



SEND Policy

Policy updated: November 2025

Policy to be reviewed: November 2026

Compass School is a Pupil Referral Unit for pupils from Key Stages 1-4 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). 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.

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 Autistic Spectrum Condition
- 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- Social Emotional and Mental Health – this includes pupils who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration and can including ADHD
- Physical and Sensory Needs – this includes pupils with sensory or multi-sensory needs, which can be environmental, tactile, as well as food and light sensitivity. In addition, this may consist of 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 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.

Parents/carers receive a Progress Review call with their child present from the tutor at least once a term. Alternatively, these can take place virtually or face to face if more appropriate. These reviews allow all to celebrate the successes and achievements that have been made, discuss any areas of development and plan for next steps. During these reviews pupils and parents/carers 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 in the middle and at the end of their placement with Compass, which their home school also attends. For pupils with an Education Health and Care Plan (EHCP), an annual review meeting is held in addition to the termly progress review.

A Waved Approach to SEN Support

We have a waved approach to SEN Support at Compass School which incorporates a system tiered 1-3:

- **Wave 1 (Universal):** describes quality inclusive high-quality teaching which takes into account the learning needs of all the children inside and outside the classroom. This includes providing adapted work and creating an inclusive learning environment
- **Wave 2 (Targeted):** describes specific, additional, and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs
- **Wave 3 (Specialist):** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions

For pupils accessing Wave 2 and 3, a system of Assess, Plan, Do and Review (APDR) is applied to ensure that all pupils are able to access their learning and wider school life, enabling them to meet the targets as set in their APDR cycle of EHCP's.

Support with exams

For pupils who have identified barriers to learning or an adapted 'normal way of working' the SEN Lead will apply for the most appropriate exam access arrangements or 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 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

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 documents including a bespoke Pupil Plan written through the voice of the pupil;
- Transition timetable;
- Social stories;
- Mock interviews;

- Support with CV writing or application forms;
- 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. Teachers collaborate and share good practice and strategies to engage pupils. Each pupil is treated as an individual, with adapted 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 e.g. Reader Pens or iPads;
- Supported reading;
- Physical lesson transitions and rest breaks;
- 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 to the curriculum will be made according to the individual needs.

Staff Training and Expertise

Staff receive half termly training to share and develop good practice on how to engage and teach pupils with SEN. As a provision we have strong links with partner agencies to improve our knowledge and understanding. Some examples of this are: Neurodiversity Team, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS and Family Engagement.

Emotional and Social Development

Compass School strives to improve the emotional and social development of the pupils we work in the following ways:

- 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.

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 and a variety of stakeholders
- Analysis of next steps for our pupils which includes: Post 16 destinations, transition to mainstream education or a 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 half 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 our SEN Lead, Lacey Weeks on 02380 215320.

Designate Teacher for Looked After Child

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.