

Navigation Primary School

Special Educational Needs and Disability (SEND) Policy

SEND POLICY

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1. COMPLIANCE AND LONG TERM POLICY AIM:

Our policy is written in accordance with the SEND Code of Practice (2014) and our long term policy aim is to raise the aspirations of and expectations for all pupils with SEND. At Navigation Primary we focus on working together to bring about desired outcomes for children.

2. DEFINITION OF SEN

Our school recognises the definitions of Special Educational Needs (SEN) described in Section 20 of the Children and Families Act 2014.

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- a) *Have 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.*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. MISSION STATEMENT

Our ethos is inclusive and we work hard with families and with outside agencies to ensure the best possible educational outcomes for all of our children, irrespective of their level of need. We strongly believe that every teacher is a teacher of every child, including those with SEND.

4. CO-ORDINATING SEN PROVISION

Policy determination	Governors and Headteacher
Establishment of appropriate staffing	Governors and Headteacher
Monitoring work on SEN	SEN Governor, Headteacher, Deputy Head, also SENCO
Day to day operation	SENCO

SEN GOVERNOR – Mr Ciaran MacDonald,

Ciaran can be contacted via the School Office – see phone number below.

SENCO – Mark Harrison

Email: MarkHarrison@navigationprimary.com

Phone: 0161 912 5937

5. EQUAL OPPORTUNITIES AND INCLUSION

The School welcomes and values children with disabilities in taking an active part of school life. Navigation Primary School will work with you to ensure that your child has access to the full curriculum. The school complies with regulations stipulated in the Equalities Act 2010.

Navigation Primary School recognises that the range of disabilities is very diverse and can include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

The school has access for disabled pupils through all ground floor points. There is more information in the accessibility policy. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available. The school is equipped with a disabled toilet on the ground and first floor and washing facilities (wet room) on the ground floor. There is also a lift available.

6. ADMISSIONS AND ACCESSIBILITY

Navigation Primary School recognises that each child will have unique needs and welcomes all children, irrespective of need – physical, intellectual, social and emotional. A separate **Accessibility Policy** is available on the school's website, as required by the Children and Families Act 2014 and the Equalities Act 2010.

In general, our admissions policy will comply with those of the LA. Looked after children, who may or may not be children with SEN, living within the immediate area of the school, as defined historically by the LA, will have first priority, those with siblings already in the school next and finally (if there are places available) those outside the immediate catchment area. Places are applied for through Trafford council. The school does not admit or discriminate against the admission of pupils on the grounds of SEN where their learning difficulty or disability can be catered for within the mainstream setting. Admissions for Reception to Year 6 are governed by Trafford School Admissions – see www.trafford.gov.uk/residents/schools/admissions

7. IDENTIFICATION OF CHILDREN WITH SEND

Navigation Primary School has an inclusive ethos. It is a growing, mainstream primary school which was initially awarded the Trafford Dyslexia Aware Quality Mark in November 2013. The staff at Navigation Primary support children with special educational needs in all areas:

- **cognition and learning** – this includes children who have moderate or specific learning difficulties, such as dyslexia.
- **communication and interaction** – this includes children with speech and language delay and those with difficulties in social communication.
- **social, emotional and mental health** – this includes children who may be withdrawn or isolated, disruptive, hyperactive or who lack concentration.
- **physical and sensory issues** – this includes children with impairments including hearing or visual difficulties, or other physical difficulties, such as dyspraxia – developmental co-ordination delay.

From their arrival at school the children are continually observed and monitored to check that they are making good progress in all aspects of their learning and development. Human development does not follow a checklist format and it is not always immediately clear how or why a child is finding learning difficult. Parents know their children best of all and so we welcome input from families about their child's learning. Parents and staff may agree that further advice should be sought, for example, from a Speech Therapist or from the School Nurse or the family's GP as a starting point.

The children's progress and attainment is tracked by the school team every half term. For any child who does fall behind there will be vigorous intervention to bring them back on track, either within or outside class. We are always especially proud when our pupils with clearly identified SEND, which has been established following detailed and specialist assessment, go on to make good progress and meet national expectations.

There are a number of ways in which a child's needs may be identified:

- a) In the **Early Years** – Trafford SENAS (Special Educational Needs Advisory Service) or TEDS (Trafford Early Development Service) or other partners, such as Sure Start or Speech Therapy – may inform the school about a forthcoming admission of a child with SEN.
- b) At any point within the child's school career – **from 2 years to 11 years** – parents or a class teacher may raise a concern, either about the child's day to day functioning at school or at home, or following routine classroom assessments, especially those in reading, writing and maths. Consideration is also given, however, to a child's functioning in social situations, such as on the playground. We work hard to ensure that difficulties are identified and addressed as early as possible.
- c) **More detailed assessments** may be completed, with the consent of the parents, by any of the following: a teaching assistant – under the direction of a teacher, the School SENCO, a Speech Therapist, Physiotherapist, an Educational Psychologist, or a member of Trafford SENAS – see above. The school has good links with many outside agencies who can support us in our assessment of children – see below.

8. A GRADUATED RESPONSE TO SEN

High quality classroom teaching is the first and most important support your child will receive. All teachers received regular training in different areas of SEND and the school's leadership team regularly review the quality of teaching.

8.1 Provision for pupil catch up and provision for those with SEND

The school will decide to put in place pupil catch up provision or more specialist SEN provision taking into account all of the information gathered about a pupil's progress. This includes all assessments for reading, writing and maths for every pupil, which are reviewed every half term by the Head, Deputy Head and other senior teachers including the SENCO. Pupil scores are considered alongside national data and expectations of progress. A pupil is not assumed to have Special Educational Needs (SEN) just because they have fallen behind in their learning. Equally, it should not be assumed that a child working at age-related expectations does not have a Special Educational Need or Disability (SEND). For any child who does fall behind there will be vigorous intervention, within or outside class, with the aim of bringing them back on track with their peers. Intervention will be evaluated after half a term or a term to see if it is working and if not, alternative measures will be considered.

8.2 SEN Register:

8.2.1 SEN Support and Statement or EHC – Education, Health & Care Plan

Where it is agreed that a pupil does have SEN, the child will be added to the SEN register at **SEN Support level**. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: **ASSESS-PLAN-DO-REVIEW**. This is an ongoing process, which begins with the half-termly assessments to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the

most effective in supporting the pupil to achieve good progress and outcomes. The more we can personalise intervention to the needs and interests of the child the better.

8.2.2. Pupil Passports

These are produced each term for pupils who are at SEN Support or who have a Statement or an EHC and the process involves reviewing the child's performance against their previous targets, then discussing with the child their areas of strength and difficulty. New targets are generated for the next term and the document is shared with children, parents and relevant school staff. Parents have a chance to share their child's strengths and weaknesses on the form also which helps inform the provision for that child.

8.2.3. Additional Funding – Education Health and Care Plans - EHCs

The school has an annual budget allocation for SEN based upon the number and age of children on roll, the level of free school meals and prior attainment. This funds a curriculum that is organised to address the learning needs of all the children and the cost of our team of teachers, teaching assistants and the school SENCO. Trafford LA holds a small budget – the LA High Needs Block – for children with the most severe needs. Bids for these children are submitted to an LA panel, for them to be assessed in a wider context. In the past this process could have resulted in the issue of a Statement of Special Educational Needs. Statements are to be phased out from 1st September 2014 and converted into Education Health and Care Plans beginning with pupils as they enter Y2 and Y6. An Educational Psychology assessment would normally be carried out in school before a bid is made for funding from the LA High Needs Block. Requests for Education Health and Care Plans (EHCs) are usually made by the school but can be requested by a parent. Applications for an EHC will combine information from:

Parents	Class teacher
SENCO	Other Educational Advisers
Health Professionals	Social Care

Parents have the right to appeal against a decision not to initiate an EHC. If an EHC Plan is completed and agreed by the family then progress is monitored and reviewed formally each year.

8.2.4 Removal from the SEN Register

Children who hold Statements or EHCs will be monitored and reviewed as part of the school's ongoing assessment system, also via their termly individual learning/behaviour plans and at a more formal annual review. Any decision to request reduced or increased support from the authority would be taken, with parents, at an annual review meeting.

Children at SEN Support level will be monitored and reviewed as part of the school's ongoing assessment system, also via their termly individual learning/behaviour plans. A decision to remove a child from the SEN register would be taken by the class teacher, in consultation with the SENCO and the child's family.

9. PARTNERSHIP WITH FAMILIES

Navigation Primary School is committed to working in partnership with parents, children and other members of the school community, as well as outside agencies to provide for the need of every child.

Parents have vital knowledge and experience of their children and therefore a close working relationship with parents is sought. It is important that we share views about a child's needs and what the school is doing to address these. The school is also very keen to work with families to help with ideas as to how they can support their child.

In order to support parents of SEN pupils the school is required to produce an **SEN Information Report**, which is available on the school's website. This forms part of the **Trafford Local Offer for SEND**. Our school SEN information report covers admission to the school and also transition into school, between classes and onto high school for SEN

pupils. The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

The **Trafford Parent Partnership Service** also has a telephone help-line, answering calls from parents and professionals who need help and advice on various aspects of SEN. Manager, Geraldine English, and Caseworker, Nicola Montes, can also meet with you at school, in the office or at home to discuss your child's case in more detail. **Phone:** 0161 912 3150/1050/1091 or **email:** parentpartnership@trafford.gov.uk

Children with SEN also have knowledge of their own needs and what may help them in their learning and so that is why they are consulted as part of their termly individual education/behaviour plan reviews. Pupils with SEND with a statement or EHC also contribute to their Annual Reviews, either in person or via an adult – such as the parent or SENCO.

10. SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

At Navigation Primary we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. For further information see the School's **Policy for Managing Medical Needs and First Aid in School**. Some children with medical conditions may be disabled and where this is the case, the school will comply with the Equalities Act 2010. Please see the School's **Accessibility Policy**.

11. ROLES WITHIN SEN

11.1 The role of the class teacher

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Therefore class teachers are required:

- To be aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils;
- To inform the SENCO of concerns about a child;
- To gather information about the child;
- To keep parents informed of the child's progress and identified needs;
- To present a broad and balanced curriculum for all pupils based on the National Curriculum Programmes of Study;
- To differentiate work to cater for the special educational needs of children in the class, including extension activities;
- To incorporate multisensory teaching strategies into lesson plans, wherever possible;
- To liaise with and support any staff within school, or beyond school, who is conducting assessment of or intervention with a child in the class.
- To work with SEN pupils to generate their Pupil Passport targets.
- To implement and monitor the Individual Education Plans and Individual Behaviour Plans;
- To review (at least once every term) the individual progress of children with SEN, via their individual plans.

11.2 The role of the SENCO

- To review and develop the school's SEN Policy;
- To oversee the day-to-day operation of the school's SEN Policy;
- To co-ordinate the provision for pupils with SEN;
- To maintain the school's SEN register and oversee all records of children identified on it;
- To provide advice and support to colleagues and to ensure maximum use of resources and expertise;

- To liaise with parents of special needs children in conjunction with their class teacher, in a positive and supportive manner;
- To liaise with external agencies on behalf of pupils with SEN;
- To liaise with feeder and receiving schools to ensure continuity of action/support;
- To keep up-to-date with current developments in the SEN field;
- To contribute to the in-service training of staff, including teaching assistants.

11.3 The role of the Headteacher:

- To determine SEN policy;
- To monitor the implementation of the SEN policy, including progress and data reviews;
- To establish and recruit appropriate staff and to lead decision-making on the allocation of intervention work by the school team;
- To keep the Governing Body well informed about SEN in the school.

11.4 The role of the Governing Body:

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils; and
- Ensuring that SEN pupils are fully involved in the full range of school activities.

The SEN Governor, Ciaran MacDonald, and SENCO, Mark Harrison, meet regularly to evaluate the success of current provision for SEN pupils.

12. TRAINING AND SUPPORT

The school will facilitate all staff to develop their knowledge about children with SEN and what they may do to support them, through a range of meetings and continuing professional development opportunities. The SENCO attends the Trafford LA 'SENCO Forum' meetings to keep up to date with local and national issues. The SENCO also holds a Masters degree in Inclusion and Special Educational Needs.

Links with other schools, primary, secondary and special schools, are promoted, together with the Trafford Small Specialist Classes (SSCs). The SENCO regularly meets with other primary schools in Trafford to discuss provision for children with SEND. It is recognised that transition phases can be particularly difficult for children with SEND and therefore every effort will be made to ensure these are made as smooth as possible.

13. HEALTH AND SAFETY

All resources for children with Special Educational Needs will be subject to the school's Health and Safety policy and risk assessments will be carried out as appropriate for provision and equipment. For some children this may involve having an individual risk assessment. All risk assessments are reviewed on a regular basis.

14. FURTHER INFORMATION

Further information on SEN at Navigation Primary can be found in the school's SEN Information Report, which can be found on the school's website. Alternatively, please contact the School SENCO, Mark Harrison, either by email: navigation.mharrison@gmail.com, or by phone on: 0161 912 5137.

15. COMPLAINTS PROCEDURE

Our complaints procedure follows Trafford LA guidelines. Such is our partnership with the children and parents, we would hope that all complaints would be dealt with at an early stage. Please refer to the school's Complaints Policy.

16. POLICY REVIEW

This policy will be reviewed and revised in line with developments in the National Curriculum, the Code of Practice and the School Development Plan and agreed by the curriculum committee every two years.

Reviewed March 2018
Mark Harrison, SENCO

Approved By Governing Body _____ **Headteacher**

Date _____