

## **COMPASS SCHOOL: ALTERNATIVE LEARNING PROVISION**

### **SEND Information report.**

#### **Compass School: Alternative Learning Provision incorporates:**

- **Compass School**, supported by Southampton Local Authority to educate children and young people permanently excluded, or at risk of exclusion from their mainstream school

#### **Compass School:**

- Provides for up to 100 Southampton children and young people unable to attend mainstream or special schools
- Works to support a successful transition to the next most appropriate educational placement

**Compass School is a fully inclusive school, that aims to help every child reach their full potential. We utilise a full range of educational and pastoral care support for all our pupils as well as different interventions and support for those with Special Educational Needs and Disabilities. Children from all backgrounds and cultures are welcomed, valued and supported by specially trained staff to make the very best progress they can. We aim to remove barriers to learning and participation and to develop pupils as confident learners and where possible, support them to transition to their next appropriate education placement. We understand and acknowledge that many of our pupils have complex, individual, educational needs and require personalised strategies for learning and participation.**

**Outlined below are details regarding the support we provide to all children including those with SEND ( Special Educational Needs and Disabilities).**

**Other useful documents such as our SEND and Inclusion Policy give further SEND information and can be found on our website [www.compass-school.co.uk](http://www.compass-school.co.uk)**

**If you require further details about the support we offer then please contact Debbie Mckenzie – Assistant Head Teacher email : [debbie.mckenzie@compass-school.net](mailto:debbie.mckenzie@compass-school.net) tel: 02380 215320**

#### **How do we identify Special Educational Needs or learning difficulties?**

Pupils at Compass school with SEND are identified and taught appropriately following the requirements of the SEND Code of Practice 2014. Children are identified as having SEND if they are regularly attending school and their academic progress is significantly behind and school based interventions have not enabled any improvement. Concerns may be identified by school, a medical professional or by you the parent/carer. Once this happens we will carry out school- based observations of the child, analyse their work to identify barriers to their learning and if necessary make referrals to outside agencies, for example, an Educational Psychologist, Speech and Language Therapist or the Child and Adolescent Mental Health Service. From this we develop appropriate targeted interventions to improve their progress. If a student's needs are judged to be severe we may apply for an

Education, Health and Care Plan which sets out their particular needs and the level of service required from an educational establishment to meet them.

Throughout this process you and your child's opinions will play a crucial part in addressing specific needs.

**For all pupils at Compass School who have additional needs:**

- We work in partnership with parents and carers as we recognise and value the role in which families play in their children's lives and their educational development
- We set clear targets and educational plans for children
- We involve the student, parents and carers in the writing, reviewing and implementation of Education health and Care plans
- We deliver high quality teaching that is aimed at enabling the student to settle back into regular education. We adapt our curriculum and resources to support access to learning and to promote individual progress.
- We access support as required from a variety of different agencies such as: Educational Psychology Service; Child and Adolescent Mental health services; the Behaviour Resource Service, Speech and Language Therapy Service.
- We use a variety of learning intervention strategies to enable individual pupils to make progress at their level. For example, Precision Teaching and Paired Reading
- We use different interventions to promote emotional Literacy and self-regulation strategies; for example: Zones of Regulation; daily Social, Physical, Intellectual, Creative and Emotional sessions (SPICE lessons).
- We use different sensory integration interventions to help settle pupils with sensory processing difficulties. For example: Sensory Circuits and access to sensory and Soft Play spaces; access to time out quiet areas.
- Where necessary we are able to provide basic screening for Dyslexia to inform learning support for individual pupils.
- Our staff receive up to date, ongoing training in matters relating to Special Educational Needs and Disabilities. In the last 2 years this has included training on attachment difficulties and Sensory processing difficulties.
- We offer carefully planned transition support for pupils with Special Educational Needs and Disabilities who are moving to other schools.
- We offer support to families of pupils with Special Educational Needs and disabilities in referring or signposting them to other community services that offer support. For example: SENDIAS; Autism Hampshire and a variety of respite services.

## Higher level support for Pupils with Education Health and Care plans

In addition, we also offer further support to pupils with a higher level of additional needs and who have Education, Health and Care Plans (EHCP). This includes:

- Detailed planning and monitoring of progress
- Specific targeted interventions to meet specified provision detailed in the EHCP.
- Child centred Annual Reviews of the EHCP. (These are held more frequently when the student transitions to a different school or Key Stage).
- Multi – agency planning assessment of targets at interim reviews

**Specific provision as outlined in the table below is also provided for the different areas of need outlined in the EHCP:**

- Communication and Interaction needs
- Cognition and Learning needs
- Social, Emotional and Mental Health needs
- Sensory and Physical needs

<b>School entitlement offer for those with additional needs</b>	
<b>Type of SEN for which Provision is made at school</b>	<b>Type of support provided</b>
<p><b>Communication and Interaction needs</b></p> <p>For example:</p> <p>Autism needs</p> <p><b>Speech, Language and Communication needs</b></p> <p>Attachment disorders</p>	<p>Use of pupil profiles which identify barriers to learning.</p> <p>Differentiated curriculum and resources.</p> <p>Use of visual supports eg: visual timetables, checklists</p> <p>Social communication intervention during daily SPICE sessions</p> <p>Social skills intervention where required – Zones of Regulation</p> <p>Support and advice sought from outside agencies eg CAMHs, Speech and Language Therapy service, Education Psychology service.</p>
<p><b>Cognition and learning needs</b></p> <p>For example learning difficulties such dyslexia, global delay, ADHD, dyspraxia, dyscalculia</p>	<p>Use of pupil profiles which identify barriers to learning and strategies to re-settle pupils</p> <p>Differentiated curriculum and resources.</p> <p>Use of visual supports eg: visual timetables, checklists, coloured overlays</p> <p>Structured learning - tasks broken down into manageable chunks with regular breaks between activities.</p>

	<p>Over learning intervention to reinforce key skills – Precision Teaching</p> <p>Physical support such as writing slopes.</p> <p>Support and advice sought from outside agencies eg: Education Psychology service.</p> <p>Appropriate training given to staff regarding working with pupils with specific learning difficulties</p> <p>Pupils with known learning difficulties are assessed for supported Access Arrangements prior to taking exams</p> <p>Where necessary classroom environments are made as distraction free as possible to help concentration for some pupils and quiet learning spaces are provided if necessary.</p>
<p><b>Social. Emotional and mental health needs</b></p> <p>Behavioural needs</p> <p>Attachment disorder</p> <p>ASC</p> <p>ADHD</p> <p>Anxiety</p> <p>Specific mental health needs</p>	<p>Use of pupil profiles which identify barriers to learning and include individual behaviour risk assessments</p> <p>Differentiated curriculum and resources.</p> <p>A few children with either extreme anxiety issues or very challenging behaviour have individual timetables and are taught offsite with 1 to 1 tutors and offsite, kinaesthetic learning programmes such as 'Boxercise,' Construction, outdoor adventurous activities, motor mechanics.</p> <p>Structured learning with clear sanctions for negative behaviour and rewards and incentives for positive behaviour.</p> <p>Consequences for positive and negative behaviour are discussed regularly with pupils in their daily SPICE sessions and behaviour charts are presented visually around the school.</p> <p>When negative behaviour issues occur, support with reparation to look at where things have gone wrong and make amends, is always offered.</p> <p>Risk assessments are used and action taken where necessary to ensure that behaviour in school is safe.</p> <p>The school provides effective pastoral care with three full time pastoral workers based in different zones around the school</p> <p>Identified key workers and safe spaces for some pupils with attachment disorders.</p>

	<p>Social/emotional interventions for some pupils: Zones of Regulation and Discovering Me</p> <p>Support and advice sought from outside agencies eg: Education Psychology service; CAMHs; Behaviour Resource Service</p> <p>Appropriate training given to staff regarding working with pupils with attachment disorder and specific mental health conditions</p> <p>Pupils with known social and emotional difficulties which may affect exam performance are assessed for supported Access Arrangements prior to taking exams.</p> <p>All pupils take exam in small rooms with no more than three other pupils to reduce stress and distraction</p> <p>Where necessary classroom environments are made as distraction free as possible to help concentration for some pupils and quiet learning spaces are provided if necessary.</p>
<p><b>Sensory and Physical needs</b></p> <p>Eg:</p> <p>Physical impairment or specific medical needs</p> <p>Sensory difficulties</p> <p>Dyspraxia</p>	<p>Use of pupil profiles which identify barriers to learning</p> <p>Differentiated curriculum and resources.</p> <p>Daily Sensory Circuits for all primary and some secondary pupils</p> <p>Use of weighted blankets and access to a sensory room or soft play area for calming if required.</p> <p>Use of sensory fiddle toys in lessons</p> <p>Regular, individual sensory breaks where there is identified need</p> <p>Use of writing slopes and hand gyms for pupils with poor fine motor skills</p> <p>Alternative ways of recording work such as a word processor considered for some pupils</p> <p>Staff receive training to ensure they understand the impact of a sensory need on teaching and learning.</p> <p>Where necessary classroom environment are made as distraction free as possible to help concentration for some pupils and quiet learning spaces are provided if necessary.</p>

	<p>Pupils with known sensory difficulties which may affect exam performance are assessed for supported Access Arrangements prior to taking exams.</p> <p>All pupils take exam in small rooms with no more than three other pupils to reduce stress and distraction</p>
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**If you have any concerns regarding your child's Special Educational Needs or Disabilities, we would urge you to make an appointment to see your child's class teacher or form tutor or the school Special Educational Needs Co-ordinator. We are always open to resolve any issues or queries you may have by working together in partnership**

**Parents of children who have EHCPs can also contact the Southampton Special Educational Needs Department for advice.**

**All parents wanting impartial advice relating to their Child's Special Educational needs or Disabilities can contact SENDIAS.**