

The Cornerstone Academy Local Offer:

In line with the recommendations from the DfE and the recent White paper publication, The Cornerstone Academy follows a graduated response in supporting students with SEND:



The Universal Offer:

All students have access to the following:

Staff who...	An environment that...
• Deliver Quality First Teaching • Are led by knowledgeable leaders (SENDCo and Deputy SENDCo) • Have had the following training: -ADHD training -ASC training -PACE+ training -Attachment training	• Is safe • Is respectful • Is inclusive • Is accessible to all • Offers opportunities beyond the classroom

Cognition and Learning	Communication and Interaction	Social, Emotional Mental Health	Physical and Sensory
• Broad and balanced curriculum • Sparx maths, English and Science set to ability via baseline assessment. • Homework club • Power Hour (KS4) • Morning intervention English and Maths (Year 11 only)	• Traffic light cards in planner • Consistent class format and cold calling approach in consistent use.	• Wellbeing ambassadors • Kindness champions • Clear routines and consistent behaviour policy • Assemblies and strong school values • Attendance support • Pastoral Support	• Seating plans taking into consideration sensory needs. • Use of visualisers • Accessible classrooms (the school building is on one floor).

Preparing for Adulthood
• Post-16 Careers advice • Support with work experience placement

Early Identification:

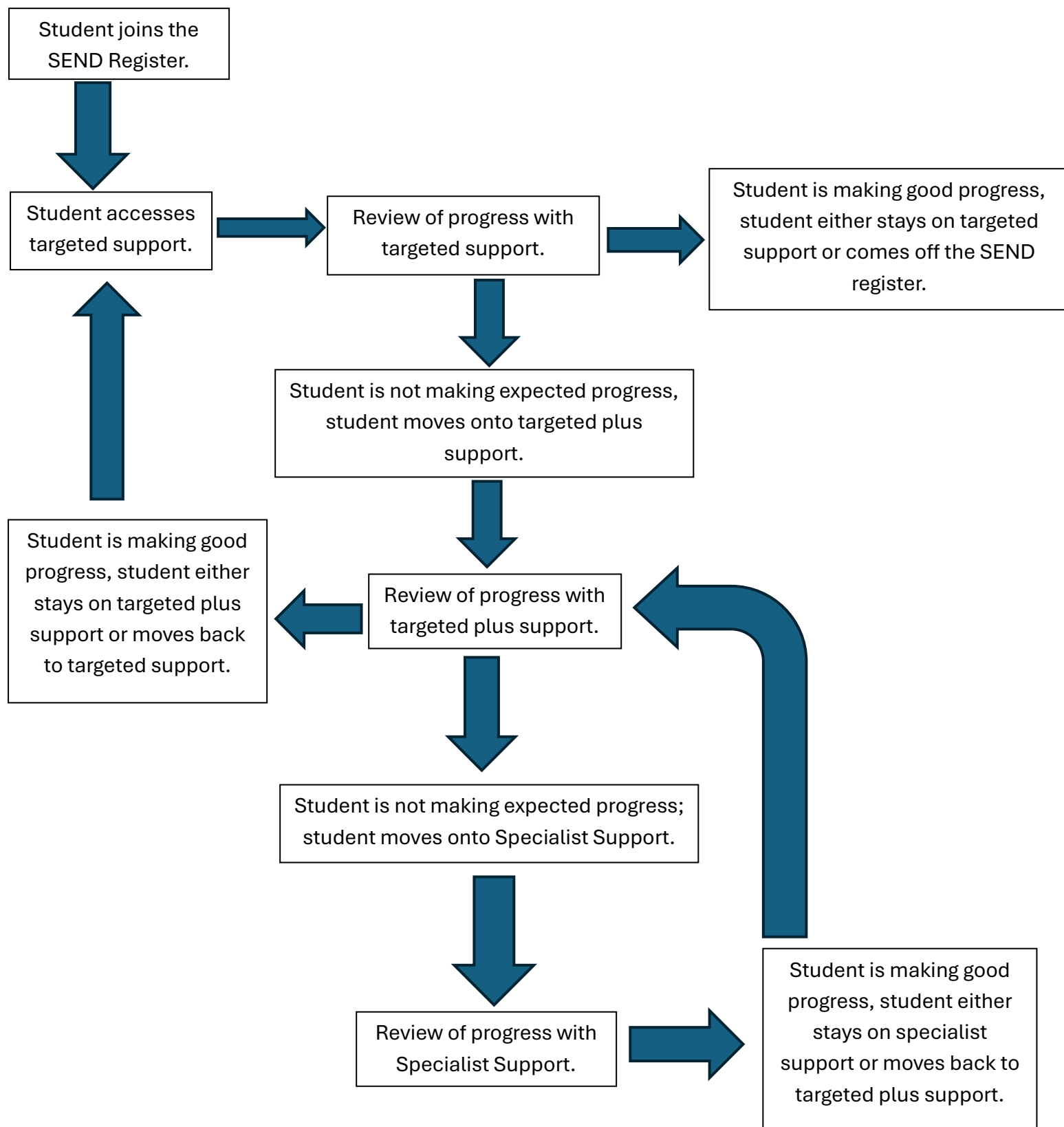
If a student cannot access the curriculum through the universal offer, the Cornerstone Academy will explore if the student should be added to the SEN Register. This information is gathered as follows:

Transition information	Staff Feedback	Assessments	Parent/ Guardian Feedback
- SEND documents from the previous school. - Transition meeting with the primary school - Attendance of Annual Review meetings at the previous school if the student has an EHCP.	- Staff observations within lessons - Twice termly Inclusion meetings with the SEND team and the Head of Year - Raising Achievements and Progress meetings after every exam series.	- NGRT test - Access Maths test - Lexonik baseline assessment - Dyslexia Screener - Dyscalculia Screener - ROAs (twice a year) - GCSE Mocks	- History of the child from birth. - Behaviours seen at home and not at school. - Evidence of parenting courses and the implementation of strategies learnt.

During this early identification stage, a conversation will be held with the family either in person, on the phone or via email to gather and share this evidence. From here it will be decided if the child either does not need to be on the SEND register, continuation of monitoring for the student or they are added to the SEND register.

Graduated Approach Assess, Plan, Do, Review:

Following on from the early identification stage, the following process will occur:



Targeted support:

By recommendations of the white paper: “children and young people get targeted support from their setting, outlined in an individual support plan that is developed with parents”. The Cornerstone Academy create passports for each student on the SEN register which is stored on Provision Map. All parents have access to provision map and will be provided with a log in via the SEND team.

As well as the universal offer, students on targeted support may have access to the following support based on their needs*:

Cognition and Learning	Communication and Interaction	Social, Emotional Mental Health	Physical and Sensory
• Lexonic Leap phonics intervention • Lexonic Advance phonics intervention • Fluency and comprehension interventions • Numeracy Interventions • Access arrangements for exams	• Language for Thinking SALT intervention • Language for behaviour and emotions SALT intervention • Talkabout	• Thinking Bricks • ELSA • SEN mentoring • Zones of Regulation • Discussion around time out passes/ Hub access • School Counsellor	• Movement breaks • Sensory Circuits • Discussion around uniform adaptations • Risk assessments • PEEPs • Physio plans

*Please note that staff availability and waiting list may cause a slight delay for some interventions of support.

Targeted Plus Support:

By recommendation of the white paper: “Children and young people get targeted plus support from their setting, with input from education and health professionals. School-aged children are also supported through their school group. Support may include access to a “support base”.

As well as the universal offer and targeted support, students on targeted support may have access to the following support based on their needs:

Education and Health Professionals	7PB support Base*	Gateway support base*
• Outreach referral • CDC or R2C referral • CAMHS referral • OT input • Education Psychologist • School nurse • SALT therapists • Mental Health in Schools Team • Vision support • Hearing support	• Year 7 only • Small classes (up to 12) • Full time HLTA • Dedicated learning space • Access to own sensory room • Enhanced transition	• Year 9-11 only • 2 full time TAs • Reduced number of GCSEs • Gateway timetabled slots • Access to own sensory room. • Homework support

*Please note that The Cornerstone Academy holds the discretion to choose which students enter 7PB and Gateway based on space available and the individual needs of the cohort.

Specialist Support:

By recommendation of the white paper: “Children and young people receive specialist support through an EHCP in mainstream or special setting, if they require provision set out in one of the new nationally defined Specialist Provision Package” Please see below EHCP process. Further information can be found here: [Education Health and Care \(EHC\) Needs Assessment process](#)

