



Compass
Academy Trust

SEND Policy and Information Report

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1. Aims

Our Special Educational Needs and Disability (SEND) policy and information report aims to:

- Set out how our schools will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The aim of our school approach to SEND is to ensure excellent outcomes for children with SEND through the knowledge, skills and attitude of everyone working with SEND children. We aim for early identification of needs and integrated high quality provision.

The Head Teachers and the local governing body have delegated the responsibility for the day to day implementation of the policy to the SENCOs, who have Qualified Teacher Status and the National Award for SEN coordination. The SENCOs works closely with the class teachers – every teacher is a teacher of every child including those with SEN.

There is a member of the governing body with specific oversight of the school's arrangements for SEN and disability, who reports back to the governing body.

Contributions from parents, carers and the child are welcomed to ensure there is full involvement in discussions and decisions about the child's SEND.

2. 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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCOs are:

Marian Vian – Mrs Walsh

Oak Lodge – Mrs Walsh

Wickham Common – To be confirmed

Unicorn – Miss Bevan

They can be contacted by emailing the school

They will:

- Work with their Head Teacher, their local governing body and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Work to keep the records of all pupils with SEN up to date
- Liaise with outside agencies to ensure that all the agencies that are supporting pupils with Send are working together to ensure the best outcomes for those pupils.

4.2 The SEN governors

There is a member of the governing body with specific oversight of the school's arrangements for SEN and disability. They raise awareness and report back to the governing body.

THE SEN governors are:

Wickham Common - Karen Williams

Oak Lodge – Claire Weedon

Marian Vian – David Snook

Unicorn – Wasim Butt

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is a teacher of every child, including those with SEN. They are responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEND practice in our schools (see also each school's SEN Information Report)

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, social communication difficulties and speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents/carers

We will have an early discussion with parents/carers when identifying whether their child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parents'/carers' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents if it is decided that a pupil will be placed on the SEN register.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out an analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views, as appropriate

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between classes and on to other schools.

We will share information within the school and with other schools the pupil moves to.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Alongside high quality teaching, children who are identified as having SEN may have additional provision planned for them.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Expertise and training of staff

The training needs of staff, including support staff, are regularly reviewed and planned so that all staff are well equipped to meet the needs of children with the most common barriers to learning. Where pupils present with rarer difficulties, staff access support from specialist teachers or therapists. The Send Strategic lead is responsible for coordinating training across all schools within the trust.

5.9 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' progress each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans and Funded Inclusion Plans

The Send Strategic Lead evaluates the overall effectiveness of Send provision across the trust.

Complaints about SEN provision

If you are unhappy with your child's support or progress, speak to the class teacher in the first instance. If this does not resolve the issue, please make an appointment with the SENCO or Head Teacher. If there are continued issues, please follow the Complaints Policy which can be found on the school website.

5.10 The local authority local offer

Our school's SEND information report including a link to the Local Offer is available on the school website and should be read alongside this policy.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO in consultation with the Head Teacher **every year**.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to other school policies:

Behaviour

Child protection

Supporting children with medical needs