



## **Stillness Infant School**

### **SEN Information Report 2025-2026**

The provision and support for children and young people with special educational needs and/or disabilities in England were reformed in The Children and Families Act 2014 and came into force on 1<sup>st</sup> September 2014. Details about the reforms and the SEND Code of Practice can be found on the Department of Education's website: [www.education.gov.uk/school/pupilsupport/sen](http://www.education.gov.uk/school/pupilsupport/sen).

#### **Lewisham's Offer**

Lewisham's 'Local Offer' provides information about all the services and support available across education, health and social care and the voluntary sector. It aims to make this information more accessible and transparent to families and the professionals who work with them. The Lewisham Offer is available at [www.lewisham.localoffer.org.uk](http://www.lewisham.localoffer.org.uk).

#### **SEN Information Report for Stillness Infant School**

##### Identifying the Special Educational Needs of Pupils.

At different times in a child's school life, a child may have a special educational need/s. The Code of Practice defines SEND (Special Educational Needs and Disabilities) as follows:

"A child or young person has SEND, he/she has a learning difficulty or a disability which calls for special education provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty if he/she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age or
- b) Has a disability, which prevents or hinders him/her from using facilities generally provided for others of the same age in the mainstream school or mainstream post-16 institutions.

Where a pupil's progress is significantly slower than that of his/her peers, or he/she fails to match the previous rate of progress despite high-quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents, pupils and teachers and assessments.

There may be many reasons for a child "falling behind". These may include absences, attending different schools, difficulties with speaking English or worries that distract them from learning. The school understands that the children who experience these barriers are vulnerable. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special education provision will be identified as having SEND.

#### **Q1. Who are the best people to speak to in school about my child's difficulties in learning/special needs or disability?**

If you have concerns about your child's progress, you should speak to the teacher in charge of that class.

The class teacher is responsible for:

- Check your child's progress and identify, plan, scaffold, and deliver any additional help your child may need. This could be targeted work or extra support.
- Informing the Inclusion Manager/SENDCo.
- Writing Pupil Progress Targets or an individual learning plan, sharing and reviewing these termly with parents and planning for the next term if necessary.
- Ensuring that the school's SEND Policy is followed by the pupils they teach with SEND needs within their classroom.

You may contact the class teacher via the school office on **02086901208** for appointments.

#### The Inclusion Manager/SENDCo is Ms Pam Pryce

She is responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all support for children with special educational needs or disabilities (SEND) and ensuring that work is differentiated for supported children.
- Ensuring that you are:
  - a) Involved in supporting your child's learning
  - b) Being kept informed about the support your child is receiving
  - c) Involved in reviewing how they are progressing
- Liaising with outside agencies that help to support your child's learning, e.g. Speech and Language Therapy, Specialist Learning Difficulties and Educational Psychologist Team.
- Updating the school's SEND register, a system for ensuring that all the SEN needs of the school's pupils are known.
- Updating the school's list of children with medical conditions and allergies. Ensuring that all staff, including the kitchen staff and the school office, has a copy and that a reference copy is always in the staffroom.
- Provide specialist support for teachers and support staff in the school so that pupils with SEND can achieve their full potential.
- Reporting to the Governing Body of the school.

#### The Head Teacher is Mrs Annie Grimes.

She is responsible for:

- The school's day-to-day running includes supporting children with SEND. She delegates some responsibility to the inclusion manager and class teachers to meet your child's needs.
- Making sure that the Governing Body is informed of SEND-related issues.

#### The SEND Governor is Mrs Krystal Rolfe

She is responsible for:

- Making sure that the necessary support is in place for any SEND child who attends the school.

#### The school contact number is 0208 6901208

#### **Q2. What are the different types of support available at the school for children with SEND?**

The support can vary depending on the needs of your child, it could be one of the following:

- a) Class teacher input, via excellent targeted and scaffold classroom teaching – Quality First Teaching (QFT)
- b) Specific group work
- c) Intervention, which may:
  - Take place in or outside the classroom or a designated intervention area
  - Supported by a teacher, Learning Mentor or a Teaching Assistant
  - Specialist groups run by agencies outside the school, e.g., occupational therapists and speech and language therapists.

This means the Inclusion Manager or class Teacher has identified a pupil as needing extra specialist support in school or from a professional outside the school.

d) **Specific Individual Support:**

This type of support is available for children whose needs are severe, complex and lifelong. An Education Health and Care Plan (EHCP) is provided, which means that professionals have identified that your child needs an exceptionally high level of individual or small group teaching. All persons involved in this type of support meet regularly (at least once a term) to discuss provision, progress and identified outcomes.

**Q3. How will the school let me know if they have concerns about my child’s learning?**

If your child is not making progress and therefore falling below age-related expectations (ARE) the school will:

- Set up a meeting to discuss this with you in more detail.
- Listen to any concerns you may have.
- Plan any additional support.
- Discuss any referrals to outside agencies/professionals to support your child’s learning.

**Q4. How will we measure the progress of your child in school?**

Your child’s progress is consistently monitored by his/her class teacher and reviewed formally in reading, writing, and maths.

If your child is working below the ‘ARE’ (age-related expectations), he/she will have a further in-house assessment to ascertain his/her difficulties in more detail.

At the end of this stage:

All children will be formally assessed in Reception class, Year 1 and Year 2.

- In Reception, the key area of learning (EYFS) is the Early Years Foundation Stage assessment.
- In Years 1 and 2, there will be Standard Attainment Tests.
- Children may be entered on the class provision map, which will be reviewed termly and updated.
- An EHCP is formally reviewed at a Local Authority Annual Review and will include all professionals involved with your child’s education. All the professionals will produce an up-to-date report outlining your child’s progress.

The Inclusion Manager is responsible for monitoring the progress of children with SEND. She meets with the class teachers at the beginning and end of each term. Termly meetings are organised for the Inclusion Manager to meet the Head Teacher/Deputy Head Teacher and the class teacher (individually) to discuss all of the children in the school, ensure that all needs are being met, and ensure that suitable intervention programs are in place.

## **Q5. What support do we have for you as a parent of a child with SEND?**

If you have a concern or wish to share information:

- Contact the school to arrange an appointment to see your child's class teacher.
- The Inclusion Manager and the Head Teacher are also available; contact the school office for an appointment.
- All information from outside agencies can be discussed with you if necessary.
- In Key Stage 1 (infant), some children have a home/school diary to support communication between the school and you.
- A child with an EHCP will have a home/school diary (if necessary) throughout the key stages.

## **Q6. How will the class teaching be adapted for my child with SEND?**

If your child is identified as having special educational needs, he/she will be given targets to be reviewed termly.

- The class teacher will plan lessons according to the specific needs of all groups of children in his/her class and will ensure your child's needs are met.
- Teaching Assistants (TAs), under the direction of the class teacher, can adapt the planning to support your child's needs where necessary.
- Specific resources and strategies will be used to support your child individually or in groups.
- Planning and teaching will be adapted daily, if needed, to meet your child's learning needs.

## **Q7. How will you support my child during periods of transition e.g. moving class, key stage or school?**

We recognise that transition can be difficult for a child with SEND, so we take steps to ensure that it is as smooth as possible.

If your child is moving from another school:

- The Inclusion Manager may visit the previous school with the Foundation Stage Leader when appropriate.
- Your child can visit our school and stay for 'Stay and Play' sessions in the Reception class or meet the new teacher and peers in key stage 1.

If your child is moving to another school:

- We will contact the Inclusion Manager and ensure that he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a meeting will be held between the new school's inclusion manager and your child's inclusion manager.
- We will ensure all records are passed on to the new school.
- If your child would benefit from a book or passport to help them understand about moving on, then one will be made for your child.

When moving classes in school:

- Information will be passed on to the new teacher in advance and in most cases, a planning meeting will occur. Pupil progress targets or individual EHCPs or Learning Plans will be shared with the new teacher.

**In Year 2:**

- The Inclusion Manager and the class teacher will discuss your child's specific needs with the Inclusion Lead from Stillness Junior School or their preferred Junior School placement.
- In the Summer Term, your child will have the opportunity to participate in the Transition Group to the Junior School to familiarise themselves with the new school setting. Changes will be discussed in the classroom to support understanding of the changes ahead.

**Guidance is set out in our SEN Transition Guidance Information Sheet.**

**Q8. Will my child with SEND be able to engage in activities with children without SEND?**

Stillness Infant School is an Inclusive School where all children, regardless of their abilities, are encouraged to participate in all activities we offer (unless they suffer from a physical disability that prevents them from engaging in the activity). Where there are concerns about safety and access, further thought and consideration are put in place to ensure the needs are met; where applicable parents/carers are consulted and involved in planning. Detailed risk assessments are undertaken and put in place to ensure the welfare and well-being of every child.

**Q9. How do school teachers help teach children with SEND, and what training do they receive?**

The inclusion Manager's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve their teaching and understanding of children and how they learn, including those with SEND. This includes school or Collaborative school training on SEN issues, such as Autism Spectrum Disorder (ASD), speech and language and specific learning difficulties.
- Individual teachers and support staff attend training courses in-house/online or courses organised by outside agencies relevant to the needs of specific children in their class.

**Q10. How will you support my child emotionally and socially and what measures are in place to prevent bullying?**

At Stillness Infant School, some children have 'heightened' emotional and social needs that must be developed and nurtured. These can manifest themselves in several ways, including behavioural difficulties, anxiousness, withdrawal, and uncommunicativeness.

For children with social and emotional needs, we have Circle Time, run intervention programs and will support children on a 1:1 or small group basis to help boost their self-esteem and confidence; discussions may include stranger awareness, conflict resolution, bereavement and bullying. The Specialist School Nurse Team may be contacted for further advice depending on the need. We aim to empower children to build up the skill base that will enable them to try to solve the problem themselves, fostering independence and self-esteem.

The Learning Mentor (LM) is available to support children in Lego/sand/ nurture groups to ensure all children feel safe and that their emotional needs are being met at school.

If your child needs extra support, he/she may be referred to outside agencies, such as a Child Psychologist, Incredible Year, Triple P, or Lewisham Early Help Services, with your permission.

**Q11. Are other people/organisations involved in supporting children and families with SEND?**

School Provision

- SLT

- Teachers
- Teaching Assistants
- Midday Supervisors
- Learning Mentor

#### Local Authority

- Autism Outreach Services (Drumbeat)
- Educational Psychology Service
- Specific Learning Difficulties Team
- Sensory Service for children with visual, hearing or other sensory needs
- Disability Service
- Parent Partnership Service
- Inclusion Outreach Service

#### Health Provision

- Speech and Language Therapy
- Specialist Nurses Team
- Occupational Therapy
- Physio Therapist
- NHS Sensory Assessment
- CAMHS
- Paediatric Services

#### **Q12. How do I make a complaint about the provision my child is receiving?**

If a parent/carer has any concerns or complaints regarding the care and welfare of their child, an appointment can be made to speak to the class teacher, Inclusion Manager or Head Teacher.

They will listen to your concerns and work with you to resolve any difficulties. If this is unsatisfactory, the SEN Governor or the Chair of Governors will listen to your complaints/concerns and reach a mutual resolution.

However, if this remains unresolved, we will advise you to make a formal complaint following our school's complaints procedure.

#### **Q13. Where can I get further help, information and support for myself and my child?**

#### **KIDS SENDIASS: Lewisham**

Lewisham Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) is a free, confidential and impartial service for parents and carers, CYP up to 25 years. The service provides independent advice directly to young people aged 16 up to 25 years with SEND.

Lewisham Central Community Hub, Leemore Centre, 29-39 Clarendon Rise, SE13 5ES.

SENDIASS Coordinator: Marcia Butler

Tel: 0203 319 2163

Team email: [lewisham@kids.org.uk](mailto:lewisham@kids.org.uk)

Website: <https://www.kids.org.uk/lewisham-sendiass>

<https://www.facebook.com/sendiasslewisham/>

## Contact Lewisham

Contact works with over 1,000 families in the borough of Lewisham and provides information on various issues affecting families with a disabled child or a CYP with additional needs. It offers 1:1 support to parents on the benefits that they are entitled to and helps with form-filling. It runs coffee mornings, workshops, and family events that bring parents together. Contact also supports professionals working with families with a disabled CYP. You can subscribe to their free newsletter by emailing their office.

Contact Lewisham, Leemore Central Community Hub, Bonfield Road, Lewisham, SE13 5EU.

Tel: 020 8297 8056

Team email: [lewisham.office@contact.org.uk](mailto:lewisham.office@contact.org.uk)

Website: <https://contact.org.uk/about-us/local-contact-offices/contact-in-your-area/offices/lewisham/>

## Lewisham Parents and Carer's Forum

Lewisham Parents and Carers Forum (LPCF) is a voluntary group of parents and carers of CYP (0-25) with SEND living in the borough of Lewisham. The forum allows parents and carers to express their views and input into the planning and delivery of SEND services. LPCF signposts, supports and empowers families to obtain the best possible support and services for their children. You can subscribe to their free monthly newsletter by emailing their info email. Their website offers support information, policy updates, events and activities and useful links to other local support groups. LPCF also provides workshops, a drop-in service and coffee mornings.

Leemore Centre, Bonfield Road, Lewisham, SE13 5EU.

Liaison Officer: Sue Stocks

Tel: 07534 568020

Team email: [info@lewishamparentcarer.org.uk](mailto:info@lewishamparentcarer.org.uk)

Website: <http://lewishamparentcarer.org.uk/information-support/>

## Lewisham Autism Support

Lewisham Autism Support is a service jointly commissioned by Lewisham Council and Lewisham and Greenwich NHS Trust and delivered by the National Autistic Society (NAS). Families can be referred to Lewisham Autism Support via the Communication Clinic at Kaleidoscope or by attending their drop-in clinic on the first Monday of every month or calling their office to seek a referral. Lewisham Autism Support is a signposting service providing information, advice and support to parents and carers of CYP with ASD living in the borough of Lewisham via 1:1 appointments with parents and carers.

Family Support Coordinators: Catherine Spain, Elizabeth Gould, Gurjit Harding, Michelle Message (administrator)

Tel: 020 86993066

Email: [lewishamproject@nas.org.uk](mailto:lewishamproject@nas.org.uk)

Website: <https://www.autism.org.uk/services/community/family-support/london.aspx>

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