



Stillness Junior School

SEND Policy and School Information Report

DRAFT

| | | |
|-----------------|----------------|---------------------|
| Date of Policy: | September 2021 | Approved By: |
| Renewal Date: | September 2022 | Full Governing Body |

This policy complies with the statutory requirements evident in the SEND code of practice September 2014.

This policy should be read in conjunction with:

Support for Children with Medical Conditions

Equality Policy Statement

Data Protection Policy

Relationships and Sex Education Policy

Transition Guidance (School website)

Accessibility Policy and Action Plan

Safeguarding Policy

Complaints Policy

Behaviour Policy

Our vision

At Stillness Junior School, our vision is to ensure that all children are provided with opportunities to reach their full potential, regardless of their needs. We aim to work collaboratively to meet the needs of all learners.

Aims of the school's SEND policy

- To explain how Stillness makes provision for children with additional needs and how we address barriers to learning.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to verbal and printed information for all.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” the quality first, differentiated teaching that is provided within the classroom.
- To work towards diminishing the difference in the progress of SEND pupils and other key groups and their peers by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>

- To work collaboratively with parents/ carers in identifying, assessing and meeting the needs of pupils with SEND.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To empower staff with the tools they need to best meet pupil need in addition to quality first teaching and through well-targeted continuing professional development.
- To support pupils with medical conditions, where possible, to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority, parents/ carers and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To improve emotional health and well being of pupils and contribute to promoting their self-esteem so they form effective relationships based on mutual respect.

What are special educational needs or a disability (SEND)?

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 SEND

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

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

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.”*

SEND at Stillness Junior School:

Roles and responsibilities

SEND provision is a whole school responsibility. In addition to the Governing body, Head Teacher, Deputy Head and Inclusion lead, all members of staff have an important role to play.

| | | |
|-------------------|------------------------|---|
| Inclusion Lead | Patrice Augustus-Brown | 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 |
| Assistant SENCO | Inga Zelve | |
| Learning Mentor | Hazen Suleyman | |
| Governor for SEND | | |

The Governing Body

The Governing Body in co-operation the school's Head teacher, determines the school's general policy and approach to provision for children with SEND.

The Governing Body must report to parents annually on the school's policy on SEND.

The Governing Body will nominate one governor with responsibility for SEND.

The Governing Body of maintained mainstream schools must ensure that there is a qualified teacher designated as SENCo for the school. The SEN Governor will liaise regularly with the SENDCo and report back to the School Committees.

The Head Teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher should keep the Governing Board fully informed and also work closely with the SENDCo.

Inclusion Lead and Assistant SENDCo

The key responsibilities of the Inclusion team include:

- Overseeing the day-to-day implementation of the school's SEND Policy.
- Co-ordinating provision for pupils with special educational needs.
- Liaising with and advising teachers, Teaching Assistants and parents.
- Updating the SEND register and overseeing the records on all pupils with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, and health and social services.
- Managing the school's responsibility for meeting the medical needs of pupils.
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Teachers

Quality first teaching and a differentiated curriculum are the first step in responding to pupils who have or may have SEND. Teachers must be able to demonstrate a high degree of expertise in order to support and teaching of pupils with a broad range of needs. Efficient and fluent use of teaching strategies should be tailored to support individual pupils.

Stillness Junior School recognises the importance of finding out about how our pupils learn and making valued professional judgments, so that we may best support their learning.

Teachers are responsible and accountable for:

- The progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching which is differentiated for individual pupils All teachers are aware of the procedures in line with the graduated response for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

The Role of Parents of Pupils with SEND

Stillness Junior School recognises the significant contribution parents can make to the education of their child and as Stillness seeks to work in full partnership with parents and carers.

The Code of Practice (2014) emphasises the importance of excellent partnerships between the school and the views, wishes and feelings of the child and their parents. This is what underpins the principles of the Code of Practice (2014), which are designed to support:

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment The school endeavours to foster positive working relationships with parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education. All parents of children with SEND have access to the Stillness Junior School SEN Information Report and Local Offer, which gives additional information about Special Educational Needs and Disability.

Pupil Participation

Stillness Junior School places significant importance on pupils' capacity to communicate in order to stay safe, express their views and understand information. Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning outcomes and contributing to their outcomes.

How we identify pupils with SEND and arrangements for supporting children in moving between phases of education and preparing for adulthood.

See Transition Guidance

Pupils joining from Stillness Infant School

- 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.~~
- Both SENDCos/Inclusion team meet with the parents of SEND children.
- Sometimes parents contact us directly about their child.

Pupils attending Stillness Junior School:

- Sometimes additional needs will emerge or arise whilst the child is at Stillness. Concerns can be raised by any member of the school team, by families or even by the child themselves.
- We follow children's progress closely through data, teacher meetings such as regular SEN review ~~Pupil Progress~~ meetings, and book scrutinies. We use this information to look at children who are not making expected progress and consider the reasons why.
- The Senior Leadership Team analyse behaviour records and consider if additional needs are contributing to any concerns about behaviour.
- Staff may contact us about a child who they have concerns about and fill out an initial concerns form which indicates the areas of need as well as what the teacher has put in place so far to support their needs. Following this, conversations/ a meeting will take place with the parent, observations take

place in school/ class and relevant screening is carried out by a member of the Inclusion team. Interventions, where necessary, may be implemented to enable the child to make progress. After taking all this into consideration, external agency referrals are made, if necessary, in order to identify the need and give recommendations on how best to support the child in school.

For children who join us from another school:

- The Head teacher 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 endeavour 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.

Pupils transitioning to secondary

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEN team will administer the process following any request by the parent.

Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, Outreach Inclusion Services intervention, transition books, communication passports and / or transition meetings to support new pupils. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

Arrangements for consulting parents of children with SEND

At Stillness Junior School we recognise the significant contribution parents/carers can make to the education of their child and as such the school seeks to work in full

partnership with parents. We aim to keep parents fully informed and involved during their child's time at Stillness.

We take into account the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child. The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns they wish to share about their child we encourage parents/carers to share this with their child's class teacher first.

Parents are invited to reviews with the class teacher where necessary to discuss their child's progress. We also meet parents for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year.

Arrangements for consulting children with SEND and involving them in their education

Ensuring pupils' representation is of significant importance to the person-centred planning process we follow here at Stillness Junior School. The views of pupils are sought routinely and at regular intervals to ensure that a pupil's voice is heard in decisions relating to them. This can take the form of;

- Termly SEND review meeting with the SEND team and conversations around pupil progress, achievements and next steps
- Pupil passports/Individual Education Plans (IEP) are used to gather information about some pupils, their challenges, support and medical needs
- IEPs and relevant targets are discussed with the pupils

Arrangements for supporting children in moving between phases of education and preparing for adulthood.

Stillness Junior School is committed to the welfare of each child. Care and attention is given at each stage of the individual's transition to, through and beyond the school.

Aims of the transition guidance:

Transition can be an unsettling time e.g. key stage one to key stage two, can be especially so due to the change of sites from the infants to the juniors. Children who are anxious may become withdrawn and unresponsive or demonstrate inappropriate behaviours. Both extremes can inhibit learning.

The aim of this guidance will be to:

- Promote the smooth transition of children at the start of each new setting.
- Prevent and alleviate anxiety and stress.
- Promote continuity of teaching and learning.

How we make provision for pupils and our school's approach to teaching children with SEND

Class teachers are aware that they are accountable for the progress and learning of all pupils in their class. Quality first teaching and a well differentiated curriculum is the first step to meeting the needs of pupils with SEND. Therefore, 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 or various members of staff.

Pupils are given an Individual Education Plan (IEP) that aims to close gaps in basic skills for both Literacy and Mathematical development and may include outcomes to develop social skills, communication and learning behaviour. Teachers are responsible for updating Individual Education Plans and setting the next steps on their learning journey. Pupils requiring an IEP will be given additional support within the classroom during Literacy and Mathematics sessions and or when needed; for example: during PE sessions if a pupil has a physical disability.

Sometimes the Inclusion Team will support Class teachers 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 with external agencies such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist. This is only done with the consent of the child's parent/ carer.

We will follow the graduated response, 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 IEPs will identify a clear set of expected outcomes/ SMART targets, which will include targets that focus on the individual child's barrier to learning. These may not be academic but designed to assist pupils to be able to access the curriculum. We have high aspirations for all children's progress from their starting points, this takes into account the individual needs of our SEN pupils. 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.

4. **Review:** Progress towards these outcomes are tracked and reviewed termly by the class teacher who will consult with the parents and the pupil as appropriate.

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

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND 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 use our best endeavours in partnership with parents, to make reasonable adjustments for the provision required to meet the needs 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.

Interventions and adaptations made to the curriculum

The curriculum is adapted for pupils when necessary, either through support, differentiated learning challenges, adaptations to furniture (e.g. writing slopes, quiet space or learning areas for children with ASD who need time away from the classroom)

Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with coloured books and reading rulers as needed and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight. When required, some pupils with identified Dyslexia will also follow a specialist intervention programme.

Pupils with ASD, when required, will be provided with a quiet learning space for 1:1 learning activities – this will usually be away from the main learning classroom in order to reduce the busyness of the classroom environment so that pupils are able to learn in a quiet, non-stimulating environment.

At times, some children may require additional support from the Learning Mentor. Children needing this specialised support will have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

Inclusion learning walks will take place termly to focus on the learning environment for SEND children.

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 where appropriate.
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and parents on referral from the GP, with the consent of parents/carers.

Access to a supportive environment

- Use of interactive whiteboards.
- Regular access to computers and Ipads.
- Use of individually recommended resources 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 social skills groups and a range of speech and language interventions.
- The Speech and Language Therapist allocated to our school works with support staff to help plan and deliver effective interventions (small group or individual support) as well as assess pupils and give staff recommendations.

Mentoring activities:

- Use of peer modelling and mentoring.
- Peer mediators for support during lunchtimes and playtimes.
- School Council.
- 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 by the GP
- Sensory Circuit groups
- 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 two 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 and support 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 by the GP.
- Collaboration and communication with all external professionals involved with children, as appropriate.
- Meetings between School Staff and relevant external agencies 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.
- Well being box located in the hall which is monitored by the Learning Mentor.
- Learning Mentor weekly drop in sessions.
- Mindfulness activities led by the Learning Mentor or other members of staff.
- The use of Social Stories where appropriate
- Anti-bullying workshops
- Referral to Outreach Inclusion Services, where necessary.

Strategies to support/develop literacy

- Group support in class through guided reading.
- Use of specific intervention programmes e.g. Toe by toe, Read Write Inc., Reading comprehension groups.
- Sometimes we run booster Literacy classes or separate sessions during the literacy hour for key groups.
- Dyslexia friendly strategies in the classroom.
- Referral to the Specific Learning Difficulties team (SpLD) as appropriate.
- Spelling interventions.

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.
- Referral to an appropriate agency such as Targeted Family Support, CAMHS, Lewisham Inclusion Service

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 'Timestable Rockstars' programme
- Sometimes we run booster classes in maths.
- Sometimes individuals are given extra support in maths.
- Pre - taught vocabulary where needed

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.

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.
- Lunch supervisors 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 where necessary.

Planning and assessment:

- Differentiated learning activities.
- Incorporation into planning of recommendations and advice provided by external agencies.
- Underlying ability assessments and other appropriate assessments undertaken by the Inclusion Team 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.
- Children have orange bum bags on them where their Epi pens are stored and blue bum bags where their asthma medication is stored.
- Most staff have training in Resuscitation and Epi pen 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
- Complete entry and exit data on provision maps
- 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. specialist provisions. (New Woodlands, Drumbeat, Brent Knoll, Kelvin Grove)
- Behaviour Support Service (Leisham Inclusion Service)
- 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 SEND 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.

Assessment:

The principles of the school's assessment policy apply to all pupils, including those with special educational needs or disabilities. In each year group we teach the national curriculum for that year – therefore all children are learning the objectives for that year and are initially classed as 'Working Towards' the end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to this criteria.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Assessment methods are adapted for some pupils with SEN and disabilities. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

We use a 'graduated response' for SEND pupils (Assess, Plan, Do and Review). During termly SEN review meetings, teachers meet with the Inclusion Team to carry out a clear analysis of pupils' needs. This is based on formative/summative

assessment, the views of parents and pupils and where relevant information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes.

Expertise and staff training in place to support children and young people with SEND

Stillness Junior School has a policy of continuous professional development for all staff, including teachers and teaching assistants. This includes training on special educational needs. The staff will receive training 'in house' and from outside agencies where appropriate during the school year. Where pupils require specialist expertise, this is secured by referral to outside agencies and by school staff accessing specialist training.

We have had to adapt our training offer due to COVID-19 restrictions and have taken part in an increased amount of online and Zoom based CPD. As a school, we have worked hard to continue to provide the training needed to support all our pupils.

INSET training and outside agency training or advice specific staff have received during 2020/2021 included:

- Dyslexia training
- Spelling intervention training
- Speech and language support and training for key members of staff from the Speech and language team
- Zones of regulation from a member of Drumbeat Autism Outreach team
- SEMH well being forum/ workshop
- Inclusion INSET-SEND and the Code of Practice
- Lego therapy training

How children with SEND are enabled to engage in activities available with children who do not have SEND

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is a successful and discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. We aim for these to be as inclusive as possible.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. We provide support for children where possible during lunchtimes by offering an indoor provision for some children who find the playground overwhelming.

Criteria For Exiting The SEND Register

As part of the school's assessment cycle, SEN Reviews are held termly. Children's needs are reviewed and if a child on the SEND register is at expected levels of attainment (or has needs which can be met through quality first teaching) they will be removed from the register. Any changes will be undertaken in consultation with parents, staff and other agencies.

Lewisham's Local Offer

The Local Offer aims to provide information on local services and support for children from birth to 25 years with special educational needs (SEN) and/or disabilities. For more information about the Local Offer please visit the Lewisham Council Website.

<https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-and-disabilities>

What to do if you have a concern about my 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 are listened to. Parent views and their aspirations for their child will form part of the assessment of needs and subsequent provision that is provided by the school.

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
- An Inclusion team that includes an Inclusion Lead with experience in behaviour management, an Assistant SENCO and a Learning Mentor.
- 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
 - School Council
 - Learning Council
- 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.
- 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 supports pupils' well-being and mental health.

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

Please see our police 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 'interventions' section above.

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 need to 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 for parents and carers.

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 SEND 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 SEND 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 SEND but without an EHCP, the decision regarding the support provided will be taken by school taking parents views into account.
- For pupils with an 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.

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.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher in the first instance, SENDCo, SEND Governor, Deputy Head or the Head teacher by email admin@stillnessjs.lewisham.sch.uk or by making an appointment through the school office.