



SEN Information Report

2016-2017

Our Mission Statement: *Laying the Foundations for Life.*

Headteacher: Mrs. S. Stacey

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Local Offer: <http://stocktonwoodprimary.co.uk> or <http://ehd.liverpool.gov.uk>

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.

Stockton Wood's Approach to SEND

High quality first teaching, personalised provision and interventions are defined through our child-centred teaching and learning across the school. This contributes to our inclusive ethos and helps us to regularly evaluate our provision for all children in our care, ensuring there are high expectations, personalised resources and effective differentiation. We share our high aspirations with children and their families having a whole school approach which promotes inclusion across the curriculum. Further information about our school's inclusive practices can be found in our school's 'Local Offer' which can be found on the school website.

Underpinning our provision in school is the **graduated approach** of:



A graduated approach means we monitor and record concerns about a child and determine a timescale for school and/or external provision or intervention alongside outcomes. We consult with parents to discuss these concerns at all stages in the cycle.

Assess: The school will carry out an analysis of the child's needs gathering information using teacher assessments, observations and pupil voice regarding progress, attainment and emotional wellbeing. Parents/carers are informed about these concerns by the school. In some cases the involvement of the school nurse may be appropriate to check vision or hearing.

Plan: After a period of monitoring, if there are continued concerns about a child, the school will plan provision or intervention which will have the greatest impact upon progress, attainment or social and emotional wellbeing. The school will notify parents if their child is being provided with SEN support and an 'Individual Education Plan' is written detailing specific and measureable outcomes to support the child's learning and/or behaviour. A review date will be agreed and set inviting parents /carers to attend, including any annual reviews.

Do: The child will access personalised provision, additional adult support or intervention for an agreed timescale as planned for by the class teacher. The impact of the provision and support will be monitored and evaluated to determine whether additional support is required or outcomes have been successfully achieved. The SENCo co-ordinates all support for children with special educational needs and/or disabilities to ensure the school's SEND Policy aims are embedded across the whole school.

Review: Individual Education Plans are reviewed each term with class teacher, SENCo, child and parents/carers. This involves the evaluation of the impact of provision and/or intervention has had upon desired outcomes, with targets and next steps being agreed or revised. However, should a child require additional specialist support the school will discuss with parents pathways to more specialist support or provision which will further support their child's special educational needs. If a child has an Education and Health Care Plan, then these are reviewed at least annually in partnership with the Local Authority.

The SEND needs for which provision is made at the school

Stockton Wood Primary is a mainstream setting, which provides all children with equal access to a broad and balanced curriculum taught by teachers who have high expectations and deliver first quality teaching and learning. The school's 'Teaching and Learning Policy' promotes best practice towards removing barriers to learning, raising self-esteem and developing confidence. As a school we cater for the four board areas identified within the Code of Practice, 2015.

Area of Need	Details of Provision
Communication and Interaction	<ul style="list-style-type: none"> • A whole school narrative approach to develop children's receptive and expressive language. • Vocabulary targeted groups using the first 100 words checklist. • Use of speech and language assessment tools to identify areas of need, children for intervention and those in need of referrals. • Minimal Pairs and Barrier Games intervention. • Social stories as recommended by Abbot's Lea Special School. • Visual timetables, personalised 'work stations' and Now/Next boards. • Special Educational Needs Integrated Support Service (SENISS) • Speech and Language Therapy Team.
Cognition and Learning	<ul style="list-style-type: none"> • Differentiation using personalised real life resources, scaffolds and additional adult support. • Withdrawal interventions delivered by trained teaching assistants and used to diminish the difference between gaps in pupil attainment or challenge the more able e.g. Writing A-Z, Letters & Sounds, Project X Reading, RM Easimaths and small group maths teaching. • Accredited Numbers Count Teacher. • Team teaching using a collaborative practice cycle to achieve personalised provision and resources. • Reading Mentor Project. • Reading Recovery teacher.

	<ul style="list-style-type: none"> • SEN Teacher. • Childwall Abbey specialist programme of support. • Precision Teaching. • Numbers Count and First Class @ Maths. • Liverpool Educational Psychology Service Additional tuition for reading, writing and maths.
Social, Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> • Named Safeguarding Officers. • 'Passport for Learning' a personalised approach. • Learning Mentor. • A Quiet Place- therapeutic programme of support including heart math, peer massage and narrative therapy. • A Sanctuary Space. • Ready-Steady-learn. • Behaviour Ambassadors, school councillors and peer mentors. • HOPE Special School 'restorative approach' intervention and off-site group therapeutic programmes. • Social skills structured lunchtime provision. • Behaviour and motivation coach through sport. • School Family Support Service. • Child and Adolescent Mental Health Service (CAMHS). • School Nurse drop-in service. • SEAL and PSHE curriculum, including circle time. • Drugs & Sexual Health Policy. • E-Safety Ambassadors.
Sensory and/or Physical need	<ul style="list-style-type: none"> • Handwriting programmes. • Writing wedges. • Consortia referrals made to Spring Wood Heath. • Referrals made to Occupational Therapy. • Personalised fine motor interventions in the Early Years. • Gross motor club delivered by a specialist sports coach. • All subject areas have ground floor access for wheelchair users. • Disabled toilets in the junior and infant areas.

In the academic year 2016-2017 we had 31% of our KS1 and KS2 children identified as having special education needs. There is a high ratio of disadvantaged pupils (60%), with a considerable proportion of these on the SEND list (80%).

Teaching and learning takes place within a dyslexia friendly environment with mind-friendly approaches at the heart of practice to ensure all children achieve through their preferred learning style. Additional examples of SEN provision can be found in the school's Local Offer.

The identification and assessment of children with SEN

Stockton Wood recognises the definition of SEND as stated in the Code of Practice, 2015:

"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's graduated approach (assess-plan-do-review) ensures all children with special education needs and/or disabilities are identified early. Stockton Wood is a partner of the Liverpool South 1 Consortium

using their 'Step Assessment Tool' guidance to ensure a consistent approach to the identification of children in need of SEN support.

Stockton Wood identify children as '**SEN Support**' which includes provision and support provided by the school or '**SEN Support Plus**' being specialist support external to school resources and supported by the Primary Consortium.

At Stockton Wood we use a number of indicators to identify and assess special educational needs, including:

- Data analysis to track and assess individual progress: EYFS, SATs, standardised scores, scale scores, reading ages, spelling ages, miscue analysis, Sandwell, and PIVAT Milestones.
- Liverpool South 1 Consortia 'Step Assessment Tools,' for learning and social, emotional wellbeing.
- A 'Desirable Behaviour Checklist,' following the SEAL curriculum (social, emotional, aspects of learning).
- Any teacher or support staff concerns.
- Following up parental concerns.
- Liaison with feeder schools on transfer.
- Information from previous settings/schools.
- Ongoing observations within the teaching and learning environment.
- Information from other services, including Health and specialist (Outreach) professionals.
- Close liaison at the outset with Early Years staff, SENCO and parents.
- Speech and Language baseline assessment tools to assess receptive and expressive language, phonology and comprehension.
- A Quiet Place therapeutic 1-5 scale indicators.

Arrangements for reviewing and evaluating the effectiveness of provision for SEN

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

- Reports presented by the Headteacher, SENCo and SEN Governor.
- Outcomes of regular monitoring activities as planned within the School Development Plan.
- Analysis of RAISE Online.
- External moderation from the SEN Consortium and Outreach Services.
- The views of parents/carers.
- Pupil voice.
- Learning walks.
- Pupil book and planning scrutiny.
- Reports from external agencies.
- The achievement of children meeting their personalised targets or agreed outcomes.
- An analysis of external assessment, including end of year and key stage outcomes.
- Half termly pupil progress meetings.
- Evidence gathered for I.E.P. and Annual Review meetings.
- Evidence generated from the outcomes of EHC Plans and EHAT meetings.
- Feedback from SENCo, Senior Leadership Team and curriculum co-ordinators.
- Parents Evenings.
- Report outcomes provided by outside agencies, including the Local Authority and OfSTED.

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

Education, Health and Care Plan

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 their SEND Support in line with the graduated approach.

Some children 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.

High Needs 'Top-Up' Funding

Liverpool City Council define High Needs as those children whose development/learning and or behaviour needs are:

"Significantly 'additional to' or 'different from' the differentiated curriculum and educational provision made generally for children or young people of their age in mainstream schools."

At Stockton Wood we appreciate that there may be some cases where children need **highly individualised** interventions and personalised provision in order access their mainstream or differentiated curriculum.

When school has exhausted their provision/ support /resources/ intervention they will make an application for 'Top-Up' funding from the 'High Needs Funding Panel.' A request for high needs funding will be made prior to the request for a statutory assessment of a child's education, health and care needs. This is to adhere to the school's graduated approach to meeting the diverse needs of all children

Collaborating with children and their parents /carers

As a school we encourage a close parent-school partnership to keep all children motivated, happy and safe in their environment. Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Telephone or face-to-face conversation	parent, class teacher, SENCo	Stockton Wood has an open door policy.
Parents' Evening	parent, class teacher	Once per term
Parent/carer consultation	parent, class teacher, SENCo and/or Outreach professional	Once per term or in line with the school's graduated approach
Review of targets or outcomes	parent, child, class teacher, SENCo	Once per term
EHAT Meeting	Parent, child, EHAT lead professional, Headteacher, Deputy, SENCo, Learning Mentor, external or Outreach agencies, Health professionals, Local Authority	Approximately on a 3 month cycle
Annual Review / EHC Plan		Annually
Parent Workshops / Support	parent, parent governors, SENCo, Outreach agencies (as appropriate)	Weekly
Curriculum news and updates	parent, whole school staff	Parent information leaflets and news letters are circulated each half term. Regular website updates.

Individual Education Plan Reviews	child, class teacher, parent, SENCo	Once per term
Self and peer assessment	child, class teacher	Daily
Pupil voice, including 'Passport for Learning'	child, school councillors, peer mentors, interviews carried out by the Senior Leadership Team	Throughout each half term

Enrichment for children with SEN

Stockton Wood ensures all children have the opportunity to participate in extra-curricular activities, including: Sports and Arts Club, school choir, cross country, film club, in addition to swimming sessions, 'Bike-ability' and music tuition. There are opportunities for children to participate in sport competitions and our creative curriculum provides outdoor learning and educational visits to parts of England and Wales. The school keeps parents up-to-date with our school newsletter, parent information leaflets and our school website.

Staff professional development in relation to children with SEN

- The SENCo has completed the National SENCo Award with distinction (2014). She also attends School Improvement SEND briefings and training, to remain up to date with local and national legislation.
- In addition, the SENCo and Headteacher (Chair of Consortium) are part of the Primary Consortia and SEN Working Group which are used to share SEN updates and information and moderate our graduated approaches to meet the needs of SEN children.
- The SENCo attends an annual transition forum for KS2 to discuss children with SEND/vulnerable learners so that a transition action plan can be put into place.
- An accredited Every Child a Counter teacher delivers personalised provision through a Numbers Count programme.
- An accredited Reading Recovery teacher delivers targeted intervention for individual children.
- Training in school is linked to the School Development Plan, and can be accessed via the Primary Consortium. Alternatively, training can be provided by the SENCo or curriculum staff with subject leads.
- Christine Taylor, a Speech and Language Therapist, has trained the school's Foundation Stage Manager, Nursery Nurse Manager and SENCo to assess children's communication and language needs using specialised resources (2014-2015).
- During staff meeting time, teaching staff and teaching assistants have regular training around SEN developments, individual children's need and recommended strategies or resources to support SEN.
- During the academic year 2015-2016 staff training included using PIVATS 5 to assess children with SEND, SEN Precision Teaching and revisiting the school's graduated approach to SEN provision.
- 'A Quiet Place' psychotherapists staff have trained teaching assistants to deliver heart math and body work (hand massage). As part of our school's Primary Consortium, an Outreach model of the provision is being developed (2016-2017), with a member of staff being trained as a facilitator for the therapeutic programme of support.
- This academic year, the school's Headteacher, Foundation Stage Manager and A Quiet Place Champion have completed training around 'positive handling' of children.
- All staff also received annual training in safeguarding, including 'Keeping Children Safe in Education' updates.

Last year (2015-2016) we achieved a **Gold Award** for the **Reading Quality Mark** and **Liverpool Counts Quality Mark**, both of which identified a whole school commitment '*to embedding consistent approaches to teaching and learning*' and an aspirational culture which continually reflects upon potential barriers to learning.

This academic year, we have put in additional training into the development of a whole school, cumulative and systematic process for teaching writing across the curriculum through our involvement in the **Primary Partnership Project 'Talk for Writing'**.

Finance

Our notional SEN Budget for this academic year 2016-2017 was used to fund:

- Teaching assistants (additional to quality first provision), including support for children with complex SEN needs.
- Additional teaching resources to support SEN children, such as: writing wedges, balance boards, sensory toys, iPads and fine and gross motor equipment.
- Staff training linked to the School Development Plan.
- Participation in enrichment opportunities.
- Transport in accordance with Primary Consortia referrals.
- Resources to support the whole school approach towards speech and language.

A full list of our external partners can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children and their families in the following ways:

- Quality first teaching taking place in all classrooms and inclusion of all children.
- Children are making 'sufficient' progress as defined through the Assessment with-out levels framework, with SEN progress in line with I.E.P. targets and PIVAT Milestones.
- Children undertaking intervention and receiving additional support are celebrating improved progress outcomes due to small group or highly individualised personalised teaching and learning.
- Increased staff confidence to work with children in the four broad areas of SEN needs.
- Children achieving their I.E.P. targets for reading, writing and/or maths.
- Increased participation in extra-curricular provision and events.
- A well-attended Parents' Group able to offer guidance and support around SEN. Families are aware of support available for the whole family as well as individual children.
- The purchase of resources and equipment allows for effective differentiation which directly impacts upon children's progress and attainment.
- Children and families have been received additional SEN support as part of the school's Primary Consortia provision.

Complaints Procedures

All SEN complains must follow the school's formal complaints procedure, with due regard to key legislation. Initially, complaints should be raised with the child's class teacher and SENCo, then if necessary with the Headteacher. The SEN Governor is consulted and advice from external agencies working with the family may be sought. As a school we ensure good levels of communication throughout the process and if appropriate, a mediator such as, Parent Partnership may support discussions.

Contact details for support services

Parents/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 this report. Alternatively, the school's Local Offer can be downloaded from the school website or the Family Services directory.

Supporting SEN transition between phases of education

- The Headteacher will meet with the family for a consultation and invite parents to view the school and meet relevant school staff.
- School will contact the previous setting to gather information about the child's SEN needs.
- When appropriate, a personal transition plan/phased transition will be written in partnership with parents/carers.
- 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 the child and their family.
- SENCo attends a Primary Transition Day with Secondary schools to discuss transition arrangements for children with SEN or vulnerable needs.
- A recommendation for High Need 'Top-Up' funding may be made by the SENCo to Secondary schools and/or on entry to a new education setting.

Success in SEND provision

At Stockton Wood we celebrate our good practice! Examples of these include:

- Continuing to use intervention and personalised provision to diminish the difference between children identified as SEN Support and their peers.
- Capturing pupil voice to demonstrate that children feel happy, safe and supported in school.
- Providing personalised teaching and learning that encourages a thirst for achievement.
- Supporting children with social, emotional and mental health needs to manage their feelings and behaviour so that it does not impact on their learning or the learning of others.
- Providing a consistent whole school approach to identifying, assessing and support children with communication, language and interaction needs.
- Using visual timetables in all classroom and personalised timetables to support children with social, emotional and mental health needs, including those with a diagnosis of Autistic Spectrum Disorder.
- Using the graduated approach to identify children with SEN effectively and differentiate between children who have additional needs and those who are low attaining.
- Children are removed from the SEN List on account of exceeding expected progress.
- Increased the proportion of children identified as SEN Support participating in extra-curricular activities, including sport competitions.
- A proportion of children identified and SEN Support represent the school council and are advocates for pupil voice e.g. House team captains and Behaviour Ambassadors.
- A whole school therapeutic approach to instil a readiness for learning using A Quiet Place heart breaths, peer massage and visualisation techniques.
- The development of a Sanctuary Space to support children's emotional wellbeing.
- Liaising with other schools and related outreach providers in the local South Liverpool 1 Consortia with opportunities to share good practice and moderate SEN provision.

Further Developments

Our strategic 'next steps' for developing and enhancing SEN provision in the academic year 2017-2018, include:

- Development of a whole school, cumulative and systematic process for teaching writing across the curriculum to raise standards in English.
- Investigate Lego Therapy as an approach to support children with social, emotional and mental health difficulties.
- Securing an Outreach model for 'A Quiet Place' to provide additional provision for children's social, emotional and mental health needs.
- Revising Individual Educational plans to be SEN Support Plans.