



Special Education Needs Policy
and SEN Information Report

LGC: September 2021

The Compass Academy

Aims and Values

Our Vision

Together we will create powerful and collective experiences of compassion, courage, achievement & meaning. Ultimately, supporting & encouraging our pupils to chart their own course through life as successful citizens.

Our Values

We believe every member of our Compass family has the right to be successful, feel valued, loved and cared for.

Aims

As an Alternative Provision Academy, we aim to:

- Treat learners, staff and visitors with respect;
- Incorporate and promote the values and ethos of the Academy: compassion, courage, achievement and meaning.
- Instil a sense of self-worth and value in every learner;
- Encourage learner participation in the planning and the running of our Academy wherever possible;
- Encourage pupils to develop their levels of emotional literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential

Statement of Policy Review

The Board of Trustees has agreed that this policy will be reviewed on an annual basis. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be **September 2022**.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definition of Special Educational Needs (SEN)

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents, or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

SEN Code of Practice 2014

Definition of Disability

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

Statutory needs assessment requests

Please see the supplementary Parent/carer guidance leaflet for further information regarding Statutory Needs assessment requests (September, 2021).

The Children and Families Act 2014

Part 3: Children and young people with special educational needs and disabilities (SEND)

When a child or young person has ‘special educational needs’;

A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them (Section 20).

Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21).

Policy Aims

The Academy’s practice aims:

- To ensure the equal opportunities and the entitlement of all learners to a broad and balanced curriculum.
- To reduce the barriers to learning and increase the participation of all learners.
- To track the progress of SEN learners in core areas.
- To strive for effective communication from academy to parent and parent to academy enhancing the relationship.
- To provide a supportive and nurturing environment where each learner can achieve their maximum potential, developing their self-esteem.
- To ensure early identification of learners with SEN through effective liaison with referring organisations enabling the development of appropriate strategies to meet their needs.

Policy Objectives

- To identify those learners whom the academy needs to support to increase their participation.
- To set up a system to track and monitor the progress of SEND learners across the academy.
- To maintain an open invitation for parents/carers to work alongside their child and support parents/carers in managing their child’s SEND needs .

- Link Teachers/tutors to coordinate the implementation of Academy 360 Support Plans and assist effective communication.
- To liaise with the academy's pastoral system in providing for the social, emotional and mental health needs of learners.
- To ensure that funding for learners with EHCPs (Education health care plans) is monitored and used effectively.
- To liaise with outside agencies to provide adequate and appropriate provision for learners with additional learning needs.

1. Special Educational Needs for which provision is made

The Compass Academy currently supports children who have a range of special educational needs (SEN).

The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

2. Procedures for the identification and assessment of pupils with SEN.

- a) Any assessments made on entry to the school, or during the school year on a whole school basis. This may include reading tests or standardisation testing.
- b) Any targeted assessments carried out on pupils with suspected special educational needs must be carried out, on entry to the school or relevant referrals made.
- c) Details of any referral process whereby teachers are encouraged to raise concerns with the SENCo regarding the performance of a pupil who they suspect of having special educational needs.
- d) Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPaSS, SENSS and Speech and Language Therapy Services.
- e) A referral for an Autism screening assessment can be carried out by the Academy's SENCO who will complete a Neurodevelopmental Checklist which supports a request for specialist assessment.

- f) Ongoing observations and assessments carried out by Academy staff.
- g) Information received during the 'information gathering' stage of the admissions process e.g. information provided by parents/carers and/or relevant professionals.

Learning difficulties are also identified by using the following assessment systems:

- Teacher assessment
- Reading and numeracy assessment
- Attendance, including punctuality
- Information received from external agencies/previous settings (where appropriate)
- Classroom observation

Social, mental, emotional health difficulties are identified by using the following assessments:

- Monitoring of behaviour and relationships at The Compass Academy
- Attendance, including punctuality levels
- Pupil/parent voice
- Ongoing well being check ins
- Communication with parent/carers including Academic Reviews and Home visits
- Pupil profile updates
- Monitoring of ABAL data
- Monitoring of pupil progress
- Information from external agencies (as appropriate).

Once a need has been identified, The Compass Academy 360 Overview Plan is written to address the child's needs and recommended strategies to overcome barriers to learning and/or personal development. Support from external agencies and parents/carers will also be referenced.

3. Policies for making provision for pupils with SEN

The policies outlined in this section apply to all pupils with SEN, whether or not they have an EHC Plan.

- a) The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents/carers, the SENCo and the pupils themselves.
- b) Pupils, who are receiving support that is additional to, or different to that of their peers, will be assessed on a termly basis in all of their subjects: in line with the whole school policy of termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty. Pupils in receipt of targeted interventions will receive a progress report on a termly basis.

- c) The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at The Compass Academy include:
- (i) In class support, where a teaching assistant may support one or more children to understand the content and aims of the lesson.
 - (ii) One to one withdrawal, where there may be a targeted support in their area of need.
 - (iii) KS3 Maths/English interventions to support pupils who show signs of difficulty with numeracy.
 - (iv) In-class support from a teaching assistant (TA), where a higher level of support is required.
 - (v) All children are in groups for their lessons, where they work in a small class of maximum ten pupils.
 - (vi) Home tuition can, when appropriate, be provided.

3. Contact details of the SEN Coordinator.

SENCo name: Mrs Claire Horne

Address

The Compass Academy
Snowden Way
North Bransholme
HULL
HU7 5DS

Telephone: 01482 331720

Email: horne.c@thecompassacademy.co.uk

4. Expertise and training of staff in relation to children and young people with special educational needs

SEN training is regularly updated in response to pupil needs in the school. This may take place as a formal training session, as per the CPDL (career professional development and learning) calendar or, as a bespoke training session/professional conversation in response to needs presented.

Regular updates are held including: SEN updates, Safeguarding and Supporting pupils with Medical Needs.

An ongoing calendar of CPDL is available for all staff, which includes: teachers, tutors, intervention tutors and relevant staff in supporting pupils with special educational needs.

Additional support and training is available from a variety of external agencies. When necessary, support will be requested from wider professionals including outreach and transitional support (see 'Local Offer' for a list of external agencies).

Specialist staff will also attend training courses provided by the Local Authority, including the Local Authority SEN network.

6. Equipment and facilities to support children and young people with special educational needs.

All needs for equipment and facilities will be assessed for each pupil on an individual need and will be reflected upon and reviewed, as documented on a child's 360 Overview.

Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies. Appropriate agencies may include IPASS (Integrated physical and sensory service), who can provide specialist equipment for physical, visual, and hearing needs.

For selected pupils, it may be considered that placement within the 'nurture group' may be the most appropriate setting to meet an individual child's needs.

7. Arrangements for consulting parents of children with special educational needs about the education of their child.

Involving a child's parents/carers in all aspects of decision making is a key priority across the whole school and are encouraged to play an active role in the planning and decision making regarding their child's provision.

Parents/carers are involved at each stage of the 'assess, plan, do and review' process. Upon admission, parents/carers are invited to discuss with the SENCo, the needs of their child; this allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class tutor/link teacher informally through regular, ongoing communication.
- b) Regular meetings/communication when advice and support in helping their child at home can also be given.

- c) Formal review meetings to discuss their child's progress with the SENCo (and/or class teacher/form tutor).
- d) Formal intervention reports and end of year/discharge report.
- e) Support in ascertaining 'parent/carer views' as part of the Needs assessment request process (if necessary).

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

In discussion with the child's parents/carers, it may be appropriate to invite relevant professionals to review meetings. This will be discussed with parents/carers in advance of any meeting.

8. Arrangements for consulting young people with special educational needs about their education.

The child/young person should be involved (as is appropriate) at every stage of the assess, plan, do review process:-

At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes that they seek and the support that they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.

Where the child/young person may be unable to verbally communicate, or provide a written input, observations of the child/young person may be made in order to gather information regarding their likes, interests, dislikes and difficulties.

- (i) The thoughts and opinions of parents/carers, or another appropriate adult and who knows the child best, may also be sought.
 - (ii) Any documentation used as a part of the agreed provision (for example, Support Plan or similar) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.
- a) The child/young person is able to discuss any aspect of their provision in a number of ways:-
- (i) Informally with their class tutor/ link teacher on a regular basis.

- (ii) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
- (iii) A child/young person may contribute to this meeting either by attending in person or by providing written input.
- (iv) Contributing towards pupil voice questionnaires.

During these discussions/meetings, a 'person centred approach' allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of the provision. Following this, decisions can be made regarding next steps.

9. Any arrangements made by the governing body or the Principal relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

Complaints about SEN provision within the school should be first dealt with by the SENCo during an arranged meeting. In the interest of all parties, meetings should be logged on the relevant 'Meeting Record' proforma.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Principal, during which further information can be exchanged, and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached, then further advice may be sought from the SEN (special educational needs) department. In the event that a complaint cannot be appropriately resolved, the Governing body must be informed.

The Compass Academy participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

10. How the other bodies may be involved in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the Local Authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support Team
- CAMHS-Children adolescent and mental health services
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team/Early Help Practitioners
- ADHD/ASD team
- Kids – Parenting Partnership

- School Nursing Team
- Dove House Bereavement Support Team
- MIND Counselling Services
- Sibling Support Services – Barnardo’s
- Northcott Outreach Service
- Police/Youth Offending Team
- Headstart/Smile group
- Astra Youth Support-Advotalk
- Refresh-drugs support & advice services
- Disability team
- Cornerhouse
- Humberside Fire Services
- Neighbourhood nuisance team

Links to all of these can be found in the Hull Authority Local offer:

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>

Advice may also be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DfE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Social, mental and emotional health
- Sensory and/or Physical

Throughout this process, the Local Authority has a duty to request the opinions of parents, the school and other professionals in supporting the child/the family.

Following a Statutory Assessment, the Local Authority will decide whether or not an Education Health and Care Plan is considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer:

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>

As part of the ‘person centred approach,’ parents should be encouraged to access information from the Local Authority, or know how to access it.

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> Higher Education/College -> Independent Living.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition, or as soon as this is possible; this enables the Local Authority to consult and request placements at the preferred school.

All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

Pupils with an Education Health Care Plan in year nine will be supported by the Careers Lead in school to discuss appropriate Further Education/Apprenticeships or training post 16. Further information regarding future options will also be made available through the curriculum offer.

Depending upon the school's setting, the school may wish to elaborate on the specific arrangements that they have in place to support pupils with SEN through the transitions they are involved with. The needs of the individual child must be taken into consideration when planning appropriate transition needs.

13. Information on where the Local Authority's offer is published.

What is Hull's Local Offer?

In Hull, there are a number of support services available to children with disabilities and special educational needs, and their families. Information about the Local Offer of support is available via the link below. Whether it relates to education, health, social care or parental support, and regardless of who is providing it, as a school, we aim to signpost parents/carers in the right direction for support.

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>

14. Access to the Curriculum

Learners with SEN have access to a broad and balanced curriculum and will learn alongside their peers. A number of strategies are employed to ensure that all learners have full access to the curriculum; these include: the provision of additional adult support, small group placements and a nurture group provision.

Resources matched to learners' needs should be produced and developed to ensure that individual needs are taken into consideration during lesson planning.

Programmes of study should be differentiated accordingly. The academy monitors and sustains its SEN provision through regular QA (quality assurance) activities and through consultation with staff during the regular cycle of meetings.

15. EAL Provision

Particular care will be needed with learners whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from an uncertain command of English. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Please refer to the EAL Policy for further information regarding EAL Provision at The Compass Academy.

16. Criteria for evaluating the success of this information/policy

- Learners are meeting Academy Support Plan targets
- Progress targets are reviewed regularly
- Curriculum is differentiated to meet learners' needs
- Individual needs are being met across the curriculum
- Expectations are appropriate to learner ability
- Learners are making progress with respect to academic achievements and personal development needs.
- Parent/carer, pupil and relevant stakeholders feedback
- Statutory requirements are being met regarding access to a broad and balanced curriculum.

Review of 2020-2021 SEN Provision at Compass Academy

This report focuses on the outcomes of the Pupils on the SEN register at The Compass Academy, based upon progress and performance for the academic year 2020-2021.

We use regular analysis to focus on the extent to which pupils have barriers to learning and how they can be removed. As an academy, we regularly assess Pupil outcomes across a range of areas, this enables the school to measure progress more accurately for the individual, reflecting the holistic needs of the child.

The regular review and monitoring cycle is required and is considered to be best practice as part of the, 'Assess, Plan, Do, Review' cycle, as stated in the 2014, SEN Code of Practice.

This report is to complement the Compass Academy SEN policy, EAL policy and Supporting Pupils with Medical Needs Policy.

Despite the outbreak of Covid 19, and the limitations and challenges placed upon many educational settings, all statutory work and ongoing support systems remained in place to support the Academy's most vulnerable learners.

Pupil information

At the end of the academic year 7 pupils were recorded as being in receipt of an EHCP, 3 of whom will remain at the academy for the academic year 2021-22. By the end of the academic year, 16 pupils made the transition to a specialist provision.

At the end of the academic year, a further 7 EHCP plans were finalised, resulting in a total of 19 pupils, in receipt of an EHCP by the end of the academic year. This is a continued increase from the previous year (14 EHCPs) and reflective of the academy's commitment to developing staff awareness in identifying SEND and assessing pupil needs.

A further 7 requests for Statutory assessment are currently pending.

(78.94%) EHCPs were issued to males.

(21%) EHCPs were issued to females.

Progress

Within the Mastery system, the majority of pupils with EHCPs made expected progress in English and Maths. Significant progress has been made with respect to pupils' EHCP longer-term targets and SEMH needs.

Data is based upon pupils attending at the end of the academic year with a final EHCP.

<u>Year</u>	<u>No. of Pupils*</u>	<u>English EP</u>	<u>English BTEP</u>	<u>Maths EP</u>	<u>Maths BTEP</u>
7	0	n/a	n/a	n/a	n/a
8	3	1/3	2/3	n/a	3/3
9	4	0	3/4	n/a	n/a
Overall	7	1	5	n/a	7

Destination data

Supporting pupils to access and transition to the most appropriate setting is a key progress indicator in meeting the needs of our SEN cohort.

<u>Year</u>	<u>No. of Pupils*</u>	<u>Special School</u>	<u>Alternative Provision</u>	<u>Mainstream</u>	<u>Other</u>	<u>Remaining at Compass</u>
7	1	1	0	0	0	0
8	5	0	2	0	0	3
9	13	1	12	0	0	0