



SEND Policy

Policy updated: November 2023

Policy to be reviewed: November 2024

Compass School is a Pupil Referral Unit for pupils from Key Stages 2-4 that are permanently excluded or at risk of permanent exclusion. As a provision we support pupils with a range of neuro-diverse special educational needs.

Identification of Need:

“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 pupils that we work with to ensure that 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 pupil;
- The voice of the family;
- Information collected at induction;
- Information from teachers/tutors;
- Information from previous provisions;
- Information from other agencies;
- Assessment data and work sampling;
- 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.

Types of SEND:

- Communication and Interaction – this includes pupils with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning – this includes pupils who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulty such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social Emotional and Mental Health – this includes pupils who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory Needs – this includes pupils with sensory or multi-sensory needs, which can be environmental, tactile, as well as food and light sensitivity.
- Physical Needs – existing or acquired conditions which may limit everyday activities.
- Health – existing or developed conditions affecting health and well-being.

Identification, assessment and review

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. All pupils are set targets in academic and learning to learn which are regularly reviewed. The class teacher/tutor is responsible for setting these learning targets with the pupil. If there are concerns regarding the progress being made, the pupil and parents will be spoken to, reviewing next steps.

Parents are invited in for a Progress Review meeting with their child and a key member of staff at least once every term. These reviews allow all to celebrate the successes and achievements that have been made, discuss any concerns and plan next steps. During these reviews pupils and parents are asked their views and opinions to ensure they are incorporated in the decision making process regarding the pupil's education. Intervention pupils have review meetings at the end of their placement with Compass, which their home school also attends. For pupils with an EHC plan, an annual review meeting is held in addition to the termly progress review.

A Graduated Approach to SEN Support

For pupils with an education, health and care plan, a system of plan, do and review is applied to ensure that all pupils are able to access their learning and enabling them to meet the targets as set out in their EHC plans.

Support with exams

For pupils who have identified barriers to learning, the lead for SEND will apply for the most appropriate exam dispensation from the associated examination board for the subjects studied.

Family and Child Voice:

Compass School actively involves parents and pupils 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 tutor depending on their Key Stage and pathway. This member of staff will regularly touch base with the pupil 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.

Transitions

As a school we are aware that transition periods can be a very difficult time for pupils and their families. In order to minimise this stress and anxiety Compass School work very closely with families and the next provision to ensure things are well planned. An individual support package will be put in place according to the needs of the pupil but could include:

- Supported visits where appropriate;
- Meetings with the families, next provisions and other agencies;
- Transition passports;
- Transition timetable;
- Social stories;
- Mock interviews;
- Support with CV writing;
- Support in attending interviews;
- Liaising with other agencies to ensure all relevant information is shared.

Teaching

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 pupils. Each pupil is treated as an individual, with differentiated teaching styles and methods according to their needs. Some examples of these might include:

- Enlarged text;
- Resources copied onto coloured paper;
- Ear defenders;
- Safe spaces;
- Access to assistive technology;
- Supported reading; and
- Prompting to stay on task.

Adaptations to the Curriculum and Learning Environments:

Compass School will strive to meet the needs of all of its pupils with individual arrangements where necessary and the curriculum is reward focused to engage the pupils. It allows opportunities to develop English, maths and life skills that previously have been missed in education as well as challenging pupils in areas of excellence. Adaptions will be made according to the individual needs.

Staff Training and Expertise:

Staff receive frequent training and share good practice on how to engage pupils with SEN. As a provision we have strong links with partner agencies to improve our knowledge and understanding. Some examples of this are: Youth Offending Service Restorative Justice, Educational Psychologists, CAMHS and Family Engagement.

Emotional and Social Development:

Compass School strive to improve the emotional and social development of the pupils we work with.

- Each area of the school has a Learning Mentor to support pupils in the development of their social and emotional skills.
- Social, physical, intellectual, creative and emotional lessons with a focus on the development of pupils' character and cultural capital.
- A restorative practice approach to support our pupils to move forward from any incidents that may arise as positively as possible.
- Referring to other services when appropriate such as CAMHS, No Limits etc.
- An enrichment based curriculum to build self-esteem and confidence.

Evaluating Effectiveness:

At Compass School we regularly evaluate the effectiveness of the provision that has been made for the pupils. This is done through a variety of methods such as:

- Data drops and analysis on both academic and learning to learn data;
- Feedback from Pupil Voice, parent questionnaires, dual roll schools and other agencies;
- Analysis of next steps for our pupils for example: Post 16 destinations, transition to mainstream education or specialist provision.

Involving other Agencies:

Compass School works very closely with other agencies to support the pupils and their families. We will regularly update agencies and organisations, attend meetings and co-ordinate support. A termly review of pupils on the SEND register is held with the school's link Local Authority SEND officer.

Concerns and Complaints:

If you have any concerns regarding your child's Special Educational Needs, please contact Debbie McKenzie on 02380 215320.

Designate Teacher for Looked After Child

Agata Jennings is the Designated Teacher for Looked After Children. She oversees any children in the care of the Local Authority to ensure their SEND needs are met.