



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




September 2024

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 all children to succeed; however, there are times when individual children may need additional support to overcome barriers to learning. Our staff are trained to recognise and plan for Special Educational needs and support children in overcoming barriers to achieve their potential. We appreciate that not one size fits all, so we tailor additional support to each individual child.


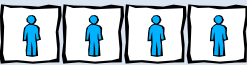

**Name of the Special Educational Needs/Disabilities Coordinator: Sarah Kriskovic**  
**Contact details: [lostwithielsenco@los.celtrust.org](mailto:lostwithielsenco@los.celtrust.org)**  
**Telephone: 01208 872339**

## The levels of support and provision offered by our school




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

<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"> <li>• The views and opinions of all pupils are valued</li> <li>• Pupil voice is heard through: Pupil conferencing, questionnaires and each class has 2 representatives on the School Council and a neurodiverse representative for the whole school</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with SEND are included in all consultation groups, including the school council.</li> <li>• Additional provision is developed in light of pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the needs and views of the pupil.</li> <li>• Pupil's views are an integral part of TAC meetings, SEND reviews and the development of EHC Plans.</li> <li>• Pupils play a central part in reviewing APDRs (Assess Plan Do Review) and setting new targets.</li> <li>• Documentation is presented in a format that is accessible to the pupil</li> </ul>


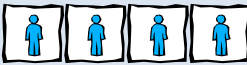

## 2. Partnership with parents and carers

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"> <li>• We work in partnership with all parents and carers.</li> <li>• The parents/carers of all pupils are invited to attend parent/carer consultations.</li> <li>• 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.</li> <li>• Parents/carers are encouraged to contact class teachers initially with any concerns.</li> <li>• Written reports are sent home once a year</li> <li>• There is a Home / School agreement in place</li> <li>• Class Dojo is used to communicate with parents</li> <li>• Parents are encouraged to volunteer in school for example, support on school trips.               <ul style="list-style-type: none"> <li>• The school hosts regular events where parents/carers are invited in to share their pupils' learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Parents are informed if their child is placed on the Record of Need (RON) and as a result is receiving additional support.</li> <li>• Parents are able to contact the SENDCo – Mrs Kriskovic at any time to arrange a meeting to discuss concerns.</li> <li>• Early reading and maths parent workshops are offered to parents and carers regarding supporting their young person at home</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and carers are supported in attending and are actively involved in all TAC meetings and SEND reviews.</li> <li>• All documentation is presented in a format that is accessible to individual parents.</li> <li>• Home/school link books are used for individual children when appropriate</li> <li>• Individual home/school target charts are used for individual children when appropriate</li> </ul>




### 3. The curriculum

<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"> <li>• All students, regardless of their ability, have full access to the curriculum.</li> <li>• Progress of all students is measured on a regular basis and summative assessments are monitored through pupil progress meetings every term.</li> <li>• Assessments are used to identify pupils who need specific interventions.</li> <li>• Our curriculum caters for all learning styles and the children participate in weekly outdoor education for meaningful learning in our forest school areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention programmes and additional support in class is offered to small groups of children, based on assessment and need</li> <li>• The progress of students taking part in intervention groups is measured on a regular basis.</li> <li>• The intervention packages are adapted in light of pupil progress meetings.</li> <li>• Small group intervention might include: English, Read, Write Inc, phonics, reading, comprehension, spelling, writing, handwriting, Maths, Speech and Language, Social skills, Fine motor skills, Gross motor skills and Fun fit.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate.</li> <li>• An individualised curriculum is planned for some pupils in some areas of the curriculum based on their specific needs.</li> </ul>




## 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 
<ul style="list-style-type: none"> <li>• Lessons are carefully planned to cater for different learning styles.</li> <li>• 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.</li> <li>• Learning objectives are shared, displayed and discussed at the start of every lesson.</li> <li>• Success criteria are used and may be differentiated at times.</li> <li>• Shared reading/writing and modelled reading/writing/maths is used to support all children.</li> <li>• Pupil's work is regularly marked with next steps identified according to the school marking policy.</li> <li>• Working walls are used to display key vocabulary and key terms to support learning.</li> <li>• On-going assessment of pupil's progress and attainment using the PIRA and PUMA Rising Stars assessments, Accelerated Reader Star tests and SATS papers for Y6 pupils</li> <li>• Analysis of pupil progress for whole school</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers, Teaching Assistants and the SENDco share information to ensure that pupils with SEND have targeted support and provision.</li> <li>• Teaching Assistants/ Teachers work with small groups to ensure understanding, facilitate learning, foster independence and work on APDR targets</li> <li>• Teachers and Teaching Assistants support all ability levels within the class across the week.</li> <li>• Pre-teaching of vocabulary and pre-reading of texts for small groups where appropriate</li> <li>• Special examination arrangements are made for internal and external tests (readers, scribes etc.)</li> <li>• Independent pupil learning can be supported by the use of technology, such as laptops and iPads.</li> <li>• Alternative ways of recording are used for small groups</li> <li>• Analysis of pupil progress for specific groups alongside intervention data</li> </ul>	<ul style="list-style-type: none"> <li>• APDRs reviewed and new provision outlined each term specifying focuses for learning</li> <li>• Support from specialist professionals.</li> <li>• Support from specialist professionals and multi-agency meetings to review areas of difficulty and levels of support.</li> <li>• Individualised learning intervention programmes to ensure progression against personalised targets.</li> <li>• Daily contact with parents if necessary.</li> <li>• Individual timetable and activities.</li> <li>• One-to-one support is in place for pupils who need more intensive support. (e.g. RWI targeted intervention, maths fluency)</li> <li>• Individual provision is made for children with sensory needs</li> <li>• Alternative ways of recording are used for individuals</li> <li>• Analysis of pupil progress for individual pupils alongside APDR targets</li> </ul>




## 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 
<ul style="list-style-type: none"> <li>• Visually labelled and organised classrooms.</li> <li>• Adult modelling of expectations and interactions.</li> <li>• Whole school rewards and behaviour policy.</li> <li>• Consistent routines and behaviour expectation, following the Lostwithiel Way</li> <li>• Classroom monitors with specific responsibilities.</li> <li>• Independent work opportunities for all children</li> <li>• Peer and self-assessment techniques taught to all children</li> <li>• Visual timetables in all rooms.</li> <li>• Widget (visual) vocabulary used for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Adapted learning resources and scaffolds in writing are used for small groups of children to access whole class learning independently</li> <li>• Small groups have additional visual support such as task cards, prompt cards, sentence starters to access whole class learning independently</li> <li>• Modelling and overlearning in small groups to reinforce concepts needed to access whole class learning independently</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised task boards and timetables are in place to support independence.</li> <li>• Teaching assistants working 1:1 with pupils aim to develop pupil independence.</li> <li>• Intimate care plans following advice from professionals when needed</li> <li>• Communication aids as advised by professionals</li> <li>• Sensory aids as advised by professionals (e.g. wobble cushions, fidget toys, weighted blankets)</li> <li>• Pupils have personalised equipment to help them to learn such as sensory seat pads, coloured overlays, laptops with dictation capabilities.</li> </ul>

## 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 
<ul style="list-style-type: none"> <li>• Positive learning environment with excellent staff role models.</li> <li>• Jigsaw PSHE curriculum taught weekly to all children</li> <li>• Mental health and wellbeing taught in PSHE and forest schools weekly for all children</li> <li>• PE and healthy lifestyle choices are taught to all children weekly</li> <li>• Healthy snacks and lunches are in place</li> <li>• Incidents of adverse behaviour or wellbeing concerns recorded on CPOMS which are analysed and support given where necessary</li> <li>• First aid trained staff on duty and available for all students throughout the school day</li> <li>• Lunch time and After school clubs. A variety of school clubs on offer for EYFS, KS1 and KS2 each week</li> <li>• Mrs Sarah Kriskovic is the Healthy Schools Co-ordinator.</li> <li>• Swimming lessons for Key Stage Two children.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased time allocated to emotional development and understanding for some groups of children</li> <li>• ELSA interventions for small groups</li> <li>• Educational Mental Health Practitioner (EMHP) interventions for small groups of children</li> <li>• Enhanced supervision at playtimes for small groups of children to support cooperative play</li> <li>• Nurture provision for small groups of children</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Risk Assessments for children who need additional support</li> <li>• Increased joint working between parents, school and multi-agencies</li> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse</li> <li>• Additional support for pupils can be requested from a range of external agencies.</li> <li>• Pupils with specific medical conditions have individual health care plans, detailing medical support in school</li> <li>• Individual Draw and Talk interventions</li> <li>• Individual Social stories programmes</li> <li>• 1-1 EMHP sessions for individual children</li> </ul>

## 7. Social Interaction opportunities


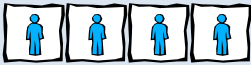

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All pupils have opportunities for social interaction regardless of need.</li> <li>• All pupils are part of a class with named class teacher/s</li> <li>• All pupils are invited on trips, visits and enrichment opportunities</li> <li>• All pupils have opportunities to attend a range of extra-curricular clubs.</li> <li>• Oracy skills are taught to all pupils oracy is an integral part of all teaching and learning opportunities</li> <li>• Year 6 stay safe mentors and play leaders</li> <li>• Weekly forest school sessions provide opportunities for social interaction and collaboration with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture groups</li> <li>• ELSA groups</li> <li>• Small groups for supported play for children who need adult led social interaction</li> <li>• School clubs for social interaction on shared interests, such as eco- club, Team 12 and Sewing club</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories are used to support individual pupils.</li> <li>• 1-1 adult led play for children who need targeted provision for developing social interaction skills</li> <li>• 1-1 support from the ASD team</li> <li>• Individual support provided to enable a child to take part in extracurricular clubs.</li> </ul>






## 8. The physical environment

<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"> <li>• Accessibility Plan in place and is revised annually and according to need.</li> <li>• All areas of the school are accessible to everyone including those pupils with SEND.</li> <li>• There is wheelchair accessibility to classrooms.</li> <li>• There are 4 disabled toilets on site.</li> <li>• The site manager works alongside the SENDCo to ensure accessibility is maintained throughout the year</li> <li>• Annual Safeguarding Audit to ensure physical environment is safe for all and protocols are in place</li> <li>• Annual Health and Safety Audit to ensure physical environment is safe for all and protocols are in place</li> <li>• A culture of positive behaviour is followed throughout the school</li> <li>• The Lostwithiel Way- Ready, Respectful, Safe- is followed throughout the school</li> <li>• Stimulating external play areas across the school</li> <li>• All pre-school and KS1 children have access to outdoor play equipment, sand and water play, hard standing play areas, grassed areas and the Amazon climber</li> <li>• All KS2 children have access to outdoor play equipment, hard standing play areas, grassed areas and the Amazon climber</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet activities available to smaller groups of children at break times.</li> <li>• Sloping desk stands are available for table tops.</li> <li>• Various sensory resources are available for targeted group work</li> <li>• Nurture room is available for sensory play for small groups</li> <li>• All classrooms have a quiet book corner for small groups to read</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCO will liaise with external support agencies to have specialist equipment on site for individual children</li> <li>• 1-1 adult led sensory play for children when needed</li> </ul>

## 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"> <li>• Tiny Trees Preschool is situated on site and is part of the school. The children visit school regularly throughout the year before they start.</li> <li>• Early Years SENDCo and school SENDCo liaise regularly</li> <li>• School staff visit other feeder nurseries and preschools to observe children and discuss their needs</li> <li>• Meetings for new reception parents during the summer term.</li> <li>• Stay and Play sessions for new reception intake</li> <li>• Transition events with local secondary schools throughout the year and children in KS2 visit for a variety of sessions across the curriculum.</li> <li>• Transition meeting between school staff for year to year transitions</li> <li>• Transition meetings between Y6 staff and secondary staff for setting to setting transition</li> <li>• Transition week for all children in the summer term for year to year transitions</li> <li>• Meet and Greet parent sessions in transition week for all parents meet child's new teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Additional visits are arranged for groups of pupils who are particularly vulnerable at transition within school and with external transition.</li> </ul>	<ul style="list-style-type: none"> <li>• SENDco leads annual EHC Plan reviews.</li> <li>• SENDco meets children, parents and key workers prior to transition days.</li> <li>• SENDco observes children in previous educational establishments prior to transition.</li> <li>• Individual transition visits with support staff</li> <li>• Additional meetings with parents and colleagues from other settings for individual according to complexity of need</li> <li>• Secondary staff attend EHC plan annual reviews for Y6 children</li> <li>• They visit pupils and staff early in the summer term to aid transition.             <ul style="list-style-type: none"> <li>• Individual transition booklets</li> </ul> </li> <li>•</li> </ul>

## 10. The SEND qualifications of our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Safeguarding Training updated September 2024</li> <li>• First Aid training for the majority of staff 2023</li> <li>• Updated First Aid training for key staff 2024</li> <li>• SENDCO has completed the National Award for the coordination of Special Educational Needs</li> <li>• Early Years SENDCo has Early Years SENDCo qualification</li> <li>• All staff receive termly SEND training , delivered by SENDCo, subject leads or external agencies</li> <li>• SENDCo attends termly CELT SEN conferences</li> </ul>	<ul style="list-style-type: none"> <li>• All staff: Singapore Maths training Sept 2016, Sept 2017, Oct 2017</li> <li>• All staff: THRIVE approach Autumn 2017</li> <li>• KS1 staff: Fun Fit training June 2017</li> <li>• KS1 staff: Read, Write Inc intervention training November 2017</li> <li>• All staff: Write Stuff Training 2022</li> <li>• All staff: Maths Fluency training September 2024</li> <li>• KS2 staff: Opening Worlds Training September 2024</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA individual training: Lisa Latham 2018</li> <li>• Draw and Talk individual training: Jennie Tiddy, Charlene Rule, Barbara George 2021</li> <li>• Senior Mental Health Leadership individual training: Sarah Kriskovic 2023</li> <li>• TIS practitioner training 2018: Elaine Badger</li> </ul>

## Services and organisations that we work with:

Service/organisation	What they do in brief	Links to websites and 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.	<a href="#">Children's speech and language therapy   Cornwall Partnership NHS Foundation Trust</a>
Educational Psychologist	An 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.	<a href="#">Educational Psychology - Cornwall Council</a>
Autism in School Team	The AST offer online support, advice and signposting to parenting courses. They can work with individual children or groups of children through school referrals.	<a href="#">Autism in Schools Team - Cornwall Council</a>
Cognition and Learning Service	The C and L team offer online support and advice for children with a range of learning difficulties, such as dyslexia. They can observe and offer bespoke support for individual children through school referrals.	<a href="#">Cognition and Learning Service - Cornwall Council</a>
CAHMS (Children and Adolescent mental health service)	CAHMS offer support to children to have complex mental health needs. A referral is needed by home, school or the school nurse to access individual support or assessment.	<a href="#">Child and Adolescent Mental Health Service (CAMHS)   Cornwall Partnership NHS Foundation Trust</a>
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.	<a href="#">Early help - Cornwall Council</a>
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.	<a href="#">Home - SEND IASS - Cornwall</a>
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	<a href="#">School Nursing - Cornwall Council</a>

## 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. APDR objectives are set with parents and reviewed termly at parent's meetings, annual reviews or Team Around the Child (TAC) meetings.

## SEND data

The effectiveness of provision is measured in a range of ways. Data is collected from the class teachers about progression in reading, writing and maths. Individual Intervention programmes have their own assessments that are carried out to track the children's progress. The SENDCo monitors assessment data for children on the Record of Need. Targets set on APDR documents are reviewed by the class teacher, SENDCo and parent/carer each term.

## 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](#)**