

Stockton Wood Community Primary School



'Laying the Foundations for Life'

Special Educational Needs & Disability (SEND)

Procedural Guide (2019-20)



A Procedural Guide for SEND 2019-20

This procedural guide supports the teaching and learning of pupils with special educational needs and/or disabilities. It provides a framework which reflects the statutory guidance from the SEND Code of Practice (2015) and promotes Stockton Wood's SEND Policy and our SEND graduated approach. The procedures detailed in the guidance will support staff to identify, manage, assess and meet the needs of pupils with SEND, vulnerabilities and/or social and emotional barriers to learning.

The procedural guide should be read in conjunction with the school's:

- SEND Policy
- SEND Code of Practice (2015).
- School's Local Offer.
- SEND Information Report.
- Teaching and Learning Policy.
- Assessment and Feedback on Learning Policy.
- Safeguarding Policy.
- Child Protection Policy.
- Equality Policy.
- Accessibility Plan.
- Behaviour Policy.
- Core and Foundation Subject's Procedural Guidance.



Our School 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 provides a broad and balanced curriculum, which is personalised and ensures pupils' social and emotional wellbeing is nurtured, thus raising self-esteem and building academic resilience to prepare children for adulthood with a long-term goal of independence. This unites us in our vision to *'lay foundations for life.'*

Identifying Pupils with Special Educational Needs and/or Disabilities

Stockton Wood recognises the definition of SEND 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". (p.83)

We recognise that 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 SENCo 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:

- 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.

Teachers should recognise that slow progress and low attainment do not necessarily identify a special educational need or assume that attainment in line with chronological age means there are no special educational needs for the pupil.

Area of Need	This area of need may include:
Communication and Interaction	<ul style="list-style-type: none"> • Speech, Language and Communication. • Autism Spectrum Disorder (ASD) and other neurodevelopmental conditions.
Cognition and Learning	<ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD). • Severe Learning Difficulties (SLD). • Profound and Multiple Learning Difficulties (PMLD). • Specific Learning Difficulties (SpLD), including dyslexia and dyscalculia.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Neurodevelopmental conditions such as: Autism Spectrum Disorder (ASD). Attention Deficit and Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and Demand Avoidance (PDA). • Mental health needs such as: anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
Sensory and/or Physical Needs	<ul style="list-style-type: none"> • Hearing impairment. • Visual impairment. • Multi-sensory impairment. • Physical impairments. • Sensory Processing Difficulties.

Our Approach

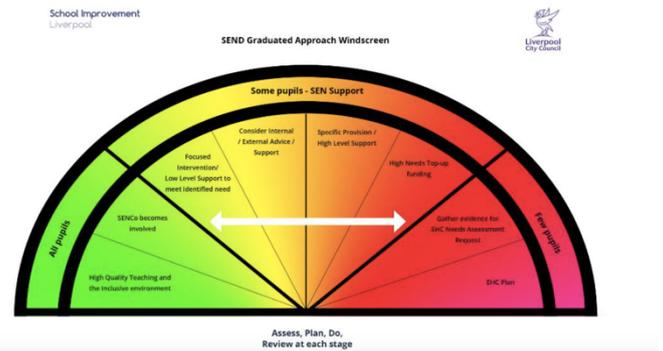


At Stockton Wood we use a 'graduated approach' which follows an **Assess-Plan-Do-Review** cycle.

As a school we provide our pupils with high-quality teaching using differentiation, personalised resources, S.M.A.R.T. targets / outcomes and developmental curriculums which are highly individualised for pupils with 'high needs' and profound difficulties across the four broad areas of SEND.

Stockton Wood's graduated approach follows the guidance presented by the Liverpool Local Authority 'SEND Windscreen' model.

The graduated approach identifies the pupil's primary, and if required, a secondary need.



The SEN List

A pupil with an identified special educational need and/or disability will be placed on the SEND List as **SEND Support**. Stockton Wood identifies SEND Support as:

SEND List	Characteristics
Monitoring	<ul style="list-style-type: none"> • These pupils are not on the SEND List, but show vulnerabilities. • Barriers to learning are identified as progress, attainment and/or wellbeing is impacted upon. • Pupil barriers to learning are monitored and identified by school in partnership with parents/carers. • These pupils may undertake intervention or receive additional support to diminish the difference between their attainment and their peers.
SEND Support	<ul style="list-style-type: none"> • School based interventions, support and/or provision. • Pupils who are not making progress in line with age related expectations despite targeted intervention, reasonable teaching adjustments and high-quality personalised teaching and learning.
SEND Support Plus	<ul style="list-style-type: none"> • The progress of these pupils will continue to cause concern as they remain working significantly below age related expectations, at least two years behind their chronological age. • The school may request support and advice from external agencies, Health or Outreach professionals. • School may access specialist support / resources / intervention via the Liverpool SEND Consortium. • 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).

The Assess-Plan-Do-Review Cycle

The following are **requirements and guidelines for teachers** to ensure record keeping is up-to-date and the 'graduated approach' is adhered to as outlined in the SEND Code of Practice (2015).

Stage	What does this look like?	Questions I should ask.
ASSESS	<ul style="list-style-type: none"> Use identification indicators and baseline assessment tools (see SEND Policy 2019-20) to monitor, observe and analyse pupil's needs. Update assessment tracker in preparation for pupil progress reviews. Keep in-house assessment record keeping up to date. Record barriers to learning concerns, medical information, parent information onto the SEND 'diary' sheet. Talk to parents/carers – Do they have concerns? 	<ul style="list-style-type: none"> Is the pupil at least two years behind their chronological age? What gaps in their learning have I identified? Have I used the 3-Step Model for English and/or SEMH? Has the pupil's hearing and vision been checked? Have I sought the pupil's views? Am I recognising, rewarding and praising the positives? (Charlie's Toolkit: Getting the simple things right) What is the primary need of the pupil? Have I read the child's previous records found in their blue information file?
PLAN	<ul style="list-style-type: none"> Plan and deliver consistently good or better lessons which are inclusive of all learning styles and SEND needs. Meet with the SENCo and write a SEN Support Plan (I.E.P.) for the primary need. Plan S.M.A.R.T. targets / outcomes. Work collaboratively with SENCo, pupil and family to agree a 'Passport for Learning' and review in response to needs. Plan intervention/ provision which provides opportunities to secure basic skills and achieve targets. Complete a year group intervention meeting weekly and obtain feedback from Teaching Assistants and/or additional adults. With support from SENCo plan for the delivery of an intervention which will have the greatest impact upon progress, attainment and/or wellbeing. Create a provision map to identify targeted support / provision / intervention. 	<ul style="list-style-type: none"> Do subject leaders and SENCo see clear differentiation in my planning? Have I annotated the SEMH 3-Step model to show support / provision / intervention which has taken place? Have I completed the 'Desirable Behaviour' checklists to identify SEMH areas of need? Have I used the SEND Review monitoring checklist to ensure records are up-to-date? Have I used PIVATS (5) Milestones to plan and target set? Have I updated my provision map in response to pupil needs? Are SEND and other key groups highlighted on the provision map? Have I used the pupil's Sandwell assessment, miscue analysis, Reading Recovery records to inform target setting? How can I personalise the learning environment / behaviour expectations / transition points / school day?
DO	<ul style="list-style-type: none"> Timetable additional adult support to have the greatest impact on teaching and learning. Encourage pupils to use working walls as a scaffold for learning. Deliver intervention which is additional to the core curriculum. For 'high needs' pupils, support the SENCo in creating a costed provision map to identify the impact of one-to-one SEN support. Work collaboratively with teaching assistants to plan, resource and review the impact of interventions. Ensure provision between classroom practice, intervention, precision teaching and/or outreach is triangulated. Update PIVATS at least half termly to show progress. Carry out further assessments to identify additional barriers to learning e.g. speech and language. Work in collaboration with school's Learning Mentor to break down barriers to learning and support families. 	<ul style="list-style-type: none"> Have I annotated the SEMH 3-Step model to show the impact of the support/provision/intervention put into place? Have I reviewed and updated the 'Desirable Behaviour' checklists? Have the pupil's needs changed? Have I used the SEND Review monitoring checklist to ensure records are up-to-date? Have I used PIVATS (5) Milestones to plan and target set? Where are the gaps? Have I updated my provision map in response to pupil needs? What were the outcomes from external reports e.g. Educational Psychologists? What were the recommendations made by Health or Outreach professionals? Can I provide these in my classroom? Have I dated PIVATS criterion three times to show the skill is secure? Is the pupil accessing the planned intervention regularly?
REVIEW	<ul style="list-style-type: none"> Review SEN Support Plans (I.E.P.) termly with SENCo. Build an evidence base to show target achievement and desired outcomes. Update the 'Desirable Behaviour' checklist for SEMH. Review 'Passports for Learning' with SENCo, pupils and their families. Set new targets / outcomes which allow for developmental progress. Learning walks- monitoring schedule. Lesson observations. Deliver intervention which is additional to the core curriculum. Provide information to the SENCo to support the request for SEND Consortia support / provision / intervention. Discuss with parents/carers new concerns and 'next steps' using the graduated approach. 	<ul style="list-style-type: none"> How often has the pupil accessed their intervention? What is the impact of the delivered intervention? What are the additional barriers to learning? Does this pupil need to move through the graduated approach? Is a referral to a Health service required? Have I provided classroom and intervention evidence for my SEND review? Has my provision map been updated? What is the pupil's primary need now? Have I met with parents/carers to review the SEN Support Plan (I.E.P.)? Have I provided information to support EHAT reviews? Do I need to discuss with the SENCo a need for 'High Needs' top-up funding? Do I think this child needs an Education, Health and Care Needs Assessment?

SEN Support Plans / Individual Education Plans

Pupils who are entered onto the SEND List may be working significantly below age related expectations or their social and emotional wellbeing may directly impact upon their mental health and/or progress. These children will have personalised SEND Support Plans (I.E.P.) which will include:

- SMART targets which are specific to needs, measurable and achievable.
- Attendance data for Autumn, Spring and Summer.
- Standardised scores and/or scaled scores for reading and maths.
- Spelling, reading and maths ages.
- Teacher assessment for writing.
- Phonics check score.
- Miscue Analysis.
- EYFS baseline data.
- EYFS Development Matters progress and attainment.
- Outreach baseline and review assessments.
- PIVAT Milestone scores for pupils working at SEN Support Plus.
- List of personalised resources, intervention and 'top tip' strategies to support target achievement.
- Pupil voice and signature (in KS1 comments can be scribed).
- Parent comments and signature.
- Filed Outreach or external agency reports and/or medical diagnosis.
- Annotated '3 Step Model' tool.
- Annotated 'Desirable Behaviour' checklist, including PSHE wellbeing criteria.

SEN Support Plan paper colours are:

SEN 'Monitoring' – Yellow

SEN Support – Green

SEN Support Plus- Pink

**Please refer to the document 'Preparing for a SEND Review' circulated as part of the termly monitoring schedule for further guidance.*

SEND Provision and Intervention

Stockton Wood is a mainstream setting, which provides all pupils with equal access to a broad and balanced curriculum. The school's 'Teaching and Learning Policy' promotes best practice towards removing barriers to learning, raising self-esteem, developing confidence and improving outcomes.

We are a partner of the Liverpool SEND South 1 Consortium and use '3-Step Models' to ensure a consistent and graduated approach to identifying and meeting the needs of pupils with SEND. Some of these include:

- School's 'Layers of Provision' Framework.
- Consortium '3 Step Model' for English and Social, Emotional and Mental Health.
- The 'Levels of Need- Graduated Approach Windscreen' model.
- Early Help Assessment Tool (EHAT).



SEN Support

Area of Need	Details of Provision
Communication & Interaction	<ul style="list-style-type: none"> • A whole school narrative approach to develop receptive and expressive language. • Vocabulary target groups using the first 100 words checklist. • Use of speech and language assessment tools to identify areas of need, pupils for intervention and those in need of a speech therapist referral. • 'Minimal Pairs' and barrier games interventions. • Social stories as recommended by Outreach services. • Visual timetables • Personalised 'work stations' • Now/Next/ Finish boards.
Cognition & Learning	<ul style="list-style-type: none"> • Differentiation using personalised real-life resources, scaffolds and additional adult support. • Withdrawal interventions delivered by trained teaching assistants and used to diminish the difference between gaps in pupil attainment or challenge the more able e.g. Writing A-Z, Letters & Sounds, Project X, RM EasiMaths and small group maths teaching. • Accredited Numbers Count Teacher.

	<ul style="list-style-type: none"> • Team teaching using a collaborative practice cycle to achieve personalised provision and resources. • Reading Mentor Project. • 'Advancing Readers' teacher. • Precision Teaching. • Numbers Count. • First Class @ Maths. • Additional tuition for reading and maths. • Active Literacy Kit and Units of Sounds.
Social, Emotional & Mental Health Difficulties	<ul style="list-style-type: none"> • Named Safeguarding Officers. • 'Passport for Learning' a personalised approach of support. • Learning Mentor. • A Quiet Place- therapeutic programme of support including heart math, peer massage and narrative therapy. • A Sanctuary Space. • Ready-Steady-learn. • Education and Welfare Officer. • Behaviour Ambassadors, school councillors and peer mentors. • Structured play and lunch time provision to encourage positive interactions, social skills and life skills. • School Nurse. • SEAL and PSHE curriculum, including Sex and Relationships. • Drugs & Sexual Health Policy. • E-Safety Ambassadors. • Restorative Practice working alongside the 'Thinking Restoratively' questions. • Peer Mentors.
Sensory & Physical Need/s	<ul style="list-style-type: none"> • Handwriting programmes recommended by Occupational Therapy. • Precision Teaching. • Sensory Circuits. • Writing wedges. • Fine motor 'strong hands' interventions in the Early Years. • All subject areas have ground floor access for wheelchair users. • Disabled toilets in the junior and infant areas.

Specialist Providers, Agencies and Professionals – SEN Support Plus

This includes, but is not limited to:

Code of Practice (2015) Area of Need			
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
<ul style="list-style-type: none"> • OSMEE (Neurodevelopmental Specialists) • Speech and Language. • EMTAS. 	<ul style="list-style-type: none"> • Valley High Outreach, including PIVATS baseline assessments, pupil teaching, target setting and professional development training. 	<ul style="list-style-type: none"> • OSMEE (Neurodevelopmental Specialists) • A Quiet Place. • CAHMS, including YPASS, ADDvanced Solutions and Seedlings. 	<ul style="list-style-type: none"> • Occupational Therapy. • Springwood Heath Outreach Team.

Additional provision working across areas of need:

- Educational Psychology Service.
- School Family Support Service.
- SENISS
- Early Intervention Team.
- School Nurse.
- Social Inclusion Team.
- Early Help Hub.

Assessment of SEND

Raising standards of achievement within an inclusive education system is an expectation of all pupils. At Stockton Wood we recognise that all pupils have the right to receive an education of the highest quality which is differentiated and personalised to their individual

needs and provide every opportunity to develop skills which will **support their independence** as they transition towards a changing society.

In addition to the pupil data collected for all (see Assessment and Feedback Policy), pupils who are working **at least two years behind their chronological age**, therefore **'significantly below** national expectations' must have their progress and attainment tracked using PIVATS (5) Milestones. This assessment tool allows teachers to assess small steps of progress and attainment, setting challenging but realistic targets while tracking pupil achievement across Reading, Writing and Maths. **PIVATS is not aimed** at providing for pupils who are 'at risk' and underachieving.

The PIVATS structure focuses on small steps within the P-Scales up to the revised National Curriculum for Year 4 age related expectations.

Teachers should be using PIVATS as a working document to inform planning, intervention and target setting and must **update** pupil PIVATS at least **half-termly** to coincide with directed teacher assessment time.

PIVATS will:

- provide a link between the P scale and the National Curriculum, with a 'bridge' of performance indicators in Reading, Writing and Mathematics;
- provide similar guidance for speaking and listening which will follow later in the academic year;
- support teachers and teaching assistants in planning for and assessing next steps and identifying gaps as part of the teaching-learning assessment cycle;
- enable practitioners to assign a numerical score which ties in with the small steps, and which can be used to track small steps of progress. These are then recorded on the pupil's SEN Support Plan (I.E.P.);
- enable practitioners to use an approach that supports moderation.

From training and specialist school 'best practice' evaluation, it is expected that the PIVAT document has:

- performance indicators / criteria **dated three times** to show the skill is secure.
- **a circle** around the performance indicator which is preventing further progress- a clear identified need which cannot be overcome e.g. *a child on the Autistic Spectrum may not ever achieve a performance indicator associated with inference, a child with dyslexia will not make plausible phonetic attempts.*
- evidence that the PIVATS document continues to be annotated and dated following a baseline assessment completed by an Outreach provider.

P Scales currently remain statutory, for the reporting of assessment at the **end of key stage**, for pupils working below the 'interim pre-key stage standards'. These indicate the emergence of skills, knowledge and understanding in each subject area for pupils who have profound difficulties, 'high needs' or Education, Health and Care Plans. As with all assessment documents, dates must be recorded to evidence the small-steps in progress and attainment made.

<https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>

SEND Reviews

The SENCo completes termly reviews with class teachers in the months of December, April and July.

The reviews are an opportunity to celebrate with children, parents and school the success, achievements and progress a pupil has made. Additionally, the reviews are our school's evidence base to show our **inclusive practice** to meet the needs of all children within the four areas of the Code of Practice (2015):

Prior to the review class teachers should refer to the guidance 'Preparing for a SEND Review' to ensure a graduated approach is being followed and there is a triangulation of evidence between classroom- intervention-outreach.

The following questions can be used to support target / outcome reviewing:

- What are the current levels of attainment relating to targets?
- What progress has the child made towards their targets as set out in the Provision Map?
- Can evidence of target achievement be provided by intervention and classroom quality teaching?
- What are the parents'/carers' views of the child's progress?
- What are the child's views of their progress?
- Is the current provision appropriate to the child's needs?
- What are the 'next steps'?
- Have there been any significant changes to the child's family or medical circumstances?



- Are additional barriers to learning impacting on their progress and/or emotional wellbeing?
- Does the child need to move through graduated approach?
- Has the child exceeded their targets? If so, can they be removed from the SEND List?

Provision Mapping

Provision Maps are used for planning, reviewing, evaluating and recording the provision made for all pupil for the four broad areas of the SEND Code of Practice (2015), including school's own universal provision. This includes:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Physical and Sensory Needs.
- Then Enrichment Curriculum and Wider Opportunities.



It is the class teacher's responsibility for maintaining and updating their Provision Maps (at least half termly) so that monitoring and evaluation can be undertaken by the Leadership and Management Team. Provision maps must be saved to the public drive in the 'Assessment Folder' of the academic year and a copy printed for Class Information Files.

The Provision Map should:

- name the child alongside the support, provision or intervention they access.
- detail the frequency of the provision e.g. two 30-minute sessions.
- highlight SEND children in **blue**, Low Prior Attainers in **red**, Pupil Premium in **yellow**, EAL in **green**, LAC in **blue** and Gifted and Talented/More Able in **purple**.

In the case of 'High Needs' funding the SENCo will complete an individual costed provision map as part of the application process using the LA Operational Guidance and Banding Criteria.

Curriculum and Planning Requirements

The school's 'Teaching and Learning' Policy promotes best practice towards the inclusion of SEND pupils, meeting their personalised needs, helping to remove barriers to learning, raising self-esteem and developing confidence.

When planning for pupils with SEND, the teacher must:

- deliver lessons that are consistently good or better using high quality teaching.
- plan for additional adults and one-to-one support adults so that they impact on teaching and learning.
- collaborate with teaching assistants to plan, resource and review intervention impact upon pupils.
- ensure planning is effectively differentiated for individual needs, including challenge for the more able.
- use real-life and personalised resources (Stockton Wood's Collaborative Practice Principals).
- plan for discrete opportunities to practise, apply and achieve SEND targets- these are I.E.P. target opportunities!
- show they are triangulating provision between class-intervention-Outreach support.
- annotate lesson plans and medium-term plans and use the outcomes to assess and inform 'next steps' and target setting.
- engage and 'hook' children through their interests and make learning child centred.

Learning Environment

To maintain an inclusive ethos and an environment that promotes a lifelong love for learning, we must:

- share and display learning objectives, success criteria and 'toolkits' as advocated by Talk4Writing (See English Procedural Guide). This is essential for assessment, feedback on learning and peer/self-assessment (See Assessment Policy).
- celebrate and display children's learning in all areas of the curriculum (see Creative Curriculum Procedural Guide).
- embrace the principals of our whole school narrative approach to support communication, language and literacy across the curriculum.
- keep 'working walls' up to date with current teaching and learning so that they can scaffold teaching and learning (see Display Policy).
- provide differentiated 'table top' resources which scaffold or extend children's learning.

- timetable daily basic skills activities, including V.C.O.P., Numbers Count, Oracy Scheme and those detailed in our achievement of the Basic Skills Award, Reading and Maths Quality Mark.
- ensure feedback on learning reinforces the application of basic skills (See Teaching and Learning Policy).
- use 'Ready-Steady-Learn' and 'A Quiet Place' strategies to encourage readiness for learning and foster emotional wellbeing.

Useful SEND Resources

- DfE guidance: <https://www.gov.uk/children-with-special-educational-needs>
- SEND Code of Practice (2015): <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/find-your-local-ias-service/north-west/liverpool>
- Liverpool Early Help Directory: http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/workforce_development.page
- Liverpool Early Help Hubs: <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/advice.page?id=4PwHG848ehk>
- SEND Gateway: <http://www.sendgateway.org.uk/resources.html>
- NASEN: <http://www.nasen.org.uk/early-years-send-resources/>

