



School Special Educational Needs Information Report

SCHOOL NAME	Livingstone Road Infant School
-------------	--------------------------------

TYPE OF SCHOOL	Mainstream	Phase EY, KS1
----------------	------------	---------------

ACCESSIBILITY	Fully Wheelchair Accessible		Yes
	Auditory/Visual enhancements		Yes
	Other Adaptions:		
CORE OFFER	Are you currently able to deliver the 'core offer' as set out in Poole's Local Offer?		Yes
POLICIES	Are the schools policies available on its website for:	SEN	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes

DISABILITY LEGISLATION	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	Yes
------------------------	---	-----

RANGE OF PROVISION	Please indicate what your school has to offer (over and above your core offer) In each of the following areas:
	Areas of Strength - The Federation Inclusion Leader hold the NASENCo Masters Level Accreditation - We have a skilled support staff trained to deliver bespoke programmes to ensure individual pupil needs are met, enhancing the fully inclusive Quality First Teaching in the classroom - We have Pastoral Care Workers who work across the federation and are available to have discussions with both parents & pupils to support with Social & Emotional needs. - We work closely with the Educational Psychologist (EP) & other external agencies to ensure clear communication & effective recommendations

- We work closely with the Outreach teams to ensure that professional support and advice is available to any staff or pupils who require it.
- We work closely with local medical staff including Paediatricians and the School Nursing Team as well as CAMHS
- We privately employ the services of an Educational Psychologist, Play Therapists and specialist SEN teacher where possible to ensure assessments and support are carried out as quickly as possible for our pupils

Specialist Facilities/Equipment to support SEND

- Specialist equipment & resources are provided when recommendations are made via external agencies and other professionals
- A wide range of resources are provided for those pupils who present with difficulties acquiring basic literacy & numeracy skills
- There are accessible toilets situated in key areas around school one of which is equipped to support youngsters with severe mobility difficulties
- We have classrooms in each year group equipped with modified display boards to allow for better acoustics in the room. These boards support pupils with auditory difficulties
- The school also has allocated quiet areas for pupils, including a pastoral care room and sensory resources

Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services

- Occupational Therapists, Physiotherapists and Speech & Language Therapists visit the school to work with individual young people & advise on programmes that we deliver in school.
- The Hearing Impaired and Visually Impaired Teaching services are involved with individual young people where necessary.
- Referrals are made by the school to the Community Paediatrician or CAMHS when appropriate & strong links are made with Educational Psychologists from the LA who support us in school.
- In addition to this we employ the services of a private Educational Psychologist, private Play Therapists and also a private specialist SENISS teacher as needed.
- As stated above, we also work closely with our colleagues from specialist Outreach Services, which we can request on an individual basis via the Local Authority
- We have support from the Mental Health in Schools Team (MHST) who work with children, families and staff to best support the needs of pupils.

	Breakfast and After School Club support Breakfast and after school clubs are available on a daily basis run by Kidscape on school site. If a young person with a significant special need wants to attend breakfast club then a meeting will need to be organised between the parents/carers, Kidscape and the SENCO to discuss the way forward. Information regarding the special needs policies of these different organisations can be obtained from the school office.
INCLUSION	How do you promote inclusion within the school? At Livingstone Road Infant School we are fully committed to promoting inclusion of all children, whatever their age, ability, disability, gender, race or social background. We believe that the achievements, attitudes and well-being of every child in the school are of the upmost importance and that each individual child should have the opportunity to participate fully with their peers in the curriculum and the life of the school without experiencing the feeling of marginalisation. Where possible at all times, all children will be encouraged to participate in activities inside or outside the school. We realise that every child has individual needs and sometimes partaking in some activities could be challenging and cause the child to be put in unnecessary difficult situations that cause health and safety concerns. Each child will be looked at individually and their needs taken into account. What proportion of children currently at the school have special needs? • Currently we have 17.4% of all our children across the school listed with SEND • At present we have 8 children with an Education Health and Care plan

PARENT SUPPORT INVOLVEMENT/LIAISON	How do you involve/support the parents of children with special needs regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty? At Livingstone Road Infant School we know that parents/carers are the greatest source of information about their child. In partnership, we aim to work together at all times, to ensure that our SEND pupils make the best possible progress that they can. All parents/carers are encouraged to contribute to their child's education. This may be through: • Discussions with the class teacher • During parents' evenings • During discussions with the SENCO or other professionals • Meetings linked to their child's Individual Education Plan (IEP) and current targets. If a child has an EHCP or requires targeted school support, a meeting will be offered to come together and plan the action ahead for a set number of weeks. This links in with the graduated approach as recommended in the SEND Code of Practice 2014. A time is given for assessment, planning, doing and then reviewing. This coming together will happen no fewer than 3 times a year and sometimes more often depending on the young person's needs. These meeting points are times for parents/carers
------------------------------------	---

	to discuss any worries and joys, and for the teacher to share information about progress and to celebrate success. How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life? Transition between schools Many children are anxious about transition from one school to another. It is our policy to establish good communication and links between schools to enable a smooth transition for all pupils with SEND. This involves; • Regular meetings between schools to ensure that the new school is fully aware of the child's difficulties and needs • Extra visits for the child where appropriate • Sharing of any relevant information, records and data • Social stories to reassure pupils and to minimise anxieties before transition • Class and/or small group use of transition materials produced by educational professionals • Creation of photo albums and visual reminders of the child's new staff and school environment, if required Transition between year groups Children with SEND may also experience anxiety in transferring from one year group to another. Some young people with complex needs may experience anxiety in changing classes within the school. Therefore, we feel, it is important to reduce this anxiety. This involves; • Use of a social story with the child about the transition within the school • Enabling the child to meet his/her new teacher and visit the classrooms • Giving the child opportunities to discuss their anxieties and ask questions • Meeting with parents/carers to discuss their child's needs and to answer any questions • Transition meetings between year groups to discuss pupils and their individual needs • Transition support and groups from our pastoral team and MHST • Transfer day for all the children • Enhanced transition over the Summer for identified pupils. Every September, when starting in a new class, all pupils and staff engage in transition-based activities which focus on building relationships and getting to know each other. These are revisited after each long holiday too.
INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE	How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention? Prior to a meeting with a parent to have a structured conversation around their child's needs, time would have been spent with the child talking about what they like at school and what they find a little more challenging. As the children at the infants are at the starting point of their education we have to be very mindful of the words we use. We want at all times for our learners to have confidence, high self-esteem and resilience in their approach to learning.

EVALUATING SPECIAL NEEDS PROVISION	How do you evaluate the effectiveness of provision made for children and young people with SEN? We know that the most effective way to tell if an intervention has been effective is by the amount of progress a child has made when the intervention has come to an end. Our monitoring of pupil progress is rigorous and happens at the end of every half term. These meetings occur with the Class Teachers and Senior Leadership Team in school. Together we look at and discuss why and for what reasons a child has not made the expected amount of progress. We then together plan a course of action to ensure progress is made.
SENCO contact details	Name of SENCO: Miss Carly Butcher Contact details: 01202 806806
CONCERNS AND COMPLAINTS	How can parents raise concerns or make a complaint about SEN provision? We will always listen to parents concerns or worries. The first point of contact should be your child's class teacher as the teacher knows your child well. If you continue to have concerns please speak with the Inclusion Lead, Miss Butcher. At this point if a parent still continues to feel that their concerns or complaints have not been acted upon then it would be the Executive Headteacher, Mrs Claire Addis, whom will need to be contacted via the school office.
OTHER INFORMATION	What else do you think parents would like to know about your school? Livingstone Road Infant School forms part of the Livingstone Road Primary Federation along with Livingstone Road Junior School. Our motto is 'Together we can ... learn, laugh, dream, grow' We pride ourselves on being a happy school and aim to provide a curriculum that is exciting and irresistible to learning. We know that every child is an individual and will progress at their own individual rate. We are continually encouraging all our children to be the best that they can be and to aim high. We have high aspirations for all our children. By working in partnership with parents and other professionals, together we can make a difference to your child's education journey.
COMPLETED BY (Name and Position)	Carly Butcher Inclusion Lead
DATE UPDATED	November 2025
NEXT UPDATE DUE	September 2026