



## **Special Educational Need and Disabilities (SEND) Information Report**

Compass School is a Pupil Referral Unit providing an alternative education for up to 100 Southampton pupils unable to attend mainstream or special schools

**Compass School expects to achieve high standards of behaviour from all members of its community so everyone is looked after, can enjoy their work and can progress and achieve.**

**At Compass School we aim to:**

**Challenge you to achieve in education and in life**

**Keep you safe and healthy**

**Give the best help possible**

**Ask you what you think, feel and need (we will listen and respond)**

**Support you on arrival, while with us and when leaving**

### **What type of SEND is provided by Compass School?**

Compass School is a Pupil Referral Unit providing education and behavioural support for pupils permanently excluded or at risk of permanent exclusion from mainstream school. The school actively promotes educational and social inclusion and generates a positive school culture with a fundamental link between academic progress and 'Learning to Learn'. This drives the belief that the pupils' academic needs are of equally high status to their behavioural progress.

Children are placed at Compass School when:

- They are permanently excluded from a mainstream school
- A school commissions a placement to support the child or young person when they are at risk of exclusion from school
- The Local Authority commissions a placement when the child or young person cannot access a mainstream or special school placement.

### **How does Compass School support my child with special needs?**

We focus on 'closing the gap' academically and in teaching the child/young person the behaviours required in order to learn. We work in partnership with all other agencies who may be supporting the pupil and their family.

Each pupil receives support matched to their own level of need. This will vary across each day and throughout their

time in our school, as the level of support is directly related to their needs and circumstances and is determined by the class teacher with support from the SENCo or senior management if required. Where necessary the SENCo will assess a child's SEND requirements and may put specialist support in place to support the child in their learning.

Every teaching group has one teacher to approximately eight pupils. The class teacher plans for all the pupils in the class and is responsible for the overall assessment of their progress. Children are taught as a whole class and in small groups by both the class teacher and teaching assistants.

All pupils are set targets which are regularly reviewed. These are both academic and learning to learn targets. The class teacher/tutor is responsible for setting these targets with the young person. If there are concerns regarding the progress being made, the young person and parents will meet to review next steps. Pupils with Education Health and Care plans will have their SEN targets and educational provision formally reviewed at least once a year in an Annual Review meeting.

### **How will the curriculum at Compass School be matched to my child/young person's needs?**

Our curriculum is based on the National Curriculum with a focus on English and Maths as well as including other subject areas. It has been written by staff to enable all pupils to access each subject in a meaningful and purposeful way. This curriculum follows the National Curriculum framework and plans are produced for every subject. Compass School will strive to meet the needs of all learners with individual arrangements where necessary. The curriculum is reward focused to engage young people. It allows opportunities to develop English, Maths and Life Skills that may previously have been missed in education as well as challenging pupils in areas of excellence. Adaptions will be made according to the individual needs.

Our children make progress in many ways not only academic progress. We teach 'Learning to Learn' skills to help the pupil, listen and focus both as part of a group as well as an individual. Young people also have the opportunity to transfer their learnt skills to other settings.

A very important aspect of our work is to help each pupil develop their skills in working cooperatively with others and building resilience.

Personal, Social and Health Education is very important within Compass School and an emphasis is placed upon all pupils making a successful transition back to their Home School, a new school or college placement.

Compass School is an inclusive school. All pupils are educated on a pathway according to their needs. The teachers share good practice and strategies to engage learners. Each pupil is treated as an individual, with differentiated teaching styles and methods according to their needs.

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

*"The purpose of identification is to work out what action the school needs to take, not to fit a pupil in a category"* (SEND Code of Practice, 2015). This is vital for the young people we work with to ensure we maximise on the opportunities they have for success. To identify the area of need many things are taken into consideration, such as:

- The voice of the young person
- The voice of the family
- Information collected at induction
- Information from previous provisions
- Information from other agencies
- Assessment data
- Regular reviews on progress
- Involvement of specialists such as the Educational Psychologists, Child and Adolescent Mental Health Service, Specialist Assessors, Speech and Language Therapists etc.

### **What support will there be for my child's overall well-being?**

Children's well-being and emotional health is as important as their academic progress.

Class teachers plan for the development of each pupil in the class, using their detailed knowledge of each individual to promote their confidence and self-esteem.

The high staffing levels enable us to allocate additional time, as required, to support the emotional well-being of individuals.

When a pupil's behaviour is challenging, teachers are supported to understand the behaviour and then agree with parents as to how best to manage it in a positive and proactive way. Some examples of support pathways are:

- Each area of the school has a Pastoral Lead to support the pupils throughout the day.
- Daily SPICE (Social, Physical, Intellectual, Creative, Emotional) sessions.
- Personalised nurture sessions when pupils need support to manage their emotions and discuss any concerns they are having.
- Referring to other services when appropriate such as CAMHS, No Limits, Yellow Door etc.
- A restorative practice approach to support our pupils to move forward from any incidents that may arise as positively as possible.

### **What agencies do Compass School work with?**

Compass School works very closely with other agencies to support the pupils and their families. We will regularly update involved agencies and organisations, attend meetings and co-ordinate support. Some examples of the agencies we work with are: Social Care, CAMHS, Education Psychologists, Speech and Language Therapy, Police, YOS, Saints Connect and many more.

### **What arrangements are made for children with Education, Health and Care plans?**

If a pupil has complex needs in one or more of the following areas the SENCo may apply for an Education Health Care Plan (EHCP):

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health; and
- Sensory or Physical

Staff at Compass School will alert the SENCo if they believe the pupil has significant needs in one or more of those areas and the SENCo will assess the child and if they are a single register pupil may decide to apply for an EHCP.

For dual registration pupils their home school will make the application. This is a complex process taking up to 6 months from start to finish.

Pupils with EHCPs have their plans reviewed at an Annual Review meetings every year where decisions are made as to whether the education provision continues to meet the pupil's needs and whether targets or provision need to be changed. These are facilitated by the Compass SENCO if the child is a single registration pupil at Compass. Dual Register pupils have their plans reviewed by their home schools.

Certain events can also trigger Annual Review meetings at different points during the year for example:

- Transition to a different key stage
- Transition to a different education provider
- Significant changes to a pupil's needs

Compass School runs child centred Annual Review meetings so the child is always invited to at least part of their meeting so their views on their school provision is recorded. Also invited are parents/ guardians; Local authority SEND officers and representatives from any agencies also involved health, care or education.

### Who oversees Looked After Children?

Debbie McKenzie (Lead for SEN and Acting Headteacher is the Designated Teachers for Looked After Children. She oversees any children in the care of the Local Authority and liaise closely with families, Social Care and the Virtual School to ensure their SEND needs are met.

### How accessible is Compass School (indoors and outdoors)?

Compass School is easily accessible with large, light classrooms. The site is both safe and secure.

We have some families whose first language is not English. Where required, interpreters enable parents to fully participate in formal meetings.

### How are parents/young people currently involved in Compass School?

Compass School actively involves parents and young people in their education. This involvement is developed through joint working from different roles within the school:

- All pupils and families are assigned a SAFE Worker who will link with the family to provide and signpost to extra support. They will attend meetings with the family, support new school visits, link with other agencies where possible and appropriate.
- All pupils are linked to a key member of staff, this could be a class teacher or mentor depending on their key stage and pathway. This member of staff will regularly touch base with the young person and family to review how things are going and discuss any concerns that may arise.
- Pupils have the opportunity to be involved in Pupil Voice, making suggestions for the provision and feeding back on current practices and policies.
- All staff members are in close liaison with the school SENCo to assist in highlighting any pupils that might need additional support.
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### What steps should I take if I have a concern about the school's SEND provision?

Parents who believe their child's needs are not being met within school are asked to make contact with the Lead for SEN (Debbie McKenzie) to talk through their concerns.

If you would like to view Compass School complaints procedure please click [here](#).

### Where can I get further information about services for my child/young person?

The Local Offer has been developed to help explain what each school offers as part of their provision. This helps parents, carers and young people to identify if a school can meet the young person's needs and to ensure the correct support package can be provided.

<https://sid.southampton.gov.uk/kb5/southampton/directory/site.page?id=0Kx6qh1JSGA>

The SEN information report was developed in consultation with staff and parents and will be reviewed by the Management Committee on an annual basis.