

Lostwithiel Primary School






Our 'Local Offer' for Special Educational Needs and Disability (SEND)

Lostwithiel Primary School prides itself on being an inclusive environment. Every member of staff is committed to supporting all children to achieve academically and to thrive socially and emotionally at school. Quality teaching enables most children to succeed however; there are times when individual children may need additional support. Our staff are trained to provide a wide range of interventions. We appreciate that not one size fits all so we tailor additional support to each individual child.




Co-ordinator of Special Educational Needs and Disabilities: Mrs Janet Bond SENDco
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The levels of support and provision offered by our school

1. Listening to and responding to children and young people




Whole school approaches The universal offer to all children and YP.	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> The views and opinions of all pupils are valued. Pupil voice is heard through: Pupil conferencing, School council and questionnaires. 	<ul style="list-style-type: none"> Pupils with SEND are included in all consultation groups. Additional provision is developed in light of pupil voice. 	<ul style="list-style-type: none"> Individual support is responsive to the needs and views of the pupil. Pupil's views are an integral part of TAC meetings, SEN reviews and the development of EHC Plans. Pupils play a central part in reviewing IEPs (Individual Education Plans) and setting new targets. Documentation is presented in a format that is accessible to the pupil

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> We work in partnership with all parents and carers. The parents/carers of all pupils are invited to attend parent/carers consultations. Our schools encourage open dialogue 	<ul style="list-style-type: none"> Parents are informed if their child is placed on the Record of Need (RON) and as a result is receiving additional support. Parents are able to contact the SENDCo – Mrs Bunting at any time to 	<ul style="list-style-type: none"> Parents and carers are supported in attending, and are actively involved in all TAC meetings and SEN reviews. All documentation is presented in a format that is accessible to individual parents.




<p>between families/parents and teachers are available at the start and end of the school day.</p> <ul style="list-style-type: none"> • Parents/carers are encouraged to contact class teachers initially with any concerns. • Parents are encouraged to engage in one- to-one reading and comprehension skills at home with their child. • Written reports are sent home once a year. 	<p>arrange a meeting to discuss concerns.</p> <ul style="list-style-type: none"> • Parent workshops are offered to parents and carers regarding supporting their young person at home e.g. literacy and numeracy skills. • Home/school link books. 	<ul style="list-style-type: none"> • Parents are encouraged to volunteer in school for example, support on school trips.
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3. The curriculum

Whole school approaches. The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • All students, regardless of their ability, have full access to the curriculum. • Progress of all students is measured on a regular basis and summative assessments are monitored through pupil progress meetings every term. • Assessments (including dyslexia screening tests) are used to identify pupils who need specific interventions. • Our curriculum caters for all learning styles and we get the children outdoors as much as possible for meaningful learning in the natural environment to engage the children and enrich the 	<ul style="list-style-type: none"> • Most intervention packages are bespoke and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of pupil progress meetings. • Small group intervention might include: Literacy – Read, Write Inc, Fresh Start, phonics, reading, comprehension, spelling, writing etc Handwriting, Maths, Speech and Language, Social skills, Fine motor 	<ul style="list-style-type: none"> • Pupils are supported to follow their interests regardless of their SEN and/or disabilities. For example, a pupil with a physical impairment is given the support they need to access sports clubs. • Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate. • An individualised curriculum is planned for some pupils in some areas of the curriculum based on their specific needs.




subject.	skills, Gross motor skills, Fun fit, Life Skills.	
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Lessons are carefully planned to cater for different learning styles. • Depending on the activity, pupils may work independently, in ability groups or in mixed ability groups. Children may have 1:1 or small group support at times. • Learning objectives are shared, displayed and discussed at the start of every lesson. • Success criteria are used and may be differentiated at times. • Shared reading/writing and modelled writing may be used to support children. Examples of good work may be given. • Pupil's work is regularly marked with next steps identified according to the school marking policy. • Working walls are used to display key vocabulary and key terms to support learning. • Alternative ways of recording are used. • On- going assessment of pupil's progress and attainment using the E- 	<ul style="list-style-type: none"> • Class teachers, Teaching assistants and the SENCo share information to ensure that pupils with SEND have targeted support and provision. • Teaching assistants/ teachers work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep pupils on task • Teachers and Teaching assistants support all ability levels within the class across the week. • Pre-teaching vocabulary. • Special examination arrangements are made for internal and external tests (readers, scribes etc) • Independent pupil learning is supported by the use of technology. For example; Laptops and iPads. 	<ul style="list-style-type: none"> • IEPs reviewed and new provision outlined each term specifying focuses for learning Support from specialist professionals. • Support from specialist professionals and multi-agency meetings to review areas of difficulty and levels of support. • Individualised learning intervention programmes to ensure progression against personalised targets. • Daily contact with parents if necessary. • Individual timetable and activities. • One-to-one support is in place for pupils who need more intensive support. (e.g.RWI targeted intervention, Precision teaching) • Outreach from special schools is requested for advice and teaching and learning as needed. • Individual provision is made for children with sensory needs.




<p>Profile, Classroom Monitor and Rising Stars assessments.</p> <ul style="list-style-type: none"> • Analysis of pupil progress for whole school, groups and individual pupils. • On-going contact with parents through home/school book/telephone contact/meetings/ open door policy. • Whole school rewards/ behaviour policy. • Visual timetables in all rooms. • Multisensory storytelling approach. • Effective use of ICT across the curriculum. 		
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Multi-sensory storytelling approach. • Clearly labelled and laid out classrooms. • Adult modelling of expectations and interactions. • Whole school rewards and behaviour policy. • Consistent routines and behaviour expectations. • Classroom monitors with specific responsibilities. • Independent work opportunities. • Assessment for learning. 	<ul style="list-style-type: none"> • Pupils have personalised equipment to help them to learn such as sensory seat pads and coloured overlays. • Pupils have access to: visual timetables, task cards, prompt cards etc. • TA modelling / supervision at play and other unstructured times. Social Stories. • Social skills groups. • Anger Busters. • Draw and Talk. • Life Skills group. 	<ul style="list-style-type: none"> • Personalised task boards and timetables are in place to support independence. • Teaching assistants working 1:1 with pupils aim to develop pupil independence. • Intimate care plans following advice from professionals aiming towards independence. • Communication aids, sensory cushions etc.




<ul style="list-style-type: none"> • School buddies system. • Regular PSHE. • Intimate care plans (targets working towards independence) • Medical protocols. 	<ul style="list-style-type: none"> • Table Time. 	
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6. Health, wellbeing and emotional support




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<ul style="list-style-type: none"> • Positive learning environment with excellent staff role models. • PSHE focus on developing confidence and self-esteem. • Pupil issues are dealt with as they arise. • Incidents of adverse behaviour are recorded on behaviour incident forms which are analysed and support given where necessary. • A number of staff trained in first aid to ensure the safety of students. • Lunch time and After school clubs. After school clubs on offer for KS1 and KS2 every day. • PE co-ordinator, Penrice specialist PE teachers deliver PE in KS2. 2 x Sports Coaches who lead play during break times. • Healthy Schools Co-ordinator. • Daily Wake and Shake at the start of 	<ul style="list-style-type: none"> • Increased time allocated to emotional development and understanding. • Specific medical routines and programmes fully implemented seamlessly throughout school day. • Social stories. • Parent liaison. • Draw and talk. 	<ul style="list-style-type: none"> • Risk assessments are completed in instances of challenging behaviour. • Increased joint working between parents, school and multi-agencies. • Individual health protocols and programmes drawn up. • TACs, Early support meetings and reviews are supported by a range of agencies including the school nurse • Additional support for pupils can be requested from a range of external agencies. • Pupils with specific medical conditions have individual health care plans • Thrive assessments completed.

the school day. • Swimming lessons for all year groups.		
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7. Social interaction opportunities




Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All pupils have opportunities for social interaction regardless of need. • All pupils are part of a class with named class teacher/s • All pupils are invited on trips and visits. • All pupils have opportunities to attend a range of extra-curricular clubs. • Sports coaches leading play during break times. 	<ul style="list-style-type: none"> • Buddies for vulnerable pupils. • Social stories and social skills groups. • Anger Busters. 	<ul style="list-style-type: none"> • Social stories are used to support individual pupils.

8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Access Plan in place and is revised regularly. • All areas of the school are accessible to everyone including those pupils with 	<ul style="list-style-type: none"> • Quiet activities available to all children at break times. • A number of named adults who are trained in positive handling. 	<ul style="list-style-type: none"> • Specialist equipment encourages pupils to be independent.

<p>SEND.</p> <ul style="list-style-type: none"> • There is wheel chair accessibility to classrooms. • There is a disabled toilet on site. • Pupils feel safe and in an environment where bullying is not tolerated. • There is a named child protection officer and a named member of staff responsible for children in care. • All areas of the school are positive and all classrooms support learning. • Teachers focus on rewarding positive behaviour to promote a positive learning environment. • The rewards and sanctions system is consistent and robust and it is displayed in each classroom across school. • Full appreciation and provision of access requirements for all children. • Stimulating external play areas. 	<ul style="list-style-type: none"> • Sloping desk stands are available for table tops. • Various sensory resources available. • Quiet areas in class rooms can be provided when necessary. 	
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • We have strong links with 'Little Nippers' Pre-school situated on site. Pre-school children join us for lunch every day in our dinner hall, use our hall for PE sessions and join our break times on specific days. The children visit school regularly in the 	<ul style="list-style-type: none"> • Additional visits are arranged for pupils who are particularly vulnerable at transition within school and with external transition. • Additional arrangements e.g. 	<ul style="list-style-type: none"> • SENCo attends all annual Statement/EHC Plan reviews. • SENCo meets children, parents and key workers prior to transition days. • SENCo observes children in previous educational establishments prior to

<p>summer term before they start. We have close links with staff and share training when appropriate.</p> <ul style="list-style-type: none"> • School staff visit other feeder nurseries and preschools to observe children and discuss their needs if children have not attended 'Little Nippers'. • Reception staff offer home visits during the summer term before reception children join us. • We have a meeting for new reception parents during the summer term. The children join us in the classroom for the morning and parents and children then stay for lunch. • We have particularly close links with Penrice our designated feeder school. Penrice PE specialists deliver PE in KS2 and children have the opportunity to visit Penrice to use their sports facilities. • We liaise with Penrice throughout the year and children in KS2 visit for a variety of sessions across the curriculum. • Secondary staff attend statement/EHC plan annual reviews during the autumn term. They visit pupils and staff early in the summer term to aid transition. • Pupils in year 6 attend their secondary school for transition activities. • Transition opportunities are provided in the summer term for children in the school to move to their new class and meet their new teacher. • All staff complete transition forms for every child at the end of the year. We timetable meetings at the end of the summer term 	<p>transition booklets.</p>	<p>transition.</p> <ul style="list-style-type: none"> • Individual transition visits with support staff. • Meetings with parents and colleagues from other settings.
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for staff to meet to discuss transition information. • All children meet their new teacher and class Teaching Assistant in their new classroom before the end of term.		
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Speech and Language (SALT)	Referrals can be made through school to the speech and language therapist. The child will then be assessed and if needed targets given. These targets will need to be worked on at home as well as in school.	01208 834488 cpn-tr.enquirslt@nhs.net
Educational Psychologist	The Educational Psychologist works closely with the SENDCo covering a range of work such as observing children, supporting staff in school working with specific children and working closely with the SENDCo on a range of matters. Children have to be referred to the Educational Psychologist and this would only be after a period of intervention has taken place in school and at home.	Referrals can only be made through school, however there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm.
Behaviour Support	The behaviour support team can work with children in school. They will also support school staff and parents on a range of strategies when working with	Please contact Ms Simmonds or Mr Wilsher for more information as referrals can only be made through school.

	children with behavioural difficulties.	
CAHMS	Can offer support to children to have complex mental health needs. A referral will have to be done by home, school or the school nurse.	http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp 01872 221400
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	http://www.schoolnurseteamcornwall.org/ 01208 834600

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Written: January 2016

Next Review: January 2017