



Stockton Wood Primary School



Stockton Wood School's offer for children and young people with special educational needs and/or disabilities (SEND)

Our mission statement: '*Laying the Foundations for Life.*'

How does the school know if children need extra help? What should I do if I think my child may have special educational needs?

• Stockton Wood will identify needs listed in the SEN Code of Practice (2015):

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties (SEMH)
4. Sensory and/or Physical needs.



• Stockton Wood adopts a **graduated approach** to meeting special educational needs and/or disabilities, with early identification at the heart of practice to help children overcome barriers to learning.

• When identifying children with special educational needs, the school will consider the needs of the whole child and not just the special educational needs of the child. The school **will not** make the assumption that attainment in line with chronological age means there are no additional barriers to learning. Further information can be shared by parents / carers.

• Teacher assessment and tracking will identify children who are not making expected progress or meeting targets. If there are concerns, then the teacher will monitor closely and notify the Head teacher, SENCo and parents.

• Class teachers regularly inform parents about their child/ren's progress and discuss the next steps to support learning. This is part of the school's **assess-plan-do-review** cycle.

• If your child is new to our school then the previous setting will be contacted and records will be shared and transferred.

• If you have concerns about your child's progress or wellbeing you should speak to your child's class teacher initially. Appointments can also be made with the school's Head teacher, SENCo, Learning Mentor and SEND Governor.





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How will school and staff support my child?

- The school's 'Teaching and Learning' Policy promotes best practice towards children with SEND helping to remove barriers to learning, raise self-esteem and develop confidence.
- Stockton Wood has a whole school approach with special educational needs and/or disability. All teaching staff are teachers of children with special educational needs, receiving specialist guidance from the Head teacher, SENCo, the Governing Body and external professionals such as health.
- SENCo will co-ordinate support and provision for all children with special educational needs and/or disabilities.
- All staff in liaison with Head teacher and SENCo will continually assess children to identify strengths, set targets and plan next steps for learning.
- Individual Education Plans (I.E.Ps) feature significantly in the SEN provision provided by the school. I.E.Ps contain SMART targets to ensure that all children experience success. These targets are shared with parents and/ or carers and also with the child.
- School encourages a close working partnership with parents and/ or carers providing regular feedback about children's achievements and experiences.
- In cases where a child is not making expected progress, class teachers will plan for additional support and monitor the success and impact upon progress. This support can take place within the classroom or by withdrawal and delivered by a team of trained teaching assistants.
- As well as support in school, some children may require additional support from outside agencies. Outside agencies may offer school advice and strategies to support your child or they may work directly with your child and/or your family.
- All teaching assistants have received precision teaching training from the specialist Outreach provider Childwall Abbey. This ensures children are practising and achieving their targets using a 'mind friendly' approach.
- KS1 and KS2 teaching assistants have participated in a social stories workshop with Abbot's Lea School.
- Stockton Wood has A Quiet Place; a therapeutic programme to support children's emotional wellbeing. There are teaching assistants who are trained to deliver bio-feedback interventions (Heart Math) hand massage and group self management intervention.





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How will the curriculum be matched to my child's needs?

- All children at Stockton Wood School have equal access to a broad and balanced curriculum, including a 'creative curriculum' which promotes enquiry, global awareness and challenges for the more able children.
- Class teachers have high expectations of all children and will plan to deliver high quality first class teaching ensuring pitch and resources are differentiated appropriately to individual needs.
- 'Mind-friendly' learning is at the heart of classroom practice to cater for different learning styles.
- Learning objectives and success criteria are shared and clearly displayed with children outcomes informing 'next steps' for learning.
- Children listed as SEN support, may require intervention. Examples include: Read-Write A to Z, First Class @ Number, Precision Teaching, RM Easi Maths, Reading Recovery and SEN Teacher support. These interventions can take place as a small group (4-6 pupil), in pairs or on a one to one basis.
- Stockton Wood has 'A Quiet Place', a therapeutic programme to support children's emotional wellbeing. Identified teaching assistants are trained to deliver bio-feedback interventions (Heart Math) and hand massage.
- Children who require additional provision/intervention beyond those available in school (SEN Support Plus) can be referred to Liverpool South 1 Consortia for Outreach support following the Liverpool South 1 'Step Assessment Tool' for learning and behaviour.
- With the SENCo, teachers monitor the success of interventions judging their effectiveness by the impact upon progress and wellbeing outcomes.
- Children with Individual Education Plans (I.E.P.) will have their targets shared so they know how they can achieve their targets and who will help them. Achievements will be celebrated with children and their families! Parents will be informed of their child's 'next steps' and kept regularly informed of their progress.



*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 assessment. In applying for this the school provides evidence of the action taken as part of school's graduated approach to supporting SEN. The progress of children with an Educational and Health Care Plan is formally reviewed at the 'Annual Review' with the leading professionals, Health professionals and parents/carers.*





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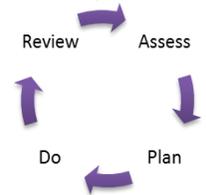
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How can I be involved? How will both you and I know how my child is doing and how will you help me to support my child's learning?

At Stockton Wood we recognise that the impact of SEN support can be strengthened by increasing parental engagement to encourage children to achieve their full potential. Therefore, the school keeps parents/ carers fully informed and involved in all stages of the special needs process, by:

- Being welcomed to an open door policy.
- Being a part of the school's graduated approach and supporting the planning of next steps in learning.
- Parents are actively involved in the SEN support process, setting clear outcomes and reviewing progress towards them.
- Parents and/or carers are encouraged to attend regular, scheduled meetings throughout the academic year to share outcomes of their child/ren's progress and wellbeing.
- Parents can share views through parent meetings, coffee mornings and questionnaires.
- Consulting Stockton Wood's 'A Guide for Parent's Leaflet' or contacting the school for a copy of the information.
- Parent/carers are invited to school SEAL assemblies and 'Heath and Wellbeing' assemblies, including e-safety messages.
- Parent are also invited to individual class celebrations for creative curriculum topics or at the end of the year.
- Specialist agencies can be invited into school (accessed via consortia) to talk to you about how they can support you, your family and your child.
- Parents'/carers of young children are invited to 'Stay and Play' in the Nursery.
- We hold parent workshops for you to talk to specialist services or use our school nurse drop-in.
- Parents/carers are actively encouraged to support their child with their homework, learning national curriculum spellings and completing daily reading.
- We circulate topic information leaflets and newsletters half termly to keep parents/carers up to date with our curriculum news and extra curricular events.
- Parents' Evenings take place during the academic year and a written report for the year's progress and attainment is provided to all parents.





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What support will there be for my child's overall wellbeing?

The school provides support for children's social, emotional and mental wellbeing by:

- Named Safeguarding Officers. All staff have completed up-to-date safeguarding training.
- Drugs and Sexual Health Policy.
- Learning Mentor.
- School Council.
- Peer mentors, House Captains, Play Leaders and Behaviour Ambassadors.
- Passports for Learning (A personalised approach).
- School Nurse Drop-in.
- A Quiet Place, including heart math, peer massage, narrative therapy and psychotherapist support.
- A sanctuary space as part of the school's therapeutic support received from A Quiet Place.
- Breakfast Club.
- SEAL / PSHE Curriculum, including circle time.
- Star and Merit awards.
- 'Bench Buddy' awards.
- 'Parents Group' run by our Parent Governors.
- E-safety Ambassadors to help children use the internet safely.
- Close parent-school partnership to keep all children motivated, happy and safe in their environment.





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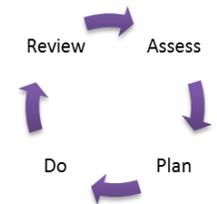
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What specialist services and expertise are available at/accessed by the school?

Stockton Wood is a member of a Primary Consortium (Liverpool South 1). This means specialist support can be accessed to support all children's needs in the areas of the SEN Code of Practice (2015). These include:

- Abbot's Lea (Autism Specialist School).
- Hope Special School (Social, Emotional and Mental Health).
- Childwall Abbey (Cognition and Learning).
- Liverpool Educational Psychology Service.
- Child & Adolescent Mental Health Service (CAMHS).
- Young Person's Advisory Service (YPASS).
- Special Educational Needs Integrated Support Service (SENISS).
- Speech & Language Therapy Service.
- School Family Support Service.
- Behaviour & Motivation Coach.
- Occupational Therapy.
- Early Intervention Family Support Services.
- Spring Wood Heath School (Sensory and Physical).
- A Quiet Place.
- EMTAS (Ethnic Minority and Traveller Advisory Service).
- In the case of **complex** special educational needs an application for 'High Needs Top-Up,' funding can be made to the Liverpool Local Authority.





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What training are the staff supporting children and young people with SEND had or having?

- The SENCo has achieved the National Award for SENCO Co-ordination (2014).
- Stockton Wood's SENCo attends Local Authority briefings to keep up to date with legislative changes in special educational needs both local and national.
- Year 6 teachers and school SENCo attend transition forums during June to discuss children with SEND and/or vulnerable children so that a transition plan can be put into place.
- School training is linked to the school development plan to maintain and enhance quality of teaching and learning so that it is consistently good or better, to support the achievement of SEN pupils, vulnerable learners and those who are underachieving.
- Training is delivered by the Senior Leadership Team, SENCo and Outreach services within the locality or consortium.
- The SENCo provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with children with SEND.
- An accredited 'Every Child a Counter' teacher is trained to deliver a 'Numbers Count' personalised intervention programme to support children's maths learning and acquisition of basic skills.
- An accredited Reading Recovery Teacher provides a targeted intervention programme to raise standards in English.
- A whole school narrative approach to supporting the identification and assessment of children with communication, language and interaction difficulties. The school's Foundation Stage Manager (M. Ikuta-Halpin), Nursery Manger (T. Sefton) and SENCo (A. Jones) have been trained by a speech and language therapist to administer specialist speech and language assessments, track progress and make referrals to the Speech and Language Team.
- A Quiet Place psychotherapists support the professional development of the school's Quiet Place Champion, teacher staff, teaching assistants and those staff included in the Outreach model of support.
- Stockton Wood supports the professional development of all staff and the training provided responds to the needs of all children and staff at any given time and linked to the school development plan.





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How will my child be included in activities outside the classroom including school trips?

- Risk assessments are undertaken before all off site activities and residential activities. This will include a prior visit to ensure the environment is accessible for all children.
- School will request parent/carer consent for all planned visits.
- Stockton wood follows the Local Authority guidance for pupil-staff ratios. Occasionally parents may be asked to accompany their child.
- Our Creative Curriculum provides opportunities for outdoor learning and educational trips.
- Stockton Wood offers a wide range of extra-curricular activities to all children, such as football coaching, Film Club and Sports and Arts.
- Children have access to learning to play a musical instrument, including additional tuition.
- The school has a KS1 and KS2 choir which performs in school assemblies and off site musical events.
- Children enjoy theatre productions which support our SEAL and 'Health and Wellbeing' curriculum.
- Our enrichment curriculum provides additional opportunities for all children, including: 'Bike-a-bility' , Numbers Day, P.G.L. Outdoor residential, visiting Cadbury's World, swimming sessions and seasonal sport competitions.
- The school keeps parents up-to-date with our school news letter, parent information leaflets and our school website.





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How accessible is the school?

- The school increases the inclusion and access for disabled children by having ramps to all entrances and exits, disabled toilets in all areas of the school and disabled parking facilities.
- Encouraging participation in after-school clubs, extra-curricular activities and school trips.
- Purchased physical aids to access the curriculum (as appropriate).
- Fostering positive relationships and promote equality of opportunity so that barriers to learning are removed.
- When working with children who have English as an additional language we will consult EMTAS (Ethnic Minority and Traveller Advisory Service).
- Ensuring written information is on the school website and also through newsletters, timetables and parent information leaflets.
- Parent Governors lead a 'Parent Group' for information sharing and receiving support and advice from professionals, including school SENCo, Learning Mentor, curriculum leads or outside agencies, such as consortia schools, Health and people within the local community.
- Reception class teachers deliver parent workshops to show how your child's reading and number learning can be supported at home.
- Relevant information is shared with parents/carers of children receiving SEN Support or with an Education and Health Care Plan. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.
- The school invites parents to celebrate their child's learning through termly parents evenings. In September there is also a 'meet and greet' welcome session with your child's new class teacher to share key information about the school and classroom teaching and learning.





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How will the school prepare and support my child to join the setting/school or the next stage of education and life?

- The Head teacher will meet for a parent consultation and invite you to look around the school and meet our school staff.
- School will contact the Early Years settings, or other schools your child has attended to gather information about their individual needs.
- 'Individual Education Plans' are shared in advance between current and next class teacher. A child's I.E.P. is also shared with parents/carers.
- When appropriate, a personal transition plan or phased transition will be used. This will be in partnership with parents/carers to support your child as they settle into their new classroom.
- In some cases the school will hold 'Team around the Child' meeting, contacting specialist services to ensure that we are working in partnership to achieve the best outcomes for your child.
- In some cases the school will use an 'Early Help Assessment Tool' to co-ordinate conversations about your child's wellbeing and involve the relevant professionals, such as school nurse, Outreach providers, A Quiet Place, or Housing. The lead professional will be based on the role best suited to meeting the outcomes for the child and family.
- The school's SENCo attends a Primary Transition Day with Secondary school SENCo's to discuss your child's transition and any special educational and/or disability needs.
- Year 5 and 6 children experience secondary transition activities or day visits to school's in the local area.





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How are the school's resources allocated and matched to a child's or young person's special needs?

The school allocates SEN funding in the following ways:

- Teaching assistants to support in class , the delivery of interventions or individual children.
- Training for all teachers and teaching assistants so that they can meet all children's needs more effectively.
- When appropriate, purchasing specialist books and equipment to support teaching and learning.
- In class and withdrawal support from the 'Every Child a Counter' teacher, 'Reading Recovery' teacher, SEN teacher or support staff from outside agencies accessed via the Consortia.
- The Governing Body oversees the expenditure and therefore ensures resources and interventions are directed to support special educational and/or disability needs.
- A 'Service Level Agreement' within the Local Authority is in place to enable access from specialist services to support all children as appropriate.
- In complex cases of special educational needs, the school can make an application for 'High Needs Top-up' funding from the Local Authority to further support the teaching, learning and wellbeing of your child.





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Who can I contact for further information?

- Appointments can be made with your child's class teacher, SENCo (Miss Jones) Deputy Head teacher (Mrs. Ware) or Head teacher (Mrs. Stacey) to discuss your child's progress or additional needs.
- Additionally, the Foundation Stage Manager (Miss Ikuta-Halpin) can be contacted to discuss your child who is based in the Early Years.
- All named professionals can be contacted directly at the school on 0151-486-2471. Appointments can then be made via the school office.
- If you require more information about our school, please visit our school website <http://stocktonwoodprimary.co.uk/> for access to policies, procedures and curriculum information.
- The Local Offer can be found in the Family Services Directory on the city council website: www.liverpool.gov.uk

