# SEN Information Report

**Policy updated: November 2026**

**Policy to be reviewed: November 2027**

# Special Educational Need and Disabilities (SEND) Information Report

Compass School is a Pupil Referral Unit (PRU) and Alternative Provision providing an alternative education for Southampton pupils who are unable to attend mainstream or special schools.

| **What type of SEND is provided by Compass School?** |
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| Compass School is a PRU and Alternative Provision providing an alternative education for Southampton pupils who are unable to access mainstream or special school provision, including pupils who have been permanently excluded or are at risk of permanent exclusion.<br><br>We recognise that pupils may experience a range of special educational needs and disabilities (SEND), including social, emotional and mental health needs as well as barriers to engagement with education. Our approach places equal importance on academic progress, emotional wellbeing, positive relationships and the development of the skills needed for lifelong learning.<br><br>We aim to understand each pupil as an individual, identify barriers to learning and provide appropriate support so that pupils can engage in education, make progress and work towards positive outcomes for their future. |
| **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.<br><br>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 SENCo will assess a pupil's SEND requirements and may put specialist support in place to support the pupil with their learning.<br><br>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.<br><br>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<br>• The curriculum is regularly reviewed and updated to reflect changes **in national and local educational policies and practices**<br>• 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<br>• Pupils will have opportunities to gain recognised qualifications in both vocational and GCSE subjects<br>• We also offer a range of bespoke interventions to support pupils who need additional support to access the curriculum<br>• Further adaptions 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?**

At Compass School, we recognise that emotional wellbeing, positive relationships and a sense of safety are important foundations for learning. We understand that pupils may communicate distress or unmet needs through their behaviour and that each pupil's circumstances and experiences are different.

Our approach is trauma-informed and nurturing. Staff aim to understand the reasons behind a pupil's presentation, respond calmly and consistently, and support pupils to develop emotional regulation, resilience, positive relationships and independence.

Support may include:

- Regular contact with a Pastoral Lead or other trusted adult
- Individualised strategies to support emotional regulation and engagement with learning
- Opportunities to develop social and emotional skills through targeted interventions and the wider curriculum
- Restorative approaches to help pupils reflect on incidents, repair relationships where appropriate and move forward positively
- Collaborative discussions with parents/carers to agree supportive and consistent approaches
- Liaison with external services where additional advice or support is appropriate

Where concerns arise about a pupil's wellbeing, staff will consider the pupil's individual circumstances and follow the school's safeguarding and support procedures where necessary.

The impact of support is reviewed to help ensure that approaches remain appropriate to the pupil's needs.

**How are special educational needs identified and reviewed?**

At Compass School, identifying special educational needs is an ongoing process. We recognise that pupils may arrive with different educational experiences, incomplete assessment information or needs that have not previously been fully identified.

We use a graduated approach to identify and respond to pupils' needs through four stages: Assess, Plan, Do and Review.

- **Assess:** We gather information from the pupil, parents/carers, previous educational settings, school staff, assessments and relevant external professionals to develop an understanding of the pupil's strengths, needs and barriers to learning

- **Plan:** We identify appropriate outcomes, adaptations and support, taking account of the pupil's views and the information available. Parents/carers are involved in discussions about the support planned

- **Do:** The class teacher remains responsible for the pupil's learning and oversees the implementation of agreed strategies, working with teaching assistants, the SEN Team and other relevant staff

- **Review:** We evaluate the impact of the support provided, review progress towards agreed outcomes and consider whether any changes are needed

Where a pupil is not making expected progress or their needs change, we may seek further advice, undertake additional assessment or consider different approaches to support. Parents/carers will be involved in discussions about significant changes to provision.

This approach enables us to respond to pupils' individual needs and adapt support as their circumstances and engagement with learning develop.

**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?**

Pupils may have special educational needs with or without an Education, Health and Care Plan (EHCP). Having an EHCP is not a requirement for a pupil to receive appropriate SEND support at Compass School.

Where staff identify concerns about a pupil's needs or progress, these will be discussed with the SENCo. The school will consider the information available, the support already in place and whether further assessment, specialist advice or additional provision is required.

Where it is considered that a pupil may require provision beyond that which can ordinarily be made available through the school's resources, Compass School will work with the pupil, their parents/carers and the relevant professionals to consider whether a request for an Education, Health and Care needs assessment is appropriate .
The local authority is responsible for deciding whether to undertake an EHC needs assessment and whether an EHCP should be issued.

For dual-registered pupils, Compass School will work with the home school and the relevant local authority to share information, coordinate support and clarify responsibilities for any request for assessment or review.

Where a pupil has an EHCP, Compass School will work with the relevant parties to ensure that the plan is considered in the pupil's day-to-day provision. Annual reviews will be coordinated in accordance with the arrangements for the pupil's placement and registration.

**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)? |
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| Compass School aims to provide a safe, supportive and inclusive environment in which pupils can access learning and participate in school life.<br><br>We consider the individual needs of pupils when planning their access to classrooms, learning activities, school facilities and enrichment opportunities. Where appropriate, reasonable adjustments are considered to reduce barriers to learning and participation.<br><br>These may include adaptations to teaching approaches, the learning environment, communication methods, routines or activities, depending on the pupil's identified needs.<br><br>Where a pupil requires specific adjustments or specialist equipment, we will consider the arrangements needed in consultation with the pupil, their parents/carers and relevant professionals.<br><br>We recognise that some families may require support to participate fully in meetings. We will endeavour to accommodate any requests where possible.<br><br>Further information about accessibility arrangements and planned improvements can be found in the school's Accessibility Plan. |
| **How are parents/carers and young people currently involved in Compass School?** |
| We recognise that pupils and their families have valuable knowledge and experience that helps us understand individual needs. We aim to develop positive, respectful relationships with pupils and their families so that support is informed by their views and experiences.<br><br>Each pupil and family is allocated a Family Engagement Worker who can help maintain communication, support engagement with school and signpost families to relevant services where appropriate.<br><br>Pupils are encouraged to share their views about their learning, wellbeing and support. This may take place through individual conversations, target-setting and review meetings, or opportunities to contribute through Pupil Voice.<br><br>Parents/carers are encouraged to share information about their child's strengths, needs, progress and experiences. They can discuss concerns with school staff and contribute to decisions about support and next steps.<br><br>We recognise that pupils communicate in different ways and may require adjustments to help them express their views. We aim to ensure that pupils are appropriately involved in decisions affecting their education and that their views are considered when reviewing provision. |
| **What steps should I take if I have a concern about the school's SEND provision?** |
| If parents/carers have concerns about their child's SEND provision, they are encouraged to contact the SENCo, Lacey Weeks on 02380 215320 in the first instance so that the concerns can be discussed and appropriate next steps agreed. |
| **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.<br><br>https://sid.southampton.gov.uk/kb5/southampton/directory/site.page?id=0Kx6qh1JSGA |