



Stillness Junior School

SEND Policy

Date of Policy:	March 2024	Approved By:
Renewal Date:	March 2025	Full Governing Body

Statement of Intent

At Stillness Junior School, our intention for Special Educational Needs and/ or Disabilities (SEND) is to empower and equip all children with the tools required to become independent and inquisitive learners.

Through provision and quality first teaching, our vision is to ensure that all children have access to a broad and balanced curriculum, which is adapted to meet individual needs and abilities.

Our Aims

- 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.

The legal framework for this policy is the Education Act 1996 and the SEND Disability Act 2001 for those children who have a statement of SEND and Code of Practice for Special Educational Needs [2014] and part 3 of the Children

and Families Act 2014 for children with an Education Health and Care Plan (EHCP).

This policy should be read in conjunction with:

SEND Information Report
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

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.*

Many children will, at some time in their educational career, be in such a position. Schools should be sure that the needs of Looked After Children are being met.

Children will not be regarded as having a learning difficulty solely because the language spoken at home is different from the language in which they are being taught.

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.
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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 • Attention Deficit Hyperactivity Disorder (ADHD)
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 Support: a graduated approach to identifying and meeting SEND, with schools involving parents in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point it is needed. Where necessary specialist assessments and advice are requested to help fully support a child’s individual needs in school.

Educational Health Care Plans: Children with Education Health & Care Plans receive a specific amount of money from the Borough in which they reside. The School spends this money in such a way as to meet the provision outlined in the child’s EHC plan.

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 (Successfully undertaken the National Award for SEN Coordination and a member of the Senior Leadership Team)	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
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Assistant SENCO	Inga Zelve	
Learning Mentor	Lisa Kelly	
Governor for SEND	Emma Treadwell	

The Governing Body

The Governing Body in co-operation with 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 SENDCo 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.
 - To promote and support the smooth transition of children at the start of each new setting (Year 2 to Year 3 and Year 6 to Year 7).
- See Transition Guidance on the school website for more information.

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 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

The SEND Code of Practice lays out a model of action and intervention in schools and early education settings to help children who may have special needs. At Stillness Junior School, we follow the Assess, Plan, Do, Review cycle. Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of need(s). 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. If not already involved and with the agreement of parents, the Inclusion Lead will make a referral to a specialist agency.

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. please visit the Lewisham Council Website, 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.

Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other pupil. The Governing Body uses the LA admissions criteria. The only criteria for priority is an EHC plan that names Stillness Junior School. Disabled children are not treated less favourably or put at a substantial disadvantage.

Transition

See Transition Guidance

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.

Pupils joining from Stillness Infant School

- Most children join our school from Stillness Infant School, however, pupil's with an EHC plan at Stillness Infant School undergo a formal consultation for a change of setting. This is sent by the LA to Stillness Junior School to ascertain whether we are able to offer the pupil a place. Ultimately, it is the LA who are the admitting body for children with EHC plans.
- 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
The Infant School give us the children's levels
- 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 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.

Identification of Special Educational Needs

The importance of early identification, assessment and provision for any child who may have Special Educational Needs cannot be overemphasised. Stillness Junior School has a variety of procedures in place - some statutory and some specific to the school.

The trigger for considering whether a child is showing signs of having Special Educational Needs is usually an expression of a “concern.” This generally comes from a teacher’s professional judgement but may also be by a parent, another professional such as a social worker or a support worker.

Such an expression of concern is discussed with the Inclusion Lead, the class teacher and the Inclusion Lead then investigates, enlisting the help of other staff, professionals and parents.

In order that a child does not go unnoticed, more formal statutory and in school procedures are in place. In particular, annual end of year assessment results are monitored. The school is using Insight Assessment tracking system to follow children’s progress on a termly basis. Children on the SEN Register have their progress monitored by the Inclusion Team.

Graduated approach to SEND support

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. 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).

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 and 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 child is placed on the school's SEN register by the Inclusion Lead. A pupil's needs may vary from a single need to complex and severe needs, however in our school every pupil is regarded as individual. This means action is taken to deal with the specific need/s of the pupil and the teacher sets SMART (specific, manageable, achievable, relevant and time-bound) targets usually in the form of Individual Education Plans (IEPs), which are reviewed termly with the Inclusion Lead and shared with parents. Outside agencies may be involved to observe and/or assess the pupil and make recommendations which are then implemented in school. The pupil is supported through additional and differentiated strategies by adults in class or outside class, or the pupil may take part in support groups.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced 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 the pupil has complex needs, the school may request a statutory assessment called EHCP. The Inclusion Lead will request an EHCP with the parents' 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.

Monitoring Children on the SEND Register

Progress is monitored using Insight tracking systems

Teachers monitor pupils along with the Inclusion Team and also involve parents in review meetings.

If a child is causing particular concern at any one time or we wish to gather specific information about their work, behaviour or well-being, class teachers, the Learning Mentor and Teaching Assistants may be asked to observe them more closely and keep daily or weekly notes on them.

School uses Insight management information system to monitor and track the SEND Register and specific children/groups of children on it.

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.

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.

The website link to the Local Authorities Local Offer is:

<https://lewisham.gov.uk/localoffer>

Review

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

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

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

Complaints

We endeavour to do our best for all pupils, however, if there are concerns, parents/carers can contact the class teacher in the first instance. If the matter is unresolved they should make an appointment with the Inclusion Lead and/or Headteacher to see if it can be resolved at an informal level.

If a parent/carer is still dissatisfied, they should obtain a copy of the complaints procedure, available on the school's website and follow the steps outlined in it.

Professional development

Staff at Stillness Junior school are keen to develop their expertise by attending relevant courses to promote continuous professional development (CPD).

The Inclusion Team will arrange training for staff in line with the needs of the school. This often takes place during Professional Development Meetings. Our basic aim is to train all support staff to work with children with Special Educational Needs. Staff training has included Lego Therapy, The Code of Practice, Supporting Pupils with Social Communication Needs, Zones of Regulation, Safeguarding, First Aid training, Medication at school, EpiPen training, Dyslexia awareness courses and others.

The Assistant SENDCo, Learning Mentor, Learning Support Staff and the teachers working with children with EHC Plans are encouraged to attend relevant courses and

training needs are identified during the performance management process as well as where other opportunities arise.

External Support

The Inclusion Team and all those concerned with Special Educational Needs work with a variety of professionals from agencies external to the school. Some of which are purchased through our Service Level Agreement.

We aim to work in partnership with those agencies – a partnership that involves the full exchange of information.

The Inclusion Team normally meet with the professionals from these agencies.

Teachers and Support Workers may be asked to talk or work with such visitors if they have information and advice concerning a particular child.

Below is a list of agencies involved with Stillness Junior School:

- Lewisham Educational Psychology Service
- Lewisham Speech & Language Therapy Service
- Family Thrive
- Lewisham SEND Advisory Team
- Lewisham Specific Learning Difficulties Team
- Lewisham Sensory Teachers Team • Lewisham Mental Health Support Team
- Drumbeat ASD Outreach Team
- Lewisham Children and Families Social Work Team
- Child & Adolescent Mental Health Service (CAMHS)
- Outreach Inclusion Services
- Community Paediatrics

Many of these agencies are based at Kaleidoscope, Lewisham and Greenwich NHS Trust

Success Criteria

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

- Systems are in place to identify children with special educational needs as early as possible.
- We continually review and report to Governors on the effectiveness of this policy. This includes the number of pupils identified and their progress, the levels of parental/carers involvement, 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 Inclusion team and senior leaders monitor classroom practice, analyse pupil tracking data and test results, and identify value added data for pupils with SEND.
- SEND is part of our school self-evaluation arrangements.