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

Contents

Monitoring, evaluation, and review 2
Aims 4
Our inclusion principles 4
Legislation and guidance 5
Equal opportunities 5
Definitions 5
Roles and responsibilities 6
The SEN Information Report 10
Identification of needs 10
The graduated approach 11
Evaluating the effectiveness of SEN provision 12
Levels of support 13
Curriculum 14
Inclusion Base (Support Base) 14
Inclusion Base (Specialist Base) 15
Admission & Accessibility Arrangements 15
Sharing Information 15
Confidentiality 16
Complaints 16
Appendix 1. The 4 areas of need 17

Aims

This policy aims to:

- **Promote a culture of inclusion** where all pupils 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 pupils, families, and external agencies** to ensure needs are understood, provision is effective, and pupils achieve positive outcomes.

Our inclusion principles

Our inclusive practice is based on the following shared principles,

- We champion equity, recognising that pupils need different support to succeed and valuing the strengths each child brings.
- We create inclusive, supportive environments where every pupil feels safe, valued, successful and respected.
- We recognise that pupils 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 pupils 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 pupils with special educational needs and to ensure that pupils 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 pupils 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 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 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 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 pupils with a disability or with special educational need

Equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils a broad, balanced, and challenging curriculum. We are committed to offering all pupils 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 pupils with SEND are included in all aspects of school life.

Definitions

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 which is made for other pupils or young people of the same age by mainstream schools.

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.

Roles and responsibilities

The SENCO

The SENCO at our school is Emma Turner

Within our Special Schools, where all pupils 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. 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 pupils with SEND
- Inform any parents and carers that their pupil 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 pupils 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 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.

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 pupils 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 Akima Fraser-Bailey.

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 pupil'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 pupils, the steps taken to prevent a disabled pupil being treated less favorably than others, the facilities to assist access of disabled pupils, 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

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 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

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

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 pupils with special educational needs and disabilities.

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

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

The pupil

Pupils 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 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).

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.

Identification of needs

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 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 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 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 pupil 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 pupils and families to identify and address barriers that may affect attendance, participation, and engagement in school life.

Consulting and involving pupils, parents, and carers

The school will put pupils 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 pupil
- 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 graduated approach

In our 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 needs. 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.

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
- 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

Levels of support

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 pupil's needs, progress, and provision, in consultation with the pupil and their parents or carers. Where it is agreed that the pupil 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 pupils to become increasingly independent and successful learners.

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.

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 pupil.

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 pupil 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 pupil are always sought and recorded before the review.

In Compass Eko Special Schools, every pupil 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 pupils with SEND. We believe that all pupils have the right to participate in the full range of activities on offer at the level appropriate to their development. Pupil with SEND will have access to the curriculum through high-quality adaptive teaching, with carefully planned activities provided to encourage meaningful learning. Some pupils 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 pupils to provide specific instruction.

Inclusion Base (Support Base)

We have an Inclusion Base that supports pupils whose needs require provision that is additional to, or different from, that ordinarily available through the school's universal offer. The purpose of the base is to remove barriers to learning and participation, enabling pupils to thrive as valued members of our school community.

Our Inclusion Base is an integral part of the school and not a separate setting. Pupils remain members of their mainstream class and are supported to access mainstream learning, social opportunities, and wider school life wherever appropriate. Placement within the base is not intended to limit access to mainstream opportunities but to provide the support necessary for pupils to participate successfully. Support is tailored to individual strengths and needs and may include targeted teaching, communication support, emotional regulation strategies, adaptations to the curriculum, and the development of independence and social skills.

Placement within the Inclusion Base is determined through a graduated approach, involving the pupil, their family and relevant professionals. The level of support provided is flexible and responsive to need, with the aim of enabling pupils to develop the knowledge, skills and confidence needed to engage successfully in school life.

We regularly review the impact of the provision to ensure it remains effective, promotes positive outcomes, and supports pupils to achieve a strong sense of belonging, participation, and success within our school community.

Inclusion Base (Specialist Base)

We have a Specialist Inclusion Base that provides enhanced support for pupils with specific areas of need. The provision forms part of our inclusive school offer and enables pupils to access specialist support whilst remaining connected to mainstream education and the wider life of the school.

The base is staffed by professionals with specialist knowledge and provides a personalised approach to learning, communication, independence, and wellbeing. Pupils are supported to access mainstream learning and social opportunities wherever appropriate, ensuring they remain active and valued members of the school community.

Admission arrangements are determined in line with Local Authority commissioning arrangements where applicable. We work closely with pupils, families, and external professionals to ensure provision is responsive to individual needs and focused on securing positive educational, social, and emotional outcomes.

Admission & Accessibility Arrangements

Pupils 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 can be found on our website. This provides detailed information regarding the steps we take to prevent pupils with SEND being treated less favourably than other pupils.

Sharing Information

Sharing information with teachers

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

- Learning Plans for those pupils 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 and the school internal Sharepoint system.

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

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

Sharing Pupil files

Pupil files should only be shared once we have clarification from the receiving school that the pupil 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 receiving school, information must remain stored by us until we receive a request from a new school, or the pupil 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 pupils' 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

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

AREA OF NEED	
Communication and interaction	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. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils 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 pupils 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. Pupils 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 pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment, or multi-sensory impairment

	• A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.