

Cornerstone C of E Primary School

SEND (Special Educational Needs and Disabilities)

Information Report

(Reviewed and updated by Val Brown SENCo 4.1.17)

Cornerstone Primary School is a mainstream school where we maintain a focus on individual achievement within a whole school setting. The ethos of the school celebrates diversity and promotes self-belief. We are committed to providing an inclusive community to meet the needs of each of our pupils, by ensuring that children have access to a broad, balanced and relevant curriculum.

Special Educational Needs provision is education that is
“additional to or different from that made generally for others of the same age.”
(Revised draft Special Educational Needs Code of Practice 2014 for 0-25)

[See SEND Policy](#)

How does the school know if children need extra help?

Before a child starts at our school we

- listen to and gather information from parents
- liaise with pre-schools, schools, Area Inclusion Coordinators, SENCos, professionals e.g. Educational Psychology or Speech and Language Therapy and county advisory staff

For a child already in our school we

- monitor the progress and attainment of all children and respond to a child performing below expectations or experiencing barriers to their learning
- gather information through liaison with parents responding to concerns
- carry out specific assessment
- respond to information received from professionals
- signpost parents to a range of support, professionals or services

What should I do if I think my child has Special Educational Needs?


- Inform the school by talking to your child’s class teacher to share and discuss concerns
- Work together on the areas of identified concern, sharing information and ideas to work towards objectives
- Liaise with the class teacher and SENCo then attend review meetings to plan support
- Seek professional advice yourself or through the school then liaise and share information with school

How will I raise concerns if I need to?

Contact the school and speak to your child’s teacher, Mr Clarke the head teacher, Mrs Brown the SENCo, or a member of the senior management team.

The school will assist you and will liaise with external agencies.

You may always leave messages through the school office and we will get back to you as soon as possible.

 01489 660750

 adminoffice@cornerstone.hants.sch.uk

How will both you and I know how my child is doing and how will you support me to support my child's learning?

Class teachers are responsible for the progress of all children in their class. Our SENCo oversees additional or different support and monitors the progress of children through meetings with class teachers, parents, liaison with the senior leadership team and professionals. Special Educational Needs provision can be considered under these four broad areas

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

The SENCo will liaise with class support staff, parents and professionals working with your child. The SENCo will report to Governors about the range of needs and share new information. The Child Protection Officer, the SENCo and all members of staff respect confidentiality and safeguarding concerns in school. School has regular contact with parents.

Who will oversee, plan, and work with my child and how often?

The SENCo oversees the range of support programmes in school. The class teacher and the support team organise support within the class wherever possible. The SENCo and Senior Management Team allocate support staff across the school according to needs. The Learning Support Assistants liaise with the teachers and deliver regular programmes. The frequency of programmes is discussed with parents and recorded on the Individual Personal Education Plan or Behaviour Management Plan. These plans are reviewed at least termly with informal meetings and adjustments made during the term. Other communication is organised as appropriate to the individual child's needs. E.g. additional phone calls or emails

Who will explain this to me?

The class teacher will meet with the parents at parents' evenings at least termly. The SENCo and class teacher may meet half termly with parents to discuss individual targets and progress. Liaison with support assistants takes place formally or informally at convenient times. Meetings with parents and professionals may be held at any time as needed. Further information can be requested informally. Please ask to speak to the appropriate member of staff through the school office.

How are the governors involved? What are their responsibilities?

We have a nominated SEND governor. The SENCo and the nominated governor meet at least every term to share information, discuss changes and review the progress of children with SEND. (No individual child is named in these reports and meetings.) The governor reports at governor meetings and the SENCo presents an update to the governors every year. The governors agree priorities for spending within the SEND budget, acting on information from the SENCo and Headteacher to ensure support is in place for the range of needs in school. Governors regularly monitor, review and update all related policies.

How will the curriculum be matched to my child's needs and what are the school's approaches to differentiation?

All work and activities are designed to be at the appropriate level through ongoing observation and assessment. Opportunities are included to provide interest, success and challenge at all levels. Children take part in a wide range of activities using interactive and kinaesthetic skills with regard given to their characteristic of effective learning.

Consideration is given to children's strengths, weaknesses and preferred learning styles. Children are given opportunities to access similar learning tasks to others with sensitive adjustments and differences appropriate to meet the child's needs.

How is the decision made about what type of and how much support my child will receive?

- We discuss pupil progress within the senior leadership team and in the class teams
- We discuss difficulties and possible pathways of support with parents
- We use the county SEND criteria to check the level of need and provision in place
- We regularly liaise with and request advice from a variety of educational and health professionals
- We act on advice from professional agencies
- We use our knowledge of the child and plan support in year group teams
- We organise access arrangements for public or national tests with advice from professionals
- We maintain records of additional support and review these at least three times a year or more frequently as needed

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

- The school holds parents evenings each term for all children in their class
- Parents receive an annual report at the end of the Summer Term written by the class teacher
- Parents and school will receive written reports and advice from professional external agencies
- You will be invited to planned, regular meetings and reviews
- We offer an open door policy where you are welcome to make an additional appointment with the class teacher or the SENCo when needed
- You are informed of and are invited into school to meet with visiting professionals or the SENCo may phone you with information
- We share programmes and activities with you and provide ideas and resources for you to practise at home with your child
- We record your child's targets and activities on an individual personal education plan or behaviour plan with child participation at an appropriate level
- We take account of the child's view at an appropriate level
- Parents have a copy of all targets and plans
- Your child might have an Inclusion Partnership Agreement to document significant or complex needs which is reviewed with you, school staff and professionals

How does the school know how well my child is doing?

As a school we measure children's progress in learning against national expectations and age related expectations. Class teachers continually assess all children's progress and attainment and will measure children with additional needs through small steps on the individual plans. All teachers meet with senior leaders, including the SENCo, to review pupil progress. Further analysis and review is then carried out to make adjustments or changes to interventions. We apply the Assess, Plan, Do, Review cycle.

How are the school's resources allocated and matched to the children with Special Education Needs?

We ensure that all children in our school have their needs met in the first instance through Quality First Teaching. In addition, we deliver a range of intervention programmes, individually or in groups, according to the child's level and area of need. Additional resources and Learning Support Assistant time is allocated from the school and SEND budget and further funding from county may be sought for more complex needs. This is currently through Top Up Funding or through an Education Health and Care Plan (EHCP).

We offer a wide range of support and are continually updating staff knowledge to meet new needs. Support may be delivered by Teachers, Learning Support Assistants, Special Needs Assistants or visiting professionals who model and train our staff. Support can include

- Language Development Groups or individual Speech and Language Therapy Programmes
- Gross and Fine Motor Skill activities or individual Occupational Therapy Programmes
- Specific Learning Difficulty programmes and strategies
- Precision Teaching to support a wide range of learning needs
- Paired Reading and Cued Spelling – ongoing training and development
- Maths Support Programmes
- Emotional Literacy Support – Emotional Literacy Support Assistant (ELSA) or individual behaviour management strategies
- Individual adjustments to meet a child's specific needs

How is the decision made about what type and what level of support my child will receive?

The child's class teacher alongside the SENCo will discuss the child's needs, the rate of progress and the level of attainment. Discussion will take place about the support in place and around alternative support if needed. Parents are included in discussions or they are informed about the required support and are then invited to regular review meetings. Different children require different levels of support to narrow the gap and achieve age related expectations at different times. This is monitored through a graduated response to need. Half-termly pupil progress meetings with class teachers and the Headteacher review progress and attainment and plan further adjustments to support when needed in consultation with governors. Evidence can be submitted to County to document a complex level of need through the EHCP (Education, Health and Care Plan) process. School acts on advice from professionals and a range of advisory services.

How will I be involved in discussions and planning for my child's education?

We work in partnership with parents at all times to support each child's well-being, learning needs and progress in all areas of development. Parents are encouraged to contribute to their child's education and welfare through

- Formal and informal discussions with class teachers
- Meetings and discussions with Mrs Brown the SENCo
- Invitations to speak to or meet with visiting professionals
- Questionnaires from school at different times of the year
- Open door policy where possible to enable you to communicate or ask about any aspect of your child's school life

How do we know if the support has had an impact?

- Progress is continually reviewed through the Personal Individual Education Plan or Behaviour Plan with information gathered formally and informally through observation and assessment
- Feedback and information from parents is included in reviews
- Formal assessment is undertaken by professional agencies
- Ongoing dialogue between all adults and the child
- A reduced level of need recorded on the school SEND register
- Half termly pupil progress meetings with class teachers and senior staff
- End of Year report and Key Stage data e.g. Early Years Foundation or Stage Key Stage 1 and 2

What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the school?

As an inclusive school we welcome and celebrate diversity. We have a caring and understanding team with the class teacher having overall responsibility for the pastoral, medical and social care of every child in their class. In addition further support may be offered from the

- ELSA - Emotional Literacy Support Assistant
- Support staff and Office staff with additional medical training
- School Nurse Team and liaison with health professionals
- The Headteacher or SENCo
- Educational Psychology Service
- Primary Behaviour Intervention Service
- NHS Health and Children's Therapy Services
- Children's Services and Social Services
- Heathfield Outreach Support
- Family support from the church community

How does the school manage the administration of medicines?

The school has a policy regarding the administration and management of medicines. Only prescribed medicines will be given and these must be registered at the school office. All medicines are administered by office staff. The school produces a photographic directory of all children with medical conditions and a care plan is written to document information where needed. All school staff have this information.

All staff undertakes regular training on specific medical conditions e.g. the use of inhalers and Epipens

[See Administrations of Medicines/First Aid policy](#)

What support is there for behaviour, avoiding exclusion and increasing attendance?

The school has its own code of conduct called the Golden Rules which encourages a positive approach to managing self-control and behaviour. If a child has significant or challenging difficulties, the class teacher will have regularly liaised with the parents and put specific incentives and strategies in place. An Individual Behaviour Management Plan (IBMP) will be developed to monitor progress, analyse incidents and record adjustments to the curriculum or environment. The SENCo will liaise and advise class staff and further advice may be sought from Educational Psychology or Primary Behaviour Support Services. The school and professional services will make every effort to reduce the risk of exclusion.

Attendance and punctuality of every child is recorded by the administration team and reported to the Headteacher. Parents are made aware of the importance of a high level of attendance and punctuality and are supported through regular liaison and advice from the school if needed.

How will my child be able to contribute their views?

We value and respect the right for all children to express and contribute their views. Children have opportunities to talk through their individual targets with class staff and they take part in circle time activities to share ideas and solve problems. Children and their parents are included in conversations to develop individual motivating incentives and children contribute to more formal documents with photographs and recorded responses at an appropriate level. Copies of learning and behaviour plans are sent home and children and parents are encouraged to talk through these with feedback to school. Children contribute to all parts of school life and have responsibilities in classes and across the school. E.g. class monitors, library monitors, play leaders.

What specialist services and expertise are available at or accessed by the school?

As a school we welcome and work closely with any external agency which is able to support the individual child's needs. We liaise, meet and consult with a range of Education and Health professionals. This includes Educational Psychologists, Specialist Teacher Advisers, Behaviour Support Services, Paediatricians, School Nurse, Occupational and Physiotherapy Services, Speech and Language Therapists and Social Service Teams associated with the Locality Team. We also liaise with and act on private professional advice.

What current or future training have staff undertaken who are supporting children with SEND?

School staff has specific skills and attend a wide range of training to support individual and group needs. Any future training will be arranged by the SENCo or senior management team and information will be shared with other staff.

- The SENCo is a fully trained and experienced teacher with specific Special Educational Needs qualifications. She is part of the senior leadership team and attends regular meetings led by the Educational Psychology team.
- We have a member of the support staff trained as an ELSA (Emotional Literacy Support Assistant) who receives regular supervision and training from the Educational Psychology team
- Specific support staff have experience and expertise in delivering Speech and Language support programmes with support and training from the Speech and Language Therapy team
- Specific support staff and teachers have attended training on Precision Teaching
- Specific training has been given by Primary Behaviour Support Services
- Educational Psychology provide a range of training to school staff each year to support a wide range of learning
- Advisory teachers train staff and work in school e.g. Visual Impairment and Hearing Impairment
- Advice and strategies are shared from home or previous settings
- A risk analysis may be undertaken to minimize risks

Training is continually reviewed and planned for whole teams and individual staff in order to meet changing individual or group needs.

How will my child be included in activities outside the classroom including school trips?

All children are included in all areas of the curriculum with reasonable adjustments being made as appropriate. In consultation with parents and professional we include children in school trips and other out of school activities with the appropriate level of support.

A risk assessment is made prior to off-site activities to consider health and safety concerns and if the activity was considered too great a risk another opportunity would be offered where possible. Parents would be included in these decisions at all times.

How accessible is the school environment?

- The school is wheelchair accessible
- The school is on one level but a ramp would be installed for outside access for the relevant classroom
- The school has a fully fitted disabled toilet
- There is designated disabled parking in the school car park – please contact the school office for further assistance
- The school requests support from EMTAS (Ethnic Minority and Traveller Support Services) to assist with language or cultural diversities
- There is a hearing loop on the school intercom system

- Personal risk assessments are undertaken when necessary

[See Accessibility Plan](#)

What steps should I take if I have a concern about the school's SEND provision?

Parents should raise and discuss initial concerns with the child's class teacher. If further information or discussion is needed then the SENCO can be contacted through the school office. The Head Teacher or other members of the senior management team may also be contacted through the school office. Complaints may be referred to the governors. If there is further cause for concern or complaint please see the complaints policy.

[See Complaints Policy](#)

How will the school prepare and support my child when joining the school and transferring to a new school?

We have an extensive starters programme for children joining the school in Year R which includes

- Parent information talks
- Taster sessions for parents and their children in school
- School staff liaising, visiting and gathering information from pre-school, nursery or childminder settings
- Pre-school visits to school
- Transition afternoon
- Home visits by school staff

When a child joins the school during the year the parents and children are invited to visit their new class prior to their start and information is gathered from the previous school. If a child leaves our school during the year we will liaise with the new school and provide information and records.

Transition meetings take place when moving to the next year group between year group staff for all children.

For children with SEND, an individual transition meeting may be arranged in the form of an Inclusion Partnership Agreement (IPA) meeting or an EHCP Review. Parents, new staff and professionals are invited to attend these meetings to share information and plan a smooth transition.

- An individual Social Story might be put in place to help children become familiar with new staff and the new environment.

Who will I contact for further information?

- The child's class teacher or the Learning Support Assistant working with your child
- The Headteacher or the SENCo
- A professional agency involved with your child
- SEND information on the school website
- Hampshire Education Authority website www.hants.gov/education see Local Offer
- Parent Partnership www3.hants.gov.uk/parentpartnership
- IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

Who should I contact if I am considering whether my child should join the school?

Please contact the school office to arrange a meeting with the Headteacher or SENCo who would be pleased to discuss how the school may meet your child's needs.

☎01489 660750

✉ adminoffice@cornerstone.hants.sch.uk