

'Laying the Foundations for Life'

Special Educational Needs and Disabilities



Local Offer



2021-22

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 .

Read our SEND Policy to find out possible SEND needs within these areas.

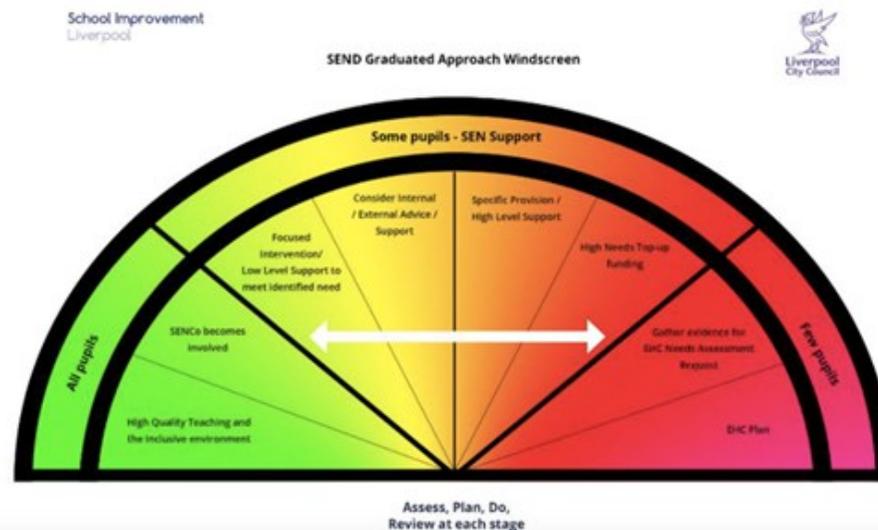


The school uses a ‘**graduated approach**’ to meeting special educational needs and/or disabilities, with **early identification** at the heart of practice to help children overcome barriers to learning. We are partners of a SEND Consortium and use a ‘**3-Step Model**’ to ensure consistency in practice when following the,

ASSESS-PLAN-DO-REVIEW cycle.

Stockton Wood adopts a ‘whole child-whole school’ approach when identifying children with special educational needs. We 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.

The ‘**SEND Windscreen Model**’ to show our graduated approach.



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 provide regular feedback about children's achievements, progress and experiences.

The school's '**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 that **personalises** the National Curriculum.

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

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.

The school has a **Breakfast Club** for KS2 children and a nurture Breakfast Club for KS1.

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

The **SENCo will co-ordinate** support and provision for children with SEND to allow teachers to identify their:
strengths
barrier to learning or 'triggers'
individual targets, or
'next steps' to support learning, behaviour and wellbeing.

Do

Plan

Stockton Wood has '**A Quiet Place**' and nurture provision to support children's emotional wellbeing and readiness for learning.

SEND 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 the class teacher will plan for additional support. This could be:

- teaching assistant support;
- small group teaching called intervention;
- classroom withdrawal for target work;
- personalised timetables.

Our teaching assistants are skilled in the area of SEND and can deliver group or one-to-one basic skill target work using recommendations and resources from their **SEND training**.

Read our SEND Information Report to find out more!

SEND targets are shared with families **and outcomes celebrated!**



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

All children at Stockton Wood School 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, with children talking about what they are learning (**learning objective**) and how they will learn (**steps to success**).

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

Working walls and writing 'toolkits' are displayed around the classroom—these are great for SEND children because they can 'magpie' learning!

Teachers provide personalised scaffolds too, to support children's independent efforts.

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 **'High Needs' Funding** or an **Education, Health and Care Assessment**.

Speak to Miss Jones (SENCo) if you would like further information.

With the SENCo, teachers monitor the success of provision and interventions and evaluate their effectiveness by the **impact** they have upon progress, social and emotional wellbeing and primary need outcomes.

Achievements will be celebrated with children and their families and **'next steps'** shared to continue the child's learning journey and support their social and emotional wellbeing.

Pupil voice is captured on a child's SEND Support Plan or **Passport for Learning**. Children will know what their targets are, who will help them and what they want to do to achieve them!

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

Check out our SEND Information Report for more detail about our interventions.

First Class @ Number
Precision Teaching
Advancing Readers
RM Easimaths

A Quiet Place and Sanctuary Space

All children have read, write and maths targets. Children with SEND have their **targets personalised to their primary need** using a **SEND Support Plan**. These are set by the class teacher, discussed with the SENCo and shared with parents.



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.

A welcoming **open door policy**.
Restorative Practice. Find out more on our school website!



A **Parents' Group** lead by our Parent Governors.



Working in partnership with school throughout the graduated approach.

SEAL assemblies and 'Heath and Wellbeing' assemblies, including e-safety messages.

Parents' Evenings
Questionnaires and **Coffee Mornings**.

Consultations with Health & Outreach services to talk to you about how you and your child can be supported.

Reception Numicon and Letters and Sounds **workshops**.



Working with class teachers to review your child's **SEND Support Plans** and **Passports for Learning**.



We share and 'tweet' **Creative Curriculum information** for our topics—keep an eye out for them!

Celebration assemblies to share learning outcomes and 'WOW' moments.

Watch out for our **parent newsletters!** These keep you up to date with our school news and achievements!

At home you can help your child to complete their **homework**, learn spellings and read regularly!

Autism, behaviour and mental health **workshops or training** delivered by Outreach agencies.



Twitter provides school updates, captured learning in your child's classroom and home learning ideas!



'**Stay and Read**' Parent Sessions.
Nursery '**Stay and Play**' Sessions.

Check out our **school website** for more information and school updates!

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

In some cases school may lead or support an **Early Help Assessment (EHAT)**. This is a tool to support your family and involves several outside agencies sharing information, signposting to support of your child and family.

Supporting **Annual Reviews** for SEND children with Education, Health and Care Plans.

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.

Safeguarding Officers, with all staff up-dating their safeguarding training annually.



Merit and star badge assemblies to recognise and praise the achievements of children across the school.

A **Learning Mentor**, who supports referrals to wellbeing and mental health professionals and works closely with families to **break down barriers to learning**.

Passports for Learning – a personalised profile about your child's likes, strengths and how they would like to be supported in school.

Opportunities for children to become leaders, including school councillors, house captains, member of sports crew, play leaders or peer mentors.

A **SEAL and P.S.H.E. curriculum**, including a Drugs and Sexual Health Policy.

Children receive **'buddy bench' awards** and actively encourage their peers to join in with our playground games and activities.

School Nurse support, with referrals made by the school.

A **Learning Mentor** who is trained in CAHMS **ROAR** and **Talk and Draw** therapy.



Every morning and throughout the school day we **'check in' with our Restorative Practice emojis!**

'A Quiet Place' and Sanctuary Space therapeutic provisions including heart math, massage, narrative therapy and trained psychotherapist support to help your child to manage their feelings, raise self-esteem and improve their confidence.

A **Breakfast Club**, to encourage your child to make a positive start to the school day and feel ready to learn.



A **Parents' Group** offering advice and opportunities to talk, share experiences, learn skills and receive support from specialist professionals.

HECTORS WORLD!
Look on our school website about how to keep your child safe online.



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"> • Autism Initiative (OSMEE Neuro-developmental Specialists) • Speech and Language Therapy Service • Ethnic Minority and Traveller Advisory Service (EMTAS). 	<ul style="list-style-type: none"> • Valley High Outreach. • SENISS 	<ul style="list-style-type: none"> • Autism Initiative (OSMEE Neuro-developmental Specialists) • A Quiet Place. • Child and Adolescent Mental Health Service (CAHMS). • Young Persons’ Advisory Service (YPASS) • ADDvanced Solutions • Seedlings. 	<ul style="list-style-type: none"> • Occupational Therapy.

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 to signpost and recommend specialist support to school.

If you would more information
please contact the school SENCo or
visit our website’s
‘Key Information’ section



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.

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

OFSTED 2019

"A particular unique feature of the school is its strength in developing pupils' life skills and values."

Ask us about our **school values!**

<p>The SENCo has achieved the National Award for SENCO Co-ordination.</p> 	<p>Training is delivered by the Senior Leadership Team, SENCo and Outreach services within the locality or consortium. We are looking ahead to P.E.C.S. training to support children's social communication needs.</p>	<p>Stockton Wood is a Restorative School, with all staff receiving professional development training from 'Thinking Restoratively'.</p> 	<p>SENCo attends Local Authority SEND Briefings and feeds back to school actions to further promote inclusion.</p> 
<p>A Quiet Place, psychotherapists support the professional development of the school's Quiet Place Champion, teaching staff and teaching assistants.</p> 	<p>SENCO has completed Precision Teaching + training led by an Educational Psychologist Team.</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 to deliver 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. Our Learning Mentor has been trained in Draw and Talk 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?

Our school is located on a large attractive site with lots of green space which supports **outdoor learning**. The school building provides us with excellent facilities including **computing and library facilities** which support **life long learning** and a '**Space for Sports and Arts**' for school and community use.

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 services across the City (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>Risk Assessment are undertaken for all off-site activities and residential. This will include a prior visit to ensure the environment is accessible for SEND children.</p>	<p> A key driver of our curriculum is 'outdoor learning' and will include educational trips, visits and visitors! We have our own orienteering course too!</p>	<p>Our enrichment curriculum widens opportunities for children!</p> <p>Bike-Ability Professor Fluffy P.G.L. Residential Liverpool Philharmonic</p>	<p>We raise aspirations and celebrate diversity!</p> <p>Liverpool University Visits Crucial Crew Careers Author Visits / Workshops Faith Encounters</p>	<p>Musical talents are supported and flourish with our budgeted music tuition program!</p> <p>SEND children a part of our school choirs and perform outside of school!</p>	<p> The school welcomes theater productions for children to enjoy and receive key messages about health, safety and wellbeing. These can</p>
<p>We will be looking to launch our after school clubs for all children as part of our enrichment curriculum!</p> <p>Currently we welcome Readers in Residence into school for Years 3 and 5!</p>	<p> Sports Crew support the lead of our P.E. curriculum and welcome athletes and sporting personalities to our school!</p>	<p>Year 5 participate in swimming lessons!</p> <p>Year 6 have 'top up' swimming session.</p> <p>Children across the school participate in seasonal sports competitions!</p>	<p>SEND children participate in LLSP sport competitions!</p> <p>In-door Athletics Pentathlon Football Tournament for children with hearing impairments.</p>	<p>Year 6 have been 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' leaderships skills. The project promotes personal, social and emotional development.</p>



Remember to check Twitter to see the updates about our sporting achievements across local and national competitions!



Remember to check Twitter to see the updates about our enrichment curriculum and wider opportunities, newsletters and celebrated moments!

LifeSavers

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 currently working towards the Inclusion Charter Mark 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.

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

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

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

Physical aids, sensory resources or apparatus for the classroom may be purchased to support a child's access to the curriculum, based on health or Outreach recommendations

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

Teaching children '**sign along**' in the Foundation Stage as another form of communication.

We are looking forward to P.E.C.S training delivered by OSMEE.

A Quiet Place and nurture spaces provide a sanctuary environment.

Passports for Learning personalise the support provided to your child.

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 our school staff.

When a child with a special educational need and/or disability joins our school	When a child transitions into another Key Stage or class	If a child with a special educational need transitions to another setting
<p>School will contact the Early Years settings, or previous setting to collect information about your child's individual needs.</p> <p>A transition plan and/or visit(s) may be required to support transition into our setting.</p> <p>School will work in partnership families, Integration Officers and the Social Inclusion Team to plan for a child's re-integration into a mainstream setting</p> <p>Year 6 teachers and school SENCo attend transition forums through the summer term to discuss children with SEND and/or vulnerabilities.</p>	<p>SEN Support Plans are shared between current and next class teacher.</p> <p>Passports for Learning are a whole school approach and are shared with all staff to ensure consistency in support.</p> <p>When appropriate, a personal transition plan or phased transition will be used. This will be in partnership with parents/carers to support your child as they settle into their new classroom.</p> <p>Virtual iPad or tablet tours can be made to support transition for children with anxiety, social communication difficulties and/or ASD.</p> <p>Visuals and photographed transition booklet can be made for the individual child.</p>	<p>In some cases the school will hold 'Team around the Child' meeting, contacting specialist services to ensure that we are working in partnership to achieve the best outcomes for your child.</p> <p>SEND records will be shared and passed onto the new setting.</p> <p>The SENCo attends a Primary Transition Day with Secondary school SENCos.</p> <p>Year 5 and 6 children experience secondary transition activities or day visits to school's in the local area.</p>

For further information, or if you are concerned about a transition, speak to our school's Head teacher, Deputy Head, Learning Mentor or SENCo.

Ms. Ikuta our Foundation Stage Manger can support you and your child to make a successful transition into our Early Years setting.

Want to know more or need support? Miss Jones our SENCo will be happy to help arrange Secondary School transition visits!

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 relevant professionals, such as: School Nurse, Outreach providers, A Quiet Place, Social Care and/or Housing.

The lead professional will be the person/agency best suited to leading the outcomes for your child and/or 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 therefore 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	Having a Service Level Agreement
<p>They provide support within the classroom, in their delivery of intervention, or personalised support for children with complex SEN and/or disabilities. Their support meets the needs of children across the four broad areas of the Code of Practice (2015).</p>	<p>This is for all teachers and teaching assistants so that they can meet children's needs more effectively, support vulnerabilities and promote inclusion.</p>	<p>When appropriate, purchasing specialist resources and equipment to support teaching and learning and/or physical and sensory needs. Purchases may also support access arrangements.</p>	<p>In class and withdrawal support from the 'Every Child a Counter' teacher, 'Advancing Readers' teacher or support staff from Outreach accessed via the Primary Consortia. Some children will have a personalised curriculum to support their inclusion.</p>	<p>These are within the Local Authority to enable access from specialist services to support all children and their individual needs, enhance resources for our curriculum and further promote inclusion for all.</p>

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

For more information about the interventions offered by the school, read our **SEN Information Report** published on our school website.

The school has a **provision map** which details 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 provided 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 (Ms. Ikuta) can be contacted and offering support for your child and family is our school Inclusion Officer and Learning Mentor (Miss Smith).

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

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

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



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.