



'Laying the Foundations for Life'

SEND Information Report

Reporting on Academic Year 2022-23



Stockton Wood Primary School

SEND Information Report

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

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Local Offer Contribution: <https://stocktonwoodprimary.co.uk/special-educational-needs/>

Search for us on the [Liverpool Family Information & SEND Directory](#).

At Stockton Wood Primary School, we believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. We are committed to raising aspirations and improving outcomes for all children so that are both supported and challenged to experience success and fulfil their potential. We provide a curriculum that ensures children's social and emotional wellbeing, confidence and self-esteem are nurtured and academic resilience is built in order to prepare children for secondary school. We want to "lay the foundations for life," to help our children make a successful transition into adulthood.

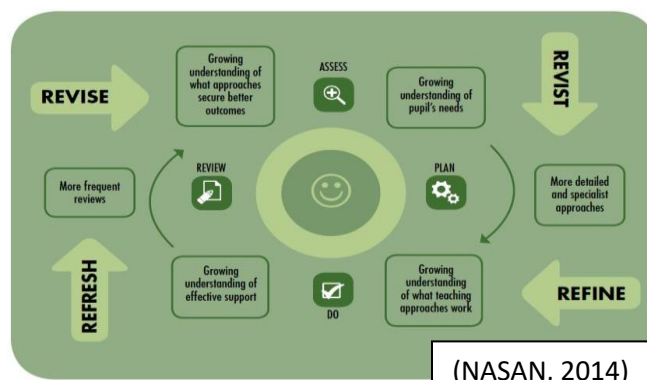
Stockton Wood's Approach

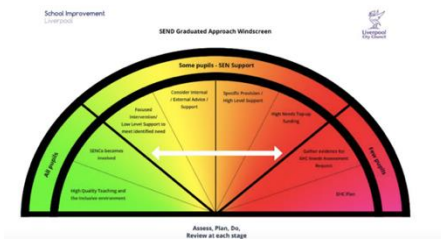
(Reference: Stockton Wood SEND Policy, SEND Procedural Guide & Local Offer)

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. 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;
- therapeutic 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, with consideration of the **SEND Graduated Approach Windscreen** guidance shared by Liverpool Local Authority.

A Graduated Approach (SEND Code of Practice, 2015)

(Reference: Stockton Wood SEND Policy)

A **graduated approach** means we monitor and record concerns about a pupil and determine a timescale for school and/or external provision or intervention to be implemented as we work towards 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, criterion referenced checklists, observations and pupil voice to monitor needs across the four broad areas of SEND. For example:

- 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).
- Pupil views are sought in respect of personalised provision, including their interests and strengths.
- 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.
- In some cases, an "Initial Concerns" document will be completed with a timescale to review actions agreed with parents/carers.

PLAN

ALL teachers use **high-quality teaching** which is inclusive of pupils' needs. 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 SENDCo supporting class teachers to make **reasonable adjustments** to personalise and/or make adaptations to the curriculum.
- The class teacher and SENDCo 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 outcomes. The school will notify parents if their child is being provided with SEND Support.
- Sometimes a **Pupil Passport** (personalised one-page pupil profile) will be written in collaboration with the class teacher, SENDCo, child and family and will capture pupil interests, strengths and their voice.
- In the Foundation Stage, the Early Years Profile and WELLCom to monitor progress against planned outcomes.
- Parent meetings or review dates will be agreed, including any annual reviews.

DO

- The SENDCo 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. This may include the use of a Social, Communication and Play Journal, as recommended by SENISS.
- Some children may access our therapeutic provision 'A Quiet Place.'
- Class teachers will update their provision maps half termly and track key groups including SEND, Pupil Premium, CLA, EAL, More Able and Low Prior Attainers. These will be monitored by the SENDCo and/or Assessment Lead.
- In the case of 'High Needs' SEND, costed provision maps will be provided, monitored and reviewed by the SENDCo and Head teacher.
- Teachers and Teaching Assistants work collaboratively to plan and assess the impact of interventions, sometimes through a Phase Meeting approach. This time provides joint planning and reflection time.
- A pupil may receive small group intervention or individual support from a skilled Teaching Assistant depending on their need, for example therapeutic provision delivered by school's A Quiet Place facilitator, or Blank Level Questions intervention to support a child's language development.
- PIVATS are used for reading, writing and maths (number) to assess the progress of children working significantly below age related expectations (approximately two years below their chronological age).
- In the Early Years, WELLCOM speech and language assessments will be used to identify communication and language needs, some of which will lead to the delivery of intervention and/or a referral to the Speech and Language Team.

REVIEW

- The SENDCo 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.
- SEND Support Plans will be reviewed (at least) termly with SENDCo, class teachers, parents/carers and pupils.
- Pupil Passports will be reviewed in response to pupil voice and needs or as agreed by class teacher and family.
- Outcomes of pupil and parent voice/interviews are evaluated and used to inform school priorities and development plans.

- 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 at the end of each delivery cycle.
- Learning walks and lesson observations/visits evaluate 'good' inclusive practices and adaptive teaching approaches to impact upon whole school teaching and learning.
- In some cases, specialist support from Outreach Services or Health may be required. These referrals will be made by the SENDCo and/or Learning Mentor as the school's Mental Health Lead and in partnership with the parents/carers following the SEND Graduated Approach.
- For high levels of 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 the '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, SENDCo, 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, Local Offer, Supporting Medical Conditions in School Policy & Teaching and Learning Policy)

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 using adaptive teaching strategies, raising self-esteem and developing confidence. As a school we cater for the four board areas identified within the [SEND 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.

Our pupils are immersed in **communication friendly environments** and a whole school approach to developing communication and interaction needs. We have Early Years staff trained to assess childrens' speech and language and deliver narrative interventions to support expressive and receptive language needs. We work alongside speech and language therapists to deliver personalised programmes of support within the setting to support a pupil's speech and language progress. We are trained to deliver **Wellcomm**, Blank Level Questions Intervention and Sabotage, following support from the Speech and Language Team, Autism Initiatives (OSSME) and SENISS. School are proactive in accessing additional support via the Liverpool Consortia and the Speech and Language Therapy Team to develop their Communication and Interaction provision, for example OSSME are currently training new to school staff in the area of Intensive Interaction Therapy. The SENDCo is trained to support staff with the delivery of Social Stories, with OSSME delivering bespoke/personalised social stories intervention for identified pupils, such as those with Education Health Care Plans.

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.

We continue to develop our provision to make reasonable adjustments for pupils with sensory processing needs, offering the use of AMSR, personalising timetables to offer sensory breaks and/or simple sensory circuit intervention. With support from OSSME, we are personalising sensory diets and this year will enrich our sensory provision with a sensory room and sensory garden.

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.

For pupils who experience learning difficulties we offer intervention programmes driven by pupil outcomes. These interventions are planned for by the class teacher, supported by the SENDCo and delivered by highly skilled teaching assistants. We advocate the use of multi-sensory teaching approaches and personalise our planning to meet the needs of pupils within our classrooms, with adaptive teaching approaches at the heart of our inclusive practice.

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 to promote pupil progress at a developmental or accelerated pace. School's SENDCo has received training from an Educational Psychologist Team to use *Precision Teaching +* to further develop our current provision, in particular monitoring the success rate of target achievement. In complex cases, school may request the support from an Educational Psychologist in line with their SEND graduated approach. For pupils with specific needs, the SENDCo has completed Dyscalculia training with SENISS (Spring 2022) and dyslexia training (Summer 2022) to advise and plan provision for pupils with specific learning difficulties.

For pupils with **'High Needs'** we plan (when applicable) 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 iPad software.

For pupils with Education Health and Care Plans the school will access additional support and advice from the Local Authority and Liverpool Consortia in response to the recommended provisions.

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 through emotional coaching and conflict resolution practices. This academic year school will revisit their values and attend 'refresher' training due to new members of staff joining the Stockton Wood team.

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 using Pupil Passports. Additionally, we provide nurture morning routines, including Breakfast Clubs, heart math and when required, structured/phased 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. 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, as our Mental Health Lead, is ROAR (CAHMS) trained and is accredited to deliver "Draw and Talk" as a cognitive behaviour therapy intervention. School can also refer to CAHMS (Trail Blazers Mental Health Team, Seedlings, Advanced Solutions) and Seeking Solutions.

Our '**A Quiet Place**' educational therapeutic programme is an emotional literacy curriculum that offers support to pupil's and their families. School have a mood set room to provide time with skilled therapists (psychotherapist and body worker) so that those who access the support can be fully immersed in their therapies. This is enhanced by our **Sanctuary Space** and for some pupils their own sanctuary 'box' to support social, emotional regulation.

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 work in partnership with the Social Inclusion Team and alternative providers to develop successful strategies for reintegrating pupils who return to school following a fixed-term suspension/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.

Stockton Wood supports 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 SENDCo and/or Learning Mentor can make referrals to Alder Hey for a range of services following discussions with parents/carers. School use Health and Outreach recommendations to inform their reasonable adjustments for pupils with physical and/or sensory needs.

The SENDCo 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 can be directed to deliver handwriting interventions or fine and gross motor activities recommended by Occupational Therapy reports, or Outreach reports.

Early Identification of Needs

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

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 '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.

All pupils are monitored regularly both as part of the whole school monitoring process, but also in terms of their

additional support. Decisions about whether a child should remain on the SEND List are made in partnership with the school and parent/carer at the end of each monitoring cycle.

Stockton Wood identifies **SEND support** as: *pupils who are not making progress in line with age related expectations despite targeted intervention, reasonable teaching adjustments and high-quality personalised teaching and learning.* In some cases, school may access specialist support / resources / intervention via the **Liverpool SEND Consortia**.

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"> • Wellcom EYFS and Primary. • BVPS • 100 Words Checklist • Blank Level Questions. • OSMEE pupil observation reports. • Speech and Language Therapist Reports. • SENISS Social, Communication and Play Journal. 	<ul style="list-style-type: none"> • Analysis and interpretation of data EYFS-KS2. • EYFS Development Matters. • Standardised scores. • Scale scores (NFER). • SATS Analysis. • Half-termly pupil assessments using National Curriculum objectives. • SEND Support Plans. • Parental concerns and views. • Pupil voice. • Observations. • Information sharing between settings and other services. • Health and Social Care information. • Graded Care Profile.
Cognition & Learning	<ul style="list-style-type: none"> • PIVATS (5) Milestones. • Miscue Analysis. • SEND Consortium English Step Model. • SENISS verbal and non-verbal reasoning assessment. • SENISS K-Bit Assessment. 	
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Emotional Literacy Scores 'A Quiet Place' • SEND Consortium SEMH Step Model. • Desirable Behaviour checklist. • Mental Health criterion checklists, used by Mental Health Specialist Staff. • OSMEE pupil observation reports. • Feedback from Mental Health Professionals (e.g. MHST CAHMS). 	
Sensory and/or Physical Needs	<ul style="list-style-type: none"> • School Nurse Reports. • Health needs assessment. • Occupational Therapy reports. • Liverpool (SI) Visual Impairment Assessment. 	

When school has exhausted their provision, intervention and resources they can 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, Teaching and Learning Policy & Assessment Policy)

In the academic year 2022-23, we had 23% 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, placed school in the top 20% of all schools nationally for the proportion of SEND and similar to the national picture, the most common type of need for those with an Education Health and Care Plan was autistic spectrum disorder (Communication and Interaction).

The percentage of SEND has decreased from the academic year 2021-22 (29%) due to the impact of school intervention, pupil mobility and children with Educational Health and Care Plans transitioning to specialist settings or their secondary school placement. School's use of SEND Consortium Tools and moderation within the Primary Consortium have ensured there are robust systems in place to identify pupils with special educational needs. In the academic year 2022-23, specialist educational needs in boys was more prevalent than in girls, with an increase in boys being diagnosed with ASD and/or SEMH needs.

In the academic year 2022-23, we had one 'existing High Needs' as an automatic renewal and by the end of July 2023, 14 Education Health and Care Plans finalised (EYFS – Y6). Two KS1 pupils were dual registered for Autumn 2022 – Summer 2023 as they attended a specialist setting and then accepted a full-time placement following a review of their Education Health and Care Plans. One pupil in KS2 was dual registered for Spring 2023 to access additional support for SEMH as recommended by The Social Inclusion Team. School supported the transition of an additional four pupils to their new educational setting, including specialist settings and a mainstream secondary school.

School had two pupils in the Early Years attending a language resource unit twice weekly, with termly review meetings taking place and this placement would be extended into the academic year 2023-24.

Our primary area of need in the Early Years continues to be Communication and Interaction and Cognition and Learning and SEMH in KS1 and KS2, with additional barriers to learning including health and social care involvement.

Monitoring & Evaluation of SEND

(Reference: Teaching & Learning Policy, Assessment & Reporting Policy, SEND Policy)

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

- Reports presented by the Head teacher, SENDCo and SEND Governor.
- Outcomes of regular monitoring as planned within the school's development plans.
- Analysis of local and national data, or in-house standardised testing.
- Lesson Observations / Visits and Learning Walks.
- Parent voice.
- Pupil voice.
- Pupil book scrutiny and planning monitoring.

- SEND Reviews.
- Evidence gathered as part of the graduated approach to support applications for High Needs Funding or Education and Health Care Plans.
- Report outcomes provided by Outreach agencies, School Improvement Teams and OFSTED.

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)

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 is involved?	Frequency
Telephone or face-to-face conversation.	<ul style="list-style-type: none"> • Parent/Carer • Class teacher • SENDCo • Learning Mentor 	<ul style="list-style-type: none"> • Stockton Wood has an open-door policy. • Appointments can be made with class teachers and/or SENDCo via the school office.
Parents' Evening	<ul style="list-style-type: none"> • Parent/Carer • Class teacher • SENDCo (as appropriate) 	'Meet the teacher' in September, then: <ul style="list-style-type: none"> • December • April • July
Parent/carers consultation	<ul style="list-style-type: none"> • Parent/Carer • Class teacher • SENDCo and/or • Outreach professional 	<ul style="list-style-type: none"> • In line with the school's graduated SEND approach.
Review of SEND outcomes	<ul style="list-style-type: none"> • Parent/Carer • Child • Class teacher • Teaching Assistant • SENDCo • Outreach or Health provider. 	<ul style="list-style-type: none"> • Termly

EHAT Meeting	<ul style="list-style-type: none"> • Parent/Carer 	<ul style="list-style-type: none"> • Approximately on a 3-month cycle
Annual Review / EHC Plan	<ul style="list-style-type: none"> • Child • EHAT lead professional • Head teacher • Deputy • SENDCo • Learning Mentor • Outreach Specialist Agencies • Health professionals • Social Care • Local Authority SEND Team 	<ul style="list-style-type: none"> • Annually
Parent workshop opportunities.	<ul style="list-style-type: none"> • Parent/Carer • Parent governors • SENDCo • Curriculum Leads (as appropriate) • Learning Mentor • Outreach agencies (as appropriate) 	<ul style="list-style-type: none"> • Weekly <p>In the academic year 2022-23 school appointed a Parental Engagement Lead to co-ordinate support for families, including access to advice and training from specialist agencies.</p>
Curriculum news and updates	<ul style="list-style-type: none"> • Parent/Carer • Whole school staff 	<ul style="list-style-type: none"> • 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 • SENDCo • Outreach Provider (as appropriate) 	<ul style="list-style-type: none"> • Termly
Pupil voice (inc. Pupil Passports)	<ul style="list-style-type: none"> • Child • School councillors • Peer mentors • Pupil interviews 	<ul style="list-style-type: none"> • Half termly and/or in response to curriculum developments and pupil needs.

Enrichment for SEND

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

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:

- Sports training and competitions (local and national).
- Music Tuition

- Bike-ability
- Faith Encounters (R.E. Curriculum)
- Science Ambassadors.
- Peer Mentors.
- Play Leaders.
- School Councillors.
- 'Top Up' swimming additional to the Physical Education curriculum.

In the academic year 2022-23 there was SEND pupil representation in all extra-curricular clubs offered by the school. Examples included: Knitting Club, Dodgeball, Lego Club, Beatbox, Volleyball and Dance.

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, website updates and Twitter accounts.

Staff Professional Development

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

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 SENDCo 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 SENDCo regularly attends **Liverpool's SEND Briefing** in order to keep up to date with local and national developments in relation to SEND.
- The SENDCo attends **consortia meetings** and for the academic year 2022-23 became a co-chair of the South 1 Consortium. The consortia model moderates and evaluates the graduated approach and allows school to share 'good' practice within the city.
- Access to EDNET allows for the search and attendance of training opportunities linked to the school priorities.
- Time is allocated in staff meetings for training around SEND developments, individual pupils' needs and recommended strategies or resources to support SEND. In the new academic year (2023-24) a refresher around the school's SEND graduated approach with a strong focus on high-quality teaching and making reasonable adjustments and adaptations

to the curriculum to further strengthen school's inclusive practice and share school's SEND Policy aims with new to school staff.

- All staff receive annual training in **safeguarding**, including 'Keeping Children Safe in Education' updates and in the Autumn (2023) all staff will receive Prevent Training.

Additional Training & Qualifications

- SENDCo achievement of the **National Award for SEN Coordination Status** (Accredited with Distinction, 2014-15) and a PASS mark for the NPQSL Qualification.
- In the academic year 2023-24 school's newly appointed Early Years Lead and experienced staff will be trained to administer Wellcom to assess pupil's speech and language needs.
- 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 senior leadership team and identified colleagues within each curriculum phase have completed positive handling (positive behaviour strategies and physical intervention) training delivered by [Dynamis](#).

Additional Training and Qualifications include:

Looking Ahead 2023-24

- OSSME staff training to continue to develop school's sensory provision, including support to implement sensory diets following the completion of pupil observations and sensory questionnaires and bespoke sensory regulation training. This will compliment school's sensory room developments taking place in the academic year 2023-24.
- Continued SEND staff professional development for Intensive Interaction therapy to support pupils with social communication difficulties.
- **Restorative Practice** 'refresher' training to revisit school's values and emotional coaching using the 'thinking restoratively' toolkit.
- School's Mental Health Lead to be trained in delivering **REACT (CAHMS)** cognitive and behavioural therapy to support pupils to explore thoughts, feelings and behaviour patterns within the area of social, emotional and mental health, such as anxiety.
- **PSED PIVATS** training, for SENDCo through the consortia to then plan for next steps within school.

Academic Year 2022-23

- **Wellcom** training completed for Early Years.
- Speech and Language Therapist Training for (identified) Teaching Assistants to deliver Blank Level Questions intervention and Intensive Interaction Therapies.
- SENDCo Training delivered by SENISS, including: **Working Memory** and Behaviour Support Strategies.

- OSSME staff training to develop school's approach to delivering sensory diets.
- **Positive Handling Training.**
- Read Write Inc whole school training, including 'Fast Track' tuition training for Teaching Assistants.

Academic Year 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 SENDCo** and teaching staff virtual training for supporting children with Autism Spectrum Condition.
- **Precision Teaching +** completed by SENDCO 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 SENDCo 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 SENDCo** 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.

Staff Deployment

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

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.

In some pupil cases, Teaching Assistants are directed to support on a one-to-one basis for pupils with **High Needs or Education Health Care Plans**. This is to support the school's delivery of personalised curriculums.

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. In the summer term (2022) school appointed a Higher-Level Teaching Assistant, with a SEND Level 3 specialism and will look to recruit an additional SEND Teaching Assistant in the academic year 2023-24.

Finance

(Reference: SEND Policy & Local Offer)

Our notional SEND Budget for the academic year 2022-23 was £188,840 and was used to promote inclusion by:

- recruitment of SEND Higher-Level Teaching Assistant.
- purchasing additional teaching resources to support SEND children, such as 'sensory boxes' for personalised timetables, fidget tools for regulation, access to Palmerston Outreach to offer individualised programmes to support pupil's in relation to their EHC Plan provisions.
- 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 pupils with EHC Plans.
- funding Liverpool South 1 Consortium, to access specialist support, guidance and teaching.

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 feeling confident in their abilities 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 SEND pupils with children and their families in relation to their SEND Plan outcomes.
- Increased staff confidence, knowledge and expertise to work with SEND pupils.
- Increased participation of SEND children in our wider curriculum and enrichment opportunities.
- An increase in parental engagement to workshops, assemblies and classroom events to offer specialist guidance and support for their SEND children and celebrate children's achievements and talents.
- The purchase of resources and equipment allows for effective adaptive teaching which impacts on progress, attainment and children's social, emotional and sensory regulation.
- Children and families have received additional SEND support as part of the school's Primary Consortia provision.

Admissions and Transition Plans

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

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/ Senior Leadership family consultation or admission meetings.
- SENDCo 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/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 SENDCo to secondary schools and/or on entry to a new education setting.

Complaints Procedures

(Reference: SEND Policy & Complaints Policy)

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 SENDCo, 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)

Reflecting on the academic year 2022-23, successes for SEND include (but are not limited to):

- Achievement of some SEND pupils achieving age related expectations in statutory assessment, including Phonic Screening Check in KS1.
- Pupils voice continues to demonstrate that children feel support, happy and safe in school.
- A rising trend in SEND pupil attendance.
- Training for Early Years staff to administer Wellcom speech and language assessments to inform baseline data and school intervention.
- Increased participation of SEND pupils in enrichment opportunities and experiences, including sports and music.
- Increased representation of SEND pupils in our school leadership roles, including School Councillors, Play Leaders, Lifesavers Cashiers and becoming advocates for pupil voice.
- Successful transitions of SEND pupils within school and to their new educational setting, with excellent partnership working between schools, parents and the Local Authority.

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, 2023

*“Pupils, including those with special educational needs and/or disabilities (SEND), told inspectors that they have **several friends at the school**. They benefit from mixing with pupils from different classes, such as through buddying roles.”*

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 within 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.”*

Additional examples include:

- Improved parental engagement with the curriculum (e.g. ‘Stay and Learn’) and attendance at SEND ‘workshop’ or Outreach/Wider City Inclusion events (e.g. OSSME, Advanced Solutions, Liverpool ASD Team).
- 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 for pupils with Emotional Based School Avoidance.
- SEND professional development delivered by Autism Initiatives to further develop school’s inclusion response to meet the needs of children with social communication, neurodevelopmental difficulties and/or sensory processing needs.

- Pupils removed from the SEND List as the result of good progress and attainment in line with their peers.
- 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.
- The enhancement of school's social communication provision to provide nurtured and structured environments to promote positive interactions and build friendships amongst children (Structured Lunch, personalised timetables, implementation of Outreach recommendations).
- Restorative Practice continues to have a positive impact upon wellbeing and behaviour in school and the local community.
- 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.

Further Developments

(Reference: School Development Plans)

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

- Continuing to diminish the progress and attainment gap between SEND and their peers, particularly SEND boys.
- 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 so with increased fluency and independence.
- Accessing training from consortia to use PSHE PIVATS to assess pupils who are not fully engage in subject – specific learning and/or set targets for those who experience SEMH challenges.
- When appropriate, develop school's approach to using The Engagement Model and/or Social Communication and Play Journal to consistently monitor progress and plan for measurable outcomes.
- Enhance school's sensory provision with the development of sensory spaces to soothe and regulate, including an outdoor sensory garden.

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)

Review Date: November 2024