

# Cornerstone C of E Primary School

## SEND (Special Educational Needs and Disabilities)

### Information Report

(Reviewed and updated by Sarah Southall SENDCo 23.01.2020)

**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.”  
(SEND Code of Practice 0-25 (2015))


Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.




Our School has a SENDCo who is responsible for the management of provision and or support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND.

All teachers are teachers of pupils with SEND and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

### Areas of Need Explained

The SEND Code of Practice (2015) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to Difficulties with:
<p>1. <b>Communication and Interaction</b></p> 	<p><b>Children may have:</b> Difficulties saying what they want to and being understood Difficulties understanding what is being said to them Child/Young person does not understand or use social rules of communication Difficulties with language Difficulties with communication Difficulties with imagination Difficulty with social communication and developing relationships Anxiety in busy unpredictable environments</p>

	<p>Sensitivity to sensory stimuli</p> <p>Physical outbursts causing harm to others and/or to self and/or damage to property</p> <p>Limited attention span compared to developmentally appropriate milestones</p>
<p><b>2. Cognitive and Learning</b></p> 	<p>Difficulties with learning e.g. despite appropriate differentiation, making inadequate progress over time across the curriculum and working below age related expectations</p> <p>Specific learning difficulties affecting one or more specific aspect of learning, e.g. English difficulties, Maths difficulties or specific language impairment.</p> <p>Generalised learning difficulties e.g. Difficulties across the curriculum but with some areas of strength</p> <p>Children with an uneven profile of skills and attainment</p> <p>N.B. a small number of children may have a formal diagnosis of e.g. dyslexia, dyscalculia or dyspraxia. For all areas of need any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis</p>
<p><b>3. Social, Emotional and Mental Health</b></p> 	<p>Difficulties participating and presenting as withdrawn or isolated</p> <p>Displaying challenging behaviour , e.g. refusal to follow instructions, aggression, damage to property</p> <p>Behaviours may reflect:</p> <ul style="list-style-type: none"> <li>• Anxiety / depression</li> <li>• Self-harming</li> <li>• Substance misuse</li> <li>• Eating disorders</li> </ul> <p>Physical symptoms that are medically unexplained e.g. soiling, stomach pains</p> <p>Attention difficulties</p> <p>Attachment Difficulties (including Attachment Disorder)</p> <p>Low level disruption or attention seeking behaviours, e.g. talking out of turn, frequent interruptions to learning, fiddling with objects</p> <p>Difficulty in making and maintaining healthy relationships</p> <p>Difficulties following and accepting adult direction</p> <p>Presenting as significantly unhappy or stressed</p> <p>Patterns of non-attendance</p>
<p><b>4. Sensory and / or Physical</b></p> 	<p>Hearing impairment</p> <p>Visual impairment</p> <p>Physical disability</p> <p>Severe and complex medical needs including a life threatening diagnosis or condition</p> <p>Physical sensitivity including hyper and hypo responses and possible Sensory Processing Disorder (SPD)</p>


### The Waves of Intervention Available at Cornerstone C of E Primary School



The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.


**Wave 1:** High Quality teaching through differentiation in English and Maths lessons.

**Wave 2:** Small group support for those pupils who are achieving below age related expectations.

**Wave 3:** Focussed, individualised programmes for pupils working significantly below age expectations.

	<b>Whole School Approach (High Quality Teaching ) Wave 1 interventions</b>	<b>Targeted Support for individuals or small groups. Wave 2 interventions</b>	<b>Specialised intervention for those with additional needs. Wave 3 interventions</b>
<b>Teaching Approach</b>	<ul style="list-style-type: none"> <li>• Access to a varied and stimulating curriculum</li> <li>• Use of different individualised teaching approaches according to needs</li> <li>• Hands on learning - School trips</li> <li>• Good use of visual and practical learning</li> <li>• Remove all potential barriers for all pupils while also providing support for pupils during learning activities.</li> <li>• A range of technology to support and aid quality teaching</li> <li>• Consideration of differing culture and beliefs</li> <li>• Small guided groups</li> <li>• Opportunity for guided and independent work</li> <li>• Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving</li> <li>• Extra adult</li> </ul>	<ul style="list-style-type: none"> <li>• Phonic groups</li> <li>• Balance, Education &amp; Movement Programme (BEAM)</li> <li>• 1:1 reading (targeted)</li> <li>• Guided writing groups</li> <li>• Handwriting groups</li> <li>• Maths</li> <li>• 1:1 Tuition where needed</li> <li>• Booster Groups</li> <li>• SENDCO observation / assessment</li> <li>• Parent discussion with SENDCO</li> <li>• Nursery Narrative</li> <li>• Reception Narrative</li> <li>• Schools Therapy Pack</li> <li>• ELSA</li> <li>• Social Skills Group</li> <li>• Lego Therapy</li> <li>• Memory Magic</li> <li>• Bucket</li> </ul>	<ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• ILP's (Individual Learning Plans)</li> <li>• 1:1 Support</li> </ul>
<b>1. Communication and Interaction Needs.</b> 			
<b>Speech, Language and Communication</b>  <b>Autistic Spectrum Disorders</b>	<p>AS ABOVE +</p> <ul style="list-style-type: none"> <li>• Drama / Role play</li> <li>• Outside theatre groups / shows and workshops</li> <li>• Peer interaction</li> <li>• A range of technology to support learning</li> <li>• Outdoor learning activities / areas</li> <li>• Puppets</li> <li>• Full inclusion in all school assessment and tasks</li> <li>• Clear verbal instructions / explanations which can be simplified along with visual or concrete support</li> <li>• Visual timetables</li> <li>• SALT targets displayed in classrooms to support teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Makaton</li> <li>• Reception Narrative</li> <li>• Pastoral Support (as required)</li> <li>• SENDCO observation / assessment</li> <li>• Additional ICT use of audio / visuals</li> <li>• Parent discussion with school specialists.</li> <li>• The use of social stories.</li> <li>• Schools Therapy Pack</li> <li>• ELSA</li> <li>• Lego Therapy</li> <li>• Social Skills group</li> <li>• Time to Talk</li> <li>• Language for Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to the Speech and Language Therapist (SALT)</li> <li>• Speech and Language Support Specialists who can deliver the individualised programmes according to the SALT directions</li> <li>• Application for an Educational Health Care Plan if needed</li> <li>• SENDCO assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

<p><b>2. Cognition and Learning</b></p> 			
<p><b>Moderate Learning Needs</b></p> <p><b>Specific Learning Difficulties</b></p>	<ul style="list-style-type: none"> <li>• Use of different individualised teaching approaches according to needs</li> <li>• Hands on learning</li> <li>• School trips</li> <li>• Good use of visual and practical learning</li> <li>• Remove all potential barriers for all pupils while also providing support for pupils during learning activities.</li> <li>• Appropriate quality resources</li> <li>• Positive learning environment</li> <li>• A curriculum delivered appropriate to level of ability and understanding</li> <li>• Access to a full and broad curriculum</li> <li>• Consideration of home, cultural, language and heritage</li> <li>• Promotion of a positive attitude towards learning and behaviour</li> <li>• Motivation to help build a positive self-esteem, increase concentration</li> <li>• Lessons differentiated in order to include both sensory and physical disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCO observation / assessment</li> <li>• Parent discussion with SENDCO</li> <li>• Dyslexia Screening</li> <li>• Memory Magic Screening and programme.</li> <li>• Toe by Toe</li> <li>• Communicate In Print <ul style="list-style-type: none"> <li>• The 5 Minute Box</li> <li>• The 5 Minute Box 2</li> <li>• The Number Box</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• ILP's (Individual Learning Plans)</li> <li>• Fully inclusive curriculum</li> <li>• Access to a Specialist Teacher Advisor</li> <li>• Access to an Educational Psychologist</li> <li>• Completion of an Early Help Assessment</li> <li>• Application for an Educational Health Care Plan</li> <li>• SENDCO assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>
<p><b>3. Social, Mental and Emotional Health</b></p> 			
	<ul style="list-style-type: none"> <li>• All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. As according to our school values.</li> <li>• Access to Pastoral support.</li> <li>• Small group activities to address needs</li> <li>• Opportunities for children to talk about any fears, confusion and any other emotions</li> <li>• Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children</li> <li>• Provision to explain and discuss about the events and Circumstances surrounding the parental mental health problems</li> <li>• Continuity of care and minimal disruption of routines during a crisis</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Logs</li> <li>• Time out</li> <li>• Parent discussion with SENDCO</li> <li>• Additional Circle Time sessions in small groups differentiated according to needs</li> <li>• ELSA</li> <li>• Social Skills group</li> <li>• Lego Therapy</li> <li>• Time to Talk</li> <li>• Socially Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to CAMHS (Child and Adolescent Mental Health Services)</li> <li>• Support from Lennox Centre and Primary Behaviour Support.</li> <li>• Application for an Educational Health Care Plan</li> <li>• 1:1 support</li> <li>• Full inclusion in all school assessment and tasks</li> <li>• SENDCO assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

<b>4. Sensory and Physical Needs</b> 			
<b>Hearing impairment</b>  <b>Visual impairment</b>  <b>Multi-sensory impairment</b> <b>Physical needs</b>  <b>Medical needs</b>	<ul style="list-style-type: none"> <li>• Whole school approach</li> <li>• PE Leader</li> <li>• After school clubs</li> <li>• Outside play areas</li> <li>• A fully inclusive and differentiated class / curriculum approach according to individual needs</li> <li>• Audit of environment to consider adaptations (as required)</li> <li>• Modification of organisation, routine and environment</li> <li>• Access to a base for therapy if required</li> </ul>	<ul style="list-style-type: none"> <li>• Hand gym / BEAM</li> <li>• Handwriting practice</li> <li>• Extra 1:1 / small group activities</li> <li>• Targeted small group / individual intervention to address specific needs such as: self-help skills, and independence</li> <li>• Physical aids where necessary or where advised by specialists</li> <li>• Parent discussion with SENDCo</li> <li>• Schools Therapy Pack</li> <li>• School Nursing Team</li> </ul>	<ul style="list-style-type: none"> <li>• Access and liaison with the OT (Occupational Therapist)</li> <li>• Access and liaison with the Physiotherapist</li> <li>• Access to Specialist Teacher Advisers for hearing, vision and physical disability.</li> <li>• Access to specialised training.</li> <li>• SENDCO assessments and monitoring to ensure appropriate intervention and access to learning</li> <li>• 1:1 support if required</li> <li>• ILP's as needed</li> <li>• SENDCO to lead provision</li> <li>• A place for timeout or exercise if necessary</li> <li>• Extra support and access to appropriate ICT interventions needed</li> </ul>

## Regularly Asked Questions and Answers

### 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, SENDCos, 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 SENDCo then attend review meetings to plan support
- Seek professional advice yourself or through the school then liaise and share information with school

### What should I do if I think my child may have special educational needs?

Talk to us – firstly contact your child's class teacher. If you require more information contact our SENDCo or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### **How will Cornerstone C of E School staff support my child?**

Our SENDCO will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts. All children requiring support over and above High Quality Teaching and what is ordinarily available to all children will have an Individual Learning Plan identifying key individual targets.

### **How will the curriculum be matched to my child's needs?**

All learning opportunities within class are pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be several levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

### **How will I raise concerns if I need to?**

Contact the school and speak to your child's teacher, Mr Clarke the Headteacher, Mrs Sarah Southall the SENDCO, 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](mailto: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 SENDCO 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 SENDCO will liaise with class support staff, parents and professionals working with your child. The SENDCO will report to Governors about the range of needs and share new information. The Child Protection Officer, the SENDCO 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 SENDCO oversees the range of support programmes in school. The class teacher and the support team organise support within the class wherever possible. The SENDCO and Senior Leadership 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 Learning 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 SENDCo 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 SENDCo and the nominated governor meet at least every term to share information, discuss changes and review the progress of children with SEND. The SEND Governor reports at governor meetings and the SENDCo presents an update to the governors every year. The governors agree priorities for spending within the SEND budget, acting on information from the SENDCo 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 SENDCo when needed
- You are informed of and are invited into school to meet with visiting professionals or the SENDCo 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 learning 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 a Transition 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 SENDCo, 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 High Quality 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 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
- Physiotherapy Programmes
- Specific Learning Difficulty programmes and strategies
- Precision Teaching to support a wide range of learning needs
- Maths Support Programmes
- Emotional Literacy Support – Emotional Literacy Support Assistant (ELSA)
- Social Skills Groups
- Lego Therapy
- 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 SENDCo 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 Southall the SENDCo
- 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 Individual Learning 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 SENDCo
- 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 undertake regular training on specific medical conditions e.g. the use of inhalers and Epi Pens

[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 Cornerstone 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. Strategies will be developed to monitor progress, analyse incidents and record adjustments to the curriculum or environment. The SENDCo 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, pupil voice groups, 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 have specific skills and attend a wide range of training to support individual and group needs. Any future training will be arranged by the SENDCo or Senior Leadership Team and information will be shared with other staff.

- The SENDCo is a fully trained and experienced teacher with specific Special Educational Needs qualifications.
- We have two members of the support staff trained as ELSAs (Emotional Literacy Support Assistants) who receive 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
- The majority of staff have completed NASEN Focus on SEND Training.

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 professionals 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
- 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 SENDCO can be contacted through the school office. The Head Teacher or other members of the Senior Leadership 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 starter 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 a Transition Partnership Agreement (TPA) 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 Learning Support Assistant working with your child
- The Headteacher or the SENDCo
- A professional agency involved with your child
- SEND information on the school website
- Hampshire Education Authority website [www.hants.gov/education](http://www.hants.gov/education) see Local Offer
- Parent Partnership [www3.hants.gov.uk/parentpartnership](http://www3.hants.gov.uk/parentpartnership)
- IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk](http://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 SENDCo who would be pleased to discuss how the school may meet your child's needs.

☎ 01489 660750

✉ [adminoffice@cornerstone.hants.sch.uk](mailto:adminoffice@cornerstone.hants.sch.uk)

### **Current Outside Agency Involvement**

Detailed below are the current agencies that we currently seek advice from at Cornerstone Primary School.

**Primary Behaviour Service**

Can support primary schools with children who have social, emotional and mental health needs that result in challenging behaviour in school.

**Speech and Language Therapy**

Regular visit school to assess and review those children with Speech and Language programmes in place. Can also assess children with newly identified needs.

**Educational Psychology Service**

Cornerstone Primary have subscribed to the Hampshire EP Service and access depends upon individual pupils needs through discussion with the SENDCo, parents and class teacher. They are able to directly assess and observe pupils in order to support learning and identify areas of need and how best to support.

**School Nurse**

The School Nursing Team can be contacted via the SENDCo or school office. You may also be referred to the School Nurse via your GP. We also have access to a of Specialist Nurses should they be required.

**Social Care**

School has access to and works very closely with Social Care in supporting both our families and children as needed.

**Child and Adolescent Mental Health (CAMHS)**

A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers.

**Specialist Teacher Advisor for Physical Disabilities.**

Can provide support, advice and at times direct teaching. They will work closely with schools and give training where required in order to ensure pupils with a physical disability have the appropriate resources and support needed to enable full access to learning.

**Specialist Teacher Advisor for Hearing Impairment**

Can provide support, advice and at times direct teaching. They will work closely with schools and give training where required in order to ensure pupils with a physical disability have the appropriate resources and support needed to enable full access to learning

**Physiotherapist and Occupational Therapists**

Treatment is based on the assessment of the child's needs and developing an individualised treatment plan.

**Updated: January 2020**  
**Draft Update Consulted with Parents: January 2020**  
**Due for review: January 2021**