



# **Special Educational Needs & Inclusion Policy**

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**Reviewed by: SLT**  
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## **Introduction**

The Cornerstone Academy team 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 – 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 their 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 Inclusion Co-ordinator 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 Inclusion Co-ordinator 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 and 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 0-25 years, 2015

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 Inclusion Co-ordinator 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, SATs, 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

The Inclusion Co-ordinator maintains a list of students identified through the procedures listed; this is called the SEN Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some students a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

## **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
- \* IPP target tutorials
- \* 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. The Inclusion Co-ordinator 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 IPPs**

All students on our SEN Support list will have individual IPPs setting out 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.

Strategies for students' progress will be recorded in individual IPP containing information on

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

The IPP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The IPP will be created through discussion with both the student and the parent or carer.

### **8.1 Reviewing an IPP**

Individual Learning Plans will be reviewed at regular intervals with the inclusion of parents, carers and students' views.

## **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.

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support and add the student to the SEN Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a student on the SEN Support list will be made by the Inclusion Coordinator after full consultation with parents at an Individual IPP review. External support services may advise on targets for a new IPP and provide specialist inputs to the support process.

Particularly targeted IPP intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting IPP may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

## **10. Revision of Statutory Assessment**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the student

- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

### Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the student requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- \* Matched to the longer-term objectives set in the EHCP
  - \* Of shorter term
  - \* Established through parental/student consultation
  - \* Set out in an IPP
  - \* Implemented in the classroom
  - \* Delivered by the class teacher with appropriate additional support where specified
- Reviews of an EHCP

EHCPs must be reviewed annually. The Inclusion Co-ordinator will organise these reviews and invite:

- \* The student's parent
- \* The student if appropriate
- \* The relevant teacher
- \* A representative of the SEN Inclusion and Assessment Team
- \* An Educational Psychologist (if involved)
- \* Any other person the Inclusion Co-ordinator or parent/carer considers appropriate

The aim of the review will be to:

- \* Assess the student's progress in relation to the objectives on the EHCP
- \* Review the provision made to meet the student's need as identified in the EHCP
- \* Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it
- \* If appropriate to set new objectives for the coming year



At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

LA support is also requested for leavers to facilitate progression post 16.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

## 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:

- IPP 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: hard, durable, non-slip flooring with 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/AEN 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 were 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” DFE – Inclusion is a process by which we mean not only that students with SEND 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. SEND 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 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 appropriate to the child’s needs.

**IPP** Individual Pupil Profile.

**LEA** Local Education Authority

**TA** Teaching Assistant – an assistant providing in-school support for students with special educational needs and/or disabilities. A TA 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.

**SEND** Special Educational Needs and Disability

**SENDCO** Special Educational Needs and Disability Coordinator – person responsible for coordinating and overseeing the daytoday provision of students with SEND

## **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