



COMPASS ACADEMY

SEND Information Report

The Compass Academy
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Mrs Claire Horne: Principal/SENCo

Date of last review: September 2022

Date next review: September 2023

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.

Special Educational Provision

The Children and Families Act 2014 section 20 (C & F Act 2014 s.20) defines when a child or young person has special educational needs (SEN), this is when they have either a learning difficulty or a disability and they need special educational provision (SEP) to be made for them.

SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age in mainstream schools or post-16 institutions in England, as an Alternative Provision Academy, The Compass are providing SEP for each pupil as the placement cost exceeds the notional delegated SEN funding.

[Children and Families Act 2014](#)

Special Educational Needs for Which Provision is Made

The Compass Academy currently supports children who have a range of special educational needs (SEN) and as such, all pupils are recorded on the SEN register (code K or E if a child is in receipt of an EHCP).

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).

Policies 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, standardisation testing or well being assessments.
- b) Details of any referral process whereby teachers are encouraged to raise concerns with the SENCo regarding the performance of pupils who they suspect of having special educational needs.
- c) Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPaSS and Speech and Language Therapy Services.
- d) Upon receipt of transition information from a child's previous school/relevant professionals.
- e) Concerns raised by individual pupils/parents/carers or other relevant professionals.

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

- Teacher assessment
- Reading and numeracy assessment (BKSB/STAR Reading Test)
- Attendance, including lateness
- Use of internal professionals and outside agencies, where appropriate including the Educational Psychology (EP) team.

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

- Monitoring of behaviour at The Compass Academy
- Attendance, including punctuality
- Investigation of home issues/concerns
- Staff observation/feedback
- Use of internal professionals and outside agencies, where appropriate

Once a need has been identified The Compass Academy 360 Overview Plan is written to address issues within the academy and to provide additional support strategies where required. Pupil progress is also monitored using the 360 Overview Plans.

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 EHC Plans.

- 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 as a minimum, by class teachers in collaboration with parent/carers, the SENCo and the pupils themselves.
- b) Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all 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.
- c) All staff with a teaching responsibility are required to read and digest the Teaching and Learning Policy in which support mechanisms for students with SEN are highlighted and identifies further support can be provided through the AVP with responsibility for Teaching and Learning.
- d) The approach to teaching pupils with special educational needs varies, depending upon the needs of the particular child. Some of the interventions that are used at The Compass Academy are:
 - (i) In class support, where a teaching assistant (Tutor) may support one or more children to understand the content of the lesson.
 - (ii) One to one withdrawal, where there may be targeted support in their area of need.
 - (iii) English and Maths interventions to support pupils who show signs of difficulty with literacy and numeracy.
 - (iv) In-class support from a teaching assistant (TA/Tutor), 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 between eight and ten pupils.
 - (vi) Home tuition may, when appropriate, be provided.

Our approach to teaching and learning

The Compass Academy aims to be an inclusive school. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention that we pay to the different groups in our academy, including pupils with special educational needs and/or disabilities and the variety of curriculum pathways we offer, to support individual pupil needs.

Teachers ensure that the work for these pupils:

- a. takes account of their pace of learning and the equipment that they use;

- b. takes account of the effort and concentration needed in oral work, or when using, for example, visual aids;
- c. is adapted or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials;
- d. allows opportunities for them to take part in educational visits and other activities linked to their studies and enrichment opportunities whenever possible;
- e. uses assessment techniques that reflect their individual needs and abilities to ensure all pupils make both social and academic progress;
- f. is developed through guidance and support from the SENco and AVP for Teaching and Learning.

At The Compass Academy we are committed to giving all our pupils every opportunity to achieve the highest standards and to do this, our starting point is planning a curriculum that meets the specific needs of individuals and groups of pupil(s).

We do this through overcoming potential barriers to learning and focusing on the additional needs of the individual pupil that will help them to succeed. We provide additional curriculum opportunities to meet the needs of individuals or groups of pupils and provide access to the life of the Academy for all pupils. (This includes ELSA support, physical management support, pupil counselling or listening services, anger management, and behaviour modification programmes.)

Contact details of the SEN Coordinator

Principal/SENCo name: Mrs Claire L Horne
Contact Telephone number: (01482) 331720
Email: horne.c@thecompassacademy.co.uk

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

- Existing training already undertaken, including Safeguarding Level 1 for all teaching and support staff.
- Ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff on special educational needs and specific training on Mental Health, Adverse Childhood Experiences, Trauma and Attachment.
- Staff will seek training from outside support agencies when necessary including outreach and transition support (see local offer for list of external agencies)
- Specialist staff will also attend training courses provided by the Local Authority or the Multi Academy Trust.
- Staff will seek support from the AVP with responsibility for Teaching and Learning alongside the SENco in order to best meet the needs of all pupils.

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 individually. Depending upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

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

Parents/carers are involved at each stage of the 'assess, plan, do and review' process. Parents/carers are invited to discuss with the SENCo (and/or class or link teacher/tutor) the needs of their child in the first instance.

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. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

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/link teacher and tutor informally.
- b) Communications with the AVP with responsibility for Teaching and Learning.
- c) Regular meetings/communication when advice and support in helping their child at home can also be given.
- d) Formal review of their child's progress with the SENCo (and/or class teacher/form tutor).

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.

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

- a) The child/young person is involved (as is appropriate) at every stage of the assess, plan, do, review process:-
 - (i) 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 they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
 - (ii) 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.

- (iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
- (iv) 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.

b) The child/young person is able to discuss any aspect of their provision in a number of ways:-

- (i) Informally with their class/form 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.

Any arrangements made by the governing body or the proprietor 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 are first dealt with by the Assistant Vice Principal for Teaching and Learning, Mrs Kim Brown.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Principal, Mrs Claire Horne, during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

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

How the governing body involves other bodies 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 Agency
- ASD Team

- National Autism Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAMHS for Mental Health Needs
- Kids – Parent Partnership
- School Nursing Team
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services – Barnardo’s
- Northcott Outreach Service
- Police

Links to all of these can be found in the Hull Authority Local offer, available at: [Hull’s Local Offer](#)

Advice may 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 involved professionals.

Following a Statutory Assessment, the Local Authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

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](#)

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 an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the Local Authority to consult and request placements at the preferred school.

Pupils with an Education Health Care Plan, will, in year nine be seen by a careers advisor to discuss appropriate Further Education/Apprenticeships or training post 16.

Specific arrangements may be put in place to support pupils with SEN through the transition process. This will be dependent upon the next steps provider and pupil/parent/carer feedback..

Information on where the Local Authority's offer is published

What is Hull's Local Offer?

In Hull there's lots of support available to children with disabilities and special educational needs, and their families. You'll find information about that Local Offer of support here (see link below). Whether it relates to education, health, social care or parental support, and regardless of who's providing it, we'll aim to point you in the right direction.

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

Access to the Curriculum

Learners with SEN have access to a broad and balanced curriculum alongside their peers. A number of strategies are employed to ensure that this takes place. These include the provision of additional adult support, small group placements and targeted provision based upon pupil need. Resources matched to learners' needs are produced and developed in line with individual needs..

Individual subject areas plan for and differentiate Programmes of Study accordingly.

The academy monitors and sustains the implementation and impact of SEN strategies through regular consultation with staff during the regular calendared reviews.

EAL Provision

At Compass, it is recognised that particular care will be needed with learners whose first language is not English. Teachers will closely follow the progress of EAL pupils' across the curriculum to ascertain whether any problems arise from uncertain command of English. It is recognised that it may necessary to assess a child's 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. The Academy's EAL lead is: Mrs Kim Brown (Assistant Vice Principal).

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
- Ongoing QA activities led by the Senior Leadership Team
- Statutory requirements are being met regarding access to a broad and balanced curriculum.

Review of 2021-2022 SEN Provision at Compass Academy

This report focuses on the outcomes of the Pupils on the SEN register at The Compass Academy, based on progress and performance for the academic year 2021-2022.

We use regular analysis to focus on the extent to which Pupils have barriers to learning and how they can be removed. We regularly assess pupils across a range of SEN areas. This enables us to measure progress more accurately for the individual.

This is key in linking with the 'Assess, Plan, Do, Review' SEN cycle stated in the 2014 Code of Practice.

This report is to complement the Compass Academy SEN policy above and EAL policy.

Academic Progress

KS3

Within the assessment model, all but 1 Pupil with an EHCP made expected or better than expected progress in English and Maths. Significant progress has been made with respect to all pupils' EHCP longer-term targets and SEMH needs. 6 pupils successfully transitioned to an Alternative Provision to support in meeting the pupils' vocational interests. 1 pupil remains on roll at the Academy.

<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	1	1	0	1	0
9	6	2	3	1	4