



'Laying the Foundations for Life'

Special Educational Needs & Disabilities



Local Offer



School of
SANCTUARY AWARD
Welcoming People Seeking Sanctuary



How does Stockton Wood know if children need extra help? What should I do if I think my child may have special educational needs?

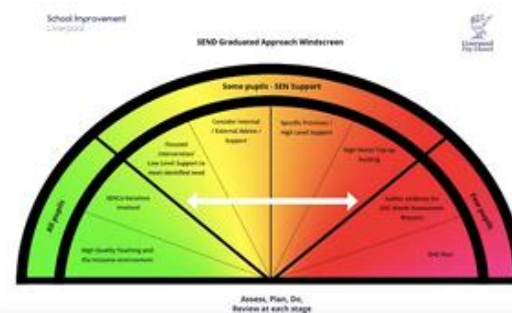
Stockton Wood recognises the definition of special educational needs (SEN) as stated in the SEND Code of Practice (2015):

"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).

Stockton Wood will identify special educational needs and/or disabilities using the four broad areas of the SEND Code of Practice (2015):

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory and/or Physical Needs .

Read our **SEND Policy** to find out possible SEND needs within these areas.



If you require further support or information, appointments can be made with the Head teacher, SENCo, and/or SEND Governor.

The school uses a '**graduated approach**' to meeting special educational needs and/or disabilities, with **early identification** at the heart of practice to help children overcome barriers to learning. We are partners of a **SEND Consortium** and use a '**3-Step Model**' to ensure consistency in practice when following the, **ASSESS-PLAN-DO-REVIEW** cycle.

If you have concerns about your child's progress or wellbeing **your first point of contact** is your child's class teacher.





Stockton Wood Primary School

We have achieved the **School of Sanctuary status** and provide a welcoming place of safety for all.

We are **proud** to offer sanctuary to people fleeing violence and persecution.



School Improvement Liverpool
School of Sanctuary

"A school of sanctuary provides a safe and warm welcome for all children, their families and the wider school community, and particularly those families who are seeking sanctuary here in Liverpool."

[Liverpool Family Information & Support Directory](#)

The **SENDCo will co-ordinate** support and provision for children with SEND to allow teachers to identify their: strengths, barriers to learning or 'triggers', individual targets, or 'next steps' to support learning, behaviour and/or wellbeing.

With the SENDCo, teachers monitor the success of provision and interventions and evaluate their effectiveness by the **impact** they have upon progress, social and emotional wellbeing and primary need outcomes.

How will Stockton Wood and their staff support my child?

All teaching staff are teachers of children with SEND, receiving specialist guidance from the SENDCo and Outreach services who work with the school.

Our **teaching assistants** are skilled in the area of SEND and can deliver group or one-to-one basic skill target work using recommendations and resources from their **SEND training**. For example nurture groups, Lego Therapy and Precision Teaching.

SEND Support Plans are used as part of our 'graduated approach'. These have small-step outcomes to support your child's progress in their SEND area of need.

Some children may need additional support from **specialist Outreach** professionals, for example SENISS and Autism Initiatives (OSSME).



A QUIET PLACE

Stockton Wood has '**A Quiet Place**' to support children's emotional wellbeing and readiness for learning.

Want to know more? Mrs. Ritchie is our Quiet Place Champion.



Teachers have **high expectations** of all children and will plan to deliver **high-quality teaching** building on what children can do, know and need to know more about.

All children at Stockton Wood School have equal access to a **broad and balanced curriculum**, including a 'creative curriculum' which promotes enquiry, global awareness and **challenges** for the more able children.



Working walls are displayed around the classroom and provide 'top tips' and models to scaffold learning.

Classroom displays **celebrate** pupil outcomes and achievements.

Teachers provide personalised scaffolds too and with support from the SENDCO may design individualised timetables or workstations. This is called **adaptive** teaching.



How will the curriculum be matched to my child's needs?

All classrooms use **visual timetables**, with additional support made to **personalise** provision for your child. This may include: teaching assistant support, small group intervention, home-school communication books, calm boxes, safe spaces or sensory or movement breaks.

If your child is on the SEND List they **will receive additional support** from intervention such as:

- Precision Teaching
- A Quiet Place and Sanctuary Space
- Lego Therapy
- Drawing and Talking Therapy



In some cases where expected progress has not been made, and the child demonstrates a significant cause for concern, the school, in partnership with parents, will consider requesting '**High Needs**' Funding or an **Education, Health and Care Assessment**.

Read our **SEND Policy** for more detail.

Pupil voice is captured on a child's SEND Support Plan or **Passport**.

Children will know what their targets are, who will help them and what they want to do to achieve them.



How can I be involved?

At Stockton Wood we recognise that the impact of SEND support can be strengthened by increasing **parental engagement** to encourage children to achieve their full potential. We like to involve you in your child's education and our school community by:

- having an **welcoming open-door policy**.
- helping your child to come to school, every day and on time. We are Attendance Heroes!
- inviting you to **whole school or class assemblies** to celebrate special events, achievements or good news.
- Inviting you to parent support groups and workshops that offer training delivered by school staff and/or health and external/outreach providers, such as OSSME, Liverpool Autism Team, Addvanced Solutions and CAHMS.
- "tweeting" WOW moments your child experiences, school events and signposting you to agencies for additional support.
- sharing **newsletters**, with school updates and celebrations of school achievements.
- circulating curriculum information online, including exciting and creative homework tasks.
- attending our termly **parents evenings** and coffee morning events.
- sharing your views by completing our **parent questionnaires**.
- attending your child's **termly class engagement** activity, that we call 'stay and learn'.



Stockton Wood is a **restorative school**. This means in our community we manage "falling out" and tensions by repairing harm and building relationships. Find out more on our [school website!](#)



How will both you and I know how my child is doing and how will you help me to support my child's learning?

Stockton Wood works in **close partnership** with families and provides regular feedback about children's achievements, progress and experiences. The school keeps families fully informed and involved in all stages of the '**graduated approach**' and education. This may include:

- recording and monitoring concerns about a child in a timescale manner. We will consult with you to discuss our/your concerns and any support or intervention we plan to deliver to support your child to achieve their outcomes.
- evaluating the impact of classroom-based interventions and if appropriate placing the child on the Special Educational Needs Register. A **SEND Support Plan** may be written in partnership with you, your child, class teacher and SENDCo. These will be reviewed each term with parents and plans for next steps made together to achieve the best possible outcomes.
- creating a **Passport**, a one page profile that captures the views of your child about how they like to be supported, their interests, strengths and needs.
- attending Team Around the Child meetings to discuss specialist assessment outcomes from reports, such as the Speech and Language Therapy Service.
- consultations with health or specialist professionals/outreach to talk to you about how you and your child can be supported or additional signposting for support.
- an **Early Help Assessment** (EHAT). This is a tool to support your family and involves several outside agencies sharing information and planning outcomes to meet the needs of your child and family.
- supporting **Annual Reviews** for SEND children with Education, Health and Care Plans.
- reviewing your child's **Health Care Plan** to ensure medical information is up to date.

Read our **SEND** Policy for more detail.
Click the image to visit our school website.



Stockton Wood
PRIMARY SCHOOL

Special Educational Needs



What support will there be for my child's overall wellbeing?

Stockton Wood is committed to keeping children safe. We provide a safe environment for the children and promote **outstanding behaviour**. The curriculum is designed to help children to develop self confidence, healthy attitudes and personal safety. We have **Designated Safeguarding Leads** and all our staff have received 'Child Protection' training.

OFSTED 2019

"The school is well known in the area for its effective work to support pupils' personal development."

*"For many pupils, school provides a **sanctuary** where they have fun, feel safe and learn new things."*



'A Quiet Place' and Sanctuary Space are therapeutic provisions using heart math, aromatherapy, massage, narrative therapy and trained psychotherapist support to help your child to manage their feelings, raise self-esteem and improve their confidence.

Other support for your child's wellbeing includes:

- A "check-in" system using our **Restorative Practice emojis**. We can also share how we are feeling during a restorative circle.
- Opportunities for children to become leaders! We have a **School Council**, House Captains, Science Ambassadors and Peer Mentors.
- **Play Leaders** help children to join in with playground games and build new friendships. We have a buddy bench too.
- A **Breakfast Club** to help children make a positive start to their school day and feel ready to learn.
- A **PSHE curriculum** that includes key messages about keeping safe and sexual health. We celebrate mental health awareness days too.
- A **Learning Mentor** who is our mental health lead, trained in **CAHMS ROAR** and **Drawing and Talking Therapy**, to help break down barriers to learning.
- **Passports** help to personalise the curriculum and share your child's strengths, interests and how they would like to be supported in school.
- A **School Nurse** to support your child's medical needs and the update of Health Care Plans.
- **Celebrating diversity** where every child is valued and identity and individuality are celebrated. Children share and discuss their views in a safe and respectful environment.





What specialist services and expertise are available at/accessed by Stockton Wood?

Stockton Wood is part of the **Liverpool South 1 SEND Consortium** through which provision for SEND can be requested. School may refer or request support from the following specialist services, as part of the school's SEND graduated approach, with parent/carer consent sought.

- Autism Initiatives (OSSME) .
- SENISS
- Educational Psychologist
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Service (CAHMS) including: Young Persons' Advisory Service (YPASS), and Seedlings.
- ADDvanced Solutions
- Occupational Therapy.
- School Family Support Service.
- A Quiet Place
- Early Help Team.
- Social Inclusion Team.
- Ethnic Minority and Traveller Advisory Service (EMTAS).

OFSTED 2019

"The school's Quiet Place provides a relaxing haven for pupils who are experiencing anxiety or personal difficulties."



Stockton Wood offers an annual cycle of organised drop-in sessions , be-spoke workshops and additional training opportunities for parents/cares. Here families can access support from **specialist providers** to talk about their experiences, learn new skills and access resources to support your child in the home. These sessions are positively received by parents/carers within the community as they value the time to *'have a cuppa and feel supported.'* Look out for our event invitations.



What training are the staff supporting children and young people with SEND had or having?

All staff in the school receive training to meet the needs of all children, including promoting SEND inclusion. This is linked to our school priorities, SEND development plan and mission statement '*laying the foundations for life.*'

- The SENCo has achieved the **National Award for SENCO Co-ordination**.
- The Senior Leadership Team and staff within each teaching phased have been trained in **Positive Handling**.
- **A Quiet Place** psychotherapists support the professional development of the school's Quiet Place Champion, teaching staff and teaching assistants. We have a **A Quiet Place trained facilitator** within our teaching assistant team.
- P.E.C.S. training to support children's social communication needs, including Autism.
- SENDCO has completed Precision Teaching + training led by an Educational Psychologist Team in order to train teaching staff.
- Our Learning Mentor, SENDCo and members of the teaching assistant team are trained to deliver **Lego Therapy**.
- Our Learning Mentor is trained to deliver **Drawing and Talking Therapy** and is our school's **Mental Health Lead**.
- **Paediatrics and First Aid** training has been completed, including 'refresher' training throughout the year.
- SENDCo has completed Sensory Processing and Diet training delivered by Liverpool's Occupational Therapy Team.
- SENDCo and members of the teaching assistant team have completed Sensory Circuit training, delivered by OSSME.
- Teaching Assistants are trained by speech and language therapists to deliver **Blank Level Questions** interventions to support speech and language needs.
- OSSME and Speech and Language Therapists support the professional development of teaching assistants to deliver **colourful semantics** intervention.
- **We are looking forward to** further training from OSSME to develop our understanding of neuro-diversity, including the 'sensory side to touch.'

Read our **SEND Information Report** to find out more!

OFSTED 2019

"The school supports pupils with SEND exceptionally well. Every teacher understands the individual needs of pupils. Teaching assistants provide sensitive and expert help for pupils with SEND, especially those with profound difficulties."



Stockton Wood Primary School



How will my child be included in activities outside the classroom including school trips?

We strive to **raise aspirations, develop talents** and to ensure that all children receive a **rich, broad and balanced curriculum**. At Stockton Wood we promote inclusion by:

- undertaking **risk assessments** for all off-site activities and residentials to ensure the environment is accessible for SEND children.
- visiting places of worship to explore religious faiths and celebrating religious festivals as a school community.
- our **enrichment curriculum** includes Bike/Balance-Ability training, visits to Liverpool Philharmonic and career workshops.
- children can join after school clubs on a rolling programme. Last academic year they included: football, Lego Club and knitting club. We will be looking to introduce different after school sports clubs this year, look out for your opportunity to sign up.
- **musical talents** are supported and flourished with our music tuition program.
- **Lifesavers** teaches children financial awareness to learn the value of money. **Lifesaver cashiers** develop children's' leaderships skills. The project promotes personal, social and emotional development.
- children across the school participate in **seasonal sports competitions**. SEND children have participated in sport competitions, for example, in-door athletics, basketball and pentathlon football for children with hearing impairments.



LifeSavers
Helping children manage money wisely

Look on your child's class **Twitter** page for curriculum moments.



Stockton Wood Primary School

How accessible is Stockton Wood?

The school promotes inclusion and accessibility by making reasonable adjustment to the curriculum and building site, including:

- **access for disabled children and their families** using ramps to all entrances and exits, disabled toilets in all areas of the school and disabled parking facilities.
- **visual timetables** to structure the school day and support SEND children to manage transitions.
- **A Quiet Place** as a nurture space to provide a sanctuary environment.
- **school website** updates and the sharing of newsletters.
- Twitter pages to share and celebrate classroom teaching and learning and news.
- Half-termly family 'stay and learn' or 'stay and celebrate' events.
- the purchase of **physical aids, sensory resources or apparatus for the classroom** to support a child's access to the curriculum, based on health or specialist recommendations.
- the use of visual regulation scales and/or P.E.C.S. to support children with behaviour and/or communication and interaction needs.
- support from the services of an interpreter in meetings to assist parents who sign or whose first language is not English.
- individualised timetables, that are personalised with the support of specialist services, such as OSSME and SENISS.

Further information can be found in our [Accessibility Plan](#) which is published on our website.

We are looking forward to developing our sensory provision to support children with sensory processing differences , all children's emotional regulation and wellbeing as well as develop our approach to supporting sensory diets.



How will Stockton Wood prepare and support my child to join the setting/ school or the next stage of education and life?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any **transition** is as smooth as possible.

When a child with a special educational need and/or disability joins our school:

- School will contact the Early Years settings, or previous setting to collect information about your child's SEND needs. A transition plan and/or visit(s) may be required to support transition into our setting.
- Year 6 teachers and school SENDCo attend **transition** forums through the summer term to discuss children with SEND and/or vulnerabilities.
- Copies of SEND Plans and reports from outside specialist agencies will be requested from parents and/or previous settings.
- If an EHAT (Early Help Assessment) is already open we will request to be present at any reviews that are due and to be given a copy of any existing paperwork.

When a child transitions into another Key Stage or class:

- SEN Plans and Pupil Passports are shared between current and next class teacher.
- When appropriate, a personal transition plan or phased transition will be used. This will be in partnership with parents/carers to support your child as they settle into their new classroom.
- Visuals, comic strips/social stories and photographed transition pages can be made to support your child's transition.
- Current and new class teachers may arrange 'enhanced' transition moments, this could include a story time session, classroom visits, a post-card home.

If a child with a special educational need transitions to another setting:

- SEND records will be shared and passed onto the new setting, with contact made with the new school's SENCO.
- The SENDCo attends a Primary Transition Day with Secondary school SENCOs.
- Relevant staff members from the receiving school are invited to the final annual review for children with an EHCP or EHAT before a planned move. These meetings may have to take place remotely.



How are Stockton Wood's resources allocated and matched to a child's special needs?

Stockton Wood have the responsibility to manage a notional SEND budget which caters for the special educational needs of pupils within the school. This budget is managed by the Head teacher and advice for its deployment coming from the SENCo and Governing Body.

The Governing Body oversees the expenditure and therefore ensures resources and interventions are directed to support special educational and/or disability needs.

The school allocates SEND funding in the following ways:

Teaching Assistants

- They provide support within the classroom and in their delivery of intervention, or personalised support for children with High Needs Funding or an Education, Health and Care Plan.

Professional Development Training

- This is for all teachers and teaching assistants so that they can meet children's needs more effectively, support vulnerabilities and promote inclusion. The progress and attainment of all children is tracked and resources are allocated according to need.

Resource Purchases

- When appropriate, purchasing specialist resources/ equipment to support teaching and learning and/or medical, physical or sensory needs.

Interventions

- The school has a **provision map** which details the provision and intervention for all children, including those with special educational needs and/or disabilities.
- In complex cases of special educational needs, the school can make an application for 'High Needs' Top-up funding from the Local Authority to further support the teaching, learning and wellbeing of your child.



Stockton Wood Primary School

Who can I contact for further information?

Appointments can be made with your child's class teacher, SENDCo (Miss Jones) Deputy Head teacher (Ms. Rufus) or Head teacher (Mrs. Clovis) to discuss your child's progress or additional needs. Additionally, our school Inclusion Officer and Learning Mentor (Miss Smith) can offer support.

All named professionals can be contacted directly at the school on **0151-486-2471**. Appointments can then be made via the school office.

If you require more information about our school, please visit our [school website](#) for access to policies, procedures and curriculum information.

[Liverpool's Local Offer](#) can be found online on the **Family Services Directory**.

