

Compass Learning & Education

SEND and Inclusion Policy

Policy and Procedure

Policy owner	Director / Designated Safeguarding Lead
Approved by	Director
Review cycle	Annual, or sooner following a material change, incident or change in guidance
Date of next review	June 2027

1. Purpose and Scope

Compass Learning & Education is committed to providing an inclusive, ambitious and relational learning environment in which learners with special educational needs and disabilities, SEMH needs, literacy barriers, medical needs and other vulnerabilities can participate, make progress and prepare for their next steps.

This policy applies to all learners. Compass is not a replacement for the commissioning school or local authority's statutory duties. It works in partnership with those bodies, parents or carers and learners to implement agreed provision and reasonable adjustments.

2. Principles

- The welfare, dignity, safety and best interests of each learner are central to decision-making.
- Arrangements are proportionate to learner age, maturity, SEND, SEMH presentation, medical needs, trauma history and assessed risk.
- Staff must act promptly, record significant decisions and seek advice or escalate concerns where needed.
- This document operates alongside the Safeguarding and Child Protection Policy, Health and Safety Policy, Risk Assessment Policy, Behaviour and Positive Relationships Policy, and the shared-premises arrangements for the site.

3. Roles and Responsibilities

Director / Inclusion Lead

- Oversee admission, assessment, reasonable adjustments, individual provision planning and collaboration with commissioning schools and families.
- Ensure staff understand learner needs, EHCP outcomes, risk plans and safeguarding information on a need-to-know basis.
- Monitor whether provision is effective and adapt arrangements in response to progress, learner voice and review evidence.

Staff

- Use adaptive teaching, clear routines, accessible resources and relational approaches.
- Implement agreed adjustments and report concerns, barriers and progress promptly.
- Ensure all students are included in learning, by using reasonable adjustments to ensure they can access learning
- Seek support when learner needs exceed the available provision.

Commissioning school / local authority

- Retain statutory responsibilities for the learner, including EHCP duties and safeguarding responsibilities, while working with Compass to agree information sharing, targets, attendance and review arrangements.

4. Admission and Information Gathering

- Before admission, Compass will seek sufficient information to determine whether the placement is suitable and safe. This may include SEND information, EHCPs, provision plans, attainment and literacy information, behaviour and attendance history, medical needs, safeguarding information, risk assessments and emergency contacts.
- Compass will not admit a learner where it cannot safely meet identified needs with reasonable adjustments and available staffing, environment or expertise. Concerns will be discussed openly with the commissioning school and family so that appropriate alternatives or additional support can be considered.
- Learners and families will be involved in planning wherever appropriate. Their strengths, interests, aspirations, sensory preferences, communication needs and views about what helps them feel safe will inform provision.

5. Assess, Plan, Do, Review

Stage	Compass approach
Assess	Establish baseline learning, attendance, literacy, engagement, communication, SEMH, sensory, medical and safeguarding needs using existing information and Compass assessment.
Plan	Agree clear, realistic outcomes, reasonable adjustments, staffing and supervision arrangements, curriculum access, behaviour support, risk controls and review dates.
Do	Deliver a structured, adapted curriculum using small-group teaching, explicit literacy support, practical learning, personal development and therapeutic-informed relational practice where appropriate.
Review	Review attendance, engagement, progress, incidents, learner voice and placement suitability with the learner, family and commissioning school at agreed intervals.

6. Reasonable Adjustments and Inclusive Practice

- Adjustments may include adapted timetable, reduced group size, movement breaks, visual supports, communication aids, assistive technology, sensory regulation resources, accessible texts, explicit vocabulary teaching, additional processing time, structured transitions, calm spaces and personalised behaviour support.
- Compass will not lower ambition because a learner has SEND. Adjustments are intended to remove barriers and enable meaningful participation, progress and preparation for adulthood.

- Staff will consider the interaction between SEND, SEMH, trauma, attendance difficulties, literacy needs, safeguarding concerns, disability and protected characteristics. Behaviour will be understood as communication and responded to with curiosity, consistency and clear boundaries.
- Learners will not be excluded from activities simply because of disability or SEND where risks can be managed through reasonable adjustments. Where an activity cannot be made safe, Compass will provide an appropriate alternative.

7. EHCPs, Reviews and External Professionals

For a learner with an EHCP, Compass will work from the outcomes, provision and relevant recommendations in the plan, while recognising that the local authority and commissioning school retain statutory responsibilities. Compass will contribute evidence to review meetings, including attendance, progress, learner voice, barriers, adjustments and recommendations. Where a learner is supported by external professionals, information will be shared lawfully and on a need-to-know basis.

8. Complaints and Concerns

Families and learners are encouraged to raise concerns early. Concerns about reasonable adjustments, discrimination, unmet need or placement suitability will be considered promptly under the Complaints Policy and, where appropriate, with the commissioning school or local authority.

References and Linked Documents

- Equality Act 2010 (including reasonable-adjustment duties).
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years.
- Safeguarding and Child Protection Policy; Curriculum Policy; Behaviour and Positive Relationships Policy; Risk Assessment Policy.