

# **Stockton Wood Primary School**

# **Special Educational Needs & Disability (SEND) Policy 2025-26**

Review Date: September 2026

## **Special Educational Needs & Disability Policy 2025-26**

**Name of SENDCo** – Mrs Trish Kent

**National Award for SEN Coordination Status** – Accredited (2021)

**Contact Details** – 0151 486 1778

**E-mail:** [p.kent@stocktonwood.liverpool.sch.uk](mailto:p.kent@stocktonwood.liverpool.sch.uk)

### **Compliance**

This policy 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:

- 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).
- 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.

### **Our Vision for SEND**

Stockton Wood is committed to raising aspirations and improving outcomes for all pupils so that they are both supported and challenged to experience success and fulfil their potential. The school is recognised by IQM as a “Centre of Excellence” for its inclusive practices. The school values of Respect, Include, Succeed and Encourage (R.I.S.E) are embedded in all aspects of school life. The school provides a broad and balanced curriculum, which is personalised and ensures pupils’ social and emotional wellbeing, confidence and self-esteem are nurtured and academic resilience is built, in order to prepare children for adulthood. We have a long-term goal of achieving independence. This unites us in our vision to “lay the foundations for life.”

---

## **Our Aims**

At Stockton Wood we aim to:

- continually **raise the aspirations** of and expectations for all pupils with special educational needs and/or disabilities, with a strong focus on **improving outcomes** to enable them to make a successful transition into adulthood.
- create an **inclusive ethos** and environment that recognises all needs of pupils with special educational needs and/or disabilities.
- deliver a **child centred and personalised curriculum** that has the **views and needs of the child at its heart**, along with their families.
- develop and **promote a positive self-image** with a ‘**can-do**’ culture and a desire to learn.
- encourage a long-term goal of **independence**.
- provide a broad educational experience which **prepares each individual for adulthood**.

## **Objectives.**

To fulfil our aims, Stockton Wood will:

- adopt a **graduated approach** to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and provided for within our mainstream setting.

- work within the statutory guidance provided by the SEND Code of Practice (2015) and be accountable for the progress and development of pupils, including access to support from teaching assistants or specialist staff.
- set **high expectations** for all pupils to ensure the best possible progress.
- adopt a ‘whole pupil-whole school’ approach to ensure effective management and provision of support for pupils with special educational needs.
- promote effective **collaboration** with children, their families, Health and Outreach services.
- encourage and engage the participation of children and parents in the decision making, planning and review of outcomes with regards to provision.
- provide opportunities for pupils with special educational needs and/or disabilities to participate fully in the enrichment curriculum.
- regularly review and evaluate the progress of pupils with special educational needs ensuring parents/carers and children are fully involved throughout the process.

## **Roles and Responsibilities**

### Class Teachers

Within the SEND Policy we promote the responsibility of our teachers and the use of high-quality teaching to support all pupils. We recognise how the SENDCo will co-ordinate and monitor the quality of the support / provision / intervention and progress pupils make, with the support of other professionals, to have a positive impact on the progress, development and wellbeing of all pupils at Stockton Wood

### The SENDCo

- Has responsibility for over-seeing the day-to-day operation of the SEND Policy.
- Will update the Policy, SEND Information Report and Local Offer in line with statutory guidelines and regulations.
- Co-ordinate the support / provision /intervention for pupils with SEND, including those who have Education, Health and Care Plans (EHCP).
- Advise on the graduated approach to providing SEND support / provision with a clear focus on early identification (**Assess-Plan-Do-Review**).

- Advise and support all practitioners in the setting to understand their responsibilities to identify, plan and meet the needs of pupils with SEND.
- With the school's Head Teacher, Senior Leadership Team and Governors, evaluate the effectiveness of the SEND Policy, SEND provision and outcomes for pupils with SEND, drawing up further priorities and actions in the School Development Plan.
- Work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Liaise with parents/carers for pupils with SEND and ensure a close partnership so that their insights can inform action/s taken by the setting.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Be a key point of contact for: previous or transition settings, educational psychologists, speech and language therapists, health and social care professionals and independent bodies.
- Co-ordinate and monitor the impact of intervention in collaboration with the school's Senior Leadership Team and Standards and Achievement Managers.
- Ensure that the school keeps SEND records of pupils up-to-date.
- Review pupil progress and outcomes using tracking assessments, to analyse and interpret whole school data to inform planning and intervention for those pupils who are not meeting age related expectations.
- Review pupil progress and outcomes using tracking assessments, working closely with the Senior Leadership Team to analysis and interpret whole school data to inform planning and intervention for those pupils who are not meeting age related expectations.
- Ensure resources and support are allocated to pupils who require additional provision.
- Follow Liverpool's Local Authority **operational guidance** to apply for High Needs 'Top-Up' funding.
- Monitor and evaluate whole school provision maps and costed provision maps for High Needs SEND pupils using this to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs.
- SEND Governor
- While the full governing body remains responsible for all pupils and their individual needs, the SEND Governor supports and promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the governing body.
- being familiar with key legislation and policy.
- fostering communication between parents/carers of children with SEND and the school.
- meeting frequently with the SENDCo.
- ensuring they understand the role of the SENDCo and how pupils are supported, thus developing an awareness of the types of SEND needs present within the school or cohorts.
- reporting regularly to the Governing Body.
- understanding how funding received for SEND is allocated by the school.
- attending training in relation to SEND.
- reviewing and monitoring the effectiveness of the SEND Policy.

The SEND Governors at Stockton Wood Primary School are Mrs. Anastasia Roberts and Mrs. Sue Roberts. They can be contacted via the Head teacher, SENDCo or Chair of Governors.

### **SEND Co-ordination**

Stockton Wood has a collective responsibility and collaborative approach to identify pupils with SEND.

The universal provisions made by the school and co-ordinated by the SENDCo are:

- differentiated high-quality teaching for all pupils in the school, including those with SEND.
- provision mapping of intervention and support to ensure that all children experience success.
- a graduated approach to remove barriers to learning with effective special educational provision, resources or specialist equipment.
- full time education in classes, with additional support planned by the class teacher, including access to a teaching assistant (if required).
- tailored intervention that is regularly evaluated for impact and progress monitored.
- support from specialist professionals within class, as a consultation or as part of an agreed withdrawal programme.

The school's procedures for SEND provision takes the form of a graduated approach ensuring decisions and actions are revisited, refined and revised. This **Assess, Plan, Do** and **Review** cycle supports pupils to make good progress and secure outcomes.

### **Identifying Pupils with Special Educational Needs and/or Disabilities**

At Stockton Wood we recognise that the **early identification** of pupils who may have special educational needs is a crucial factor in overcoming barriers to learning. These children may be facing challenges or difficulties in accessing the curriculum and/or in their social and emotional development. Prior to SENDCo involvement, teachers will assess, monitor and review pupils' needs in pupil progress meetings to identify those making less than expected progress.

This can be characterised by progress which is:

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

When identifying pupils with special educational needs, the school will consider the needs of the whole child and not just the special educational needs of the individual. We also recognise that **slow progress and low attainment do not necessarily identify a special education need** or assume that attainment in line with chronological age means there are no SEND needs for the pupil. Stockton Wood will, therefore, continually use progress tracking and monitoring as an indicator of difficulties and work in partnership with parents/carers to listen to and share concerns in regards to their child's development and progress towards outcomes.

Stockton Wood understands the definition of SEND as stated in the SEND Code of Practice (2014):

***"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)

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

**Area of Need This area of need may include:**

<p><b>Communication &amp; Interaction (SLCN)</b></p>	<ul style="list-style-type: none"> <li>• Speech, language and communication difficulties.</li> <li>• Social communication difficulties.</li> <li>• Autism, including Asperger's Syndrome.</li> </ul>
<p><b>Cognition &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>• Moderate Learning Difficulties (MLD).</li> <li>• Severe Learning Difficulties (SLD).</li> <li>• Profound and Multiple Learning Difficulties (PMLD).</li> </ul>

	<ul style="list-style-type: none"> <li>• Specific Learning Difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia.</li> </ul>
<b>Social, Emotional &amp; Mental Health</b>	<ul style="list-style-type: none"> <li>• Attention Deficit and Hyperactivity Disorder (ADHD).</li> <li>• Attention Deficit Disorder (ADD).</li> <li>• Demand Avoidance (PDA).</li> <li>• Attachment Disorder.</li> <li>• Mental health needs such as: anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.</li> </ul>
<b>Sensory and/or Physical Needs</b>	<ul style="list-style-type: none"> <li>• Hearing impairment.</li> <li>• Visual impairment.</li> <li>• Multi-sensory impairment.</li> <li>• Physical impairments.</li> <li>• Sensory Processing Difficulties.</li> </ul>

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.

Stockton Wood also identifies additional barriers to learning which are not a special educational need, but may impact upon progress, attainment and/or wellbeing.

These include:

- Disability.
- Attendance and Punctuality.
- Health and Welfare.
- English as and Additional Language (EAL).
- Being in receipt of Pupil Premium Grant.
- Being a Child Looked After (CLA).
- Being a child of Serviceman/woman.

Stockton Wood also consider the following 'risk' factors which may influence a pupil's learning and teacher's decision making when distinguishing between SEND and underachievement:

- Lack of home / school engagement;
- Neglect / Abuse;
- Cultural Barriers;
- Poverty;
- Children who are young carers;
- Frequent changes of school;



- Social changes in home life;
- Bullying.

### **Identification Indicators and Assessment**

At Stockton Wood we use baseline indicators and assessment tools to support the identification of pupil's 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 are not limited to):

<b>Area of Need</b>	<b>Identification Indicator / Assessment (to assess strengths, additional barriers to learning and/or targets)</b>	<b>Whole School Systems</b>
<b>Communication &amp; Interaction</b>	<ul style="list-style-type: none"> <li>• Wellcomm (EYFS &amp; Primary)</li> <li>• BVPS.</li> <li>• RAPT.</li> <li>• Blank Level Questions.</li> <li>• SENISS Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of data EYFS-KS2.</li> <li>• EYFS Development Matters.</li> <li>• Standardised scores.</li> <li>• Scale scores.</li> <li>• SATS.</li> </ul>
<b>Cognition &amp; Learning</b>	<ul style="list-style-type: none"> <li>• PIVATS (5) Milestones.</li> <li>• Miscue Analysis.</li> <li>• Read Write Inc Gap Analysis.</li> <li>• SEND Consortium English 3-Step Model.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly pupil assessments using National Curriculum key criteria / objectives. (NFER)</li> <li>• SEND Support Plans.</li> <li>• Parental concerns and views.</li> </ul>
<b>Social, Emotional &amp; Mental Health</b>	<ul style="list-style-type: none"> <li>• Emotional Literacy Scores 'A Quiet Place'</li> <li>• SEND Consortium SEMH 3-Step Model.</li> <li>• Desirable Behaviour checklist.</li> <li>• CPOMS Individual Pupil Reports.</li> <li>• P.S.H.E. PIVATS (Developing Model)</li> <li>• Mental Health Lead Questionnaires.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations.</li> <li>• The Engagement Model (as appropriate).</li> <li>• Information sharing between settings and other services.</li> <li>• Regular feedback to inform planning and target setting.</li> </ul>
<b>Sensory and/or Physical Needs</b>	<ul style="list-style-type: none"> <li>• School Nurse.</li> <li>• Health Needs Assessment.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Social Care Information / Reports.</li> <li>• Occupational Therapy reports / recommendations.</li> </ul>	
--	---	--

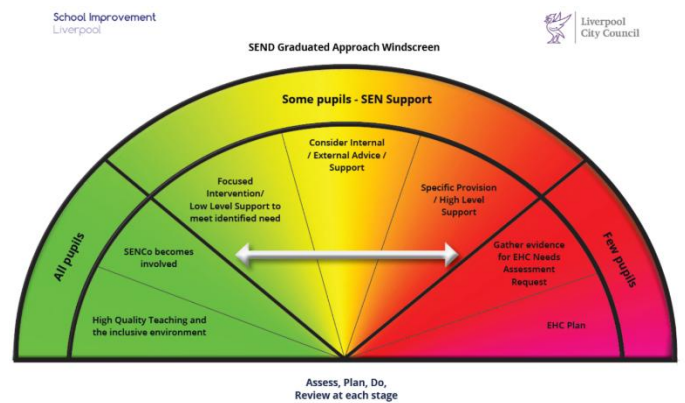
Once a pupil is identified as having a special educational need and/or disability the school will work in collaboration with parents/carers through a ‘**Graduated Approach**’.

### The Graduated Approach

Stockton Wood’s graduated approach follows the guidance presented by the Local Authority’s model, with reference to the NASEN (2014) graduated approach cycle.



(nasen, 2014)



A pupil with an identified special educational need and/or disability will be placed on the SEND List as **SEN Support (including those pupils who require specialist support, which is additional to school provision)**. The graduated approach identifies the pupil’s primary, and if required, a secondary need.

### Managing SEND through the Graduated Approach

Stockton Wood Primary School has a whole school approach to meeting the needs of pupils with special educational needs and/ or disability. All teaching staff are teachers of pupils with SEND, receiving specialist guidance from the Head teacher, SENDCo, the Governing Body, Health and Outreach professionals.

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:

<b>A Graduated Approach</b>	
<b>Monitor</b>	<ul style="list-style-type: none"> <li>• These pupils <b>are not on the SEND List</b>, but show vulnerabilities. Teachers may complete an <b>Initial Concerns Report</b> and discuss this with parents/carers.</li> <li>• Pupil barriers to learning are monitored and identified by school in partnership with parents/carers.</li> <li>• These pupils may undertake intervention or receive additional support to diminish the difference between their attainment and their peers.</li> <li>• Emotional wellbeing may be supported by school's pastoral and/or SEMH provision.</li> <li>• (In some cases) Pupil Passports are used to capture pupil voice and work in collaboration with parents/carers.</li> </ul>
<b>SEND Support</b>	<ul style="list-style-type: none"> <li>• Pupils who are not making progress in line with age related expectations despite targeted intervention, adaptive/reasonable teaching adjustments and high-quality personalised teaching and learning.</li> <li>• Parents/Carers are informed and additional information is gathered about the pupil's strengths, interests and difficulties and / or needs.</li> <li>• Delivery of intervention (shown on provision maps).</li> <li>• (In some cases) Pupil Passports work alongside the SEND Plan to captures adaptive teaching support, shared with parents/carers and reviewed in response to changes in need and pupil voice.</li> </ul>
<b>SEND Support (Specialist Services / Outreach)</b>	<ul style="list-style-type: none"> <li>• The progress of these pupils will continue to cause concern as they remain working significantly below age related expectations (in most cases at least two years behind their chronological age).</li> <li>• The school may request support and advice from external agencies, Health or Outreach professionals.</li> <li>• School may access specialist support / resources / intervention via the Liverpool SEND Consortia.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents will always be informed and involved in the decision to access specialist support and their consent will be required formally (except in child protection cases where a child is deemed to be at risk).</li> <li>• An application for High Needs 'Top-up' funding may be required.</li> <li>• • A request for an Education, Health and Care Plan assessment may be required.</li> </ul>
--	--

Stockton Wood's graduated approach starts at the whole school level, as all teachers are continually assessing, planning, implementing and reviewing their approach to teaching for **all** children, however, for pupils with SEND this approach is increasingly personalised depending on the needs of the child.

### Assess

- Teachers will use the identification indicators and baseline assessment tools to monitor, observe and analyse pupils' needs across the four broad areas of need.
- Teachers and/or SENDCO will use standardised scores, profiling tools, criterion referenced checklists and/or observations.
- Teacher assessments for progress and attainment will be analysed across the curriculum and work alongside Senior Management data analysis.
- SEND 'diary' will record concerns, barriers to learning, medical appointments, child and/or parent views.
- Pupil views are sought in respect of personalised provision.
- Parent concerns are listened to and recorded.
- When applicable, views of Health professionals, specialists and/or Outreach agencies.
- Pupil's interests and strengths captured.

### Plan

- All teachers use high-quality teaching which is inclusive of pupils' needs with reasonable adjustments made to their day-to-day teaching. This is referred to as **WAVE 1**.
- A model of intervention or targeted teaching for pupils making less than expected progress, who are not at this stage identified as having SEND. This is referred to as **WAVE 2**.
- A **SEND Support Plan** is written, including specific and measurable (S.M.A.R.T.) next steps for the pupil's primary need.
- The class teacher and SENDCo agree through collaboration interventions and/or provisions which will have the greatest impact on progress to achieve planned outcomes. These may be highly individualised.

## **Do**

- The SENDCo supports the class teacher with planning provision and intervention to ensure outcomes will impact on progress and attainment. This will be additional to the core curriculum.
- Class teachers will update their provision maps half termly and track key groups including SEND, Pupil Premium, LAC, EAL, More Able and Low Prior Attainers. These will be monitored by the Head Teacher, Senior Leadership Team, SENDCo and Pupil Premium Lead.
- In the case of 'High Needs' SEND, costed provision maps will be provided, monitored and reviewed by the SENDCo, Head teacher and Senior Leadership Team.
- Teachers and teaching assistants work collaboratively to plan and assess the impact of interventions, through a Phase Meeting approach. This time provides joint planning and reflection time.
- The pupil may receive small group intervention or individual support from a teaching assistant depending on their level of need / delivered intervention.
- Some pupils will be withdrawn from lessons to receive their personalised curriculum with functional targets to measure progress and/or engagement. These pupils are supported by specialists, including Health or Outreach services.
- PIVATS are used to assess the progress of children working significantly below age related expectations (approximately two years below their chronological age).
- SENDCo or the Foundation Stage Manager may carry out further speech and language assessments to identify communication and language needs, some of which may lead to a referral to the Speech and Language Team. This is referred to as **WAVE 3**.
- The school will formally notify parents if their child is being provided with SEND support.
- In some cases, a 'Passport' (personalised pupil profile) will be written in collaboration with the class teacher, SENDCo, child and family.
- A review date will be agreed and set inviting parents/carers to attend, including any annual reviews.

## **Review**

- SEN Support Plans will be reviewed at least termly with SENDCo, pupils and parents/carers.
- School will review whether the pupil is generalising the skill/s that they are taught during intervention back into the classroom when working independently.
- 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 interviews are evaluated and used to inform school priorities and development plans.

- Targets, 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 during Phase Meetings and then at the end of each delivery cycle.
- Learning walks and lesson observations evaluate 'good' inclusive practices and 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 Health and Care Plans are reviewed by the Local Authority in partnership with the school at least annually.
- In some cases, school may lead or contribute to an Early Help Assessment depending on the needs of the whole child and their family.

### Specialist Providers, Agencies and Professionals

Stockton Wood is part of the **Liverpool South (1) SEND Consortium**, through which provision for the areas of need can be requested.

This includes, but is not limited to:

Code of Practice (2015) Area of Need			
Communication and Interaction	Cognition and Learning	Social, Emotional, Mental Health	Sensory and/or Physical Needs
<ul style="list-style-type: none"> <li>• Speech and Language</li> <li>• Therapy Team.</li> <li>• 'OSSME' Autism Initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• SENISS</li> </ul>	<ul style="list-style-type: none"> <li>• OSSME Autism Initiatives.</li> <li>• A Quiet Place.</li> <li>• Mental Health Support</li> <li>• Team (MHST).</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational Therapy.</li> <li>• SENISS</li> <li>• OSSME Autism Initiatives.</li> </ul>

		<ul style="list-style-type: none"> <li>• Child &amp; Adult Mental</li> <li>• Health Service (CAHMS).</li> <li>• -YPASS</li> <li>• -ADDvanced Solutions</li> <li>• Seedlings</li> </ul>	
<p><b>Additional support / provision working across areas of need:</b></p> <ul style="list-style-type: none"> <li>• Educational Psychology Service.</li> <li>• School Family Support Service.</li> <li>• Early Intervention Team.</li> <li>• School Nurse.</li> <li>• Social Inclusion Team.</li> <li>• Early Help Hub.</li> </ul>			



Some pupils may require **multi-agency involvement**. School will consult Liverpool’s ‘**Responding to Need Guidance and Levels of Need Framework**’ to decide whether an Early Help Assessment Tool (EHAT) is appropriate.

**‘High Needs’ Top – Up Funding**

Liverpool’s SEND Team define ‘High Needs’ as those pupils whose development/learning and or behaviour needs are:

*“Significantly ‘additional to’ or ‘different from’ the differentiated curriculum and educational provision made generally for children or young people of their age in mainstream schools.”*

At Stockton Wood we appreciate that there may be some cases where pupils need **highly individualised** interventions and personalised provision in order access their mainstream or differentiated curriculum.

When school has exhausted their provision/ resources/ intervention they will make an application for High Needs ‘top up’ funding from the ‘High Needs Funding Panel.’ A request for High Needs funding will (in some cases) be made prior to the request for a statutory assessment of a child’s education, health and care needs. This supports school’s SEND graduated approach.

An application for High Needs funding is to address underlying; learning, social and emotional, behaviour, sensory, physical and/or communication and interaction needs. Stockton Wood will consult Liverpool's **operational guidance** and level descriptors to make applications which are appropriate of the school's notional SEN budget.

The SENDCo, Head teacher and/or SEND Governor will create a detailed costed provision map to evidence additional support/provision/intervention given to the child over time and corresponding outcomes. The SENDCo, Head teacher and/or SEND Governor may document an action plan (which might be part of an Education, Health and Care Plan) which outlines how high needs funding would enable specific, measurable and achievable outcomes for the pupil.

Children with an Education Health and Care Plan who are accessing high needs funding will have their needs considered against Liverpool's '**Banding Criteria**'.

### **Education, Health and Care Plans**

As a result of the graduated approach, it may be felt that when a pupil is still not making the expected progress despite the purposeful action taken to identify, assess and meet their needs, a request can be made for an **Education, Health and Care Assessment of Need**.

This would involve the pupil, parents/carers, and all agencies involved with the child presenting evidence of the actions taken as part of the school's SEND Support in line with the graduated approach. In some cases, the assessment may lead to the LA issuing an **Education, Health and Care Plan** (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision.

Pupils with an EHCP may access further intervention or support within school, as detailed in their provision map, with their progress monitored by the school. Outcomes on the EHCP will be evaluated through an **Annual Review**. Alternatively, for some children, transition to a specialist setting may be required.

### **Supporting SEND Medical Needs**

At Stockton Wood we recognise that pupils with medical conditions should be supported so that they have full access to education, including school trips, residentials, Physical Education and the enrichment opportunities of the wider curriculum.

Some pupils with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010 and make necessary/reasonable adjustments. Some pupils with SEND may have an EHCP. If so, the SEND Code of Practice (2015) will be followed as detailed in our **Supporting Medical Conditions in School Policy**.



## **Supporting Families throughout the Graduated Approach**

At Stockton Wood we aim to work in partnership with our parents and families to ensure they are fully informed about their child's progress, wellbeing and/or SEND needs.

This SEND Policy and our **SEN Information Report** is published on our website and available as a printed copy. It is updated annually to show how our school manages and support pupils with SEND, details the impact of such support and outlines our next steps to further develop our SEND provision.

Stockton Wood's **Local Offer** for supporting all pupils is published on our website and a printed copy can be requested. We guide parents towards the Liverpool Local Offer for information about wider services which can be found across Liverpool.

## **Working in Partnership with Families**

At Stockton Wood we recognise that the impact of SEND support can be strengthened by increasing parental engagement to encourage pupils to achieve their full potential. Therefore, the school keeps parents/carers fully informed and involved in all stages of the school's graduated approach to meeting the needs of SEND children.

Parents/carers are encouraged to make an active contribution to their child's education by:

- being welcomed by an open-door policy.
- attending regular, scheduled meetings throughout the academic year to share progress and attainment outcomes. These may be face-to-face or remotely (telephone or using an online platform).
- sharing views through parent meetings, coffee mornings and questionnaires.
- actively involved in the SEND graduated approach, setting clear outcomes and reviewing progress towards them.
- attending our Parent Community support groups, including workshops delivered by specialist professionals, Outreach and parents within the local community.
- attending annual review meetings and multi-agency meetings (e.g. EHAT).

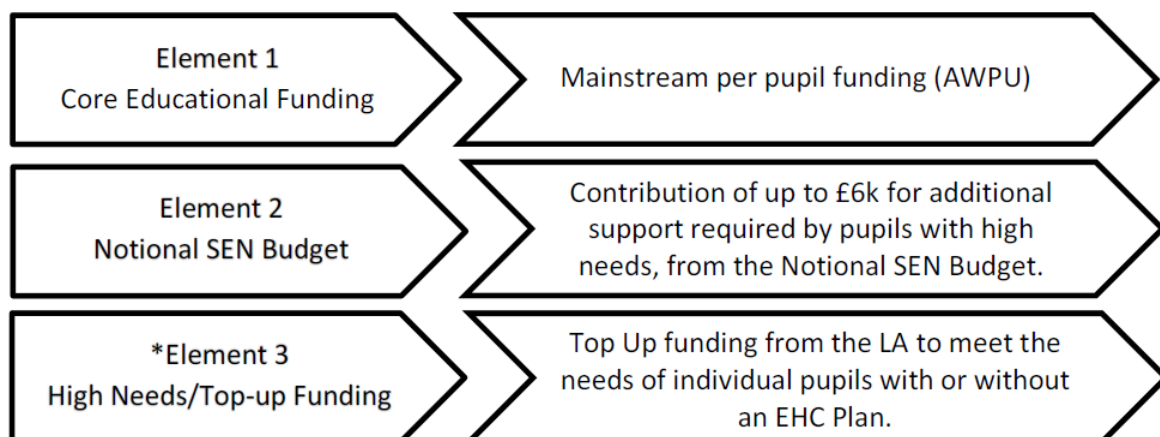
## **SEND Training and Continuing Professional Development**

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 Newly Qualified Teachers and long-term temporary staff, including meetings with the SENDCo that is designed to explain the systems and graduated response to support the needs of 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 issues in relation to SEND.
- The Head teacher and/or SENDCo attend consortia meetings to access support and share 'good' practice with other schools across the city of Liverpool.
- The SENDCo commits to a SEND Working Group, which includes the moderation and allocation of SEND resources and Outreach provision.
- The SENDCo attends an annual SEND Transition Forum (KS2) to discuss the transition of pupils with SEND and / or vulnerable needs so that a transition plan can be put in place.
- Access to EDNET allows for the search and attendance of training opportunities linked to the school development plan.
- Delivery of training by Health and Outreach services linked to the four broad areas of need (as appropriate).
- Paediatrics First Aid training, including 'refresher' training for staff, including teaching assistants.

### SEND Funding and Budgeting

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 SENDCo and Governing Body. The **Education Funding Agency** describes the funding available within schools for SEN pupils as being made up from 3 elements:



*\*The level of 'top-up' funding for each pupil is allocated within five bands depending on the type and level of need of each pupil and the provision that is made available.*

The SEND budget is used in ways considered most appropriate in improving outcomes for children. It can for example, be aligned with other funding such as pupil premium to optimise impact. The Governing Body oversees the expenditure, which includes, but is not limited to:

- Interventions.
- Teaching Assistants.
- Staff training to support professional development.
- Specialist SEND equipment, such as those required for sensory and physical needs.
- 'A Quiet Place' therapeutic support.
- A Sanctuary Space.
- Learning Mentor.

### **Accessibility and Inclusion**

This plan is reviewed annually, barriers are identified and removed with plans made to implement revised strategies to improve accessibility and SEND provision.

The school increases the inclusion and access for disabled children by:

- having ramps to all entrances and exits.
- ensuring disabled toilets are in all areas of the school.
- encouraging participation in after-school clubs, extra-curricular activities, school visits/residentials and other enrichment opportunities as recorded on the whole school provision maps.
- purchasing physical aids to access the curriculum (as appropriate).
- working collaboratively with Alder Hey and Health professionals to make reasonable adjustments to classroom environments, teaching and/or learning approaches.
- fostering positive relationships and promote equality of opportunity so that barriers to learning are removed.
- ensuring information is on the school website and is displayed or shared in newsletters, curriculum information booklets, during assemblies, through parent meetings and workshops and posters.

### **Curriculum and Learning Environment**

The school's **Teaching and Learning Policy** promotes best practice towards children with SEND helping to remove barriers to learning, raise self-esteem, develop confidence and build academic resilience. Examples include:

- equal access to a broad and balanced curriculum, with enrichment opportunities across all primary phases.
- Differentiated/adaptive activities, resources and outcomes, with highly personalised differentiation for 'High Needs' and/or pupils with EHC Plans, which may include functional outcomes adopting a life skills curriculum. When appropriate, The Engagement Model will be used for SEND pupils who are not engaged in subject-specific study.
- learning objectives and success criteria are shared and / or differentiated appropriately. Lesson outcomes are then assessed to inform the next stage of learning.
- working walls that scaffold pupil's independent learning alongside displays that celebrate achievements, progress and talents.
- SEN Support Plans feature significantly in the SEN provision provided by the school. They contain S.M.A.R.T targets to ensure that all pupils experience success relative to their developmental stage.
- Curriculum information and homework matrices displayed on the school website and Twitter.
- Newsletters keep families up to date with school policies, events and access to resources to support their child's learning.

### **Reviewing the Policy**

This Policy will be reviewed annually within our school policy cycle, or earlier in response to local or national recommendations or changes to policy and guidance. When evaluating the effectiveness of this Policy, the school will consider the outcomes of:

- reports presented by the Head teacher, SENDCo and SEND Governor;
- regular monitoring activities as planned within the School Development Plan;
- external moderation via the SEND Consortium and Outreach Services;
- parents/carers points of views;
- pupil voice;
- reports and recommendations from specialist assessments, health and/or social care.

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the policy and this will be analysed carefully through:

- consideration of each pupil's success in meeting agreed outcomes.
- use of standardised tests and scaled scores from statutory testing.
- use of reading, spelling and numeracy ages.
- close termly monitoring of pupils' individual targets and outcomes.
- the school's tracking systems and teacher assessments.

- evidence generated from SEND reviews or annual review meetings.
- evidence generated from the outcomes of EHC Plans and EHATs.
- feedback from teaching and learning monitoring.
- analysing school performance data.
- evaluation of successful outcomes using Senior Leadership, Standards and Achievement Managers and Co-ordinator monitoring.
- reports provided by outside agencies or professionals, including Ofsted.

### **Complaints Procedure**

Any complaints should first be raised with the SENDCo, then if necessary with the Head teacher and finally if unresolved with the SEND Governor and/or Governing Body.

Parental complaints:

- All SEND complaints must follow the school's formal complaints procedure.
- The SEND Governor is consulted and external advice may be sought.
- Key legislation regarding the matter is identified.
- Communication with the parents/carers is maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator, such as Parent Partnership.
- Key issues are identified including where there is agreement.
- Discussions will take place with the SENDCo.
- Reports provided by outside agencies should be considered, when applicable.
- Outcomes are reviewed examining which targets/ outcomes the pupil has achieved.
- SEN Support Plans / Individual Education Plans are reviewed to examine what progress the pupil has made.
- Any behaviour logs, including strategies are shared with parents/carers.

**Date:** 22.09.25

**Agreed by:** The Policy was developed in response to school SEND evaluation and informed by staff, parents/carers voice and governors to promote the inclusive practice we have in Stockton Wood School.

**Review Date:** September 2026