



Stockton Wood Primary School

SEN Information Report

September 2025

‘Laying the Foundations for Life’.

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SEN Governors: Ms. Sam Ross

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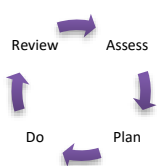
Local Offer Contribution: <https://stocktonwoodprimary.co.uk/special-educational-needs/>

Search for us on the Liverpool Family Information & SEND Directory.

Our Approach as a School:

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.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy September 2024)

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 Wellcomm 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.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

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 children's 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 experienced and able 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 ear defenders and sensory toys, personalising timetables to offer sensory breaks and/or simple sensory circuit intervention.

With support from OSSME (Inset October 2024), we are personalising sensory diets and this year will enrich our sensory provision with a sensory room and sensory garden.

2. Cognition and learning

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 and to further develop our current provision, in particular monitoring the success rate of target achievement.

In complex cases, school may request the support from SENISS in line with the SEND graduated approach. 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.

3. Social, emotional and mental health

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 embed the new values (RISE) and attend 'refresher' training in Restorative Practices 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 as Mental Health Support for Children and Young People in Liverpool (previously CAHMS) (Trail Blazers Mental Health Team, Seedlings, ADDvanced 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 Sensory 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 Behaviour Improvement Team (BIT) 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.

4. Sensory and/or physical needs

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.

(Reference: Stockton Wood Primary School SEN Policy September 2025)

As of 07.09.25, we have 67 number of children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need.

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, young people and their parents

Involving parents and learners in the dialogue is central to our 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/carer 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.
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.

Staff development

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:

- 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. 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 and inset days for training around SEND developments, individual pupils' needs and recommended strategies or resources to support SEND. In the new academic year (2024-25) the first INSET Day included a refresher around the school's SEND graduated approach with a strong focus on high-quality teaching and making reasonable adjustments and adaptations
- SENDCo has achieved the National Award for SEN Coordination (NASENCO) Status and also holds a Post-graduate Certificate in Autism and Asperger Syndrome and a National Professional Qualification in Leading Behaviour and Culture (NPQLBC).

Staff deployment

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 (2025) school appointed two SEND Teaching Assistants, a Level 2 Teaching Assistant.

A full list of our external partners who we work with 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/young people 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.

School External Partnerships and Transition Plans

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:

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

- 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 all cohorts.
- 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

Complaints

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.

What has and has not worked this year

Reflecting on the academic year 2024-25, successes for SEND include (but are not limited to):

- Re-confirmation of IQM Centre of Excellence
- Pupils voice continues to demonstrate that children feel support, happy and safe in school.
- A rising trend in SEND pupil attendance.
- Read Write Inc progress in SEND pupils
- Increased participation of SEND pupils in enrichment opportunities and experiences, including sports and music.
- Enhanced school's EYFS sensory provision with the development of sensory spaces to soothe and regulate, including ongoing development of the outdoor sensory garden.

Successful transitions of SEND pupils within school and to their new educational setting, with excellent partnership working between schools, parents and the Local Authority.

Further development

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 Pupil Premium pupils.
- Continue to embed 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.
- When appropriate, develop school's approach to using The Engagement Model to consistently monitor progress and plan for measurable outcomes.

In preparing this report we have included staff, parents and children and young people through...

Relevant school policies underpinning this SEN Information Report include:

guidance and documents:

- 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 and Reporting Policy.

Legislative Acts considered when compiling this report include:

- Special Educational Needs and Disability Code of Practice (2014).
- The Rochford Review (2016).
- Equality Act 2010: advice for schools (2014).
- The Children's and Families Act (2014).
- Statutory Guidance-Supporting pupils at school with medical conditions- (2015).
- Preventing & Tackling Bullying (2017).
- Teacher Standards (2012).

Date presented to/approved by Governing Body:

September 2025