

Compass Learning Centre

SEN and Disability Policy 2024-25

Statutory Policy: YES	Governor Action: NO			
Governors' Committee Responsible:	Teaching & Learning Committee			
Link Governor:	SEN Link Governor			
Link SLT:	SEND & INCLUSION LEAD			
Person Responsible:	SEND & INCLUSION LEAD			
Date Reviewed:	November 2024			
Next Review Date:	October 2025 – DC led awaiting next review			
Key Link Policies / Documents: <i>This list is not exhaustive and further policies / documents may also need to be consulted in addition to these dependent on circumstances</i>	SEND Offer Supporting Children with medical conditions Accessibility plan Safeguarding Policy Data Protection / GDPR Policies Admissions Policy Relationships & Behaviour Policy			
Policy Suite:				
HR	Curriculum	Student Behaviour & Welfare	Finance	Premises & Health & Safety
	✓	✓		

Inspire, Transform, Excel and Succeed

Signed:	<i>Alison Glazier</i>	Headteacher	Date: 12/11/2024
Signed:	<i>Cate Field</i>	Link Governor	Date 28/11/24

Equality Impact Assessment – initial screening record

What area of work is being considered?	SEN and Disability Policy																																						
Upon whom will this impact?	All Stakeholders																																						
How would the work impact upon groups, are they included and considered?																																							
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Does the initial screening highlight potential issues that may be illegal? No																																							
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Do you consider that a full Equality Impact Assessment is required? No																																							
Initial screening carried out by																																							
Signed: <i>Becky Hubbard</i>		Dated: 12/11/24																																					
Comment by Headteacher:																																							
Signed: <i>Alison Glazier</i>		Dated: 12/11/24																																					

Dorset Council Children's Services

LEARNING & INCLUSION SERVICES GUIDANCE

SEN and Disability Policy

COMPASS

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Compass.

The designated teacher responsible for coordinating SEND provision for children/young people is: Becky Hubbard (r.hubbard@compass.dorset.sch.uk). This person is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND provision for children/young people at Compass is Becky Hubbard. The Governor / Management Committee member with oversight of the arrangements for SEN and disability is the SEN Link Governor.

Compass Mission Statement:

Our aim is to help all our learners achieve their full potential in life and work.

This policy was developed in conjunction with: **Governors / Management Committee, SLT, parents and current students.**

AIMS AND OBJECTIVES

Compass has high aspirations for all children and young people identified as having SEND in our school. We strive to ensure that all children and young people achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Compass is an inclusive Learning Centre and we focus on the right outcome for each individual student. As a staff we are aspirational for our students and want them to meet or exceed their expectations. We encourage all students, irrespective of their SEND, to be aspirational about their future both in academic and social terms.

AIMS:

Our special educational needs and disabilities (SEND) policy aims to:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND by:

- Creating an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children / young people can thrive.
- identify at referral, or subsequently, any further barriers that prevent a young person / child from achieving their potential and putting in place strategies, support, intervention and appropriate training to enable progress to happen.
- enable each child to take part and contribute fully to school life and be an active member of their local community during their time at Compass and beyond.
- develop individuals' self-esteem, confidence and emotional resilience so that they can learn to make the right choices at Compass, their mainstream school (if appropriate) and post 16.
- provide access to and progression within the curriculum.
- involve ALL our young people / children in planning to address, monitor and review their special educational needs and or disability.
- work in partnership with parents to support children's learning and health needs.

OBJECTIVES:

- identify and provide support for children who have special educational needs and disabilities..
- work within the guidance provide in the SEND Code of Practice, 2015.
- operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability.
- employ a Special Educational Needs Co-ordinator(SEND & INCLUSION LEAD) who will work within the bounds of the SEN Inclusion Policy.
- provide support and advice to all staff who work with children with special educational needs.
- ensure that pupils with SEN and/or disabilities join in with all the activities of the school alongside their peers
- adopt a 'person centred approach' to supporting pupils with SEN and/or disabilities, ensuring pupils and their parents/carers are fully involved in decisions which affect them
- ensure there is effective partnership working with outside agencies when appropriate.

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 (SEND & INCLUSION LEADS) and the SEN information report.

Definitions

Definition of Special Educational Needs (SEN):

1. A child or young person has SEN if they have a learning difficulty or disability which calls for specialist educational provision to be made for him or her.
2. A child of compulsory school age has a learning difficulty or disability if he or she:

- has significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Many children and young people who have SEN may have a disability under the Equality Act 2010
- Definition of Disability:
- "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". (Equality Act 2010)
- This definition provides a relatively low threshold and includes more children than many realise. A child is deemed to have a disability if over a long term (i.e. more than a year) they are significantly hindered by their condition from making use of educational facilities of a kind generally provided for others.
- Such disabilities include:
- Physical disability.
- Sensory impairment.
- Long term (i.e. over a year) health conditions, including mental health.
- Cognition and learning
- Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Special Educational Provision

Educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils will be offered additional special educational provision when it is clear that their needs require intervention that is 'additional to' or 'different from' the well differentiated curriculum'. The definitions used for SEND and for disability are from the SEND Code of Practice (2015).

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Compass' arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. This will be achieved through regular Governing Body meetings and in consultation with the link SEN governor.

Currently, every young person / child at Compass has a mentor. This person will develop and maintain close links with the family and will be the key person to make initial contact and to share information with families and agencies. The SLT will further support mentors by attending meetings (LAC, TAF, CiN etc) and putting in place strategies and interventions that address the SEND of individual students. The SEND & INCLUSION LEAD will prepare for and attend Transfer, Annual and Early Progress reviews and will be the link person between Compass and SEN at County Level.

The designated person responsible for children in care is Mark Fisher.

ADMISSION ARRANGEMENTS

Compass uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all young people / children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Compass makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Compass liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to

meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website below.

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan which can be located on the school website.

The plan is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support young people / children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- wheelchair access
- Increased access to the curriculum and assistance during examinations. Access arrangements are applied for on an individual basis with the support of the class teacher, SEND & Inclusion Lead, exams officer and accredited specialist assessor
- School transport (this is reviewed by the school on an individual's needs and in line with DCC policy)

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how young people and children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for young people / children with SEND on the local authority's website. This can be found at the Dorset Family Information Service on the link below:

[Family Information Service - Dorset Council](#)

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Young people / Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Compass staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- Assessment of individual's needs at referral.

- Sharing of baseline data and progress at young person / child's previous school.
- Close and regular communication with parents / carers and a welcoming 'joined up' approach to identifying further needs.
- Close professional relationships with other services and agencies including the Dorset locality teams, Social Care and Health, medical professionals, CAMHS team.
- The majority of students referred to Compass will have some level of SEND. The current exception to this are those referred through In Year Fair Access (IYFA). These students will be assessed on an individual basis. Should a student be identified as needing further intervention whilst they are at Compass parents will be notified and advice will be sought from professionals such as Educational Psychologists, the Paediatric Medical team and CAMHS.
- Students' needs are reviewed regularly through meeting such as Team Around the Family meetings, Progress reviews etc.
- Compass collects data on student progress 6 times a year. This information is shared with parents in 2 half termly reports and 1 full school report.
- Any Compass student not making expected progress will be discussed initially within departments / subject areas then at a Teaching and Learning meeting. Teaching staff will be expected to share current interventions and strategies used with those young people. Should any further interventions be unsuccessful the SEND & Inclusion Lead and SLT will investigate further interventions that may remove barriers to learning. This may include joint planning and working with other agencies and professionals, timetable or provision changes, further testing such as Core Diagnostic Testing or other.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by Compass.

Our staff are responsible and accountable for the development and progress of the young people / children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual young people / children, is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all young people / children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a young person / child may have special educational needs. This initial identification usually happens before a young person / child is referred to Compass. If a young person / child has been identified as having special educational needs an Individual Education Plan (IEP) or provision map will be drawn up and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child / young person does have SEND, the decision should be recorded in the school records and the child / young person's parents / carers **must** be informed (preferably in writing) that special educational provision is being made.

The SEND & INCLUSION LEAD will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children / young people identified with SEND.

Staff monitor the progress of all children / young people to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality

- Health and welfare
- English as an Additional Language
- Pupil Premium
- Children in care
- Service children
- Disability where there is no impact on progress and attainment.
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child / young person is identified as having SEND and or a disability Compass adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice:0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

- A child / young person’s subject teacher will be responsible for assessing and monitoring their progress within the lesson. They will liaise with parents / carers as appropriate through phone calls, letters and parents’ evenings. They will put in place strategies and interventions to enable the child / young person to make expected or better progress.
- In addition to this the child / young person’s keyworker will write an IEP on referral. This is then shared with subject teachers and is reviewed at least 3 times a year. Compass make a commitment to meet with parents 3 times a year to collect their views on the progress of the child / young person with SEND.
- The child / young person’s short term targets are recorded on half termly reports which are sent out to parents mid-term and end of term. Progress both academically and behaviourally in every subject is recorded in these reports. It is the keyworker’s responsibility to update these reports and ensure they are sent out at regular intervals.
- The level of provision for each individual child / young person is reviewed in consultation with subject teachers, parents, the student, SEND & INCLUSION LEAD and SLT as and when an intervention has been successful and is no longer needed or when a child / young person continues not to make progress despite interventions.
- If Compass feels unable to fully meet the needs of a child / young person through our own provision arrangements, we would work closely with the parents / carers, young person, Educational Psychology team (and any other appropriate agency or professional) and the designated County planning coordinator for SEN in order to establish what extra provision or resources are needed. Agencies and schools work collaboratively with parents / carers when provision arrangements need to be reviewed and the process would usually start with an initial meeting held at Compass.
- Where Compass feels students require additional support the SEND & INCLUSION LEAD will work closely with parents/carers to complete the necessary referral to access for example Dorset locality team specialist teachers or educational psychologist.
- The progress of students with SEND is collated within a data tracking programme. All staff have access to this. It is analysed on a half termly basis.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The SEN Code of Practice informs how the school will monitor and evaluate SEND at Compass. The SEND & Inclusion Lead has a register recording all students deemed to have SEND. Individual students and their parents may request to discuss their individual needs.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the middle Leaders, SENDCo and SLT
- Holding progress reviews for pupils with EHC plans

COMING OFF THE SEND RECORD

A young person /child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some young people / children may require support for particular aspects of their learning which may be due to their underlying learning issues. All young people / children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children / young people it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child / young person with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child / young person no longer requires the special education provision as specified in the EHC Plan.

However a child / young person's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Compass will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Compass are expected to make reasonable adjustments in order to accommodate children / young people who are disabled or have medical conditions. (See the Compass' policy on "Supporting children at school with medical conditions on our website):

TRANSITION ARRANGEMENTS

Compass is committed to ensuring that parents / carers have confidence in the arrangements for children / young people on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Induction – the child / young person and their parents will meet with the Engagement & reintegration team or the SEND & INCLUSION LEAD. They will be given a tour of the school and assigned a mentor. Previous schools have a duty to pass on academic, personal and SEND information to the Compass in order to make the transition as smooth as possible. The child / young person will be sent a timetable and start date shortly after induction.

Progress within Compass year to year – there are 3 data collection points that record student progress. These will be shared with parents 3 times a year and a full, detailed school report will be issued once a year. Compass commits to meet with parents at least 1 time a year to discuss progress. Parents / carers are invited to communicate with Compass by phone, text or email when necessary and face to face at the school by appointment (if possible).

Transition to next phase of education – when a student returns to a mainstream school there will be a series of meetings involving both schools, parents/carers and students to discuss transition plans. Usually a phased return with Compass support will be planned. When a student moves on to Post 16 education in year 11 they must meet with an careers advisor to establish most suitable courses and requirements. The SEND & INCLUSION LEAD will meet with or liaise with other colleges and FE establishments to share information about SEND and access arrangements.

If a child / young person has an EHCP then the Progress Review will focus on the next transition stage and outcomes will be planned for accordingly. For students in Year 11 the progress review will be held in the Autumn term.

Children / young people for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children / young people as and when required. Staff training will be planned, discussed and undertaken as part of the performance management system.

The SEND & INCLUSION LEAD will provide information on specific needs of individuals for new staff and on referral of a student.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

The expertise of the Governing Body is used as a resource.

SEN INFORMATION

Compass presents its SEN information in three ways:

- I. information placed on the school website
- II. by following the link from the school website to the local authority's Family Information Service website;
- III. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

You can find the following information on our website:

- ✓ The SEND Policy
- ✓ The school's SEN Information
- ✓ Link to Dorset's Local Offer website
- ✓ The policy for Supporting children at school with medical conditions
- ✓ The Accessibility Plan
- ✓ Link to school admissions information (this is currently under review).

ACCESSIBILITY

Compass publishes its Accessibility Plan on the school website.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SEND & INCLUSION LEAD and / or Headteacher.

Compass publishes its Complaint's Policy on the school website.

Specific complaints / questions regarding SEN can be directed to the SEND & Inclusion Lead Becky Hubbard (r.hubbard@compass.dorset.sch.uk). Should you still need further support / clarification you may contact your Dorset locality team.

Weymouth and Portland: Email: chesillocality@dorsetcouncil.gov.uk
Tel: 01305762400

North: Email: northlocality@dorsetcouncil.gov.uk
Tel: [01258474036](tel:01258474036)

West: Email: westlocality@dorsetcouncil.gov.uk
Tel: [01308425241](tel:01308425241)

East : Email: eastlocality@dorsetcouncil.gov.uk
Tel: [01202868224](tel:01202868224)

Purbeck: Email: purbecklocality@dorsetcouncil.gov.uk
Tel: [01929557000](tel:01929557000)

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually.

The process:

1. SEND & Inclusion Lead will review the policy
2. SEND & Inclusion Lead will consult parents and students (this may be done online or by invitation)
3. SLT will review SEND & Inclusion Leads amendments
4. Governing Body / Management Committee will agree amendments or advise accordingly.

LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Safeguarding

Data protection

Relationships & Behaviour Policy

Admissions Arrangements