



SEN Information Report

Policy updated: November 2025

Policy to be reviewed: November 2026

Special Educational Need and Disabilities (SEND) Information Report

Compass School is a Pupil Referral Unit providing an alternative education provision for up to 110 Southampton pupils who are 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 mainstream school commissions an intervention placement to support a 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 current presenting needs and circumstances and is determined by the class teacher with support from the SEN Team if required. Where necessary the SEN Lead will assess a pupil's SEND requirements and may put specialist support in place to support the pupil with 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. Pastoral Leaders are also on hand to support pupils both in and outside of the classroom with their social, emotional and mental health needs.

All pupils are set academic and learning to learn targets which are regularly reviewed. The class teacher/tutor is responsible for setting these learning targets with the pupil as well as reviewing them. If there are concerns regarding the progress being made, the pupil and parents/carers will be spoken to, revising next steps. As well as a termly progress review, pupils with an Education Health and Care Plan (EHCP) also have an annual review meeting to further monitor their progress against targets outlined in their plan.

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

- We also offer a range of bespoke interventions to support pupils who need additional support to access the curriculum
- Further adaptations to the curriculum will be made according to the individual 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). It is vital for pupils that we work with to ensure we maximise on the opportunities they have for success. In order to identify an area of need we take many things into consideration, such as:

- The voice of the pupil;
- The voice of the family;
- Information collected at induction;
- Information gathered from teachers and support staff;
- Information from previous provisions;
- Information from other agencies;
- Work sampling and pupil observation;
- Regular progress reviews from Boxall, assessment and intervention data
- 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/carers 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 pupils in the development of their social and emotional skills;
- Social, physical, intellectual, creative and emotional lessons are delivered with a focus on the development of pupils’ character and cultural capital;
- We offer a range of bespoke interventions to develop social and emotional skills and support mental health needs;
- A restorative practice approach to support our pupils to move forward from any incidents that may arise as positively as possible;
- Our school operates in a Trauma Informed and Nurturing Hub System;
- An enrichment-based curriculum to build self-esteem and confidence;
- Referring to other services when appropriate such as CAMHS, No Limits etc.

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, Child and Adolescence Mental Health Service, Education Psychologists, Speech and Language Therapy, Occupational Therapy, Police, Youth Offending Service, Saints Foundation 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 SEN Lead may apply for an EHCP:

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

Staff at Compass School will alert the SEN Lead if they believe the pupil has significant needs in one or more of those areas and the SEN Lead will assess the pupil and if they are a single registration 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 meeting 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 SEN Lead however, if the pupil is dual registration they will 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/carers; Local Authority SEND officers and representatives from any agencies also involved health, care or education.

Who oversees Looked After Children?

Dawn King is the Designated Teacher for Looked After Children. She oversees any children in the care of the Local Authority to ensure their 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/carers to fully participate in formal meetings.

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

Compass School actively involves parents/carers 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 Family Engagement 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 have up to five Emotionally Available Adults ranging from teachers and support staff. A Pastoral Lead (One key Emotionally Available Adult) 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 SEN Lead 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/carers who believe their child's needs are not being met within school are asked to make contact with the SEN Lead (Lacey Weeks) to talk through their concerns.

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.