



Stockton Wood Primary School encourages a strong focus on high aspirations and on improving outcomes for children with special educational needs and/ or disabilities. We strive to support all children to enable them to succeed in their education and make a successful transition into adulthood.

This report details the provision for children with special education needs and/ or disabilities in our school.

### **1. The kinds of special educational needs for which provision is made at the school**

Stockton Wood Primary School is a mainstream setting which caters for pupils with a wide range of special educational needs. These needs relate to the four broad areas identified within the Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties and
- Sensory and/or Physical needs

Teaching and learning takes place within a dyslexia friendly environment. The school is passionate about mind-friendly teaching and learning, to ensure that all pupils achieve through their preferred learning style.

### **2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

Stockton Wood recognises the definition of SEND as stated in the Code of Practice 2014:

**"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age". (p.83)**

The school adopts a graduated approach to ensure that all pupils with special education needs and/ or disabilities are identified early, assessed and catered for within the school.

The school adheres to an assess-plan-so-review cycle and seeks guidance from a team of professionals within the Liverpool South SEN Consortium. The school uses a learning and behaviour 'Step Assessment Tool' and 'Attainment Indicator' to ensure a consistent approach to the identification of pupils in need of SEN support.

**At Stockton Wood School we use a number of indicators to identify pupil's special education needs. Such as:**

- Close analysis of data including: EYFSP, SATs, Optional SATs, reading ages, half-termly pupil assessments using APP, PIVATS, miscue analysis and in-school assessments.
- Liverpool South 1 Consortium 'Literacy Step Assessment Tool,' 'Behaviour Step Assessment Tool,' and a 'Desirable Behaviour Checklist.'
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual progress over time.
- Liaison with feeder schools on transfer.
- Information from previous settings / schools.
- Ongoing observations within the teaching and learning environment.
- Information from other services, including Outreach professionals.
- Close liaison at the outset with EYFS staff, SENCO and parents.

**3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:**

**3.1 How the school evaluates the effectiveness of its provision for such pupils;**

The following are listed in Stockton Wood's SEND Policy:

- Reports presented by the Head teacher, SENCO and Link SEN Governor.
- Outcomes of regular monitoring activities as planned within the SDP.
- External moderation via the SEN Consortium and Outreach Services
- Parents/carers.
- Pupils
- Reports from outside agencies

The above will provide detailed and quantifiable evidence about pupil's attainment and progress to then be acted upon accordingly by the school.

### **3.2 The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

- Consideration of each pupil's success in meeting agreed outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATS and optional SATS.
- Close termly monitoring of pupil individual targets and outcomes.
- The school's tracking systems and teacher assessments
- Evidence generated from IEPs and Annual Review meetings.
- Evidence generated from the outcomes of EHC Plans and EHATs.
- Feedback from monitoring.
- Meetings between SENCO and class teachers to discuss individual targets and planned interventions.
- Monitoring and analysis of vulnerable learner.
- Parent's Evenings.
- Raise online.
- Evaluation of successful outcomes.
- Reports provided by outside agencies including Ofsted.

### **3.3 The school's approach to teaching pupils with special educational needs;**

The school's 'Teaching and Learning' Policy promotes best practice towards pupils with SEN helping to remove barriers for learning, raise self-esteem and develop confidence. Examples include:

- Equal access to a broad and balanced curriculum
- All teachers have high expectations of all pupils
- Individual Education Plans feature significantly in the SEN provision provided by the school. IEPs contain SMART targets to ensure that all pupils experience success.
- Planned withdrawal interventions to support closing the gaps in pupil attainment; delivered by trained teaching assistants.
- An accredited Numbers Count teacher (Every Child Counts programme)
- Outcomes from the school's Collaborative Practice cycles.
- A 'Passport for Learning' to support children's behaviour
- Learning Mentor
- A Quiet Place
- Professionals accessed via Liverpool South SEN Consortium.

### **3.4 How the school adapts the curriculum and learning environment for pupils;**

- Differentiated activities, resources and outcomes.
- Mind-friendly learning activities to ensure children can learn through their preferred learning styles.
- Learning objectives and success criteria are shared and clearly displayed. Lesson outcomes are then assessed and planning annotated to inform the next stage of learning.
- Visual timetables
- Ready Steady Learn; including heart breaths and peer massage techniques
- Breakfast Club
- All subject areas have ground floor access for wheelchair users
- Disabled toilets in the junior and infant areas

### **3.5 Additional support for learning that is available to pupils with special educational needs;**

#### **3.5.1 SEND Support**

- Intervention to support the core subjects. These will be for English and Maths and are delivered by trained teaching assistants; ranging from a group of 4-6 children.
- Daily 1:1 precision teaching for children working at Support Plus
- In class support by a teaching assistant
- Numbers Count Specialist teacher personalised learning programme and 1<sup>st</sup> Class @ Number intervention programme
- Specialist resources recommended by outside agencies or SENCO
- Motivation and behaviour through sport coach
- 'Quiet Place' therapy for social and emotional development and support.
- Learning Mentor provision for overcoming barriers to learning.
- Education Welfare Officer

#### **3.5.2 SEND Support Plus (Accessed via the SEN Consortium)**

- Abbot's Lea (ASD support)
- Hope Special School (Behaviour)
- Aigburth High (Literacy)
- Liverpool Educational Psychology Service
- Child & Adolescent Mental Health Service (CAMHS)

- Special Educational Needs Integrated Support Service (SENISS)
- Neighbourhood Early Years Support Service (NYES)
- Speech & Language Therapy
- Occupational Therapy
- Early Intervention Family Support Services

**3.6 Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

- Stockton Wood offers a wide range of extra-curricular activities including: cross country running, athletics, football, basketball, instrumental ensemble, choir, and handwriting club etc. Parents and carers up-to-date through our school news letter.
- Our Creative Curriculum provides opportunities for outdoor learning and educational trips.
- Breakfast Club and Nurture Group

**3.7 Support that is available for improving the emotional and social development of pupils with special educational needs;**

- Named Safeguarding Officers
- School Nurse Drop-in
- School Councillors, Peer Mentors. House Captains and Play Leaders
- A Quiet Place / Ready Steady Learn
- Breakfast Club
- SEAL / PSHE Curriculum
- Circle Time
- A 'Buddy' system
- Drugs and Sexual Health Policy
- Learning Mentor
- School Council and Peer mentors
- Passports for Learning (personalised approach)
- Parents Group run by our Parent Governors
- E-safety ambassadors

*As a school we encourage a close parent-school partnership to keep all pupils motivated happy and safe in their environment.*

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

The SENCO at Stockton Wood School is Miss Alison Jones.

She can be contacted directly at the school on 0151-486-2471 or via email at [a.jones@stocktonwood.liverpool.sch.uk](mailto:a.jones@stocktonwood.liverpool.sch.uk).

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- The SENCO has achieved the National Award for SENCO Co-ordination
- The SENCO attends SENCO Briefings and an annual SENCO Transition Forum (KS2) in June to discuss pupils with SEND and / or vulnerable pupils so that a transition plan can be put in place.
- School training is linked to the school development plan needs. Specific training can be provided for the SENCO and whole school.
- Training can be accessed via the SEN consortium with the support and involvement of the specialist services within the locality.
- An accredited Every Child a Counter teacher trained to deliver a Numbers Count intervention programme to support pupils maths learning
- School Nurse- Karen Divine
- Chris Taylor Speech and Language Service
- Abbots Lea training for school staff accessed via the consortium re ASD

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- Ramps to all entrances and exits.
- Disabled toilets in all areas of the school.
- Disabled parking bays in the school car park
- Purchased physical aids to access the curriculum (as appropriate)
- Fostering positive relationships and promote equality of opportunity so that barriers to learning are removed.
- Ensuring written information is on the school website and also through newsletters, timetables and parent information leaflets.

**7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

**7.1 Parents/ carers are encouraged to make an active contribution to their child's education by:**

- Attending regular, scheduled meetings throughout the academic year to share progress of the pupils with parents/carers.
- Sharing views through parent meetings, coffee mornings and questionnaires.
- Being welcomed through an open door policy

- Actively involved in the SEN support process, setting clear outcomes and reviewing progress towards them.
- A Guide to Parents' leaflet outlining the school's graduated response to SEND support, creative curriculum parent information booklets, school website and newsletters.

## 7.2 Parents of pupils receiving SEN Support

- Parents/ carers are informed if their child's progress and development is being monitored.
- Class teachers and the SENCO will work closely with parents / carers and pupils to produce an Individual Education Plan (IEP), outlining specific, measurable targets, interventions and resources to meet them. The pupil's progress will be carefully monitored and IEPs will be reviewed termly.
- Parents will always be informed and involved in the decision to access the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).

## 7.3 Education and Health Care Plans

In some cases where expected progress has not been made and the child demonstrates a **significant cause for concern**, the school in partnership with parents will consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

Some pupils may require **multi-agency involvement**. School will consult the Liverpool's 'Responding to Need Guidance and levels of Need Framework' to decide whether an Early Help Assessment Tool (EHAT) is appropriate.

*The school website and Local Offer contains details on special educational needs and parents/carers may request a copy of the school's SEND Policy.*

## 8. The arrangements for consulting young people with special educational needs and involving them in their education.

- Class teachers share and explain pupil's IEP targets. Children sign and comment on their targets.
- Pupils with a EHC Plan attend and participate in their annual reviews
- Pupils self and peer assess their achievements and progress in lessons and/ or interventions.
- Pupil voice is obtained through the use of circle time, school councillors, peer mentors and interviews carried out by the Senior Leadership Team.
- Ongoing pupil involvement in the 'Passport for Learning' initiative.

- Stockton Wood ensures a personalised approach to teaching and learning.
- Pupils share their prior knowledge and understanding of a creative curriculum topic. This supports class teachers to plan suitable coverage within the skills based curriculum.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

Any complaints should first be raised with the SENCO, then if necessary with the Headteacher and finally, if unresolved with the SEN Governor.

**Managing parental complaints related to SEND:**

- All SEN complaints must follow the school's formal complaints procedure.
- The SEN Governor is consulted.
- External advice may be sought.
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership.
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO.
- Reports provided by outside agencies should be considered.
- Outcomes are reviewed examining what progress the pupil has made
- IEPs are reviewed examining what progress has the pupil made.
- Any behaviour logs, including strategies, are shared with parents/carers.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The governing body will:

- Champion inclusion and promote a greater understanding of issues related to SEND
- Foster communication between parents/carers of children with SEND and the school.
- Meet regularly with the SENCO.
- Develop an awareness of the types of SEN present within the school cohort.
- Reviewing and monitor the effectiveness of the SEND Policy

Stockton Wood Primary School is an active member of the Liverpool South SEN consortium that shares best practice and expertise within its members with regards to identification of special education needs, provision for these identified needs and moderation of such processes and provision. Our Head teacher is Chairperson on the SEN Consortium. SEND support can be accessed via the SEN Consortium for the named support services in section 3.5 of this report.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Clause 32.**

Parents and/ or carers can contact the school directly to arrange an appointment with the school's SENCO or Headteacher to obtain such information for the services listed in section 3.5 of this report.

Alternatively, parents and/ or carers can download the school's Local Offer from the school website or the Family Services directory.

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

- The Headteacher will meet for a parent consultation inviting parents to look around the school and meet school staff.
- When appropriate, a personal transition plan/ phased transition will be written in partnership with parents/carers to support pupils as they settle into their new class/ school.
- School will contact the Early Years settings, or previous primary settings to gather information about their individual needs.
- School will hold 'Team around the Child' (TAC) meetings, contacting specialist services to ensure professionals are working in partnership to achieve the best outcomes for pupils.
- Pupil's Individual Education Plans are shared in advance between current and next class teacher.
- Transition activities are planned within the school in preparation for a new academic year.
- SENCO attends a Primary Transition Day with Secondary school SENCO's to discuss pupil transition and any special educational needs and/or disability.

### **13. Information on where the local authority's local offer is published.**

The school's arrangements for assessing and identifying pupils as having special educational needs also forms a part of our published Local Offer with due regard to promote disability equality. The Local Offer is accessible on the school website and through the Liverpool Family Services Directory.