



DATE RATIFIED:	16 th September 2024
DATE FOR NEXT REVIEW:	July 2025
REVIEWED EVERY 1/2/3 YEARS:	Yearly

NOTES:

Special Educational Needs and Disability (SEND) Policy

Every student is entitled to full and equal access to the curriculum and to the opportunities offered by the Academy, and every member of Academy community has a responsibility to ensure that this happens.

Legislative Links

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DFE Feb 2018

SEND Code of Practice 0 – 25 (June 2014)

Schools SEN Information Report Regulations (2014)

Section 69(2) of the Children and Families Act (2014)

Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations (2014)

Introduction

The Cornerstone Academy is committed to equality of opportunity and provides full access to the National Curriculum for all students, including those with special educational needs. All children will be admitted to The Cornerstone Academy irrespective of their needs, where a placement is deemed appropriate.

The person responsible for managing the provision for students with SEN at The Cornerstone Academy is the Special Educational Needs Co-Coordinator (SENDCo), Mrs K Stray, who is also Assistant Principal. She holds the National Award for SEND (Clause 64, Children & Families Bill, 2014) and is a qualified teacher.

This policy has been developed following consultation with parents, students and governors regarding the new SEND Code of Practice.

Identifying Special Educational Needs

The Cornerstone Academy recognizes that children with special educational needs may fall into one or more of the following four categories (p. 86 onwards of the Code of Practice):

- Communication and Interaction Difficulties: Students may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, hearing impairments or autistic spectrum disorder.
- Cognition and Learning Difficulties: children may experience general or specific learning difficulties and require programs to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for example, dyslexia and dyspraxia.
- Emotional and Mental Health Difficulties: Children may be withdrawn or isolated, disruptive or disturbing their peers, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.
- Sensory and/or Physical Difficulties: Students may have profound and permanent deafness, may be

blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological, or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

A Graduated Approach

Students are only identified as having SEND if they do not make adequate progress once they have had all the intervention that good quality first teaching provides. All teachers are responsible and accountable for the progress and development of students in their classes, including where students access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching. In short, every teacher is a teacher of students with special educational needs. It is important to note that at The Cornerstone Academy we identify the needs of students by considering the needs of the whole child, which will include not just their special educational needs.

In recording students' needs on the school's SEND register, our criteria for entering a student on this record includes:

- Consideration of the work that has been done before, including differentiation within the lessons.
- Formative assessment looking at the student's progress in relation to national data and expected progress.
- More specialised assessments conducted by, for example, the Academy's specialist literacy teacher or the educational psychology service.
- Consideration of the views of the parent / carer and the student.

Students will either be identified as having SEND support (identified by the Academy), or an Education, Health and Care Plan (which is allocated by the local authority), and which comes with financial assistance to ensure that the higher level of support required can be put in place.

SEND Support

The Cornerstone Academy follows the ASSESS – PLAN – DO – REVIEW process recommended in the Code of Practice. Parents / carers and the student are involved in the process from the outset, with their views helping to create a student passport that provides information and guidance to all staff working with that student. This is in addition to the differentiation checklist provided to staff to help them best meet the needs of each student in the classroom. On provision maps, assessments are noted, and planned outcomes agreed, alongside the provision that is aimed at achieving the planned outcome. The review timescale will vary depending on the needs of the student and the wishes of the parent / carer, as will the location of the meeting. Outreach meetings are available if a parent / carer is more comfortable with this than coming into The Academy. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the Academy but can be requested by a parent. This will occur where the complexity

of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- The young person
- Parents.
- Teachers.
- SENDCo.
- Social Care.
- Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The Academy's SEND Offer Poole

Details of the Academy's SEND offer are available on the Academy website, and the local offer from the Borough is available on the Local Authority website. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Poole that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The Academy's offer will adapt to the incoming needs of future cohorts, and therefore the offer will be updated annually. The Academy will also provide an annual SEN information report, which will be published on the Academy's website.

Supporting Students With Medical Conditions

The Academy recognises that students at Cornerstone with medical conditions should be properly supported so that they have full access to education, including Academy trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Roles and Responsibilities

Role of the SENDCo and Deputy SENDCo:

Using the team of staff who support SEND, the SENDCo and deputy SENDCo will:

- Ensure that parents / carers are informed in relation to each of the registered students who the SENDCo considers may have special educational needs, as soon as is reasonably practicable.

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- Ensure the identification of the student's special educational needs.
 - Co-ordinate the special educational provision for the student which meets those needs.
 - Monitor the effectiveness of any special educational provision made for the student.
 - Secure relevant services for the student where necessary.
 - Ensure that records of the student's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date.
 - Liaise with and provide information to a parent of the student on a regular basis about that student's special educational needs and the special educational provision being made for those needs.
 - Ensure that, where the student transfers to another Academy or educational institution, all relevant information about the student's special educational needs and the special educational provision made to meet those needs is conveyed to the appropriate authority or (as the case may be) the proprietor of that Academy or institution.
 - Promote the student's inclusion in the Academy community and access to the Academy's curriculum, facilities and extra-curricular activities.
 - Select, supervise and train teaching assistants who work with students with special educational needs.
 - Ensure teachers receive advice about differentiated teaching methods appropriate for individual students with special educational needs.
 - Contribute to in-service training for teachers at the Academy to assist them to carry out good quality first teaching to students with SEND.
 - Prepare and review information about the Academy's SEND provision for publication.
 - To line manage the TAs
 - To manage the day to day SEND provision and allocation of TA support.
 - To ensure that provision maps and student passports are completed and reviewed following the assess, plan, do, review cycle.
 - To review EHC Plans in line with statutory requirements.
 - To liaise with the specialist literacy teacher and external support services.

Role of the Teaching Assistant (TA)/ Learning Support Assistant (LSA):

TA/LSA support in class is allocated on the basis of student need and entitlement. Priority is given to providing support for students with an EHC Plan, then at SEN Support. For most students, the need for support is greatest in core subjects. The primary role of TA/ LSA is to enable access to the curriculum, facilitate independent learning, and promote inclusion. TA/ LSAs can perform a range of duties within the classroom, including supporting the teacher with behaviour for learning. Teachers should maximise the effectiveness of TA/ LSA support within lessons by:

- Working collaboratively within the class teacher/ TA/ LSA roles.
- Sign posting the TA/ LSA with schemes of work within department folders.
- Discussing lessons and students' individual learning needs.
- Communicating with the TA/ LSA through meetings or by e-mail.
- Any queries or requests regarding support in class should be addressed to the SENDCo or deputy SENDCo

Effective support is:

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- Based on an understanding of a student's needs.
 - Discreet – so students are not embarrassed in front of their peers.
 - Selective – used at particular times for particular purposes, or used in particular subjects, but not overwhelming so that students never work without support.
 - Aimed at building independence, not encouraging dependence.
 - Aimed at building a student's self-confidence, by enabling them to succeed and giving feedback and praise.
 - Aimed at increasing student's inclusion in the peer group and not isolating them.
 - Based on an understanding of a student's needs.
 - Skilled - delivered by trained adults with good subject and SEN knowledge.
 - Informed - delivered by support assistants who know the overall objectives for the lesson and what each student is intended to learn and are clear about their role in helping students to achieve learning outcomes.
 - Collaborative- all adults within the room work together to achieve common learning goals for the student.
 - Governed by agreed ground rules about who can do what in a lesson, and when – for example rewards and consequences.

TA/ LSAs may also plan and deliver interventions aimed at helping students to catch up with their peers in literacy, numeracy, language skills or other areas of provision as needed. The impact of the intervention will be monitored closely, and TA/ LSAs delivering it given support and training to be able to be effective, and this will be reviewed for progress with the SENDCO/ Deputy SENDCo.

Exam Access Arrangements

Access arrangements are made for students who are sitting examinations to ensure that they receive the arrangements to which they have an entitlement. Students are assessed, in accordance with the requirements of the examination board concerned and the necessary access arrangements are made. This is done by a qualified teacher, who has the necessary qualifications to complete this assessment. Any queries concerning exam access should be directed to the Examinations Officer or the Specialist Literacy Teacher.

Monitoring and Evaluation of SEND provision

The Academy regularly and carefully monitors and evaluates the quality of provision offered to all students. Provision is reviewed 3 times a year to ensure that we have chosen the best means of helping students to make at least good progress. Senior leadership team members participate in these meetings. This promotes an active process of continual review and improvement of provision for all students. All parents are invited into parents evenings, where the students plans would be reviewed alongside the parent and the SENDCo/ Deputy SENDCo.

Making a complaint

The Governing body is responsible for ensuring that a complaint has been dealt with through the Academy's specified complaint procedure: Any parent who is unhappy with the SEND provision at The Cornerstone Academy should first discuss their concerns with the SENDCo or Deputy SENDCo. If parents remain concerned, further discussion should take place with the SENDCo and the Principal or Vice

Principal. Further representation can then be made to the Governors who can consider appropriate action with other members of the governing body. If parents still remain concerned, they can refer to the Local Authority.

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Type of policy:	Cornerstone		
Approval Principal: Mr Phillips	By C 		