

## SEN Information Report 2017/18

### (a) How the school evaluates the effectiveness of its provision for such pupils.

Effectiveness of provision is evaluated in a variety of ways including: annual reviews (for children with Statements or Education Health and Care Plans), Individual Education Plan/ Target Setting meetings, teacher observation, performance management and work scrutiny, half termly Pupil Progress Meetings when internal progress and attainment data is scrutinised.

### (b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.

The assessment and review of progress of pupils with special educational needs is carried out in a number of ways including: annual reviews ( for children with Statements or Education Health and Care Plans), Individual Education Plan/ Target Setting meetings, teacher observation, performance management and work scrutiny, termly Pupil Progress Meetings when internal progress and attainment data is scrutinised and progress of attainment for children on specific interventions is carried out by SENCO and senior management team which includes the Pastoral Manager, annual planning meeting with school education psychologist, regular meetings with school speech and language therapists, regular meeting with outside professionals e.g. Primary project, CAMHS, Physiotherapists.

### (c) The school's approach to teaching pupils with special educational needs:

The school's approach to teaching children with SEN is quality first teaching by the class teacher who takes the lead role. The class teachers work closely with the SENCO, teaching assistants, parents and pastoral manager to ensure children's needs are identified and met. Every class has a teaching assistant who works with children under the direction of the teacher, some classes may have additional teaching assistants depending on the needs of the children in the class. Children are taught according to their needs and learning styles and appropriate groupings and seating arrangements to enable children's needs to be met within class are put in place. Work is differentiated to appropriate levels for all children and additional targeted 1-1 or small group interventions are put in place to support children's learning where required. These groups are in addition to daily Maths and English lessons.

The approach adopted by the school can be evidenced in; the School local offer, the SEN, English, Maths and Teaching and learning policies.

The monitoring of practice is through assessment and work scrutiny.

### (d) How the school adapts the curriculum and learning environment for pupils with special educational needs

The school adapts the curriculum and learning environment for pupils with SEN according to the specific needs of the child. The curriculum is differentiated and appropriate resources used to ensure access to the curriculum. Seating arrangements, Pastoral Manager support, playtime or lunchtime arrangements, buddy schemes, additional 1-1 or small group teaching are all used to meet the needs of children with special educational needs.

Evidence of adaptations can be found in IEP's/targets, annual review documents, behaviour support plans, our SEN Policy and Equal Opportunities Policy

### (e) Additional support for learning that is available to children with special educational needs;

All children with SEN have access to a full and balanced curriculum alongside their peers and activities may sometimes be adapted or supported to ensure the inclusion of all pupils.

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Additional support for learning available to pupils with special educational needs is listed in our SEN Policy

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

We have a variety of support available for improving the emotional and social development of pupils with special educational needs. We have a Pastoral Manager and a Learning Mentor who work closely with parents and children. We work closely with the Advisory Teacher for children with emotional difficulties as well as CAMH's, Barnet primary project, Educational Psychology Service, Grief Encounter and Social Services. Children's well-being is addressed through the programme of PSHE through-out the school and our buddy system.

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

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5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

Name or Position	Qualification	How specialist expertise is secured
Headteacher	Diploma of Special Education	On- going CPD
SENCO KS2	SENCO Accreditation SCERTS	SENCO forum meetings On-going CPD
SENCO EYFS/KS1	PEC's SCERTS Studying for SENCo Accreditation	SENCO forum meetings On- going CPD
Three ASC Resourced provision teachers	PEC's SCERTS	On- going CPD
Most Teachers and TA'S	IDP – Autism training	On- going CPD
Most Teachers and TA'S	Downs Syndrome training	On- going CPD
Teaching staff	Dyslexia Training	On- going CDP
Most ASC resourced provision staff	Sensory integration training	On- going CPD
Most staff	Speech and Language training	On- going CDP
Key Staff	Team Teach Training	Renewed on expiry
Key Staff	Epilepsy Training	Renewed on expiry
Key Staff	First aid training General and Paediatric	Renewed on expiry
Whole School	Epi pen Training	Renewed on expiry

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6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

SEN funding is identified under a specific code on the school budget.

7. Arrangements for consulting parents of children with special educational needs about, and involving such in, the education of their child.

Parents of children with special educational needs are consulted about their child's education in a number of ways: on entry to school or when needs are first identified parents are invited to meet with SENCO/Inclusion Manager /Class Teacher to discuss how best needs can be met. Parents are invited to termly parent consultation meetings, target/IEP/BP meetings. Children with Statements or EHCP's have an additional 6 monthly or yearly annual review meeting.

The school works closely with parents, we regularly organise meetings with parents outside of the termly planned meetings as and when concerns arise.

The school has a texting system and weekly newsletter to ensure general information reaches all parents.

Children in our ASC provision or with Statements or EHCP's may have a home-school book to promote liaison on a day to day basis.

8. The arrangements for consulting young people with special educational needs about, and involving them in , their education

Where applicable children are supported in filling in a pupil questionnaire prior to annual review meetings of Statement or EHCP.

If appropriate to age and needs of a pupil they may be invited to attend part of an annual review meeting or may attend a teacher parent consultation session.

All children are asked for their views through a pupil questionnaire on a yearly basis.

9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at school.

General concerns related to pupils with special educational needs can be raised with the SENCO or made in accordance with Livingstone School's complaints procedure policy.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The school has access to a School Nurse. We work closely with the local authority and use services provided in the local offer in line with statutory safe-guarding policy. The school seeks and takes advice from other professionals (social care, Common Assessment Framework team) and make contact with voluntary organisations as advised to help support the needs of families or children.

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### 11. The contact details of support services for the parents of pupils with special educational needs, including those for whom arrangements made in accordance with clause 32

Clause 32 – Advice and information for parents and young people Children and Families Bill  
Barnet SENDIASS

Parent Partnership Barnet offers free, confidential, impartial information, advice, guidance and support for parents/carers of children with special and additional educational needs via telephone or face to face meetings

Address :

SENDias

North London Business Park

Oakleigh Road South

London N11 1NP

Tel 020 8359 7637

Fax 020 8359 2480

Email: [SENDias@barnet.gov.uk](mailto:SENDias@barnet.gov.uk)

### 12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

For Children with EHCPs/ Statements this process is started as part of the annual review process in year 5. Initially we invite a borough representative to the Year 5 Annual review meeting to discuss suitable placements with parents and explain the process involved, at the year 6 Annual review meeting the SENCO from the appropriate secondary school is invited to attend. Parents are supported in visiting schools if requested.

For all pupils with SEN once a school place has been confirmed (summer term of year 6) we organise transition visits for pupils to their new schools and meet with key staff to discuss children's needs. Children make transition books which they take home over the summer.

For children with identified educational needs joining our school at the foundation phase, the SENCO/Class Teacher will attend review meetings and meet with key staff if appropriate. Children will be offered visits to school accompanied by parents and/ or key staff. A transition pack is prepared and provided to families to assist the process.

### 13. Information on where the Local authorities local offer is published

There is a link on the school's website to the Local Authority Local offer.