

# Navigation Primary



**Working together, learning together**

## **Special Educational Needs and Disability (SEND) Policy** **SEND POLICY 2025-2026**

**Approved by:** Governing Body **Date:** November 2025

**Last reviewed** AUTUMN 2024

**Next review due by:** Autumn 2025

## Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions.....	3
4. Roles and responsibilities.....	3
5. SEN information report.....	4
6. Monitoring arrangements.....	9
7. Links with other policies and documents .....	9

---

### 1. Aims

The overarching aim of this policy is to raise the aspirations of and expectations for all pupils with Special Educational Needs and Disabilities (SEND). Navigation Primary School (NPS) focuses on working together to bring about desired outcomes for children. NPS's 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.

In order to do this, NPS's SEND policy and information report aims to:

- set out how NPS will support and make provision for pupils with special educational needs & disabilities (SEND);
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Through the application of this policy NPS staff wish:

- to provide the best possible support (through Ordinarily Available Inclusive Provision (OAIP), high quality interventions and effective teaching and learning strategies) in order that pupils can access the curriculum appropriately;
- to ensure that all pupils have access to a broad, balanced, rich, varied and relevant curriculum;
- to provide a differentiated curriculum appropriate to the individual's needs and ability;
- to ensure the identification of all pupils requiring SEND provision is as early as possible in their school career;
- to ensure that there are equal opportunities to take part in all school activities alongside pupils who do not have any special educational needs;
- to ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment;
- to ensure that SEND pupils are involved, where practicable and appropriate, in decisions affecting their future SEND provision.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of the others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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

NPS strongly believes that every teacher is a teacher of every child, including those with SEND. It is the responsibility of every member of staff to identify and meet the needs of their pupils; in order to do this, every teacher can use the resources and support of the whole school.

#### 4.1 The SENDCO

**The SENDCO is Rebecca Lattin**

Email: [SENDCO@navigationprimary.com](mailto:SENDCO@navigationprimary.com)

Phone: 0161 711 0149

It is the SENDCO's responsibility to:

- work with the headteacher and SEND governor to determine the strategic development of the SEND Policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing SEND support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- be the point of contact for external agencies, especially the local authority (LA) and its support services;
- liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- ensure the school keeps the records of all pupils with SEND up to date;
- monitor the academic progress of all SEND pupils;
- oversee Pupil Passports;
- liaise with parents of pupils with SEND through parents' evenings and SEND review meetings.

#### 4.2 The SEND governor

**The SEND Governor is Helen Nisbet**

**Mrs. Nisbet** can be contacted via the NPS's main office

Email: [admin@navigationprimary.com](mailto:admin@navigationprimary.com)

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings;
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- work with the headteacher and SENDCO to determine the strategic development of the SEND Policy and provision in the school.

#### **4.3 The headteacher**

The headteacher will:

- work with the SENDCO and SEND governor to determine the strategic development of the SEND Policy and provision within the school;
- have overall responsibility for the provision and progress of learners with SEND and/or a disability.

#### **4.4 Class teachers**

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 monitor the progress and development of every pupil in their class;
- to present a broad and balanced curriculum for all pupils;
- to differentiate work to cater for the special educational needs of children in the class, including extension activities;
- to be aware of the school's procedures for the identification of, assessment of and subsequent provision for SEND pupils;
- to work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;
- to implement and monitor children's Pupil Passports, creating targets to enable pupil to raise their level of attainment;
- to work with the SENDCO to review each pupil's progress and development, and decide on any changes to provision;
- to keep parents informed of the child's progress and identified needs;
- to ensure they follow this SEND Policy.

### **5. SEND information report**

In order to support parents of SEND pupils, the school is required to produce a SEND Information Report which can be found on the school's website [here](#) . This forms part of the Trafford Local Offer for SEND. The full local offer of services available in Trafford can be found at: [www.trafforddirectory.co.uk/sendlocaloffer](http://www.trafforddirectory.co.uk/sendlocaloffer) or by contacting the Family Information Service on 0161 912 1053 or [fis@trafford.gov.uk](mailto:fis@trafford.gov.uk)

#### **5.1 The kinds of SEND that are provided for**

NPS currently provides additional and/or different provision for a range of needs, including:

- communication and interaction, for example, autistic spectrum condition, speech and language difficulties;
- cognition and learning, for example, dyslexia, dyspraxia, dyscalculia;
- social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- moderate/severe/profound and multiple learning difficulties.

## 5.2 Identifying pupils with SEND and assessing their needs

From the moment children arrive at school, their learning and development are continually observed to ensure they are making good progress in all areas. As children's development varies widely, it is not always immediately clear why a child may experience difficulty with learning. At NPS, staff assess each pupil's skills and level of attainment when they start, building on information from previous settings or key stages where appropriate. Class teachers then carry out regular assessments to monitor progress and identify pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

From this, the school will decide to put in place pupil catch-up provision or more specialist SEND provision considering all of the information gathered about a pupil's progress. Some children may find school particularly difficult; their learning or development may have fallen significantly behind the expected level, or they may not be making good progress. 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Equally, it should not be assumed that a child working at age-related expectations does not have SEND. We work hard to ensure that difficulties are identified and addressed as early as possible. At any point within the child's school career – from 3 years to 11 years – parents or a class teacher may raise a concern, this may include progress in areas other than attainment, for example, social, emotional, speech or communication needs; it may be appropriate to consider whether a pupil should be added to the SEND register.

When deciding whether special educational provision is required, the school SENDCO will have a discussion with parents and carers. Parents know their children best of all and NPS welcomes input from families about their child's learning. Parents and staff may agree that further advice should be sought from, for example, a speech therapist, the school nurse or the family's GP as a starting point. Where it is agreed that a pupil does have SEND, the child will be added to the SEND register at SEND Support level.

The aim of formally identifying a pupil with SEND 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. We start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil 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. 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.

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 SENDCO, a speech therapist, physiotherapist, an educational psychologist, or a member of Trafford Special Educational Needs Advisory Service (SENAS). The school has good links with many outside agencies who can support us in our assessment of children.

Some children may already have identified SEND when they start at school. In the Early Years – Trafford SENAS (Special Educational Needs Advisory Service) or TEDS (Trafford Early Development Service) or other partners, such as speech therapy – may inform the school about a forthcoming admission of a child with SEND.

## 5.3 Consulting and involving pupils and parents

NPS 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.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- we take into account the parents' concerns;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Additionally, parents and carers are invited to contact school to arrange a meeting if they have concerns about their child's learning or development whether they are on the SEND register or not. In the first instance, they should contact their child's class teacher about any concerns they have. Meetings can also be held with the school SENDCO.

In addition to the annual report to parents, there are regular parents' evenings and other events to which parents are invited. The SENDCO invites parents of children with SEND to termly meetings to review outcomes and the provision accessed by the child. Parents have access to information on how they can support their child's learning at home via the school's website, [www.navigationprimary.com](http://www.navigationprimary.com)

Furthermore, the Trafford SEND Information Advice and Support Service (SENDIASS), previously known as 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 SEND such as: the law around SEND, personal budgets, Education Health Care Plans and Health and Social Care in relation to special educational needs provision.

**Phone:** 0161 912 3150

**Email:** [sendiass@trafford.gov.uk](mailto:sendiass@trafford.gov.uk)

**Website:** <https://sendiass.trafford.gov.uk/Home.aspx>

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

As mentioned above, we 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 pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil;
- the pupil's previous progress and attainment or behaviour;
- other teachers' assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the pupil'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 are made aware of the pupil's 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.

#### Pupil Passports

These are produced each term for pupils who are at SEND Support or who have an EHCP (Education, Health and Care Plan) and the process involves reviewing the child's progress 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. The views of both parents and the child are actively sought through reflection on the following questions: *What are my child's strengths? What does my child find challenging? What*

*supports my child's learning?* This collaborative process ensures that provision is informed by a comprehensive understanding of the child's needs.

### Education Health and Care Plans – EHCPs

Most children with SEND will be supported by extra help provided at SEND support level. A very small number of children may not make progress despite the interventions put in place at SEND Support level. This is when an Education, Health and Care Needs assessment (EHCNA) might be discussed with parents/carers and an EHCNA may be carried out by the LA. Involvement with outside agencies such as Trafford Educational Psychology Service would normally be carried out in school before an application is made. Requests for EHCNAs are usually made by the school but can be requested by a parent. Applications for an EHCP will combine information from a variety of sources including:

- parents,
- class teacher,
- SENDCO,
- other educational advisors,
- health professionals,
- social care.

At every stage in the EHCNA process, the views and wishes of parents/carers and the child will be listened to. Parents/carers 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.

### Additional Funding

The school has an annual budget allocation for SEND based upon the number and age of children on the school 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 SENDCO. 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 a LA panel, for them to be assessed in a wider context through the process of applying for an EHCP. Occasionally, the school might need to apply for additional funding for a child without an EHCP application due to their health and medical needs.

### Removal from the SEND Register

Children with EHCPs are monitored and reviewed as part of the school's ongoing assessment system, also via their termly individual Pupil Passports 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 SEND Support level are monitored and reviewed as part of the school's ongoing assessment system, also via their termly individual Pupil Passports. A decision to remove a child from the SEND register would be taken by the class teacher, in consultation with the SENDCO and the child's family.

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

Before your child starts school in nursery or reception staff members, where ever possible, 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. Children joining from year one to year six are invited to come to school, with their parents, before starting to meet their teacher.

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.

When children are transferring to secondary school, we work closely with the receiving school to ensure a smooth transition, providing additional transfer visits and inviting staff to come and meet your child in school. We will share information with the school, college, or other setting the pupil is moving to.

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

## **5.6 Our approach to teaching pupils with SEND**

All pupils are supported initially by their class teacher, who is responsible for delivering high-quality teaching as part of the school's Ordinarily Available Inclusive Provision (OAIP). This ensures that inclusive approaches and differentiated strategies are consistently implemented to support the progress of every learner. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching forms the first stage of our response to pupils with SEND. Teachers employ adaptive teaching strategies to tailor learning experiences, ensuring that the curriculum is accessible and supports the progress of all learners. Class teachers will plan, assess and work with each child with SEND in their class to ensure that progress in every area is made. 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.

NPS recognises the importance of supporting children's wellbeing and promoting positive mental health. The school has established a sensory room, which serves as a regulation station, a quiet area for reflection and a space for pastoral support. It is available to any child who may benefit from time to regulate, relax or receive additional emotional support. Activities and resources within the sensory room are planned and developed based on guidance from Educational Psychologists (EPs), Sensory Occupational Therapists (OTs) and Play Therapists. These activities are designed to promote sensory and messy play, construction, fine and gross motor skills, Theraplay and small-world play. The sensory room provides a calm, supervised and therapeutic environment that supports both children with identified additional needs and those who may be experiencing temporary challenges such as anxiety, bereavement or emotional distress.

## **5.7 Adaptations to the curriculum and learning environment**

NPS is an inclusive school which welcomes and celebrates diversity. NPS staff strive to support children's wellbeing and self-esteem, enabling them to become successful and respectful learners, confident and caring 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 literacy difficulties the class teacher may provide personalised spelling banks and spell checkers, or for those with language processing difficulties visual support may be used alongside verbal instructions, or for those with sensory difficulties fidget tools or sensory breaks will be provided for those children.

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 SENDCo or subject coordinator. All additional provision for pupils with SEND is overseen by the school SENDCo.

## **5.8 Additional support for learning**

Pupils may be offered additional support for a number of different reasons and this is not only offered to pupils with SEND. This might be to catch up with national expectations, challenge pupils to attain above the expected level, to develop social or emotional skills or to provide support outlines in EHCP plans. A number of school staff are trained to deliver additional support and, where appropriate, NPS works with outside agencies and volunteers.

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

At NPS, class teachers and support staff receive comprehensive training and support to effectively teach pupils with Special Educational Needs (SEN) and disabilities. This includes regular professional development opportunities focused on inclusive teaching strategies and the latest best practices. Dedicated time during staff meetings is consistently allocated to SEN support, allowing staff to discuss challenges, share insights, and review individual pupil progress. The SENDCO also plays a vital role in signposting staff to new advice, resources, and websites, ensuring everyone is up to date with current SEN guidelines and support tools. This approach fosters a continuous learning environment where staff can grow in their ability to meet diverse pupil needs.

Additionally, the SENDCO attends the Trafford LA SENDCO Forum meetings to keep up to date with local and national issues. Additionally, the SENDCO has completed a post-graduate 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 SENDCO 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.

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

NPS has links with a wide variety of services across education, health and social care. These are some of the services which can provide training, advice and guidance to schools for pupils who may require specialist equipment or facilities:

- SEN Advisory Service (SENAS)
- Sensory Impairment Support Service
- Educational Psychology Service
- Longford Park Outreach Team
- Speech and Language Therapy
- Language Outreach Service
- Health Visiting Teams
- School Nursing Teams
- Physiotherapy and Occupational Therapy
- Complex Needs (Children's Social Care) Team
- Trafford Early Development Service (TEDS)
- Health Visitors in Early Years.

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

The school SENDCO closely monitors the academic progress of pupils with SEND and with the help of the school's Mental Health Lead, also monitors the social emotional progress of some pupils.

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term;
- Pupil Passports;
- using pupil questionnaires;
- monitoring by the SENDCO and headteacher;
- regular learning walks to review the children's learning environment;
- monitoring progress in speech and language skills;
- evaluating progress of interventions;
- holding annual reviews for pupils with EHC plans.

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

All of Navigation Primary's extra-curricular activities and school visits are available to all pupils, including school before and after-school extra-curricular clubs. Pupils with SEND are encouraged to participate fully in all aspects of school life including going on school trips and residential trips; participating fully in sports day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability. For pupils with more complex SEND, parents, carers and other agencies may be invited in for a meeting before

events to discuss how the pupils specific needs can be catered for during such activities. More information can be found in NPS's Accessibility Plan or Equality Policy which can be found on the school website.

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

Navigation Primary School recognises that pupils with SEND can experience a range of social and emotional difficulties. As well as a whole school focus on social and emotional wellbeing through our PSHE teaching (personal, social and health education – known to the children as 'Skills for Life') and our Jigsaw lessons, 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 SENDCO monitors the child's progress alongside the senior leadership team and the school's Well-being team. Additionally, the school's pupil support manager (Miss 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. NPS offers other support sessions including 'Zones of Regulation' and ELSA support and may use outside agencies where more in-depth counselling is required.

NPS holds a clear position on bullying and all pupils are taught to distinguish bullying from isolated acts of unkindness. There is a range of assemblies and whole school events linked to anti bullying and all staff members are 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 child's 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, worry boxes, mentoring and input into the Pupil Passports.

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

Sometimes it may not be clear about why a child is finding aspects of school or learning difficult. Parents, carers and the school team may agree that further advice should be sought and may ask for further assessment or advice from other services.

The School funds regular input from:

- a Trafford school speech therapist;
- a private speech and language therapist team;
- an educational psychologist;
- a member of the Longford Park Outreach team;
- organisations that provide 1:1 mentor, such as Altrincham FC.

We also have access to:

- the school nursing service;
- Special Educational Needs Advisory Service (SENAS)
- Trafford Early Development Service (TEDS);
- Trafford Sensory Impairment Teams (TSISS) – for Hearing Impairment (HI) and Visual Impairment (VI);
- Just Psychology including Trafford Sunrise- Children's Emotional Wellbeing and Support for Parents;
- CAHMS Manchester (Child and Adolescent Mental Health Service);
- Other medical staff including pediatricians, occupational therapists and physiotherapists.

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

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.

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

School is happy to support families of pupils with SEND and refer them to services. However, it also may be helpful to have advice and support from services who work independently to the school.

There are a number of parent support groups, details can be found at: [www.trafforddirectory.co.uk/sendlocaloffer](http://www.trafforddirectory.co.uk/sendlocaloffer)

The Trafford SEND Information Advice and Support Service (SENDIASS), previously known as 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 SEND such as: the law around SEND, personal budgets, Education Health Care Plans and Health and Social Care in relation to special educational needs provision.

Phone: 0161 912 3150

Email: [sendiass@trafford.gov.uk](mailto:sendiass@trafford.gov.uk)

Website: <https://sendiass.trafford.gov.uk/Home.aspx>

### **5.17 The local authority local offer**

Find out more about the local offer of support which is available for disabled children and young people and those who have SEND on the Trafford Service Directory [www.trafforddirectory.co.uk/sendlocaloffer](http://www.trafforddirectory.co.uk/sendlocaloffer)

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

This policy links to the following documents

- Accessibility plan
- Behaviour & Relationships Policy
- SEND Information Report
- Equality and Diversity policy

## **7. Equalities**

Navigation Primary School is committed to keeping all pupils safe and achieving great educational outcomes for all children, including those with protected characteristics as defined by Section 4 of the Equality Act 2010

Pg 2 section 1

- to provide the best possible support (through Quality First Teaching Ordinarily Available Inclusive Provision (OAIP), high quality interventions and effective teaching and learning strategies) in order that pupils can access the curriculum appropriately;

**pg 5 5.2 Identifying pupils with SEND and assessing their needs**

~~From their arrival at school, 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. At NPS, staff will assess each pupil'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 pupils and identify those whose progress:~~

From the moment children arrive at school, their learning and development are continually observed to ensure they are making good progress in all areas. As children's development varies widely, it is not always immediately clear why a child may experience difficulty with learning. At NPS, staff assess each pupil's skills and level of attainment when they start, building on information from previous settings or key stages where appropriate. Class teachers then carry out regular assessments to monitor progress and identify pupils whose progress:

Pg 6 5.4 pupil passports

~~. Parents have a chance to share their child's strengths and weaknesses on the form also which helps inform the provision for that child. The views of both parents and the child are actively sought through reflection on the following questions: *What are my child's strengths? What does my child find challenging? What supports my child's learning?* This collaborative process ensures that provision is informed by a comprehensive understanding of the child's needs.~~

Pg 8 5.6

~~All children are supported first and foremost by their class teacher. Each class teacher will deliver quality first teaching (QFT) for all children. All pupils are supported initially by their class teacher, who is responsible for delivering high-quality teaching as part of the school's Ordinarily Available Inclusive Provision (OAIP). This ensures that inclusive approaches and differentiated strategies are consistently implemented to support the progress of every learner. 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 SEND. This will be differentiated for individual pupils. High-quality teaching forms the first stage of our response to pupils with SEND. Teachers employ adaptive teaching strategies to tailor learning experiences, ensuring that the curriculum is accessible and supports the progress of all learners. Class teachers will plan, assess and work with each child with SEND in their class to ensure that progress in every area is made. 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.~~

~~NPS recognises the importance of children's wellbeing and promoting good mental health. The school has implemented a quiet room, The Space Place, that can be used by any child at a time when they need it. It is a supervised quiet space where they can be calm and reflective. The quiet room not only provides a therapeutic environment for children with recognised special needs, it can also provide early support for children who might be experiencing specific difficulties, such as bereavement or high levels of anxiety. It has within it a number of resources to help children e.g. sensory toys, books.~~

NPS recognises the importance of supporting children's wellbeing and promoting positive mental health. The school has established a sensory room, which serves as a regulation station, a quiet area for reflection and a space for pastoral support. It is available to any child who may benefit from time to regulate, relax or receive additional emotional support. Activities and resources within the sensory room are planned and developed based on guidance from Educational Psychologists (EPs), Sensory Occupational Therapists (OTs) and Play Therapists. These activities are designed to promote sensory and messy play, construction, fine and gross motor skills, Theraplay and small-world play. The sensory room provides a calm, supervised and therapeutic environment that supports both children with

identified additional needs and those who may be experiencing temporary challenges such as anxiety, bereavement or emotional distress.

Pg 10 5.l1.3 deletion of Socially Speaking