

The Corner School: Special Educational Needs and Disabilities (SEND) Policy

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Author:	SENCO and Inclusion Lead
Approvers:	The Corner School Education Committee
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- This policy is written in accordance with all legal requirements and best practice
 - **Equal Opportunities:** This policy will never discriminate directly or indirectly against the 9 protected characteristics. Equality of opportunity should be provided for all employees in accordance with the Equality Act (2010). Individuals are invited to provide information about any equality or diversity issues that may be relevant. UP may consider making adjustments to this policy in appropriate circumstances when feasible and in keeping with organisational needs.
 - **Data Protection:** Personal data collected and processed in relation to this policy is managed in accordance with Unlocking Potential's Data Protection Policy.
 - **Policy Status:** This policy is not a contractual term of employment, and it may be varied by UP at any time
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1. Introduction

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the **Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEND The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The **Equality Act 2010** (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The **Public Sector Equality Duty** (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out trustees' responsibilities for pupils with SEND
- The **School Admissions Code**, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

2. Basic Information about The Corner School's Provision

The Corner School is a therapeutic school for children with social, emotional and mental health needs and we provide additional support including 1-2-1 psychotherapy, occupational therapy and speech and language therapy. As an independent Therapeutic Primary School in Wembley, we are devoted to providing a nurturing haven for pupils aged 5 - 11 with social, emotional and mental health needs, who for a variety of reasons, may find mainstream education inaccessible.

All children at The Corner School are placed on the SEND register, in line with the SEND Code of Practice, because they have a specific special educational need and an Educational, Health and Care Plan: an Educational Health Care Plan (EHCP).

The Corner School provides for pupils whose main area of special educational need is Social, Emotional and Mental Health difficulties. Many of our pupils also have needs that fall into the other three broad areas of special educational need.

Four Broad Areas of Special Educational Needs	
1. Communication and Interaction.	Children with speech, language and communication needs, (SLCN) have difficulty in communicating with others. This can be in both or either talking and listening (expressive and receptive language). Children with Autistic Spectrum Condition (ASC) have difficulties with social interaction.
2. Cognition and Learning	Children who learn at a slower pace than other children of the same age, even with appropriate differentiation. Learning differences cover a wide range of needs including moderate learning difficulties (MLD),

	severe learning difficulties (SLD) and profound and multiple learning difficulties, (PMLD) or Global Developmental Delay. Specific learning difficulties (SPLD) affect one or more specific aspects of learning. This covers a range of conditions such as dyslexia, dyscalculia and dyspraxia.
3. Social, Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered trauma and adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
4. Sensory and/or Physical Needs	These children may have difficulties with vision impairment, (VI), hearing impairment (HI) or a multi-sensory impairment, (MSI). Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

3. Admissions

Pupils must have an Education, Health, and Care Plan (EHCP) to be referred to The Corner School. This is usually done through the SEND department of the local authority of the mainstream school e.g. if a pupil's school is in Brent, the EHCP caseworker would make a referral to The Corner School.

On some occasions, we receive referrals from parents which we do consider; however, we will always share whether we can meet needs with both parents of the referred pupil and the local authority of the pupil's mainstream school.

Referrals should be sent to info@thecornerschool.org.uk for the attention of the Head Teacher.

4. Our Ethos

At The Corner School, we are committed to delivering inspirational teaching that develops confidence in learning, where pupils take ownership of their learning and are proud of their achievements. We want every member of our school community to become a well-rounded, capable individual member of society while continuing to develop and evolve. Our pupils will experience:

- A creative and exciting, inspiring and nurturing environment that pupils choose to be a part of through their curiosity and interests.
- A safe environment where our pupils are valued, have a voice, high self-esteem and positive Social Emotional and Mental Health.
- An environment where pupils feel safe to make choices, take risks and are treated with respect and provided with opportunities they need to be successful.
- A place where we support each other in our learning and celebrate and share in one

another's success, by being kind, helpful and caring.

- A place where excellent standards and high expectations are uncompromised, creating a strong foundation for future success.

5. Equality statement

We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same access to education, regardless of any barriers they may face. We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carers has expressed an intention to remove them from school to be home educated

6. Roles and responsibilities

The Special Educational Needs Coordinator (SENCO) will:

- Work with and be supported by the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school in order to raise the achievements of pupils with SEND
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- Liaise with the relevant Designated Teacher where a Looked After Child (LAC) has SEND
- Provide professional guidance to colleagues and work with staff, parent/carers, and other agencies to ensure pupils with SEND receive effective support and high-quality teaching
- Advise on the graduated approach (Assess, Plan, Do, Review) to providing SEND support
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies to ensure the school is best able to meet the needs of all pupils
- Work with the Head Teacher and Trustees to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and in line with current GDPR policies and shares information about a pupil if they transfer to another school or education

institution

- Liaise with potential next providers of education to ensure a pupil and their parent/carers are informed about options and a smooth transition is planned
- Monitor the effectiveness of any special educational provision made and when appropriate secure additional services and provision
- Liaise regularly with parent/carers, external agencies and the local authority to provide information on pupils' needs, provision and outcomes
- Prepare and review information required by law to be published in relation to special educational needs provision

The Trustee responsible for SEND will:

- Ensure that leaders are ambitious for all pupils with SEND
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Monitor the quality and effectiveness of SEND provision within the school and provide regular reports to the governing body
- Raise awareness of SEND issues at Educational Committee meetings
- Ensure the SENCO has sufficient time and support to fulfil their role and responsibilities
- Help to review the school's SEND information report and provision for pupils
- Ensure that the school's website reflects UP's values of inclusion and publishes an annually updated SEND Policy and SEND Information Report and information on the local offer

The Head Teacher will:

- Ensure that all staff are ambitious for all pupils with SEND
- Ensure that pupils with SEND are included in all aspects of academy life
- Work with the SENCO and SEND trustee to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of pupils with SEND

Each teacher is responsible for:

- Setting ambitious but achievable academic expectations and supporting pupils to achieve positive outcomes
- Delivering high quality teaching and adapting the curriculum so that it is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future
- The progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialist staff
- Working closely with any additional adults within the setting to assess, plan, do and review support, strategies and interventions for each pupil in their class
- Working in partnership with parent/carers, health professionals, therapists, social workers and

other providers or agencies to secure the best outcomes for pupils

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Assessing the learning and development of pupils in line with school policy
- Having regard to the Teachers' Standards to support the expectation that all teachers:
 - Plan and teach well-structured lessons
 - Adapt teaching to respond to the strengths and needs of all pupils
 - Make accurate and productive use of assessment
 - Have a clear understanding of the needs of all pupils
- Communicating effectively with parents about their children's achievements and well-being

7. Pupil Support

Support may be offered to students and families through a variety of ways. We are constantly monitoring the impact of our interventions and support, so these strategies may change:

- | | |
|---|--|
| • Targeted in-class support | • Auxiliary and sensory aids recommended by sensory and OT specialists |
| • Small class sizes | |
| • Universal, targeted or specialist OT support | • Visual timetables, communication boards, sensory diets |
| • Universal, targeted or specialist Speech and Language support | • Designated areas of the school for sensory play or calm time |
| • Universal, targeted or specialist Psychotherapy support | • Use of technology/ specific software which supports SEND learners |
| • Fine motor skills sessions | • Daily communication with parents/carers |

In line with current research, our in-house therapists provide support to the class teacher and together, they provide their expertise to the pupil. Our aim is for all pupils to develop their skills to progress independently and learn for life.

At The Corner School we offer a variety of pastoral support for pupils who are encountering emotional difficulties. We have our own in-house psychotherapist available for all children and a whole-school approach to promoting positive emotional health and wellbeing within an ethos of high expectations and constant support.

At The Corner School, we encourage the building of individual resilience and tenacity in all areas of the curriculum, through the PSHE curriculum and school ethos and values. We use visuals around the school to support our pupils to improve their emotional and social development.

We champion supporting children's mental health and improving the emotional wellbeing of all children through our tri-part therapeutic approach. We aim to provide positive experiences and promote awareness of wellbeing with support from our therapists and external agencies.

The Corner School leadership team ensures high quality continued professional development (CPD) for all staff. Staff are regularly trained in positive behaviour support, providing emotional support through a therapeutic whole school approach called the Berry Street Educational Model and Zones of Regulation. At The Corner School we work hard to ensure our students' social, emotional and mental health needs are understood and met. All staff have current safeguarding training.

8. The Multi-Disciplinary Team (MDT) at The Corner School

- **Creative and Play Therapy:** This can benefit children in a variety of ways by providing time and space and a supportive relationship in which to explore aspects of their life that might be causing preoccupation or worry that impacts their day-to-day wellbeing and functioning. During weekly sessions, children are invited to engage in play, imagination and the use of creative media such as art, drawing, painting, puppetry, sand play and music; all of which are methods that assist the child in the exploration of their inner and outer worlds in relation to themselves self and others in order to facilitate psychological healing, growth and transformation
- **Occupational Therapy (OT):** OT at The Corner School, works to improve children and young people's skills and performance of the tasks and activities that are important for self-care, school and leisure which all promote health and wellbeing. By helping to remove these barriers to learning, OT helps children feel more confident and able to engage in academic and extracurricular activities in and outside of school.
- **SaLT:** At The Corner School, many children arrive with Speech and Language requirements and recommendations detailed on their Education and Health Care Plans. Additionally, children are monitored for any developments in their communication needs whilst attending The Corner School. All children benefit from a Total Communication Approach embedded at the school by the onsite team and supported by the wider UP SaLT team via joint CPD.

Unlocking Potential rigorously ensures that therapists are suitably qualified and maintain their registration with the appropriate professional registering body. Therapists also participate in the annual appraisal system. The continued development and training of staff is monitored, reviewed and supported. Essential training in safeguarding and First Aid are provided as required, along with further CPD in specialist areas such as Working Therapeutically with Children, Critical Thinking: A Multi Agency Approach, Working with Anger and whole school approaches e.g. Behaviour Support (Magic Behaviour), Restraint (PRICE).

The team's work is managed and monitored to ensure practice is safe and effective. We provide regular management support to educational staff and clinical supervision for clinicians to minimise vicarious trauma and burn out, and staff have access to the UP Mental Health First Aiders and EAP should they wish to make use of it.

Structured opportunities for reflection and case management are built into the team's work, including a clinical week each half term for case discussion, planning and goal setting. The therapists have monthly line management, frequent informal calls with their Line Managers and regular clinical supervision as well as opportunities for more informal peer supervision within the wider charity. This provides a good level of oversight, ensuring a framework of support and guidance, along with mechanisms for troubleshooting to enable continuous improvement.

9. The Graduated Approach

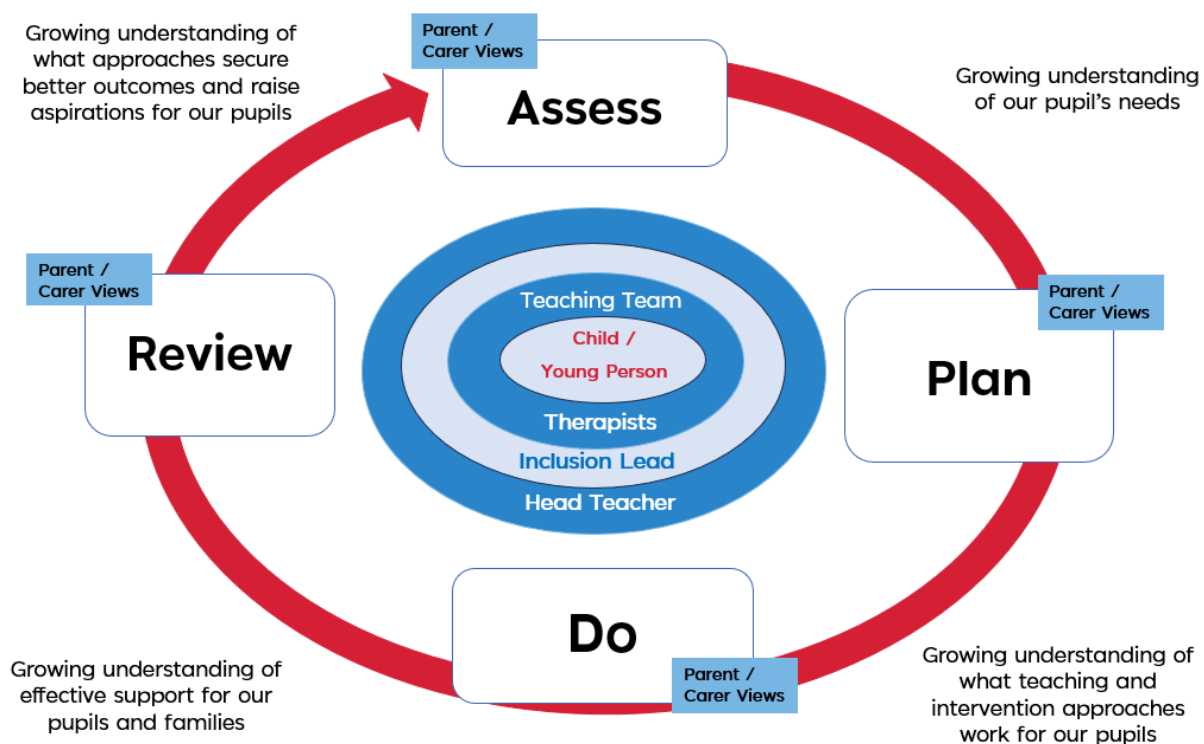
The Graduated Approach will be led by the Class Teacher in partnership with the SENCO. The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents, a Pupil Support Profile (academic, personal, behaviour & attitude) will be updated at least half termly to achieve the agreed outcomes through support and intervention arrangements. In addition to this, every pupil at The Corner School has a Positive Behaviour Support Plan and a Risk Assessment and Management Plan which are also both reviewed half termly.

The Graduated Approach plan ensures that:

- External agencies will be contacted, if appropriate, and will see existing records and implement their own assessments
- The Inclusion Leader/SENCO/ Class Teacher will consider a range of approaches/materials
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic developmental targets
- Progress towards these outcomes will be tracked and reviewed half termly through a four-step model and will be repeated as many times as is necessary

The Graduated Approach at The Corner School



1. Assess:	• When a pupil is referred to The Corner School, referring schools send information about pupils' academic levels, behaviour and any concerns about SEND/SEMH. • The Head Teacher at The Corner School will arrange and attend a school and home visit (alongside the Psychotherapist) to see the child in their education and home setting. • An invite will be extended to the child and parents/ carers to then come and visit The Corner School. • On arrival to The Corner School, each child is assessed academically, socially and emotionally to identify appropriate interventions as part of our whole school approach to SEND.
2. Plan:	• Strategic planning intervention is implemented for each child based on their needs, diagnosis and assessment. A combination of quality first teaching and personalised intervention provides the best possible learning experience and outcomes.
3. Do:	• Quality first teaching and high expectations for children at The Corner School, is closely monitored to ensure pupils make good / strong progress by closing the gaps in their social, academic and emotional learning
4. Review:	• Progress towards these outcomes will be tracked and reviewed half-termly. These monitoring cycles of teaching and learning and interventions provide opportunities for reflective practice and robust evidence for pupil progress and school improvement. • Teachers and therapists will gather evidence on an on-going and informal basis through asking questions, observing children working and playing together, testing and making comments on their work. • Pupil's current skills and levels of attainment will be used to establish a precise analysis of the pupil's needs. This assessment will be regularly reviewed to close any gaps academically and provide pastoral support for the children to age-appropriate levels or pupils to reach their potential. • Teachers meet weekly with the Head Teacher, Inclusion lead and therapists to provide advice and guidance on meeting the needs of all pupils at The Corner School. • Pupils, parents, therapists and external agency feedback on the quality and effectiveness of interventions provided occurs annually. • The child's educational health care plan is amended accordingly. • Any incidents or changes in pupils' behaviour and performance are discussed at daily debriefs with all staff and at weekly 360 meetings involving the SLT, class team and therapists involved in supporting the child,

Liaising with Parents/Carers

Where appropriate, we will discuss any concerns about a child's needs with the child's parents or carers and arrange a meeting to discuss these further. Parents are involved with every stage of The Graduated Approach at The Corner School apart from the daily de-briefings and weekly 360 meetings which are for staff.

10. Additional Safeguarding

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Any suspected abuse will require close liaison with the DSL (or deputies) and the Inclusion lead.

Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges as the consequences of doing so

11. Looked After and Previously Looked After Children

All Looked After Children who attend The Corner School have a Personal Education Plan (PEP). A PEP is a statutory requirement to ensure that a record is maintained regarding the child's educational progress and thus it forms an integral part of the child's overall care plan.

The PEP should detail what needs to happen in order for the looked after child to fulfil their potential. The local authority are under a duty to ensure that the PEP fully reflects the educational needs of the child, remains relevant to the child's age, ability and aptitude, and is implemented effectively, to promote the educational achievement of looked-after and previously looked-after children.

This PEP is reviewed regularly as part of the looked after child (LAC) review. The review process enables information to be shared by others including the child's parents, carers, school and other professionals to have a comprehensive view of the child's situation.

12. Pupils who are lesbian, gay, bisexual or gender questioning

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children (please see our behaviour policy for more detail on how we prevent bullying based on gender or sexuality). We also recognise that LGBTQ+

children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children. When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD). We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

13. Feedback, Complaints and Informal Concerns (about school SEND policies or procedures)

We want to hear your compliments, comments and suggestions. Your opinions will always be valued and will be used internally to improve how we run our services and to provide feedback to our team:

- To let us know how we are doing please email: info@up.org.uk
- If you have a small concern that you wish to make us aware of or a suggestion of how we could improve, you can do this informally by emailing: info@thecornerschool.org.uk for the attention of the Head Teacher
- We will aim to resolve any concern brought to us promptly and sensitively, but if you are not satisfied with our response, you may wish to raise your concern by completing the form on our website: <https://up.org.uk/complaints/>

14. Training

As part of their induction process and then continuing professional development, our staff are provided with regular training including:

- Safeguarding
- The proper use of Physical Intervention/Safe Holding (PRICE)
- Positive Behaviour Support Training
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- The Berry Street Educational Model
- Equality, Diversity and Inclusion
- Anti-bullying and harassment

Meeting the academic, personal and mental health needs of pupils is part of our continuing professional development.

15. The Corner School Education Committee

The Committee carries out the equivalent functions of a Governing Body for The Corner School within the charity Unlocking Potential. It oversees the functioning of the school as a whole, monitoring provision across key areas e.g. safeguarding, health and safety, curriculum, SEND, therapeutic

provision, pastoral care, work with parents/carers, staff wellbeing etc. ensuring that staff have the knowledge and resources to understand their responsibilities and to the best of their ability.

16. Staff who have contact with pupils and families

All staff who have contact with children and families have the opportunity for reflective support, coaching and training, to promote the interests of children and allow for confidential discussions of sensitive issues.

17. Monitoring arrangements

This policy will be reviewed annually by The Corner School's SENCO and Inclusion Lead. At every review, it will be approved by The Corner School Education Committee.

18. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding
- Behaviour
- Staff Code of Conduct
- Complaints
- Health and Safety
- Attendance
- Online use, E-safety, Electronic Device
- Equality, Diversity and Inclusion
- Relationships and sex education
- First aid
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Privacy notices
- Whistle blowing