Lostwithiel School
Bodmin Hill
Lostwithiel
Cornwall
PL22 0AJ

www.lostwithiel.cornwall.sch.uk
Telephone: 01208 872339

PRIDE,
PASSION,
PARTNERSHIP,
PERSEVERANCE,
PARTICIPATION.

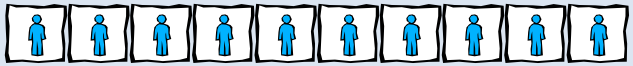
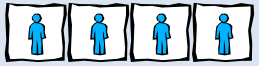
Lostwithiel School
Our SEN Information Report
December 2019

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.

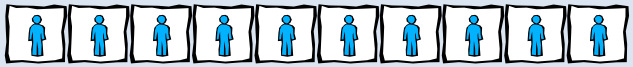
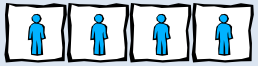
Name of the Special Educational Needs/Disabilities Coordinator: **Sarah Kriskovic**
Contact details: **sendco@lostwithielsch.org**
Telephone: **01208872339**

The levels of support and provision offered by our school

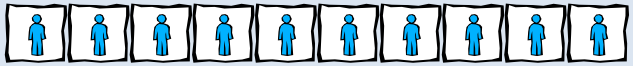
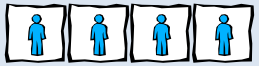
1. **Listening to and responding to children and young people**

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The views and opinions of all pupils are valued • Pupil voice is heard through: Pupil conferencing, questionnaires and each class has 2 representatives on the School Council	• Pupils with SEND are included in all consultation groups, including the school council. • Additional provision is developed in light of pupil voice	• Individual support is responsive to the needs and views of the pupil. • Pupil's views are an integral part of TAC meetings, SEND 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

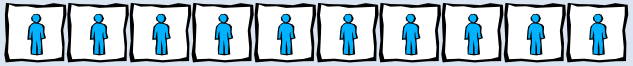
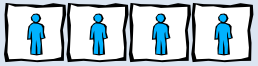
2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
• We work in partnership with all parents and carers. • The parents/carers of all pupils are invited to attend parent/carer consultations. • Our schools encourage open dialogue between families/parents and teachers are available for quick messages at the start and end of each day or by appointment for longer conversations. • 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 • There is a Home / School agreement in place • Class Dojo is used to communicate with parents	• 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 Kriskovic at any time to arrange a meeting to discuss concerns. • Early reading and maths parent workshops are offered to parents and carers regarding supporting their young person at home • Home/school link books are used for individual children when appropriate.	• Parents and carers are supported in attending, and are actively involved in all TAC meetings and SEND reviews. • All documentation is presented in a format that is accessible to individual parents. • Parents are encouraged to volunteer in school for example, support on school trips.

3. The curriculum

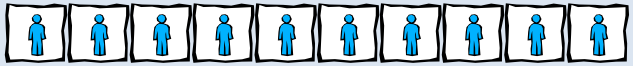
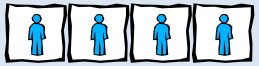
Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All students, regardless of their ability, have full access to the curriculum. • Progress of all students is measured on a regular basis 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 the children participate in weekly outdoor education for meaningful learning in our forest school areas.	• 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: English – Read, Write Inc, phonics, reading, comprehension, spelling, writing etc Handwriting, Maths, Speech and Language, Social skills, Fine motor skills, Gross motor skills, Fun fit and Life Skills for older children.	• 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.

4. Teaching and learning

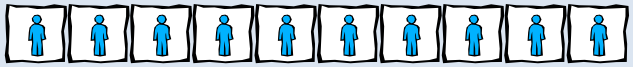
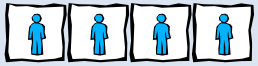
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Lessons are carefully planned to cater for different learning styles. • Depending on the activity, pupils may work independently, in ability 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.	• Class teachers, Teaching Assistants and the SENDco share information to ensure that pupils with SEND have targeted support and provision. • Teaching Assistants/ Teachers work with small groups to: - 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 can be supported by the use of technology. For example: Laptops and iPads where appropriate.	• 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

• Alternative ways of recording are used. • On-going assessment of pupil's progress and attainment using the PIRA and PUMA Rising Stars assessments. • Analysis of pupil progress for whole school, groups and individual pupils. • Visual timetables in all rooms. • Multisensory storytelling approach. • Effective use of ICT across the curriculum.		children with sensory needs.

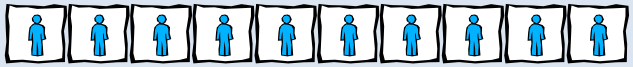
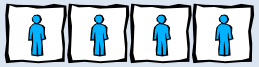
5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• 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. • School buddies system. Our current buddy classes are Apple and Cherry, Oak and Beech, Maple and Conkers. • Regular PSHE.	• 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 groups • Draw and talk interventions	• 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 when needed • Communication aids as advised by professionals • Sensory aids as advised by professionals (e.g. wobble cushions, fidget toys, chew toys)

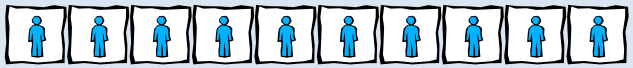
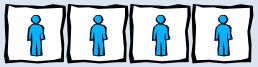
6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• 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 CPOMS 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. A variety of school clubs on offer for EYFS, KS1 and KS2 each week • Mrs Sarah Kriskovic is the Healthy Schools Co-ordinator. • Swimming lessons for Key Stage Two children.	• 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	• 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 • Lostwithiel school are beginning staff training to become a Trauma Informed School

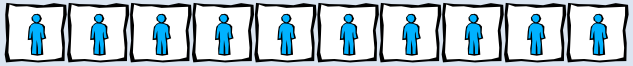
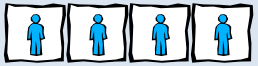
7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• 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 coach leading play during play and lunch breaks • Year 6 stay safe mentors and play leaders	• Buddies for vulnerable pupils. • Social stories and social skills groups.	• Social stories are used to support individual pupils. • Support provided to enable a child to take part in extracurricular clubs.

8. The physical environment

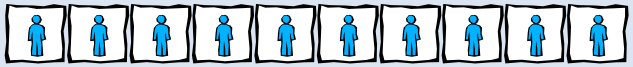
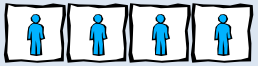
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Access Plan in place and is revised regularly. • All areas of the school are accessible to everyone including those pupils with SEND. • There 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.	• Quiet activities available to all children at break times. • A number of named adults who are trained in positive handling. • Sloping desk stands are available for table tops. • Various sensory resources available. • Quiet areas in class rooms can be provided when necessary.	Specialist equipment encourages pupils to be independent.

9. **Transition from year to year and setting to setting**

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• We have strong links with Lostwithiel Preschool situated on site. The children visit school regularly throughout the year before they start. We have close links with staff and share training when appropriate. • School staff visit other feeder nurseries and preschools to observe children and discuss their needs if children have not attended Lostwithiel Pre-school. We have a meeting for new reception parents during the summer term. • We liaise with local secondary schools throughout the year and children in KS2 visit for a variety of sessions across the curriculum. • Secondary staff attend statement/EHC plan annual reviews. They visit pupils and staff early in the summer term to aid transition. • Pupils in year 6 attend their secondary school for transition activities.	• Additional visits are arranged for pupils who are particularly vulnerable at transition within school and with external transition. • Additional arrangements e.g. transition booklets.	• SENDco attends all annual Statement/EHC Plan reviews. • SENDco meets children, parents and key workers prior to transition days. • SENDco observes children in previous educational establishments prior to transition. • Individual transition visits with support staff • Meetings with parents and colleagues from other settings.

• 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 a handover for every child at the end of the year. We timetable meetings at the end of the summer term		

10. The SEND qualifications of our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community 	To enable targeted support and provision 	To enable specialist, individualised support and provision 
• Safeguarding Training updated September 2019 • First Aid training for all staff • SENDCO in training for National award for Special Educational Needs	• Singapore Maths training Sept 2016, Sept 2017, Oct 2017 • THRIVE training cascaded to all staff Autumn 2017 • Team Teach training Oct 2016 • Fun Fit training June 2017 • Read, Write Inc intervention training November 2017	• SENDCO is beginning Trauma Informed Schools training

11. 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 cpntr.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	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.
	after a period of intervention has taken place in school and at home.	
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 children with behavioural difficulties.	Please contact Ms Simmonds or Mrs Kriskovic for more information as referrals can only be made through school.
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

EARLY HELP HUB	This is a free service run by Cornwall Council and is open to all. They will offer free advice and sign posting for any issues or concerns relating to children's wellbeing.	https://www.cornwall.gov.uk/earlyhelp Telephone: 01872 322277
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability.	https://www.cornwallsendiass.org.uk/ Telephone: 01736 751921
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	http://www.schoolnurseteamcornwall.org/

12. Pupil progress

Teachers assess and record children's progress every term. This information is shared at pupil progress meetings with the Senior Leadership Team. The SENDCo tracks the progress and attainment of children with SEND and this information is shared with the governors. Individual Education Plan (IEP) objectives are set with parents and reviewed termly at parent's meetings, annual reviews or Team Around the Child (TAC) meetings.

13. How we know how good our SEND provision is

The effectiveness of provision is measured in a range of ways. Data is collected from the class teachers about progression in reading, writing and numeracy. Individual Intervention programmes have their own assessments that are carried out to track the children's progress. The SENDCo has provision maps for each class that map the provision for each child. These are reviewed each term.

14. If you wish to complain

Should anyone be unhappy with any aspect of the school then it is important that the school learns about this. In the first instance we would very much encourage parents to talk to their child's class teacher. Any continuing concerns will be passed on to the SENDCO or the Head teacher, who would meet with the parent. If there are still concerns that cannot be resolved, then parents would be given a

copy of the school's complaints procedure if they wish to register a formal complaint. For further information, see the Complaints Policy which is available on the school website.

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: SEND Local Offer

Answers to Frequently asked Questions

1. How do people in school know if a pupil needs extra help?

All children at Lostwithiel School are closely monitored and teachers will discuss any concerns that they may have with parents at the earliest opportunity. Children's levels of academic attainment are closely tracked and monitored. This information is then used to identify any children that are in need of additional support. Teachers will initially discuss any concerns that they may have with parents. The school operates a graduated approach following the guidance within the SEN code of practice. If concerns are raised about a child, then class based interventions and support will be put into place by the class teacher. The impact of this support and intervention will be monitored by the class teacher and may be sufficient to help the child maintain progress. However, if the child remains a concern and insufficient progress is made then the child will move to 'SEN support' and will be placed on the school Record of Need (RON). Assessments to identify particular needs may then be undertaken and the child will have a provision map, with targets set and discussed with the class teacher, parents/carers and SENDCO. If the child still makes insufficient progress then the SENDCo may make a referral to external agencies for further support such as; Speech and Language, Educational Psychologist, Occupational Therapy, Dyslexia Support,etc. Reports and advice from these professionals will help to direct support in school and at home. If the child is still having difficulties at this stage and is not making expected progress it may be appropriate to apply for an 'Education, Health and Care Plan' (ECHP). This plan is developed from the advice of external professionals; objectives and provision are listed to ensure that the child has the most effective medical, educational and communicative support to achieve success.

Some children may transfer to us with identified needs. The child's previous school will forward any information on assessment and provision for the child so that we can ensure that we continue to support the child within our setting.

2. What should I do if I think my child may have special educational needs?

If a parent has concerns about their child, then they should discuss these with their child's class teacher in the first instance. The SENDCO may then become involved, meeting with parents and making observations of the child in school. The school runs an open door policy so parents can make appointments to speak to teachers and ask at reception to see the SENDCo (Special Educational Needs and Disability Co-ordinator) at any time.

3. Who is responsible for the progress and success of my child in school?

The school governors are responsible for the progress and attainment of all the children although they delegate this responsibility to the head teacher. They receive collated and anonymised data about the progress of groups of children and hold the Head teacher to account for how good this is, in comparison to nationally similar groups of children.

4. How is the curriculum matched to my child's needs?

This will depend upon the level of and type of need your child has. But the curriculum may be differentiated, a variety of ways of recording work and understanding may be used, extra support or intervention may be provided or additional resources may be used. There are times when children may need to work in an intervention group or and in some instances where needs are greater then 1:1 support may be provided.

5. How and who will the staff support my child?

It is the responsibility of the class teacher to plan for all the children in his/her class and he/she is also responsible for the overall assessment of their progress. Children are taught as a whole class, in small groups, partners or work independently. Some children may be taught with more individualised support from a teaching assistant. We believe it is important for children to work with a range of adults and although a key worker may be allocated to support a child with a Statement/EHCP we encourage children to work with every adult in their year group team.

6. How will I, and my child, know how well they are doing?

Parents can speak to the class teacher by appointment at any time during the school year to keep up to date with their child's progress. A report is sent home in the Summer term of each year and parent's evenings are run three twice a year. Parents of children who are on the Special Educational Needs Register will be invited into school every term to discuss their child's progress and to decide on targets after discussion with the class teacher. Regular Pupil and Teacher conferencing ensures that pupils know how they are doing and able to contribute to their next steps / targets

7. What support is there for my child's overall wellbeing?

Lostwithiel School takes the wellbeing of its pupils very seriously and work closely with parents to ensure this. Staff form strong relationships with pupils which provides a strong supportive network which enables pupils to voice concerns. There is a strong focus on teaching children emotional literacy and how to manage and respond to feelings. In addition, there are a range of interventions which may be used to provide additional support should we agree this is needed such as draw and talk. If additional support is needed referrals can be made to a range of agencies.

8. How do I know that my child is safe in school?

All adults working with children are CRB cleared (background checked) and have Safeguarding training. There are up to date policies on all areas related to health and safety in school and these are available on the school website or on request. Ms Simmonds is the Safeguarding Lead and Mrs Webber is the Safeguarding Deputy Lead in school. There are members of staff who are first aid trained and the school site has regular safety inspections as does all electrical equipment. Any trips or visits are risk assessed prior to departure and the school educational visits policy is followed.

9. How is my child included in activities outside the classroom including school trips?

As Lostwithiel School is a fully inclusive school all children participate in whole school, curriculum and off site activities. The extent to which each child participates and levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part. All trips are risk assessed and children with special educational needs and/or disabilities will have personalised risk assessments as required.

10. How accessible is the school environment?

The school has disabled toilets and ramps for wheelchair access.

11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

As children move through the school, time is set aside for teachers to share information about their classes. This ensures all children's needs and any additional provision that may be required is shared as the child move on. As children enter Year 6 a programme for Transition is put into place. Many local Secondary schools offer 'taster days' as well as additional transition opportunities for more vulnerable children. The SENDCo from Lostwithiel School will meet the SENDCos from the local Secondary schools to discuss the needs of individual children. For children with Statements/ECHPs the SENDCo will raise the subject of secondary transition at the Year 5 Annual Review meeting so that parents can think about the most appropriate provision for their child and start looking for a secondary school. Once the child is in Year 6, meetings are arranged with the transferring secondary school and individual transition plans are developed where needed. Some children may need regular visits to their new school. They may need to take pictures and ask questions before they feel comfortable with the move. We aim to support children individually to ensure that their transition is successful.

12. How are the school's resources allocated and matched to pupils' special educational needs?

The school receives funding to deliver education to all children. Where additional support is necessary, resources are provided where possible. If a child has profound and multiple needs the school can apply for top up funding, via an Education Health Care Plan from the SEN Provision and Assessment Team.

13. How is the decision made about what type and how much support each pupil receives?

The type and level of support your child receives will be based upon what your child needs in order to overcome barriers to learning and make appropriate progress. Decisions will be based on our knowledge of your child, consultation with the parents/carers and any advice available from outside professionals.

14. Who can I contact for further information?

You can contact your child's class teacher, the Head Teacher Natalie Simmonds or the SENDCO Mrs Sarah Kriskovic.