



Stillness Infant School

SEN Information Report 2021-22

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 this came into force 1st September 2014. Details about the reforms and the SEN Code of Practice can be found on the Department of Education's website: www.education.gov.uk/school/pupilsupport/sen.

Lewisham's Offer

Lewisham's 'Local Offer' gives information, relating to all the services and support available across education, health and social care and the voluntary sector, with the aim of making 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.

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 a 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 making use of facilities of a kind 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 and the pupil, as well as from 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 SEN. Only those with a learning difficulty that requires special education provision will be identified as having SEN.

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 any concerns about your child's progress, you should speak to your child's class teacher.

The class teacher is responsible for:

- Checking the progress of your child, identifying, planning, scaffolding and delivering any additional help your child may need. This could be targeted work or additional support.
- Informing the Inclusion Manager/SENCo.
- Writing Pupil Progress Targets or an individual learning plan, if necessary, sharing and reviewing these, termly with parents and planning for the next term.
- Ensuring that the school's SEND Policy is followed by the pupil's they teach with SEN, in his/her classroom.

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

The Inclusion Manager/SENCo is Ms Pam Pryce

She is responsible for :

- Developing and reviewing the school's SEN policy
- Co-ordinating 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 SEN list, for education, which is a system for ensuring that all the SEN needs of the pupils in the school are known.
- Updating the school's list of children with medical conditions and allergies. Ensuring that all the staff has a copy, including the kitchen staff and the school office and that a reference copy is always in the staffroom.
- Providing the specialist support for teachers and support staff in the school, so that, with help, the 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 day to day running of the school, this includes the provision of support for children with SEND. Whilst she delegates some responsibility to the Inclusion Manager and Class teachers for ensuring your child's needs are met.
- Making sure that the Governing Body is informed of issues relating to SEND.

The SEND Governor is Mr Lawrence Chiles

He is responsible for:

- Making sure that the necessary support is in place for any child with SEND, who attends the school.
- Making himself available to listen to any concerns a parent may have, concerning SEND and informing the school, in case the school is not aware of particular issues.

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 upon 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 be:
 - 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 Therapist, Speech and Language Therapists.

This means a pupil has been identified by the Inclusion Manager/Class Teacher, as needing some 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 and means your child has been identified by professionals as needing a particularly 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 with you 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. His/her progress is 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 in more detail his/her difficulties.

At the end of this stage:

Reception, Year1 and Year2 all children will be formally assessed.

- In Reception, it is the key areas of learning (EYFS) – Early Years Foundation Stage assessment.
- In Year 1 and 2, there will be Standard Attainment Tests.
- Children may be given a Learning Plan, 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 has meetings 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, to ensure that all needs are being met and that suitable interventions programmes 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.
- At the Key Stage 1 (infant) some children have a home/school diary to support communication between you and school.
- 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 group 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 the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually or in groups.
- Planning and teaching will be adapted on a daily basis, 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 any transition will be as smooth as possible.

If your child is moving from another school:

- The Inclusion Manager will visit the previous school with the Foundation Stage Leader when appropriate.
- Your child will be able to 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 know about any special arrangements or support that needs to be made for your child. Where possible a meeting will take place between the Inclusion Manager of the new school and your child's Inclusion Manager.
- We will make sure that all records are passed onto the new school.
- If your child would be helped by a book/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 take place. Pupil progress targets or individual EHCPs or Learning Plan will be shared with the new teacher.

In Year 2:

- The Inclusion Manager, along with the class teacher, will discuss the specific needs of your child with the Inclusion Lead from Stillness Junior School or if chosen another school.

- In the Summer Term you child will have the opportunity to take part in the Transition Group to the juniors to familiarise themselves with the new school setting. Changes will be discussed in the classroom to support the understanding of the changes ahead.
- If you child would be helped by a book/passport to help to understand about the moving on, then one will be made for him/her.

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 take part in all activities we offer (unless they suffer from a physical disability that prevents them from engaging in the activity). Where there are concerns of safety and access, further thought and consideration is 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 wellbeing of every child.

Q9. How are the teachers in school helped to 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 their understanding of children and how they learn, including those with SEND. This includes school or Collaborative schools 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 that are organised by outside agencies that are relevant to the needs of specific children in their class.

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

At Stillness Infant School we are aware that some children have 'heightened' emotional and social needs to be developed and nurtured. These can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, being withdrawn and uncommunicative.

For children with social and emotional needs we have Circle Time, run intervention programmes and we will support children on a 1:1 basis to try to help boost their self-esteem and confidence; discussions may include such things as stranger awareness, conflict resolution, bereavement and bullying. The Specialist School Nurse Team may be contacted or IDS (Integrated Disability Service) for further advice, depending on the need. We aim to empower children to build up their skills 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 you child needs extra support he/she may be, with your permission, referred to outside agencies e.g. Child Psychologist, Incredible Year, Triple P and Lewisham Early Help services.

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

School Provision

- 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 will work with you to resolve any difficulties. If this is not satisfactory, the SEN Governor or the Chair of Governors will listen to your complaints/concerns and together reach a mutual resolution.

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

Reviewed July 2021.