



## Stillness Junior School

### **SEND Policy and School Information Report**

Last Reviewed: 2016  
To Be Reviewed: 2018

For details of support available across the borough, consult Lewisham’s Local Offer which can be found at: [www.lewishamlocaloffer.org.uk](http://www.lewishamlocaloffer.org.uk)

**What are special educational needs (SEN) or a disability?**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

**SEN:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*

**Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

**Types of SEN**

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions

<b>Cognition and Learning needs</b>	<ul style="list-style-type: none"> <li>• Specific Learning Difficulty (SpLD) such as dyslexia or memory difficulties.</li> </ul>
<b>Communication and Interaction needs</b>	<ul style="list-style-type: none"> <li>• Speech, language and Communication Needs (SLCN)</li> <li>• Autistic Spectrum Disorder (ASD)</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Anxiety Disorders</li> <li>• Obsessive Compulsive Disorders</li> <li>• Attachment Difficulties</li> </ul>
<b>Sensory and/or physical needs</b>	<ul style="list-style-type: none"> <li>• Visual Impairment (VI)</li> <li>• Hearing Impairment (HI)</li> <li>• Multi-Sensory Impairment (MSI)</li> <li>• Physical Disability (PD)</li> <li>• Medical Needs</li> </ul>

The Code states that: *“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.”*

**What to do if you have a concern about a child.**

If ever you have a concern about your child please do discuss it with the class teacher in the first instance, as difficulties are often overcome simply by sharing knowledge. If you feel you need more advice you are welcome to contact the inclusion department.

All parents will be listened to. Their views and their aspirations for their child will form part of the assessment of needs and subsequent provision that is provided by the school.

### Who we are

Inclusion Manager	Anne Neal	All can be contacted initially via the school office: In person: 8:30am to 4:30pm By phone: 020 8690 1416 By email: admin@stillnesjs.lewisham.sch.uk
Inclusion Teacher	Patrice Brown	
Governor for SEN	Jane Senior	

### Qualifications and Expertise:

Anne Neal:

Batchelor of Education (Sussex), Postgraduate Certificate in Counselling Skills, Bereavement Counselling, Post Graduate Diploma in Psychology (Birkbeck), Master of Education, Special Educational Needs and Inclusive Practice (Open University), National Professional Qualification for Senior Leadership (National College for Teaching and Leadership)

13 years as Inclusion Manager at Stillness Junior School, SENCo for 10 years in Lambeth. 15 years as a Secondary Maths Teacher in various schools in Lewisham, Southwark and Cambridge.

Patrice Brown:

BA (Westminster) PGCE (Greenwich). Currently studying for the National Professional Qualification in Special Educational Needs

8 years teaching experience at Stillness Junior School as an Outstanding Practitioner.

If you are not happy with the way you or your child's needs have been met, please let us know. If you want to take things further then you can contact Mrs Nichol, the Headteacher, again via the school office.

### **If you would like to talk to someone independent**

The ContinYou Independent Lewisham Parent Partnership Service (CLIPPS) provides independent information, advice and support for parents of children aged 0-19 years with a Special Educational Need (SEN).

This helps to enable parents to feel informed and confident to work in genuine partnership with schools and the Local Authority in order to achieve the best outcomes for their children.

Further information can be found at: <https://www.continyou.org.uk/lewisham-parent-partnership-service>

### **The kinds of special educational needs for which provision is made at the school**

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best

endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
  - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school or unit if they consider that their child's needs can be better met in specialist provision.

### **How we identify pupils with SEN**

- Most children join our school from Stillness Infant School.
- We maintain a good relationship with the Infant School. We arrange to meet several months before the children transition to the Junior School. We discuss all children they feel have additional needs.
- We have copies of all external professional reports for children during the summer term of Year 2. We read these and prepare advice for Junior Staff.
- We visit the Infant School and give each child a reading assessment.
- The Infant School give us the children's levels as soon as parents know them.
- Where we feel it is important, we may call in parents to meet with the Inclusion Team at the Juniors prior to transition.
- Sometimes parents contact us directly about their child.

For children who join us from another school:

- The Headteacher and a member of the Inclusion Team meet with both parents and children. We will discuss in that meeting whether the parent feels their child has any additional needs. We will look at the child's end of year report from their previous teacher.
- If necessary we will contact the SENCo of the child's previous school.
- We aim to read each child's file as it arrives at Stillness Junior School.
- All new pupils will have a reading test shortly after arrival.
- Sometimes a child needs extra support on joining our school. We may be able to facilitate
  - Extra visits
  - Meeting significant members of staff
  - Photographing areas of the school e.g. classroom, hall, toilets and playground

- Ensuring correct resources are available and reasonable adaptations to the school environment have been made where relevant.
- Sometimes additional needs will emerge or arise whilst the child is at Stillness. Concerns may be raised by the child, any member of the school team, or by families.
- We follow each child's assessments carefully, looking at those children making limited progress, and consider why this might be.
- We analyse behaviour records and review every child who receives 3 or more red cards in a term to consider whether additional needs may be contributing to the poor behaviour.

### **How we make provision for pupils with SEN**

Most children's needs are met in the classroom. However, some children may experience particular learning difficulties that require additional support, understanding or adjustments. Depending on the need these may be managed at classroom level, or involve dialogue with and/or intervention from the Inclusion Team.

Sometimes the Inclusion Team will support Classteachers in their planning, so that they are better able to meet individual children's needs.

Occasionally, the Class Teacher and Inclusion Team may need to consult agencies such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist. This is only done with the consent of the child's parents.

We will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion with the class teacher to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the Inclusion Team.
3. **Do:** SEN support will be recorded on the child's profile, and the intervention sheet will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded on the child's profile and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly by the class teacher who will consult with the parents and the pupil as appropriate.

### **Interventions**

At Stillness we take a flexible approach to interventions, and will prioritise support according to the needs identified at any point in time.

These interventions may include:

**Social Skills programmes/support including strategies to enhance self-esteem**

- Circle time in class
- Support from the Learning Mentor
- Occasional use of Circle of Friends
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and parents on referral.

**Access to a supportive environment** Use of interactive whiteboards.

- Regular access to computers and I pads
- Use of individually recommended items e.g. ear defenders, writing slopes, laptop for use in class.
- Provision of resources to enhance independent learning where appropriate e.g. easy grip pens and pencils, dyslexia friendly exercise books and whiteboards

**Strategies/programmes to support speech and language**

- Assessment by the Speech and Language Service on referral, and then implementation of the recommendations as appropriate.
- Sometimes we run listening skills groups.

**Mentoring activities:**

- Use of peer modelling and mentoring.
- Peer mediators for support during lunchtimes and playtimes.
- School Council
- Circle Time
- Occasional use of Circle of Friends where appropriate
- Referral to the Learning Mentor where appropriate

**Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs:**

- Assessment by and intervention from an Occupational Therapist/Physiotherapist, on referral
- Where appropriate, implementation of individual OT/Physiotherapy support and intervention programmes by school staff for those children in receipt of these services.
- Provision of support resources where required.
- We have 2 disabled toilets and where agreed by parents and external professionals, pupils may have access to them.
- Where agreed parents or health professionals may accompany a child to the disabled toilet.
- Where we are able we will store mobility equipment on site during the school day – e.g. wheelchair.

**Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)**

- All staff trained in Safeguarding Children and young people.
- Referral to the Learning Mentor where appropriate
- Referral to Child and Adolescent Mental Health Service where appropriate
- Collaboration and communication with all external professionals involved with children, as appropriate.
- Meetings between School Staff and the school nurse where concerns can be shared and then followed up as appropriate.
- Occasionally individuals have support at times of high anxiety where agreed with an external professional and the parents.

**Strategies to support/develop literacy**

- Group support in class through guided reading.
- Use of specific intervention programmes e.g. 'Quest', Sounds~Write, RML, Writers workshop.
- Sometimes we run booster Literacy classes
- Dyslexia friendly strategies in the classroom.
- Referral to the Specific Learning Difficulties team (SpLD) as appropriate.

**Strategies to support/modify behaviour:**

- Consistent implementation of the school's behaviour policy.
- A restorative and rights respecting approach to sorting out any conflicts.
- Close collaboration with parents/carers
- Occasional Restorative Justice Conferences where appropriate
- Referral to an appropriate agency such as Targeted Family Support, CAMHS, New Woodlands School.

**Strategies to support/develop numeracy:**

- Every maths lesson includes activities that are challenging, but can be accessed through the use of concrete resources (place value counters, strips of card), then with pictorial representation. Some children will move on to abstract thinking.
- Use of the ICT 'Mathletics' programme
- Sometimes we run booster classes in maths.
- Sometimes individuals are given extra support in maths.

**Provision to facilitate/support access to the curriculum:**

- Appropriate differentiation of tasks and activities.
- Small group support in class from class teacher and Teaching Assistant where required.
- 1:1 support from an allocated Learning Support Assistant for children with Education, Health and Care Plans.

**Strategies/support to develop independent learning:**

- Implementation of specifically tailored support strategies and programmes
- Pre- teaching of new concepts and vocabulary for specific groups
- We teach thinking skills e.g. De Bono's thinking hats.

**Support/supervision at unstructured times of the day including personal care:**

- Play leaders initiating and supporting activities during lunch break.
- Peer mediators for support during lunchtimes and playtimes
- Teaching Assistants supporting in the lunch hall.
- Sports Coaches offer additional activities at Lunchtime.
- Occasionally a child with an Education, Health and Care plan may have 1:1 support at lunchtimes.

**Planning and assessment:**

- Differentiated learning activities.
- Referrals and CAF referrals to external agencies/social care as required.
- Incorporation into planning of recommendations and advice provided by external agencies.
- Underlying ability assessments and other appropriate assessments undertaken by the SENCo as required.

**Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports:**

- Liaison with wide range of professionals.
- Target and progress meetings with parents.
- Sharing of professional reports with parents.
- Identification of needs requiring referral to external agencies.

### **Access to Medical Interventions:**

- Most members of staff trained in First Aid.
- Referral to and liaison with medical professionals as appropriate and as required.
- Individual care plans for children with medical needs and allergies.
- We will store medication for life threatening conditions on site once a care plan has been agreed with medical staff and parents/carers
- Most staff have training in Resuscitation and EpiPen use.

### How we evaluate Interventions

Depending on the intervention we:

- Observe the child in a variety of situations
- Analyse behaviour records
- Talk to the child and their carers,
- Look at attendance and punctuality
- Look at children's books to see what work they are producing
- Assess academic attainment and progress.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice may be sought from external agencies to increase our understanding of their needs and to provide strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Specialists in other schools e.g. special schools. (New Woodlands, Drumbeat, Brent Knoll, Kelvin Grove)
- Behaviour Support Service (New Woodlands Outreach)
- The Specific Learning Difficulties Team (Dyslexia)
- Autism Outreach Team (Drumbeat Outreach)
- Sensory Teachers Team (Visual/Hearing Impairment)
- Educational Psychology Service
- Educational Welfare Officers
- Occupational Therapy
- Social Services
- School Nurse
- Child & Adolescent Mental Health Service
- In addition, the school will involve other external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- When school receives a report with recommendations from an external agency, the school will consider which of the recommendations are possible and should be prioritised in school and which may be best met by the parents at home.
- For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

### **How will the curriculum be matched to each child's needs?**

- Teachers plan using pupils' achievement levels, gaps analysis and differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Inclusion Team and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

### **How will parents know how their child is doing?**

- Attainment and progress will be shared with parents termly through the school reporting system and Parents' Consultations. The Inclusion Team are available to meet with parents during Parents Consultations if there are particular issues to be addressed.
- Parents may also find the pupil's planner a useful tool to use to communicate with school staff on a more regular basis.
- Parents may request an appointment to discuss their child's progress with the class teacher or a member of the Inclusion team if they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this for you. The contact number is 020 8690 1416.
- Pupils with an Education, Health and Care Plan will have an Annual Review with the Inclusion Team, usually at the end of the summer term.

### **How will parents be helped to support their child's learning?**

- The class teacher or Inclusion Team may suggest additional ways of supporting a child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If parents have ideas on support that they would like in order to further support their child's learning, they should contact the Inclusion Team who will locate information and guidance in this area.

### **What support will there be for children's overall well-being?**

The school offers a variety of pastoral support for pupils. These include:

- A Personal, Social, Health, Citizenship and Economic (PSHCE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. We use SEAL materials to support this curriculum.
- An Inclusion team that includes an Inclusion Manager with qualifications and experience in behaviour management and psychology, and a Learning Mentor
- We are a Rights Respecting School, following and celebrating the UN convention on the rights of the child.
- All teachers have training and support to lead effective circle time.
- We are part of the Young Carers Charter and seek to support the Young Carers who attend our school.

- Pupils have a variety of responsibilities to develop them, and for us to listen to their voice:
  - Peer mediators
  - Ambassadors
  - Playleaders
  - We Warriors
  - Rights Respecting Champions
  - School Council
  - Little Leaders programme
- Small group and individual interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult may be provided with strategies to support their behaviour and action may be taken to develop their social interaction skills.
- All staff are trained in Restorative Justice principles and practice.
- There are peer mediators trained to support children in resolving minor disagreements in the playground.
- All staff are trained in Safeguarding Children and Young People.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- The school has completed the Anti-bullying Pledge 'The Power of One'

**Pupils with medical needs (Statutory duty under the Children and Families Act)**

Please see our policy on Supporting Children with Medical Conditions

**What specialist services are available at the school?**

The school has access to a range of specialist support that are identified in (6) above.

**What training do the staff supporting children and young people with SEND undertake?**

All our staff undergo continuing professional development, but we recognise the need to draw on other professional's expertise at times.

In the last two years school staff have received a range of training including:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- Maketon Workshop
- Recognising Mental Ill Health and how to support pupils with Mental Health Difficulties.
- Rights respecting training
- Epipen and first aid training
- FGM and Safeguarding training
- E Safety
- Supporting pupils following a bereavement

The Inclusion Team continues to develop and update their knowledge and expertise through attending:

- SENCo Forum
- Collaborative meetings with local SENCos

- Working in partnership with SENCOs from partner schools
- Subscription to periodicals
- Attending appropriate training.
- The school buys in regular visits from the Educational Psychologist, the Specific Learning Difficulties Team, Drumbeat Outreach Team and New Woodlands Outreach who provide advice to staff to support the success and progress of individual pupils.
- NHS Speech Language Therapists, and Occupational Therapists visit to assess, advise and plan support for targeted pupils.

### **How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable as many children as possible to participate in all school activities.
- Parents are the experts on their child and we will have open discussions with them about the challenges that particular activities may present. Sometimes a parent may accompany their child on an outing.

### **How accessible is the school environment?**

The following adaptations have been made to the school environment:

- All school building are accessible by ramp
- There are 2 adapted toilets to ensure accessibility for pupils staff and visitors
- Some pupils have access to specialist equipment as recommended by external agencies.
- We use a variety of means to contact parents including face to face meetings, phone calls and email.
- We consider our environment and look at what we can do to support different needs, e.g. dyslexia friendly, autism friendly; however sometimes these demands can be conflicting.
- We will hold meetings on the ground floor where this is helpful.

### **How we prepare and support children to transfer to a new setting**

- We have good relationships with all of our local secondary schools and work closely in the latter stages of Year 6 to ensure that all children make a successful transition. Our Inclusion team meet with the SENCO from your child's secondary school to ensure that any child with additional needs is discussed and appropriate provision is put in place in advance of their start date.
- If your child has an Education, Health and Care Plan, secondary transition will be discussed at their Year 5 annual review. A transition review will be held jointly with their new school in Year 6. If necessary we can arrange for your child to make extra visits to their new school, take photographs, ask questions and meet the staff before they start. Secondary school staff may also visit your child here in year 6.

### **How are the school's resources allocated and matched to children's special educational needs?**

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
  1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
  2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities.

**How is the decision made about how much support each child will receive?**

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken by school taking parents views into account.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review, whilst following advice received.

**How will I be involved in discussions about and planning for my child's education?**

This will be through:

- discussions with the class teacher, Inclusion Team or Leadership Team
- during parents evenings,
- meetings with external agencies.

**Safeguarding**

Stillness Junior School is committed to safeguarding all children.

Children with special educational needs and disabilities are at higher risk of harm than most children, yet keeping them safe can be more of a challenge.

Children with additional needs may find it harder to understand what is happening to them, to understand right from wrong and to be able to communicate their worries.

For children with the most profound difficulties, with little or no verbal communication and a need for intimate care, their vulnerability is extremely high.

Occasionally a child with additional needs may pose a risk to others. We will seek to find ways to protect all our children consulting with children, colleagues, parents, and external agencies as necessary.

At Stillness we understand the need to be aware of these challenges and be vigilant to safeguard all children.

This policy should be read in conjunction with:

Support for Children with Medical Conditions

Accessibility Policy and Action Plan

Safeguarding Policy

Complaints Policy