



Stockton Wood Primary School

‘Laying the Foundations for Life’

Special Educational Needs and Disabilities
Local Offer





How does Stockton Wood Primary School know if children need extra help?

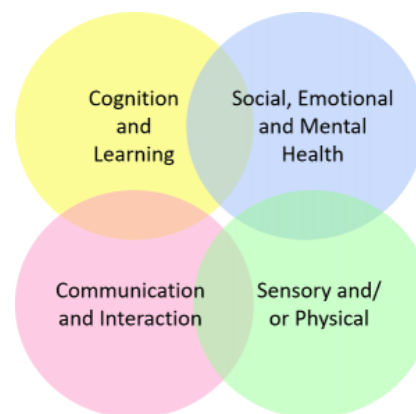
Stockton Wood Primary School recognises the definition of special educational needs (SEN) as set out in the **SEND Code of Practice (2015)**:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

(SEND Code of Practice: 0 to 25 years, 2015, page 83)

At Stockton Wood Primary School, we identify and support children with special educational needs and/or disabilities (SEND) through the four broad areas of need outlined in the SEND Code of Practice (2015):

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



Further information about the different types of SEND that may fall within these areas can be found in our **SEND Policy**.

How do we identify children who may need additional support?

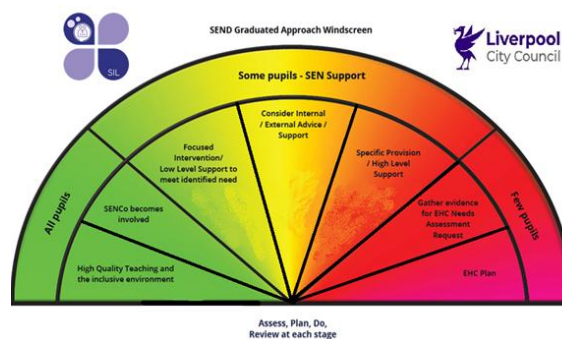
We use a **graduated approach** to identify and respond to children's additional needs, with early identification at the heart of our practice. This enables us to put appropriate support in place as soon as possible and help children overcome barriers to learning.



What should I do if I think my child may have special educational needs?

As partners of a **SEND Consortium**, we use a **3-Step Model** to support consistency in our practice. This follows the **Assess–Plan–Do–Review** cycle:

1. **Assess** – We gather information about your child's strengths, needs, progress and barriers to learning.
2. **Plan** – We work with you and your child, where appropriate, to agree outcomes and identify the support and strategies that may be needed.
3. **Do** – The agreed support is put into place and monitored by the class teacher and other relevant staff.
4. **Review** – We review the impact of the support and consider whether any changes or further support are needed.



We work closely with parents and carers and value their knowledge and understanding of their child. If you have concerns about your child's **progress, development or wellbeing**, your first point of contact should be your child's **class teacher**.

If you require further advice, support or information, you can also make an appointment with the **Headteacher, SENCO and/or SEND Governor**.



How does Stockton Wood Primary School support children with SEND?

A welcoming and inclusive school

Stockton Wood Primary School is proud to have achieved School of Sanctuary status. We are committed to providing a welcoming, safe and inclusive environment for all children, families and members of our wider school community.

As a School of Sanctuary, we aim to provide a safe and warm welcome for all children and their families, particularly those who are seeking sanctuary after fleeing violence or persecution.

Supporting children with SEND

All teaching staff at Stockton Wood Primary School are teachers of children with SEND. Staff receive specialist guidance and support from our SENDCo and from specialist Outreach Services that work alongside the school.

Our Teaching Assistants have a range of skills and experience in supporting children with SEND. They can deliver targeted group or individual support to develop children's skills and help them achieve their identified outcomes. Support may include:

- Nurture groups
- LEGO® Therapy
- Precision Teaching
- ELSA (Emotional Literacy Support Assistant) interventions
- Elklan communication and language approaches
- Targeted support based on recommendations from specialist professionals and staff SEND training





SEND Support Plans

SEND Support Plans are used as part of our graduated approach to supporting children with SEND. These plans identify small, achievable steps and outcomes to help children make progress in their identified area(s) of need.

The SENDCo works closely with teachers to coordinate appropriate support and provision. This helps staff to identify and understand each child's:

- Strengths and interests
- Barriers to learning and, where appropriate, potential triggers
- Individual targets and outcomes
- Next steps for learning and development
- Support needed for learning, behaviour and/or emotional wellbeing

The screenshot shows a 'SEND Support Plan' form. It includes sections for 'Child Information', 'SEND Support Plan', 'SEND Support Plan', 'SEND Support Plan', and 'SEND Support Plan'. The form is designed to capture detailed information about a child's needs and the support provided.

We recognise that every child is an individual and that the support they require will vary according to their strengths and needs.

Working with specialist services

Some children may require additional support from specialist professionals or Outreach Services. Where appropriate, the school can work with services such as SENISS and Autism Initiatives (OSSME) to provide advice, assessment and support.

We work in partnership with parents and carers and, where appropriate, other professionals to ensure that support is coordinated and focused on achieving positive outcomes for the child.

Further information about SEND services and support available in Liverpool can be found through the Liverpool Family Information & Support Directory.



Beautiful New Beginnings

At Stockton Wood Primary School, we recognise the importance of supporting children's emotional wellbeing, self-esteem and readiness to learn. Beautiful New Beginnings provides a nurturing and supportive approach for children who may benefit from additional emotional and wellbeing support.

It provides children with opportunities to develop their emotional awareness, confidence, self-regulation and positive relationships, helping them to feel safe, valued and ready to engage in learning.

ELSA – Emotional Literacy Support

Our ELSA (Emotional Literacy Support Assistant) provision supports children who may need additional help with their emotional wellbeing.

ELSA support can help children to develop skills such as:

- Understanding and expressing emotions
- Developing self-esteem and confidence
- Managing feelings and emotions
- Developing positive relationships
- Building resilience
- Developing strategies for coping with challenges

Support is tailored to the individual needs of the child and may be delivered individually or in a small group.





Elklan – Supporting Communication and Language

We use Elklan-informed approaches to support children's communication, language and listening skills.

These approaches help staff to develop an environment where children are encouraged to communicate, understand language and develop their vocabulary. Strategies can be used throughout the school day and may include targeted activities and individual or small-group support where appropriate.

Monitoring and reviewing support

The SENDCo, teachers and support staff regularly monitor the effectiveness of SEND provision and interventions. We evaluate the impact of support by considering children's:

- Academic progress and achievement
- Progress towards individual SEND outcomes
- Social and emotional wellbeing
- Communication and language development
- Engagement and readiness for learning
- Development in their identified primary area(s) of need

This information helps us to review provision and make adjustments where necessary, ensuring that support continues to meet each child's individual needs.



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

How is the curriculum adapted for children with SEND?

Teachers at Stockton Wood Primary School have high expectations for all children and provide high-quality teaching that builds on what children already know, understand and can do. All children have access to a broad and balanced curriculum, including our sensory curriculum, with appropriate challenge and support.

Personalised support

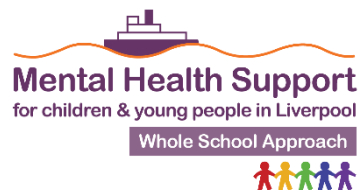
We adapt teaching and learning to meet individual needs. This may include:

- Visual timetables and personalised scaffolds
- Working walls, models and key vocabulary
- Teaching Assistant support and small-group interventions
- Sensory or movement breaks
- Calm boxes and safe spaces
- Individualised timetables where appropriate
- Home–school communication



Children on the SEND register may receive targeted interventions according to their individual needs. These may include Precision Teaching, Drawing and Talking, ELSA, Elklan-informed approaches, LEGO® Therapy, Nurture support and Beautiful New Beginnings.

Children are involved in understanding their SEND Support Plan or Passport. They are supported to know their strengths, targets, next steps and who will help them. Teachers and the SENDCo regularly monitor the impact of support and make adjustments where needed. Where a child continues to experience significant difficulties despite appropriate support, the school will work with parents and carers to consider further support, which may include High Needs Funding or an Education, Health and Care (EHC) needs assessment.



ADDvanced Solutions
Community Network

Supporting you to find the answers

How do we work with parents and carers?

At Stockton Wood, we recognise that **strong partnerships with parents and carers can make a significant difference to children's progress, wellbeing and success**. We value your knowledge of your child and encourage you to be actively involved in their education and in our school community.

We work with families by:

- Having a **welcoming, open-door approach** and encouraging regular communication between home and school.
- Supporting good attendance and punctuality. **We are Attendance Heroes!**
- Inviting parents and carers to **whole-school and class assemblies** to celebrate achievements, special events and good news.
- Offering **parent support groups, coffee mornings and workshops**, with sessions delivered by school staff and specialist health, external and Outreach Services, including **OSSME, Liverpool Autism Team, ADDvanced Solutions, Neurodevelopmental Partnership and Liverpool CAMHS**.
- Sharing children's '**WOW moments**', school events and achievements through our online communication channels.
- Providing **newsletters and curriculum information**, including creative and engaging homework activities.
- Signposting families to appropriate **agencies and services** when additional support is needed.
- Inviting parents and carers to **termly parents' evenings** and our '**Stay and Learn**' class engagement activities.
- Welcoming your views and feedback through **parent questionnaires and regular opportunities to share your thoughts**.

A restorative school

Stockton Wood is a **restorative school**, supporting children to resolve conflict, repair harm and build positive relationships. We believe strong relationships help create a **safe, inclusive and supportive school community**.



How will we know how my child is doing and how will you help me support their learning?

Stockton Wood works in close partnership with families, providing regular opportunities to share information about your child's progress, achievements, wellbeing and experiences. Parents and carers are kept informed and involved throughout the **graduated approach**.

This may include:

- Recording and monitoring concerns about your child's progress or wellbeing and discussing these with you in a timely way.
- Working with you to identify appropriate **support and interventions** and reviewing their impact.
- Placing your child on the **SEND Register** where appropriate.
- Creating a **SEND Support Plan** with you, your child, the class teacher and SENDCo. Plans are reviewed each term and next steps are agreed together.
- Creating a **SEND Passport/One Page Profile** that captures your child's views, strengths, interests and preferred ways of being supported.
- Holding Team Around the Child meetings where appropriate to discuss specialist assessments and reports, such as Speech and Language Therapy.
- Working with health professionals and specialist Outreach Services to provide advice, support and signposting for families.
- Using an **Family Help Assessment (FHA)**, where appropriate, to bring together relevant services to identify needs and agree shared outcomes for the child and family.
- Supporting **Annual Reviews** for children with Education, Health and Care Plans (EHCPs).
- Reviewing **Healthcare Plans** to ensure medical information is accurate and up to date.

We believe that working together with families helps us to understand each child as an individual and achieve the **best possible outcomes**.



What support is available for my child's overall wellbeing?

Stockton Wood Primary School is committed to **keeping children safe, happy and ready to learn**. We provide a nurturing environment where every child is valued, respected and encouraged to develop confidence, resilience and positive relationships.

Our curriculum promotes **self-confidence, healthy attitudes, emotional wellbeing and personal safety**. We have Designated Safeguarding Leads, and all staff receive regular safeguarding and child protection training.

Supporting emotional wellbeing

Children have access to a range of support, which may include:

- **Beautiful New Beginnings** and our **Sanctuary Space**, providing a calm and nurturing environment.
- **ELSA, Drawing and Talking Therapy and ROAR** to support emotional literacy, self-esteem, resilience and emotional regulation.
- A **Learning Mentor and Mental Health Lead** who helps children overcome barriers to learning.
- **Check-ins** using restorative practice emojis and opportunities to share feelings through restorative circles.
- **SEND Passports/One Page Profiles** to capture children's strengths, interests and preferred ways of being supported.
- A **School Nurse** to support children's health needs and Healthcare Plans.
- A **Breakfast Club** to help children make a positive start to the school day.

Building positive relationships

We provide opportunities for children to develop confidence, leadership and friendships through:

- **School Council, House Captains, Science Ambassadors and Peer Mentors**





- **Play Leaders**, who help children join in playground activities and make new friendships
- A **Buddy Bench** to support children who would like help finding someone to play with
- Restorative approaches that encourage children to talk about their feelings, resolve difficulties and repair relationships

Celebrating every child

We celebrate **diversity, identity and individuality**, ensuring every child feels valued and included. Children are encouraged to express their views and discuss their experiences in a safe and respectful environment.

Our **PSHE curriculum** includes age-appropriate learning about relationships, keeping safe, healthy choices and personal wellbeing. We also take part in **mental health awareness activities** and take part in **Neurodiversity Celebration Week**.

Our aim is for every child to feel **safe, valued, confident and supported**, so that they can thrive both personally and academically.

What training do staff have to support children with SEND?

At Stockton Wood Primary School, staff training and professional development are key priorities. Training is linked to our school priorities, SEND Development Plan and our mission statement, "Laying the Foundations for Life."

Our **SENDCo holds the National Award for SEN Coordination (NASENCO)** and works closely with staff and specialist professionals to ensure that provision reflects children's individual needs.

Staff have received specialist training in areas including:

- **Positive Handling** and safeguarding
- **PECS** to support communication and social interaction, including for autistic children



- **Precision Teaching**, with training delivered by Educational Psychologists
- **LEGO® Therapy**
- **Drawing and Talking Therapy**
- **ELSA and emotional wellbeing approaches**
- **Sensory Processing and Sensory Circuits**, supported by Occupational Therapy and OSSME
- **Blank Level Questions**, supported by Speech and Language Therapists
- **Colourful Semantics**, supported by OSSME and Speech and Language Therapists
- **Paediatric First Aid and medical needs**, with regular refresher training

We also work with specialist professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists and OSSME, who provide advice, training and ongoing support to develop staff expertise.

Our staff continue to access further professional development to strengthen our understanding of neurodiversity, communication, sensory processing and inclusive practice.

For further information, please see our SEND Information Report.



How do we support children with SEND through transitions?

We recognise that moving to a new class, Key Stage or school can be challenging for children with SEND. We plan carefully with children, parents and other professionals to make transitions as smooth and positive as possible.

Starting at Stockton Wood

When a child with SEND joins our school, we will:

- Liaise with their previous setting or Early Years provider to gather relevant information about their needs and support.
- Request copies of SEND Support Plans, reports and relevant specialist information.
- Arrange visits, additional transition activities or a personalised transition plan where needed.
- Work with families and other agencies if a Family Help Assessment (FHA) is already in place.

Moving between classes and Key Stages

We ensure important information is shared between staff, including SEND Plans and Pupil Passports.

Where appropriate, we may provide:

- Personalised or phased transition
- Additional visits to the new classroom
- Visuals, photographs, comic strips and social stories
- Enhanced transition activities, such as story sessions or meeting the new teacher
- Communication with families, such as a postcard or transition information sent home

Year 6 teachers and the SENDCo also attend transition forums with secondary schools to share relevant information about children with SEND and/or additional vulnerabilities.

Moving to another school or setting

When a child moves to another setting, relevant SEND information and records are shared with the receiving school, and the SENDCo liaises with the new school's SENCo.

For children with an EHCP or FHA, relevant staff from the receiving setting may be invited to the final review meeting to help ensure continuity of support.

Our aim is to ensure that every child feels prepared, supported and confident as they move to their next stage of education.



Who can I contact for further information?

Appointments can be made with your child's **class teacher** in the first instance, then **SENDCo (Mrs Kent), Deputy Headteacher (Mrs Kent) or Headteacher (Mrs Clovis)** to discuss your child's progress, wellbeing or additional needs.

Our **Inclusion Officer and Learning Mentor (Miss Smith)** can also provide support and guidance to families.

All staff can be contacted through the school office on **0151 486 2471**, where an appointment can be arranged.

For further information about Stockton Wood Primary School, please visit our **school website**, where you can access our policies, procedures and curriculum information.

Further information about SEND support across Liverpool can be found through the **Liverpool Family Information & Support Directory and Local Offer**.

<https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>

<https://stocktonwoodprimary.co.uk/policies/>



