



## **SEND Policy UET Specialist Provision (SEMH)**

This SEND Policy is applicable to the following schools:

- Compass Academy Belton (Gt. Yarmouth)
- Compass Academy Lingwood (Norwich)
- Compass Academy West (King's Lynn)
- Earthsea (Honingham)

Director of Specialist Provision: Katrina Warren

Chair of Trustees: John Baumber

SEND Trustee: - TBC

Date of ratification: January 2025

Date of latest review: N/A

Review Due Date: January 2026

Incorporating Special Educational Needs Information, in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and new regulations under the Children and Families Bill September 2014.

To be read in conjunction with the school's Local Offer.  
Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).

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## 1. Aims

Our SEND policy and information report aims to:

- Set out how our schools will support and make provision for pupils with special educational needs and/or disabilities.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

We endeavour to achieve maximum inclusion of all pupils, all of whom are vulnerable learners whilst meeting their individual needs. We are committed to providing an appropriate and high-quality education to all the young people we serve.

- We believe that all young people, including those identified as having special educational needs and/or disabilities have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and enables them to be fully included in all aspects of school life.
- Teachers provide differentiated learning opportunities for all pupils and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the school curriculum.
- Special educational need and/or disability may provide context for slower or delayed progress. However, we do not view SEND as a barrier or a limitation.
- We make every effort to increase attainment for all our learners and help them make academic progress.
- English as an Additional Language (EAL) is not considered a special education need. 'Equality of access' and individual learning opportunities are provided for pupils who are learning EAL as part of our provision for vulnerable learners.
- We aim to make a clear distinction between "underachievement" – often caused by poor early experiences of learning - and special educational needs.
- We aim to create a learning environment that is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners. Staff monitor and review provision regularly.
- Our school's aim to be centres of excellence and to provide environments in which individuals are respected and encouraged to reach their full potential. Our schools are committed to providing 'equal access' for all pupils to the broad and balanced curriculum to which they are entitled.
- Each school as a learning community is committed to ensuring success for all. This means that in all work with young people we will aim to ensure that they:
  - Achieve their potential and enjoy their learning.
  - Stay safe and healthy.

- Can make a positive contribution to the school, the community and the wider world.
- The Compass Schools are committed to inclusion. Part of our schools strategic planning for improvement is to develop policies and practices that include all pupils. We aim to engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced difficulties with education in the past. We believe all young people should be equally valued. We strive to eliminate prejudice and discrimination, and to develop an environment where all young people can achieve and feel safe.
- We believe that educational inclusion is about '*equal opportunities*' for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment level or background. We take a holistic approach to designing a pupil's individual curriculum that takes account of:
  - Special Educational Needs and Disabilities.
  - Gender.
  - Minority ethnic and faith groups, travellers, asylum seekers and refugees.
  - Learners with English as an Additional Language (EAL).
  - Learners who are identified as having a disability.
  - Those who are looked after by the local authority.
  - Those who are subject to a Child Protection Plan.
  - Others such as those with medical needs, those who are young carers etc.

## 2. Legislation and guidance

This policy is written for staff, parents/carers and pupils with reference to the following guidance and documents:

- SEND Code of Practice September 2014 (Statutory guidance for organisations, which work with and support children and young people who have special educational needs or disabilities).
- Ofsted Section 5 Inspection Framework May 2019.
- Equality Act 2010.
- Part three of the Children and Families Act 2014 (schools' responsibilities for pupils with SEND).
- The Special Educational Needs and Disability Regulations 2014 (information to be included in the SEND information report).
- The School Information (England) (Amendment) Regulations 2012 (specified information to be published on a school's website).
- NCC Local SEND offer.
- Teachers' Standards (Guidance for school Leaders, school staff and governing bodies) July 2011 (last updated 2021).

## 3. Definition

Due to the nature of our schools, pupils often arrive with a history that indicates that they have difficulty managing within a mainstream school setting due to an underlying special educational need.

The Code of Practice defines SEND as:

"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 of 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.”

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. Roles and responsibilities**

### **4.1 The SENCO UET Compass/Earthsea**

The SENCO UET Compass Academy/Earthsea is Martin Taylor-Bennett who is responsible for the SEND policy and its implementation across the Compass Schools/Earthsea. The SENCO is responsible to the Director of Specialist Provision (UET).

The SENCO will provide guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils. The SENCO will support EHCP reviews as requested by HOS.

The specific duties and responsibilities of the SENCO are outlined in the role description document and relate to the following categories:

- Teaching and learning.
- Progress and achievement of pupils.
- Strategic development of SEND provision.
- Standards and quality assurance.

### **4.2 Directors and Trustees**

The Directors and Trustees of UET Compass will:

- Use their best endeavours to ensure that all pupils with special educational needs and/or disabilities have the special educational provision, which the pupil requires.
- Ensure that the teachers in the school are aware of the importance of identifying and providing for all pupils who have special educational needs.
- Consult the Local Education Authority to the extent that this is necessary for co-ordinating provision for pupils with SEND.

### **4.3 Heads of School (HOS)**

Heads of school will:

- Work with the SENCO and Trustee (SEND) to determine the strategic development of the SEND policy and provision within the UET Compass Academy/Earthsea.
- Have overall responsibility for the provision and progress of learners with SEND within their school.

### **4.4 Class teachers**

It is the responsibility of the class teacher as outlined in the Teachers' Standards document (Part 1 (5)) to ensure that:

- Lessons provide '*equality of access*' to a broad curriculum taking into account the individual needs of pupils.

- Use strategies that actively support pupils to achieve targets.
- Use support staff effectively to facilitate pupils to make progress.
- Seek additional advice if they are unsure how to best support a pupil.
- Intervention programmes to be relevant and in place for pupils identified as having a specific learning need.
- Specific interventions relating to literacy and numeracy where appropriate.
- Staff seek guidance from Provision Expected at SEN Support (PEaSS) and in particular:
  - Social, Emotional Mental Health (SEMH)
  - Cognition & Learning (C&L)
  - Speech, Language & Communication Needs (SLCN)

<https://www.schools.norfolk.gov.uk/article/29772/Provision-expected-at-SEN-support-PEaSS>

This is the first and minimum offer to all our pupils with special educational needs. We value high quality teaching for all pupils and actively monitor teaching and learning in the school. All lessons are differentiated to meet the individual needs of the pupils.

## 5. SEND information report (SIR)

The SIR can be accessed at:

[TBC](#)

### 5.1 Identification of SEND

#### Compass Academy School

A child/young person identified for a placement at a Compass Academy school will have an EHCP with a primary need of SEMH and be working with CAHMS (Tier 3 support).

#### Earthsea School

A child/young person identified for a placement at Earthsea will have an EHCP with a primary need of SEMH and either attend Earthsea House (residential) or attend as a day pupil.

### 5.2 Identifying pupils with SEND and assessing their needs

#### UET Compass Schools Admissions Criteria

A Child/young person aged 7 – 14 years, who is in receipt of an Education, Health and Care Plan (EHCP) may be placed by Norfolk Local Authority (LA) at a UET Compass Academy school. The process involves a parental, carer or Local Authority request (EHCP Coordinator) and UET Compass Academy is consulted to decide whether needs can be met and if they have a place to offer in one of their provisions. The UET Compass Academy receives the EHCP and other relevant documents to read and consider. An observation may also take place to ensure suitability. The UET Compass Academy is for those with a high level of Social, Emotional and/ or Mental Health needs. If the Academy responds to indicate that the child/young person could be placed within one of its provisions, the LA will consider this response alongside any other offers of placement it may receive. If the LA agrees that the Academy is suitable it informs the family and the UET Compass Academy, then a formal offer is made, and the student is placed on an agreed date.

## **Earthsea Admissions Criteria**

When a child is placed at Earthsea House, which is a purpose built, specialist residential therapeutic community providing therapeutic care and treatment the child/young person are able to attend Earthsea School (usually until 11 years of age – end of KS2), located on the same site depending on their individual needs. The school also caters for some day pupils.

### **5.3 Consulting and involving pupils and parents**

Class teachers, support staff, parents/carers and the pupils themselves will be the first to notice a difficulty with learning. At UET Compass Academy & Earthsea we ensure that the assessment of educational needs directly involves the pupil, their parent and teachers. Our school staff hold the day-to-day responsibility for overseeing and delivering individualised learning to meet the needs of every pupil, with the support of the SENCO.

The school will take account of the views of parents/carers in the assessment and decision-making process. Young people with SEND will be consulted wherever possible. Procedures for multi-agency referrals will be actively used and reviewed regularly.

We believe in the importance of:

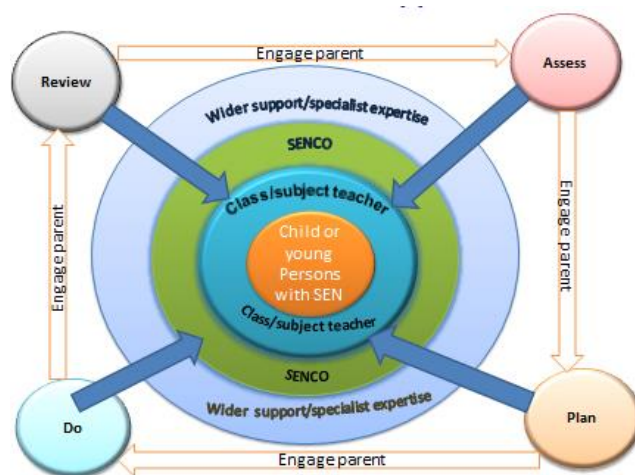
- Listening and talking together to make plans to successfully overcome 'barriers to learning'.
- Listening to pupils' views and involving even the youngest child in the decisions that affect their future.
- Identifying pupils' strengths as well as weaknesses.
- Recognising the personal and emotional investment of parent/carers.
- Supporting parent/carers' understanding of SEND processes and helping them understand their child's entitlement.
- Respecting different views.
- Seeking constructive ways of reconciling different views.
- Respecting the differing needs, parent/carers may have themselves and offering information, advice and support.
- Recognising the need for flexibility in the timing and structure of meetings.

Schools will always seek parent/carers' permission before making a referral to other agencies for support for their child except where this would endanger the child.

All information regarding SEND provision is located digitally within the Provision Mapping Tool (PMT). Information includes recommendations for 'next steps', 'barriers to learning', strategies and targets. Parents /carers have access to this information and associated documents via an email link.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We follow the 'graduated approach' and the four-part cycle of **assess, plan, do, review**.



After the assessment (**Assess**) process is complete, teachers and support staff are advised of the pupil's special educational needs (**Plan**), the teaching strategies or approaches required to meet that need(s) and the outcomes sought via the Provision Mapping Tool (PMT) (**Do**). The PMT will be reviewed regularly to consider the effectiveness of the support/interventions and their impact on the pupil's progress. If the interventions are not meeting need, the class/subject teacher will seek further guidance from the SENCO (**Review**). The PMT will populate Pupil Trackers with initial baseline data and strategies.

### 5.5 Supporting pupils moving between phases and preparing for adulthood

Transition is a part of life for all pupils, and we will ensure early and timely planning for transfer to a pupil's next phase of education. Support for the pupil in coming to terms with moving on will be carefully planned and will include visits to familiarise pupils with their new provision. Pupils and parents will be encouraged to consider all suitable options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers will be arranged as appropriate. Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

### 5.6 Our approach to teaching pupils with SEND

The UET Compass Academy/Earthsea provide a learning environment which supports pupils with a high level of SEMH needs in a nurturing and supportive atmosphere. Staff recognise that these needs are often a 'barrier' to a pupil's learning, successful communication & interaction and managing their own emotions which can lead to communication through impulsive/dangerous behaviours.

### 5.7 Adaptations to the curriculum and learning environment

- A full accessible and appropriate curriculum for our learners.
- A flexible and bespoke timetable of provision for our learners.
- An intention to secure high levels of progress for all learners.
- To ensure equality of opportunity and to eliminate prejudice and discrimination against young people with SEND.
- Continual monitoring of the progress of all pupils, to identify needs as they arise and provide relevant support and intervention as early as possible.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision.

- Pupils are taught in small groups with additional adult support, or on a one-to-one basis.

### **5.8 Additional support for learning**

- Teaching assistants will support pupils on a 1:1 basis when attending on a bespoke timetable.
- Teaching assistants will support pupils in small groups in all class groups.
- Input from therapists and other professionals as required e.g. Occupational Therapist (OT), Educational Psychologist (Ed Psych), Speech & Language Therapist (SaLT), specialist teacher etc. SENCO to complete referrals.

### **5.9 Expertise and training of staff**

The SENCO holds the following qualifications:

- MA (Advanced Educational Practice - SEND)
- Postgraduate Certificate: Education (Primary)
- Postgraduate Certificate: SEND Coordination.

Professional development days and additional training sessions are held regularly to give opportunities for raising awareness, discussing current issues and for staff to develop further skills and expertise in catering for the learning demands of pupils. Regular team meetings provide opportunities for the professional development of staff.

UET Compass Academy/Earthsea are committed to offering the highest quality training possible to all staff, whatever their role.

### **5.10 Securing equipment and facilities**

Expected costs would be met from allocated budgets. As UET Compass Academy/Earthsea are specialist settings any further funding requests would be submitted to the 'Head of SEND Specialist Provision and Funding' at NCC.

### **5.11 Evaluating the effectiveness of SEND provision**

Any specialised or personalised strategies, provision, interventions and/or programmes of work are monitored to assess impact by:

- Regular review at Pupil Progress Meetings (PPM) as directed by HOS.
- Setting new targets with the pupil.
- Regular reviews of the effectiveness of strategies and provisions with key staff.
- Tracking pupils' progress regularly in order to identify underperforming individuals or groups.
- Monitoring by the SENCO.
- Holding annual EHCP reviews.

If strategies and provisions are not allowing the pupil to overcome their 'barriers to learning' there is an expectation that changes will be made to give the pupil an increased chance of achieving targets set for them.

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

- All of our extra-curricular activities and school visits are available to all our pupils.
- No pupil is ever excluded from taking part in activities because of their SEND or disability. There is an expectation that reasonable adjustments are put in place.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- 1:1/Key Worker support.
- Therapeutic input.
- Referral to other agencies and support parents with appropriate referrals.

### **5.14 Working with other agencies**

We work with the following agencies and specialists to provide support for pupils with SEND:

- Joint Medical Protocol.
- Healthy Child Programme 5-19 Service.
- CAMHS (Child and Adolescent Mental Health Service).
- CAMHS Forensic Service.
- Virtual School for Children in Care.
- Children's Services (Social Care).
- Consultant Community Paediatricians.
- General Practitioners.
- Educational Health Care Plan Co-ordinators.
- Attendance Service.
- Norfolk Early Help and Family Focus (NEHFF).
- Children's Services.
- Just One Norfolk.
- Access Through Technology (ATT) et al.

### **5.15 Complaints about SEND provision**

Parents/Carers should not hesitate to contact the relevant member of the school management team if they have any worries concerning their child. Problems and misunderstandings do occur and these can often be resolved quite easily through discussion.

Formal complaints, however, should be directed to the Director of Specialist Education or the Chair of Trustees who will follow the schools established complaints procedure.

The Director of Specialist Education is Katrina Warren.

The Chair of Trustees is John Baumber

The Trustee responsible for SEND is - TBC

Complaints should be sent in writing to:

The Trust Administrator  
 Unity Education Trust (Specialist Provision) C/O  
 Dereham Sixth Form College  
 Crown Road  
 Dereham  
 Norfolk  
 NR20 4AG

Complaints Policy & Procedures:

<https://eadn-wc01-12584830.nxedge.io/wp-content/uploads/2024/10/Final-UET-Complaints-policy-2024-27.pdf>

## **5.16 Contact details of support services for parents of pupils with SEND**

The following support services are available to parents/carers:

- Norfolk SEND Partnership <https://www.norfolkSENDpartnershiass.org.uk/>
- Family Voice (Norfolk) <https://www.familyvoice.org.uk/>
- SEND support events for parent carers <https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer/about-the-local-offer/training-and-support-events/support-events>
- SEND Information, Advice and Support Services (SENDIASS) <https://www.norfolksendiass.org.uk/>

## **5.17 Contact details for raising concerns**

Concerns regarding SEND provision should be addressed to [MTaylorBennett@sss.unity-ed.uk](mailto:MTaylorBennett@sss.unity-ed.uk) or [KWarren@unityeducationtrust.uk](mailto:KWarren@unityeducationtrust.uk)

## **5.18 The local offer**

The Norfolk County Council local offer is published here:

<https://www.norfolk.gov.uk/SEND>

## **6. Monitoring arrangements**

This policy is written according to current legislation and guidance, which follows the SEND Code of Practice 2014. It will be reviewed and updated annually, or when any new legislation and guidance is published.

Annual or any other proposed changes to this policy will be reported to the Heads of School and Directors for approval. It will be approved by the Trustees.

## **7. Links with other policies and documents**

This policy links to the relevant statutory Unity Education Trust policies, which can be found at:

<https://www.unityeducationtrust.uk/statutory-policies-documents/>

## **8. Glossary:**

ASC – Autistic Spectrum Condition

ATT – Access Through Technology

CAMHS – Child & Adolescent Mental Health Services

C&L – Cognition & Learning

EAL – English as an additional language

Ed Psych – Educational Psychologist

EHCP – Education Health Care Plan

GP – General Practitioner

HI – Hearing impairment

HOS – Head of School

JMP – Joint Medical Protocol

JON – Just One Norfolk

LA – Local Authority

NCC – Norfolk County Council

OT – Occupational Therapist

PMT – Provision Mapping Tool

PPM – Pupil Progress Meetings

SaLT – Speech & Language Therapist

SEMH – Social, Emotional Mental Health

SEND – Special Educational Needs and Disabilities

SENCO – Special Educational Needs Coordinator

SIR – SEND Information Report

SLCN – Speech, Language Communication Needs

VI- Visual Impairment

VS – Virtual School