


# Special Educational Needs and Disabilities (SEND) policy

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

*'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 fulfillment, enabling every pupil to thrive.

Our inclusive practice is based on the following shared principles,

- We recognise the strengths that children 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 pupils, in which every child belongs.
- We believe that diversity is a strength that drives innovation in our practice & pedagogy.
- We provide high quality teaching that is inclusive by design, meaning that it is planned with scaffolds and adaptations to ensure that we offer pupils meaningful access to our curriculum.
- We work in partnership with parents and carers to support the needs of pupils with special educational needs
- 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 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 pupils 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 co-ordinators (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 pupils 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 pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children 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 pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 4. Definitions

### 4.1 Special educational needs

A pupil 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

Pupils 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 pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 5. Roles and responsibilities

### 5.1 The SENCO

The SENCO at our school is Alex Bunzl, [hsinclusion@halstow.compassps.uk](mailto:hsinclusion@halstow.compassps.uk) , 0208 858 2767.

Within Compass Special Schools, where all children have SEN or a disability, the Executive 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:

- Inform any parents and carers that their child may have SEN and then liaise with them about the pupil'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 pupils 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 pupils 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 pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupil and their parents and carers are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Ensure that children with SEND can access exams and other assessments
- Support pupils 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 pupils 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.

## **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 an 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 Margaret Ade-Onojobi, [hs-governors@halstow.compassps.uk](mailto:hs-governors@halstow.compassps.uk)

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 pupil with SEND gets the support they need
- Provide access to a broad and balanced curriculum
- Ensure pupils with SEND engage in the extracurricular activities alongside their peers
- Make sure that the school has arrangements in place to support any pupils 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 pupils 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, the steps taken to prevent disabled children being treated less favorably than others, the facilities provided to assist access of disabled children, 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 pupils with SEND

#### **5.4 The headteacher**

The headteacher (in the case of Compass 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 pupils 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 pupils
- Ensure that the SENCO has the resources necessary to undertake their role effectively
- Have an overview of the needs of the current cohort of pupils 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

## **5.5 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted and personalised to meet pupil needs through a graduated approach
- 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 consider 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 SEND policy and the SEN information report
- Communicating with parents and carers regularly

## **5.6 Parents or Carers**

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

Parents or carers of a pupil with SEND will always be given the opportunity 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 with special educational needs and disabilities.

[About the Local Offer | Royal Borough of Greenwich \(royalgreenwich.gov.uk\)](https://royalgreenwich.gov.uk/about-the-local-offer)

Parents and carers can also refer to the school website to see the school based Local Offer.

The SENCO can provide parents and carers with information about how to contact other agencies to support the family and pupil.

## **5.7 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and make choices about this support where appropriate. This might involve the pupil:

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

### **5.8 Compass Trust Leaders**

The Executive Leadership team share research and practice and provide 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.

[Halstow Primary School - SEND Local Offer \(compassps.uk\)](https://compassps.uk)

## **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 pupils 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 pupil 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 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 pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil 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 pupils whose first language is not English.

When a pupil 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 pupil 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 pupils and parents and carers**

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

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

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

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

The SEN register is fluid and at times, pupils 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 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 pupils. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil'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 pupil's need. For many pupils, 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 pupil, 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 pupil will be made aware of the pupil'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 pupil'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 pupil. 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 pupil'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 pupil'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 pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

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

## **9. Evaluating the effectiveness of SEN provision**

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

- Tracking pupils' 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
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents and carers

## **10. Levels of support**

### **SEN Support**

In mainstream schools, pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil'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 pupils may be added and removed depending on the progress they make and the provision they require.

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

Pupils 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 pupil'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. The LA in which the pupil 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 pupils progress is considered in the light of the targets set. The provision made for the child is discussed and evaluated. If it is thought the EHCP should be maintained, new outcomes are agreed for the coming year. Parents/Carers attend the Annual Review and agree next steps. The views of the child 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 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 to provide specific teaching.

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

Children 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 pupils' needs.

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

## **13. Sharing Information**

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

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

- Learning Plans those children with EHCPs
- SEN Support forms detailing the additional provision pupils receive
- Other SEND information e.g., reports from outside agencies
- Records of any interviews, discussions, phone calls etc.

Information is stored on TES Provision Map, a secure online platform.

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

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

### 13.2 Sharing Pupil files

Pupil files should only be shared once we have clarification from the receiving school that the child 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 pupil's Secondary school, information must remain stored by us until we receive a request from a new school, or the child 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 recorded delivery or by hand and signed for or through the Local Authority internal mail.

### 13.3 Confidentiality

The confidential nature of special needs meetings or children'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 /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 the SENCO, 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.

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| <b>Monitoring, evaluation &amp; review</b>   |  |
| 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.   |  |
| Policy adopted:  | Autumn 2023  |
| Other related policies:  | Safeguarding<br>Supporting pupils at school with medical conditions<br>Accessibility Plan<br>Behaviour and Relationships<br>Admissions<br>Intimate Care<br>Data protection |

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|--------------|------------------|
| Next Review: | Autumn Term 2025 |
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## Appendix 1. The 4 areas of need

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

| AREA OF NEED                        |   |
|-------------------------------------|---|
| Communication and interaction       | <p>Pupils 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>Pupils who are on the autism spectrum often have needs that fall in this category.</p>  |
| Cognition and learning              | <p>Pupils with learning difficulties usually learn at a slower pace than their peers. 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 pupils 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. Pupils 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>   |

| AREA OF NEED            |  |
|-------------------------|--|
| Sensory and/or physical | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils 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 pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |