

Cornerstone Academy Trust currently run Broadclyst Community Primary School and Westclyst Community Primary School and Yeo Valley Primary School. The Trust is soon to open Monkerton Primary School (2020). This is the Trust wide SEND information report, but individual schools may be identified as some processes and procedures will be individual to each school.

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

CORNERSTONE are mainstream settings 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**
- These may be further categorised under the following:

SPLD	Specific Learning Difficulty (this may include Dyslexia, Dyspraxia Dyscalculia)
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound and Multiple Learning Difficulty
SEMD	Social, Emotional and Mental Health Difficulties
SLCN	Speech, Language and Communication
ASD/C	Autistic Spectrum Disorder/Condition
VI	Visual Impairment
HI	Hearing Impairment
MSI	Multi-Sensory Impairment
PD	Physical Difficulty
OTH	Other Difficulty / Disability

In consultation with parents, the SENDCO will decide whether SEN support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

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

CORNERSTONE employs a SENDCo, Miss Teresa Cavallo, Tuesday to Thursday with no teaching commitment. CORNERSTONE also employs additional school nurse time for four full days a week and additional Educational Psychology and Speech and Language time, every week in order to assist with the identification of needs and strategies for supporting children identified with SEN. The role of the SENDCO and provision with children for SEN is overseen by the SEN Governor, Mr Ken Dyson.

Through this provision, CORNERSTONE:

- monitor the progress of all pupils; formal assessment of academic levels, use of additional assessments to identify specific difficulties, including reading, language, speech difficulties. Monitoring and assessment of children's progress and wellbeing takes place by all staff who report to the SENDCO and parents.
- Teachers meet termly with the SENDCO to maintain a consistent assessment process, review progress and plan and review support and intervention packages.

CORNERSTONE:

- listens to the pupil
- listen to parent/carers' concerns through, informal discussion, parents' evenings, emails, phone calls and specifically arranged meetings.
- has a flexible, broad and enriched curriculum to ensure that all pupils are able to access a personalised approach appropriate to their age and ability.
- identifies barriers to learning using their knowledge and understanding of the four primary areas of need; as outlined above
- in consultation with parents, will decide whether SEND support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

In addition CORNERSTONE:

- pays regards to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches
- provides teaching and support staff with comprehensive guidance in relation to identification processes, including CPD and regular meetings with the SENDCO.
- has clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning. Parents first point of contact is the classteacher. The teachers will then complete an Initial Referral Form should they have concerns about a pupil's progress or wellbeing. The SENDCO meets each teacher formally each term. Referral forms are reviewed monthly and discussed with the full SEN Team (SENDCo, Head of Schools, Educational Psychologist, Speech & Language Therapist and in-house School Nurse). Further referrals, assessment or support are discussed and agreed at monthly SEND Team Meetings.
- 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, Babcock LDP 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.
- 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; sometimes a child or young person can have needs in more than one area which requires an individualised approach. Each child with SEN will have an individual Provision Map 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

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

CORNERSTONE:

- Consults and works with parents and pupil
- 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
- 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

The school's 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
- 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 in their delegated budgets to support children and young people with additional needs
- Identify early a pupil's lack of adequate 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 differentiated curriculum
- Differentiate 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 SEN Provision Matrices document for support to tailor provision and to provide an individualised support programme for pupils with more complex needs.
- 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 in its delegated budgets to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs.
- Differentiate 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 SEN Provision Matrices document for support to tailor provision to provide an individualised support programme for more complex pupils.
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

Additional support for learning that is available to 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 in their delegated budgets to support children and young people with additional needs

- Identify early a child or young person's lack of adequate progress and review their 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 differentiated curriculum
- Differentiate lessons to match the pupil's level of learning
- 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 SEN Provision Matrices document for support to tailor provision to provide an individualised support programme for more complex pupils.
- 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 them to access extra-curricular activities
- Monitor SEND pupils engagement with extra-curricular activities
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- 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 an on-site school nurse to provide whole school class teaching and 1:1 sessions as necessary
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEN pupils
- Review attendance and exclusion data for SEN pupils
- 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

- Be aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs
- Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Have in place clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils
- Regularly review their SEND, and behaviour policies
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, ie Student Voice
- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development
- Have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support

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 school telephone number. Teresa Cavallo is available Tuesday to Thursday. Emily Daniels is also SENDCo for BCPS and WCPS and Jim Green is SENDCo at YV. In the event of their absence, please contact one of the Leadership Team, Jonathan Bishop, Nina Rothery (BCPS, WCPS) or Chris Hall (YV).

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 the SENDCO is on the Leadership Team
- Ensure the SENDCO has 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
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

CORNERSTONE will:

- Make appropriate use of the resources in its delegated budgets to support children and young people with additional needs
- Use their best endeavours to make sure that a child with SEN gets the support they need
- Carry out their duty to make reasonable adjustments under the Equality Act 2010
- Pay regard to the criteria and understand the processes (My Plan, Early Help, EHCPlans) for accessing the additional funding that the Local Authority holds in its High Needs block to provide additional support for pupils with an exceptional level of need in Early Years settings and Primary Schools.
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Remain up-to-date with all statutory moving and handling training, where required.

7 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.

CORNERSTONE will:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability and are available at Curriculum Evening and on the school website.
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform parents when they are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEND
- Carry out annual reviews through an appropriate child-centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child, as appropriate, to discuss pupil progress
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice.
- Encourage the active participation of the child and their parent / carer

8 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
- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- 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
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, via Pupil Voice
- Encourage the active participation of the pupil

9 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 Governor responsible for SEND, Mr Ken Dyson.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

CORNERSTONE will:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Pay regard to the criteria and understand the processes for accessing additional funding and support through the Team Around the Family and Early Help processes, including those services provided by Health and Social Care

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Useful links are provided on the school website for parents. The presentation at Curriculum Evening and the school Open Evening provides a list of useful websites/agencies. Should parents have concerns about their child, they should, in the first instance talk to the class teacher. The SENDCO is also available to discuss concerns with parents and / or teachers. The Local Authority Local Offer and the School Website are provided at the end of this document.

12 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 SENDCO works 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. The DAF process will support the transition 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.
- Monitor the on-going transition process, building on previous assessments and reviews
- Carry out annual reviews through an appropriate person-centred planning processes
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Ensure that planning and provision takes into account the pupil's next phase of education or transition into adulthood and takes steps to prepare the pupil accordingly

13 Local Authority SEND Offer:

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