

The Cornerstone Academy

Special Education Needs and Inclusion Policy

Approved By: Ofsted – Pre-Opening

Reviewed by: Cornerstone Local Support and Scrutiny Board

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Introduction

The whole team at the alternate provision is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and Learning Mentors. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

Mission Statement – The Cornerstone Academy

We support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all students. The school is committed to ensuring that students with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Inclusion Statement

We endeavour to make every effort to achieve maximum inclusion of all students whilst meeting students' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEN policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEN.

Aims and Objectives of this Policy

To reach high levels of achievement for all

To be an inclusive school

To ensure the identification of all students requiring SEN provision as early as possible in their school career

To meet individual needs through a wide range of provision

To attain high levels of satisfaction and participation from students, parent and carers

To share a common vision and understanding with all stakeholders

To give transparent resourcing to SEN

To provide curriculum access for all

To work towards inclusion in partnership with other agencies and schools

To achieve a level of staff expertise to meet student need

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

2. Admissions

No student will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

3. Management of SEN in School

The governing body has delegated the responsibility for the day to day implementation of the policy to the school SENCO who has Qualified Teacher Status. The management of SEN is supported by the administration staff.

All school staff have a responsibility for students with SEN in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need.

Staff are aware of their responsibilities towards students with SEN, whether or not students have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all students by adults in school. Staff responsibilities are identified in individual job descriptions.

The SENCO is responsible for:

overseeing the day-day operation of this policy

co-ordinating provision for children with special educational needs

liaising with and advising teachers

managing any learning support assistants

overseeing the records on all children with SEN

liaising with parents of children with SEN (in conjunction with staff)

contributing to the in-service training of staff

liaising with external agencies including the LA's support and educational psychology.

services, health and social services, and voluntary bodies

4. Identification and Assessment

We accept the principle that students' needs should be identified and met as early as possible, wherever possible.

There are four areas of need as stated in the SEND Code of Practice, 2014

Whilst these four areas broadly identify the primary need of a student we also consider the needs of the whole child, which may also impact on a student's progress.

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

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- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The SEBCO works closely with the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- the analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, reading ages, annual and termly student assessments
- The use of our local authority SEN criteria
- The following up of teacher concerns

- following up parental concerns
- tracking individual student progress over time
- Information from previous schools on transfer
- Information from other services

5. Curriculum Access and Provision

In order to meet the learning needs of all students, teachers differentiate work. They work to meet individual learning needs and to mark work effectively.

Where students are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for students is related specifically to their needs.

A provision map records a graduated response to individuals.

The range of provision may include:

- * in class support for small groups with an additional teacher or Teaching Assistant (TA)
- * Small group withdrawal with TA, or Learning Mentor LM.
- * individual class support / individual withdrawal
- * further differentiation of resources
- * study buddies/peer mentors
- * Interventions
- * Provision of alternative learning materials/ special equipment
- * Group support
- * Provision of additional adult time in devising interventions and monitoring their effectiveness
- * Staff development/training to undertake more effective strategies
- * Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

6. Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- * Narrows the attainment gap between student and peers
- * Prevents the attainment gap widening
- * Is equivalent to that of peers starting from the same baseline

- * Equals or improves upon the student's previous rate of progress
- * Ensures full curricular access
- * Shows an improvement in self-help and social or personal skills
- * Shows improvements in the student's behaviour

7. Record Keeping

The school will record the steps taken to meet students' individual needs. SENCO will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- * Information from parents
- * Information on progress and behaviour
- * Student's own perceptions of difficulties
- * Information from health/social services
- * Information from other agencies

8. Targets and ILPs

All students with SEN have targets and any provision made that is additional to and different from usual classroom provision.

For students with an EHCP, provision will meet the recommendations on the plan.

- * Short-term targets
- * Teaching strategies
- * Provision made
- * Date for review
- * Success and/or exit criteria
- * The outcomes recorded at review

9. Code of Practice, Graduated Response

The school adopts the levels of intervention as described in the SEN Code of Practice.

The Code of Practice advocates a graduated response to meeting students' needs.

10. Partnerships with Parents and Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services. This information will be included in with the new parent packs.
- involving parents in decision making as to how a student's individual budget may be allocated to provide support for their child.

11. Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all students are involved in monitoring and reviewing their progress.

We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition students who are identified as having SEN are invited to participate in:

- Reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors/ TAs
- Annual review

12. Special Provision

The school has the following special facilities:

Disabled toilets with hand rails;

All mainstream classrooms are: carpeted (excluding practical areas), have rubber soled tables and chairs, high frequency lighting.

Individual adaptations will be made for specific students e.g. chair supports and individual work stations as required.

13. Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For students on our SEN Support list any one or more of the following agencies may be involved: Educational Psychologist and School Nurse.

14. Links with other schools and services

Effective working links are maintained with:

Substance misuse support teams

Other Children and Young People's Services

Community Health Service

Family support and safeguarding

Parent Partnership Service

15. Inset

In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to governors each term.

16. Resources

The provision for SEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEN policy

17. Complaints

If there are any complaints relating to the provision for students with SEN these will be dealt with in the first instance by the Head teacher/ Inclusion Co-ordinator. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved Please see the school's Complaints Procedure available on the school's website.

Appendix 1

Glossary of Terms

EP Educational Psychologist – a trained individual whose role is the application of psychological principles to teaching and learning. They provide support in assessing specific children and developing the schools strategies to increase inclusion.

EHCP An Education, Health and Care plan is a result of a statutory assessment of a child. The Education Healthcare Plans will be introduced across England & Wales during 2014. The Plans themselves originate from the Children & Families Bill which is currently being processed through the House Of Commons. The main aim of the EHC (Education Healthcare) Plans is to replace the current system of Individual Healthcare Plans (IHPs). An EHC plan is a legal document which describes: • a child or young person’s special education, health and social care needs • the help that will be given to meet those needs, and • what the young person will be able to achieve as a result of the support.. The plan is drawn up by the local authority after a formal assessment process called an EHC Needs Assessment

EWO Education Welfare Officer – a person employed by the LEA to help parents and LEAs meet their respective statutory obligations in relation to school attendance.

INCLUSION The principles of inclusion from “Excellence for all children. Meeting Special Educational Needs” DFEE (Oct 1997) – Inclusion is a process by which we mean not only that students with SEN should wherever possible receive their education in a mainstream school, but also that they should join fully with their peers in the curriculum and life of the school. I.e. SEN children should generally take part in mainstream lessons rather than being isolated in separate units however separate provision may be necessary on occasion for specific purposes, and inclusion must encompass teaching and curriculum and

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ILP Individual Learning Plan.

LEA Local Education Authority

TA Teaching Assistant – an assistant providing in-school support for students with special educational needs and/or disabilities. An SA will normally work with a particular student or students providing close support to the individual student and assistance to those responsible for teaching him/her.

SEN Special Educational Needs

SENCO Special Educational Needs Coordinator – person responsible for coordinating and overseeing the day-to-day provision of students with SEN

Areas of Special Needs

Communication and Interaction, this includes:

- Speech and language delay/impairment or disorder
- Specific Learning Difficulties (dyslexia, dyspraxia)
- Hearing Impairment • Autistic Spectrum
- Difficulties as a result of permanent sensory/physical impairment

Cognition and Learning, this includes:

- Moderate/severe/profound learning difficulties
- Specific Learning Difficulties (dyslexia, dyspraxia)

Behaviour, Emotional and Social Development, this includes:

- Withdrawn/isolated
- Disruptive/disturbing/hyperactive/lacking concentration
- Immature social skills
- Those presenting challenging behaviours arising from other complex needs

Sensory and Physical, this includes:

- Hearing and visual impairments



- Medical needs
- Physical impairment