



Bedford Local Offer template for settings, schools and colleges

Name of School/College/Setting	Livingstone Primary School
Type of setting	Primary School
Name of SENDCO	Ruth Lavender
Address	Clapham Road Bedford MK41 7LG
Phone Number of SENDCO	01234 352879
Fax Number	
Email of SENDCO	rlavender@livingstone.bedssch.co.uk
Website	www.livingstoneprimary.co.uk
Link to SEN Information Report	
Link to SEN page of schools website	
Information Attached	Yes/No

School's Inclusion/Mission statement

At Livingstone we offer every child the opportunity to succeed.

We recognise that every child is an individual, learning and developing at different rates, and bringing a range of skills, abilities and interests to their individual learning styles.

We ensure that quality planning, teaching, assessment and evaluation take these individual differences into account, in order to enable children to make appropriate progress.

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

What opportunities are there for me to discuss my child's progress with the staff? How does the setting / school / college know how well my child/young person is doing? How will I know what progress my child/young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting / school / college eg a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?

- We have a close working relationship with all families and carers of children at Livingstone School. This starts with a home visit for your child before they join our Reception Year, and continues with consultation meetings with your child's class teacher each term. There are also opportunities for informal contact throughout the school year.
- We hold information sessions and demonstration activities about how we teach reading, writing and maths, and how you can support your child in these areas.
- Your child will have a reading diary, where a member of the teaching team will sign and write a comment when they read with your child. We would like you to sign the reading diary each time you hear your child read, and add any comments too.

- You can find out about our curriculum, and what your child will be learning about, special subject focus days or weeks on our school website, and also in the regular newsletter.
- When a child joins our school, a baseline assessment is made. Regular termly updates are provided during consultation meetings, and these cover both academic progress and information about how your child is settling into Livingstone Primary School, noting their strengths and interests.
- Children's work and progress towards targets is carefully tracked against national expectations, and against their personalised targets.
- At the end of the school year you will receive a report describing your child's progress and achievement during the year.
- You can arrange to meet with your child's class teacher or the SENDCo at an appropriate time if you have any concerns that you wish to discuss.

2. How accessible is the setting / school / college environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?

- Both Victoria Building (Early Years and Year 1) and Elizabeth Building (Years 2, 3, 4, 5 and 6) are accessible by ramp at all main entry points. There is a lift to the upper floor of the Elizabeth Building. Both buildings are equipped with disabled toilet facilities.
- At Livingstone many of the staff are trained in teaching English as an additional language. (ESL in the Early Years / ESL in the Mainstream).
- We will endeavour to secure translation when possible.
- Our curriculum is resourced to enable access by all learners, with a focus on visual aids to support understanding.
- The SENDCo working with the Headteacher and Governors will use their best endeavours to secure equipment required by children with SEND.

3. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?

- Children's abilities are assessed against their age related expectations.
- Livingstone School works closely with parents/carers to discuss concerns they may have regarding their children. We ask that parents and carers keep us informed of any changes in their circumstances that might affect their child's wellbeing and learning.
- 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.
- Any child may have a special educational need during their school career. This may be for learning, social, emotional or physical reasons.
- If you have concerns you can speak with the class teacher and SENDCo. You can also write, telephone the school or email the SENDCo. At appointments you are always welcome to bring a friend.

4. How will early years setting / school / college staff support my child/young person?

Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements and provision for children and young people with special educational needs are?

- The class teacher is responsible for all the children in the class, whatever their needs.
- 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.
- The Class Teacher and Senior Leadership Team analyse the progress of all children, to ensure that progress is made, and that additional support is put in place where needed.
- The Headteacher reports on SEND within the school to the Governing Body each term. The SENDCo and Governor with responsibility for SEND hold regular meetings and produce a report for the Governors each year.

5. How will the curriculum be matched to my child's/young person's needs?

What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person? How does the school adapt the curriculum and learning environment?

- At Livingstone School the curriculum is organised to meet the needs of our learners.
- Particular emphasis is placed on children's learning styles, strengths and interests, endeavouring to produce a personalised curriculum that is stimulating and fosters the desire to learn and progress.
- Teaching teams in each class and year group have regular scheduled meetings to assess, plan, review, and reflect on children's learning.
- Teaching teams plan for quality first teaching for all pupils, and identify the best approach to enable different individuals and groups to progress.
- Children learn to work together, developing their social skills and understanding.
- Children are encouraged to seek 'the next challenge', and to become resilient, enthusiastic, and independent learners.
- We use a mixture of whole class learning, group learning in mixed ability groups, group learning in ability groups, paired and individual learning.

6. What support will there be for my child's/young person's overall well being?

What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person be able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

- We recognize 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.
- We use *Social and Emotional Aspects of Learning* (SEAL), and have whole school and class assemblies to discuss the values and themes described in this programme.
- Medicines are managed in school in accordance with the Guidance on

managing medicines in schools and early years settings published on the Bedford Borough Secure Website.

- There are qualified First Aiders at all levels of staffing in the school. Each class is equipped with a first aid kit. There is a first aid station during break times, and travelling first aid kits are carried on all school visits.
- The school's Behaviour Policy is accessible through the school website. Each child and family is provided with a leaflet describing the roles and responsibilities that help us to promote and maintain good behaviour in school.
- The School uses a 'Behaviour Ladder' details of which are on the school website.
- The school uses the document Mental health and behaviour in schools Departmental advice for school staff (DfE June 2014)
- The school attendance officer works closely with families to promote good attendance. A first day call system is in place for any unauthorised or unexpected absence where the school has not been informed. Attendance below 92% or lateness, triggers a response in the form of letters and reminders. The school attendance officer has half-termly meetings with the Educational Welfare Officer. If a child has a specific need, this is considered on an individual basis.
- The school has a range of awards (whole class and personal) for good attendance.

7. What specialist services and expertise are available at or accessed by the setting / school / college?

Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?

- We access support from specialists and agencies who can support learners in a variety of ways. This type of referral is made with the informed agreement and contribution of parents / carers.
- Some of the services we use regularly are:
- Speech and Language Therapy, Child Development Centre, including Early Years Support Service and Paediatric Services, Family Intensive Support Service, Educational Psychology Services, Teachers of the Deaf, CHUMS Emotional and Well-Being and Bereavement Services, Early Help, and the Multi Agency Support Hub.
- The range of agencies with whom the school works at any given time reflects the requirements of the individual children in our care at that time, and may be subject to change.
- The needs of Individuals and/or groups of children within the school also impact on planning for and securing Staff Continuous Professional Development and additional Training.

8. How will my child/young person be included in activities outside the classroom including school trips?

Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips? Do you welcome all children to breakfast and afterschool clubs? What plans have you in place to support children with special educational needs at these clubs?

- Educational Visits for classes are inclusive, with additional adults (and sometimes family members) supporting specific children. The Educational Visits Policy is available on our website
- School clubs are inclusive, although high level of demand means that not all children can attend all clubs or necessarily attend for more than one term.
- The school runs Breakfast and After School Clubs (see our website)

9. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?

- All children are visited at home prior to starting in the Reception Year. This is an opportunity for the children to meet the Reception Staff Team members, and for Parents to discuss any concerns that they may have, and ask questions about starting school.
- There is a specific Open Evening for Reception Class parents, offering further familiarisation with the staff and setting.
- Families wishing to attend the school can telephone to book into a scheduled guided visit, where they will be shown around the school.
- Staff from new settings are welcomed into the school to meet and work with the pupils who will be joining them. Reciprocal visits are also arranged where children are invited to attend introductory orientation sessions at the school they will be moving on to.
- Transition meetings between the SENDCo at Livingstone and the SENDCo at the new setting are scheduled. Parents and Carers are invited to attend these transition meetings.
- The SENDCo can contact the new setting on behalf of the parents to enquire about arranging a visit for Parents / Carers and the child to familiarise themselves with the new setting.
- Towards the end of the academic year children take part in 'Moving on up day' where they spend time in their new classroom, meeting the teaching staff and completing 'all about me' activities. Prior to this day, the new teacher is briefed by the SENDCo regarding specific support needs for individual children.
- Personalised transition booklets can also be provided to support children transitioning to a new year group within the school.
- The school holds an Open Evening for parents / carers and children to come and look around their new classroom.

10. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

How is the decision made about the type and how much support my child will receive? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact? How is the setting's / school's / college's special educational needs budget allocated?

- 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.

- Teaching teams within the year group plan for differentiation for each lesson, and resource accordingly.
- Details of the provision for individuals with Education health and Care plans are unique to the child named in the plan.
- 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.
- 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.
- Pupil Premium Grant is also used to support children in overcoming barriers to learning. (see website)
- All additional support is closely monitored and reviewed with regard to progress against the baseline assessment and toward the desired outcomes. The teacher will consult with the child being supported, their parents / carers, the SENDCo and any specialists involved.

11. How are parents involved in the setting / school / college? How can I be involved?

Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

- The school has an active Parent Teacher Association, and Parent members of the Governing body.
- Parents / Carers are regularly provided with the opportunity to voice their opinions in a consultation questionnaire. Responses to these comments are published in the school newsletters.
- All additional support provided for children in our care is based on consultation and dialogue with parents / carers.
- The Headteacher greets the children and families as they arrive for school each day, and as they leave at the end of the school day. She is available for private meetings by arrangement.
- All concerns are to be taken to the class teacher in the first instance if possible.

12. How are children and young people included in the planning for their support and provision?

*How do you involve my child in planning what their education provision and support looks like?
How are children and young people supported to ensure that their voice is heard?*

- 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.
- We have an active School Council made up of children representing each age phase in the school.
- The Monitors from Upper key Stage 2 support other children during break times and in whole school activity days.
- All children in the school contribute routinely in the drawing up of rules, by which we may ensure the optimum learning environment, and also in the planning of new projects.
- Children in receipt of a higher level of additional support are involved in setting and reviewing progress towards the desired outcomes of their Individual School Support Plan, or Education Health and Care Plan.

13. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer

- To make an appointment to visit the school and ask about admission arrangements please telephone the school office.
- Your first point of contact if you want to discuss a child already attending the school would be the Class Teacher. You can ask to speak with them, telephone or send a note to the school office.
- If you would prefer to speak to the SENDCo, contact details are listed at the start of this document.
- Free and impartial advice for Parents and Carers can be accessed at;
Bedford Borough SEND Advice Service
Borough Hall, Cauldwell Street, Bedford MK42 9AP
Tel: 01234 276 267
Email: sendadvice@bedford.gov.uk
- The Bedford Borough Parent Carer Forum is an organisation committed to a Parent Participation Service - encouraging parents and carers to get involved in the design and development of services for children and young people with Special Educational Needs (SEN) and disabilities, and their families.
You can visit the facebook page [**Parent Carer Forum - Bedford Borough**](#)
via the link <http://www.facebook.com/#!/pages/Parent-Carer-Forum-Bedford-Borough/355266871215950>

Are you a school specifically supporting people with:	Please Tick
Autistic Spectrum Conditions	
Communication Impairment	
Hearing Impairment	
Learning Disability	
Mental Health Conditions	
Visual Impairment	
Physical Impairment	
Other (please specify)	

Please tick the categories which your School/Centre offer:

AGE

Provision for Under Fives?	<input checked="" type="checkbox"/>	Provision for 16+	<input type="checkbox"/>
Provision for School Age Children?	<input checked="" type="checkbox"/>	Provision for 18+?	<input type="checkbox"/>

SUPPORTING PEOPLE WITH:

Autistic Spectrum Condition?	<input type="checkbox"/>	Learning Disability?	<input type="checkbox"/>	
Communication Impairment?	<input type="checkbox"/>	Visual Impairment?	<input type="checkbox"/>	
Heath Impairment?	<input type="checkbox"/>	Physical Impairment?	<input type="checkbox"/>	Mental Health Condition? <input type="checkbox"/>

SERVICE/PROVISION TYPE:

Universal Provision?	<input checked="" type="checkbox"/>	Targeted Provision?	<input type="checkbox"/>	Specialist Provision?	<input type="checkbox"/>
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EDUCATION

Education?	<input checked="" type="checkbox"/>	Secondary School?	<input type="checkbox"/>
School?	<input type="checkbox"/>	Special School?	<input type="checkbox"/>
College?	<input type="checkbox"/>	Lower School?	<input type="checkbox"/>
SEND Support Service?	<input type="checkbox"/>	Middle School?	<input type="checkbox"/>
Primary School?	<input checked="" type="checkbox"/>	Upper School?	<input type="checkbox"/>

CARE AND SUPPORT

Care & Support?	<input type="checkbox"/>	Independent Living?	<input type="checkbox"/>	
Children's Service?	<input type="checkbox"/>	Community Inclusion?	<input type="checkbox"/>	
Adults Service?	<input type="checkbox"/>	Adults Support Service?	<input type="checkbox"/>	Child Development Centre? <input type="checkbox"/>

HEALTH

Health?	<input type="checkbox"/>	Service for 18-25yr Olds?	<input type="checkbox"/>
All Health Services?	<input type="checkbox"/>	Service for School Age Children/Young People?	<input type="checkbox"/>

EARLY YEARS

Early Years?	<input checked="" type="checkbox"/>	Childcare?	<input type="checkbox"/>
Children's Centre?	<input type="checkbox"/>	0 to 5 Health?	<input type="checkbox"/>
Education Setting?	<input type="checkbox"/>	Community Group?	<input type="checkbox"/>

PREPARING FOR ADULTHOOD

Preparing for Adulthood?	<input type="checkbox"/>	Employment and Education?	<input type="checkbox"/>
Training Provider?	<input type="checkbox"/>	Apprenticeship?	<input type="checkbox"/>

LEISURE

Leisure and Activities?	<input type="checkbox"/>
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Database Permissions

In line with the Data Protection Act (1998), your consent is required in order to ensure that your information can be shared with the public and professionals.

I consent to you making available the information I have supplied in the following ways:
(please tick)

In writing and on the telephone	✓
On the internet	✓

Data Protection: All information you send will be kept strictly confidential and used only by Bedford Borough Council and partner agencies. You have the right to ask for a copy of any data we store about you by contacting us in writing.

Once completed please return this form directly to us. Thank you for taking the time to complete this form. Please return to localoffer@bedford.gov.uk

Please attach any leaflets you provide or additional information for parents and young people.

If you have any questions about any part of this form please contact us:

Email localoffer@bedford.gov.uk
Telephone 01234 276054
Fax 01234 228306

We would prefer you to return this form electronically, however if you wish to print out this form and return it in the post our address is:

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