

The Corner School: SEND Information Report

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Approvers:	Head Teacher
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1. Introduction

The Special Educational Needs and Disability Regulations 2014 requires schools to publish certain information regarding our provision for students with SEND. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact The Corner School for more information: info@thecornerschool.org.uk

The purpose of our school's SEND Information Report is to inform parents and carers about:

- How we work with parents/carers to support children and young people in all aspects of school life
- What we do to ensure that the pupil's needs are identified
- What support we provide to ensure children and young people achieve

Brent Local Authority (local government) also publishes a Brent Local Offer on its website: <https://www.brent.gov.uk/children-young-people-and-families/send-local-offer>

A Local Offer gives information about support for children and young people (aged 0-25) with special educational needs and disabilities in the local area, providing a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND.

2. What kind of school is The Corner School?

The Corner School is a place of hope and opportunity for children facing unique challenges. 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).

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

3. We provide for the following kinds of special educational needs (SEND):

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).
2. Cognition and Learning	Children who learn at a slower pace than other children of the same age, even with appropriate differentiation.
3. Social, Emotional and Mental Health	Students may have various underlying difficulties, including: • Mental health issues like anxiety, depression, or eating disorders • Attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), or attachment disorders • Trauma from adverse childhood experiences These challenges can show up as disruptive behaviour or withdrawal and isolation.
4. Sensory and/or Physical Needs	These children may have 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.

4. Admissions

Admission is via local authority referrals for pupils with an EHCP. We work closely with families and professionals during the admission process to ensure we can meet the pupil's needs effectively. Detailed assessments and transition plans are implemented to support each pupil's integration into our school. Please contact info@thecornerschool.org.uk for more information about referrals.

5. Our approach to teaching students with SEND includes:

Support for students and families at The Corner School is offered in various ways, and we regularly assess the effectiveness of these strategies, which may change over time. Our support includes:

- Targeted in-class assistance
- Small class sizes
- Occupational therapy (OT) support (universal, targeted, or specialist)
- Speech and language support (universal, targeted, or specialist)
- Psychotherapy support (universal, targeted, or specialist)
- Sensory aids recommended by specialists
- Visual timetables and communication boards
- Fine motor skills sessions
- Designated sensory play or calm areas
- Technology and software for SEND learners
- Daily communication with parents and carers

Our in-house therapists collaborate with teachers to provide tailored support, aiming to help all students develop skills for independent learning and lifelong success. Our aim is for all students to develop their skills to progress independently and learn for life.

6. The following emotional, mental and social support is available for students with SEND:

At The Corner School, we provide comprehensive pastoral support for students facing emotional challenges. Our in-house psychotherapist is available to all children, and we promote positive emotional health through a supportive school culture. We focus on building resilience and tenacity across the curriculum, utilising our PSHE program and school values.

Visual aids throughout the school help enhance emotional and social development. We adopt a tri-part therapeutic approach to champion mental health and well-being, collaborating with therapists and external agencies to create positive experiences.

Our leadership team prioritises ongoing professional development for staff, ensuring they are trained in positive behavior support and therapeutic methods like the Berry Street Educational Model and Zones of Regulation. We are committed to understanding and meeting our students' social, emotional, and mental health needs, with all staff receiving current safeguarding training.

Our SENCO and Inclusion Lead is a qualified teacher, SENCO and Play Therapist who works alongside all staff and therapists with the Head Teacher and Behaviour Lead to ensure each pupil has access to appropriate strategies and support to fulfill their potential.

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

Creative and Play Therapy helps children explore concerns impacting their wellbeing through play and creative activities, facilitating psychological healing and growth.

Occupational Therapy (OT) at The Corner School focuses on improving children's skills for self-care, school activities, and leisure. By addressing learning barriers, OT boosts children's confidence and engagement in academic and extracurricular activities.

The school also supports children with **Speech and Language** needs as outlined in their Education and Health Care Plans, utilising a Total Communication Approach with support from the UP Speech and Language Therapy (SaLT) team.

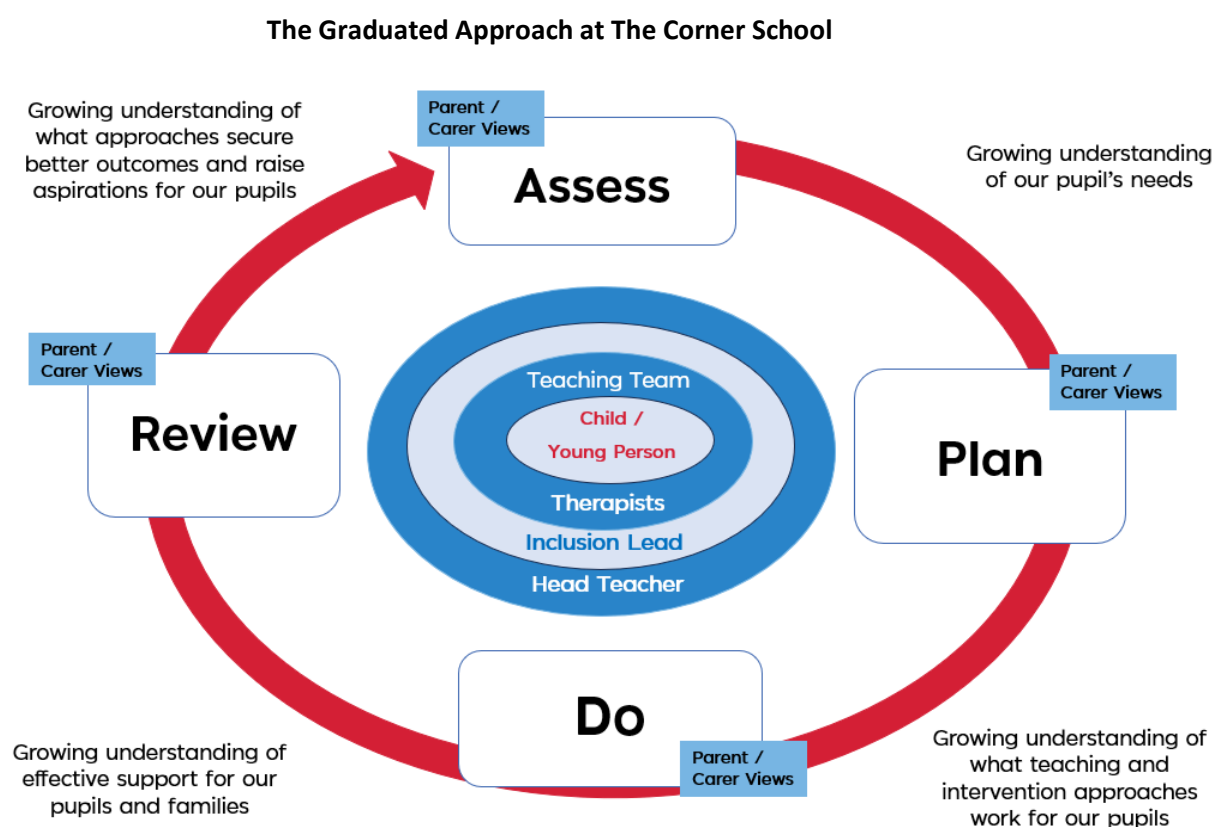
Unlocking Potential ensures that therapists are qualified and registered with their professional bodies. They receive essential training in safeguarding, First Aid, and specialised areas like therapeutic work with children, multi-agency approaches, and behaviour support. The team's practices are managed and monitored for safety and effectiveness.

8. How will the teaching and curriculum be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that the child's needs are met through whole class teaching.
- Where a Creative and Play Therapist, a Speech and Language Therapist or an Occupational Therapist is involved in supporting pupils, they will provide advice to school staff, and this will be incorporated into any additional support pupils need.

- Specially trained support staff can adapt or modify the teachers planning to support the needs of the child where necessary.
- Specific resources and strategies will be used to support the child individually and in groups.
- Planning and teaching will be adapted to meet the child's learning needs.

9. How will we measure the progress of your child in school?



1. Assess:	• When a pupil is referred to The Corner School, referring schools send information about the child's academic levels, behaviour and any concerns about SEN/SEMH. • The Head Teacher, along with the Child Psychotherapist, conducts home and school visits to observe the child in their environment. • Parents/Carers and the child are then invited to visit The Corner School. • Upon arrival, each child undergoes assessments in academics, social skills, and emotional well-being to determine suitable interventions as part of our comprehensive approach to special educational needs.
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, allowing for reflective practice and evidence of student progress. • Teachers and therapists gather evidence on an on-going and informal basis through asking questions, observing children working and playing together, testing and making assessments and comments on their work. • Current skills and achievements help identify each pupil's needs, with assessments regularly reviewed to address academic gaps and provide appropriate support. • Teachers meet weekly with the Head Teacher, Inclusion lead and therapists to receive and provide advice and guidance on meeting the needs of all pupils at The Corner School. • Feedback from pupils, parents, therapists, and external agencies is collected annually during the Annual Review, leading to updates in the child's Education and Health Care Plan.
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10. Liaising with parents or carers

We value strong partnerships with families and offer:

- Regular communication through meetings, reports, and updates.
- Home visits if appropriate and informal training sessions to support parents' understanding of SEND and mental health.
- Open-door policies for ongoing dialogue and feedback. If you have any concerns or questions, please share these with members of staff starting with the Class Teacher.
- Brent SENDIASS: <https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-social-care/support-for-parents/sendias> provides free, confidential and impartial information, advice and support to children and young people aged 0 to 25 with SEND and their parents and carers.

11. Feedback and Complaints or 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/>

12. Transition Support

For pupils moving into or out of our school, we provide tailored transition plans, including:

- Visits and phased integration for new starters
- Guidance for secondary school transitions
- Collaborative work with future educational settings or services to ensure continuity

13. How we support Looked After and Previously Looked After Children

All Looked After Children at The Corner School have a Personal Education Plan (PEP), which is a required document tracking their educational progress and supporting their overall care plan. The PEP outlines necessary actions for the child to reach their potential and must reflect their educational needs based on age, ability, and aptitude.

The local authority ensures the PEP is relevant and effectively implemented to promote educational success. The PEP is regularly reviewed as part of the Looked After Child (LAC) review process, allowing input from parents, carers, schools, and other professionals for a full understanding of the child's situation.

14. How are staff trained to support my child?

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

- 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. Contact Information

For further details, please contact:

- Melissa Burrell Inclusion Lead: t: 0203 325 2770 e: melissa.burrell@thecornerschool.org.uk
- Brent SENAS General Enquiries: sen.casework@brent.gov.uk
- Brent SENAS SEND Officer for The Corner School: marie.jean-charles@brent.gov.uk
- Jonty Clark is the SEND Lead Trustee for The Corner School

Our SEND Information Report is reviewed at least annually to ensure it reflects the needs of our pupils and the latest best practices. This document complies with Section 69 of the Children and Families Act 2014 and the SEND Code of Practice 2015.