



SEN POLICY

CornerPost Education Centre aims to provide both pupils and staff with a positive and supportive learning experience which promotes success and achievement in academic, social, moral and personal development.

CornerPost's Mission statement is:

All pupils achieve their maximum potential regardless of religion, social background, gender, race, or disability.

Empowering individuals with the skills needed for them to move forward with their lives and to become positive members of the society.

At CornerPost Education Centre we believe every pupil has a fundamental right to education and must be given the opportunity to achieve and maintain their learning at the highest level possible. Every pupil has unique characteristics, interests, abilities and learning needs and through a holistic approach to learning we endeavour to meet these needs.

At CornerPost Education Centre we are committed to working together with all members of our school community. This policy and local offer have been produced with pupils, parents/carers, Management Committee, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

We provide education and support for young people with a wide range of needs. The majority of pupils have either been permanently excluded from school or are at risk of permanent exclusion. The needs and profile of these young people vary tremendously. Our role is to assess their needs, help identify the best educational setting for them and prepare them for the next stage of their education. This could be a return to mainstream school, a specialist provision placement or a timetable that allows them to access their education through alternative providers.

Our staff team takes full responsibility to support the needs of all children throughout the school day. We strive to ensure that every pupil experiences success. A young person may be described as having a special educational need if he / she has a

- Significantly greater difficulty in learning than the majority of others of the same age.

- Disability or health condition which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream settings.

This policy has been updated in response to the Children and Families Act 2014 and the SEND Code of Practice 0-25 (2014) and has due regard to legislation, including, Health and Social Care Act 2012, Equality Act 2010 and the Mental Capacity Act 2005.

The following principles underpin this policy:

- The early and effective identification of young people's needs.
- The joint involvement of parents and young people in identifying needs, discussing aspirations, setting targets and making decisions for their future.
- Collaboration between education, health and social care services to provide high quality, personalised provision to meet the needs of young people with SEND.

1. Areas of special educational need:

At CornerPost we specialise in making provision for children who are experiencing behavioural, emotional, or social difficulties. We also make it a priority to identify if children have additional needs in the following areas.

- Communication and interaction.
- Cognition and learning
- Sensory and / or physical impairments.

This policy has adaptations for those children with additional educational needs who may need to undergo an assessment.

2. Admissions:

At CornerPost we will ensure that there is no discrimination against young people deemed to have a special education need or disability.

3. Roles and responsibilities:

The Management Committee has a responsibility to:

- Ensure that school engages parents and / or young people with SEND during all decision making.
- Ensure that there is a designated member of staff for 'looked after' children.
- Ensure that the SENCo and team identifies, assesses and makes appropriate provision for all young people with SEND.

- Ensure that the school makes reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the SEND Policy and available facilities to support pupils with SEND including a review the accessibility plans every three years.
- Ensure that complaints/appeals procedures are made known to parents and pupils through a single point of access including SEND tribunal.

The Centre Manager has a responsibility to:

- Ensure that all appropriate staff are aware of the needs of SEND pupils and are fully competent in meeting these needs
- Ensure that coaches monitor and review the pupil's progress every half term
- Ensure that the SENCo. has sufficient time and resources to fulfil their responsibilities.
- Regularly and carefully review the quality of teaching for pupils at risk of disengagement or underachievement, as a core part of performance management arrangements.
- Ensure that teachers are skilful in understanding the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

Coaches must:

- Create an accessible and engaging learning environment.
- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- Plan lessons using assessment data to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

4. Involving pupils and parents in decision making

All parents/carers of young people with SEND will be treated as partners and fully supported to play an active and valued role in planning for their child's educational provisions. Every pupil is treated as an individual and consideration is given to the pupil's interests, strengths and abilities as well as their additional learning needs. Half termly opportunities are planned to ensure that parents and young people with SEND can express their needs, wishes and goals. This is done via half term report. Bespoke provision is designed to meet the needs of each pupil as an individual. Young people are fully involved in the assessment, target setting, monitoring and review of their own progress.

5. Identification

CornerPost staff will liaise with schools and other professionals in order to identify whether a young person has any additional learning needs. Some of the pupils will have been identified as having a SEND previously within a mainstream school setting. Further information will be obtained using a range of evidence collected through normal assessment and monitoring arrangements: if these assessments indicate that the learner is not making the expected progress.

6. Graduated approach

Young people referred to CornerPost have experienced difficulties that may have resulted in them becoming 'at risk' of permanent exclusion from school or excluded. Furthermore, CornerPost also caters for pupils who have effectively "excluded themselves" from education by refusing to attend school. CornerPost will employ a graduated approach to meeting each SEND pupil's needs. All support needs and provision will be reviewed and evaluated half termly to determine the impact on progress, development or behaviour. Effective intervention should ensure that the young person's level of engagement with education improves. Each pupil has access to broad balanced curriculum that is highly differentiated to meet their individual learning needs. If further intensive support is required, then support from the Educational Psychologist will be sought and possibly an application would be made to the Local Authority for a complete Statutory assessment of the young person's learning needs. If it is agreed that the young person will be supported with an Education, Health and Care (EHC) plan then CornerPost will support the transition to an appropriate educational setting.

7. SEND and Disability Tribunal

The Centre Manager will meet any request to attend a SEND Tribunal and explain any departure from the duties and obligations under the SEND Code of Practice (This duty may be delegated to the Partnership Manager).

8. Data and record keeping

CornerPost will record all details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils. CornerPost will maintain an accurate and up-to-date register of the provision made for pupils with SEND.

9. Confidentiality

CornerPost will not disclose any information without the consent of the young person and parents with the exception of disclosure to the SEND and Disability Tribunal; to the Secretary of State if a complaint is made under the Education Act 1996; or on the order of any court, or to Ofsted inspection team.

How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Prior to joining our centre each individual's parents/carers, school and other involved professionals are invited to discuss how the centre can help and issues to be addressed. We will also have detailed information from the child's feeder school upon referral. Referrals are made from schools and other agencies to assist pupils who are having significant issues with their behaviour for learning. We are a short-term placement. If you have any concerns about your child parent partnership can be contacted to provide advice and further support.

How will early year's setting/school/college staff support my child/young person?

The lessons for each pupil are individually set to ensure that the maximum learning experience is achieved. Pupils are individually assessed, and parents and feeder schools are actively involved in providing a holistic support package for each individual. Our behaviour policy is key to our children's success and individual personalised targets are given to each child which they are assessed on in each lesson.

How will the curriculum be matched to my child's young person's needs?

All staff are made aware of each child's individual needs after the initial assessment and any changes are communicated through effective staff communication. Staff delivers differentiated lessons with individual tailored activities to meet the needs of the learners.

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

Parents receive regular updates on progress from the centre. Staff work hard to ensure that feedback is positive and useful. There is personal progress report every term. Reporting is done in detail 3 times per year.

What specialist services and expertise are available at or accessed by the setting/school/college

We work with a wide range of agencies across Tamworth such as: Staffordshire T3, Social Care, Education Psychology, SEND service, CAHMS, Local Support teams, Youth Offending Team, Midland Psychology Service. Children and families can be sign posted to the most appropriate agency to meet their needs.

What training are the staff supporting children and young people with SEND have had or are having?

Staff have completed, safeguarding training refreshers, SEND updates, promoting positive behaviour, etc

How accessible is the setting/school/college environment?

The CornerPost Education Centre is a fully modernised facility with ramps, lift and extra wide doors making it accessible for all.

How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life

Transitions are individually designed for each pupil, there is no pre-determined length of support – it is based entirely upon individual needs. Upon leaving CornerPost Centre we operate an open-door policy that any pupil can come back to us for help and advice.

How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?

Individual needs are addressed through the initial discussion and the on-going assessment process. Resources are then allocated accordingly.

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

Through assessment and after consultation with parents and schools, support plans are agreed by the SLT

Other relevant policies:

- Equality
- Pupil, Parent/Carer Induction pack

Review Date: Oct 2021