

Entry Requirements/Process (EHCP, diagnosis of ASD and associated SEMH)

1. What if a child is waiting for a diagnosis? – this can be a long wait
 - *Places at the school are allocated by the LA*
 - *Places cannot be offered without an ASD diagnosis.*
 - *If a child is already on the assessment pathway, professionals can request that consideration is given to that assessment being fast-racked in an attempt to secure the most appropriate placement.*

2. Would a child with an SEMH diagnosis but no ASD be accepted at the school?
 - *No – if the primary need is SEMH and it has been identified that a child requires a special school place, then an alternative special school would need to be secured.*

3. Would a child with ADHD as well as ASD (a common dual diagnosis) be accepted at the school?
 - *If the presentation of need is in-line with an SEMH presentation, yes – a child can be considered. ADHD is not automatically classed as an SEMH need.*

4. Would a child with multiple other diagnosis alongside ASD be eligible for the school?
 - *If primary need is SEMH in the context of a young person's ASD, this would be considered via the consultation process.*

5. What about things like attachment disorder? This can present much like ASD – might these CYP be given a place here?
 - *Places cannot be offered without an ASD diagnosis.*

6. Will you take pupils with ASD and a learning disability?
 - *In principle, yes. If the young person presents with SEMH & ASD, it may be appropriate if an academic peer group is available and they can access the curriculum offered.*

7. Will you take pupils to the school in year 12?
 - *Yes, however this is unlikely to be in the first year of opening.*

8. Please clarify the age appropriate levels required for potential pupils
 - *The expectation is that the young people at Cornerstone will be able to engage with the National Curriculum appropriate to their age group.*

9. What range of behaviour do you anticipate being at the school? (concerns re violence)
 - *Pupils with SEMH and ASD will present with a range of behaviours. The variety can range from anxiety related avoidance behaviour to 'lashing out' as a result of sensory overload. Each child will be supported individually to ensure their needs are met and a positive behaviour support plan in place.*

QUESTIONS RAISED IN CHAT AT THE CORNERSTONE PARENT/CARER ZOOM SESSION – 13 NOVEMBER 2020

10. If children are expected to be academically in line with their peers, what is the difference between that and the current provision within Trinity?
- *The resourced provision at Trinity is within mainstream classes. Therefore, the pupil to staff ratios are higher in a mainstream setting.*
 - *Young people in the RP at Trinity have a primary need of ASD only, not associated SEMH.*
 - *There will be smaller class sizes, higher staffing ratios and increased specialist support at Cornerstone.*
 - *Pupils at Cornerstone will have the agreement from a professional network that their needs cannot be met in a mainstream setting.*

Staffing/format of classes

11. What will be the staff/pupil ratio in each class?
- *This will depend on need, but generally a class of 7-10 pupils would have a teacher and x2 TAs.*
12. How many classes will there be in each year?
- *The LA will be referring pupils and the number of classes in each year will depend on need. There may be 2 classes one year and one in the year below.*
13. Simon mentioned that Yr. 7 classes would be structured similar to primary with the class staying together through the day, as they move about the school. Will this just be in Yr. 7?
- *It is currently planned that this will be the approach in Years 7 & 8, as pupils are supported to work with greater independence as they move through the school.*
 - *Depending on need, pupils may then progress to a more traditional Secondary model of curriculum.*

Specialist Support/Therapy/Approach

14. Will you have an on-site counsellor?
- *The vision is to have some on-site counsellor time available to pupils.*
15. What OT support will be available?
- *This will be determined in consultation with the designated clinical officer, sampling EHC plans of potential children joining the school to ensure needs can be met.*
 - *Considering that all young people at Cornerstone will have a diagnosis of ASD, and therefore could have some sensory difficulties, the school will certainly secure an appropriate level of occupational therapy input.*
16. What SALT input will be available?
- *As above.*
 - *Again, as pupils with ASD will have social communication difficulties, the school will ensure sufficient SALT provision.*
17. Will there be a nurse on site?
- *We do not envisage a nurse on-site. However, we will ensure that School Nursing is commissioned and available.*

QUESTIONS RAISED IN CHAT AT THE CORNERSTONE PARENT/CARER ZOOM SESSION –
13 NOVEMBER 2020

18. Will there be a Psychologist on site?

- *There are no plans for an on-site Psychologist. However, the school will commission Educational Psychology input as required. Additionally, we will work closely with clinical psychologist from CAMHS and/or tertiary hospitals.*

19. What other therapies will be built into the curriculum? (animals/horticulture etc)

- *The curriculum continues to be built, and as such further details are not yet available. The intention is for pupils to have access to a range of therapies.*

20. How will you deal with negative behaviour?

- *Young people may be placed at Cornerstone because of behaviour that can be perceived as challenging.*
- *All behaviour is a form of communication. The school will de-code behaviour and support with positive behaviour support plans.*

21. How will you monitor progress?

- *Pupils will be assessed against key performance indicators in relation to the curriculum they are studying.*
- *Staff will also monitor progress against specific targets related to a young person's EHC plan*
- *Progress will be reported home termly*

22. How will the schoolwork with parents/enable parents to support their child at home?

- *The key 'triangle' of school-pupil-home will underpin our approach.*
- *Regular opportunities for reviews involving parents will be available. These will be both face-to-face, and utilising technology.*

23. How will the schoolwork with school refusers to support them back into school?

- *Bespoke solutions will be created by the team around the child, recognising that individuals will need different approaches.*

24. Will the school be able to cope with eating disorders? In terms of practical support and appropriate counselling?

- *The school will consider each consultation for a school place, and work with relevant professionals involved to ensure Cornerstone is the correct provision.*
- *If we offer a place, individual support will be available.*

Qualifications/routes and styles of study

25. Will pupils have access to a full range of academic subjects?

- *Yes, access to specialist teachers at Trinity will enable Cornerstone to offer a broad range of subjects*

QUESTIONS RAISED IN CHAT AT THE CORNERSTONE PARENT/CARER ZOOM SESSION – 13 NOVEMBER 2020

26. What alternatives to GCSEs will there be?

- *BTECs will be available*
- *Life skills qualifications*

27. Will it be therapy-based education?

- *The curriculum will be delivered via a therapeutic, nurture-based approach.*

28. Will GCSEs be available without the need to visit the mainstream school?

- *Yes*

29. Are the school avoiding ABA?

- *The school does not have a view of particular therapy approaches.*
- *We will, however, ensure that any specific approaches used are nurturing and supportive in order to address the SEMH needs.*

Location/Physical Structure

30. What will the outside space look like?

- *Initial plans have been submitted, but work continues in this area.*

31. When can we view plans, to see what the school will look like?

- *As soon as finalised plans are available, they will be shared.*

32. What Specialist resources will be part of the school (pool, gym, sensory room etc)?

- *As young people will have an ASD diagnosis, there will be appropriate, age related sensory spaces available to pupils.*
- *There will not be a pool.*
- *Sports facilities will be available, including a multi-use games court.*
- *Specialist teaching areas will also be available, for example ICT suite, Food Technology Room and Science laboratories.*

Finance

33. What are the projected costs per child?

- *£10K per SEN place (these are commissioned SEN places as it is a special school)*
- *High-needs top-up funding will be awarded by the local authority in line with assessed needs and provisions required as listed in an individual's EHC plan.*