decision to make an Education, Health and Care Needs assessment will be taken at a TAC meeting involving parents, teachers, Inclusion Managers and outside agencies (social care and health professionals) if applicable.

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets form the basis of the profile. A decision will be made by the Local Authority (a panel consisting of people from education, health and social care) about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

A small number of children will require an Education, Health and Care Plan to ensure their individual needs are met. Each child with an EHCP is given a level of funding by the Local Authority to support the child. This funding, and the school's contribution from its Notional SEND budget, is used in a wide variety of ways including on occasion to provide additional adult support in class or in the playground or, where appropriate, the purchasing of specialist equipment and resources or specialist advice. The school will always strive to be transparent with parents from the outset about the level of funding available and what they consider to be the most effective way of spending this to support the child's needs. Children with an EHCP will have a SEN Support Record/Individual Education Plan, which will be reviewed termly by the teacher and the Inclusion Managers. Learning Support Assistants and Teaching Assistants working to support children with an EHCP will be given clear guidance on the child's individual outcomes and will review the child's progress towards the outcomes regularly. The schools will hold an Annual Review, or 6-month review for children under five, where all professionals involved with the child meet to discuss the child's progress towards meeting the outcomes in the EHCP, the level of provision needed and to set outcomes for the child to achieve over the next year/6months.

If a child's needs change over time once they have an EHCP in place, their funding may be adjusted as part of the annual review process.

5.6 Consulting and Involving Children and Parents and Carers

Parents and children will be informed fully of every stage of the child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school, and the school actively encourages the coproduction of documents, such as SEND Support Records and Annual Review documentation.

- Parents can discuss their child's progress at the Parents' Evenings in October and February, as well as following the end of year reports
- If a child has SEND, extended Parents' Evening appointments may be offered to parents and will also be available for the summer term
- At other times parents can always make an appointment to see their child's teacher (by email or in person) if they have any concerns about their learning or well-being.
- They can also make an appointment to talk with the Inclusion Managers
- Working in the best interests of the child, the school expects parents to engage with the Inclusion Team on issues relating to their child's needs in a timely and cooperative manner

The voice of the child is essential and this needs-based approach takes note of the child's strengths and allows for opportunities for success.

- The schools encourage children to reflect on their learning at the end of each lesson. Children are also encouraged to engage with their targets and think what next steps they could take to achieve them.
- Children with SEND are regularly asked for their views. All children in the school are asked to reflect on their learning as part of the whole school monitoring process.
- Children with EHCPs of all ages are asked to reflect on their year as part of the Annual Review process. All children with an EHCP are encouraged to share their work and express their opinions on what they enjoy and what they need help with. In the Junior school children are also invited to attend part of their Annual Review meeting.



- To maintain children's self-esteem, Honeywell takes every opportunity to celebrate their successes and ensure that every child has a chance to shine.

5.7 Assessing and Reviewing Children's Progress Towards Outcomes

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and children. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Across both schools a variety of formative and summative assessments are used, including baseline assessments and pre and post entry assessments for interventions. In the Infant school, children are regularly screened in phonics and undertake a formal phonic assessment at the end of Year One and SATs in Year Two. In the Junior School a range of tests are used, all of which mean provision will be reviewed.

Honeywell follows the 'Graduated Approach' and the four-part cycle of assess, plan, do, review (as outlined above). The class or subject teacher will work with the Inclusion Managers to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Regular reviews will be made of the effectiveness of the support and interventions and their impact on the pupil's progress.

6 Supporting Pupils Moving Between Phases And Preparing For Adulthood

6.1 Joining Honeywell Nursery/Reception

Parents are invited to meet with the Infant Inclusion Manager to discuss any individual child's SEND needs and share reports. If a child aged between 3 and 4 years old is identified as having additional needs an SEN inclusion Fund (SENIF) payment may be applied for, to support the child's inclusion and participation in the Nursery. The Infant Inclusion Manager also liaises closely with all previous Nursery settings and visits all SEND children as part of their transition to Honeywell. Prior to starting in Nursery or Reception, the teachers and Teaching Assistants will make home visits where any other concerns or needs can be discussed. An application through the LA will be made for a child with an EHCP whose parents wish them to join Honeywell Nursery or Reception. Participation in a school tour and a specific meeting with the relevant Inclusion Manager by the parents to explain the reason why they think Honeywell Schools will be able to meet the needs of their child better than other, possibly more local, Wandsworth provision are expected before stating their preference. It is important that these steps are taken prior to the formal request being submitted by the Local Authority as it is likely that a member of the Inclusion Team will visit the child in their current setting before a decision is taken by the school. Once the formal request is made, the school has only 15 days to submit its response and it may not be possible to arrange the visit within that time, which would not be in the best interests of the child.

Children with EHCPs joining the school from other schools/settings

The Local Authority may apply for a place at the school for a child with an EHCP who is currently on roll in another school or setting on behalf of that child's parents. As above, participation in a school tour and a specific meeting with the relevant Inclusion Manager to explain the reason why they think Honeywell Schools will be able to meet the needs of their child better than other, possibly more local, Wandsworth provision are expected before stating their preference.



6.2 Infant School to Junior School Transition

The Inclusion managers from both schools meet to discuss individual needs and to ensure a smooth transition for those children with an EHCP and SEND.

Where appropriate, a Transition Passport will be made for a child and their class teacher for each transition into a new class. This passport contains information and pictures explaining how the child learns best and pictures of their new classroom, teacher, classroom assistant and areas of the classroom.

The Junior Inclusion Manager also makes appointments available for parents of Year 3 children receiving SEND support to discuss their concerns at the start of the academic year.

6.3 Junior School to Secondary School Transition

As part of the Secondary school transfer process, parents can request a 1:1 consultation with the Inclusion Manager to ensure a successful transfer to the school of their choice.

The Junior School Inclusion Manager liaises with all Wandsworth Secondary schools through the Primary Secondary Transfer meeting, ensuring any important information about a child's needs is passed on. For other state and independent schools the information is sent directly.

Each pupil on the SEND register has a Primary Secondary Transition document collated by the Inclusion Manager. This provides Secondary Schools with information about provision that has been provided during the pupil's primary school journey.

Children with an EHCP have a Review meeting in Year 5 to examine options for Secondary Schools and in this meeting the child's EHCP is updated and new outcomes are set for the end of Key Stage 3.

Secondary transfer programmes are put in place at the end of Year 6 to support children's smooth transition to Secondary school. These are tailored to suit the child's needs and can be supported by outside agencies such as the Wandsworth Autism Advisory Service or the Speech and Language Service. A programme led by the Inclusion Manager may be offered to support children who are feeling anxious about the transition. The Inclusion Manager can also arrange meetings for parents with Secondary School SENCOs.

6.4 Transferring from Honeywell Schools Into A Specialist Setting

If a child has an EHCP and transfers to a specialist school, the Inclusion Managers and the SENCO of the new school put a transition programme in place. This will entail visits from staff of the new school to Honeywell and visits by the child and any relevant support staff to meet their new teacher and classmates. Great care is taken to ensure that the new school knows all about a child and their specific needs.

7 Teaching and Learning

7.1 Our Approach To Teaching Children With SEND

There is a whole school responsibility for making sure that children make expected progress. High-quality teaching using the Local Authority's 'Ordinarily Available Provision' guidance is our first step in responding to children who have SEND. Honeywell School provides a range of provision and interventions to support different areas of need, below are some examples of the different types of support we have offered. This provision changes and adapts to meet the needs of children on a regular basis. Information can be found on the school website and in the school newsletters.



Cognition And Learning Needs:

- Phonic 'catch up' interventions, linked to 'Little Wandle Letters and Sounds' (Infants)
- Maths interventions (Numicon)
- Small group guided reading sessions
- Small group interventions or catch-up sessions for children who need additional support
- Literacy Support Specialist teacher (Juniors)
- Reading for Fluency (Juniors)
- Early Bird club (by invitation and changed every 6 weeks)

Communication and Interaction needs:

- Specialist Speech and Language TA who provides 1:1 support to targeted children
- Regular visits from a specialist Speech and Language therapist who assess, monitor and review the progress of our children where necessary
- Teach Talk Programme (Infants)
- Explore and Talk Programme (Infants)
- Word Aware Programme (Juniors)
- Social skills groups and use of social stories
- Attention Listening Group ("Bucket club") - Infants
- LEGO Therapy
- Zones of Regulation- The Zones of Regulation is a programme designed to assist children to learn skills to regulate how they are feeling
- Access to support from Wandsworth Autism Advisory Service (WAAS) for children with a diagnosis of Autism/social communication disorders
- Paediatric Assessment Referral (for a multidisciplinary assessment)

Physical And Sensory Needs:

- Sensory circuits- a daily sensory motor skills programme
- Small group support for fine and gross motor skills
- Handwriting support
- OT recommended resources and strategies including: Theraputty, Move 'n' Sit cushions, work-station screens, weighted blankets, writing slopes, fiddle toys, ear-defenders, timers, regular movement breaks, pencil grips, chew buddies
- Access to support from Wandsworth Sensory Support Service (WSSS) for children with sensory impairments vision and hearing impairments)



Social, Emotional And Mental Health Needs:

- Staff are approachable and available to listen to worries and concerns
- PSHCE curriculum, Rights Respecting Schools themed assemblies, Anti-Bullying week, Internet Safety day
- Zones of Regulation
- Circle Time in class
- Playground support
- Social Skills groups
- Place2Be and Place2Talk
- Therapy Dog (x 2 days per week)
- Emotional Literacy Support Assistant (Infants)
- Drawing and Talking therapy
- Lunch Club (Juniors)

7.2 Adaptations to The Curriculum and the Learning Environment

The teachers will adapt the curriculum to meet the needs of the children and whilst the school also strives to make reasonable adjustments to the learning environment, the building (built in 1891) is Victorian and multileveled and at present is not suitable for wheelchairs or children with severe physical disabilities.

7.3 Additional Support for Learning

Additional support for those children who need it can be provided with carefully targeted additional materials, resources and/or equipment, such as laptops, coloured overlays, visual timetables and larger fonts.

7.4 Securing Equipment and Facilities – Medical

If a child has a medical condition, the school will put together a Health Care Plan with the parents, with support from the School Nurse and/or a specialist from the child's medical team. The staff involved with the medical care of a child will receive specialist training if it is appropriate. If a child is prescribed medication by their doctor and the parents give consent, it can be given to a child by a first aider during the school day. Children with significant medical or dietary needs e.g. epilepsy or severe allergies are known to all adults to ensure their safety at all times. If a child has a severe or chronic illness which results in them missing school for prolonged periods, their teacher will work with the Home/Hospital Tuition Service to make sure they do not fall behind in their learning.

7.5 Expertise and Training of Staff

The schools support a wide range of CPD for all support staff. This training can be led within school, through visits to other schools, observing other members of staff or attendance at courses within the borough.

All staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. All our staff receive universal levels of training and the school expects all staff to be teachers of children with SEND. The schools seek the support of the Schools and Community Psychology Service (SCPS) and other agencies when a need for specialist training is identified. The Senior Leadership Team considers the relevance of specific training carefully and aims to meet the needs of staff dealing with specific SEND issues. The Inclusion team attend relevant SEND courses, and organises relevant SEND focused external training opportunities for all staff, including Teaching Assistants and Learning Support Assistants.

7.6 Enabling children with SEN to engage in activities available to those in the school who do not have SEN



At Honeywell schools there is a wide range of before, during and after school clubs. The school does its best to ensure that every child has equal opportunity to take part in these activities. All children are included in school trips. Risk assessments are made before every trip and support is carefully planned for individual children.

7.7 Evaluating the Effectiveness of SEN Teaching and Outcomes Provision

Honeywell evaluates the effectiveness of provision for children with SEN by:

- Reviewing children's individual progress towards their targets half termly through pupil progress meetings with class teachers and the SLT
- Reviewing children's individual progress towards their SEND Support Outcomes each term
- Reviewing the impact of interventions during our termly Intervention Review Meetings
- Using pupil voice questionnaires
- Monitoring by the Inclusion Managers through Learning Walks, book looks and liaising with specialist staff
- Using SEND Support Records to measure progress
- Holding Annual Reviews for children with an EHCP
- Meetings between the Inclusion Managers and the SEND governor, who then feeds back to the Governing Body.

8 Support for Improving Emotional And Social Development

8.1 Support for children to improve their emotional and social development

All staff have knowledge and training on how to support for children with their emotional well-being and have access to a range of services when the need arises (See Appendix 3).

8.2 Working with Other Agencies

The schools continue to build strong working relationships and links with external support services to fully support our SEND children and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

Honeywell Schools invite and seek advice and support from external agencies in the identification, assessment and provision of SEND. The Inclusion Managers are responsible for liaising with the following:

- Place2Be
- Schools and Community Psychology Service (SCPS)
- Speech and Language Therapy Service (SALT) NHS
- Occupational Therapy Service (OT) NHS
- Behaviour and Learning Support Service (BLSS) (Victoria Drive)
- Wandsworth Autism Advisory Service (WAAS)
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatric Physiotherapy NHS
- Richmond and Wandsworth Children's Services
- Specialist Outreach Services e.g. Hearing Impaired (HI), Visual Impaired (VI), Family Recovery Project, EYC
- Early Years Services
- The outreach service from Greenmead School for children with Physical Disabilities

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation. In cases where a child is under observation or a cause for concern, focused TAC meetings will be arranged with the appropriate agency. Parents will



always be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

9 Contact Details of Support Services For Parents Of Children With SEN

- The Wandsworth Information, Advice and Support Service for parents/carers of pupil with SEN and Disabilities provides an impartial and confidential service to all parents of children with SEND. Visit their website at www.wandsworth.gov.uk/wiass or telephone 020 8871 8065.
- SEND Parent Carers in Wandsworth (www.sendpcwandsworth.org.uk) is your local parent carer forum. It is run by, and for, parent carers of children or young people (0-25) in Wandsworth with special educational needs and disabilities, with or without a formal diagnosis. The forum voices parent carer views to key policy makers in Wandsworth in order to influence planning and improvement of SEND services and also aims to signpost parent carers to organisations that can help them. All parent carers are welcomed and encouraged to join the forum and voice their opinions and experiences. Contact: admin@sendpcwandsworth.org.uk for more information.
- Independent Parental Special Education Advice (Ipsea) is a national charity which provides free legally based advice to families who have a child with SEND. Visit their website at <http://www.ipsea.org.uk/>
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information Service website at: <https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>
- If a child has a disability, parents can also access support from Contact a Family. Visit their website at <https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=2Sa7xbH9Fss>

10 Complaints About SEN Provision And Contact Details For Raising Concerns

10.1 Concerns or complaints regarding the SEN provision in our school should be made to:

- The child's class teacher, the Inclusion Managers and if needed make an appointment with the Head Teachers - Infants (Fiona Arnold) or Juniors (Jo Clarke) at office@honeywell.wandsworth.sch.uk
- Please refer to the School's Complaints Policy.
- Contact the LA using the link below:

<https://www.wandsworth.gov.uk/schools-and-admissions/schools/how-schools-are-run/school-complaints-process/#council-run>

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

11. The Local Authority Local Offer

You can see what support is available by going onto the local Authority's Local Offer website:

<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

12. Monitoring Arrangements

This SEND Policy and Information Report is intended to give you clear, accurate and accessible information. It is approved by the governing body and will be reviewed by the Inclusion Managers annually to keep it as up to date as possible. If you would like to comment on the content or make suggestions to improve it, please email:



infant.sen@honeywell.wandsworth.sch.uk

junior.inclusion@honeywell.wandsworth.sch.uk

13. Links with Other Policies And Documents

This policy links to our policies on:

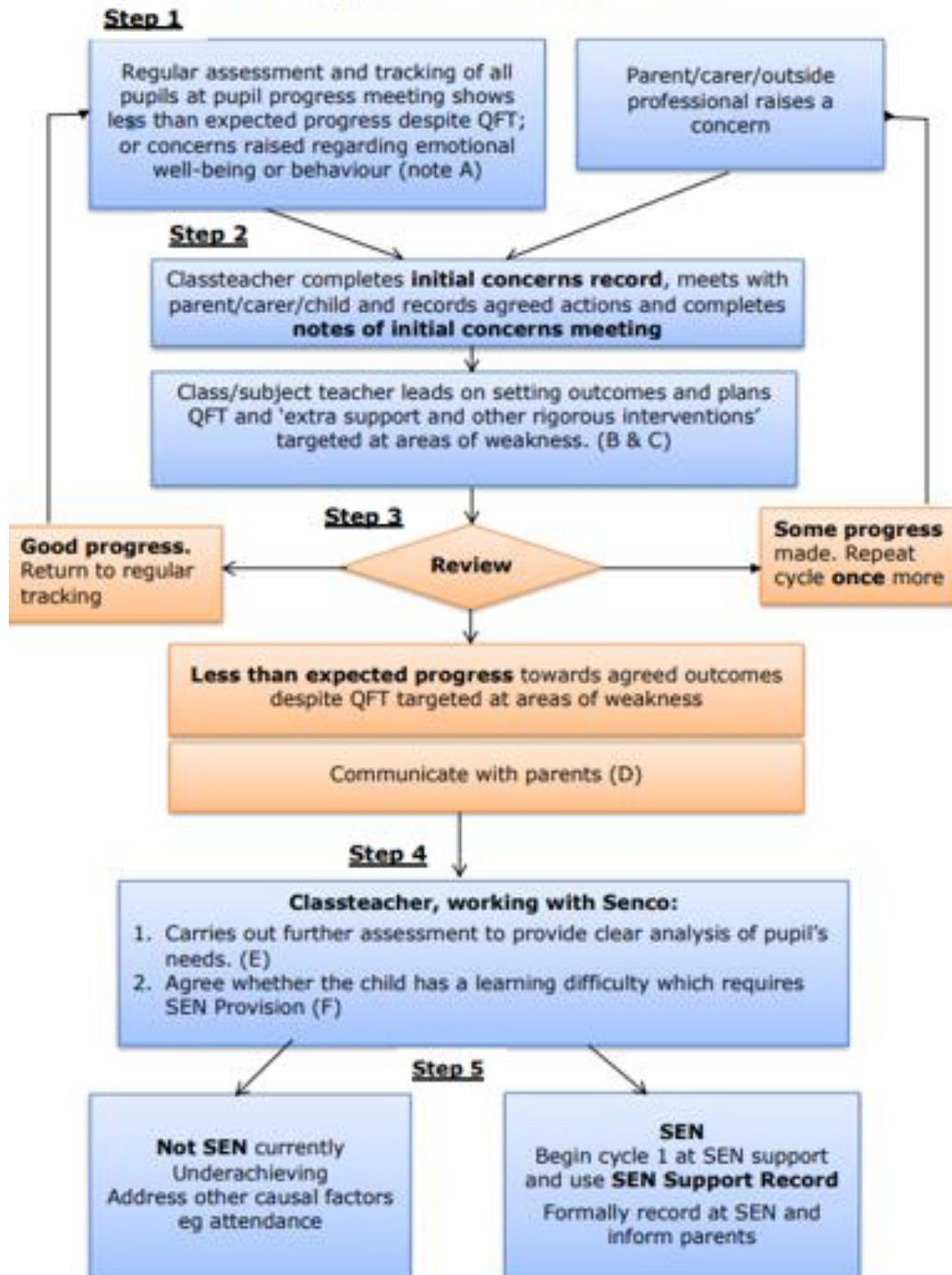
- Accessibility Plan
- Infant Behaviour Policy
- Junior Behaviour and Wellbeing Policy
- Equality Policy
- Equality information and objectives
- Anti-Bullying Policy
- Safeguarding and Child Protection
- Supporting pupils with Medical Conditions
- Physical Intervention Policy
- Children Looked After Policy

Record Keeping:

All information collected in relation to this policy will be stored in accordance with our Privacy Policy and will not be shared with third parties unless it hinders the safety of the child.

APPENDIX 1

SEN Support Identification Process





APPENDIX 2 EXAMPLE OF BLANK SEND SUPPORT RECORD

Autumn/Spring/Summer Term 2024-25 (highlight)

Name:	Class:	Date completed:	<i>Highlight as required</i> EAL PP	Any known diagnoses: • • •
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Where I might need help:	My speech, language or social interactions (Communication and Language)	My Learning (Cognition & Learning))	My Feelings and Well being (SEMH)	My movement and physical health (Sensory/Physical)
Yes/No				

<u>Current Assessment Information:</u> <u>Date:</u> Reading: Writing: Maths: Any other information:	<u>Current Professionals Involved/Referrals made:</u> e.g. Place2Be, SALT, OT , Paediatrics • • •
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Access arrangements when doing assessments:

-
-

Pupil Voice

<u>What I am good at:</u> 	<u>How I like to be supported/what I might need help with...</u> 
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SEND Policy and Information Report



Outcomes to be Achieved (Be SMART: Specific, Measurable, Achievable, Realistic, Time bound)

1	
2	
3	

Review of Outcomes at end of term: **Achieved/Partially Achieved/Not Achieved**

Date Reviewed:

1	Comment:
2	Comment:
3	Comment:



Agreed Provision and Support

Name/Type	Staff/Pupil Ratio	Delivered by?	How long for? How often?	Notes

Support Discussed and Agreed by parents: Yes/No

Date:

Parent/Carer has been given a copy (at Parents Evening or sent to both parents electronically) Yes/No

End of Review Decisions:

Date:

Pupil remains at SEN support: Yes/No

Further actions required e.g. Further referrals made

Any Parental Comments?

At the end of the Summer Term current teacher to write 3 new targets for this child for Autumn Term (in their new class):

	Outcomes to be Achieved (Be SMART: <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>ealistic, <u>T</u>ime bound)
1	
2	
3	

APPENDIX 3 – Supporting Emotional Well-being at Honeywell

