

Navigators

Special Educational Needs & Disability (SEND Policy)



Navigators

Learning, Developing, Enjoying

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STATEMENT OF INTENT

Navigators recognises that students have a special educational need if they have a learning difficulty which calls for *special educational provision* to be made for them. Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability which prevents or hinders them from making use of the school's educational facilities

Many children and young people who have SEN may have a disability under the Equality Act – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities’.

This definition includes students with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have Special Educational Needs and Disability (SEND) but, where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

GENERAL PRINCIPLES

Navigators SEND Policy has the principles outlined in the Code of Practice at its core.

- To secure access to a broad and balanced curriculum for all students.
- To secure the highest quality of education for students with SEND through staff training and support for staff and students.
- To raise the esteem, contribution to school life and social awareness of students with SEND.
- To establish a partnership between staff, students, parents and support agencies

Key objectives are:

- To identify, assess, monitor and review the special educational needs of students.
- To identify strategies and develop programmes of study for students with SEND.
- To assist curriculum areas in the development and use of differentiated and flexible schemes of work; to support within the classroom.

- To teach basic skills to students and groups of students; to train and organise staff, students and parents as assistants in the teaching of reading.
- To provide CPD for the training and development of good practice in the education of students with SEND.
- To inform parents and engage them as partners.
 - To liaise with previous schools to ensure continuity and successful change of school, also with colleges and training agencies for school-leavers with SEND.
- To liaise with external agencies - medical, social, psychological, educational welfare and other services, and act upon professional advice.
- To co-ordinate and record Special Educational Needs Assessment, to monitor and arrange Annual EHCP Reviews
- To continue development of SEND policy and to report to the management committee.

SPECIAL EDUCATIONAL NEEDS AT NAVIGATORS

The four areas of need identified in the Code of Practice are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and / or physical needs

Circumstances that may affect progress and attainment, but are not considered as constituting 'SEND'

Persistent disruptive or withdrawn behaviour does not necessarily mean that a student has SEND, although negative behaviour may be an underlying response to a special educational need. Slow progress and low attainment do not necessarily mean that a child has SEND and will therefore not automatically lead to a student being recorded as having SEND.

However, they may be indicators of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Also, difficulties related solely to limitations in English for students for whom English is a second or foreign language (ESOL), are not SEND. Difficulties with attendance, punctuality, health and welfare do not constitute SEND, neither does being identified as a child for whom the Pupil Premium grant is paid, being a Looked After Child or being a child of service personnel.

Identification and Assessment

If a student is known to have special educational needs when they arrive at school the responsible staff will, as appropriate:

- Use information from the previous/host school along with the diagnostic assessments to provide an appropriate curriculum and focus attention on action to support the student within the class.
- Ensure that ongoing observation and assessment provides feedback about achievements to inform future planning of the student's learning.
- Ensure opportunities for the student to show what they know, understand and can do.
- Involve the student in planning and agreeing targets to meet needs.
- Involve parents/carers in developing a joint learning approach at home and at school.

Information about a student's needs are made known to staff and a child on the SEND register will have a learning map detailing the child's strengths, areas of difficulty and suggested strategies for meeting needs.

Educational advice to staff can be based on:

- History e.g. of illness where this has delayed progress, school attendance and extended periods of time off school, relevant home circumstances (with reference to named person if information is sensitive)
- Educational advice, initially from previous school/LA, based on completion of changeover forms, previous school records and discussion with staff
- Professional advice from Educational Psychologist, Student Development Support
- Service (Learning, Behavioural or Sensory Support Teams), Social or Medical Services
- Discussion with parents
- Advice from teaching, pastoral and special needs staff, including
- Successful styles of teaching
- Desirable/undesirable seating and grouping arrangements
- Curricular strengths and weaknesses
- Additional measures being taken

Assessment

We follow the 'Assess, Plan, Do, Review' cycle as recommended in the Code of Practice.

Where a student is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs.

Ways in which Navigators assesses needs.

- The analysis of data including entry profiles, the outcomes of standardised screening or assessment including specific individual assessment.
- Performance against key stage descriptors.
- Following up parental concerns
- Evidence from teacher observation and assessment.
- Information from previous schools and other services

Performance Indicators.

- There is full access to the curriculum for all.
- Students with learning difficulties/additional needs are successful and happy members of the school.
- There is a successful whole-school drive to improve basic literacy and numeracy skills.
- There are good employment and training prospects for school leavers with special needs.
- Narrowing the gap between SEND and non-SEND students' performance.
- Work for each student is appropriate and differentiated.
- Students are confident and have high self-esteem.
- New students settle quickly and are supported by staff and other students
- Progress against Navigators levels.
- Examinations/tests, both school based and external, including GCSE.
- School rewards.

Process for Record Keeping and Review

On transition to Navigators, previous/host will provide information on those students with any SEND. A file will be opened on that child, held within the MIS (IRIS) system. For students who later emerge as having SEND, new files will be set up. Copies of relevant documentation or reports will be copied to these files.

On leaving the school, the file will be forwarded to the appropriate educational provider upon request.

Arrangements for Annual Review of Students' progress and their Educational Health Care (EHC) Plans

Dates are set early in the year and the Local Authority informed as they may wish to send a representative, particularly to a Transitional Review. Other interested professionals are informed and parents are notified before the due date. Four weeks before the review, teaching staff are asked for a written report on the student. This will include recent educational progress, relationships with staff and peers, contact with parents and other matters which relate to the student's EHC Plan.

Those invited to the meeting will depend on the nature of the student's educational difficulty, but a parent will always be present. The following could be present: Teacher, the student's assigned pupil support mentor, Careers Advisor, Educational Psychologist, Social Services, or other professional. The student will also be involved in their Annual Review.

The LAs Annual Review form is completed by the proprietor, who sends copies to the parent, LA and others who were present or involved in the review.

Relevant staff are notified of recommendations and observations from the meeting.

Support in Lessons and Withdrawals

It is recognised that where a student is unable to benefit fully from access to the curriculum as a result of weakness in the basic skills, steps must be taken to overcome that weakness.

Staff consider it part of their teaching role to teach the basic skills. This is achieved by differentiation, variety and type of written exercises; by offering opportunities to practise reading and spelling using agreed methods; by the use of subject-specific spelling lists and marking schemes which encourage achievement in literacy and presentation; by the careful selection of texts and homework appropriate to the student's ability.

Frequently a single lesson of withdrawal will be sufficient. In this case, a reading age may be established so that suitable texts may be provided for practise at home, or a schedule of spelling or handwriting practise drawn up.

When regular withdrawal from lessons is considered necessary, it is to be for a limited period of time and for a particular objective.

All interventions have clear entry and exit criteria. Intended outcomes of interventions are made known to the student, parents and teachers. The impact of

interventions is tracked and monitored against the intended outcomes. At the end of the intervention, the student's progress is reviewed and this is used to inform any next steps e.g. a more intense intervention or referral to an external agency such as Educational Psychology.

Exam Access Arrangements- Support in Formal Examinations and Tests

Where a student has a sensory impairment or specific learning difficulty, the examination board will consider requests for special consideration or the use of aids such as enlarged text, assistance with reading or writing or added time. Requests must be accompanied by recent professional advice and are made by the school's Examinations Officer in consultation with the teaching team.

In setting internal examinations it is important that a range of means of assessment are used in addition to the formal written examination. This particularly benefits students with a specific learning difficulty, enabling them to demonstrate knowledge in the subject.

Continued Professional Development for Staff

The need for in-service training of all staff is recognised and Navigators is fully committed to providing CPD which may cover:

- New techniques
- Different SEND types
- Recent legislation
- Whole-school policies and methods
- Subject-specific skills
- The needs of individual students
- The needs of Newly Qualified Staff (NQTs)

Training may be delivered by members of the SEND team or by external providers such as CAMHS and Educational Psychology Services.

Allocation of Resources

The SEND funding is allocated by the Management Committee. Additional funding is allocated by the Local Authority for students with an Education Health Care Plan. PSM's are allocated by the teaching team to support students in order to ensure they access the curriculum.

Medical Conditions

In order to meet legislation, Navigators has in place arrangements to support all students with medical conditions so that they have access to education including school trips and physical education. In order to ensure this, we liaise with health and social care professionals, students and parents regarding students' needs. Individual health care plans are drawn up as appropriate and arrangements cater for students' care, management of absence and reintegration of those who have been absent because of medical conditions.

MONITORING AND EVALUATION

Working with the school teaching team, the proprietor will provide a yearly report to the Management Committee. The format of the report will include:

- The number of students with special educational needs and disabilities.
- The school's effectiveness in the implementation of the SEND policy in respect of:
 - Identification of need.
 - Notification of parents of a child who is deemed to have special educational needs and disabilities.
 - Assessment of need.
 - Provision for meeting special educational needs and disabilities.
 - Provision of an inclusive environment for all.
 - Methods of monitoring, recording and reporting.
 - SEND funding and spending.
 - Deployment of equipment, personnel and resources.
 - The use made by school of the outside agencies and support services.
 - SEND as an integral part of the school development plan.