



SEND Information Report

Cornerstone Trust is committed to inclusive education by design, across its seven mainstream primary schools. This report explains what support the Trust can provide for children with special educational needs and disabilities (SEND), how needs are identified and reviewed, and how families and pupils are involved.

1. The needs we support

Cornerstone Trust supports pupils who can access a mainstream primary setting with high-quality teaching, reasonable adjustments, an adapted curriculum and, where needed, targeted or specialist provision. Support may relate to:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

The Trust has a Head of Children's Services (SENDCo) and a SEND team that includes school SENDCos, a Speech and Language therapist and School Nurses.

2. How needs are identified

Class teachers monitor every pupil's progress, attainment, participation and wellbeing. Where progress is slower than expected, staff review teaching, the learning environment and other possible barriers before deciding whether special educational provision is required.

Schools may use teacher assessment, observations, work review, pupil and parent views, GL reading, spelling and cognitive-profile assessments, Progress Tests in Maths and English, PASS, Language Link, and dyslexia or dyscalculia screeners. More specific assessment or advice may be sought from services such as Educational Psychology, CAMHS, Speech and Language Therapy, the Devon SEND Statutory Team or Early Help.

3. What Cornerstone Trust can provide

Support is matched to individual need through a graduated approach: assess, plan, do and review. It may include:

- high-quality, inclusive teaching and reasonable adjustments;
- adapted teaching, curriculum materials, classroom organisation and equipment;
- evidence-based small-group or individual interventions;
- personalised outcomes recorded in a Individual Support Plan (SEND Support Plan);
- equivalent provision to that specified in an Education, Health and Care Plan (EHCP);
- speech, language, health, wellbeing or mentoring support;

- advice from specialist services and support with referrals where appropriate;
- planned transition support between classes, schools and phases

The Trust will use its best endeavours to secure the provision required, within the resources and expertise reasonably available to a mainstream school. Where a pupil needs assessment or provision beyond the school's delegated resources, the school will work with the family and relevant agencies to seek additional support.

4. How support is planned and reviewed

The class teacher remains responsible for the pupil's learning and progress. Teachers and SENDCos meet regularly to review assessment information, classroom provision and interventions. The SEND register and individual plans are reviewed routinely.

Parents and pupils are involved in discussing outcomes and reviewing support either at parents' evening or additional SEND meetings. Progress is considered using assessment data, work, observations, attendance, participation, wellbeing and the pupil's and family's views. Provision is adjusted when it is not having the intended impact.

5. Access, inclusion and wellbeing

Pupils with SEND are supported to participate alongside their peers in lessons, physical activities, and trip opportunities. Schools make reasonable adjustments, monitor participation and work with families to address individual barriers.

Emotional and social development may be supported through trusted-adult mentoring, Reflect, school-nurse input, RSHE content, staff training, the Mental Health in Schools Team and Early Help. Schools maintain safeguarding procedures and respond to concerns such as anxiety, bereavement or bullying.

6. Staff expertise

Staff training needs are reviewed regularly. Training develops understanding of the four broad areas of need, inclusive classroom practice and evidence-based strategies. SENDCos provide professional guidance, contribute to leadership decisions and hold, or work towards, the required SENDCo qualification.

7. Working with parents, carers and pupils

Cornerstone Trust recognises that families know their children best. Parents and carers can raise concerns with the class teacher or SENDCo at any time and will be informed when special educational provision is made. Progress and provision are discussed through planned meetings, parents' evenings, annual reports and SEND reviews.

Pupils' views are gathered in an age-appropriate and accessible way. Pupils are helped to understand their strengths, needs, planned support and personal outcomes, and are encouraged to take an active role in decisions.

8. Transitions

For transitions between classes, key stages or schools, the SENDCo works with the pupil, family and relevant settings. Planning begins as early as needed and may include additional visits, photographs or visual information, transfer of successful strategies and liaison with specialist services.

9. Contacts

Contact

SEND team

Head of Children's Services (SENDCo)

Teresa Caval

SENDCos

Details

01392304040

SEND@tcat.education

teresa.cavallo@tcat.education

Sarah Thorn - sarah.thorn@tcat.education

Joe Foster — joseph.foster@tcat.education

Jim Green — james.green@tcat.education

Duncan Nelmes — duncan.nelmes@tcat.education

Laura Mercy — laura.mercy@tcat.education

Fay Wylie — fay.wylie@tcat.education

10. Concerns

Parents and carers should first speak to the class teacher who will follow the internal SEND process which includes initial discussions with Deputy, internal referral to SEND team, meetings with SENDCo and the creation of an Individual Support Plan if child is placed on the SEND register (requiring different or additional support to that which is provided as ordinarily available).

If the concern is not resolved, parent/carers may contact the Deputy/Head directly. Should a parent/carers wish to escalate a complaint, the CEO should be contacted, followed by the Trustee responsible for SEND, Mr Ken Dyson, via admin@tcat.education. Formal complaints are managed under the Trust's complaints procedure.

11. Further information

Trust information: www.tcat.education

Devon SEND Local Offer: www.devon.gov.uk/send

Devon Ordinarily Available Inclusive Provision: [Support for schools and settings](#)