



SEND Information Report

The following report is to support parents of children with SEND. It outlines how we provide support for any pupils with SEND (Special Education Needs and Disability), including information regarding; the provision in place to enable our children to progress, working together with parents, review processes, transition to high school as well as other useful information.

Admission Arrangements Teaching and Learning

- What are the admission arrangements for pupils with SEND?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- Staff specialisms/expertise around SEN or disability
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

Every child deserves a fair start in life, with the very best opportunity to succeed. At Livingstone Primary and Nursery School we aim to be as inclusive as possible and where ever we are able remove barriers to learning.

Admission Arrangements

If your child has already been identified as having SEND, we will arrange a pre-admission meeting with you (parents) and any other agencies (if necessary), to ensure we have put correct provision in place to meet your child needs. For general admission procedures, please see the Admissions Policy.

Teaching and Learning

Usually children with SEND (Special Educational Needs & Disability) will be provided for through quality teaching and differentiation in the curriculum, allowing them to be educated alongside their peers in the classroom. We incorporate many teaching and learning styles and have a breadth of resources that are designed match the individual needs of all learners. The classroom environment is where ever possible language friendly and uses visual support for learners.

On occasions it may be deemed necessary to withdraw the child from the classroom for specific teaching. This teaching would be in the form of individual or group interventions matched to the children's needs or in order to follow programs of work set by other professionals.

When a child is identified as having SEND they will be given a provision map. This will highlight the child's areas of need and the support that will be put in place to overcome barriers to learning.

Staff Expertise

We have a team of highly trained and skilled staff who are experienced in working with children with a wide range of learning difficulties and disabilities. We seek and follow the advice of a wide range of agencies including speech and language, the educational psychologist, physiotherapists, occupational therapists, behaviour and learning support, communication, language and autistic spectrum support and child mental health agencies.

Support and Development of SEND

There is a commitment by the school, to gain expertise in the area of Special Educational Needs & Disabilities. Current practices include training sessions for our Teaching Assistants (TAs); school based in-service training (INSET), and the reading and discussion of documents on SEND. Teacher meetings are considered to be staff development meetings, as well as sharing information. The SENDCo attends network and moderation meetings.

Strategies/support to develop independent learning:

- Provision of individual/visual timetables and checklists.
- Pre-teaching of new concepts and vocabulary.
- Individual success criteria.
- Implementation of specifically tailored support strategies and programmes, eg. devised by the educational psychologist, speech therapist or physiotherapist.

Arrangements for National Curriculum Tests for end of Key Stage 1 and 2.

The School follows the government guidelines for adjustments to the SATs in Year 2 and Year 6. This may involve the child being given extra time, a reader being assigned for certain papers, transcripts of the child's work can be made if this is normal classroom practice and in the case of visually impaired students, larger print papers can be ordered.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child?
- Do parents have to make an appointment to meet with staff or do you have an Open Door policy?
- How do you keep parents updated with their child's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

Communication with parents is through:

- Meeting and greeting of parents/carers at the start and end of each day by all teaching staff
- Parents may consult the school website for a profile of staff, their responsibilities and who to contact if they have concerns about their child
- The roles, responsibilities and whom to contact are also set out in the SEND policy
- Telephone consultations to and from staff about behaviour and learning
- Home school reports
- Feedback to and from parents at the termly review meetings, Statement / EHC plan meeting
- Termly Parents' Evening
- New Pupil/parent meeting before children start school
- Curriculum and special events information evenings
- CAF meetings where multiple agencies are involved
- Parental interviews and report sharing evening
- Class website pages
- Weekly Newsletters
- Half termly curriculum overviews

Parents are welcome to speak to staff before or after school, but where this may not be possible, parents are asked to ring school to make an appointment to see their child's class teacher, SENDCo or head teacher.

When school seeks advice from other agencies. Parents will always be informed when an outside agency becomes involved as more often than not a signature and parental information about the child are needed.

Annual Review

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEND support needs?

A register of children with SEND is regularly updated. The children's records will be regularly reviewed and updated. Reviews of provision and progress will normally take place termly. Parents will be informed of such meetings and will be invited to attend.

Children with a Statement of EHCP 2/3 will have a longer, more detailed review once per year. This meeting will involve:

- The SEND Co-ordinator will contact parents/carers to invite them to attend, and support in thinking about questions they may wish to ask and discuss any issues that may arise.
- All professionals working with the child will be invited to the annual review. If they cannot attend, they will be asked forward a report that can be shared at the meeting.
- The meetings are child centred, so the child is invited to join the review and share their pupil booklets that includes what they like/dislike about school, what they have learnt so far, what they have enjoyed learning, what they would like to learn in the future and how they learn best.
- Parents and carers are invited to contact school, at any time, if they need advice or support in regard to their child's education.

Working Together

- Do you have home/school contracts?
- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)

Parents Say

The parents are asked to complete a parental questionnaire annually but have the opportunity to use Parent View on the Ofsted website to express their views of school. They have opportunities throughout the year to discuss their child at parents' evening and review meetings. We hold sessions to inform parents on reading, writing and maths and how they can help at home. These were started after suggestions in the parent's questionnaire. When a vacancy for a parent governor arises then the Headteacher follows Tameside's guidelines.

PTFA

At the time of writing, there is no active Parents, Teachers & Friends organization at Livingstone, but there is a Friends of Livingstone group who meet regularly to plan and run various fundraising activities. They welcome involvement from any willing parents or carers and can be contacted via the school.

Pupil Voice

Children have the opportunity to have their say through:

- School Council
- Child comment on reports
- Child centred review meetings
- CAF meetings

School Governors

The School's SEND Governor is Mrs Sally Stefani who regularly meets with our SENDCo and feeds back information to the rest of the governing body. The Headteacher report comments on SEND provision and the involvement of other agencies. This is presented termly to the Full Governing Body. The Full Governing Body monitor SEND pupils progress on a termly basis.

Keeping Children Safe

- How and when will a risk assessment be done? Who will carry out the risk assessment?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What are the access arrangements for pupils with SEND?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure my child stays safe outside the classroom? (e.g. during PE lessons and school trips)
- Where can parents find details of policies on bullying?

Risk Assessments

Risk Assessments are planned for a very specific reasons and this is to keep children safe. They include:

Individual pupil risk assessments for behaviour

Individual pupil risk assessments for other handling and health care plans

Curriculum risk assessments for PE, D&T and Science

Risk Assessments for offsite educational visits

Risk Assessments for the school premises including fire safety, electrical supply etc

Handover arrangements

Pupils are greeted in the classroom at the start of the school day usually by each teacher and then handed over to the parent/carer from the classroom doors at the end of the day. For pupils who have sought permission, special arrangements to walk home alone (Year 5 & Year 6). Individual arrangements in addition to this are agreed with parents on a 1:1 basis.

Parking areas for pick up and drop offs

Parking is at the front of school on the road side and can be used for vehicles bringing children to and from school. Cars must not park on the 'zig-zag' markings directly in front of the school.

Access arrangements for pupils with SEND

Depending upon your child's needs, we will work with you to ensure your child can access the curriculum. This may include adjustments such as: where they sit in the classroom; provision of enlarged materials; access to the property and its facilities; reduced timetable; and adapted provision.

Supervision at break and lunchtimes

Break times arrangements are managed by teachers and support staff in each class. During lunchtimes we have a team of lunchtime staff who ensure that there is a smooth transition between the morning and afternoon teaching times; ensure the children eat their lunches; have some recreation time and return to their class ready to learn in the afternoon. Other arrangements are made depending on pupil's individual needs; such as 1:1 support.

Safety outside the class room

Risk Assessments are in place where there are increased risks in particular subjects (PE, Science) including when pupils are off site.

Behaviour and Anti-Bullying Policy

The School's Behaviour and Anti-Bullying policy can be found on the school website.

In our OfSTED Inspection in November 2012 Behaviour & Safety was judged as *Good*.

Other Policies

There are a selection of other policies available from our school office.

Health (including Emotional Health and Wellbeing)

- What is the school's policy on administering medication?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

Where children have health issues, we will develop:

- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and EpiPen use.
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school.
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom, the child's classroom and the school kitchen.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- Relevant staff trained in First Aid
- Inform parents of any incidents throughout the day and letters home to report any incidents.

Help and support for the family

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school?
- Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

The School employs a **Learning Mentor** to support both children and their parents. The Learning Mentor has responsibility for:

- Ensuring regular school attendance.
- Working with vulnerable children.
- Supporting the Head in the writing of CAFs (common assessment frameworks) and PEPs
- Meeting with parents and informing parents about their child's progress and needs
- Helping parents complete forms and other school paperwork.
- Liaising with other professionals about an individual's needs
- Safeguarding children

Observations of children causing concern

Parents also have access to the parent partnership scheme. More information about this service can be found at:

<http://www.tameside.gov.uk/sen/parentpartnership>

The service offers impartial information, guidance and support to parents of children who have special/additional educational needs.

Transition to High School

- What support does the school offer around transition? (e.g. visits to the high school, buddying)

We work closely with Mossley Hollins and other relevant high schools to ensure children with SEND and other vulnerable children have extra transition visits. On these visits they will be accompanied by a familiar member of staff.

The SEND Co will meet with the SENDCo and Head of year of the feeder schools to discuss the identified children, share relevant information and plan for this transition. The children's records will be passed on to the high school so they have a full picture of the child's need and the support they have received. Depending on the needs and confidence of the SEND children the number of extra visits will be personalised to the child.

Transition for emotional and behavioural difficulties will be supported through BLIS, who will work with the child in year six and then follow them into high school to continue the support. Speech and language will also be ongoing when the children move.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare?
- What lunchtime or after school activities do you offer?
- Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

All children from Reception upwards have the opportunity to join lunch time and after school clubs. Some of the clubs are.

Multisports club
Cross country
Hockey club
Homework club,
Arts and crafts

These are free clubs and are run at some point throughout the year.

Activities to promote friendship include:

- Learning mentor support and interventions delivered in class 1:1 or in a group, to develop positive attitudes to learning, and out of class to address social and emotional issues which affect children's learning progress and friendships.
- Use of talk partners during whole class and group learning sessions.
- Pupil Council
- Energy Club - Play leaders for support during lunchtimes.