

Stockton Wood Community Primary School



'Laying the Foundations for Life'

SEND Information Report 2021-22

(Reporting on Academic Year 2020-21)



Stockton Wood Community Primary School

SEND Information Report

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

Headteacher: Mrs. S. Price **SENCo:** Miss. A. Jones **SEN Governor/s:** Mrs. S. Roberts & Mrs. A. Roberts

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

Stockton Wood is committed to raising aspirations and improving outcomes for all pupils so that they are challenged and supported to experience success and fulfil their potential. We provide a broad and balanced curriculum for all pupils, including enrichment opportunities and personalised provision to ensure pupils' social and emotional wellbeing is nurtured, self-esteem is raised and academic resilience is built. We want to prepare children for adulthood with a long-term goal of independence. This unites us in our vision to *'lay the foundations for life.'*

Stockton Wood's Approach

(Reference: Stockton Wood SEND Policy 2021-22, SEND Procedural Guide 2021-22 & Local Offer 2021-22)

Stockton Wood is an inclusive school and is recognised for its inclusive ethos and personalised provision to support pupils with special educational needs and/or disabilities "exceptionally well" (OFSTED 2019). High quality teaching, the use of differentiated and/or personalised curriculums and interventions are defined through our **child-centred approach** to teaching and learning. We regularly evaluate our provision for all pupils in our care and identify how we can further enhance our provision for pupils with special educational needs and/or disabilities. We have high expectations for all children and are driven to raise aspirations and standards, a vision shared with our children and their families.

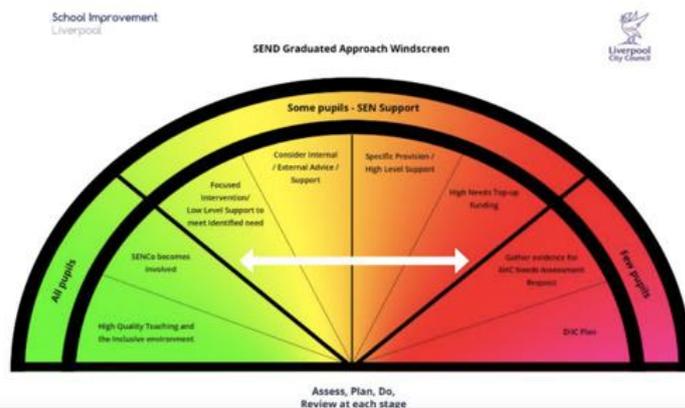


Our **whole school approach** to promote inclusion across the curriculum is underpinned by a **graduated approach** using:

- highly skilled and experienced staff;
- outcome specific interventions;
- pastoral support, in addition to Restorative Practice;
- individualised nurture provision;
- personalised resources;
- effective differentiation and
- responding to recommendations made by Health and Outreach services.

This report demonstrates how we ensure that our **inclusive practice** is embedded within our classrooms, our pastoral care systems and our additional provision.

Stockton Wood’s graduated approach follows the guidance presented by the Liverpool Local Authority ‘**SEND Graduated Approach Windscreen**’ model.



A Graduated Approach (SEND Code of Practice, 2015)

(Reference: Stockton Wood SEND Policy, 2021-22)

A **graduated approach** means we monitor and record concerns about a pupil and determine a timescale for school and/or external provision or intervention alongside outcomes. We work **collaboratively** with parents at all stages in the cycle.



ASSESS

To provide insight into pupil progress, attainment and emotional wellbeing teachers will use baseline standardisation tools, teacher assessment, observations and pupil voice to monitor needs across the four broad areas of SEND. For example:

- Half termly pupil progress reviews and termly SEND Support Plan reviews.
- Completion of a SEND Diary to record barriers to learning, attendance, medical updates, child and/or parent voice.
- In some cases, the involvement of the School Nurse may be appropriate (including vision or hearing checks).
- Pupils may access intervention groups aimed at securing their basic skills, addressing misconceptions or diminishing the difference between their academic performance and peers of the same chronological age.
- School will inform families about their concerns and/or discuss plans for supporting their child’s learning and/or wellbeing.

PLAN

ALL teachers use **high-quality teaching** which is inclusive of pupils’ needs (Reference: Teaching & Learning Policy, 2021-22)

After a period of monitoring, the school will notify parents if their child is being provided with **SEND support** and is listed on the Special Educational Needs List. At this stage inclusion will be promoted by:

- The SENCo supporting class teachers to make **reasonable adjustments** to personalise and/or differentiate the curriculum.
- The class teacher and SENCo agreeing interventions and/or provisions which will have the greatest impact on progress, behaviour and/or social and emotional wellbeing to achieve planned outcomes.
- A **SEND Support Plan** is written, including specific and measurable (S.M.A.R.T.) next steps for the pupil’s primary area of need. These are the child’s individual targets / planned outcomes.
- Sometimes a **Passport for Learning** (personalised one-page pupil profile) will be written in collaboration with the class teacher, SENCo, child and family to capture pupil strengths and voice.

- In the Foundation Stage, the Early Years Profile and Speech and Language Development Milestones are used to plan outcomes and monitor progress.
- Parent meetings or review dates will be agreed, including any annual reviews.

DO

- The SENCo supports the class teacher with planning provision and intervention to ensure outcomes will impact on progress, attainment and/or wellbeing. This will be additional to the core curriculum.
- Some pupils will receive a personalised curriculum with functional targets to measure progress, including specialist support from Health or Outreach services.
- Some children will be supported by a personalised day or through our nurture and therapeutic provision alongside our 'A Quiet Place.'
- Provision Maps will identify pupils for intervention and will be updated by class teachers half termly, in response to pupil needs, with their impact monitored and evaluated by the school.
- In the case of 'High Needs' SEND, costed provision maps will be provided, monitored and reviewed by the SENCo, Head teacher and Senior Management Team.
- Weekly intervention meetings take place between teachers and teaching assistants in order to plan collaboratively for pupils in response to their needs and/or targets.
- A pupil may receive small group intervention or individual support from a skilled teaching assistant depending on their needs or the intervention delivered.
- PIVATS are used to assess the progress of children working significantly below age related expectations (approximately two years below their chronological age).
- SENCo, Foundation Stage Manager and Nursery Manager may carry out further speech and language assessments to identify communication and language needs, some of which will lead to a referral to the Speech and Language Team.

REVIEW

The SENCo co-ordinates all intervention, support and provision for pupils with special educational needs and/or disabilities to ensure the SEND Policy aims are embedded across the whole school.

- SEN Support Plans will be reviewed (at least) termly with SENCo, pupils and parents/carers.
- Passports for Learning will be reviewed termly or as agreed by class teacher and family.
- Outcomes of pupil and parent interviews are evaluated and used to inform school priorities and development plans.
- Targets, outcomes and next steps are agreed and revised in light of pupil progress and development. The change of outcomes will be made in consultation with the pupil and their family.
- The impact of interventions will be reviewed weekly during intervention meetings and then at the end of each delivery cycle.
- In some cases, specialist support from Outreach services or health may be required. These referrals will be made by the SENCo in partnership with the parents/carers and in line with the SEND Graduated Approach.
- For high levels of SEND need, the school will draw upon more specialised assessments from external agencies and professionals. This will include collaboration within the Primary Liverpool Consortia and use of our 'Step Assessment Tools'.
- Education and Health Care Plans are reviewed at least annually in partnership with families and the Local Authority.
- In some cases school may lead or contribute to an Early Help Assessment depending on the needs of the whole child and their family.
- Upon transition to another setting, information will be passed on and shared with settings, parents and pupils. Sometimes, this may involve other professionals being present at review meetings. The Headteacher, SENCO, Learning Mentor or Foundation Stage Manager may attend meetings to support transition arrangements.

The need for additional provision (internal or external) is carried out in consultation with families and their child. The agreed outcomes are discussed with the professionals that offer the support to your child, with the school and providers holding themselves to account.

SEND Needs & Provision

(Reference: Stockton Wood SEND Policy 2021-22 & Local Offer 2021-22, Supporting Medical Conditions in School Policy 2021-22 & Teaching and Learning Policy 2021-22)

The school is a mainstream setting that provides a broad and balanced curriculum for all pupils, including enrichment and extra-curricular opportunities. 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	This area of need may include:
Communication & Interaction (SLCN)	<ul style="list-style-type: none"> • Speech, language and communication difficulties. • Social communication difficulties, including selective/elective mutism. • Autism, including Asperger's Syndrome.
<p>Our pupils are immersed in communication friendly environments and a whole school approach to communication, speech, language and interaction. We have staff trained to assess children's speech and language and deliver narrative interventions to support pupils expressive and receptive language. We work alongside speech and language therapists to deliver personalised programmes of support within the setting to support their speech and language progress. We are also trained in delivering NELI, Blank Level Questioning and Sabotage, supported the Speech and Language Team and SENISS. We are currently being trained to use the WellComm assessment tools to screen children's speech, language and communication development.</p> <p>Children in this category may have difficulties on the Autistic Spectrum and we work closely with our Consortia and Traded Outreach providers to provide specialist support to pupils and their families. All classrooms have visual timetables, with some pupils requiring individualised timetables alongside now/next boards and/or workstations. Identified staff have undertaken training for Lego Therapy and Music Therapy and school teaching staff have had the opportunity to understand the 'science' behind Autism and develop their teaching and learning for children with social communication difficulties through professional development training delivered by Autism Initiatives (OSMEE). When needed, we make highly personalised adjustments to a pupil's school day in discussion with parents/carers and in consultation with Outreach or multi-agency partners.</p>	
Area of Need	This area of need may include:
Cognition & Learning	<ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD). • Severe Learning Difficulties (SLD). • Profound and Multiple Learning Difficulties (PMLD). • Specific Learning Difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia.
<p>For pupils who experience learning difficulties we offer a vast range of intervention programmes driven by pupil outcomes and individual targets. These interventions are planned for by the class teacher, supported by the SENCo and delivered by highly skilled teaching assistants (Reference: OFSTED Report, 2019). We advocate the use of multi-sensory teaching approaches and personalise our planning to meet the needs of pupils within our classrooms.</p> <p>For pupils who require an individualised approach to securing basic skills in English and Maths, we deliver Precision Teaching to ensure targets are practised regularly in order to be achieved and progress made at a developmental pace. School SENCO has recently received training from an Educational Psychologist Team to use Precision Teaching + to enhance current provision. This provision is triangulated with our cognition and learning Outreach (currently Valley High and SENISS) and classroom differentiation. In complex cases, school</p>	

will request the support from an **Educational Psychologist** to identify underlying barriers to learning, inform school provision and/or support school's graduated approach to meeting the needs of pupils.

For pupils with maths specific needs, our school has an accredited Every Child a Counter specialist teacher who provides personalised one-to-one teaching and learning through a **Numbers Count** programme. This role includes training for teachers and teaching assistant to ensure that skills, resources and target practise are applied in the classroom and during the delivery of intervention.

For pupils with '**High Needs**' we plan a developmental curriculum with functional targets, informed by Health or Outreach recommendations, PIVATS and/or SEND Support Plans. In some cases, one-to-one support may be required and alternative methods of recording using computing or iPads software.

Area of Need	This area of need may include:
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Attention Deficit and Hyperactivity Disorder (ADHD). • Attention Deficit Disorder (ADD). • Demand Avoidance (PDA). • Attachment Disorder. • Mental health needs such as: anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.

Securing emotional wellbeing and readiness for learning is a key driver within the school and contributes successfully to breaking down barriers to learning. Our **layers of provision and graduated approach** are used consistently to promote good behaviour across the school and work alongside our **Restorative Practice** provision to build relationships.

The consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning, which is personalised for pupils with SEND and includes **Passports for Learning**. Additionally, we provide nurture morning routines, including **Breakfast Clubs, heart math** and when required, structured transitions into school in order to support pupils' readiness for learning. We use structured play and lunchtime routines to promote positive interactions and support pupils' emotional wellbeing and/or behaviour. The **Learning Mentor** provides pastoral support across the school to pupils and their families, which may include behaviours relating to stress, anxiety, low self-esteem and/or a lack of confidence. Our Learning Mentor is **ROAR** (CAHMS) trained and has recently completed "Draw and Talk" therapeutic intervention training. School can also refer to CAHMS (Trail Blazers Mental Health Team, Seedlings, Advanced Solutions) and Seeking Solutions.

Our '**A Quiet Place**' Educational Therapeutic Programme and Outreach programme managed by school, supports pupils' and their families' emotional wellbeing with a mood set room providing time with skilled therapists. This is enhanced by our **Sanctuary Space** and nurture classroom.

Investment in the **School Family Support Service** and an **Education Welfare Officer** provides **early help** to vulnerable children and families. We do all we can to support pupils at risk of exclusion and engage local support services to embrace **multi agency working** to ensure the best possible outcomes for our pupils. We have worked in partnership with the **Social Inclusion team** and alternative providers to develop a successful strategy for reintegrating pupils who return to school following a fixed-term exclusion/permanent exclusion and for managing their future behaviour.

Area of Need	This area of need may include:
Sensory and/or Physical Needs	<ul style="list-style-type: none"> • Hearing impairment. • Visual impairment. • Multi-sensory impairment. • Physical impairments. • Sensory Processing Difficulties.

Stockton Wood support children with physical needs. These needs may be met through a **Health Care Plan** and agreed in collaboration with Health and parents/carers. Our '**Supporting Children with Medical Needs**' Policy

outlines how we arrange provision for pupils' specific medical needs. The SENCO can make referrals to Alder Hey for a range of services following discussions with parents/carers.

The SENCO works closely with staff and parents/carers to plan provision and involve the appropriate agencies or Outreach providers to ensure that pupils with **physical needs** have full access to the curriculum. Teaching assistants deliver handwriting interventions or fine and gross motor activities recommended by Occupational Therapy reports.

We are aware that some children are affected by **sensory needs** and take these into account when planning the classroom environment and when purchasing personalised resources, particularly for pupils with High Needs and/or an Education and Health Care Plan.

School use Health and Outreach recommendations to inform their reasonable adjustments for pupils with physical and/or sensory needs.

Early Identification of Needs

(Reference: Stockton Wood SEND Policy 2021-22, SEND Procedural Guidance & Local Offer 2021-22)

The school's graduated approach supports the early identification of pupils who may have special educational needs. Stockton Wood is a partner of the **Liverpool South 1 SEND Consortium** and uses a '**3-Step Model**' to ensure a consistent approach to identifying pupils in need of SEND support. We also recognise that slow progress and low attainment do not necessarily identify a special educational need or assume that attainment in line with chronological age means there are no SEND needs for the pupil.

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

The school's arrangements for assessing and identifying children as having special educational needs also forms a part of our published **Local Offer** with due regard to promoting disability equality.

At Stockton Wood we use baseline indicators and assessment tools to support the identification of pupils' special educational needs. This ensures teaching and learning is in response to the diverse needs of pupils within the inclusive classroom environment.

Examples include (but is not limited to):

Area of Need	Identification Indicator / Assessment (to assess strengths, additional barriers to learning and/or targets)	Whole School Systems
Communication & Interaction	<ul style="list-style-type: none"> • BVPS. • RAPT. • 100 Words Checklist. • Stages of Speech & Language Development. • Wellcom EYFS and Primary assessment tools. 	<ul style="list-style-type: none"> • Analysis and interpretation of data EYFS-KS2. • EYFS Development Matters. • Standardised scores. • Scale scores. • SATS Analysis. • CATS Analysis.
Cognition & Learning	<ul style="list-style-type: none"> • Sandwell. • Salford Reading. • Vernon Spelling. • PIVATS (5) Milestones. • Miscue Analysis. • SEND Consortium English 3-Step Model. 	<ul style="list-style-type: none"> • Half-termly pupil assessments using National Curriculum key criteria / objectives. • SEND Support Plans. • Parental concerns and views.

Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Emotional Literacy Scores 'A Quiet Place' • SEND Consortium SEMH 3-Step Model. • Desirable Behaviour checklist. • S.T.A.R. Chart 	<ul style="list-style-type: none"> • Pupil voice. • Observations. • Information sharing between settings and other services. • Regular feedback to inform planning and target setting.
Sensory and/or Physical Needs	<ul style="list-style-type: none"> • School Nurse support • Health needs assessment. • Health and Social care information. • Occupational Therapy reports. • OSMEE pupil observation reports. 	

When school has exhausted their provision, intervention and resources they will make an application for **High Needs 'Top-Up'** funding from the High Needs Funding Panel. In most cases, a request for 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.

Summary of SEND Needs

(Reference: SEND Policy 2021-22, Teaching and Learning Policy 2021-22 & Assessment Policy 2021-22)

In the academic year 2020-21, we had 35.4% of our EYFS, KS1 and KS2 pupils who were identified as having a special educational need and/or disability and received support and/or provision in response to our SEND graduated approach. This again places school in the top 20% of all schools nationally for the proportion of SEND. Percentage of SEND has increased from the academic year 2019-20 (29.7%) due to pupil mobility and an increase in children requiring speech and language therapy or receiving a diagnosis of need, particularly in the area of SEMH, including ASD.

In the same academic year, we had four pupils allocated High Needs Funding (Band 3 and 4) one pupil with an Education Health and Care Plan and one pupil with a draft Education Health and Care Plan.

Our primary area of need in the Early Years continues to be communication and interaction (76.9% Nursery and 73.3% Reception in the Summer Term), and cognition and learning in KS1 and KS2. with additional barriers to learning include SEMH needs, health and social care involvement.

Monitoring & Evaluation of SEND

(Reference: Teaching & Learning Policy 2021-22, Assessment & Reporting Policy 2021-22, SEN Policy 2021-22)

Internal monitoring of the quality of provision and assessment of pupils with SEND includes:

- Reports presented by the Head teacher, SENCo and SEND Governor.
- Outcomes of regular monitoring as planned within the school's development plans.
- Analysis of ASP data, or in-house standardised testing.
- Lesson Visits.
- Learning Walks, including intervention.
- Parent voice.
- Pupil voice.
- Pupil books and planning monitoring.
- SEND Reviews.
- Evidence gathered as part of the graduated approach support High Needs Funding and/or EHCP assessment requests.
- Report outcomes provided by Outreach agencies, School Improvement Teams and OFSTED.

External moderation in the academic year 2020-21 included a successful **Safeguarding Audit** (Liverpool LA), and in 2019-20 an Inclusion **Peer Review** and **OFSTED School Inspection**.

The most recent OFSTED report can be found here: <https://reports.ofsted.gov.uk/provider/21/133338>

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

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.

Co-producing with Children, Parents and/or Carers

(Reference: SEND Policy 2021-22)

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 whole school approach and we do this through:

Action/Event	Who's involved	Frequency
Telephone or face-to-face conversation.	<ul style="list-style-type: none"> • Parent/Carer • Class teacher • SENCo • Learning Mentor 	<ul style="list-style-type: none"> • Stockton Wood has an open-door policy. • Appointments can be made with class teachers and/or SENCo.
Parents' Evening	<ul style="list-style-type: none"> • Parent/Carer • Class teacher 	'Meet the teacher' in September, then: <ul style="list-style-type: none"> • December • April • July
Parent/carer consultation	<ul style="list-style-type: none"> • Parent/Carer • Class teacher • SENCo and/or • Outreach professional 	In line with the school's graduated SEND approach.
Review of targets or outcomes	<ul style="list-style-type: none"> • Parent/Carer • Child • Class teacher • Teaching Assistant • SENCo • Outreach or Health provider. 	<ul style="list-style-type: none"> • Termly
EHAT Meeting	<ul style="list-style-type: none"> • Parent/Carer • Child, • EHAT lead professional • Head teacher • Deputy • SENCo • Learning Mentor • Outreach Specialist Agencies • Health professionals • Social Care • Local Authority SEND Team 	<ul style="list-style-type: none"> • Approximately on a 3-month cycle • Annually
Annual Review / EHC Plan		
Parents Group, including workshop opportunities.	<ul style="list-style-type: none"> • Parent/Carer • Parent governors • SENCo • Curriculum Leads (as appropriate) 	<ul style="list-style-type: none"> • Weekly

	<ul style="list-style-type: none"> • Learning Mentor • Outreach agencies (as appropriate) 	
Curriculum news and updates	<ul style="list-style-type: none"> • Parent/Carer • Whole school staff 	<ul style="list-style-type: none"> • Parent information leaflets and news letters are circulated each half term. • Regular website updates. • School and class Twitter updates.
SEN Support Plan Reviews	<ul style="list-style-type: none"> • Child • Parent/Carer • Class teacher • SENCo 	<ul style="list-style-type: none"> • Termly
Pupil voice, including 'Passport for Learning'	<ul style="list-style-type: none"> • Child • School councillors • Peer mentors • Pupil interviews carried out by the Senior Leadership Team 	<ul style="list-style-type: none"> • Half termly and/or needs basis.

Enrichment for SEND

(Reference: SEND Policy 2021-22, Local Offer 2021-22 & Pupil Premium Statement 2021-22)

Stockton Wood ensures all children have the opportunity to access a broad and balanced curriculum, enriched with wider opportunities and extra-curricular activities. Examples include:

- Sport and Arts Club (will re-commence following COVID Risk Assessment Action Plans)
- Sports training and competitions (local and national), including representatives in 'Sports Crew'
- Choir
- Music Tuition
- Bike-ability
- Faith Encounters (R.E. Curriculum)
- Science Ambassadors.
- Peer Mentors.
- Play Leaders.
- Eco-Warriors
- School Councillors.
- 'Top Up' swimming additional to the Physical Education curriculum.

Our **creative curriculum** provides outdoor learning and educational visits to parts of England and Wales and visits to places of worship for world religions. We promote 'Adventurous Learning' by working in partnership with services across the City, including Libraries, Museums, Galleries and Leisure Services. The school keeps parents up-to-date using newsletters, parent information leaflets, website updates and Twitter accounts.

Staff Professional Development

(Reference: SEND Policy 2021-22, Local Offer 2021-22 & Pupil Premium Statement 2021-22)

Stockton Wood has a whole school approach to supporting, managing and meeting the needs of pupils with special educational needs and/or disabilities. Staff professional development and school SEND development includes, but is not limited to:

Whole School Professional Development

- **Induction Programmes** for Early Career Teachers and long-term temporary staff, including meetings with the SENCo to explain school policy and practice and our graduated approach to support SEND pupils.
- A programme of professional development is in place for all staff, with opportunities for training linked to personal targets in line with the school's priorities, action plans and/or development plans.

- The SENCo regularly attends **Liverpool's SEND Briefing** in order to keep up to date with local and national developments in relation to SEND.
- **The Head teacher (Chair of Consortia)** and SENCo attend **consortia meetings** to access support, monitor and evaluate the graduated approach and share 'good' practice with other SENCo's and Liverpool schools.
- The Head teacher and SENCo commit to a **SEND Working Group**, which includes the moderation and allocation of SEND resources and Outreach provision. Stockton Wood lead the SEMH 'task group'.
- Access to EDNET allows for the search and attendance of training opportunities linked to the school development plan.
- Time is allocated in staff meetings for training around SEND developments, individual pupils' needs and recommended strategies or resources to support SEND.
- All staff also receive annual training in **safeguarding**, including '**Keeping Children Safe in Education**' updates

Additional Training & Qualifications

- SENCo achievement of the **National Award for SEN Coordination Status** (Accredited with Distinction) (2014-15) and a PASS mark for the NPQSL Qualification.
- An **accredited Every Child a Counter** teacher delivers personalised provision through a Numbers Count programme.
- **Nursery Manager, Nursery Nurse and SENCo are trained to assess pupils' communication and language** needs using specialist speech and language tools. The training was delivered by Christine Taylor, senior Speech and Language Therapist.
- PIVATS 5 training to monitor and assess the needs of SEND children.
- '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, we deliver an Outreach model of the provision with a teaching assistant who has achieved a distinction for her **facilitator diploma**.
- The school's Headteacher, Deputy Head teacher Foundation Stage Manager have completed training around '**positive handling**' of children, which will be refreshed in the year 2021-22.

Additional Training and Qualifications include:

Looking Ahead 2021-22

- **First Aid Paediatrics** 're-fresher' training for all teaching assistants.
- **P.E.C.S. Training** to be delivered by OSMEE (Autism Initiatives) to support children with social communication difficulties, including Autism.
- **Wellcom** Early Years and Primary assessment toolkit to further assess and support children's speech and language needs.
- **Safe Handling Training** for the senior management team.

Academic Year 2020-21

- **SENISS 'Good Autism Practice'** training for teacher staff who taught children with Autism and/or High Needs SEMH.
- **OSMEE** SENCo and teaching staff virtual training for supporting children with Autism Spectrum Condition.
- **Precision Teaching +** completed by SENCO to enhance and develop school's precision teaching provision for children with SEND Support Plans.
- **Talk and Draw therapy** completed by our school's Learning Mentor to support children with social and emotional wellbeing difficulties.

During school closures (COVID-19) teachers and teaching assistants dedicated time to continuing their professional development through online training delivered by the Local Authority and/or independent providers. Training linked to our School Development Plans, SEND priorities and personal professional development targets.

Academic Year 2019-20

- **Lego Therapy** training for SENCo and identified teaching assistants in KS1.
- **First Aid Paediatrics** 're-fresher' training for all teaching assistants.
- **Blank Level Questions** training for teaching assistants who support High Needs children.

- **SENISS 'Good Autism Practice'** training for teacher staff who taught children with Autism and/or High Needs SEMH.
- **OSMEE** SENCo training 'Supporting ASC Children in School'.
- **Positive Handling** training for the school's Deputy Head teacher and Foundation Stage teacher.
- **Restorative Practice** 'Circles' and Psychological Safety training.

During school closures (COVID-19) teachers and teaching assistants dedicated time to continuing their professional development through online training delivered by the Local Authority and/or independent providers. Training linked to our School Development Plans, SEND priorities and personal professional development targets.

Academic Year 2018-19

- **First Aid Paediatrics** 're-fresher' training for all teaching assistants, Foundation Stage staff, Learning Mentor and Welfare Assistant.
- **Music Therapy** training to enhance provision made for children with social communication difficulties and/or Autism.
- **Restorative Practice** to embed a whole school culture of maintaining harmonious relationships between staff, children and their families to impact upon attendance, attainment, wellbeing and behaviour in school.

Academic Year 2017-18

- **Lego Therapy** training for the school's Learning Mentor.
- **CAHMS 'ROAR'** training for the school's Learning Mentor. This provides tools for early intervention and strategies to build resilience.

Staff Deployment

(Reference: SEND Policy 2021-22, Local Offer 2021-22 & Teaching & Learning Policy 2021-22)

Considerable thought, planning and preparation goes into utilising our teaching assistants to ensure children achieve the best outcomes. This includes opportunities for them to gain independence and prepare them for adulthood from the earliest possible age.

All classes have access to a teaching assistant to support during the school week and are directed by class teachers. Teaching assistants have a **high level of expertise** to support pupils with SEND and deliver interventions. The school also deploys teaching assistants by their **strengths and specialisms**, for example to deliver speech and language intervention or Quiet Place therapeutic programmes.

There are teaching assistants who support on a one-to-one basis for pupils with **High Needs or Education Health Care Plans** to support the school's management of inclusion and delivery of a personalised curriculum.

Alternatively, teaching assistants can be deployed between Key Phases to target individual or cohort specific needs. Such support is discussed at half termly pupil progress meetings.

Finance

(Reference: SEND Policy 2021-22 & Local Offer 2021-22)

Our notional SEND Budget for the academic year 2020-21 was £244 919 and was used to promote inclusion by:

- purchasing additional teaching resources to support SEND children, such as: writing wedges, sensory equipment, iPads and fine and gross motor equipment.
- funding staff training and CPD linked to the School Development Plan and SEND priorities.
- funding SEND pupils' participation in enrichment opportunities.
- funding transport in accordance with Primary Consortia referrals and specialist school transition arrangements for pupil with an EHCP.
- funding Liverpool South 1 Consortium, to access specialist support, guidance and teaching.
- resourcing home learning to support parents during school closures.

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, with teaching assistants to promote inclusion and support the delivery of individualised and personalised curriculums.
- Raising standards to support children to make sufficient or more than expected progress in relation to their individual starting points from baseline data.
- Celebrating the achievement of SEN Support individual targets with children and their families.
- Increased staff confidence, knowledge and expertise to work with SEND pupils across the broad areas of need.
- Increased participation of SEND children in our wider curriculum and enrichment opportunities.
- A well-attended Parents' Group able to offer specialist guidance and support for their SEND children.
- The purchase of resources and equipment allows for effective differentiation which impacts on progress and attainment.
- Children and families have received additional SEND support as part of the school's Primary Consortia provision.

Admissions and Transition Plans

(Reference: SEND Policy 2021-22, Local Offer 2021-22 & Admissions Procedures 2021-22)

At Stockton Wood we recognise that transitions can be difficult for pupils with special educational needs. As a school we ensure that transitions are planned for and take into consideration the social and emotional needs of the child. These are moderated through our cluster of schools and neighbouring partners.

Our approach includes, but is not limited to:

- Head teacher (or SMT) family consultation or admission meetings.
- SENCo and Foundation Stage Manager transition meeting.
- EHAT professional meetings.
- Transition projects with secondary 'feeder' schools.
- Annual reviews for Education, Health and Care Plans.
- Transition booklets and video diaries for children with SEMH and/or social communication difficulties including ASD.
- Organising transition visits to the new setting.
- Transition teacher meetings within school, for example KS1 to KS2 transition.
- Transition activities within school, for example when welcoming a new class.
- Sharing of pupil records, including SEND Support Plans, Health Care Plan, Health and Outreach reports.
- When appropriate, a personal transition plan or phased transition will be written in partnership with parents/carers.
- A recommendation for High Needs 'Top-Up' funding can be made by the SENCO to secondary schools and/or on entry to a new education setting.

Complaints Procedures

(Reference: SEND Policy 2021-22)

All special educational needs complaints must follow the school's formal complaints procedure, with due regard to key legislation. Initially, complaints should be raised with the pupil's class teacher and SENCo, then if necessary with the Head teacher.

The SEND 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 SENDIASS may support discussions.

Success in Special Educational Needs and/or Disabilities Provision

(Reference: SEND Policy 2021-22)

Reflecting on the academic year 2020-21, successes for SEND include (but are not limited to):

- **Delivery of Lego therapy intervention** to support children with social communication difficulties and/or emotional wellbeing needs to develop their social communication skills, experience positive interactions, promote confidence and raise self-esteem.
- **SEND blended learning curriculum** including personalised timetables, differentiated resources linked to SEND Support Plans, collaboration with families to continue the use of reward and behavioural visuals (e.g. zone board) and use of remote learning platforms (including Purple Mash and Microsoft Teams).
- Teachers and Teaching Assistants delivering **SEND remote reading groups** to targeted pupils and/or individuals, including Letters and Sounds sessions.
- Teacher **SEND professional development** delivered by Autism Initiatives virtually to further develop school's inclusion response to meet the needs of children with social communication and/or neurodevelopmental difficulties.
- School's response to support SEND children and their families using additional services and Outreach to offer support for remote learning, behaviour in the home environment and promoting or managing emotional wellbeing, particularly in response to COVID-19 and transition back to school.
- **SEND welfare** calls or visits made by Senior Leadership Team, SENCo, Learning Mentor, Class teachers and/or Outreach professionals.

At Stockton Wood we celebrate our good practice and evaluate our provision through our own monitoring and evaluation cycle and use of external moderation. Examples of feedback can be seen below.

OFSTED, 2019

"The school supports pupils with special educational needs and/or disabilities (SEND) exceptionally well. Every teacher understands the individual needs of pupils. Teachers plan their learning well to help them achieve to their best. Teaching assistants provide sensitive and expert help for pupils with SEND, especially those with profound difficulties."

South Liverpool Learning Network Peer Review, 2019

"Stockton Wood is a highly inclusive school. All members of staff are passionate about providing the best possible education for all their children. The most vulnerable children with the school receive highly individualised nurture and support programme through which they both feel valued and are able to learn alongside their peers, progress academically and achieve well."

"The most vulnerable children within the school receive highly individualised nurture and support programmes through which they both feel valued and are able to learn alongside their peers, progress academically and achieve well."

Safeguarding LA Review, 2019

*“An **inclusive ethos** and strong culture of safeguarding was evident across the school.”*

SIP, 2018

The *“school is very successful in reducing barriers to learning and the head teacher is at the forefront of welfare reform within the City and the National agenda.”*

“Local offer documentation was commended by HMI and the proposals for Network clarity and progression were seen. These documents would ensure a rationalised approach across school and were recommended to be shared with the Director of Education.”

The school has used **Quality Marks** to audit provision and quality of education and continues to strive to enhance the quality of teaching and learning further to break down barriers to learning and raise standards.

Additional examples include:

- The effectiveness of provision in diminishing the difference between pupils identified as SEND Support and their peers, unless there is an impact from a co-morbidity of needs, complex social problems in which there is support from High Needs Funding, school’s layers of provision and/or Social Care.
- Pupils removed from the SEND List as the result of accelerated progress and attainment in line with their peers.
- SEND pupils’ inclusion is managed and/or promoted through a developmental, nurtured and/or personalised curriculum and enhanced with enrichment opportunities to encourage talents and a thirst for achievement.
- Liverpool SEND Team recognising the school’s SEND provision, as evidenced by applications made for High Needs ‘Top-Up’ funding and Education, Health and Care Plan assessments.
- Increased proportion of pupils identified as SEND Support participating in extra-curricular activities, including sport competitions and in leading roles (Science Ambassadors, Eco-Warriors, Sports Crew, Peer Mentors, House Captains).
- A proportion of children identified as SEND Support represent the school council and are advocates for pupil voice.
- The enhancement of school’s social communication provision to provide nurtured and structured environments to promote positive interactions and build friendships amongst children (Lego Therapy, Music Therapy, Structured Lunch, personalised timetables, implementation of Outreach recommendations).
- A whole school therapeutic approach to instil a readiness for learning using ‘A Quiet Place’ emotional wellbeing strategies, heart breath, peer massage and visualisation techniques in addition to our nurture and sanctuary spaces.
- The Liverpool Families Programme, Restorative Practice project has positively impacted upon attendance, attainment, wellbeing and behaviour in school and the local community.

“Pupils thoroughly enjoy attending this school. For many pupils, school provides a sanctuary where they have fun, feel safe and learn new things.” (OFSTED,2019)

Further Developments

(Reference: School Development Plans 2020-21 & 2021-22)

The academic years 2019-20 and 2021 were disrupted by the **COVID-19 school closures**. School responded to the guidance circulated by the DFE and school’s Head teacher worked in partnership with Liverpool Local Council’s Recovery Planning Group to manage pupils return to school.

We will therefore continue our strategic plans for developing and enhancing SEND provision by:

- continuing to diminish the difference between pupil groups and break down barriers to learning, particularly disadvantaged SEND boys.
- evaluate SEND Practice to seek the 'Inclusion Charter Mark' to promote excellence in provision and outcomes.
- continue to evolve our curriculum which is designed to be ambitious and personalised to meet the needs of pupils with SEND so they can develop their knowledge, skills and abilities and apply what they know and can do with increasing fluency and independence.
- To use the Early Years Consortia to enhance school's provision for communication and interaction including speech and language assessments using WELLCOM and staff training by therapist to build sustainability within schools.
- SENCO and staff training from SENISS to meet the needs of children with dyscalculia difficulties.
- To continue to develop school's inclusion strategies for children with Autism and sensory needs, seeking advice and support from Autism Initiatives regarding sensory circuits and play therapy.

Relevant Policies Underpinning This SEND Information Report

This report complies with statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015) and has been written in reference to the following guidance and documents:

- The Rochford Review (2016).
- The Engagement Model (2020)
- Statutory Guidance-Supporting pupils at school with medical conditions- (2015).
- Preventing & Tackling Bullying (2017).
- Teacher Standards (2012).
- Stockton Wood Teaching and Learning Policy.
- Stockton Wood Safeguarding Policy.
- Stockton Wood Child Protection Policy.
- Stockton Wood Equality Policy.
- Stockton Wood Admissions Policy.
- Stockton Wood Behaviour Policy.
- Stockton Wood Accessibility Plan.
- Stockton Wood Assessment, Recording and Reporting Policy.

Legislative Acts Considered When Compiling This Report

- Special Educational Needs and Disability Regulations (2014).
- Special Educational Needs Code of Practice (2015).
- Children & Families Act (2014)
- Equality Act (2010)
- Mental Capacity Act (2005)

Date to be presented and approved by Governing Body: November 2021