

SEND Information Report – 2024- 2025

This resource is aimed to provide a comprehension overview of SEND systems and culture at your setting to meet the legal requirement of publishing an annual SEND Report on your website.

Please note this report should be read in conjunction with the School's SEND, Equal Opportunities, Accessibility and Medical policy.

Key Contacts

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Local Offer: Bournemouth, Poole and Christchurch Local Send Offer can be found at:

<https://www.fid.bcpccouncil.gov.uk/kb5/poole/fis/localoffer.page?localofferchannel=0>

Number of students on role:		Our school (September 2023)							National average (January census 2023)			
683		29 (4.2%)							2.4%			
EHCP		121 (17.1%)							12.4%			
SEN support												
	Year	send	e	k	semh		c&i		c&l			p&s
					semh	adhd	asc	slcn	sld	mld	spld	
137	7	36	8	28	11	6	8	7	0	6	4	1
	%	26.2%	5.8%	20.4%	8%	4.3%	5.8%	5.1%	0%	4.3%	2.9%	0.7%
161	8	33	4	29	6	6	3	1	0	8	2	3
	%	20.4%	2.4%	19.0%	3.7%	3.7%	1.8%	0.62%	0%	4.9%	1.2%	1.8%
157	9	30	5	25	11	4	9	4	0	4	2	0
	%	19.1%	3.18%	15.9%	7.0%	2.5%	5.7%	2.5%	0%	2.5%	1.2%	0%
136	10	29	6	23	13	4	6	5	0	7	3	1
	%	21.3%	4.4%	16.9%	9.5%	2.9%	4.4%	3.6%	0%	5.14%	2.2%	0.7%
102	11	29	8	21	7	5	6	6	1	2	3	2
	%	28.4%	5.8%	20.5%	6.8%	4.9%	5.8%	5.8%	0.9%	1.9%	2.9%	1.9%
693		157	31	126	48	25	32	23	1	27	14	7
	%	22.6%	4.4%	18.1%	6.9%	3.6%	4.6%	3.3%	0.1%	3.89%	2.0%	1.0%

How are SEND students and disabled students admitted to (school)?

Admissions



Pupils with disabilities Children with disabilities will be treated no less favourably than other applicants for admission. Disabled children will be given equal consideration of a place with others under the stated criteria for admission. The definition of disability is that contained within the Equalities Act 2010 (amended). The Cornerstone Academy will make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage in accordance with the Disability Rights Commission Code of Practice.

The admission of a child or young person with an EHC plan is agreed under procedures set out in the Children and Families Act 2014. Towards the end of the EHC needs assessment and plan development process, at the point where a draft EHC plan is sent to the parents of the child, or to the young person themselves, no educational placement is named in Section I of the plan. The parent, or the young person, may then ask for a particular institution to be named in the plan.

The parent or the young person can request that any one of the following types of institution is named in an EHC plan:

- a maintained school
- a maintained nursery school
- an Academy or free school
- a further education or sixth form college
- a non-maintained special school
- an independent special school or college approved under section 41 of the Children and Families Act 2014. If a parent or a young person makes a request for a particular school, nursery or college in any of these groups, the local authority must then consult the establishment and must name that school or college in the child or young person's EHC plan unless:
- the school or college is unsuitable to the child or young person's age, ability, aptitude or special educational needs; or

the child or young person's attendance at that school, or other institution, would be

- incompatible with the efficient education of others; or
- incompatible with the efficient use of resources. If any of these conditions apply, the local authority is not required to name the requested school or other establishment in the EHC plan. If the school or college is named in the child or young person's EHC plan, that school or college must then admit them.

Meetings Opportunities

Students with SEND who join school in year 7 will have been the subject of a handover between the primary school SENDCo and Cornerstone's Progress and Inclusion team and SENDCo. Additional support may be offered through the transition projects which may include SEN afternoons and a transfer day. Transition meetings can include meetings between the SENDCo and enhanced transition support should this be required. For all year 7 students there is a Preparing for Success evening in the Autumn term that will give all parents of students with SEN an opportunity to meet the SENDCo.

Facilities and Provision

We have developed The Transition Learning Centre for a small group of our year 7 students who need enhanced supportive transition input to ensure they are successful and ready for Secondary School Learning.

Support may be in the classroom, through the Inclusion and Progress team, small group or 1:1 intervention alongside a number of other possible interventions. The level of support differs according to the needs of the child. From transition to The Cornerstone Academy, students' needs are identified through the junior school handover, professional input and historical evidence of needs. Further testing may inform our support and children on the SEND register may receive personalised support as needed with core subjects being a focus. In addition, the Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local



authority or whose parents are in the Armed Services. For students with an EHCP, this decision about the type and nature of support needed will be reached in agreement with parents/carers when the EHCP is being produced or at an annual review. This is the same for students who are Looked After and discussions about how funding is used for support takes place and is agreed in their Personal Education Plan meeting. Our Mainstream Plus provision, called Gateway is offered to a small group of students with significant ASC or SEMH support needs and they are given a bespoke support package by a team of specialist staff with the goal to fully integrate into mainstream classes, for year 9 onwards.

Physical Building

The school has a programme of maintenance and improvement which is regularly updated and reviewed. We are on one level and there is access to all classrooms. We have support from various agencies such as the Vision Impairment Service who conduct an audit and advise us on site safety for VI students. With our new build extensions, accessibility has been considered and all areas will be fully accessible. The school produces a Disability and Equality Plan to outline any requirements needed in this area.

How are additional needs identified at (school)?

The SEND code of practice defines students with SEN are identified as students who require different and additional support to access the curriculum.

The provision for Special Educational Needs at The Cornerstone Academy is in accordance with the SEND Code of Practice [Sept 2014] and follows national guidelines. All children have needs and many students have trouble with their learning or the way they behave at some time during their school life. It is recognised that many students will, perhaps for only a short time, have some form of SEND and that some support may be required. Our aim at The Cornerstone Academy is to enable all pupils, regardless of ability, race, or need, to make the greatest possible progress in their learning, while experiencing a broad and balanced curriculum alongside their peers. All teachers are teachers of students with Special Educational Needs and should endeavour to differentiate work so that all students have access to the curriculum at levels which are suitable for their abilities, thus ensuring all children make progress. We believe The Cornerstone Academy School offers excellent quality first teaching and learning to all students including those with SEND.

We receive handover information from all feeder schools and SEND information is initially captured here. Prior to transition we also liaise and meet with junior schools, parents/carers and students to find out more about each child. We offer a series of transition afternoons for students, as appropriate, and these can be bespoke arrangements as needed. For EHCP students we will attend, when invited, person-centred reviews at Junior Schools. We undertake a screening test for reading accuracy and numeracy for all those entering year 7 and they will sit an online reading comprehension test (NGRT) on entry to The Cornerstone Academy. These are used alongside the above information to identify where extra support is needed. School staff regularly share information and feedback on the progress of each child through weekly Raising Achievement and Progress meetings and also Inclusion Team meetings, where one year group is the focus for every week. Staff have access to advice for students with specific needs including ADHD and ASC. Where difficulties are identified, further testing is usually undertaken either within school or by seeking the advice of outside professionals. The school has a “plan, do, assess and review” approach and adopts a graduated response system. This means that we will evaluate the impact of each intervention and monitor its success; further interventions may be tried as needed. Any teacher, member of support of staff or parent can query if a child has Special Educational Needs directly to the SENDCo or Deputy SENDCo.

External Referrals

Seeking an external diagnosis for a condition for our pupils will come from a referral from the SENDCo or Deputy SENDCo. To ensure the referral process is thorough a flow chart of Plan, do, assess review must be followed. This will ensure the SENDCo and Deputy SENDCo can refer in the required detail. This flow chart is available to all staff through the secure shared area on TEAMS and Parents upon request.





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What provision can school offer to students with SEND?

Provisions and interventions can be measured for effectiveness through data that the school captures. This can be academic data, such as through the Rank Order Assessments (ROA) that happen twice yearly, through New Group Reading Test, or through numeracy tests. We can also measure progress using holistic data such as the pupils homework, attitude and behaviour scores. The child's voice is a really important measure of progress and can be used alongside other methods such as the Readiness for Reintegration scale, which is used to primarily support TLC students as well as the pupil progress tracker. Boxall profiles may also be used to support the assessment of need and track pupil progress. Reasonable adjustments can be made to pupils who require something additional and extra to be successful at school. This can include consideration with curriculum, homework or how routines are explicitly taught to support success.

At The Cornerstone Academy we are fortunate to have strong links with external agencies and a very experienced team within school. BCP also subscribes to KOOTH, a professional, certified, online counselling service; this is also available in evenings and weekends for students in a live chat format. What outside agencies and services can be accessed? The school seeks advice from a number of outside professionals including:

- MASH/First Response Hub EHAP /Social Care/ Community Police Officer Safer Schools Team Community Listening Ear / Young Carers/ Poole Foodbanks /
- Medical & Health Professionals such as School Nurse/ Paediatrician / GP/ CAMHS/ Young Persons Eating Disorder Service / CFS clinic/OT and Physio service / Speech and Language Therapy Service
- MOSAIC /MIND
- HVSS / BCP Educational Psychology Service / Outreach specialist schools
- LAC/ virtual school
- Ansbury Careers
- BCP Attendance Team

Please see below the waves of provision we have available at The Cornerstone Academy.



	WAVE 1 Inclusive quality teaching for all	WAVE 2 Additional interventions to secure age-related expectations	WAVE 3 Targeted and personalised interventions
C&L	Teaching strategies provided to support QFT for all including dyslexia, dyscalculia. Sparx Maths (set to ability via baseline assessment) Sparx Reader (set to ability via baseline assessment) Sparx Science (set to ability via baseline assessment) Homework club Power hour (KS4) Morning intervention (KS4, English and maths only).	Support staff in lessons Use of laptops and reader software Outreach service – Winchelsea, Montacute or Longspee Supported homework club Fluency reading group	Nurture programme Small group work numeracy -HLTA Access arrangements for exams TLC (Year 7) Lexonik LEAP- small group phonics based programme Lexonik ADVANCED- small group 6 week programme SAR Reading programme
C&I	ASC training for all staff Language and communication advice embedded from specialist S&L course Red/ amber/ green sheets in planner Format matters and cold calling approach consistent use	Chill club at break and lunchtime Supported homework club Access arrangements SRA inference and comprehension programme Visual timetables Scaling sheet for emotions IPad/ laptops as translation tools	Talkabout (social use of language) programme and assessment S & L advisory service and 1:1 support Gateway – specific and highly targeted provision for The Cornerstone Academy students Access arrangements for exams TLC Year 7 Language for thinking intervention Social skill intervention
SEMH	Anti-bullying ambassadors and programmes E-safety ambassadors and assemblies Mental health ambassadors/ buddies Teaching strategies provided to support QFT for SEMH/ ADHD Attachment training for Progress and Inclusion Team staff PACE + training for key staff ADHD training for all staff Sign posting for mental health Clear routines and consistent behaviour policy. Assemblies and strong school values	SHINE School nurse support Outreach service – Longspee Kooth – advisory information ELSA work Enhanced tutor time mentoring Sign posting for self help. Anna Freud 1:1 low level mental health support. Dorset mind dance and chat work shops. Exam stress workshop	CAMHS Bespoke ELSA sessions Targeted mentoring programme External agency work – Family support workers/ we are with you/SSCT Behaviour action plans Gateway provision/TLC Year 7 ESW targeted support Dorset MiND 1:1 via GP Mental health practitioner via GP
P&S	Sensory awareness training Seating plans Visualisers Clear routines – consistency in behaviour policy Coloured reading bookmarks	Use of ICT – laptops, headphones & ear defenders Chill club Cerium overlay Adapted resources, e.g. enlarged print	Sensory equipment VI/HI advisory service links and referrals Specialised ICT equipment Personal emergency evacuation plans Access arrangements for exam Use of specialist/ braille equipment



How are students with SEND assessed, with regards to their provision and how is further provision determined?

How does the school evaluate the effectiveness of SEND provision and the impact of interventions?

SEND provision is rigorously evaluated using both qualitative and quantitative data. Staff evaluate their own performance and professionalism as well as the effectiveness of how support is provided. This can be through personal development reviews, faculty audits, learning walks, book scrutiny's and progress data. We regularly review our methods of working and the effectiveness of the support we offer. Examples of our effectiveness include:

- Students make excellent progress, particularly in English and maths intervention
- KS4 results showing levels of progress for students.
- Positive relationships between students and staff, behaviour is well managed, and students are successful learners and grow in independence.
- Positive feedback from parents.
- Students tell us the support we offer helps them to access school and their learning. They value mentoring and the support of Teaching Assistants in classes.

UL safeguarding / behaviour audits recognise the in depth and full provision offered to students. We follow a graduated response system to ensure we have carefully assessed, planned, done and reviewed. These reviews happen through inclusion meetings, Team around the family meetings, Annual review meeting and RAP meetings. Quantitative data reviews happen at the Rank Order assessment points in line with the assessment calendar. RAP meetings and inclusion plans happen termly for all year groups and allow professional review of data both quantitative and qualitative data. Team around the family meetings, progress meetings, BAP meetings are also opportunities to review progress. External advice is sought on a case by case basis. Specialist school advice is reviewed 3x per year which includes an observation with the pupil and a joint action planning meeting is held with parents. The SENDCO and/or Deputy SENDCO will be available to review progress at parents evenings throughout the calendar year.

What training do staff undertake at (school) to support students with SEND?

The Cornerstone Academy prides itself on the staff development opportunities and training that is offered, including high-quality in-house training. There are regular learning opportunities for all staff through continuous professional development and personal development reviews. All staff new to school, the Progress and Inclusion Team undertake a period of time shadowing and working alongside other staff. ALL The Cornerstone Academy staff have general training on prominent SEND topics including dyslexia, ADHD, ASC, Behaviour Management, Differentiation, etc. This year we have had whole school training on Autism awareness and supporting young people with ADHD. We have weekly T & L meetings for teaching staff to develop their teaching skills. The SEND team have completed training on social stories, talkabout, Merton's Autism awareness, motivational interviewing, ELSA and thinking bricks. The SENDCO regularly sends out training opportunities, links and reading around different areas of SEND to support regular conversations around students' needs and how we can best support them.

Outside agencies such as the diabetes team, SPACE and vision support provide whole school training for staff.

How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?

All after school clubs are available for all students. All clubs are inclusive by nature and are open to all year groups, unless stated.



At The Cornerstone Academy we utilise an Education with Character Passport and award scheme to recognise the achievement of students as they develop their character. We provide opportunities for students to take part in activities that reflect our values in the following pillars:

- Ambition - to achieve the best for ourselves and others
- Confidence - to have the courage of our convictions and to take risks in the right cause
- Creativity - to imagine possibilities and make them real
- Respect - for ourselves and others in all that we do
- Enthusiasm - to seek opportunity, find what is good and pursue talents and interests
- Determination - to overcome obstacles and reach success

During their time at the Academy, students can accrue evidence for each of these values and the more they achieve, the higher the award. The awards are also linked to good attendance and accruing house points in and out of lessons. In this we recognise and value their personal developments as well as their contribution to the academy and the wider community.

What Social, Emotional and Mental Health provision is there at (school)?

At The Cornerstone Academy we recognise self-esteem and resilience to be paramount in supporting students to fulfil their potential. Each student has a tutor who will see them each day in the morning and is the first point of contact for pastoral concerns with further support offered by the Progress team. This could include ELSA (Emotional Literacy Support), SHINE (self-esteem groups for girls), and other interventions such as mindfulness, LAC mentoring, young carers, talkabout and thinking bricks. Students and parents are frequently sign posted to support services and staff are trained regularly on supporting young peoples mental health. The Senior Mental Health Lead oversee's the development and progression of the mental health plan.

The Progress team work closely with the SENDCo to identify students who would benefit from provisions that would support a students SEMH. These students could be identified through incident numbers, attendance or student voice.

How are students and families included in the decision making?

Students with SEND at The Cornerstone Academy are fully included in the school community. They are included in mainstream lessons where staff are advised of additional strategies and information to support their teaching and learning via updated pupil passports on Provision Map. The pupil passport is completed initially with the young person and then is shared with parents and staff. All students have their own mentor, and this can be enhanced for those with SEN support needs. This means the student has an additional member of staff who can support them, listen to them, advocate and be their voice when needed. Students can 'drop in' to the Chill Club at lunch and break time to speak to the SENDCo or go into Progress and speak to the Progress team. We pride ourselves on enabling and empowering them to overcome their difficulties and continue with their learning. The school runs person-centred reviews for EHCP students where students are encouraged to share their views on all aspects of school life. In all situations the child's view is considered and school removes identified barriers to learning wherever possible. The UL annual survey captures students' viewpoints, and these are used to inform practice.

Should a parent raise a request to a paediatrician, Pan Dorset guidance is followed to ensure a graduated response to this area of need is explored.

Specialist teacher outreach requests can be put into BCP on request of the SENDCO or Deputy SENDCO. These referrals can be completed by any member of the inclusion, SEN or progress team.



Referrals to parenting course, EHAP or inclusion courses for students such as Grounded or Young carers are completed by the Inclusion or Progress team.

We work in partnership with parents/carers to support each child's wellbeing, learning needs, progress and aspirations. Parents /carers are encouraged to contribute to their child's education through annual consultation evenings with class teachers and other events. Tutors, Learning Directors and Learning Support staff meet and communicate regularly with parents to seek their guidance for their child's education. Parents of SEND students are personally invited to make an appointment with the SENDCo at parent/carer evenings to discuss progress and support needs. Parents/carers are encouraged to comment on school issues through the online annual UL survey. In addition, we have coffee mornings where parents are invited into school to see the school in action and to take a tour or raise concerns if they wish. Arbor is accessed online and parents/carers are encouraged to access this which provides them with the opportunity to track attendance, achievements and sanctions.

How are transition periods managed at (school)?

Students with SEND who join school in year 7 will have been the subject of a handover between the primary school SENDCo and Cornerstone's Progress and Inclusion team and SENDCo/ Deputy SENDCO. Additional support may be offered through the transition project and SEN afternoons and transfer day. Preparation for adulthood and independent living is more focused in KS4 with students guided to make options choices which support their aspirations for the future. Personal Development lessons cover a wide range of topics throughout school, with a clear and full curriculum aiming to raise awareness, keep young people safe and encourage informed and appropriate choices. In year 10 the focus of our Character Curriculum is on careers. This is supported by the tutor team and the academies Careers lead. Our careers officer support students in making informed decisions when moving to further education with taster and shadowing days organised by colleges and FE establishments. We work closely with them to support transition. The Transition Learning Centre is for a small group of our year 7 students who need supportive transition input to ensure they are successful and ready for secondary school learning. This provision runs for year 7 only and uses life skills and trauma-based approaches to ensure the student is successfully transitioned into secondary school.

Post 16 meetings between the SENDCo/ Deputy SENDCO and admissions at the students post 16 choice will happen in the summer term. This is organised directly between the Post 16 placement and the SENDCo/ Deputy SENDCO. Form 8's for access arrangements and files will also be handed over during the transition periods.

The following are local providers providing post-16 options:

Bournemouth and Poole College: <https://www.thecollege.co.uk/>

Brockenhurst College: <https://www.brock.ac.uk/>

Poole High Sixth Form: <https://poolehigh.co.uk/sixth-form/>

Lychett Sixth Form: <https://lytchett.org.uk/sixth-form/>

How is the provision and support of students with SEND evaluated at (school)?

Support may be in the classroom, through the Inclusion and Progress team, small group or 1:1 intervention alongside a number of other possible interventions. The level of support differs according to the needs of the child. From transition to The Cornerstone Academy, students' needs are identified through the junior school handover, professional input and historical evidence of needs. Further testing may inform our support and children on the SEND register may receive personalised support as needed with core subjects being a focus. In addition, the Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local



authority or whose parents are in the Armed Services. For students with an EHCP, this decision about the type and nature of support needed will be reached in agreement with parents/carers when the EHCP is being produced or at an annual review. This is the same for students who are Looked After and discussions about how funding is used for support takes place and is agreed in their Personal Education Plan meeting. Our Mainstream Plus provision, called Gateway is offered to a small group of students with significant ASC or SEMH support needs and they are given a bespoke support package by a team of specialist staff with the goal to fully integrate into mainstream classes. We are always open to feedback from parents and students as to how we can continue to make improvements to our provision.

GCSE Progress 8 data demonstrates our strong trend of success for our students with SEND, especially those with EHCPs.

Who can I contact if I have a complaint about the SEND provision?

If a parent or carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation. If you remain dissatisfied, please refer to our Complaints Policy.

