

'Laying the Foundations for Life'

Special Educational Needs and Disabilities



Local Offer



2020-21

How does Stockton Wood know if children need extra help?

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

Stockton Wood recognises the definition of special educational needs (SEN) 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”. (page,83)

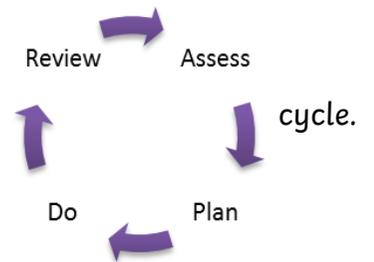
Stockton Wood will identify special educational needs and/or disabilities using the four broad areas of the SEND Code of Practice (2015):

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

Want to know more?
Read our SEND Policy.

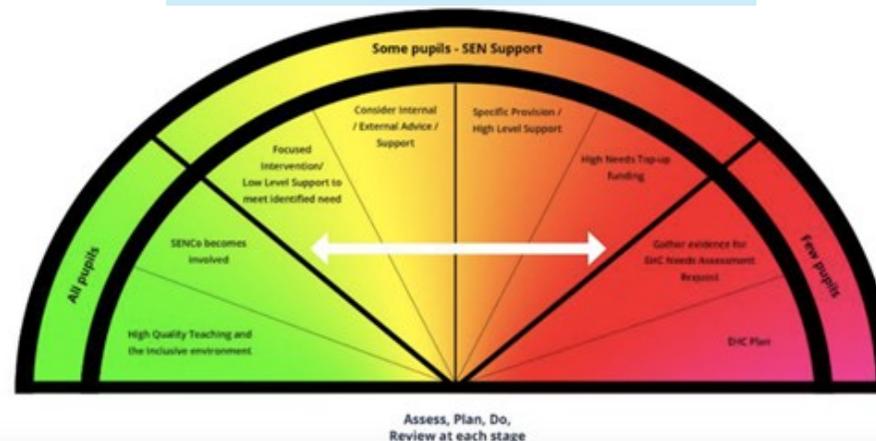
The school uses a ‘**graduated approach**’ to meeting special educational needs and/or disabilities, with **early identification** at the heart of practice to help children overcome barriers to learning.

We are partners of a SEND Consortium and use a ‘**3-Step Model**’ to ensure consistency in practice when following the



School Improvement
Liverpool

SEND Graduated Approach Windscreen



If you have concerns about your child's progress or wellbeing **your first point of contact** is your child's class teacher.

If you require **further support** or information, appointments can be made with the Head teacher, SENCo, Learning Mentor and/or SEND Governor.

How will Stockton Wood and their staff support my child?

Stockton Wood works in **close partnership with families** and provides regular feedback about childrens' achievements, progress and experiences.

Our '**Teaching and Learning**' Policy promotes best practice towards children with SEND helping to remove barriers to learning, raise self-esteem, develop confidence and build resilience.

Your child will have access to **high-quality** teaching.
Our school **personalises** the National Curriculum.

Want to know more?
Mrs. Ritchie is our Quiet Place Champion!

Read our **SEN Policy** to find out more!

Stockton Wood has '**A Quiet Place**' and **Sanctuary Space** to support childrens' emotional wellbeing and readiness for learning.

Review

Assess

All teaching staff are teachers of children with SEND, receiving specialist guidance from the SENCo and external professionals such as Health and Social Care.

Some children may need **additional support** from **Health** services or **specialist Outreach** professionals.



The **SENCo** co-ordinates support and provision for SEND pupils to identify their: **strengths, barriers to learning** or 'triggers', individual **targets**, or '**next steps**' in learning.

Do

Plan

Targets are shared with families and **outcomes celebrated!**

Read our **SEN Information Report** to find out more!

SEN Support Plans are used as part of our 'graduated approach'.
These set **small-step targets** to support your child's progress in their SEND area of need.

If your child is **not making expected progress** then teachers will plan for additional support. This may be from a teaching assistant or withdrawal from class for target work and/or a personalised timetable.

Our **teaching assistants** are **highly skilled** in the area of SEND and receive **SEND training**.
They can deliver small group basic skills sessions called 'intervention'.

How will the curriculum be matched to my child's needs?

All children have equal access to a **broad and balanced curriculum**, including a 'creative curriculum' which promotes **enquiry, global awareness** and **challenges** for the more able children.

There is a working 'buzz' in the classrooms!
Children talk about what they are learning (**learning objective**) and how they will 'do it' (**steps to success**).

Teachers have **high expectations** of all children and deliver high-quality teaching.
They build on what children can do, know and need to know more about.

If a child continues to not make progress or there is a significant cause for concern, the school, in partnership with parents may request '**High Needs**' Funding or an **Education, Health and Care Assessment**.



Working walls and 'toolkits' are displayed for SEND children 'magpie' ideas or top tips to help them learn!

With the SENCo, teachers monitor the success of support and intervention.

They evaluate their effectiveness by the **impact** they have upon your child's progress and wellbeing.

If your child is on the SEND List they may receive **additional support** from intervention such as:

First Class @ Number
Precision Teaching
A Quiet Place

Achievements are celebrated with children and their families.

Teachers plan and share '**next steps**' to support your child so they can continue to **feel happy and safe** and make progress.

Your **child's voice** is captured on their **SEND Support Plan** or **Passport for Learning**.

Children know what their targets are, who will help them and talk about what they will do to **achieve** them!

All children have reading, writing and maths targets.

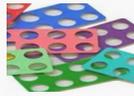
SEND children have their **targets personalised** on a SEND Support Plan.

How can I be involved?

How will both you and I know how my child is doing and how will you help me to support my child's learning?

At Stockton Wood we recognise that the impact of SEND support can be strengthened by increasing **parental engagement** to encourage children to achieve their full potential. The school keeps families fully informed and involved in all stages of the 'graduated approach' and education.

Check out our [school website](#) for more information and school updates!

<p>We work in PARTNERSHIP with parents throughout the SEND graduated approach!</p>	<p>TOGETHER we review and update your child's SEN Support Plan and/or Passports for Learning.</p> 	<p>Watch out for our NEWSLETTERS! These keep you up to date with our school news and achievements!</p>	<p>We have CREATIVE CURRICULUM booklets for our topics– keep an eye out for them!</p> 
<p>PARENTS' EVENINGS Questionnaires and COFFEE MORNINGS.</p> 	<p>'Stay and Read' & 'Stay and Play' PARENT EVENTS! Join us to celebrate Numbers Day or Maths Party Day!</p>	<p>A welcoming OPEN DOOR POLICY RESTORATIVE PRACTICE.</p> 	<p>Join our PARENTS' GROUP lead by our Parent Governors. Another opportunity to meet school staff too!</p>
<p>CLASS CELEBRATIONS to share learning outcomes and 'WOW' moments.</p> 	<p>SEAL assemblies celebrating British Values and Diversity They include e-safety, staying safe and wellbeing messages too!</p>	<p>CONSULTATIONS with Health & Outreach services to talk to you about how you and/or your child can be supported.</p>	<p>Reception Numicon and Letters and Sounds PARENT WORKSHOPS.</p> 
<p>School may lead or support an EARLY HELP ASSESSMENT (EHAT). This is a tool to support your family and involves outside agencies sharing information or signposting to support to help your child</p>	<p>Supporting ANNUAL REVIEWS for SEND children with Education, Health and Care Plans.</p> 	<p>Autism, behaviour and mental health WORKSHOPS or TRAINING delivered by Outreach agencies.</p> 	<p>TWITTER gives you school updates, shows your child's classroom learning and shares home learning ideas!</p> 

What support will there be for my child's overall wellbeing?

Stockton Wood is committed to keeping children safe. We provide a safe environment for the children and promote **outstanding behaviour**.

The curriculum is designed to help children to develop self confidence, healthy attitudes and personal safety.

All our staff have received 'Child Protection' training and work closely with parents/carers to keep children motivated, happy and safe.

<p>A BREAKFAST CLUB, to encourage your child to make a positive start to the school day and feel ready to learn.</p> 	<p>Every morning and throughout the school day we 'check in' with our EMOJI BOARD!</p> 	<p>Opportunities for children to become LEADERS, including school councillors, house captains, sports crew, play leaders or PEER</p>	<p>SCHOOL NURSE support and advice.</p> 
<p>A NURTURE Breakfast Club for KS1.</p>	<p>We have a BUDDY BENCH for children to actively encourage others to join in on the playground or have a friendly chat.</p> 	<p>RESTORATIVE PRACTICE</p> 	<p>A LEARNING MENTOR, who works closely with families to break down barriers to learning.</p>
<p>MERIT and STAR BADGE assemblies to recognise and praise the achievements of children across the school.</p> 	<p>A QUIET PLACE and SANCTUARY SPACE</p> <p>These are therapeutic provisions including: heart math, massage, narrative therapy delivered by trained psychotherapist to help your child to manage their feelings, raise self-esteem and improve their confidence.</p>		<p>PASSPORTS FOR LEARNING</p> <p>A personalised profile about your child's likes and strengths and how they would like to be supported in school.</p>
<p>Our PARENTS' GROUP offers advice and opportunities to talk, share experiences, learn skills and receive support from specialist</p>	<p>A SEAL and P.S.H.E. curriculum, including a Drugs and Sexual Health Policy.</p> 	<p>HECTORS WORLD!</p> <p>Look on our school website about how to keep your child safe online. .A safer internet starts with you!</p>	<p>SAFEGUARDING OFFICERS with all staff up-dating their safeguarding training annually.</p>

OFSTED 2019

"The school is well known in the area for its effective work to support pupils' personal development."

"For many pupils, school provides a sanctuary where they have fun, feel safe and learn new things."

What specialist services and expertise are available at/accessed by Stockton Wood?

Stockton Wood is part of the **Liverpool South 1 SEND Consortium** through which provision for SEND can be requested. A decision to access specialist support will always be discussed with the parent/carer as part of our **graduated approach** and consent sought.

The school can make referrals to Health and Social Care services or can support the referrals made by family themselves through their G.P.

OFSTED 2019

“The school’s Quiet Place provides a relaxing haven for pupils who are experiencing anxiety or personal difficulties.”

Examples of Stockton Wood’s collaboration with specialist services includes (but is not limited to):

Code of Practice (2015) Area of Need

Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health Difficulties	Sensory and/or Physical Needs
<ul style="list-style-type: none"> • OSMEE (Neuro-developmental Specialists) • Speech & Language Therapy Service • Ethnic Minority and Traveller Advisory Service (EMTAS). 	<ul style="list-style-type: none"> • Valley High Outreach. <div style="border: 1px solid #ADD8E6; border-radius: 15px; padding: 10px; background-color: #ADD8E6; width: fit-content; margin: 10px auto;"> <p>If you would more information please contact the school SENCo or visit our website’s ‘Key Information’ section</p> </div>	<ul style="list-style-type: none"> • OSMEE (Neuro-developmental Specialists) • A Quiet Place. • Child and Adolescent Mental Health Service (CAHMS), including YPASS and Seedlings. • ADDvanced Solutions • 	<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.
- Special Educational Needs Integrated Support Service (SENISS)
- Early Intervention Family Support Team.
- School Nurse.
- Social Inclusion Team.
- Early Help Hub.



What training are the staff supporting children and young people with SEND had or having?

All staff in the school receive training to meet the needs of all children, including promoting SEND inclusion and is linked to our school priorities, SEND development plan and mission statement: *laying the foundations for life.*

For more information read our [SEND Policy](#).

OFSTED 2019

Ask us about our **SCHOOL VALUES!**

“A particular unique feature of the school is its strength in developing pupils’ life skills and values.”

<p>The SENCo has achieved the NATIONAL AWARD for SENCO Co-ordination and attends Local Authority SEND BRIEFINGS.</p> 	<p>Training is delivered by the Senior Leadership Team, SENCo and Outreach services within the locality or consortium.</p>	<p>STOCKTON WOOD IS A RESTORATIVE SCHOOL with all staff receiving professional development training from ‘Thinking Restoratively’.</p> 	<p>The school have participated in OSMEE’s SEND training focused on Autism and PDA (Demand Avoidance).</p>
<p>A QUIET PLACE psychotherapists support the professional development of the school’s Quiet Place Champion, teaching staff and teaching assistants.</p>	<p>An Advancing Readers teacher supports teaching assistant professional development for SEND.</p> 	<p>The SENCo, Foundation Stage Manager and Nursery Manager are trained to assess children’s speech, language and communication needs.</p> 	<p>An accredited ‘EVERY CHILD A COUNTER’ teacher delivers a ‘Numbers Count’ personalised intervention program.</p>
<p>A Quiet Place OUTREACH MODEL with a trained facilitator within our teaching assistant team.</p> 	<p>Our Learning Mentor, SENCo and members of the teaching assistant team are trained to deliver LEGO THERAPY.</p> 	<p>PAEDIATRICS and FIRST AID training has been completed, including ‘refresher’ training for staff and teaching assistants.</p>	<p>The Foundations Stage Manger, SENCo and members of the teaching assistant team have completed MUSIC THERAPY training.</p> 

If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo.

OFSTED 2019

“The school supports pupils with special educational needs and/or disabilities exceptionally well. Every teacher understands the individual needs of pupils. Teaching assistants provide sensitive and expert help for pupils with SEND, especially those with profound difficulties.”

How will my child be included in activities outside the classroom including school trips?

We strive to **raise aspirations, develop talents** and to ensure that all children receive a **rich, broad and balanced curriculum**.

We promote **'Adventurous Learning'** by working in partnership with Libraries, Museums, Galleries and Leisure Services.

OFSTED 2019

"Pupils make the most of the wide range of clubs on offer, such as cheerleading, netball and film club. The older pupils enjoy their residential trips. Others were excited to tell me about their visits to places of local interest, such as museums. Pupils' learning stretches beyond the classroom."

<p>AFTER SCHOOL CLUBS for all children!</p> <p>Games Club Story Club Numbers Club Film Club</p> 	<p>MUSICAL TALENTS are supported and flourish with our budgeted music tuition program!</p> <p>SEND children are part of our SCHOOL CHOIRS and perform outside of school!</p> 	<p>We RAISE ASPIRATIONS!</p> <p>Liverpool University Visits Crucial Crew Careers Author Workshops Olympic Medalist Visits</p>	<p>Our ENRICHMENT CURRICULUM widens opportunities for children!</p>   <p>Bike-Ability Professor Fluffy P.G.L. Residential Liverpool Philharmonic Hall</p>
<p>KS2 children benefit from swimming sessions.</p> <p>Children across the school participate in seasonal SPORTS COMPETITIONS!</p>	<p>SPORTS CREW support the lead of our P.E. curriculum and welcome athletes to our school!</p> 	<p>The school welcomes THEATRE productions for children to enjoy and receive key messages about health, safety and wellbeing.</p> 	<p>OUTDOOR LEARNING is a key driver and includes educational trips, visits and visitors.</p>  <p>We love to tweet these!</p>
<p>SEND children participate in LLSP sport competitions!</p> <p>In-door Athletics Pentathlon Football Tournament for children with hearing impairments.</p>	<p>KS2 children are trained to be PEER MENTORS to help children around the school to resolve conflicts and repair relationships using our five key questions to 'think restoratively'</p>	<p>LIFESAVERS teaches children financial awareness to learn the value of money.</p> <p>Lifesaver cashiers develop childrens' LEADERSHIP skills.</p> <p>The project promotes personal,</p>	<p>RISK ASSESSMENTS are carried out for off-site activities and residential. </p> <p>This will include a prior visit to ensure the environment is accessible for SEND children.</p>

How accessible is Stockton Wood?

We value achievement and attainment. In recognition of this we have been awarded the **Basic Skills Award**. We have also been awarded the **Primary Science Quality Mark**, the **Liverpool Health and Wellbeing Award**, the **Active Mark** for exceptional delivery of the National Sport Strategy, awarded silver for the **Games Award** and the **CITB Gold Award** for developing pupils' economic awareness.

We were very proud to have been awarded the **Gold Awards** for the **Liverpool Reading Quality Mark** and the **Liverpool Counts Numeracy for**



Life Quality Mark. We are working towards the **Investors In Pupils Award**.



The school promotes inclusion and accessibility by making reasonable adjustment to the curriculum and building site.

Providing access for disabled children and their families using ramps to all entrances and exits disabled toilets in all areas of the school and disabled parking facilities.

The **school website**, newsletters, parent information leaflets and **Twitter** keep families up to date with school news.

A strength of the school are its **communication friendly environments!**

Reasonable adjustments can be made to a child's school day to support their social and emotional wellbeing, such as personalised timetables, workstations and communication aids.

Classroom's have **visual timetables** to structure the school day and support SEND children to manage transitions.

Physical aids may be purchased to support a child's access to the curriculum, based on health recommendations.

Staff are skilled in the area of social, communication difficulties, including ASD and speech and language.

Further information can be found in our **Accessibility Plan** which is published on our website.

This also contains details of our plans for the future.



How will Stockton Wood prepare and support my child to join the setting/school or the next stage of education and life?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any **transition** is as smooth as possible. The Head teacher will meet with parent/carers for a consultation and invite you to look around the school, share our policies and meet school staff.

When a child with special educational needs and/or disabilities joins Stockton Wood:

- ✓ we will **contact** the Early Years or **previous setting** to collect information about your child's individual needs, medical conditions and/or SEND targets.
- ✓ we will manage and **plan for transition** carefully, which may include visits to our setting.
- ✓ a personal transition plan or phased transition may be appropriate. This will be in **partnership with parents** to support your child as they settle into their new school and classroom.
- ✓ we will **work in partnership** with families, Integration Officers and the Social Inclusion Team to plan for a child's re-integration.

When a child transitions from Stockton Wood to another Key Stage or class:

- ✓ our class teachers will share and discuss **SEND Support Plans** and Health Care Plans.
- ✓ the SENCo will share Passports for Learning will all staff to ensure **consistency** in support across the whole school.
- ✓ a virtual iPad or tablet tour can be made to **support transition** for children with anxiety and social communication difficulties, including ASD.
- ✓ **personalised** visuals and/or photographed **transition booklets** can be made for children by their class teacher.
- ✓ Ms. Ikuta, our Foundation Stage Manager, supports transition in the Early Years.

When a child transitions from Stockton Wood to another setting:

- ✓ **SEND records will be shared** and passed onto the new setting.
- ✓ (if needed) transition visits will be **planned** in consultation with the new setting
- ✓ (for some children) school will hold a **'Team around the Child'** meeting with specialist services to ensure that we are working in **partnership** to achieve the **best outcomes** for your child.
- ✓ Year 6 teachers will meet with your child's **secondary school setting** to discuss your child's strengths, interests and SEND needs.
- ✓ the SENCo and Foundation Stage Manager will attend a **Transition Day** to discuss your child's SEND needs.

In some cases, school will use an **'Early Help Assessment Tool'** to co-ordinate conversations about your child's learning and/or wellbeing and involve the professionals, such as: School Nurse, Outreach providers, Social Care and/or Housing. The lead professional will be the person/ agency best suited to leading the outcomes for your child and your family.

How are Stockton Wood's resources allocated and matched to a child's special needs?

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 SENCo and Governing Body.

The Governing Body oversees the expenditure and ensures resources and interventions are directed to support special educational and/or disability needs.

The school allocates SEND funding in the following ways (but is not limited to):

Teaching Assistants	Professional Development Training	Purchases	Personalised Provision	Service Level Agreement
✓	✓	✓	✓	✓
<p>Provide support directed by the class teacher within the classroom.</p> <p>Deliver intervention working with small groups or an individual child.</p> <p>Support the delivery of a personalised curriculum for SEND pupils with High Needs or complex needs.</p> <p>Deliver speech and language and therapeutic programmes of support.</p>	<p>To support and ensure school staff are confident working with SEND pupils and can meet their needs effectively to promote inclusion.</p> <p>For example, in the academic year 2019-20 class teachers accessed social communication training from OSMEE an Outreach provider who specialises in Autism.</p>	<p>When appropriate, school will purchase specialist resources or equipment to support teaching and learning.</p> <p>Purchases may also support access arrangements.</p>	<p>Teaching Assistants may withdraw a SEND pupil to deliver personalised provision.</p> <p>Our 'Every Child a Counter' teacher and 'Advancing Readers' teacher personalise their teaching and learning programmes to meet the individual pupil's needs.</p> <p>Outreach accessed via the Primary Consortia will support and recommend provision for SEND pupils.</p>	<p>These are within the Local Authority and provide access to specialist services to support all pupils to break down barriers to learning.</p> <p>Support school to enhance our inclusive practice and recommend additional provision or resources for SEND pupils.</p>

For more information about our training, please read our **SEN Information Report** published on our school website.

Our SEN Information Report has more detail about our interventions and provision. Have a read on our website!

The school uses **provision maps** to detail the provision and intervention for all children, including those with special educational needs and/or disabilities.

In complex cases of special educational needs, the school can make an application for High Needs 'Top-up' funding from the Local Authority to further support the teaching, learning and wellbeing of your child.

In the case of children with 'High Needs' or an Education, Health and Care Plan a costed provision map is created by the school.

Who can I contact for further information?

Appointments can be made with your child's class teacher, **SENCo (Miss Jones)** Deputy Head teacher (Mrs. Clovis) or Head teacher (Mrs. Price) to discuss your child's progress or additional needs. Additionally, for children in the Foundation Stage the Foundation Stage Manager (Miss Ikuta) can be contacted.



All named professionals can be contacted directly at the school on **0151-486-2471**. Appointments can then be made via the school office.

<http://stocktonwoodprimary.co.uk/>

If you require more information about our school, please visit our **school website** for access to policies, procedures and curriculum information.



Follow us on Twitter!

@stocktonwoodpr1

The **Local Offer** can be found on the school website and in the **Family Services Directory** on the city council website:

<https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>



To translate the page to a language of your choice, click on the headphone icon.