



# Navigators SEN Policy

To be updated September 2024

The aim of this policy is to meet and cater successfully for the needs of all our pupils with Special Educational Needs and Disabilities (SEND) in accordance with the Equality Act 2010, Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0-25 years 2015.

At Navigators, we believe that it is every young person's right to achieve their full potential regardless of ability, gender, race or socio-economic circumstance. We recognise that although the majority of children should achieve this through the differentiated curriculum, there are some children whose learning or social and emotional mental health (SEMH), requires additional or different provision.

The Special Educational Needs Code of Practice 2015 states that: *'A child of compulsory school age has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'* Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2015. Schools must use their best endeavours to ensure that such provision is made for those who need it.

The following specific objectives are vital for the successful implementation of the policy:

- To ensure that all stakeholders share a commitment to equality and offer opportunities to ensure that
- To identify and provide learning support/provision for pupils with SEND
- To demonstrate that meeting the needs of children's learning and social and emotional mental health is part of a high quality alternative education
- To provide teaching and support so that every young person has access to quality education
- To ensure that young people with SEND are fully included in all activities to promote the highest levels of achievement

- To ensure that all young people grow in their independence and become capable, confident learners
- To work in partnership with parents, carers and other professionals at all times to promote learning and progress
- To involve young people in the implementation and delivering of their education – their voice is to be heard in all decision making.

#### Roles and responsibilities:

The Role of the Head and SEN team: The Head alongside the SENCO and EHCP Coordinator and finance team, will:

- Have an overview of budgets regarding SEND provision
- Co-ordinate the formulation of the SEND policy
- Monitor and evaluate the effectiveness of the policy
- Implement CPD for staff in response to the needs of pupils with SEND
- Act to ensure that the principles and legal requirements of the Equality Act (2010), Children and Families Act (2014) Special Educational Needs and Disability Code of Practice: 0-25 years (2015) are being adhered to
- Lead the strategic development of the SEND policy, practice and provision in the organisation
- Ensure effective, up to date, record keeping within areas of special educational needs
- Monitor the progress of SEND learners, including setting targets
- Liaise with professional outside agencies
- Liaise with host schools regarding SEND learners

#### The Role of the mentor:

- Liaise with the SEND Team and implement provision accordingly

- Carry out their responsibilities for planning and delivering activities to meet the needs of all young people
- Ensure all provision is monitored, evaluated and revised in accordance with a pupil's individual needs
- Ensure that parents/carers have an active role in reviewing and revising their child's provision
- Ensure all students causing concern are highlighted to the SENCo as soon as possible
- Attend training and implement into daily practice
- Contribute to reviewing targets and written reports
- Contribute to ongoing assessment for learning information

### Safeguarding

At Navigators we recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group of young people. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for young people with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

The young person's voice is at the heart of all of our practice and is an integral part of identifying potential safeguarding concerns.

We also recognise that the SEMH needs of the young people can be affected by exposure to traumatic events e.g. abuse or bereavement and that this can result in attachment

issues. Attachment issues in school relate not only to the young persons attachment relationships with their parents, but also with their mentors and host school staff.

### Partnerships

We recognise the vital role that parents/carers have as educators and that they know their child best. We will therefore ensure that parents/carers are informed and involved at all stages and decisions. Informal and formal meetings will be held throughout the time the child is identified as having special needs. Parents/carers will be invited to regular review meetings.

All our young people are encouraged to be actively involved in setting targets and in reviewing strategies that work for them via review meetings.

Navigators have strong links with external support agencies and will seek advice and support when necessary. These include:

- CAMHS
- Trauma Support
- Therapists
- Educational Psychologists
- Behaviour Support Specialists
- Speech and Language Therapists
- Occupational Therapists
- Lancasterian Outreach
- Physiotherapists
- Children's Services
- School Nurses

Navigators are committed to gaining expertise in the area of SEND. All staff have access and are required to complete training on our training base educare, these are non negotiable.

As we are a community based provision, the needs of our students identified as having SEND are met in the in our provision. These needs will be met by:

- Differentiation in planning and delivery as part of high quality mentoring
- Appropriate and need informed approaches (e.g. trauma informed, communication friendly)
- Flexible delivery styles
- Collaborative working were appropriate

Some of our young people may require additional arrangements to enable them to take part in assessments; these adjustments are based primarily on everyday practice and do not provide an unfair advantage. Access arrangements during assessments are taken into account according to individual need and may be in the form of:

- Additional time to complete the test
- A scribe
- A reader

#### Complaints and compliments

At Navigators we pride ourselves on the positive relationships we have with parents and carers but there may be occasions when a formal route for complaints will need to be instigated, please see our complaints and compliments policy.