



Special Educational Needs and Disabilities (SEND) Information for Parents

What is SEND?

Definition (Code of Practice, 2014): "Children have SEND if they have a learning difficulty or a disability which calls for SEN provision to be made for them."

Children are considered to have a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age.

At Stockton Wood Primary, we are committed to ensuring all children reach their full potential, including those with additional needs.

Our Inclusive Approach

As an **Inclusion Quality Mark (IQM) Centre of Excellence**, Stockton Wood Primary School is recognised for its outstanding commitment to inclusion and its ability to share effective practice with other schools. Inclusion is at the heart of everything we do, with a strong focus on understanding and removing barriers to learning so that every child can succeed. We provide a nurturing, supportive environment where high-quality teaching, adaptive practice, sensory support, emotional wellbeing provision and personalised interventions help all pupils to thrive. Our staff receive ongoing professional development to ensure they are equipped to meet the diverse needs of our learners, and we work closely with families and external professionals to achieve the best outcomes for every child. The school's continued Centre of Excellence status reflects our dedication to creating a

welcoming community where every pupil feels valued, included and empowered to reach their full potential



Key Staff Supporting Pupils with SEND

Teachers

Every teacher is a teacher of children with SEND. Class teachers deliver high-quality, inclusive teaching and are responsible for the progress and outcomes of every child in their class. Lessons are carefully planned and differentiated to meet the needs of all learners.

SENCo (Special Educational Needs Coordinator)

The SENCo takes the lead in coordinating assessments, supporting interventions, monitoring provision, and liaising with parents and outside agencies. The SENCo also oversees staff training and acts as an additional point of contact for families.

Teaching Assistants (TAs)

Teaching Assistants work under the direction of the class teacher to deliver specific programmes and interventions. Some children may receive dedicated support through an Enhanced Provision Plan.

Learning Support Assistant

The Learning Support Assistant provides guidance and practical support to families who may be facing challenges, including attendance concerns, behaviour difficulties, or bereavement.

Identifying SEND

Before Starting School

Some children have already been identified with additional needs before joining Stockton Wood. We meet with parents, nurseries, and pre-schools to ensure a smooth transition. Our staff attend review meetings where possible to prepare for each child's needs.

In School

All teachers are responsible for identifying pupils with SEND as early as possible. This may occur through classroom observations, teacher assessments, screening tools, or emotional monitoring.

Parents/Carers

Parents know their children best. We encourage open communication between home and school. Any concerns raised by parents are always taken seriously and form part of our identification process.

Provision for Children with SEND

Once a child's needs are identified and discussed with parents, they may be placed on the SEND Register under the single category of SEND Support.

The Code of Practice (2014) identifies four broad areas of need:

1. Communication and Interaction (including Speech and Language)
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

Most children with SEND learn alongside their peers and receive high-quality, differentiated teaching. Teachers adapt lessons, tasks, and resources to ensure accessibility for all. Some pupils may receive additional support from a Teaching Assistant, either individually or in small groups.

Neurodiversity, Sensory and Emotional Wellbeing Support

At Stockton Wood, we recognise and celebrate neurodiversity and strive to create an inclusive environment where all children can thrive. Staff receive ongoing training in autism, neurodiversity and inclusive classroom strategies to ensure that individual needs are understood and supported effectively. Support may include visual timetables, structured routines, sensory regulation resources, adapted teaching approaches and pupil passports that help staff respond positively to children's strengths and needs.

We provide a range of sensory support strategies to help children regulate their emotions and fully access learning. These may include sensory circuits,

movement breaks, stress bands, fidget resources, sensory regulation tools and access to calm spaces where appropriate. Support is tailored to individual needs and reviewed regularly with children, parents and staff.

Through **Beautiful New Beginnings (BNB)** and our **Emotional Literacy Support Assistant (ELSA)** provision, we provide targeted emotional wellbeing support for children who may need help with emotional regulation, resilience, friendships, confidence, anxiety or school attendance. Intervention programmes are personalised to individual needs and help children develop the skills, confidence and strategies needed to succeed both socially and emotionally.

Home–School Partnership

Parents play an essential role in supporting their child's development. We believe that working together leads to the best outcomes. Parents of children with SEND are involved through:

- Termly review meetings
- Additional meetings if requested by parents or staff
- SEND information shared through the school website and newsletters
- Transition meetings with nurseries, secondary schools, and other settings

Working with Outside Agencies

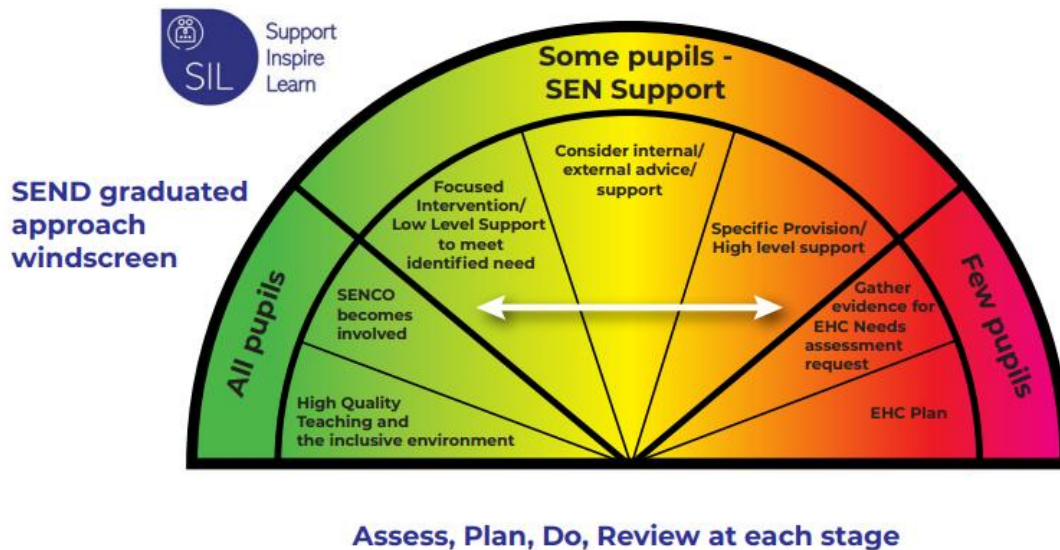
We work closely with a range of professionals to ensure children receive the best possible support. These include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists and Physiotherapists from Alder Hey
- Specialist Teachers from Liverpool Learning Support Service SENISS
- Beautiful new Beginnings
- Social Care and Early Help Teams

The Graduated Approach

We follow the Graduated Approach outlined in the SEND Code of Practice. This process ensures children receive the right level of support at the right time:

1. Assess – Identify and understand the child's needs
2. Plan – Set clear outcomes and agree on strategies and interventions
3. Do – Implement the agreed support
4. Review – Evaluate progress and adjust provision where necessary



Education, Health and Care Plans (EHCPs)

Some children with **significant or complex needs** may require an Education, Health and Care (EHC) Plan. An EHCP sets out the child's educational, health, and social care needs. It details the support required to achieve the best possible outcomes and is developed in partnership with families and professionals.

For more information on Liverpool's SEND Local Offer, visit:
<https://liverpool.gov.uk/localoffer>

Contact Information

For further advice or support, please contact:

SENCo: Mrs. Kent

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Phone: 0151 486 1778

School Website: www.stocktonwoodprimary.co.uk