

## **Special Educational Needs and Disability Information Report**

### **What kinds of special educational needs are catered for?**

The Compton School is a mainstream inclusive secondary school located in the London Borough of Barnet. All children who have been assessed as having special educational needs and disabilities will be catered for at The Compton School. We make provision for students under the categories outlined in the SEND Code of Practice 2015 as those having needs under the umbrella of cognition and learning, communication and interaction, social, emotional and mental health or sensory and physical needs.

### **What policies are in place for identifying children and young people with SEND and assessing their needs?**

The Compton School SEND Policy identifies the processes in place for students with SEND. A variety of assessments are in place for identifying needs and we use outside agency support as provided by the local authority to assess individuals. See the London Borough of Barnet Local Schools Offer for more information. The specific diagnostic testing used is dependent on the needs of the student, as well as any prior testing that has been undertaken for that student. We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Does not match or better the child's previous rate of progress
- › Does not close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **What arrangements are in place for consulting parents of children with SEND and involving them in their child's education?**

Parents of children with identified needs are consulted in a variety of ways at The Compton School. We have parent's evenings for each year group where parents can access staff from the Curriculum Support Department. We also have Curriculum Support evenings for year groups in the stages of transition to provide key information to parents. Each child with an Educational Health and Care Plan (EHCP) will have an annual review to meet formally with parents and other supporting agencies to review progress. Those students who are having interventions in school will be contacted in written form and asked for feedback on their child's progress, as well as access to the Deputy SENDCO and SENDCo at parents evenings.

### **What arrangements are in place for consulting young people with SEND and involving them in their education?**

Students with EHCP's are regularly consulted about their education and surveyed about their experiences at The Compton School. Where possible, students with special educational needs will be involved in Head Teachers Reference groups, and other school consultation groups to provide feedback to staff on their learning and school experience. Students are involved in interview processes for new staff which provides them with a voice in the selection process.

The Support and Intervention team consists of three members of SLT, two Key Stage Leaders and individual pastoral Year Managers for each year group. Year managers regularly consult with students to provide them with a voice in the school

### **What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?**

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

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- › The teacher's assessment and experience of the student
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual student's development in comparison to their peers and national data
- › The views and experience of parents
- › The student's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The Curriculum Support Department also have a variety of testing procedures in place to review progress after specific interventions have taken place. Parents are contacted and supported through the Curriculum Support department as well as the Support and Intervention team. Students who are identified as having difficulty making progress will also be seen by outside agencies where necessary to advise teachers on the most effective strategies for support.

### **What arrangements are in place for supporting children and young people in moving between phases of education and in preparing for adulthood?**

The transition from primary to secondary school is very carefully implemented for students with special educational needs. The Support and Intervention team visit the primary schools and meet with staff to discuss each child as an individual. Where a child has special educational provision, the SENDCo or members of the Curriculum Support department will attend the primary school for meetings with staff, parents and students. When moving between phases of education to post 16 and preparing for adulthood, those students who have an EHCP will be supported on a one-to-one basis and their parents will also have meetings with the schools careers advisor. In addition many students on SEN support will also benefit from this bespoke service. Furthermore, we will share information with the school, college, or other setting the pupil is moving to.

### **What is the approach to teaching children and young people with SEND?**

The Compton School provides excellent academic opportunities for all students, including those with special educational needs. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Students will be supported in mainstream, mixed ability classes and given targeted, structured interventions when necessary. The SENDCo provides all staff with regular CPD to impart strategies for working with students with SEND. The Curriculum Support department circulates strategies and recommendations for how students should be taught regularly, and observes students in lessons to share good practice.

### **How are adaptations made to the curriculum and the learning environment of children and young people with SEND?**

Adaptations are made to the curriculum when necessary for students with special educational needs and disabilities.

Below are examples of some of the adaptations we make to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- For those students with physical disabilities, lifts and ramps are provided, as well as alterations made in classrooms when necessary.

Staff members are in regular contact with families and relevant agencies to ensure students' needs are being met. The Curriculum Support Department also teaches life skills courses for students who need additional provision.

### **What kind of expertise and training of staff is in place to support children and young people with SEND?**

The SENDCo is an experienced qualified teacher, who has completed the National SENDCo award. In addition, we have an experienced Deputy SENDCo who works with targeted groups for literacy and numeracy classes. The Curriculum Support department also have two senior teaching assistants and 10 teaching assistants who provide in class support as well as withdrawal groups for targeted intervention.

The SENDCo, as part of the Teaching and Learning Team, is regularly involved in delivering staff inset to upskill the teachers in the school with strategies to support those with special educational needs.

### **How does the school evaluate the effectiveness of the provision made for children and young people with SEND?**

The provision offered to our students with special educational needs is evaluated in a variety of ways:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

We also survey parents at annual reviews regarding their satisfaction with the provision offered to their children. We seek outside advice and involvement in the form of reviews to assess the quality of the provision we offer. The data we collect via raise online also helps

us to value the effectiveness of the provision we offer to the students at The Compton School.

**How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?**

All students at The Compton School are invited to take part in a variety of activities. Students with special educational needs are provided with equal access to all lessons, trips, clubs and activities. The Curriculum Support department provides provision for those students when needed so they can have equal opportunities to those without special needs. We pride ourselves on being an inclusive school at The Compton School.

**What support is in place for improving emotional and social development and what outside agencies does the school work with?**

The support and intervention team along with year managers and student services provide the students at The Compton School with a pastoral support programme that develops the social and emotional wellbeing of all students. We also use outside agencies such as CAMHS and Tavistock to provide additional support to those students who are in need of further guidance. The school has strong links with all advisory teams at the Local Authority to ensure we are engaging in the most effective support of offer when a child or young person needs that support.

Additional information regarding The Compton Schools offer for those with special educational needs and disabilities can be found in our schools SEND policy. Additional information about services that are available in the London Borough of Barnet can be found in the Local Offer on the Barnet website. <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer.html>

For further information regarding the Compton School SEND information report please contact:

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