



SEN Information Report

Policy updated: November 2023

Policy to be reviewed: November 2024

Special Educational Need and Disabilities (SEND) Information Report

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

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.

Pupils are placed at Compass School when:

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

How does Compass School support my child with special needs?

Our curriculum follows a Trauma Informed Approach delivered by Emotionally Available Adults to pupils who are neuro-diverse in their presentation.

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 pupil's SEND requirements and may put specialist support in place to support the pupil in their learning.

Every teaching group has one teacher to approximately six pupils. The class teacher plans for all the pupils in the class and is responsible for the overall assessment of their progress. Pupils 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?

- We provide a broad and balanced curriculum that encompasses the **National Curriculum** subjects and goes beyond to meet the specific needs and interests of our pupils.
- The curriculum is regularly reviewed and updated to reflect changes in **national and local educational policies and practices**.
- We offer a range of vocational and enrichment opportunities to enhance pupils' skills and broaden their educational experiences. Our curriculum offers practical and vocational learning opportunities to equip pupils with essential life skills and enhance their employability. Work-related learning experiences and career guidance is integrated into the curriculum.
- Pupils will have opportunities to gain recognised qualifications in both vocational and GCSE subjects.

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 pupils 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?

Pupils’ 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 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.

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 pupils 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 pupil 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 pupil 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 pupil centred Annual Review meetings so the pupil 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?

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.

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.

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.