'Laying the Foundations for Life'

A Procedural Guide for Special Educational Needs & Disability (SEND)

2022-23

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This procedural guide supports the teaching and learning of pupils with special educational needs and/or disabilities. It provides a framework which reflects the **statutory guidance** from the [SEND Code of Practice](#) (2015) and the aims of **Stockton Wood's SEND Policy**. The procedures detailed in the guidance will support staff to adhere to school's **graduated approach** to identify, plan, assess and review in order to meet the needs of SEND pupils and promote their inclusion.

The procedural guide should be read in conjunction with the:

- SEND Code of Practice (2015).
- Stockton Wood's SEND Policy.
- School's Local Offer.
- SEND Information Report.
- Stockton Wood's Teaching and Learning Policy.
- Stockton Wood's Assessment and Feedback on Learning Policy.
- Stockton Wood's Safeguarding Policy.
- Stockton Wood's Child Protection Policy.
- Stockton Wood's Equality Policy.
- Stockton Wood's Accessibility Plan.
- Stockton Wood's Behaviour Policy.

Our School Vision for SEND

Stockton Wood is committed to raising aspirations and improving outcomes for all pupils so that they are both supported and challenged to experience success and fulfil their potential. The school provides a broad and balanced curriculum, which is personalised and ensures pupils' social and emotional wellbeing, confidence and self-esteem are nurtured and academic resilience is built in order to prepare children for adulthood with a long-term goal of independence. This unites us in our vision to *"lay the foundations for life."*

Identifying Pupils with Special Educational Needs and/or Disabilities

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

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

We recognise that **early identification** of pupils who may have special educational needs is a crucial factor in overcoming barriers to learning. These children may be facing challenges or difficulties in accessing the curriculum and/or in their personal, social and emotional development.

Teachers will complete an **Initial Concerns Record** and share this with SENCO and parents/carers. A timescale will be agreed for teachers to assess and monitor needs, including pupil progress meetings, with feedback provided to SENCO and parents/carers to identify whether the child is making less than expected progress. This can be characterised by progress which is:

- significantly slower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and their peers;
- widens the attainment gap.

Teachers should **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 special educational needs for the pupil.

The school identifies special educational needs and/or disabilities using the four broad areas from the SEND Code of Practice (2015).

Area of Need	This area of need may include:
Communication & Interaction (SLCN)	• Speech, language and communication difficulties. • Social communication difficulties, including selective mutism • Autism, including Asperger's Syndrome.
Cognition & Learning	• Moderate Learning Difficulties (MLD). • Severe Learning Difficulties (SLD). • Profound and Multiple Learning Difficulties (PMLD). • Specific Learning Difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia.
Social, Emotional & Mental Health	• Attention Deficit and Hyperactivity Disorder (ADHD). • Attention Deficit Disorder (ADD).

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	• Demand Avoidance (PDA).
	• Attachment Disorder.
	• Mental health needs such as: anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
Sensory and/or Physical Needs	• Hearing impairment.
	• Visual impairment.
	• Multi-sensory impairment.
	• Physical impairments.
	• Sensory Processing Difficulties.

Our Approach

At Stockton Wood we use a **graduated approach** which follows an **Assess-Plan-Do-Review** cycle.

As a school we provide our pupils with **high-quality teaching** using differentiation, personalised resources, S.M.A.R.T. targets / outcomes and curriculums which are highly individualised for pupils with 'high needs' and/or profound-multiple difficulties across the four broad areas of SEND. These children may have an Education, Health and Care Plan.

Stockton Wood's graduated approach follows the guidance presented by Liverpool Local Authority. The graduated approach identifies the pupil's primary need and if required, a secondary need.

The SEND List

A pupil with an identified special educational need and/or disability will be placed on the SEND List as **SEND Support.** Stockton Wood identifies SEND Support as:

A Graduated Approach	
Initial Concerns/ Monitor	• These pupils are not on the SEND List, but show vulnerabilities.
	• Pupil barriers to learning are monitored and identified by school in partnership with parents/carers.
	• These pupils may undertake intervention or receive additional support to diminish the difference between their attainment and their peers.
	• Emotional wellbeing may be supported by school's pastoral provision.

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SEND Support	• Pupils who are not making progress in line with age related expectations despite targeted intervention, reasonable teaching adjustments and quality personalised teaching and learning. • If the prime need is cognition and learning, the child will work approximately two years behind their chronological age. • Parents will be informed when their child is identified as needing SEND Support. • Delivery of intervention (shown on provision maps). • (In some cases) Passport for Learning to capture pupil voice and personalise the curriculum.
SEND Support (Specialist Services & Outreach)	• The progress of these pupils will continue to cause concern as they remain working significantly below age related expectations (at least two years behind their chronological age). • The school may request support and advice from external agencies, including Health. • School may access specialist support / resources / intervention via the Liverpool SEND Consortia. • Parents will always be informed and involved in the decision to access specialist support and their consent will be required formally (except in child protection cases where a child is deemed to be at risk). • An application for High Needs 'Top-up' funding may be required. • A request for an Education, Health and Care Plan assessment may be required.

The Assess – Plan – Do – Review Cycle

The following are **requirements and guidelines for teachers** to ensure record keeping is up-to-date and the graduated approach is adhered to as outlined in the SEND Code of Practice (2015).

Graduated Approach	What does this look like?	Questions I should ask.
ASSESS	• Use identification indicators and baseline assessment tools (see SEND Policy) to monitor, observe and analyse pupils' needs. • Keep in-house assessment record keeping up to date. • Record additional barriers to learning, medical information and parent dialogue onto the SEND 'diary' sheet. • Talk to parents/carers – Do they have concerns? • An Initial Concerns Record may be completed.	• Is the pupil at least two years behind their chronological age? • What gaps in their learning have I identified? • Have I used the 3-Step Model for English and/or SEMH? • Has the pupil's hearing and vision been checked? • Have I sought the pupil's views? • Am I recognising, rewarding and praising the positives? (**Charlie's Toolkit: Getting the simple things right**) • What is the primary need of the pupil? • Have I read the child's previous records found in their blue information file? • Have a spoken to previous class teachers?

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PLAN	- Plan and deliver consistently good or better lessons which are inclusive of all SEND needs. - Meet with the SENCo and write a SEN Support Plan for the primary need. - Plan S.M.A.R.T. targets / outcomes. (When required) Collaborate with SENCo, pupil and family to agree a 'Passport for Learning' and review in response to needs. - With support from SENCo, plan for the delivery of an intervention which will have the greatest impact upon progress, attainment and/or wellbeing. - Create a provision map to identify targeted support / provision / intervention. - Discuss with school's A Quiet Place Champion support/provision for the pupil and/or family. - Use PIVATS to support planning and target setting.	- Do subject leaders and SENCo see clear differentiation in my planning? - Have I annotated the SEMH 3-Step model to show support / provision / intervention which has taken place? - Have I completed the 'Desirable Behaviour' checklists to identify SEMH areas of need? - Have I updated my provision map in response to pupil needs? - How can I personalise the learning environment / behaviour expectations / transition points / school day? - Do I need to make a referral to the Learning Mentor to break down barriers to learning?
DO	- Timetable additional adult support to have the greatest impact on teaching and learning. - Deliver intervention which is additional to the core curriculum. - For 'high needs' pupils, support the SENCo in creating a costed provision map to identify the impact of one-to-one SEND support. - Work collaboratively with teaching assistants to plan, resource and review the impact of interventions. - Ensure provision between classroom practice, intervention is seamless. - Plan for discrete opportunities for pupils to practise and apply their targets in the classroom with independence. - Update PIVATS at least half termly to show progress. - Carry out further assessments to identify additional barriers to learning e.g. speech and language, Phonics Screening, Salford and Vernon. - Work in collaboration with school's Learning Mentor to break down barriers to learning and support families.	- Have I annotated the SEMH 3-Step model to show the impact of the support/provision/intervention put into place? - Have I reviewed and updated the 'Desirable Behaviour' checklists? Have the pupil's needs changed? - Have I updated my provision map in response to pupil needs? - What were the outcomes or recommendations from external reports e.g. Educational Psychologists, OSSME, SALT, SENISS? - How can I make further reasonable adjustments to my teaching and learning? - Have I dated PIVATS to show the skill is secure? - Is the pupil accessing the planned intervention regularly? - Do I need to update the pupil's Passport for Learning?

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REVIEW	• Review SEND Support Plans termly with SENCo. • Evidence target achievement and desired outcomes. • Update the 'Desirable Behaviour' checklist for SEMH. • Review Passport for Learning with SENCo, pupils and their families. • Set new targets / outcomes. • Provide information to the SENCo to support the request for SEND Consortia support / provision / intervention. • Discuss with parents/carers new concerns and 'next steps' using the graduated approach.	• How often has the pupil accessed their intervention? • What is the impact of the delivered intervention? • What are the additional barriers to learning? • Does this pupil need to move through the graduated approach? • Is a referral to a Health service required? • Have I provided classroom and intervention evidence for my SEND review? • Has my provision map been updated? • What is the pupil's primary need now? • Is the child receiving SALT therapy or have they been discharged? • Have I met with parents/carers to review the SEND Support Plan. • Do I need to discuss with the SENCo a need for 'High Needs' Top - Up funding? • Do I think this child needs an Education, Health and Care Needs Assessment?

SEND Support Plans

Pupils who are entered onto the SEND List may be working significantly below age related expectations or their social and emotional wellbeing may directly impact upon their mental health and/or progress. These children will have personalised SEND Support Plans which may include:

- S.M.A.R.T targets which are specific to needs, measurable and achievable.
- Attendance data for Autumn, Spring and Summer.
- Standardised scores and/or scaled scores for reading and maths.
- Spelling, reading and/or maths ages.
- Teacher assessment for writing.
- Phonics screening score / RWInc Assessments.
- EYFS Development Matters progress and attainment.
- Speech and Language Assessments.
- Outreach feedback or assessments.
- PIVAT Milestone scores.
- List of personalised resources, intervention and 'top tip' strategies to support target achievement.
- Pupil voice.
- Parent voice.

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- Annotated '3 Step Model' tool for SEMH.
- Annotated 'Desirable Behaviour' Checklist, including PSHE wellbeing criteria.

SEND Provision and Intervention

Stockton Wood is a mainstream setting, which provides all pupils with equal access to a broad and balanced curriculum. The school's **Teaching and Learning Policy** promotes best practice towards removing barriers to learning, raising self-esteem, developing confidence and improving outcomes.

We are a partner of the **Liverpool SEND South (1) Consortium** and use **Step Models** to ensure a consistent and graduated approach to identifying and meeting the needs of pupils with SEND. Some of these include:

- Consortium Step Model for English and Social, Emotional and Mental Health.
- The "Levels of Need- Graduated Approach Windscreen" model.
- Early Help Assessment Tool (EHAT).

Area	Details of Provision (This area of need may be supported by:)
Communication & Interaction	• Use of speech and language assessment tools (Wellcomm) to identify areas of need, pupils for intervention and those in need of a speech therapist referral. • Blank Level Questions. • Colourful Semantics. • Social stories as recommended by Outreach services. • Comic Strip stories as recommended by OSSME. • Visual timetables. • Personalised work stations. • Now/Next/ boards. • P.E.C.S. • Lego Therapy.
Cognition & Learning	• Differentiation using personalised real-life resources, scaffolds and additional adult support. • Interventions delivered by trained teaching assistants to diminish the difference between gaps in pupil attainment. • Team teaching using a collaborative practice cycle to achieve personalised provision and resources. • Precision Teaching (including Precision Teaching + resourced by an Educational Psychologist) • Tuition Programmes, such as Third Space Learning.

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	• Active Literacy Kit.
	• Read, Write. Inc Speed Sounds Intervention.
	• Additional one-to-one reading, pre-teaching or consolidation work with a Teaching Assistant.
Social, Emotional & Mental Health Difficulties	• Named Safeguarding Officers.
	• Restorative Practice, including the 'Thinking Restoratively' questions.
	• 'Passport for Learning' a personalised approach of support.
	• Learning Mentor, who is school's Mental Health Lead and trained in the ROAR Response.
	• Drawing and Talking Therapy.
	• A Quiet Place, a therapeutic programme of support including heart math, peer massage and narrative therapy.
	• A Sanctuary Space.
	• Education Welfare Officer.
	• Peer Mentors.
	• School councillors and House Captains.
	• Structured play and lunch time provision to encourage positive interactions, social skills and life skills.
	• School Nurse.
	• PSHE curriculum, including Sex and Relationships.
	• Drugs & Sexual Health Policy.
	• CAHMS, including support from MHST, Addvanced Solutions and Seedlings.
Sensory & Physical Need/s	• Handwriting programmes recommended by Occupational Therapy.
	• Sensory Circuits, recommended by OSMEE.
	• Writing wedges.
	• Fine motor 'strong hands' interventions in the Early Years.
	• All subject areas have ground floor access for wheelchair users.
	• Disabled toilets in the junior and infant areas.

Specialist Providers, Agencies and Professionals

Specialist SEND Support includes, but is not limited to:

Code of Practice (2015) Area of Need			
Communication & Interaction	**Cognition & Learning**	**Social, Emotional & Mental Health Difficulties**	**Sensory and/or Physical Needs**
• Speech and Language Therapy Team. • OSSME Autism Initiatives.	• SENISS • Bank View Specialist Advisory Support.	• OSSME Autism Initiatives. • A Quiet Place.	• Occupational Therapy. • SENISS • OSSME Autism Initiatives.

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		• Mental Health Support Team (MHST).	• Bank View Specialist Advisory Support.
• EMTAS.		• Child & Adult Mental Health Service (CAHMS). -YPASS -ADDvanced Solutions -Seedlings	

Additional support / provision working across areas of need:

• Educational Psychology Service.

• School Family Support Service.

• Early Intervention Team.

• School Nurse.

• Social Inclusion Team.

• Early Help Hub.

Assessment of SEND

At Stockton Wood we recognise that all pupils have the right to receive an education of the highest quality which is differentiated and personalised to their individual needs and provide every opportunity to develop skills which will **support their independence** as they transition into adulthood.

In addition to the pupil data collected for all pupils as outlined in school's Assessment and Feedback Policy, those who are working **at least two years behind their chronological age**, therefore '**significantly below** national expectations' must have their progress and attainment tracked using PIVATS (5) Milestones.

This assessment tool allows teachers to assess small steps of progress and attainment, setting challenging but realistic targets while tracking pupil achievement across Reading, Writing and Maths. **PIVATS is not aimed** at providing for pupils who are 'at risk' or underachieving.

The PIVATS structure focuses on small steps up to the revised National Curriculum for Year 4 age related expectations.

Teachers should be using PIVATS as a working document to inform planning, intervention and target setting and must **update** pupil PIVATS at least **half-termly** to coincide with directed teacher assessment time.

From training and 'best practice' evaluation, it is expected that the PIVAT document has:

• performance indictors / criteria (when appropriate) **dated three times** to show the skill is secure.

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• **a circle** around the performance indicator which is preventing further progress. This is a clear identified need which cannot be overcome e.g. *a child on the Autistic Spectrum may not achieve a performance indicator associated with inference, a child with dyslexia may not make plausible phonetic attempts.*

The Engagement Model

The engagement model replaces P scales 1 to 4 and is statutory from the 2020/21 academic year. School, when deemed appropriate, will use the engagement model to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2).

Pupils assessed using the engagement model are usually described as having **severe or profound and multiple learning difficulties**. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones, most likely to have an Education Health and Care Plan.

The engagement model has **5 areas of engagement**, these are:

• **exploration**

• **realisation**

https://www.gov.uk/government/publications/the-engagement-model

• **anticipation**

• **persistence**

• **initiation**
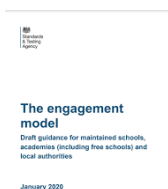
Each of the 5 areas are interrelated and should be used when assessing pupils who are not engaged in subject-specific study. Each area can provide a focus on how well pupils are achieving a specific outcome or individual development target as set out in their EHC plans or high-needs funding agreements.

SEND Reviews

The SENCo completes **termly reviews** with class teachers in the months of December, April and July.

The reviews are an opportunity to celebrate with children, parents and school the success, achievements and progress a pupil has made. Additionally, the reviews are our school's evidence to show our **inclusive practice** to meet the needs of all children within the four areas of the Code of Practice (2015).

The following questions can be used to support the review process:

• What are the current levels of attainment relating to targets?

• What progress has the child made towards their targets as set out in the Provision Map?

• Can evidence of independent target achievement be provided by intervention and classroom teaching?

• What are parent/carer views of the child's progress?

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- What are the child's views of their progress?

- Is the current provision appropriate to the child's needs?

- Have there been any significant changes to the child's family or medical circumstances?

- Are additional barriers to learning impacting on their progress and/or emotional wellbeing?

- Does the child need to move through graduated approach?

- Is an application for High Needs Top – Up Funding or an Education Health Care Plan assessment required?

- Has the child exceeded their targets? If so, can they be removed from the SEND List?

Provision Mapping

Provision Maps are used for planning, reviewing, evaluating and recording the provision made for all pupil for the four broad areas of the SEND Code of Practice (2015), including school's own universal provision. This includes:

- Communication and Interaction.

- Cognition and Learning.

- Social, Emotional and Mental Health.

- Physical and Sensory Needs.

- Then Enrichment Curriculum and Wider Opportunities.

It is the class teacher's responsibility for maintaining and updating their Provision Maps (at least half termly) so that monitoring and evaluation can be undertaken by the Leadership and Management Team. Provision maps **must be saved** to the **school evaluation drive** in the 'Assessment Folder' for the academic year.

In the case of 'High Needs' funding the SENCo will complete an individual costed provision map as part of the application process using the LA Operational Guidance and Banding Criteria.

Curriculum and Planning Requirements

The school's **Teaching and Learning Policy** promotes best practice towards the inclusion of SEND pupils, meeting their personalised needs, helping to remove barriers to learning, raising self-esteem and developing confidence. **When planning for pupils with SEND, the teacher must:**

- deliver lessons that are consistently good or better using high quality teaching.

- plan for additional adults and one-to-one support adults so that they impact on teaching and learning.

- collaborate with teaching assistants to plan, resource and review intervention impact upon pupils.

- ensure planning is effectively differentiated for individual needs, including challenge for the more able.

- use real-life and personalised resources (Stockton Wood's Collaborative Practice Principals).

- plan for discrete opportunities to practise, apply and achieve SEND targets.

- use the outcomes from lessons to assess and inform 'next steps' and target setting.

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- engage and 'hook' children through their interests and make learning child centred.

- personalise the curriculum and learning environment to further promote inclusion in the classroom.

SEND Remote Learning

The school's **blended learning curriculum** for pupils with SEND ensures that they continue to access a sequenced curriculum with a strong focus on basic skills and SEND Support Plan outcomes.

We recognise that some pupils with SEND, may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families and will work in close partnership with parents and carers to support those pupils in order to deliver a broad and ambitious curriculum.

Our current model of remote learning for SEND includes (but is not limited to):

- When applicable, pupils with an Education, Health and Care Plan and/or in receipt of High Needs Funding will be invited to attend school for **face-to-face teaching**.

- **Daily** Zoom (EYFS and KS1) and Microsoft TEAMS (KS2) meetings led by class teachers. These promote and support daily learning and include **feedback on learning**.

- **Daily** (small group or one-to-one) SEND reading and/or phonics sessions via digital platforms.

- Additional small group or one-to-one digital support for SEND pupils and their families, including SENCo wellbeing 'check ins', Teaching Assistant Precision Teaching and/or and **pastoral support** from school's Learning Mentor and/or SEMH providers such as A Quiet Place.

- **Regular contact** (including wellbeing calls) with families by telephone, email and 'doorstep' visits.

- **Differentiated home learning packs** with a strong focus on basic skills and SEND Support Plan outcomes.

- Planning for home learning packs informed by Speech and Language therapist reports and/or Outreach recommendations.

- Providing additional support for families at home to manage their home learning routines, behaviour expectations and nurture wellbeing using **Outreach professionals**, such as: A Quiet Place, School Family Support Service and OSSME.

- **Passports for Learning** will be considered when planning a pupil's remote learning, including the use of visual timetables, praise and reward systems and Now-Next boards.

- When appropriate, remote teaching and learning will consider the use of large-scale fonts, background colours, audio descriptions and supplementary audio-visual digital platforms (e.g. Purple Mash) to promote the inclusion of SEND with complex additional needs.

Teaching and Learning Environment

To maintain an inclusive ethos and an environment that promotes a lifelong love for learning, we must:

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- celebrate and display children's learning in all areas of the curriculum.

- embrace the principals of our whole school vocabulary approach to support communication, language and literacy across the curriculum.

- keep 'working walls' up to date with current teaching and learning so that they can scaffold teaching and learning (see Display Policy).

- provide differentiated resources which scaffold or extend children's learning.

- timetable daily basic skills activities as detailed in our achievement of the Basic Skills Award, Reading and Maths Quality Marks.

- ensure feedback on learning reinforces the application of basic skills (See **Teaching and Learning Policy**).

- use 'Ready-Steady-Learn' and **A Quiet Place** strategies to encourage readiness for learning and foster emotional wellbeing.

- follow our Restorative Practice (see **Restorative Practice Statement of Intent**) approach with children and their families.

- ensure children have the opportunity to 'check in' using their Restorative Practice emojis.

SEND Resources

DfE guidance
https://www.gov.uk/children-with-special-educational-needs

SEND Code of Practice (2015)
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Liverpool Early Help Directory
http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/workforce_development.page

SEND Gateway
http://www.sendgateway.org.uk/resources.html

NASEN
http://www.nasen.org.uk/early-years-send-resources/

https://inclusiveteach.com/

SENict resources
https://www.ianbean.co.uk/senict-members-resource-portal/

SEND Teacher
https://www.senteacher.org/

ADHD Foundation

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https://www.adhdfoundation.org.uk/

Precision Teaching +

https://www.edpsyched.co.uk

Chatter Pack

https://chatterpack.net/pages/send-information-a-z-directory

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