



Trafford's Local Offer makes it easier for families to find out about the support that is available for children and young people with SEND. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and, wherever possible, the needs of pupils with a Special Educational Need or Disability are met in a mainstream setting where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

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

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 (SENDCo - Rebecca Lattin) for more information. SENDCO@navigationprimary.com

Schools have a duty to publish SEND Information via a SEND Policy and Information Report on their website which is updated every year.

To go straight to a particular question, use the links below:

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

Navigation has an inclusive ethos and 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. The school accommodates SEND in line with the Equality Act 2010 and provision is available for all four areas of need outlined in the 2014 SEND Code of Practice: cognition and learning, social, emotional and mental health needs, communication and interaction and physical and sensory 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.

The school staff receive regular in-house or specialist training to support them in the identification of SEND. Early identification is paramount and, therefore, staff working in school monitor 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 SENDCo and yourselves as parents and carers.

Concerns are initially raised with the school SENDCo and the leadership team who would discuss those with the staff members 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. Navigation Primary School follows the Graduated Approach when deciding what level of need each child has (information on the Graduated Approach can be found here www.trafforddirectory.co.uk/sendlocaloffer).

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 or adaptation for the pupil within quality first teaching. 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 9). The SENDCo 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.

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 is more appropriate to arrange an appointment at a mutually convenient time. Your child's class teacher should be your first port of call, he/she will keep the SENDCo informed of any actions agreed. The school SENDCo can also discuss your concerns with you and other members of the senior leadership team if required.

3. How do we consult parents of children with SEND and involve them in their child's education? How do we consult and involve young people with SEND in their education?

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.

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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.
- School will 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.

All school staff members have 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 pupil's annual report which is sent home in the summer term.

For pupils with SEND, Pupil Passports will be shared termly and for those with an EHCP an annual review will be held. Once the Pupil Passports have been shared with parents, the SENDCo organises parent meetings to discuss the targets set and if there are any concerns relating to this. 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. Pupil Passports will be shared with your child to ensure their understanding of their personal targets and the support they will receive. It is important that you support your child in working towards these targets. Your child's teacher or the SENDCo can provide some support and advice if needed.

4. How do we adapt the curriculum and learning environment to meet the needs of pupils with SEND?

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 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 may 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. How will school staff support my child/young person? What additional support for learning is available for pupils with SEND?

All children are supported first and foremost by their class teacher. Each class teacher will deliver quality first teaching (QFT) for all children. They will plan, assess and work with each child with SEND in their class to ensure that

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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.

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 outlined in EHCP plans. here are a number of staff members who are trained to deliver additional support and we will also work, where appropriate, with outside agencies and volunteers.

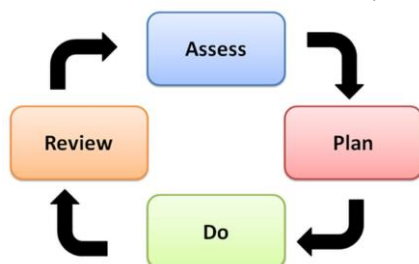
Navigation Primary School recognises the importance of children's wellbeing and promoting good mental health (see section 8). The school has a quiet room that can be used by any child at a time when they need it. It is a supervised quiet space where they can be calm and reflective. The quiet room not 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.

6. What is our approach in teaching pupils with SEN?

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 alongside the SENDCo and senior leadership team, working 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 and engage fully in school life. This may mean working alongside other children in a small group or one to one with a teacher or teaching assistant. This level of support will be discussed with you and ways that you can help at home will also be suggested.

The **Assess, Plan, Do, Review Cycle** is used when support/interventions are put in place.



Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil through day-to-day assessments and their previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data; the views and experience of parents; the pupil's own views and, if relevant, advice from external support services and concerns raised by parents. This assessment will be reviewed regularly. This ensures that support and intervention are matched to need; barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their effect is developed.

Plan

At this stage the decision will be made about what additional provision is required.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. A Pupil Passport will be created for the child which will contain targets that aim to support the child to work towards their outcomes. Pupil Passports will be sent home to share with parents/carers.

Do

Additional provision/intervention is put in place for an agreed period of time.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any

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teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

We review the effectiveness of provision through:

- monitoring progress made academically against national/age expected levels
- collecting formal and informal feedback from the teacher, parent and pupil.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes. Pupil Passport targets will be changed/ altered in consultation with the parent and pupil.

7. How will my child/young person be able to engage in activities available with those in school who do not have SEN?

All of Navigation's extra-curricular activities and school visits are available to all pupils, including before and after-school clubs. Pupils with SEND are encouraged to participate fully in all aspects of school life including going on school trips, residential trips, sports day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN 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 their specific needs can be catered for during such activities. More information can be found in the school's Accessibility Plan or Equality Policy which can be found on the school website.

8. What support will there be for my child/young person's overall emotional and social development?

We recognise 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. In addition, subject to assessment, we can offer counselling for pupils who need more specialised and in-depth emotional support. The school offer other support sessions including 'Socially Speaking', 'Zones of Regulation' and may use outside agencies where more in-depth counselling is required.

The school 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 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.

9. What specialist services and expertise are available at or accessed by the school?

Sometimes it may not be clear 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:

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- 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 e.g. Altrincham FC.

The school also has access to:

- the school nursing service;
- Trafford Early Development Service (TEDS);
- Trafford Sensory Impairment Teams (TSISS) - for Hearing Impairment (HI) and Visual Impairment (VI);
- Just Psychology including Trafford Sunrise;
- CAHMS Manchester (Child and Adolescent Mental Health Service);
- other medical staff including Paediatricians, Occupational Therapists and Physiotherapists.

Your support before a referral is required through the completion of detailed referral forms to support other professionals in their assessments of your child's needs. The SENDCo and class teacher, together with the specialists, and involving the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. SEND support should include the transitions between phases of education.

10. How will equipment and facilities be secured for pupils with SEND?

Navigation Primary School 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 for children under 5.

11. How is the effectiveness of the provision made for pupils with SEND evaluated?

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 SEN 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.

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

All staff members at Navigation Primary have 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 SENDCo 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

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skills needed to work with children with SEND. Training is provided from a range of professional bodies such as NHS medical staff, Trafford SENAS (Special Educational Needs Advisory Service), Speech and Language therapists, British Dyslexia Association, Trafford and Manchester Looked After Children team, education psychologists and other private education companies who deliver training in young mental health, anxiety, mindfulness, bereavement and developing social skills. These are shared with staff when appropriate. Staff members share their expertise with colleagues through staff meetings and modelling of good practice.

13. How accessible is the school environment?

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Navigation Primary School recognises that each child will have unique needs and welcomes all children, irrespective of need - physical, intellectual, social and emotional. The school does not admit or discriminate against the admission of pupils on the grounds of SEND where their learning difficulty or disability can be catered for within the mainstream setting. Our school meets the requirements outlined in the Equality Act 2010 towards individual disabled children and young people. The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Information on the facilities the school provides to help pupils with disabilities to access the school can be found in the school's Accessibility Plan.

Our Accessibility Plan, as required by the Children and Families Act 2014 and the Equalities Act 2010, can be found here: <http://www.navigationprimary.com/page/policies-and-forms/42456>

Admission arrangements for children with SEND (Special Educational Needs and Disability), who do not have an EHCP, are the same for all pupils and are in-line with Trafford Primary Schools Admissions Policies.

More information can be found at <https://www.trafford.gov.uk/residents/schools/schooladmissions/Admissions.aspx> and on our school website under 'SEND Admissions'.

If you have any concerns about your child's development, please contact school as soon as your place has been confirmed in order for the school to plan for their arrival. Prior information gathering meetings might be arranged with the school's SENDCo and Headteacher to discuss a plan and special arrangements that may be needed.

If your child has an EHCP (Education, Health and Care Plan) the admissions process will be managed by the Trafford EHCP Team. The school SENCO and other senior leaders will work with the EHCP team to manage admissions of pupils who have an EHCP. Information and contact details for Trafford's EHCP team can be found here:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/service.page?id=kuexad21k10>

14. 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 SENDCo is available to discuss your child's needs. The SENDCo will meet with parents/carers, after you have received your child's Pupil Passport, where you can discuss your child's progress and next

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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.

15. Who can I contact for further information?

There are a number of parent support groups, details can be found at 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 SEN 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 **Website:** <https://sendiass.trafford.gov.uk/Home.aspx>

16. 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 in nursery or reception staff members will, wherever possible, 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.

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.

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.

17. 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

18. What do I do if I have a complaint?

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

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 which can be found on the [school's website](#).

19. Glossary

- **Annual review** - an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** - the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** - child and adolescent mental health services
- **Differentiation** - when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** - the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** - an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** - an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** - a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** - information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** - target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** - changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** - the special educational needs co-ordinator
- **SEN** - special educational needs
- **SEND** - special educational needs and disabilities
- **SEND Code of Practice** - the statutory guidance that schools must follow to support children with SEND
- **SEN information report** - a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** - special educational provision which meets the needs of pupils with SEN
- **Transition** - when a pupil moves between years, phases, schools or institutions or life stages