



# CORNFIELD SCHOOL

## SEND Policy

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## Overview and Aims

Cornfield School is a specialist provision for students with social, emotional and mental health (SEMH) difficulties. It is a boys-only setting catering for pupils from Year 4 through to Year 11, across Key Stages 2, 3 and 4. All students who attend Cornfield School must hold a current EHCP and have SEMH identified as their primary need.

We employ strong, trusting, supportive relationships as the foundation for learning and personal growth within a safe, nurturing and inclusive environment where students are able to achieve success in learning and life.

Our core purpose is to provide each student with an educational experience that empowers them for life. We do this by valuing and respecting them as individuals, supporting the development of their SEMH needs, and nurturing their unique abilities so they can reach their full potential.

### SENCO team

Our SENCO team are:

Julie Woodward, SENCO and DSL

Debbie Stathinaki, Assistant SENCO for Off-Site Provision

Tanya Williamson, Assistant SENCO for Lower School and DDSL

### Key terms

Abbreviation	Term
ADHD	Attention Deficit Hyperactivity Disorder
AP	Alternative Provision
AR	Annual Review
ASD	Autism Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
CFA	Child and Family Assessment
CIN	Child in Need
CP	Child Protection
CWCF	Child we Care For
EH	Early Help

EHCP	Education, Health and Care Plan
EHE	Elective Home Education
ELSA	Emotional Literacy Support Assistant
FASD	Fetal Alcohol Spectrum Disorder
FSW	Family Support Worker
	Graduated Approach
PEP	Personal Education Plan
SW	Social Worker
TAF	Team around the family

### **Annual Reviews**

All pupils attending our school have a maintained EHCP from their previous settings. We hold annual reviews to celebrate students' achievements and collaborate with parents to identify next steps and inform our graduated approach. We follow the 'assess, plan, do, review process,' where outcomes are logged on Earwig, enabling teachers and teaching assistants to collect and monitor evidence throughout the year. These reviews are revisited three times annually—in October, February and May.

### **Sensory**

Some of our students have complex sensory profiles. We work closely with our Occupational Therapist to identify their proprioceptive and vestibular needs and determine which forms of sensory input can be integrated into their daily routines. We have also introduced the interoceptive curriculum, which supports students in developing self-awareness, recognising their internal body signals, understanding associated emotions, and identifying strategies to self-regulate.

A range of equipment and designated areas is available to support pupils' regulation throughout the day, including sensory rooms, a boxing room, access to a trusted adult, body socks, alternative seating options, gym balls and fidget resources.

### **Therapy**

A significant number of our pupils will experience challenges throughout their personal and educational journeys. As a school, we offer a range of therapeutic interventions to support students in processing difficult experiences. These include play therapy, drama therapy, art therapy for OSP, Speech and Language Therapy, and Occupational Therapy.

## **ELSA**

In September 2024 we appointed an long term member of staff with established relationships with our students to train as our ELSA. Students are identified through our therapy/SPOA route to support with their mental health needs. Students have one 45-minute weekly session with the ELSA.

## **Working with External Agencies**

### **Early Help**

We prioritise regular communication with families who have an EHCP and their Family Support Worker (FSW). This includes attending TAF meetings where possible and providing detailed CFA assessment forms to offer feedback from the school's perspective. These forms are completed by staff who know the pupil best. We recognise that a joined-up, collaborative approach leads to the most positive outcomes for our students and their families.

### **PEPs**

Personal Education Plans are reviewed termly, with new targets set to provide focused support for students who are Children With a Social Worker or in Care (CWCF). This process helps address any potential disadvantages these pupils may face.

### **Alternative Provision**

Alternative Provision is accessed for high-needs pupils whose requirements cannot be fully met within our specialist setting. Examples include Angling4Education and external tutoring services.

### **CAMHS**

As a school, we pride ourselves on our in-depth knowledge of our pupils. We regularly contribute to assessments for CAMHS and other external agencies, providing professionals with the detailed information they need to support our students effectively.

### **Virtual School**

We recognise the importance of ongoing staff development and make full use of training opportunities provided by the Virtual School, including:

- Developmental Trauma training
- PACE

This professional development is routinely reflected upon when discussing pupils' needs and determining the support and specialised interventions required for them to achieve their full potential.

## **Student Passports**

Student Passports highlight each pupil's strengths and abilities, as well as identifying subjects or environmental factors that may contribute to dysregulation. As experts in our students, all staff contribute to the development of these passports, which outline the strategies that best support each individual learner.

## **PRICE (Protecting Rights in a Caring Environment)**

*The PRICE training programme* equips teaching and support staff with the knowledge, skills and confidence to understand and safely respond to situations where the behaviour of individuals or groups is impeding the learning opportunity of others as well as circumstances that escalate to a situation that requires immediate action to be taken to protect both the safety of pupils and teaching staff.

With a knowledge base rooted in Positive Behaviour Support and trauma informed practice, the course provides a human rights and person-centred framework that recognises the importance of promoting dignity, choice and inclusion for those being supported. Coupled with a range of primary, secondary and tertiary strategies, PRICE Training equips delegates to make sense of behaviour and respond positively to reduce the use of restraint.