



The Compass Primary Academy SEND Information Report

SEND INFORMATION REPORT

A valued member of the

Brooke Weston Trust



Date: September 2023

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Since September 2014 the law for children and young people with special education needs and disabilities changed. The new law (the Children and Families Act 2014) alters the way you and your child receive support from your local council, health and social care services and your child's nursery, school or college. The new law brings a greater focus on personal goals, increased family involvement and improves rights and protections for young people in further education and training. The changes will be gradually introduced over the next few years.

This SEND Information Report forms part of a wider collection of documents which provide a framework for supporting children and young people with additional needs. Parents may also wish to consider the SEN Policy, Equalities Policy, Complaints Policy and others, all of which can be found at:

www.brookewestontrust.org/page/?title=Brooke+Weston+Trust+policies&pid=45

Compass Primary Academy is an inclusive mainstream setting with approximately 420 pupils, aged 4 – 11. A Pre-School is also onsite, providing up to 60 places for pre-school pupils from the term after their third birthday either full or part time sessions. Government funding for 15 / 30 hours is accepted.

At Compass Primary Academy we are committed to the equality of opportunity and the provision of the highest standards of education for all our pupils, including those with Special Educational Needs and Disabilities.

Definition of Special Educational Needs (SEN):

The 2015 SEN Code of Practice defines SEN as:

A pupil or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A pupil of compulsory school age or a young person as a learning difficulty if they have:

- a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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What are special educational needs?

The definition of special educational needs and disabilities (SEND) is taken from Section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. The four main areas of SEND, as detailed in the Code of Practice (2014 p86) are:

COMMUNICATION AND INTERACTION

This includes children with speech, language and communication needs (SLCN) and those who are on the autistic spectrum (ASD)

COGNITION AND LEARNING

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

SOCIAL, EMOTIONAL AND MENTAL HEALTH

This includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties e.g. anxiety, depression. Other children may have hyperactivity, concentration difficulties or attachment issues

SENSORY AND/OR PHYSICAL

This includes children with sensory impairments, visual impairments, learning impairments or multi-sensory impairments and physical difficulties which may require ongoing support and specialist equipment

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1.
Who is the SEN contact?

The SENDCo is Mrs Bex Holmes, she can be contacted using the details below.

Compass Primary Academy
Windmill Avenue
Kettering
NN15 7EA
01536 532707
bex.holmes@compassprimary.org



2.

What kind of SEN provision is accessible to pupils?

The Compass Primary Academy is a fully inclusive mainstream school catering from foundation stage through to year six.

We aim to make appropriate provision for pupils recognised with the four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

All teachers and support staff in the school have been trained to support pupils with special educational needs and are committed to supporting the progress of all pupils, regardless of their gender, ethnicity, social background, religion, sexual identify, physical ability or educational need.



3.

How do we identify pupils who may have a SEN?

Learners may fall behind in school for many reasons. They may have been absent from school, they may have experienced inconsistency in their education provision. They may not speak English as a first language or they may suffer from self-esteem issues which prevents progress being made. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

A SEN may be identified by:

- Concerns and information shared by a pupil and/or their parent.
- Good links and information collated from Nursery settings and the transfer of school files from previous schools.
- Baseline Assessments upon entering Early Years/Foundation Stage
- Year group monitoring occurs every 6 weeks, individuals are monitored, support analysed and targets actioned. Any continued concerns are referred to the SENDCo to access further individualised assessment and monitoring. Staff follow a flow chart to help support referrals,
- Feedback from class teachers and support staff.
- Internal screening tests e.g. LUCID RAPID, BPVS and Boxall profile.
- Formal diagnosis by Health or SEN professionals.
- Liaison with outside agencies, e.g. Educational Psychologists, Speech & Language Therapists, CAMHS, Paediatrician.

Should you believe your child has a special educational need you should contact the SENDCo who will be able to undertake observations and appropriate assessments to see if they meet local and national SEN criteria.



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4.

How does the school evaluate the effectiveness of its SEN provision?

- a) How will school staff support a pupil?
- b) Who will oversee, plan work with pupils and parents?
- c) How often will this happen?
- d) Who will explain to parents what is happening for the pupil?
- e) How does the School assess and review the progress of pupils with SEN?
- f) How is the decision made about the type and how much support a pupil will receive?
- g) How does the school listen to pupil's views?

We are a fully inclusive Academy. Teaching staff are expected to deliver Quality First teaching and to provide resources to suit the needs of individual pupils. The SENCo will ensure that teaching staff have access to advice, guidance and support in effectively addressing pupil's needs. Pupils with Educational Health Care Plans are supported in class according to the requirements of the Plan. Our Wellbeing Team provides pastoral care for pupils and their family.

SEN interventions have specific, measurable, achievable targets set to ensure progress is made. If expected progress is not made then the SENDCo may refer to other specialist services such as an Educational Psychologist, Community Paediatrician, ASD/ADHD Team etc. The SENCo will work with all parties involved. The SENCo will also work closely with the class teacher and any support staff to ensure all needs of the pupil are being met.

The class teacher is responsible for overseeing the work the pupils do in class and liaising with parents. Ways in which we support a pupil:

Interventions:

At The Compass Primary Academy, we offer a variety of additional interventions that we use to support pupils. These include small group interventions to support social, emotional needs, friendship skills, speech and language, English and Maths. Pupils are identified for additional interventions according to the assessments discussed in section 3 and 6; the progress they have made; the recommendations from teachers and support staff and concerns raised by parents.

We have based our interventions using 3 levels of increasingly individualised support based on educational outcomes and needs.

- **1:** inclusion of all pupils in high-quality lessons through quality first teaching.
- **2:** small-group intervention/closing the gap sessions, designed to support pupils to 'catch up' with their peers.
- **3:** one-to-one targeted interventions for pupils identified as requiring academic support e.g. children with EHCP's.

The majority of SEN Learners will have their needs met through high quality first teaching.



Access arrangements:

From entry into the school, data is analysed and pupils are identified that may require additional support. The support a pupil can have is dependent on the support levels that they currently require in class. Additional support may include a reader, writer, extra time, prompter or a transcript as appropriate and will be arranged according to the SAT arrangements identified by the DfE for that year.

When internal assessments are taking place, a meeting will take place with class teachers and SENCO to ensure that support levels are correct for individuals. It is important to note that there is clear criteria set by exam boards for this support.

The progress of all pupils is assessed and reviewed. This information is shared at parents consultation meetings held twice per year. Further meetings may be had if pupils are accessing an outside agency, these will be co-ordinated by the SENCo when required. Reviews for pupils with Educational Health Care Plans (EHCP) plans are held annually in accordance with the Local Authority's procedures.

We have an ethos across the school in that if the parents wish to discuss their child's progress or anything else then they can arrange a formal meeting with their pupil's class teacher whenever they like as well as talking informally on the playground daily.



5.

How does the school support pupils with SEN?

a) will the curriculum be matched to a pupil's needs?

b) What is the school's approach to differentiation?

c) How are the school's resources allocated and matched to pupils' special educational needs?

d) What support will there be for a pupil's overall well-being?

e) Pastoral, medical, social emotional in and out of school?

We are an inclusive school and all pupils regardless of need are provided access to a broad and balanced curriculum that is differentiated/scaffolded to address the needs of all. The school take reasonable steps to modify or adapt the learning environment to meet the needs of the individuals. Staff meet together regularly with other colleagues within the Brooke Weston Trust and SEND pupils are discussed at the initial planning stage and to ensure that they are at the heart of the curriculum design.

Pupils have access to computers and laptops within the classroom. Needs of pupils are reviewed and where additional equipment or changes to facilities are required these are discussed with the Principal and decisions made with regard to reasonable adjustments.

A wide range of trips and extra-curricular activities are offered. We aim to support all pupils to enable them to attend trips, visits and take part in extra activities where appropriate.

Risk assessments will be completed for each trip and the needs of pupils are considered as part of this process. A decision will then be reached by the SENCo/Leadership Team, in collaboration with parents and class teachers, to decide whether or not it is possible for the pupil to attend. The safety and well-being of all concerned has to be considered as part of this process.

Throughout the school year, the school considers the needs of pupils and appropriate interventions on offer to address their needs. The school will consult with pupils and where appropriate, parents to ensure that they most appropriate interventions are on offer to all pupils. Some pupils may be placed on Assess, Plan, Do Review Plans (APDRs), these are personalised to the needs to the pupil and the targets are worked on in class and through additional provisions or interventions.

The Compass Primary Academy works with the Health team including Physiotherapists and Occupational Therapists to ensure that the pupils have access to the appropriate equipment in order to support them with appropriate levels of independent. Each year, the accessibility of the site is reviewed in line with the ends if the existing and new pupils.



At The Compass Primary Academy, we have a well-established well-being team which meets regularly to address the needs of any students that have been referred for concerns with mental, emotional and social concerns.

Initial meetings with parents may be offered to address any concerns the child/family may be having and further support could be offered for the family such as through an EHA (Early Help Assessment). Following on from this, additional support may be offered to these specific children through 1:1 time with our wellbeing team.

Support may be offered in 'The Hub' with such groups as lunch time games to support social skills and specific interventions such as drawing and talking; depending on the child's needs. The well-being team work closely with a wide range of individuals such as accessing support from the SENCO and other external agencies including; Educational Psychology, Social Services support teams, NC Trust, CAMHs (Child and Adolescent Mental Health). The wellbeing team have their own interventions where they work closely with small groups of pupils on a range of things including anger management, emotional literacy, Protective Behaviours. Lego Therapy and social skills. They also contribute and lead Early Help Assessments (EHA) to ensure families are supported to meet all of their pupil's needs.

Pupils identified with complex behavioural needs are identified on a Behaviour Management plan. This continues to be underpinned by our behaviour policy, however additional support is detailed within the plan. This plan communicates the individual needs of the pupil to their class teachers including strategies for supporting them in lessons. Our SENCO and Well-being team work closely with these students who have these specific needs. Support from Maplefields Behaviour Outreach Service may be accessed if needed.



6.

How does the School adapt the curriculum and learning environment for pupils with SEN?

How will pupils be included in activities outside the classroom, including school trips?

All pupils identified as SEN are treated equally and given access to an appropriate curriculum, which may be modified by the teaching staff. Staff attend curriculum planning sessions for all year groups termly with colleagues from the other primary schools within the Brooke Weston Trust. During these sessions SEND is at the heart of the curriculum and ways to adapt/modify/scaffold the curriculum for individual children in those year groups are discussed. We take all reasonable steps to modify/adapt the learning environment to meet the individual needs of pupils. Accessible facilities include disabled parking bays and disabled toilets. As the building lies across three levels accessed internally by stairs, pupils who have mobility needs or use a wheel-chair/other aids have their individual routes and evacuation procedures outlined in their individual education plans and/or PEEPs (Personal Emergency Evacuation Plan)

We offer a range of trips and extra-curricular activities to all pupils, we aim to support all pupils to enable them to attend trips, visits and take part in extra activities where appropriate. Risk assessments will be completed for each trip and the needs of individual pupils are considered part of this process. A decision will then be reached by the Senior Leadership team/SENCO, in collaboration with parents and class teachers, to decide whether or not it is possible for the pupil to attend. The safety and wellbeing of all concerned has to be considered as part of this process.



7.

Parent/Carer Involvement

- a) How will both the school and parent know how a pupil is doing?
- b) How will the school support parents to help their pupil's learning?
- c) When will parents be able to discuss a pupil's progress?
- d) How are parents involved in the school, and how can they become involved?
- e) Who can parents contact for further information, or raise concerns?

On-going assessments will be carried out throughout a pupil's time at school and at key points throughout the year. These include:

- Assessment towards the Early Learning goals for EYFS, Foundation Stage
- Reading, writing and maths formal assessments each term using PiXL materials.
- Year group monitoring discussions held throughout the year and followings data point to track and monitor pupils and identify pupils who are not making the expected progress.
- Interventions or support programmes are then implemented and monitored to ensure that the pupil makes progress. PiXL Therapy resources are used throughout the year to ensure that pupils' gaps in learning are addressed.

Reports are sent home to parents once a year to all pupils.

Parents Evenings take place twice over the year where the progress of each pupil is shared with their parents. Any interventions or extra provisions in place for the pupil is shared with the parents during this time and the progress the pupils is making towards these. If a pupil is SEN or has additional needs further meetings can be arranged between parents, class teacher and SENCO to discuss the progress of their pupil.

If a pupil has an Educational Health Care Plan then an annual review is held where parents, SENCO, class teacher and any outside agencies involved meet to discuss how the pupil is getting on.

Additional information may also be collated through the following means:

- Referrals from outside agencies
- Parents
- Observations
- Liaison from outside agencies e.g. Educational Psychologists, Physiotherapists, Occupational Therapists, Speech and Language Therapists, Specialist teacher advisor (such as teacher of the deaf or visually impaired team, or the Specialist Support Services).

Reports from these services are shared with parents and school whenever there are updates.

There are also many events involving parents over the year including Stay and Play sessions, school shows and assemblies. More information would be available on the school website. Parent Mail and messages via Class Dojo ensure that parents are kept up to date with specific events such as



family learning events, wellbeing coffee mornings and events linked to Friends of Compass Primary (PTA)

In the first instance, for further information about any support the pupil may or may not be getting speak to the class teacher or the SENCO. The class teacher will liaise with the SENCO on your behalf if needed.

Parents who have concerns are urged to speak with the SENCO regarding their complaint.

8.

a) What specific expertise is available to pupils with SEN?

Our SENDco is a trained teacher and has worked towards and successfully passed the National SENDco Qualification with the University of Hertfordshire in October 2022.

b) What training will the staff supporting pupils and young people with SEND have had or receive?

All staff are highly trained and have a wide range of qualifications to enable them to support pupils. There is a team of experienced teaching assistants who have expertise in a range of areas including speech and language, English, maths, phonics, English as an additional language, behaviour and autism. The wellbeing team have experiencing in supporting pupils with mental, social and emotional needs.

c) What specialist services and expertise are available or accessed by the school?

Specific training needs are identified through the needs of the pupils. These can include manual handling, epilepsy and asthma and medical training specific to pupil's needs.

Alongside the expertise within the school we also use the services of Educational Psychologists; School Nurse and Paediatrician, Advisory Teachers, Child and Adolescent Mental Health Services (CAMHS), to support the pupils academic and social progress. The school will only commission external assessments if the considered special educational need is having a negative impact on the pupil's progress despite school intervention.



9.
How accessible is the school environment?

The environment is adapted to meet the needs of the pupils as required. This includes disabled parking bays, disabled toilets and changing facilities.

As the building lies across three levels accessed internally by stairs, pupils who have mobility needs or use a wheel-chair/other aids have their individual routes and evacuation procedures outlined in their individual education plans / Personal Emergency Evacuation Plans (PEEPs)

Pupils have access to computers and laptops within classrooms. Needs of pupils are reviewed and where additional equipment or changes to facilities are required these are discussed with the Principal and decisions made with regard to reasonable adjustments.

Within the school, if there is a need, pupils will have access to specialist equipment. This will be part of external agency advice and specialist training is provided to staff around the use of this equipment.

10.
Transitions

a) How will the school prepare and support a pupil to join the school.

b) Transfer to a new school or the next stage of education or life?

We work hard to ensure smooth transitions for all pupils when moving through the school. Transition days are provided to all pupils where they spend time with their new class teacher and peers in their new classroom. Additional transitional sessions are arranged depending on the needs of the pupil. When moving mid-year, we can also offer a gradual transition if school and parents/carers feel that it would be beneficial to the pupil.

At the end of an academic year all staff complete a transition meeting with the new class teacher to share information including that about SEND or emotional / vulnerable pupils in preparation for the pupil's arrival in September, the SENCO and wellbeing team will also share recent information from external agencies and updates.

When moving onto secondary school transition meetings happen in school from all secondary schools. Transition forms are also completed by Year 6 staff with information about the pupil and any strategies teachers find useful when supporting that child. Visits are arranged with local schools and extra transition visits are arranged for SEND, vulnerable and any other pupil we feel need some extra transition. Transition interventions also happen for all Year 6 pupils.

11.

Governance

a) Who are Governance Contacts?

The Chair of Governors is Tina Prati. The SEND Governor is Tanya Lee.

b) How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?

We share reports to Governors with respect to attainment and progress, provision mapping, interventions, attendance, exclusions, behaviour, impact of pupil and sports premium and curriculum. The Governors also review policies, attend school meetings and monitor and challenge provisions through talking to staff, pupils and parents. The SENCO has regular meetings with the SEND governor.

c) What are the arrangements for parents of pupils with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the SENDCo regarding their complaint, they will also be advised to seek support and advice from the Information Advice Support Services and the Specialist Support Services. If the issue cannot be resolved at this level or the complaint is regarding the SENDCo the parent should speak to the Principal. If the issue is still not resolved parents would be directed to the Academy's complaint procedure.



12.

Admissions

How do pupils gain admission to the School or any specialist units/provision on the school site?

For admissions into our early years foundation stage (Reception), then applications are via the usual means of the Northamptonshire County Council School Admissions and pupils will then be allocated a school place. Looked after pupils or pupils of the armed forces are considered first, followed by SEN needs.

If there are mid-year transfer then this is again done via the NCC School Admissions.

For admissions into Little Explorers Pre-School, register of interest forms are available from the school office. Admissions are generally taken in September, January and April (following the government funding for 3/4 year olds from the term after your child turns 3)



13.

Where can I access other information around support for pupil, young people and families for SEN and disabilities (including the LA's Local Offer)?

Northamptonshire County Council, along with other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEN/D). This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, and social care and leisure services and will improve choice and transparency for families.

For further information about the Northamptonshire Local offer please visit:

www.northamptonshire.gov.uk/localoffer

