

# The Compass

## SEN Information Report 2018-19

Compass is a short stay pupil referral unit with a long term SEND specialist base for students with Social, Emotional and Mental Health (SEMH) difficulties. The children are predominantly from the Weymouth and Portland area, however students from across Dorset can also access our provision. It is our aim to provide the very best in education and support for all children who (for a variety of reasons) find themselves outside of mainstream school education. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs.

All our students will:

- be treated as individuals where their individual needs, interests and skills are recognised encouraged
- be entitled to have special educational need identified and assessed
- be provided with opportunities to develop their self-esteem and become confident members of our community
- receive a broad and balanced curriculum that reflects individual students needs
- be encouraged to achieve their full potential, whatever their abilities
- be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, secure and safe
- learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- be encouraged to see education as a life-long process to the benefit of all aspects of their life

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order for all students to reach their full potential, make academic and personal progress and develop the skills and attitudes necessary for a fulfilling life. The provision is reviewed regularly and may change over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report.**

## SEND Data 2018-19

Year Group	Total on roll through year	SEN Support	EHCP	Area of Primary Need			
				Comm. & Interaction	Cognition & Learning	SEMH	Sensory or Physical
7	1	1	0			1	
8	12	7	5	1		11	
9	9	6	3	3		6	
10	21	11	10	2	1	18	
11	23	13	10	7	1	14	1

### Communication and interaction:

**Autistic Spectrum Disorder:** Students are likely to have particular difficulties with social interaction, language, communication and imagination.

**speech, Language and Communication Needs-** students may have difficulty communicating with others because they find it hard to say what they want, understand what is being said to them or understand the social rules of communication.

**Cognition and learning** – some student may have difficulty learning and may learn at a slower pace than their peers even with differentiated work (MLD). Some student may have specific learning difficulties (SpLD) for example dyslexia or dyspraxia.

**Social, emotional and mental health-** some student may display challenging, disruptive or disturbing behaviour which may reflect an underlying mental health difficulty such as anxiety or depression, substance misuse, self-harming or eating disorders. Other students may have other disorders such as attention deficit, hyperactivity or attachment.

**4. Sensory and/or physical needs** – some students with vision impairment or hearing impairment (HI) or a multi-sensory impairment. Some students may also have a physical disability and may require specialist equipment and support to access their learning.

## 1. What kinds of special educational needs does the school provide for?

It is anticipated that most students referred to Compass will be on the Code of Practice (SEN Support) and many of those will present with a Special Educational Need or Disability (SEND). However, we recognise that individuals referred to us have unique and sometimes complex needs. Compass may cater for students with Social, Emotional and Mental Health needs, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, those at risk of exclusion and some medical referrals. This list is neither exhaustive nor exclusive.

## 2. How does the school know if student/ young people need extra help?

When a child / young person first comes to us we use information from:

- end of key stage 2 levels
- base line testing, Cognitive Ability Tests and other specific tests i.e. spelling, reading ages
- parents/carers
- referral form information
- specialist colleagues, external agencies

As your child gets older we use information or referrals from:

- termly assessments and interim data
- subject teachers and tutors
- parental concerns
- external agencies

If your child needs to be assessed we would use a range of assessments depending on the area of need with referrals to specific agencies if appropriate.

If it is thought a family needs support we have good working relationships with outside agencies and a referral can be made to them.

## 3. How will both you and I know how my child/young person is doing?

Compass staff invite parents to meet with them at least 2 times a year. Reports are issued every half term explaining how well your child is doing in each subject area. In addition to this Mentors can phone, text or email parents on a regular basis as appropriate. For those students with an Education, Health and Care Plan, an Early Annual review can be offered as well as the Annual / Transfer Review. Parents / carers and the student are central in planning their son / daughter's referral and at every opportunity thereafter. In addition to this regular reviews are conducted throughout the year where all present discuss the

progress your son/daughter is making.

#### **4. How will the curriculum be matched to my child/young person's needs?**

All Compass students have an individualised timetable based on their needs, abilities and circumstances. Students at Compass will be taught on site in small groups for all core subjects. Occasionally it may be necessary to educate a student 1:1. In KS4 a core curriculum of English, Maths, Science, Life Skills and Geography will be offered to all students. At KS3 the core offer is English, Maths, Science, IT, Art, Geography, DT (Food) and Sport. At both key stages this will be supported by subjects taught by alternative providers off-site, outreach sessions and some online learning. Compass provides a flexible, adaptable and fluid approach to learning.

#### **5. How will school staff support my child/young person?**

We are a close team and all staff will work together to identify your child's needs and plan any provision or intervention. Your child will also have a Pastoral Mentor who will be responsible for day-to-day communication with parents / carers. It is expected that your child will develop a strong relationship with their Mentor and speak to them in the first instance regarding any issues that need the input of an adult. Your child will also be supported by an academic mentor. All teaching staff will meet regularly to discuss students' progress and to monitor any interventions. Compass is supported by a Management Committee (Governing Body).

Our curriculum reflects the needs of our students and supports their needs on an individual basis. Students study for GCSEs alongside more vocational qualifications such as Level 1 construction. We also offer provision that develops self-confidence, social skills and supports well-being through Greenwood Carpentry, Weymouth & Portland Sailing Academy and Silvertree.

#### **6. How is the decision made about what type and how much support my child/young person will receive?**

On referral the student and their family will meet with a member of the Senior Leadership Team (SLT) and their child's Pastoral Mentor to discuss and plan their education at Compass. We adopt a collaborative approach whereby the Pastoral Mentor, Academic Mentor, class teachers, TAs, SENCo, parents and student are involved in the decision making process. This approach is maintained throughout a student's time at The Compass. Student with SEND are expected to make the same rate of progress as those without. All students are supported by the team to meet their targets. Annual, Early Annual and Transfer reviews are all Person Centred and facilitated by the SENCo. This means that the student is central to all decisions made and will be consulted regularly throughout of the process.

## **7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?**

At The Compass students may access a significant proportion of their timetable outside of the school setting. It is expected that every student will have access to some alternative provision if it is deemed to be in their best interests. All students are included in school trips dependent on their previous good behaviour and in line with a Risk Assessment of the activity. Parents are informed in advance of subject specific trips taking part out of the school and a Risk Assessment must take place before the trip is sanctioned.

## **8. What support will there be for my child/young person's overall wellbeing?**

Pastoral Mentors are the first link in supporting a child's wellbeing. These mentors will share any pastoral, medical or social concerns at daily meetings and will act as an advocate for students.

Prescribed medicines are usually administered at home. However, at parents' request, should a student need to take medicine at The Compass there is a procedure in place for administering this (Administering Medicine in School Policy).

There are always a high number of members on duty at every break and lunchtime across our site. Students are encouraged to speak to their mentors or any member of staff if they have any pastoral or academic concerns.

We follow 'Safer Recruitment' guidance and all staff, volunteers and workers on site are DBS vetted.

Students are not permitted to leave the Compass site until their lessons are finished. Students in years 9 – 11 may leave the school site at lunchtime with parents' permission. Parents are encouraged to provide a healthy lunch and snacks for students. If entitled, students receiving Free School Meals will be provided with a packed lunch. The Compass have a School Council and students are encouraged to become involved in this. This is a forum for students to make their opinions heard and to be involved in decision making processes.

## **9. What specialist services and expertise are available at or accessed by the school?**

At Compass we have developed strong, professional relationships with the team of agencies we work with.

Currently we liaise regularly with: Children's Services (Social Care and Health), Dorset's Family Partnership Zones, Chesil Partnership Schools, CAMHS, SEN Team at County Hall, Speech and Language Therapists, SENSS, Behaviour Support Service, Educational Psychologists.

All students are base lined on referral and through regular assessments within the centre.

The SENCo (Becky Hubbard) has the National Award for SEN Co-ordination.

## **10. What training have the staff supporting student/young people with SEND had?**

All staff receive regular training in understanding the needs of students with ASD, Attachment Disorder and Behaviour, Social, Emotional and Mental Health. Additionally all staff are trained in Team Teach techniques. All staff undertake annual Safeguarding training. All staff receive regular e-safety training. Many staff have First Aid training. This year the school training focused on Attachment Awareness and emotion coaching.

### **11. How accessible is the school environment?**

The Compass is accessible for wheelchair users. We will work closely with parents and other agencies to provide facilities to support any child with SEND and will train staff in order to fully understand any SEND we are not currently resourced for.

### **12. How are parents and young people themselves involved in the school?**

We warmly welcome involvement from our parents. All our processes and meetings follow a Person Centred approach.

Currently you can be involved in:

- Attending Early Annual / Annual / Transfer reviews.
- Any other meetings that involve decision making about your child's education.
- Parents' Evenings.
- Fundraising.
- Helping your child complete homework.

Our doors are always open and we encourage parents to communicate with us, as often as necessary, by phone, email or face-to-face. We use a successful text-to-parents service to communicate with our parents.

### **13. How do you involve other agencies in meeting the needs of student/young people with SEND and in supporting families?**

Where we feel additional support may be required for your child we will initially contact you and discuss concerns. If we all agree to further support the appropriate referral will be made to an external agency such as CAMHS, SENSS or the Safer School Team. The outcomes from this referral will be shared at review meetings/ Early Annual reviews/ Annual reviews or transition reviews.

### **14. Who can I contact for further information?**

You can discuss your child's provision with their Pastoral Mentor, Academic Mentor or the SENCO; Becky Hubbard at anytime through the main phone number 01305 206530 or the mentor direct mobile number.

### **15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

We have strong links with Weymouth College and Kingston Maurward – these are the two colleges where most of our students go to in year 12.

Weymouth College meets with Compass SENCo in the summer term to discuss the SEND of any students offered places there for the following academic year. We have an Ansbury worker (Charlotte Maybe) for 2 days a week at Compass. Her role is to liaise directly with students and their parents to support their transition to a post 16 placement. If your child has an EHCP then their Transfer Reviews will include discussions about any necessary support needed for the following academic year.

## 16. What other support is available?

Dorset Council's Local Offer, outlining services available for students and young people who have SEND, can be found at:

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

Further information and support for Dorset can be found by following the link below:

<https://www.xchangeonline.co.uk/kb5/dorset/aiminghigh/service.page?id=H6aNowmLo08>

Parents can find further information on Special Educational Needs and Disabilities in this DfE guide attached below:

<https://primarysite-prod.s3.amazonaws.com/uploads/fD50125fc12bb4667b1782616ea66c706/1c6b/SENDGuideforParentsandCarers.pdf>

In addition Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) provide free impartial, confidential and accurate information, advice and support for children, young people and their parents on matters relating to special educational needs and disabilities. For Weymouth, Portland and Dorchester, North and East Dorset areas contact Jane Schmidt on 07771 978404. Rebecca Maslen is the contact for Purbeck on 07464 675467.