

1. What types of Special Educational Needs does CORNERSTONE provide for?

CORNERSTONE Trust comprises four mainstream primary schools with a fully inclusive SEND policy. As such, CORNERSTONE will:

- distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- identify barriers to learning using their knowledge and understanding of the following primary areas of need;
 - **Communication and interaction**
 - **Cognition and learning**
 - **Social, emotional and mental health difficulties**
 - **Sensory and/or physical needs**
 - **Medical**

The Trust has a Head of Children's Services (SENDCo) and a SEND team including SENCOS, a speech and language therapist and school nurses.

2. CORNERSTONE policies for the identification and assessment of pupils with special educational needs.

In addition to the above mentioned team, the provision for children with SEN is overseen by the SEN Trustee.

Through this provision, CORNERSTONE:

- monitors the progress of all pupils; formal assessment of academic levels, use of additional assessments to identify specific learning difficulties, including literacy difficulties, language and/or speech difficulties, other curriculum difficulties, social and/or emotional difficulties and medical needs. Monitoring and assessment of children's progress and wellbeing takes place by all staff who report to the SENDCos and parents.
- Teachers meet termly with their SENDCo to maintain a consistent assessment process, review progress and plan and review support and intervention packages.
- uses a range of appropriate screening and assessment tools to identify needs, including GL reading, spelling and cognitive profile assessments, Progress Tests in Maths and English, PASS (Pupil Attitudes to Self and School) assessments, Language Link assessments, dyslexia and dyscalculia screeners. More specific screening assessments are used if concerns are identified.

- when appropriate, seeks advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Devon County Council SEN support services etc. in order to gain a better understanding of a pupil's needs with support from Devon County's 0-25 SEN team where necessary or family support through the Right for Child Early Help process.
- informs parents/carers when they are making Special Educational Provision for their child and parents/carers are able to provide feedback on provision at parents' evenings and ongoing throughout the term via arranged meetings or phone calls or emails
- identifies the nature of each pupil's SEN needs. Each child with SEN will have an SEND Support Plan or EHCP outlining needs, support, progress and outcomes.
- regularly reviews the SEND register

3. CORNERSTONE's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans

CORNERSTONE will:

- Review and update the school SEND policy annually
- Review staff expertise through classroom observations, linking to appraisal/performance management systems
- Evaluate quality of provision through rigorous analysis of pupil progress including work analysis, assessment data and pupil observations
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils through the use of targeted provision maps which include assessment data and targets /outcomes
- Review attendance and exclusion data for SEND pupils
- Monitor the impact and success of specific interventions
- Have a well-designed and comprehensive school improvement plan that accounts for specific development of SEND provision and addresses any areas of weakness
- Provision is discussed with the SEND and Leadership Team and is consistent across the Trust, including targeted and specialist provision whether supported with an SEND Support Plan or 0-25 SEN Team Local Authority led Education, Health and Care Plan. (EHCP).

CORNERSTONE's arrangements for assessing and reviewing the progress of pupils with special educational needs;

CORNERSTONE:

- Consults and works with parents and pupils
- Tracks and monitors pupil progress on a regular basis and shares this at termly parents' evenings and in the annual school reports
- Establishes and reviews 'additional to' or 'different from' provision in response to current need

- Identifies key outcomes for individual pupils and develops clear steps to achieve these
- Ensures robust use of school data to identify, monitor and respond to progress of pupils with SEND
- Ensures reliability of data gathered through triangulation of evidence, including work analysis, discussion with pupil/staff, observations, assessments and PASS questionnaires
- Have clear monitoring processes in place, including scrutiny of pupil books and work analysis
- Ensures that every teacher is responsible for pupil progress in his/her own class, and that this information feeds into wider school processes that monitor pupil progress effectively
- Ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions
- Regularly evaluate progress towards personalised targets with the pupil either with the class teacher or assigned individual adult mentors

The schools' approach to teaching pupils with special educational needs;

CORNERSTONE will:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs (ordinarily available provision).
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision required for the pupil needs
- Make appropriate use of the resources
- Identify early a pupil's lack of progress and review individual needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the adapted curriculum
- Adapt lessons to match the pupil's level of learning as part of the school's universal provision
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based

- Refer to the Devon Graduated Response documents for support to tailor provision to need.
- Where and when needed, seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning

How the school adapts the curriculum and learning environment for pupils with special educational needs;

CORNERSTONE will:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs
- Make appropriate use of the resources
- Identify early a child or young person's lack of adequate progress and review their needs.
- Adapt lessons to match the pupil's level of learning
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon Graduated Response document for support to tailor provision to need.
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;

CORNERSTONE will:

- Carry out their duties under the Equality Act 2010
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each child or young person by supporting their access to enriched and extra-curricular activities
- Monitor SEND pupils' engagement with extra-curricular activities
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND, with necessary support plans
- Offer a wide range of opportunities in all areas of the curriculum

Support that is available for improving the emotional, mental and social development of pupils with special educational needs

CORNERSTONE will:

- Employ school nurses to provide whole school class RSE teaching, 1:1 sessions, parents and staff CPD as necessary, eg run Timid to Tiger (parenting the anxious child) course, attachment and mental health and wellbeing training for all staff
- Promote the health and wellbeing of each child or young person by supporting their access to EH4MH advice and enriched and extra-curricular activities
- Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse by training staff regularly in monitoring and reporting concerns
- Be alert to other events such as bereavement and bullying
- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development
- Use the Early Help Pathway

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

The Trust's Head of Children's Services (SENDCo) is Teresa Cavallo. She can be contacted at teresa.cavallo@tcat.education or on the usual schools' telephone number 01392 304040. Teresa Cavallo is available Tuesday to Thursday.

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.

CORNERSTONE will:

- Regularly audit and review staff training needs and provide relevant training to develop whole school staff's understanding of SEND and strategies to support inclusion and high-quality teaching
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs.
- Provide staff with information about effective strategies to use within their class
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledge the key role of the Special Educational Needs Co-ordinator (SENDCO) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure that a SENDCO is on the Leadership Team
- Ensure the SENDCOs have completed the National Qualification for SEN Coordination
- Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need

- Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book / work scrutiny and pupil observations

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

CORNERSTONE knows that parents know their children best and it is important that we, as professionals listen and understand when parents express concerns about their child's development. CORNERSTONE will also listen to and address any concerns raised by children themselves.

CORNERSTONE provides an annual report for parents on their child's progress.

CORNERSTONE also holds a Curriculum Evening, three Parents' Evenings and an Open Evening throughout the year. In addition to this, the school has an 'Open Door' policy and parents can chat informally about their child's progress before or after school but are encouraged to make a formal appointment with the teacher or SENDCO should they wish to discuss concerns they have.

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

It is important that all professionals listen, understand and address any concerns raised by children themselves.

CORNERSTONE will:

- Make arrangements for providing children, their parents, and young people with SEND or disabilities with advice and information about matters relating to SEN and disability on their website or at school via the SENDCO
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Ensure pupils are aware of the planned support and interventions
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress
- Encourage the active participation of the pupil

8 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 the provision made at the school.

In the first instance, parents should talk to the Leadership Team and if necessary the Trustee responsible for SEND, Mr Ken Dyson.

9 CORNERSTONE's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

CORNERSTONE will:

- Ensure the SENDCOs work with the parents and the feeder/next school SENDCO
- Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches
- Make arrangements for providing children with SEN or disabilities, and their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Develop an appropriate person-centred planning approach to all transitions between schools or key stages; the pupil and family should be at the heart of the planning process.
- Begin transition planning as early as required. This may include additional visits, photos, activities with a visiting teacher pre-transition
- Establish clear links with the receiving or feeder school or setting.

10 Local Authority SEND Offer:

Information is available on the school website www.tcat.education or you can link directly to: www.devon.gov.uk/send