



Stillness Infant School

Special Educational Needs and Disability Policy

September 2020

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, parent 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 need, 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 given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).

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

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN 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 which calls for special educational provision to be made for him or her.

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, other whole-school pupil progress data;
- classroom-based assessment and monitoring arrangements (cycle of planning, action and review);
- following up 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 which clearly 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 meetings between the teachers and the SENCo.
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment 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 which is "additional to" or "different from" the well-differentiated curriculum offer 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 SEN 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 SEN provision for the pupils with SEN.
- Our teachers will liaise with the SENCo 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 1:1 basis or in small groups following a differentiated curriculum or additional programmes.

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 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 list by the SENCo. 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 which are reviewed termly. 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 SENCo 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.

Roles and Responsibilities/ Co-ordination of Provision

Our SENCo is Ms Pam Pryce, who has gained National Award for SEN. Ms Pryce can be contacted by phone: 0208 690 1208 or by email: senco@stillness-inf.lewisham.sch.uk

Our SEN Governor is Mr Lawrence Chiles. Mr Chiles can be contacted by email via school office admin@stillness-inf.lewisham.sch.uk

All staff in school 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 a pupil with special educational needs joins in 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, and the efficient education of the pupils with whom they are educated and the efficient use of resources;
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

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 pupils with SEND. The Head teacher keeps the governing body fully informed 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 members of the staff and the SEND Governor are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

The SENCO 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 is 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 SENCos in receiving schools and/or other primary schools in the area to assist a smooth transition from one school to another;
- meeting regularly with other SENCos in the SENCo Collaborative and the SENCo Forum to share good practice and keep up to date with current initiatives both locally and nationally.

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.

On entry to our school:

- Parents/ carers are welcomed to a meeting at school and are provided with a range of information to support them, thereby enabling their child to settle into the school routine.
- The SENCo meets with new parents of pupils who are known to have SEN or disability to allow concerns to be raised and solutions to any perceived challenges to be put in place prior to entry.

Transition to a new school:

- We liaise closely with staff when transferring children with SEN 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.

Support Services/Outside Agencies:

Advice and support from outside agencies is available if requested by the school. It is recognised that effective action on behalf of pupils with SEND depends upon close co-operation 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 school receives regular visits from the nominated Attendance Welfare Officer and Educational Psychologist for the area. In addition the school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties.

- The school nurse visits the school to carry out routine medical health checks and also to liaise with the SENCo regarding specific pupils;
- 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, the inclusion support service and behaviour support service, are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.

External Agencies include:

- School Nurse
- 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
- Beecroft and other Children's Centres

- New Woodlands

Review

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

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

The SENCo 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 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 in the first instance, then the SENCo or the Head teacher, and a response will be made as soon as possible.

Professional development for staff

- All the members of staff are involved with further training in line with the priorities identified in the School Development Plan.
- We have regular staff meetings where SEND issues are discussed. These may be related to specific issues, or ensure that staff is kept aware of relevant information and / or new legislation.
- The SENCo attends relevant training and disseminates the details to all staff as appropriate.
- Individual staff members can access training that is 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 Newly Qualified Teachers and other new members of staff.
- Our Teaching Assistants/Learning Support assistants receive regular training and updating 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, Prevent training and ASD day courses.

Arrangements for Partnership with Parents

- The school will always inform parents when their child is receiving help for SEND.
- Partnership with parents plays a key role in enabling pupils and young people with SEND to fully achieve their potential. The school recognises that parents hold key 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 (PPS) offer independent advice and support to parents and carers of all children with SEND. PPS can be contacted by phone 0208 698 2202 or by emailing Lewisham.pps@family-action.org.uk
- The website link to the Local Authorities Local Offer is:
<http://www.lewisham.gov.uk/myservices/education/special-educational-needs/Pages/Local-offer.aspx>

Pupil participation

- Pupils with special educational needs and their parents often have a unique knowledge of their own needs and circumstances and their own 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, the levels of parental/carer 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 SENCo 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 2022