



# Stillness Infant School

## Special Educational Needs and Disability Policy

### September 2024

#### **Aims and Objectives**

The aims of our Special Educational Needs and Disability Policy (SEND) and practice in our school are:

- to provide curriculum access for all;
- to secure high levels of achievement for all;
- to meet individual needs through a wide range of provision;
- to attain high levels of satisfaction and participation from pupils, parents and carers;
- to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes;
- to ensure a high level of staff expertise to meet pupil needs through well-targeted continuing professional development;
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners;
- to promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others;
- to overcome potential barriers to learning and assessments for individuals and groups of pupils. We recognise that pupils will have particular learning and assessment requirements which may create barriers to learning if we do not address them through special arrangements;
- to ensure that all children with SEND are kept safe in school and during school trips.

#### **Legislative Compliance**

Our policy complies with the guidance in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).

It has been written as guidance for staff, parents or carers and children concerning the following guidance and documents:

- SEND Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEND Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014
- Keep Children Safe in Education September 2018 ( A Statutory Guidance)

#### **Definition of Special Educational Needs:**

A child has special educational needs if he or she has a learning difficulty that requires special educational provision.

Pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age;
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

### **Special educational provision means:**

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LA, other than special schools, in the area
- b) for pupils under two, educational provision of any kind

(See Section 312, Education Act 1996)

### **Definition of Disability**

See Section 17(11), Pupil's Act 1989

"A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

### **Identification of Special Educational Needs**

We aim to identify and meet any needs as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages and other whole-school pupil progress data;
- classroom-based assessment and monitoring arrangements (cycle of planning, action and review);
- following up on parental concerns;
- tracking individual children's progress over time;
- liaison with feeder nurseries on transfer;
- information from previous schools;
- Information from other services;
- Maintaining a provision map for all vulnerable learners that identifies those pupils receiving additional SEND Support from the school's devolved budget or those in receipt of 'high needs funding'. This provision map is updated termly through teachers' and SENDCo meetings.
- undertaking, when necessary, a more in-depth individual assessment may include a range of commercially available assessments carefully chosen to deliver appropriate, helpful information on a pupil's needs. It may include a bilingual evaluation where English is not the first language.

### **Graduated approach to SEND support**

- Pupils will be offered additional SEND support when it is clear that their needs require intervention that is "additional to" or "different from" the well-differentiated curriculum offered for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map).
- In keeping with all vulnerable learners, interventions for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- Our teachers will follow regularly a cycle for assessing, planning, delivering, reviewing and recording SEND provision for the pupils with SEND.
- Our teachers will liaise with the SENDCo and parents will be involved to implement some strategies at home to jointly improve the pupil's well-being and learning.
- Pupil's emotional and social development is supported in all Intervention groups and some children are offered places in the school breakfast club or school clubs. Every opportunity is given

to children to talk to the staff to reduce anxiety or emotional stress which can cause barriers to learning.

SEND support is given on a 1:1 basis or in small groups following a differentiated curriculum or additional programs.

Depending on a pupil's special educational needs or disability, risk assessments are carried out if necessary and procedures are put in place to enable all children to participate in all school activities e.g. ASD or medical conditions.

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse, parents and/or hospital. Staff who administer and supervise medications will complete appropriate formal training, which will be updated regularly.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions' (DfE) 2014 and are identified in the school Medicine Policy.

Children's SEND needs are supported at three levels:

### 1. Quality first teaching

The class teacher assesses pupils, and if it is discovered that a child is performing below the National Expectations (in numeracy, reading, writing, and foundation subjects), the pupil's learning becomes a concern. Therefore, the pupil is given support through quality first teaching in class.

### 2. SEND support

Half-termly or termly, the teacher reassesses the pupil, and if no significant improvement in learning has been made, the SENDCO places the child on the school's SEND list. A pupil's needs may vary from a single need to complex and severe needs; however, in our school, every pupil is regarded as an individual.

This means action is taken to address the pupil's specific needs, and the teacher sets SMART (specific, manageable, achievable, relevant, and time-bound) targets that are reviewed termly. Outside agencies may be involved to observe and/or assess the pupil and make recommendations that are then implemented in school. The pupil is supported through additional and differentiated strategies by adults in or outside class, or the pupil may participate in support groups.

Pupils with disabilities will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage they experience at school and increase their access to the taught curriculum.

### 3. EHCP (Educational Health Care Plan)

If a pupil demonstrates significant cause for concern and has complex needs, the school may request a statutory assessment called an EHCP. The SENDCO will request an EHCP with the parent's permission and support from outside professionals to give a holistic picture of the pupil's complex needs. This plan is reviewed annually with all professionals involved.

## Roles and Responsibilities/ Co-ordination of Provision

**Our Inclusion Lead/SENDCO is Ms Pam Pryce, who has gained the National Award for SEND. Ms Pryce can be contacted by phone: 0208 690 1208 or by email: [senco@stillness-inf.lewisham.sch.uk](mailto:senco@stillness-inf.lewisham.sch.uk)**

**Our SEND Governor is Crystal Rolfe. She can be contacted by email via school office [admin@stillness-inf.lewisham.sch.uk](mailto:admin@stillness-inf.lewisham.sch.uk)**

All school staff have a responsibility to maximise achievement and opportunity for vulnerable learners—specifically, all teachers are teachers of pupils with special educational needs and EAL. The staff is aware of their responsibilities towards all vulnerable learners, and a positive and sensitive attitude is shown towards all pupils at all times.

### Governing Body

The school governors have a specific responsibility to:

- do their best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities;
- ensure that a pupil's needs are made known to all who are likely to teach them;
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs;
- consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of a co-ordinated special educational provision in the area as a whole;
- Ensure that pupils with special educational needs join the activities of the school together with pupils who do not have special educational needs. This is in so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources;
- Ensure parents are notified when the school decides to make a SEND provision for their child.

### The Headteacher

The Headteacher is responsible for managing all aspects of the school's work, including provision for pupils with SEND. The Headteacher informs the governing body and works closely with the school's SENCo.

### The School Staff

All teachers and teaching assistants are teachers of children with SEND and do their best to adapt the curriculum to meet their needs, including creating 'autism, speech and language friendly' environments. All staff members and the SEND Governor are involved in developing the school's SEND policy and are aware of the procedures for identifying, assessing, and making provision for pupils with SEND.

### The SENDCO is responsible for:

- overseeing the day-to-day operation of the SEND policy;
- co-ordinating provision for pupils with special educational needs;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other school staff;
- ensuring that appropriate reports and relevant background information about pupils with SEND are collected, recorded and updated;
- liaising with parents of pupils with special educational needs;
- managing learning support assistants and teaching assistants with pupils who have special educational needs;
- liaising with external agencies, including educational psychologists, the school nurse, speech and language therapists and other health services, social services, and arranging meetings to provide a link between these agencies, the class teachers and parents;
- contributing to the in-service training of the staff;
- liaising with SENDCOs in receiving schools and other primary schools in the area to assist in a smooth transition from one school to another;

- Meet regularly with other SENDCOs in the SENDCO Collaborative and the SENDCO Forum to share good practices and stay current with local and national initiatives.

### **Admissions and inclusions**

Pupils with SEND are admitted to the school on the same basis as any other pupil. The Governing Body uses the LA admissions criteria.

On entry to our school:

- Parents/ carers are welcomed to a meeting at school and provided with a range of information to support them, enabling their child to settle into the school routine.
- The SENDCO meets with new parents of pupils who are known to have SEND or disabilities to raise concerns and implement solutions to any perceived challenges before entry.

Transition to a new school:

- We liaise closely with staff when transferring children with SEND or disability to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We will arrange a review meeting with the staff from a receiving school (see transition guidelines).

### **Support Services/Outside Agencies:**

Advice and support from outside agencies are available if the school requests them. Effective action on behalf of pupils with SEND depends upon close cooperation between the school and other professionals, e.g., the LA, SEND support services, health services, social services, etc. External support services play an important part in helping the school identify, assess, and make provision for pupils with special education needs.

The nominated Attendance Welfare Officer visit the school regularly. In addition, the school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties.

- Social Services/MASH are contacted when necessary;
- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties;
- Multi-agency liaison meetings, with representation from the educational psychology service, health, education welfare, inclusion support service, and behaviour support service, are held on a termly basis to ensure effective collaboration in identifying and making provisions for vulnerable pupils.

External Agencies include:

- Specialist Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychology Service
- Attendance Welfare Officer (AWO)
- Local Inclusion Services for Communication and Interaction; Cognition and Learning; Behaviour; Emotional and Social Development; Sensory and/or Physical needs
- Paediatrician/ Kaleidoscope
- Speech and Language Therapist
- ASD Outreach Team
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### **Review**

The SEND Policy is subject to a yearly cycle of monitoring and review.

This policy should be read alongside the Behaviour, Equal Opportunities, and Medical Conditions policies, as they are directly linked.

The SENDCO ensures that all appropriate records are kept and are available when needed. These records are always available for parents/carers to see, and can be a source of invaluable information for teachers in other classes or the next school.

### **Complaints procedures**

We endeavour to do our best for all pupils, but if there are any concerns, we encourage those concerned to approach the class teacher first, then the SENDCO or the Headteacher, and a response will be made as soon as possible.

### **Professional development for staff**

- All staff members are involved with further training per the priorities identified in the School Development Plan.
- We have regular staff meetings where SEND issues are discussed. These may be related to specific topics, or staff may need to ensure they are aware of relevant information and new legislation.
- The SENDCO attends relevant training and disseminates the details to all staff as appropriate.
- Individual staff members can access training necessary for their professional development. Teachers' recent training includes Medication at school, Safeguarding, First Aid, Attachment and Bereavement in Children, Memory training by SpLD, and ASD day courses.
- We give particular additional support to Early Career Teachers and other new staff members.
- Our Teaching Assistants/Learning Support assistants receive regular training and updates on SEN issues, and Midday Meal Supervisors also receive guidance when necessary. Recent training includes Lego Therapy (speaking and listening skills), EpiPen training, First Aid training, Safeguarding, Prevention training and ASD day courses.

### **Arrangements for Partnership with Parents**

- The school will always inform parents when their child receives SEND help.
- Partnership with parents is key in enabling pupils and young people with SEND to achieve their full potential. The school recognises that parents hold essential information and have the knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.
- The class teacher works closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty.
- Parent Partnership Services (SENDIASS) offers independent advice and support to parents and carers of children with SEND. PPS can be contacted by phone at 0208 319 2163 or by email at [Lewisham@kids.org.uk](mailto:Lewisham@kids.org.uk).
- The website link to the Local Authorities Local Offer is:  
<https://www.lewishamcfc.org.uk/lewisham-send-local-offer/>

### **Pupil participation**

- Pupils with special educational needs and their parents often have a unique knowledge of their own needs and circumstances and their views about what sort of help they would like to receive to make the most of their education.
- We encourage pupils to participate in their learning through pupil interviews, questionnaires, self-evaluation and making choices.

### **Success Criteria**

The success of the education offered to children with SEND is judged against the aims set out above.

- We continually review and report to Governors on the effectiveness of this policy. This includes the number of pupils identified and their progress, parental/carer involvement levels, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SENDCO and senior leaders monitor classroom practice, analyse pupil tracking data and test results, and identify value-added data for pupils with SEN.
- SEND is part of our school self-evaluation arrangements.

**Review date: September 2025**