


# Special Educational Needs and Disabilities (SEND) policy

THE  
**C**  **MPASS**  
PARTNERSHIP OF SCHOOLS

**Monitoring, evaluation & 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 and reviewed by the Board of Trustees on a two-yearly cycle. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

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

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|-------------------------|---|
| Policy adopted:         | Autumn 2025   |
| Other related policies: | Safeguarding<br>Supporting children and young people at school with medical conditions<br>Accessibility Plan<br>Behaviour and Relationships<br>Admissions<br>Intimate Care<br>Data protection |
| Next Review:            | Autumn 2026   |

*'An educationally inclusive school is one in which teaching and learning, achievements, attitudes and well-being of every young person matter. This does not mean treating all pupils the same. Rather it involves taking account of pupils varied life experiences and needs'*

OfSTED 2016

## **1. Our inclusion principles**

At the Compass Partnership of Schools, we are committed to removing barriers to learning and participation and providing an education that promotes high standards and fulfilment, enabling every child or young person to thrive.

Our inclusive practice is based on the following shared principles,

- We recognise the strengths that children and young people bring to our schools, and we understand them as individuals with their own unique learning profiles. We build an ongoing and holistic understanding of needs.
- We create positive and supportive learning environments for all children and young people, in which every child or young person belongs and experiences achievement and dignity in their learning.
- We believe that diversity is a strength that drives innovation in our practice & pedagogy. We ensure that staff understand neurodiversity and have an asset-based approach to difference.
- We provide high quality teaching that is inclusive by design, meaning that it is planned with scaffolds and adaptations to ensure that we offer children and young people meaningful access to our curriculum and success in learning.
- We work in partnership with parents and carers to support the needs of children and young people with special educational needs and to ensure that children and young people and their families experience belonging.
- We believe that inclusion is an ongoing process and we continuously strive to develop our practice further.
- Every practitioner is responsible for the achievement of children and young people with SEND – every teacher, every leader and every member of support staff.

## 2. 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 children and young people 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 children and young people 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 [Academy trust governance guide - Guidance - GOV.UK](#), which sets out trustees' responsibilities for children and young people with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all children and young people whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children and young people with a disability or with special educational need.

## 3. Equal opportunities

At our school we strive to create an inclusive teaching environment that offers all children and young people a broad, balanced and challenging curriculum. We are committed to offering all children and young people the chance to thrive and fulfil their aspirations.

Within Compass special schools, the curriculum, teaching, learning and the school environments is carefully designed to ensure that all children and young people are included in all aspects of school life.

## 4. Definitions

### 4.1 Special educational needs

A child or young person 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 made generally for other children or young people of the same age by mainstream schools.

## 4.2 Disability

Children and young people 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 children and young people with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 5. Roles and responsibilities

### 5.1 The SENCO

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

The role of SENCO is performed by a member of the Senior Leadership Team (SLT) in Compass schools. 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 children and young people with SEND
- Inform any parents and carers that their child may have SEN and then liaise with them about the child or young person'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 children and young people 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 children and young people 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 children and young people

- Advise on the deployment of the school's delegated budget and other resources to meet children and young people' 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 child or young person and their parents and carers are informed about options and that a smooth transition is planned
- When a child or young person moves to a different school or institution: Make sure that all relevant information about a child or young person, their SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Ensure that children and young people with SEND can access exams and other assessments
- Support children and young people 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 children and young people 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. Attend training sessions to fulfill the requirements of the Code of Practice and monitor and maintain the policy of the school effectively.

## **5.2 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 children 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 Compass 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 child or young person with SEND gets the support they need
- Provide access to a broad and balanced curriculum
- Ensure children and young people with SEND engage in the extracurricular activities alongside their peers
- Make sure that the school has arrangements in place to support any children and young people with medical conditions
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents and carers on their child's progress
- Record accurately and keep up to date the provision made for children and young people 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 children and young people, the steps taken to prevent disabled children from being treated less favorably than others, the facilities provided to assist access of disabled children and young people, 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 children and young people with SEND.

#### **5.4 The headteacher**

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

- Work with leaders and the SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Work with leaders 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 children and young people 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 children and young people
- Ensure that the leaders have the resources necessary to undertake their role effectively
- Have an overview of the needs of the current cohort of children and young people on the SEND register
- With leaders, 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 leaders, 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 leaders 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.

### **5.5 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted and personalised to meet children and young people's needs through a graduated approach
- The progress and development of every child or young person in their class
- Working closely with 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
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents and carers regularly

### **5.6 Parents and Carers**

We work in a collaborative way with parents or carers, working in partnership in making decisions made about the child or young person. Parents and carers should inform the school if they have any concerns about their child's progress or development.

Parents and carers of a child or young person with SEND will always be encouraged to share information and express their views about the pupil'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 children and young people with special educational needs and disabilities.

[About the Local Offer | Royal Borough of Greenwich \(royalgreenwich.gov.uk\)](http://royalgreenwich.gov.uk) Parents and carers can also refer to the school website to see the school based Local Offer.

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

### **5.7 The child or young person**

Where appropriate, Children and young people 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 them:

- 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 children and young people who may find it more difficult to express their thoughts, those who know the child or young person well will advocate for them (parents, carers, teachers).

### **5.8 Compass Trust Leaders**

The Executive Leadership team share research and practice and provides opportunities for collaborative work. The Executive Headteacher for Inclusion oversees all inclusion related matters across the partnership.

## **6. 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.

[rowanwood.compassps.uk/attachments/download.asp?file=6&type=pdf](http://rowanwood.compassps.uk/attachments/download.asp?file=6&type=pdf)

## **7. Identification of needs**

### **7.1 Procedures for assessment and identification of need**

In our mainstream schools, class teachers will regularly assess the progress of all children and young people 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 child or young person is making slow progress, they will provide adaptations to their quality first teaching. If progress does not improve, the teacher will raise the issue with the SENCO or a leader 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 child or young person's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a child or young person 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 children and young people whose first language is not English.

When a child or young person joins the school through an in-year admission, we will assess their skills and levels of attainment. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the child or young person may have a disability, and if so, what reasonable adjustments the school may need to make.

In Compass Special Schools, class teachers and leaders will consider progress in respect of starting points, previous rates of progress, learning priorities and barriers to learning.

## **7.2 Consulting and involving children and young people and parents and carers**

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

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

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

The SEN register is fluid and at times, children and young people 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 provision and in discussion with parents and carers, children and young people will be removed from the SEN register.

## **8. The graduated approach**

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

### **1. Assess**

The child or young person's class teacher and the SENCO will carry out a clear analysis of the child or young person'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 their need. For many children and young people, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents and carers and the child or young person, 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 child or young person will be made aware of the child or young person's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Bromcom and will be made accessible to staff through a secure, online platform called TES Provision Map.

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 child or young person'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 child or young person. 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 child or young person'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 children and young people'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 and carers and children and young people
- the level of progress the child or young person has made towards their outcomes
- the views of teaching staff who work with the child or young person

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

## 9. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for children and young people with SEN by:

- Tracking children and young people's progress through formative and summative assessment
- Analysing the impact of interventions, including using the reporting functions of TES Provision Map
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO / Leaders
- Holding annual reviews for children and young people with EHC plans
- Getting feedback from the child or young person and their parents and carers

## 10. Levels of support

### SEN Support

In mainstream schools, children and young people receiving SEN provision will be placed on the school's SEND register. These children and young people have needs that can be met by the school through the graduated approach. Where the child or young person's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The SEND register is fluid, and children and young people may be added and removed depending on the progress they make and the provision they require.

### Education, health and care (EHC) plan

Children and young people 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 child or young person'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 child or young person. The LA in which the child or young person resides provides additional funding to the school in order to support them to meet specific outcomes that are outlined on the plan.

Every EHCP is reviewed annually. At this review, the children and young people progress is considered in the light of the targets set. The provision made for the child or young person is discussed and evaluated. If it is thought the EHCP should be maintained, new outcomes are agreed for the coming year. Parents and carers attend the annual review and agree next steps. The views of the child or young person are always sought and recorded before the review.

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

## **11 Curriculum**

### **11.1 High quality teaching and adaptation**

We believe that all children have the right to participate in the full range of activities on offer at the level appropriate to their development. Children with SEND will have access to the curriculum through quality first adapted teaching, with carefully planned activities provided to encourage meaningful learning. Some children and young people will receive extra teaching support according to their level of need. Whenever possible, support will be classroom based. However, it may be necessary to withdraw individuals or small groups of children and young people to provide specific teaching.

## **12. Admission & Accessibility Arrangements**

Children and young people are admitted throughout the school in accordance with the Local Authority's admission policy. Parents and carers are encouraged to visit the school and to share any information about their children and young people's needs.

The school's Accessibility Plan, which can be found on our website. This provides detailed information regarding the steps we take to prevent children and young people with SEND being treated less favorably than other children and young people.

## **13. Sharing Information**

### **13.1 Sharing information with teachers**

Teachers will receive up-to-date information related to children and young people with SEND in their class such as:

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

Information is stored in individual child or young person information folders in Pupil Information Secure on SharePoint.

The Class teacher must ensure that the information is shared with all people working with the children and young people.

Information must be stored securely and for as long as the child or young person remains on role.

### **13.2 Sharing child or young person files**

Child or young person files should only be shared once we have clarification from the receiving school that the child or young person 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 child or young person's Secondary school, information must remain stored by us until we receive a request from a new school, or the child or young person reaches the age of 25 years.

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

### **13.3 Confidentiality**

The confidential nature of special needs meetings or children and young people's 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 and carers.

## **14. Complaints**

Where parents and carers have concerns about our school's SEND provision, they should, in the first instance, raise their concerns with a leader, who will try to resolve the situation. If the issue cannot be resolved, please refer to the Complaints Policy for further information, this is available on the school website.

## Appendix 1. The 4 areas of need

Children and young people can have needs in several areas, and their needs may change over time.

| AREA OF NEED                  |  |
|-------------------------------|--|
| Communication and interaction | <p>Children and young people 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.</p> <p>Children and young people who are on the autism spectrum often have needs that fall in this category.</p> |

| AREA OF NEED                        |  |
|-------------------------------------|--|
| Cognition and learning              | <p>Children and young people with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul> |
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Children and young people may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>   |
| Sensory and/or physical             | <p>Children and young people with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Children and young people may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These children and young people may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>  |