



Stockton Wood Primary School



“Laying the Foundations for Life.”

Special Educational Needs and Disability

Stockton Wood’s **Graduated Approach**

What does “Special Educational Needs” mean?



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015



A child has a **Special Educational Need or Disability (SEND)** if they have a **significant** learning difficulty or disability, which calls for special educational **provision** that is **different from or additional to** that normally available to pupils of the same age.



Stockton Wood is an inclusive school. This means we include and support all children and do everything we can to meet a child’s individual needs, including SEND.

We want children with SEND to engage in teaching, learning and **wider curriculum activities** alongside those who do not have SEND.

What is a “SENDCo” ?

Who is this person in Stockton Wood?

Miss Alison Ann Jones

admin@stocktonwood.liverpool.sch.uk

A SENDCo oversees the day-to-day operation of the school's [SEND Policy](#).

The SENDCo will co-ordinate provision and support for children with SEND and advise on the [graduated approach](#).

The SENDCo will be a **key point of contact** for parents/carers of children with SEND. The SENDCo can offer support, advice and guidance to families.

The SENDCo will **work in collaboration with partners/carers**, school's **Learning Mentor** and [external agencies](#), such as Speech and Language SENISS, OSSME, CAHMS, Health and Social Care.



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Special Educational Needs

The Local Offer...What is this?

SEND Local Offer

Welcome to Liverpool's [SEND Local Offer](#)


Here you will find lots of information about Special Educational Needs and Disability (SEND). The [Local Offer](#) helps you understand what services and support you can expect from a range of local partners, such as [SENDIASS](#), [Liverpool Parent and Carer Forum](#) ([LivPac](#)) and [ADDvanced Solutions](#).

 How to get Support	 City Council & Health Services	 Early Years & Childcare	 Health
 Get Involved	 Young Adults (16 – 25)	 SEND Support & EHCP	 Schools and Education
 Social Care	 Travel and Transport	 Things to Do	



Stockton Wood
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Special Educational Needs



Stockton Wood Primary School

'Laying the Foundations for Life'

Special Educational Needs & Disabilities

Local Offer

2022-23



School has a personalised **Local Offer** detailing the specific arrangements, provision, support and activities that are available in our school. [Find this on our school website!](#)

[Liverpool's local offer](#) provides information about services for parents, children and young people up to the age of 25 with special educational needs and disabilities (SEND).

How is/can my child be supported in school?

Universal Provision

Sometimes children need additional support - this **does not** necessarily mean your child has SEND.



Your child's class teacher, with guidance from the SENDCo, will use personalised ("unique to your child") strategies and/or interventions to support your child to make progress, achieve their potential, feel happy, safe and ready to learn in school. We call this **"breaking down barriers to learning and/or wellbeing."**

The support provided to a child to help them to achieve their outcomes may include:

- ✓ additional support from a teacher or teaching assistant.
- ✓ use of practical resources to help access their learning.
- ✓ Learning Mentor "check-ins"
- ✓ a Passport for learning/wellbeing.
- ✓ support with physical or personal care.
- ✓ structured play/lunchtimes.
- ✓ A Quiet Place.
- ✓ pre-teaching / consolidating learning.

How is/can my child be supported in school?

Passport for Learning

A Passport is something we use in school to show what is important to your child and how they would like to be supported.

They capture strengths, interests and “triggers” so that **reasonable adjustments and/or personalised provisions** can be made to your child’s classroom teaching and/or learning.

A child **does not** have to have a diagnosis of need to have a Passport.

Grown ups who help me:

School Support:

Home-School Promise:

My Targets

I would like to:

School would like me to:

What people like and admire about me:

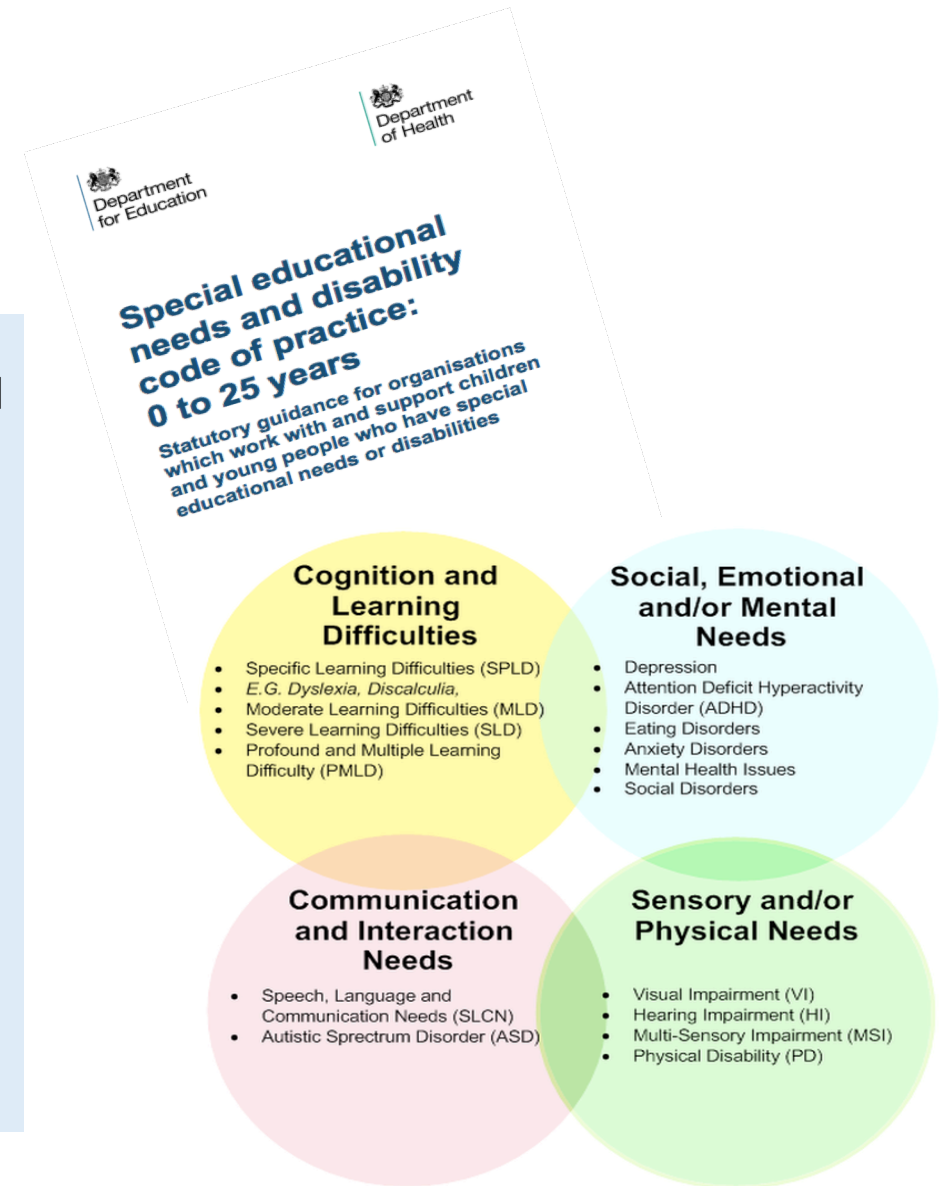
My Triggers

How you can support my behaviour, keep me safe and help me to learn:

What are the **four broad areas of need**?

Special Educational provision should be matched to the child's identified special, educational need. **There are four broad areas of need:**

- **Cognition and learning** (e.g. dyslexia, dyspraxia)
- **Communication and Interaction** (e.g. ASD, Speech and Language)
- **Social, Emotional and Mental Health** (e.g. ADHD, Anxiety)
- **Sensory and/or Physical Needs** (e.g. visual or hearing impairment)



What is the **Graduated Approach**?

Where a pupil is identified as having SEND, school will act to **remove barriers to learning** and put effective special educational provision in place.

This SEN support follows a **four-part cycle** through which earlier decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and of **what supports the pupil in making good progress and achieving planned outcomes.**

This approach is reviewed at least **three times** a year and includes parent/carers and any external specialist involved.



What happens at the **ASSESS** stage?

The **class teacher**, working with the SENDCo, will begin to build a picture of the child's needs.

School may use assessment data, behaviour checklists, observations and discussions with any external providers, such as Speech and Language, to support their understanding of a child's needs.

The **views** and experiences of **parents/cares** are **sought**.

The child's own views are listened to – we call this **“pupil voice.”**



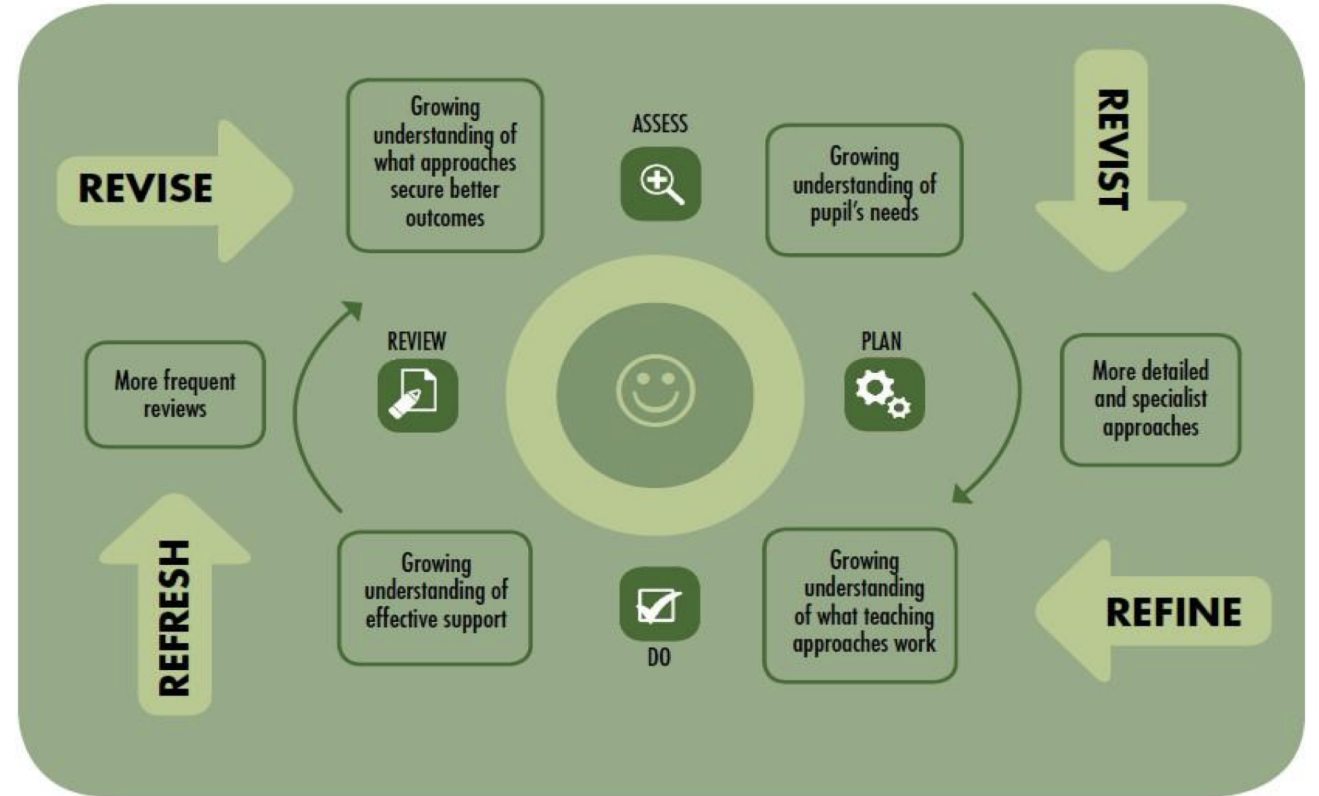
What happens at the **PLAN** stage?

School will now plan the provision that is most likely to **impact** on a child's progress, behaviour and/or wellbeing.

The plan is outcome led – **What do we hope the child will achieve/be able to do?**

Children and parents/carers will be consulted when planning provision.

Class teacher will deliver **"quality first teaching"** and in some cases targeted intervention may be delivered by a trained teaching assistant or a staff with a specialism, such as **Lego Therapy**, **Drawing and Talking Therapy** and **A Quiet Place**.



**Drawing
and Talking**



A QUIET PLACE

What happens at the **DO** stage?

The class teacher, SENDCo and additional supporting adults will have a growing understanding of the child's needs and best strategies / interventions to support.

The SENCO will monitor the delivery and **impact** of the targeted provision/intervention to ensure that SEND receive **high quality teaching** both in main classes and, if appropriate, when withdrawn from the classroom for additional intervention, such as **Precision Teaching**.



What happens at the **REVIEW** stage?

Teachers will be continually reviewing progress in order to inform their teaching through assessment for learning.

School will talk to parents/carers regularly to set clear **outcomes** and review progress, discuss the provision and support that will help them achieve.

In some cases, school will engage with **specialist services** if a child continues to make less than expected progress, despite evidence of support and intervention. Parent and pupils views will be collected and **consent** given before accessing **external support** beyond school's own SEND provision (Educational Psychologist, Speech and Language, OSSME, SENISS)



Education, Health and Care Plan...What is this?



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Special Educational Needs

An EHC Plan looks at all the needs that a child has within education, health and care. Professionals (school, health, social care) and the family together consider what outcomes they would like to see for the child. This plan identifies what is needed to achieve those outcomes.

It is expected that school have received and acted on the advice of specialist services as part of their **graduated approach** before requesting an EHC Plan assessment.



Department
of Education

Department
of Health

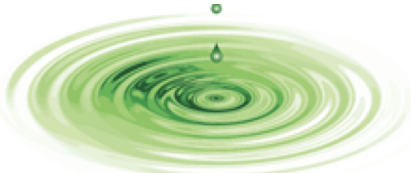
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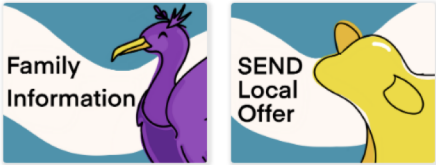
January 2015

As part of the EHC assessment request, the Local Authority will consider the evidence that where progress has been made, it has only been as the result of much **additional intervention** and support **over and above** that which is usually provided within school.

Where can I access additional support?



ADDvanced Solutions
Community Network
Supporting you to find the answers



Welcome to the Liverpool Family Information & SEND Directory (FISD).





Any questions?

