



Livingstone Primary School has a duty to report annually to all parents on the provision for Special Educational Needs / Disability (SEND) and implementation of our SEND Policy and Accessibility Plan.

## **INTRODUCTION**

Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

### The Code of Practice

The Special Educational Needs Code of Practice lies at the heart of the school's SEN Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. The document;

### **Special educational needs and disability code of practice: 0 to 25 years**

#### **Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities**

(DfE, January 2014, Updated May 2015)

is available at [www.gov.uk/government/publications/send-code-of-practice](http://www.gov.uk/government/publications/send-code-of-practice)

### Parents / Carers and young people

Parents, carers, and the child are involved at all levels of support within Livingstone Primary School, from the first discussion to reviewing the impact of any intervention, support or booster class. Parents and Carers are directed to the Parent/ Carer Forum. Details of how to access this forum can be found on the Bedford Borough Council Website – Parent Participation.

### The Local Offer

The Code of practice states that Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. (page 59)

The Local Offer is available on the **Bedford Borough Council Website**.

From the main menu, select **Education And Learning**.

Then from the menu select **Special Educational Needs – SEN**

From the next menu select **SEND Team**

At the end of the menu you can find the **Local Offer**.

### Livingstone Intervention Plans

All children accessing support or booster work to help them catch up, or to support increased personal progress are not necessarily children with a Special Educational Need. The impact of the interventions that they are receiving is closely monitored and assessed (against a baseline or starting point) In the Early Years interventions are recorded using the Profile Documents in the **Process Orientated Monitoring System (POMS)** that records Well-being and Involvement.



### School Support Plans

Children with Special Educational Needs are supported through **Provision Mapping** which is used to plan, record and assess support for children in receipt of Wave 3 interventions. Children, parents/carers, and teachers will meet to discuss what they would like the outcome of the plan to be, and how we can all work together to achieve the desired outcome.

### Education Health & Care Plans

If further support is required the parents / Carers & School may request an Education Health and Care Plan Needs Assessment. This may result in an Education Health and Care Plan being issued to the child. The process and schedule for the Needs Assessment and for the Reviewing the Education Health and Care Plan is described in Chapter 6 (pages 103 /104) of the Code of practice.

### Training and Staff Development

The SENDCo attends the SENDCo Conference and other pertinent training to ensure that the school is up to date with any changes or initiatives regarding SEND.

Staff at Livingstone have receive regular training and assistance from the SENDCo as part of their continuing professional development.

## **1. Policies**

The Special Educational Needs (SEND) Policy is reviewed and amended annually. This is available to any parent on request and is published on the school website at [www.livingstoneprimary.co.uk](http://www.livingstoneprimary.co.uk) The Special Educational Needs / Disabilities Coordinator (SENDCo) is Ruth Lavender (Assistant Headteacher) who can be contacted at the school on 01234 352879 or emailed at [sendco@livingstone.bedssch.co.uk](mailto:sendco@livingstone.bedssch.co.uk).

The SEND Governor is Mrs L. Diedrick

School Policies on Accessibility, Behaviour, Educational Visits etc. are available at [www.livingstoneprimary.co.uk](http://www.livingstoneprimary.co.uk)

## **2. Identifying Children with SEND**

2.1 Children's abilities are assessed against their age related expectations. The class teacher, supported by the senior leadership team, make regular assessments of progress for all children. This includes assessing each child's current skills and level of attainment on entry, building on information from previous settings and key stages. This information is entered into the Primary Target Tracker. The Primary Target Tracker is maintained by the class teacher and is overseen by the Headteacher, Senior Leadership Team, Key Stage Lead and Assessment Lead and is also accessed by the SENDCo.

2.2 Children making less than expected progress given their age and individual circumstances are identified by noting progress which;

- *Is significantly slower than that of their peers starting from the same baseline*
- *Fails to match or better the child's previous rate of progress*
- *Fails to close the attainment gap between the child and their peers*
- *Widens the attainment gap*

*(Code of Practice 6.17)*

2.3 This can also include progress in areas other than attainment – for example where a child needs to make additional progress with wider development or social needs.

2.4 If a child presents with persistent disruptive or withdrawn behaviours, it does not necessarily mean

that that child or young person has SEN. If there are concerns, the SENDCo will facilitate an assessment to determine causal factors such as undiagnosed learning difficulties, communication difficulties or mental health / well-being issues. We will do this by working closely with outside agencies and specialists such as PAST, SALT, EYST etc. according to individual need. We will also be referring to the *Mental health and behaviour in schools Departmental advice for school staff* document (DfE June 2014).

If it is thought that housing, family or other domestic circumstance may be a contributory factor, a multi-agency approach may be appropriate.

- 2.5 Staff are alert to other events and circumstances in children's lives which can present barriers to learning or wider well-being or mental health issues. Such issues as bereavement or relationship issues with other children in the school are handled with sensitivity and appropriate confidentiality on an individual basis, working with the family if appropriate.
- 2.6 Staff are proficient in examining all aspects of a child's performance in different areas of learning and development, and also in recognising stages of development in learning English as an additional language.
- 2.7 The first response to concerns over the progress a child is making is high quality teaching targeted at the area in which the child needs support. To this end the Headteacher and Senior Leadership Team regularly review how expertise and resources supporting children with SEND are used, considering how these could be deployed within the school to improve the quality of whole school provision. The progress made by children, including children with SEND, forms the core of the school's performance management and informs planning for professional development for all staff. The process of monitoring the quality of teaching within the school is supported by a regular schedule of observation and Lesson Study.

### **3. Arrangements for consulting parents of children with SEND & involving them in their child's education**

#### **Arrangements for consulting children with SEND and involving them in their education**

- 3.1 The school works closely with parents / carers to discuss any concerns they may have regarding their children.
  - 3.2 Any child may have a special educational need during their school career. This may be due to learning, social, emotional or physical reasons.  
Having a special educational need means that a child requires support that is additional to or different from that normally provided in classrooms, in order to access the curriculum.
  - 3.3 The school will meet with the parents and the child to hold a structured conversation. The structured conversation is part of the Achievement for All approach. Achievement for All is recognised as an effective tool for attaining progress.
  - 3.4 The Structured Conversation will establish the child's areas of strength and difficulty, the parent's concerns, the agreed outcomes sought for the child and the next steps. Consideration of whether special educational provision is required will start with the agreed outcomes, including the expected progress and attainment and the views and wishes of the parents and child.
  - 3.5 Parents, children and teachers are all involved in School Support. In addition, all children at the school discuss their targets during teaching and learning time, and their progress against their targets forms the basis for feedback, whether as part of the schools marking policy, or as verbal feedback or dialogue.
- ### **4. Arrangements for assessing & reviewing children's progress towards outcomes, including working with parents and children as part of this assessment and review.**



- 4.1 Meetings to review provision plans happen termly, and the child, parents and teacher are all part of this process. Parents can contact the SENDCo at the school to arrange additional meetings.
- 4.2 The process follows a four-part cycle;
- ASSESS – to establish a clear analysis of the child’s needs,
- PLAN – where parents must be formally notified of the decision to provide a child with additional support, the actual support to be provided, and how this will be impact assessed. This will also include details of how the parent can be involved to reinforce or contribute to progress at home.
- DO – where the class teacher (whether the support is in class or one to one teaching away from the main class) maintains responsibility for the child, teaching them on a daily basis, working closely with any teaching assistants or specialists involved. The class teacher is responsible for assessing the impact of any intervention and structuring how these are linked to classroom teaching. The SENDCo supports the class teacher in further assessment and advising on the effective implementation of support.
- REVIEW – where the scheduled review takes place, evaluating the impact and quality of the interventions to date, with the views of the child and parents included. This information is discussed with the parents to enable them to be fully informed when making decisions in planning next steps.
- The school provides an annual report for parents on their child’s progress.

## **5. Arrangements for supporting children moving between phases of education.**

- 5.1 All children within the school are supported in transition from year to year by participating in ‘Moving on up’ activities, where they meet the receiving teacher in their new classroom. Transition Booklets are also provided for children on an individual needs basis; containing photographs of their new class, their teacher, teaching assistants and outlining the routines of the day. Data on progress and attainment from the Primary Target Tracker accompanies the class. Part of the preparation for all children are assemblies and circle-time / discussion activities focussing on strategies for coping with ‘change’.
- 5.2 All children joining the Reception Class are visited at home by members of the teaching team, and this provides an opportunity for answering queries, and establishing any support needs that will need to be planned for before the child starts school. Children and their parents are invited to attend an open evening to meet the teachers, explore the setting, and find out about the curriculum.
- 5.3 If a child with SEND is moving from the Livingstone Puffins Preschool Setting to the Reception Class a meeting is held between the Preschool staff and Reception unit staff to discuss the outcomes towards which the child is working, and to share practice which has assisted and supported the child’s progress towards those outcomes. The current teacher will provide the receiving teacher with a School Support Plan, formulated as described in section 3.
- 5.4 The Reception Class Teaching Team and / or SENDCo also meet with representatives from nurseries and preschools, accompanied by the child and their parents, and in some cases representatives from the Early Years Support Team who liaise closely to provide support in transition. Information on the child’s current performance regarding the Early Years Curriculum (Prime and Specific Areas of Learning and Characteristics of Effective Learning) and / or 2 Year check can be shared with permission from the parents. The information provided by this meeting enables a School Support Plan to be formulated as described in section 3.



5.5 When a child with SEND is moving from the Early Years Foundation Stage (EYFS) into Key Stage 1, a meeting is held between the EYFS teacher and the receiving teacher, to clarify the outcomes towards which the child is working, and to share strategies and interventions that have proved successful.

The child and parents will be invited to an open evening to meet the receiving teacher, providing an opportunity to explore the new classroom and ask any questions they might have. If further consultation is required, an additional meeting can be arranged, with the SENDCo in attendance. Achievement data from the Early Years Foundation Stage Tracker is used to inform the Primary Target Tracker.

5.6 When a child with SEND is moving into a new year group or into Key Stage 2, the current teacher will meet with the receiving teacher and the meetings process described in 5.5 is implemented.

5.7 When a child with SEND is transitioning to a new school (at whatever stage during their school career this takes place), the SENDCo will liaise with the SENDCo of the receiving school, and arrange a meeting between the child e, their parents and the receiving SENDCo. If this transition is part of the end of Key Stage 2, the SENDCo will also endeavour to schedule visits to the receiving school for children due to attend there (as part of the 'Moving on up' approach) and additional visits from the receiving school to Livingstone, so that the receiving teacher can meet with the child, and carry out transition activities. Primary Target Tracker data and School Support Planning will be shared, with the aim of establishing a smooth transition for the individual child.

## 6. The approach to teaching children with SEND

The *special educational needs and disability code of practice: 0 to 25 years* defines four broad areas of need;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs  
(p.85-86)

6.1 The school is committed to using its best endeavours to remove barriers to learning. To this end, the quality of teaching and the progress made by children is closely monitored, using a philosophy of the sharing of best practice, in-house and externally provided training, teaching observations and Lesson Study. The aim is to provide quality first teaching, with personalised and differentiated approaches to the benefit of all children attending Livingstone.

6.2 Should the child continue to experience difficulty in accessing learning, the graduated response (as described in the SEND Policy) will be instituted.

6.3 The four part cycle of Assess, Plan, Do, Review ( see section 4) allows the teacher and SENCo to revisit strategies and interventions, to critically analyse them for effect and decide if they require further refinement or modifying, or whether they are not impacting sufficiently on the child's progress to be continued.

## 7. How adaptations are made to the curriculum and the learning environment of children with SEND

7.1 The class teacher knows the child best in day to day learning situations. They liaise with parents / carers at consultation meetings and by request. The SENDCo can assist at these meetings.

7.2 Teaching teams within the year group plan for differentiation for each lesson, and resource accordingly. The class teacher plans how they will deliver the curriculum for their class. The curriculum can be adapted to meet the needs of small groups or individuals, so that the teacher can make the best fit possible to the children's needs



- 7.3 The Senior Leadership Team analyses the progress of all children, to ensure that progress is made, and that additional support is put in place where needed.
- 7.4 Decisions regarding the type of support each child will receive are made using a graduated approach which is reviewed termly with the child, parents / carers and all teaching staff involved in the planning and delivery of the support. Support is then adapted or modified, dependent on the review findings.
- 7.5 If a child requires specific resources as specified by assessments of special need, these will be acquired through the budget allocated to SEND by the Governors.
- 7.3 Pupil Premium Grant is also used to support children in overcoming barriers to learning. Details of how this grant is used are published on the school website.

## **8. The expertise and training of staff to support children with SEND including how specialist expertise will be secured**

### 8.1 Existing expertise within the school:

Speech, language & Communication Needs (SCLN) – Phonology, Language Development, Dysfluency  
 Sounds – Write (Literacy)  
 Numicon (Maths)  
 Toe by Toe  
 Autism Spectrum Condition & Asperger's  
 Therapeutic Story Writing (group approach) and Storylinks (Attachment – individual approach working with a parent and child)  
 Drawing & Talking Therapy  
 English as a Second Language in the Mainstream.  
 English as a Second Language – Early Years  
 Improving Teaching Programme  
 First Aid at Work (Paediatric / General)  
 Forest Schools  
 Behaviour and Attendance

### 8.2 Staff development in the current academic year;

Half Termly Inset on SEND and Support Planning  
 Promoting Positive Behaviour  
 Use of iPads / Clevertouch  
 ePEP Training (Virtual School)  
 Safeguarding Update Training  
 Achievement for All  
 Schools of Tomorrow *Bedfordshire Well-Being Strategy* Project  
 CHUMS – introductory Loss & Grief Awareness Training  
 DIVERSITY Training  
 Safer Recruitment Training



## **9. Evaluating the effectiveness of the provision made for children with SEND**

- 9.1 All provision is impact assessed. An initial 'baseline' is compared with a review assessment alongside formative assessment and using exemplification. The regular review of the Primary Target Tracker provides quantitative evidence of progress, as does more qualitative, anecdotal information from the child and parents.
- 9.2 Some of this assessment is 'built in' to the intervention delivery, for example in the case of Numicon, Toe by Toe and Sounds-Write. Others have specific assessment, for example some Speech Language and Communication interventions are assessed through use of the Renfrew Picture Test or British Picture Vocabulary Scores, alongside regular reports and updates from any specialists involved.
- 9.3 Social skills and emotional support interventions are assessed using a Strengths and Difficulties Questionnaire, and well-being assessments.

## **10. How children with SEND are enabled to engage in activities available to children in the school who do not have SEND**

- 10.1 Educational Visits for classes are inclusive, with additional adults (and sometimes family members) supporting specific children. The Educational Visits Policy is available on the school website. All educational visits off site are planned and risk assessed using the EVOLVE programme.
- 10.2 School clubs are inclusive, although high levels of demand means that not all children can attend all clubs or necessarily attend for more than one term.
- 10.3 The school runs inclusive Breakfast and After School Clubs. Details of these clubs can be found on the school website.
- 10.4 Teachers use their best endeavours to ensure that planned activities can be modified, adapted and differentiated to include all the children at the school. On the rare occasion that it might not be safe for a child to take part in a specific activity, alternate provision is made so that the child can approach the learning objective in a more personalised way. Teaching teams are familiar with the needs and requirements of the children in their care, and plan accordingly.
- 10.5 Both Victoria and Elizabeth buildings are accessible by ramp at entry points, and have disabled toilet facilities. There is a lift to the upper floor of Elizabeth building.

## **11. Support for improving emotional and social development – including pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying**

- 11.1 The school follows the SEAL (Social And Emotional Aspects of Learning) programme. This involves in-class work, whole school assemblies and regular in-house staff training.
- 11.2 The school recognises that well-being is crucial for enabling children to learn. Children need to be happy, feel secure, be confident of acceptance and feel valued and respected in order to be effective learners. All staff at Livingstone work to support these values and to promote understanding of each other, particularly if there is a dispute.
- 11.3 The Livingstone Programme 'Joe & Friends' provides an intensive 10 week social interaction skills development programme for six children.
- 11.4 The school has a trained learning mentor.
- 11.5 The school has clearly defined behaviour expectations, which the children have helped to produce.



## **12. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEND and supporting their families**

The school uses its best endeavours to secure the services of agencies where it is felt by the parents, SENDCo and Teacher to be the best way of securing expertise and /or advice that will enable the child to make progress towards desired outcomes. This can be by direct referral carried out by the SENDCo, or through application to panels. In the event of submitting a request to a panel, the permission and views of the parent are fully represented.

This academic year the school has worked with;

- The MASH (Multi Agency Support Hub)
- Early Help
- The Education Support Panel
- The Educational Psychology Service
- The Early Years Support Service
- Speech and Language Therapy Service
- The Virtual School
- Inclusion Support Team
- Pinecones Children's Centre
- CAMHS
- Family Focus

## **13. Children who are Looked After with SEND**

13.1 The school recognises that the emotional and social challenges faced by children who are looked after may adversely affect their ability to access the curriculum and perform as effective learners.

13.2 This academic year the SENDCo has worked closely with the Virtual School and Fostering agencies.

13.3 The school also works closely with families residing in a place of refuge, and while we recognise that such children are not officially designated 'children who are looked after', their needs require sensitive support and the impact of their situation on their learning and ability to access the curriculum is closely monitored.

## **14. Data on levels and types of need within the school**

This data is made available to the Local Authority through the school Census.

There are currently 2 children with an Education health & Care Plan

There are currently 53 children with School Support at wave 2 / 3 (SEND)

In the Autumn Term all children currently on the SEN Register in the school will undergo a review to ascertain how their needs can be best met.

## **Glossary of Terms / Acronyms / Agencies**

**CLA** – Child, looked after – a child currently fostered or in care

**EYST** – Early Years Support Service

**Intervention Record** – document for recording and monitoring progress and impact of intervention (either group or individual)

**Local Offer** – the published directory produced by Bedford Borough detailing school's provisions and



specialities.

**MASH** – Multi Agency Support Hub

**PAST** – Psychology Advisory Support Team – the Educational Psychology Service

**Pinecones** – Childrens Centre ( run by the organisation *Early Childhood Partnership* )

**POMS** – Process Orientated Monitoring System – a programme to record and monitor Well-being and Involvement in the Early Years

**Primary Target Tracker** – the system used by Livingstone School to record and track pupil progress

**SALT** – Speech and Language Therapy

**SEND** – Special educational needs and disability

**Virtual School** – coordinating and monitoring the progress of CLA