Compass Eko Trust

SEND Policy

Monitoring, evaluation, and review

The Board of Trustees will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout all Trust schools.

This Policy will be reviewed by the Board of Trustees on a two-yearly basis. It will be reviewed on an ongoing basis in response to changes to legislation and statutory guidance.

Adherence to the policy will be monitored by the Local School's Committee.

Policy adopted:	Autumn Term 2026
Other related policies:	Behaviour and Relationships Safeguarding and Child Protection Complaints Procedure Supporting Children with Medical Needs
Next Review:	Summer Term 2028

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Aims

This policy aims to:

- **Promote a culture of inclusion** where all children and young people (CYP) are valued, experience belonging, and can access an ambitious education that enables them to thrive and fulfil their aspirations.
- **Ensure early identification and effective support** through high-quality adaptive teaching, a strong universal offer, and a graduated approach that removes barriers to learning and participation.
- **Ensure we develop strong partnerships with CYP, families, and external agencies** to ensure needs are understood, provision is effective, and CYP achieve positive outcomes.

Our inclusion principles

Our inclusive practice is based on the following shared principles,

- We champion equity, recognising that CYP need different support to succeed and valuing the strengths each child brings.
- We create inclusive, supportive environments where every CYP feels safe, valued, successful and respected.
- We recognise that CYP learn and develop in different ways, and we meet them where they are, ensuring they feel safe, valued, confident and successful as learners.
- We believe high-quality adaptive teaching is the foundation of inclusion and improved outcomes for CYP with SEND.
- We provide inclusive teaching, with appropriate scaffolds and adaptations to ensure meaningful access to learning.
- We value diversity and neurodiversity, adopting a strengths-based approach to difference.
- We work in partnership with parents and carers to support the needs of CYP with special educational needs and to ensure that CYP and families experience belonging.
- We recognise that successful inclusion is the responsibility of the whole school community and should permeate all aspects of school life. Everyone is responsible for the achievement of CYP with SEND – every teacher, every leader, and every member of support staff.

Legislation and guidance

This 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 CYP with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs), and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for CYP with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out trustees' responsibilities for CYP with SEND
- The School Admissions Code, which sets out the school's obligation to admit all CYP whose education, health, and care (EHC) plan names the school, and its duty not to disadvantage unfairly CYP with a disability or with special educational need

Equal opportunities

At our school we strive to create an inclusive teaching environment that offers all CYP a broad, balanced, and challenging curriculum. We are committed to offering all CYP the chance to thrive and fulfil their aspirations. We achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that CYP with SEND are included in all aspects of school life.

Definitions

Special educational needs

A CYP has SEN if they have a learning difficulty or disability that requires 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 most 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 which is made for other CYP or young people of the same age by mainstream schools.

Disability

CYP are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for CYP with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Roles and responsibilities

The SENCO

Within our Special Schools, where all CYP have SEN or a disability, the Headteacher will assume overall responsibility for this, which is then delegated to members of the Senior Leadership team.

It is recommended that the SENCO is a member of the Senior Leadership Team (SLT) to support strategic leadership of SEND provision across the school. In line with the 2015 Code of Practice our SENCOs are qualified teachers who have achieved the appropriate qualification as outlined by the Department for Education, within three years of appointment unless exempt by virtue of having extensive relevant experience in the role of a SENCO.

They will:

- Contribute to establishing and sustaining a positive and supportive culture across the school for all CYP with SEND
- Inform any parents and carers that their CYP may have SEN and then liaise with them about the CYP's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual CYP with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents and carers, and other agencies to make sure that CYP with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual CYP
- Advise on the deployment of the school's delegated budget and other resources to meet CYP' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the CYP and their parents and carers are informed about options and that a smooth transition is planned

- When a CYP moves to a different school or institution: Make sure that all relevant information about a CYP's SEN and the provision for them are sent to the appropriate authority, school, or institution in a timely manner
- Ensure that CYP with SEND can access exams and other assessments by following the relevant assessment body requirements and ensure arrangements reflect normal way of working where required.
- Support CYP and their families at transition times: across key stages, class to class and to another school
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Make sure the school keeps its records of all CYP with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Identify any staff who have specific training needs and incorporate this into the school's plan for continuous professional development.
- Attend training sessions to fulfill the requirements of the Code of Practice and monitor and maintain the policy of the school effectively.

Trustees and Local School Committees

Whilst Trustees hold responsibility and oversight for inclusion across the trust, the scheme of delegation identifies that Local School Committees monitor the operation of the policy.

Each school has a SEND link governor who will take responsibility for oversight of the provision for CYP with SEND. The SEND Governor will

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this, using the SEND Audit tool
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The SEND link governor is Lynne Wainwright.

Local School Committees must ensure that the school:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Ensure that every CYP with SEND gets the support they need
- Provide access to a broad and balanced curriculum
- Ensure CYP with SEND engage in the extracurricular activities alongside their peers
- Make sure that the school has arrangements in place to support any CYP with medical conditions
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents and carers on their CYP's progress
- Record accurately and keep up to date the provision made for CYP with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled CYP, the steps taken to prevent a disabled CYP being treated less favorably than others, the facilities to assist access of disabled CYP, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of CYP with SEND

The headteacher

The headteacher (in the case of our Special Schools, the Leadership Team) will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for CYP with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual CYP
- Ensure that the SENCO has the resources necessary to undertake their role effectively
- Have an overview of the needs of the current cohort of CYP on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted and personalised to meet CYP needs through a graduated approach
- The progress and development of every CYP in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each CYP's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents and carers regularly

Parents or Carers

We work collaboratively with parents and carers, involving them as partners in decisions about their child. Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a child with SEND will always be encouraged to share information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

Parents and carers can refer to the following website for information about the Local Offer for CYP with special educational needs and disabilities.

Greenwich - About the Local Offer | Royal Borough of Greenwich (royalgreenwich.gov.uk)

Leaders can provide parents and carers with information about how to contact other agencies to support the family, child, or young person.

The CYP

CYP will always be encouraged and supported to provide information and express their views about their SEND and the support they receive. They will be invited to participate in discussions and make choices about this support where appropriate. This might involve the CYP:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes

- Attending review meetings
- Giving feedback on the effectiveness of interventions

For those CYP who may find it more difficult to express their thoughts, those who know the CYP well will advocate for them (parents, carers, teachers).

The SEN Information Report

The school publishes an SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Rowan Wood School - SEND Local Offer

Identification of needs

Procedures for assessment and identification of need

In our mainstream schools, class teachers will regularly assess the progress of all CYP and identify any whose progress:

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

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

When teachers identify an area where a CYP is making slow progress, they will provide adaptations to their high-quality adaptive teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary, they will, in consultation with the CYP's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a CYP is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as significant life events, long-term absence, or bereavement. Staff will consider what is available at the school's universal offer and identify whether there is provision in place that is additional to or different from their peers. Staff will also take particular care in identifying and assessing SEN for CYP whose first language is not English.

When a CYP joins the school through an in-year admission, we assess their skills and attainment levels. This will build on information from previous settings and Key Stages, where appropriate. We will also consider

any evidence that the CYP may have a disability and if so, what reasonable adjustments the school may need to make. In our Special Schools, class teachers and leaders will consider progress in respect of starting points, previous rates of progress, learning priorities, and barriers to learning.

We also recognise the strong relationship between belonging, wellbeing, attendance, and achievement. We work proactively with CYP and families to identify and address barriers that may affect attendance, participation, and engagement in school life.

Consulting and involving CYP, parents, and carers

The school will put CYP and their parents and carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a CYP needs additional provision, we will have an early discussion with the CYP and their parents and carers. These conversations will make sure that:

- Everyone develops a good understanding of the CYP's areas of strength and difficulty
- We consider any concerns the parents and carers have
- Everyone understands the agreed outcomes sought for the CYP
- Everyone is clear on what the next steps are

We will formally notify parents and carers if it is decided that a CYP will receive special educational provision.

The graduated approach

In our mainstream schools, we will identify learning barriers and put effective provision in place for our CYP. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The CYP's class teacher and the SENCO will carry out a clear analysis of the CYP's needs. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the CYP's needs. For many CYP, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents, carers, and the CYP, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the CYP will be made aware of the CYP's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are needed.

Parents and carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. **Do**

The CYP's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the CYP. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the CYP's strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the CYP's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents, carers, and CYP
- The level of progress the CYP has made towards their outcomes
- The views of teaching staff who work with the CYP

The teacher and the SENCO will revise the outcomes and support considering the CYP's progress and development, and in consultation with the CYP and their parents and carers.

Evaluating the effectiveness of SEN provision

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

- Tracking CYP' progress through formative and summative assessment
- Analysing the impact of interventions
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for CYP with EHC plans
- Getting feedback from the CYP and their parents and carers

Levels of support

In mainstream schools, the SEN register is fluid and at times, CYP no longer require SEN support, and their needs can be met as part of the school's universal offer. In these cases, the SENCO and staff will review the CYP's needs, progress, and provision, in consultation with the CYP and their parents or carers. Where it is agreed that the CYP no longer requires SEN provision, they will be removed from the SEN register. Their progress will continue to be monitored through the school's usual assessment and pastoral processes.

SEN Support

The purpose of SEND support is to remove barriers to learning and participation and enable CYP to become increasingly independent and successful learners.

In mainstream schools, CYP receiving SEN provision will be placed on the school's SEND register. These CYP have needs that can be met by the school through the graduated approach. Where the CYP's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Education, health, and care (EHC) plan

CYP who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document describing the CYP's needs, the provision that will be put in place, and the outcomes sought.

An Education, Health and Care Plan (EHCP) is drawn up stating the Special Educational Provision to be made for the CYP.

Every EHCP is reviewed annually. At this review, the CYP' progress is considered in the light of the targets set. The provision made for the CYP is discussed and evaluated. If the EHCP should be maintained, new outcomes are agreed for the coming year. Parents/Carers attend the Annual Review and agree with the next steps. The views of the CYP are always sought and recorded before the review.

In Compass Eko Special Schools, every CYP has an EHCP or is in the process of securing one.

Curriculum

High-quality teaching and adaptation

High-quality adaptive teaching is the foundation of our universal offer and the most important factor in improving outcomes for CYP with SEND. We believe that all CYP have the right to participate in the full range

of activities on offer at the level appropriate to their development. CYP with SEND will have access to the curriculum through high-quality adaptive teaching, with carefully planned activities provided to encourage meaningful learning. Some CYP will receive extra teaching support according to their needs. Whenever possible, support will be classroom-based. However, it may be necessary to withdraw individuals or small groups of CYP to provide specific instruction.

Admission & Accessibility Arrangements

CYP are admitted throughout the school in accordance with the Local Authorities admission policy. Parents and carers are encouraged to visit the school and to share any information about their CYP' needs.

The school's Accessibility Plan can be found on our website. This provides detailed information regarding the steps we take to prevent CYP with SEND being treated less favourably than other CYP.

Sharing Information

Sharing information with teachers

Teachers will receive up-to-date information related to CYP with SEND in their class such as:

- Education, Health and Care Plans and Review documentation
- Pupil related information
- Assessment Information
- Other SEND information e.g., reports from outside agencies
- Records of any interviews, discussions, phone calls, etc.

Information is stored on the school SharePoint site, a secure online platform.

The Class teacher must ensure that the information is shared with all people working with the CYP.

Information must be stored securely and for as long as the CYP remains on role.

Sharing CYP files

CYP files should only be shared once we have clarification from the receiving school that the CYP has started attending for general in-year admissions. The Local Authority coordinates a separate arrangement for secondary transition.

If we are unable to confirm the CYP's receiving school, information must remain stored by us until we receive a request from a new school, or the CYP reaches the age of 25 years.

Where files will be shared by secure electronic transfer. Where this is not possible, they must be sent either recorded delivery or by hand and signed for or through the Local Authority internal mail.

Confidentiality

The confidential nature of meetings or CYP' records is understood by all staff members. It is also understood that information should be shared with parents and carers. We would consider it good practice to give parents and carers a copy after discussing reports with them. Nothing should be written that would not be shared with the parents or carers.

Complaints

We are committed to working in partnership with parents and carers to address any concerns. We ask that concerns are initially raised with the SENCO, who will try to resolve the situation. In some instances, concerns and complaints may relate to decisions made by the local authority. In these cases, we will provide guidance on how to contact the relevant department.

If the issue cannot be resolved, parents and carers should refer to the Complaints Policy for more information; this is on the school's website.

Appendix 1. The 4 areas of need

CYP can have needs in several areas, and their needs may change over time.

AREA OF NEED	
Communication and interaction	CYP with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. CYP who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	CYP with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where CYP are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional, and mental health	These needs may reflect a wide range of underlying difficulties or disorders. CYP may have: • Mental health difficulties such as anxiety, depression, or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder, or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the CYP becoming withdrawn or isolated.
Sensory and/or physical	CYP with these needs have a disability that hinders them from accessing the educational facilities provided.

	CYP may have: • A sensory impairment such as vision impairment, hearing impairment, or multi-sensory impairment • A physical impairment These CYP may need ongoing additional support and equipment to access all the opportunities available to their peers.