

Stockton Wood Community Primary School



'Laying the Foundations for Life'

SEND Information Report

(2018-19)



Stockton Wood Community Primary School

SEND Information Report

Autumn 2019 (Reporting on Academic Year 2018-19)

Our Mission Statement: *'Laying the Foundations for Life'*.

Headteacher: Mrs. S. Stacey **SENCo:** Miss. A. Jones **SEN Governor/s:** Mrs. S. Roberts & Miss E. Paulson

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Local Offer Contribution: <http://stocktonwoodprimary.co.uk> or <http://ehd.liverpool.gov.uk>

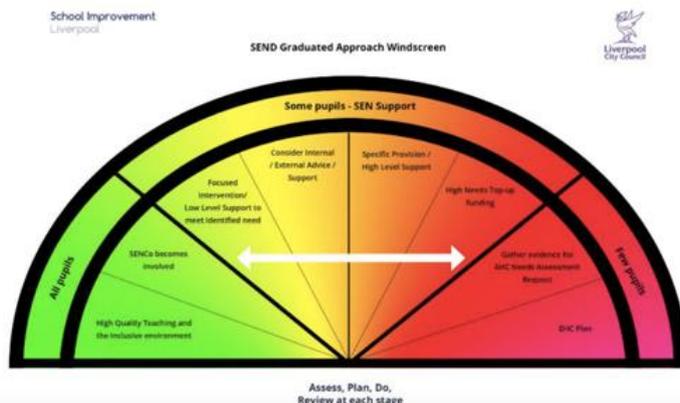
Stockton Wood is committed to raising aspirations and improving outcomes for all pupils so that they are challenged and supported to experience success and fulfil their potential. We provide a broad and balanced curriculum for all pupils, including enrichment opportunities and personalised provision to ensure pupils' social and emotional wellbeing is nurtured, self-esteem is raised and academic resilience is built. We want to prepare children for adulthood with a long-term goal of independence.

Stockton Wood's Approach to Managing SEND

High quality teaching, personalised provision and interventions are defined through our child-centred approach to teaching and learning across the school. This contributes to our inclusive ethos and helps us to regularly evaluate our provision for all pupils in our care and identify how we can further enhance our provision for pupils with special educational needs and/or disabilities. This embeds our high expectations for all, which are shared with children and their families to achieve a whole school approach which promotes inclusion across the curriculum underpinned by: outcome specific interventions, pastoral support including Restorative Practice, personalised resources and effective differentiation.

Further information about our school's inclusive practices can be found in our SEND Policy, SEND Procedural Guide and 'Local Offer' published on the school website,

Underpinning all our provision in school, is the **graduated approach** of:



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

A graduated approach means we monitor and record concerns about a pupil and determine a timescale for school and/or external provision or intervention alongside outcomes. We work collaboratively with parents at all stages in the cycle. (Reference: *Teaching & Learning Policy 2019-20, SEND Policy 2019-20*)



Assess:

- To provide an insight into pupil progress, attainment and emotional wellbeing teachers will use baseline standardisation tools, teacher assessment, observations and pupil voice to monitor needs across the four broad areas of SEND.
- SEND 'diary' sheets will record barriers to learning, medical appointments, child and/or parent voice.
- Pupil views are sought in respect of personalised provision.
- Parent concerns are listened to and recorded. School will inform families about their concerns and/or discuss ideas for supporting their child's learning and/or wellbeing.
- In some cases, the involvement of the School Nurse may be appropriate to check vision or hearing.
- Pupils may access intervention groups aimed at securing their basic skills or pupil targets.

Plan:

- All teachers use high-quality teaching which is inclusive of pupils' needs.
- After a period of monitoring, the school will notify parents if their child is being provided with SEND support and is listed on the Special Educational Needs List.
- The class teacher and SENCo agree in consultation interventions and/or provisions which will have the greatest impact on progress to achieve planned outcomes. Alternatively, social and emotional wellbeing provision may be provided to support wellbeing and readiness for learning.
- A SEN Support Plan (Individual Education Plan) is written, including specific and measurable (S.M.A.R.T.) next steps for the pupil's learning and/ or social, emotional and mental health.
- Sometimes a 'Passport for Learning' (personalised pupil profile) will be written in collaboration with the class teacher, SENCo, child and family.
- In the Foundation Stage, the Early Years Profile and Speech and Language Development Milestones are used to plan outcomes and monitor progress.
- Parent meetings or review dates will be agreed, including any annual reviews.

Do:

- The SENCo 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 in response to pupil need. These will be monitored by the SENCo and Pupil Premium Standards and Achievement Manager.
- In the case of 'High Needs' SEND, costed provision maps will be provided, monitored and reviewed by the SENCo, Head teacher and Senior Management Team.
- Weekly intervention meetings take place between teachers and teaching assistants in order to plan collaboratively for pupils in response to their needs and/or targets.
- A pupil may receive small group intervention or individual support from a teaching assistant depending on their level of need or the intervention delivered.
- Some pupils will receive a personalised curriculum with functional targets to measure progress, including specialist support from 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).
- SENCo, Foundation Stage Manager and Nursery Manager may carry out further speech and language assessments to identify communication and language needs, some of which will lead to a referral to the Speech and Language Team.



- SEN Support Plans (Individual Educational Plans) will be reviewed termly with SENCo, pupils and parents/carers.
- 'Passports for Learning' will be reviewed half termly 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 weekly during intervention meetings and then at the end of each delivery cycle.
- In some cases, specialist support from Outreach services or health may be required. These referrals will be made by the SENCo in partnership with the parents/carers and in line with the 'Liverpool SEND Graduated Approach Windscreen' model.
- For high levels of SEND 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 and Health Care Plans are reviewed at least annually in partnership with families and the Local Authority.
- In some cases school may lead or contribute to an Early Help Assessment depending on the needs of the whole child and their family.

The SENCo co-ordinates all intervention, support and provision for pupils with special educational needs and/or disabilities to ensure the SEND Policy (2019-20) aims are embedded across the whole school.

Identifying & Assessing Pupils with SEND

As a school we cater for the four board areas identified within the 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)

Area of Need	This area of need may include:
Communication & Interaction	<ul style="list-style-type: none"> • Speech, Language and Communication. • Autism Spectrum Disorder and other neuro-developmental conditions.
Cognition & 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 & Mental Health	<ul style="list-style-type: none"> • Neuro- developmental need, 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. • Dyspraxia. • Physical impairments. • Sensory Processing Difficulties.



ensure a consistent approach to identifying pupils in need of SEND support. 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 identifies children as ‘**SEN Support**’ which includes provision and support provided by the school or ‘**SEN Support Plus**’ being specialist provision external to school resources and supported by the Primary SEND Consortium.

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.

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:

Area of Need	Identification Indicator / Assessment (to assess strengths, additional barriers to learning and/or targets)	Whole School Systems
Communication & Interaction	<ul style="list-style-type: none"> • BVPS. • RAPT. • 100 Words Checklist. • Stages of Speech and Language Development. 	<ul style="list-style-type: none"> • Analysis and interpretation of data EYFS-KS2. • EYFS Development Matters. • Standardised scores. • Scale scores. • SATS. • CATS Analysis. • Half-termly pupil assessments using National Curriculum key criteria / objectives. • SEND Support Plans (I.E.P.). • Parental concerns and views. • Observations. • Information sharing between settings and other services. • Regular feedback to inform planning and target setting.
Cognition & Learning	<ul style="list-style-type: none"> • Sandwell. • Salford Reading. • Vernon Spelling. • PIVATS (5) Milestones. • Miscue Analysis. • SEND Consortium English 3-Step Model. 	
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Emotional Literacy Scores ‘A Quiet Place’ • SEND Consortium SEMH 3-Step Model. • Desirable Behaviour checklist. • S.T.A.R. Chart 	
Sensory and/or Physical Needs	<ul style="list-style-type: none"> • School Nurse support • Health needs assessment. • Health and Social care information. • Occupational Therapy reports. 	



Stockton Wood's SEND Provision & Needs

Stockton Wood is a mainstream setting that provides a broad and balanced curriculum for all pupils, including enrichment and extra-curricular opportunities. The school's 'Teaching and Learning Policy' promotes best practice towards removing barriers to learning, raising self-esteem and developing confidence.

Examples of provision, support and intervention include:

Area of Need	Details of Provision & Intervention
Communication & Interaction	<ul style="list-style-type: none"> • A whole school narrative approach to develop children's receptive and expressive language. • Vocabulary targeted groups using the first 100 words checklist. • Use of speech and language assessment tools to identify areas of need, children for intervention and those in need of referrals. • Minimal Pairs and Barrier Games intervention. • Social stories as recommended by Abbot's Lea Special School. • Visual timetables, personalised 'work stations' and Now/Next boards. • Special Educational Needs Integrated Support Service (SENISS) • Speech and Language Therapy Team.
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 Reading, RM Easimaths and small group maths teaching. • Accredited Numbers Count Teacher. • Team teaching using a collaborative practice cycle to achieve personalised provision and resources. • Reading Mentor Project. • Reading Recovery 'Advancing Readers' teacher. • Valley High specialist programme of support. • Precision Teaching. • Numbers Count and First Class @ Maths. • Liverpool Educational Psychology Service Additional tuition for reading, writing and maths.
Social, Emotional & Mental Health Difficulties	<ul style="list-style-type: none"> • Named Safeguarding Officers. • 'Passport for Learning' a personalised approach. • Learning Mentor. • A Quiet Place- therapeutic programme of support including heart math, peer massage and narrative therapy. • A Sanctuary Space. • Ready-Steady-learn. • Behaviour Ambassadors, school councillors and peer mentors. • Group therapeutic programmes. • Social skills structured lunchtime provision. • Behaviour and motivation coach through sport. • School Family Support Service. • Child and Adolescent Mental Health Service (CAMHS). • School Nurse drop-in service. • SEAL and PSHE curriculum, including circle time. • Drugs & Sexual Health Policy. • E-Safety Ambassadors.

Sensory and/or Physical need	<ul style="list-style-type: none"> • Handwriting programmes. • Writing wedges. • Consortia referrals made to Spring Wood Heath. • Referrals made to Occupational Therapy. • Personalised fine motor interventions in the Early Years. • All subject areas have ground floor access for wheelchair users. • Disabled toilets in the junior and infant areas.
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In the academic year 2018 - 19 we had 33.7% of our KS1 and KS2 children, who were identified as having a special educational need and/or disability. This placed the school in the top 20% of all schools nationally for the proportion of SEND. There continued to be a high ratio of disadvantaged pupils (55.9%), with a considerable proportion of these children also being identified as SEND.

Teaching and learning takes place within a dyslexia friendly environment with mind-friendly approaches at the heart of practice to cater for pupil learning styles and to motivate and engage children.
(Reference: *Teaching & Learning Policy 2018-19, SEND Policy 2018-19, School's Local Offer*)

Our arrangements for monitoring and evaluating quality and effectiveness of provision and assessment of need include:
(Reference: *SEND Policy 2018-19, Assessment Policy 2018-19*)

- Reports presented by the Headteacher, SENCo and SEN Governor.
- Outcomes of regular monitoring activities as planned within the School Development Plan.
- Analysis of ASP Data and end of year/ key stage outcomes.
- External moderation from the SEND Consortium and Outreach Services.
- The views of parents/carers.
- Pupil voice.
- Learning walks.
- Pupil book and planning scrutiny.
- Reports from external agencies.
- The achievement of children meeting their personalised targets or agreed outcomes.
- Half termly pupil progress meetings.
- Evidence gathered for SEND Support Plans, High Needs Funding and Annual Review meetings.
- Evidence generated from the outcomes of Education, Health and Care Plans and EHAT meetings.
- Feedback from SENCo, Senior Leadership Team and curriculum co-ordinators.
- Parents Evenings.
- Report outcomes provided by Outreach agencies, School Improvement Teams and OfSTED.

The above will provide detailed and quantifiable evidence about attainment, progress and wellbeing to then be acted upon accordingly by the school.

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

Education, Health and Care Plan

In some cases where expected progress has not been made, and the child demonstrates a **significant** cause for concern, the school, in partnership with parents, will consider requesting an **Education, Health and Care needs assessment**. In applying for this, the school presents evidence of the action taken as part of their SEND graduated approach.

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 when children need **highly individualised** interventions and personalised provision in order access their mainstream or differentiated curriculum.

When school has exhausted their provision, intervention and resources they will make an application for High Needs 'Top-Up' funding from the 'High Needs Funding Panel.' A request for funding will be made prior to the request for a statutory assessment of a child's education, health and care needs. This is to adhere to the school's graduated approach.

Collaborating with children and their parents /carers

As a school we encourage a close parent-school partnership to keep all children motivated, happy and safe in their environment. Involving parents and learners in the dialogue is central to our whole school approach and we do this through:

Action/Event	Who's involved	Frequency
• Telephone or face-to-face conversation.	<ul style="list-style-type: none"> • Parent/Carer • Class teacher • SENCo 	<ul style="list-style-type: none"> • Stockton Wood has an open-door policy. • Appointments can be made with class teachers and/or SENCo.
• Parents' Evening	<ul style="list-style-type: none"> • Parent/Carer • Class teacher 	<ul style="list-style-type: none"> • 'Meet the teacher' in September, then • December • April • July
• Parent/carers consultation	<ul style="list-style-type: none"> • Parent/Carer • Class teacher • SENCo and/or • Outreach professional 	In line with the school's graduated SEND approach.
• Review of targets or outcomes	<ul style="list-style-type: none"> • Parent/Carer • Child • Class teacher • Teaching Assistant • SENCo • Outreach or Health provider. 	<ul style="list-style-type: none"> • Termly
• EHAT Meeting	<ul style="list-style-type: none"> • Parent/Carer • Child, • EHAT lead professional • Head teacher • Deputy • SENCo • Learning Mentor • Outreach agencies • Health professionals 	<ul style="list-style-type: none"> • Approximately on a 3 month cycle
• Annual Review / EHC Plan		<ul style="list-style-type: none"> • Annually
• Parents Group, including workshop opportunities.	<ul style="list-style-type: none"> • Parent/Carer • Parent governors • SENCo • Curriculum Leads (as appropriate) • Learning Mentor • Outreach agencies (as appropriate) 	<ul style="list-style-type: none"> • Weekly
• Curriculum news and updates	<ul style="list-style-type: none"> • Parent/Carer • Whole school staff 	<ul style="list-style-type: none"> • Parent information leaflets and news letters are circulated each half term. • Regular website updates.
• SEN Support Plan (I.E.P) Reviews	<ul style="list-style-type: none"> • Child • Parent/Carer • Class teacher • SENCo 	<ul style="list-style-type: none"> • Termly
• Self and peer assessment	<ul style="list-style-type: none"> • Child 	<ul style="list-style-type: none"> • Daily

	<ul style="list-style-type: none"> • Class teacher 	
<ul style="list-style-type: none"> • Pupil voice, including 'Passport for Learning' 	<ul style="list-style-type: none"> • Child • School councillors • Peer mentors • Pupil interviews carried out by the Senior Leadership Team 	<ul style="list-style-type: none"> • Half termly and/or needs basis.

Enrichment for children with SEN

Stockton Wood ensures all children have the opportunity to participate in extra-curricular activities. Examples include:

- Sport and Arts Club
- Sports training and competitions (local and national)
- Choir
- Music Tuition
- Bike-ability
- NSPCC Workshops
- Faith Encounters
- Everton in the Community – Sports Motivation and Wellbeing programme.
- 'Top Up' swimming additional to the Physical Education curriculum.

Our creative curriculum provides outdoor learning and educational visits to parts of England and Wales and visits to places of worship for world religions. We promote 'Adventurous Learning' by working in partnership with services across the City, including Libraries, Museums, Galleries and Leisure Services. The school keeps parents up-to-date using newsletters, parent information leaflets and website updates.

(Reference: Pupil Premium Statement 2018, Stockton Wood P.E. and Sports Funding 2018, Accessibility Plan 2018)

Staff Professional Development (in relation to SEND)

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 SENCo 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 SENCo 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 (Chair of Consortia) and SENCo attend consortia meetings to access support and share 'good' practice with other SENCo's and Liverpool schools.
- The Head teacher and SENCo commit to a SEND Working Group, which includes the moderation and allocation of SEND resources and Outreach provision.
- The SENCo 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.
- During staff meeting time, teaching staff and teaching assistants have regular training around SEN developments, individual children's need and recommended strategies or resources to support SEND.
- All staff also receive annual training in safeguarding, including 'Keeping Children Safe in Education' updates.

Additional qualifications and training include:

- SENCo achievement of the National Award for SEN Coordination Status – Accredited with Distinction (2014-15).
- An accredited Every Child a Counter teacher delivers personalised provision through a Numbers Count programme.
- An accredited Reading Recovery teacher delivers targeted intervention for individual pupils.
- Nursery Manager, Nursery Nurse and SENCo are trained to assess pupils' communication and language needs using specialist speech and language tools. The training was delivered by Christine Taylor, senior Speech and Language Therapist.
- PIVATS 5 training to monitor and assess the needs of SEND children.
- 'A Quiet Place' psychotherapists staff have trained teaching assistants to deliver heart math and body work (hand massage). As part of our school's Primary Consortium, an Outreach model of the provision is imbedded with a member of staff being trained as a facilitator for the therapeutic programme of support (awarded a distinction diploma).
- Last academic year, the school's Headteacher, Foundation Stage Manager and A Quiet Place Champion have completed training around 'positive handling' of children.

During the academic year 2017-18:

- Lego Therapy training for the school's Learning Mentor.
- CAMHS 'ROAR' training for the school's Learning Mentor. This is in response to primary mental health needs, and provides tools for early intervention and strategies to build resilience.

Looking ahead to 2018-19

- First Aid Paediatrics 're-fresher' training for all Teaching Assistants, Foundation Stage staff, Learning Mentor and Welfare Assistant.
- Music Therapy training to enhance provision made for children with social communication difficulties and/or a diagnosis of Autistic Spectrum Disorder.
- Restorative Practice 'primary project' (Liverpool Families Programme) to embed a whole school culture of maintaining harmonious relationships between staff, children and their families to impact upon attendance, attainment, wellbeing and behaviour in school.

Finance

Our notional SEN Budget for this academic year 2018-2019 was £222 154 and was used to fund:

- Teaching assistants (additional to quality first provision), support for children with profound and multiple SEND needs, including those with a 'High Needs' banding.
- Additional teaching resources to support SEND children, such as: writing wedges, sensory equipment, iPads and fine and gross motor equipment.
- Staff training linked to the School Development Plan and SEND priorities needs, such as ASD.
- Participation in enrichment opportunities.
- Transport in accordance with Primary Consortia referrals.
- Resources to support the whole school approach towards speech and language.
- Liverpool South 1 Consortium, to access specialist support, guidance and teaching.

A full list of our external partners can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children and their families in the following ways:

- Quality first teaching taking place in all classrooms and inclusion of all children.
- Children are making 'sufficient' progress as defined through the Assessment with-out levels framework, with SEND progress in line with I.E.P. targets and PIVAT Milestones.
- Children undertaking intervention and receiving additional support are celebrating improved progress outcomes due to small group or highly individualised personalised teaching and learning.
- Increased staff confidence to work with children in the four broad areas of SEN needs.
- A great proportion of SEND children achieving their S.M.A.R.T targets for reading, writing and/or maths.
- Increased participation in extra-curricular provision and events.
- A well-attended Parents' Group able to offer guidance and support around SEN. Families are aware of support available for the whole family as well as individual children.

- The purchase of resources and equipment allows for effective differentiation which directly impacts upon children's progress and attainment.
- Children and families have been received additional SEN support as part of the school's Primary Consortia provision.

Admissions and Transition Plans

At Stockton Wood we recognise that transitions can be difficult for pupils with special educational needs. As a school we ensure that transitions are plan for and take into consideration the social and emotional needs of the child. These are moderated through our cluster of schools and neighbouring partners.

(Reference: SEND Policy 2018-19, Admissions Procedures 2017-18)

Our approach involves, but is not limited to:

- Head teacher and family consultation or admissions meetings.
- SENCo and Foundation Stage Manager transition meetings.
- EHAT professional meetings.
- Transition projects with secondary 'feeder' schools.
- Raising aspirations projects, including Liverpool University visits.
- SEN Support Plan reviews.
- Health Care Plan reviews.
- Annual reviews for Education, Health and Care Plans.
- Transition booklets and video diaries for children with social communication difficulties.
- Transition visits to the new setting.
- Sharing of pupil records.
- When appropriate, a personal transition plan/phased transition will be written in partnership with parents/carers.
- A recommendation for High Need 'Top-Up' funding may be made by the SENCo to Secondary schools and/or on entry to a new education setting.

Complaints Procedures

All special educational needs complaints must follow the school's formal complaints procedure, with due regard to key legislation. Initially, complaints should be raised with the pupil's class teacher and SENCo, then if necessary with the Head teacher. The SEN Governor is consulted and advice from external agencies working with the family may be sought. As a school we ensure good levels of communication throughout the process and if appropriate, a mediator such as, Parent Partnership may support discussions.

Contact Details for Support Services

Parents/carers can contact the school directly to arrange an appointment with the school's SENCo or Head teacher to obtain information for the services listed in this report. Alternatively, the school's Local Offer can be downloaded from the school website or the Family Services directory.

Success in SEND provision

At Stockton Wood we celebrate our good practice! Examples of these include:

- Some SEND pupils achieving the expected at the end of year or key stage.
- Providing a personalised curriculum with key drivers (global awareness, outdoor learning, basic skills and promoting talent) to embed a broad and balanced curriculum, promote enrichment and encourage a thirst for achievement.
- Providing highly individualised and personalised provision for children with profound and/or complex SEND needs, as recognised by Health professionals, Outreach agencies, Liverpool Educational Psychology Team and the Liverpool Local Authority.
- Capturing pupil voice to ensure teaching and learning is child-centred, including Passports for Learning.
- Liverpool SEND Team recognising the school's SEND provision, as evidenced by applications made for High Needs 'Top-Up' funding and Education, Health and Care Plan assessments.
- The development of social communication provision to provide nurtured and structured environments to promote positive interactions and build friendships amongst children.
- Children are removed from the SEND List on account of exceeding expected progress.

- Increased the proportion of children identified as SEND Support participating in extra-curricular activities, including sport competitions.
- A proportion of children identified as SEND Support represent the school council and are advocates for pupil voice e.g. House team captains.
- A whole school therapeutic approach to instil a readiness for learning using 'A Quiet Place' emotional wellbeing strategies, heart breath, peer massage and visualisation techniques.
- Providing a Sanctuary Space to support children's emotional wellbeing.

Further Developments

Our strategic 'next steps' for developing and enhancing SEND provision in the academic year 2018-2019, include:

- Exploring the resourcing and training of additional staff to develop a Lego Therapy intervention as an approach to support children with social, communication and/or interaction difficulties.
- Participating in the Liverpool Families Programme, Restorative Practice 'project' to impact upon attendance, attainment, wellbeing and behaviour in school.
- Diminish the difference between pupil groups and break down barriers to learning, particularly disadvantaged, SEND boys.
- Evaluate SEND practice to seek the 'Inclusion Charter Mark' to promote excellence in provision and outcomes.

Relevant School Policies Underpinning This SEND Information Report

This report 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:

- The Rochford Review (2016).
- 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, Recording and Reporting Policy.

Legislative Acts considered when compiling this report include:

- Special Educational Needs and Disability Regulations (2014).
- Special Educational Needs Code of Practice (2015).
- Children & Families Act (2014)
- Equality Act (2010)
- Mental Capacity Act (2005)

Date to be presented and approved by Governing Body: November 2019