

Navigation Primary School

Special Educational Needs and Disability SEND Information Report



Navigation Primary School is an inclusive school. Everyone at school is treated equally and fairly, irrespective of their background, level of attainment, ethnicity, gender, sexual orientation, dis/ability, religion or belief. It is our belief that everyone should reach their potential, participate fully in all aspects of the school and make good progress whatever their starting points. Navigation Primary School is a very popular, exciting and inclusive school: dedicated to a broad curriculum and to achieving high standards with every pupil. The children are at the forefront of everything planned in school as we look to support their development socially, emotionally and morally as well as academically.

The intention of this document is to provide you with more information on what additional support there is available for your child. Please feel free to contact the school's special educational needs coordinator (SENCo – Mark Harrison) for more information. markharrison@navigationprimary.com

There are quite a few terms which may be new to you. Below is a table of terms for your reference:

SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
EHC(P)	Education, Health and Care plan
EAL	English as an additional language

1. What kinds of special educational needs does the school provide for?

Navigation caters for a wide variety of learning styles and abilities. The school works closely with you as parents and utilises the expertise of current staff and outside agencies to meet the needs of each individual child. Trafford uses the following terms to classify special educational needs: cognition and learning, social, emotional and mental health needs, communication and interaction and physical and medical needs. Navigation Primary sees each child as an individual and will work closely with you to meet their specific needs.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Children with SEND are identified as early as possible within our setting. Initial identification is usually through dialogue about concerns by parents or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.

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School staff receives regular in house or specialist training to support them in the identification of SEND. Early identification is paramount; therefore, staff working in school monitors the children's progress carefully on a termly basis. Where concerns about a child's progress are noted these are shared with the child's teachers, the SENCo and yourselves as parents and carers. Concerns are initially raised with the school SENCO and the leadership team who would discuss them with those working with the pupil, the pupil's family and the pupil themselves (depending on their age). This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs the first step might be to offer advice to the class teacher in order to support differentiation for the pupil. For some pupils in addition to differentiated work, an out of class intervention might be offered. This is a session, either one to one or in a small group, working on your child's specific targets. Those pupils with the highest levels of need might be referred to other agencies for further advice and support (see question 12). The SENCo keeps a register of pupils requiring additional support in order to monitor the progress of these pupils and to plan for provision across the school.

If school and yourself judge that further support is required beyond the school's resources then a request can be made for formal assessment of their needs which may or may not result in the award of an Education, Health and Care plan (EHC). This plan outlines outcomes that all agencies are working towards for the child as well as detailing any additional resources or funding that your child may be granted by the local authority.

What to do if you have concerns about your child:

Navigation Primary School operates an 'open door' policy which means that teachers are available to speak to when the need arises. If you require a more in depth discussion, however, it will be more appropriate to arrange an appointment at a mutually convenient time. Your child's class teacher should be your first port of call who will keep the SENCo informed of any actions agreed. The school SENCo can also discuss your concerns with you and other members of the senior leadership team if required.

3. How will both you and I know how my child/young person is doing?

School staff has high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers and they identify where progress is insufficient or excelling and these assessments inform future learning. For learners with the most significant needs, daily contact with families may take place through informal conversations or a home school diary. Formal monitoring of progress takes place termly in the form of pupil progress meetings held by the head teacher and SENCo. Information about pupil progress is shared with parents at parent teacher meetings which are held twice a year and via the school annual report which is sent home in the summer term.

For pupils with SEND, Pupil Passports will be shared termly and for those with EHC'S (previously called statements) an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required and class teachers are usually available for informal discussions at the end of the school day.

A Pupil Passport sets out the targets which your child will be working towards. These will be reviewed every term or earlier if required. It is important that you support your child in working towards these targets. Your child's teacher can provide some support if needed. The Pupil Passports can also set out the support given to children who exhibit behavioural difficulties.

4. How will the curriculum be matched to my child/young person's needs?

Navigation Primary School is an inclusive school, which welcomes and celebrates diversity. We strive to support children's wellbeing and self-esteem, enabling them to become *successful learners, confident individuals and responsible citizens*. Our approach to teaching children with SEND is that no barriers should limit access to the curriculum. Adaptations and adjustments are made to ensure that all children participate in all learning.

All class teachers take responsibility for meeting the needs of all pupils in their class by adapting their teaching. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with English difficulties the class teacher may provide personalised spelling banks, or for those with language processing difficulties visual support may be used alongside verbal instructions.

We aim to encourage independence in all learners and provide independent tasks that are matched, as near as possible, to the ability of the learners. For those children who require a more specialist approach to learning the class teacher discusses differentiated activities with specialist staff in school such as the SENCo or English coordinator. All additional provision for pupils with SEND is overseen by the school SENCO.

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5. How will school staff support my child/young person?

All children are supported first and foremost by their class teacher. Teachers may be supported by a teaching assistant whose role it is to support all learners in the classroom as directed by the class teacher. In addition to this support, some children may receive extra teaching sessions as part of a small group or one to one. These sessions aim to provide children with the additional teaching they need in order to make good progress and fill gaps in their knowledge/skills.

6. How is the decision made about what type and how much support my child/young person will receive?

The decision for the type and level of support will be made by the class teacher working with the SENCo and senior leadership team, and also in close partnership with you as parents and carers. The decision will be based on how much support the child needs in order to make good progress. This may mean working alongside other children in a small group or one to one with a teacher or teaching assistant. These sessions usually take place outside of normal lesson time. This level of support will be discussed with you and ways that you can help at home will also be suggested.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

All children are included in all parts of the school life and we ensure that all children are included on all school trips by providing the necessary adaptations to ensure that this is successful. All school trips require a risk assessment. For children with significant needs they may require an individual risk assessment involving parents to ensure that your child is able to take part in the trip successfully. For some children this risk assessment may also encompass physical education lessons. This will be discussed with you if required.

8. What support will there be for my child/young person's overall wellbeing?

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE (personal, health and social education – known to the children as 'Life Skills') teaching we offer a range of interventions, both commercially published and bespoke to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. We also have available a range of assessment tools to support us in tracking and monitoring pupil's self esteem and confidence. The SENCO monitors the child's progress alongside the senior leadership team. In addition the school's pupil support manager (Laura Nobbs) may arrange for your child to have a mentor. This is a member of staff who is available to discuss issues with your child and to be an extra source of support. The pupil support manager's role is to provide social and emotional support to children and their families. In addition, the school will sometimes employ the services of outside agencies, such as Relate, who can provide more in depth counselling. The school offers other support sessions including 'Socially Speaking' and uses outside agencies such as Relate or Altrincham Family and Children Counselling Centre where more in depth counselling is required. The school also employs a play therapist once a week to work with individual children.

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and all staff is vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved. If you have concerns in this area then please do not hesitate to get in contact with your class teacher. You can also access the anti-bullying policy on the [school website](#).

It is also important to recognise that our pupils are listened to with lots of opportunities to share their views through classroom discussion, bubble time (a system where children place a peg with their name on a bubble in the classroom indicating they need a chat with the teacher away from the other children), mentoring and input into the pupil passports.

9. What training have the staff had supporting children/young people with SEND?

All the staff at Navigation Primary has continuous professional development which is organised by a member of the senior leadership team. Staff training needs are assessed regularly and these also reflect the range of needs of the children in the school. The school SENCo has undertaken training in a variety of different special educational needs. The teaching assistants have a program of training alongside the teachers which helps to ensure they have the skills needed to work with children with SEND. Two members of our teaching assistant staff are trained via ELKLAN to deliver high quality speech and language therapy.

10. How accessible is the school environment?

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. **Our accessibility policy can be found on the [school's website](#).** Pupils with SEND are supported to access the facilities available to their peers, for example providing additional adult support for sports sessions etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments. Translation services are also available for parents if required. This can be provided for parents' evenings.

11. How are parents and young people themselves involved in the school?

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils and parents are an integral part of any plans made about their education. Pupils and parents are given the opportunity to share their thoughts via questionnaires, at parents evening and through meetings with class teachers or other members of staff via our open door policy.

Where children have an EHCP then their opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written or transcribed oral feedback). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties, in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

As parents and carers you will be involved at every step of the way. We have an open door policy and want you to come in and discuss your child's learning and progress. There will be parents' evenings during the year at which you can discuss your child's progress. In addition, the SENCo is available to discuss your child's needs as well. At the end of the year the SENCo will also hold a day where you can review the year and consider next steps for the future. You will be given a pupil passport which will describe your child's needs and there is a section for yourself and the child to contribute to this so that everyone is involved in helping to shape your child's support. The young people themselves, as well as contributing to the pupil passport, will be invited to annual reviews to share their own thoughts and opinions and help to shape their own support.

12. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

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Should your child require more support from outside agencies then this will be discussed with you beforehand. The school makes frequent use of other services to assess children's strength and weaknesses, provide support to school staff, work with children directly and in other ways as appropriate to a child's needs. Your support before a referral is made is required through the completion of detailed referral forms to support other professionals in their assessments of your child's needs.

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13. Who can I contact for further information?

There are a number of parent support groups, please do not hesitate to come into school to be given details of these.

•Parent Partnership Trafford is an independent body who will support you at meetings or completing forms and will visit you at home. They can be contacted via <http://trafford.childrenguidance.org.uk/kb5/trafford/fsd/service.page?record=fEQ0iVm7p8s>

The Independent Support Service is an organisation that can help you with the EHC process. Visit <http://www.independentsupportservice.org/> for more information.

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Before your child starts school, wherever possible, we will visit your child in their previous setting, offer a home visit and invite you to visit us so that we can ensure a positive start into school.

As children move between phases of the school, transition arrangements are put in place so that they feel confident about the next step of the journey. This may involve one to one work with a child creating a booklet about the next phase, extra visits or meetings with the new teacher or whatever the child needs to feel secure.

We work closely with the receiving school when children are transferring to secondary school to ensure a smooth transition, providing additional transfer visits and inviting staff to come and meet your child in school as appropriate.

Whilst we recognise that children with English as an additional language are not a category of SEN it should be noted that we are able to arrange translators for meetings as required. Our EAL coordinator is available to meet with parents to discuss this area in more detail.

15. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis

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