



The SEND Information Report

Review date: June 2024

Next review date: June 2025

Staff resp. for review: ADY

Norbury High School for Girls, SEND Information Report

Mission statement

Norbury High School for Girls is a unique community where all students and staff are valued as individuals. We draw strength from our diversity and take pride in our cultural richness and utilise both in preparing students to embrace their places in the local and global communities.

At Norbury High School for Girls we believe all students have the right to achieve their maximum academic and social potential. We aim to provide equity of access and opportunity to all areas of the curriculum. Students are assessed early, and progress is reviewed frequently using our termly data drops to ensure that learning is supported and differentiated appropriately. Where required, additional targeted intervention may be offered after an assessment by the SENDCo to support the social and academic progress of our SEND students. We aim to enable all students to live full and active lives. We promote the value of knowledge and a growth mindset throughout the school. Our aim is that every student in our school will fulfil their academic potential and develop the resilience and adaptability required to have a successful and happy future.

The SENDCo is Mrs Andrea Dancy.

The SENDCo can be reached by email: a.dancy@nhsg.org.uk

By phone: **020 8679 0062, extension 339**

The SEND administrator is Mr Jamal Hayden.

By email: j.hayden@nhsg.org.uk

By Phone: **020 8679 0062, extension 357**

Frequently asked questions

1. How does Norbury High School know if my child/child in my care needs extra help?

Please see: [Identification of SEN and the graduated response](#)

At Norbury High School for Girls we currently provide additional and/or different provision for a range of needs, including:

- Social and Communication needs, for example autistic spectrum condition (ASC), situational mutism, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- 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

Students are identified by the SENDCo as having special educational needs through a variety of ways:

- Prior to admission we liaise with primary/previous school for pertinent information
- At the student's point of entry into the school we carry out Cognitive Ability Tests (CATS), as well as testing current reading ages
- Whilst in the school we may conduct further screening for factors such as speech and language difficulties; if the student is performing significantly below expected levels – slow progress and low attainment will not automatically mean a student is eligible for further screening or recorded as having SEN
- Concerns raised by parent/carer
- Concerns raised by teachers (this can also include other concerns, for example if behaviour or self-esteem is affecting their performance)
- Concerns raised by the student
- Liaison with external agencies i.e. physical or sensory concerns
- Health diagnosis through a paediatrician
- Diagnosis from an Educational Psychologist recognised by the school - We are under no obligation to take into account assessments or advice made by professionals in private practice that are not known to the school. If you have concerns about your child we would strongly recommend you have a conversation with the SENDCo before seeking advice or engaging any services from a private practitioner.

2. What should I do if I think my child/child in my care has special educational needs or a disability? How will I raise concerns if I need to?

Talk to us – in the first instance please contact your child's form tutor and make them aware of your concerns. The form tutor will liaise with your child's Head of Year or the SENDCo if there is cause for further support. You are also welcome to contact your child's Head of Year or the SENDCo directly if you have any urgent concerns you wish to raise.

We pride ourselves at Norbury High School on building positive relationships with parents and carers; the SENDCo will organise a meeting to discuss your concerns as soon as they are brought to their attention and ensure you are updated regularly on any actions and outcomes that are appropriate.

3. How will Norbury High School support my child/a child in my care?

- The SENDCo, Mrs Dancy, oversees all intervention and progress of any student requiring additional support across the school
- The subject teachers will oversee, plan and work with guidance from the SENDCo to ensure that expected progress is made by every student with SEND in their class
- A Pupil Passport will be developed to support your child; these are based on professional advice, parent/carer feedback and input from the student. They provide strategies and guidance for all staff who work with your child and are reviewed at the end of each term by the SENDCo.
- Where appropriate for your child's needs there may be a Student Support Assistant (LSA) working alongside them in class either individually or as part of a group
- If an intervention outside of the classroom is put in place, it will be time-bound and have specific outcomes to support your child's progress, following the Assess, Plan, Do and Review cycle; parents/carers will be informed by email to seek consent for any intervention and will be informed of the outcomes at the end of the review cycle

4. How do I know what intervention my child is receiving/who will explain things to me?

- If your child/child in your care is receiving additional intervention you will receive a letter via email outlining what the intervention is and how long it will run for.
- The SENDCo is available to speak to you via appointment at any time in the school year and will be pleased to discuss any and all aspects of your child's support with you. To make an appointment with the SENDCo, please email the SEND admin, Jamal Hayden at j.hayden@NHSG.org.uk.

5. How is the local governing board involved and what are their responsibilities?

- The SENDCo reports to the local governing board to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times
- The SEN governor liaises with the SENDCo; they also report to the local governing board together, to keep all parties informed
- The local governing board agree priorities for spending within the SEND budget with the overall aim that all students receive the support they need to make or exceed expected progress

6. How will the school curriculum be matched to my child/child in my care's needs? What are the school's approaches to adaptive teaching and how will that help my child/child in my care?

- In our school all work set in class is pitched at an appropriate level so that all students, including those with SEND, can access it according to their specific needs
- The benefit of this type of adaptive teaching is that all students can access the same lesson whilst learning at their specific level
- An advisory booklet is given to all staff, and is available electronically providing inclusive strategies to use in the classroom for students with a range of additional needs to support adaptive teaching in their classroom
- All staff are aware of each student's SEND through the SEND register and where applicable their Pupil Passport - Please also see the school's Accessibility Policy for further information

7. How will I know how my child/child in my care is doing and how will you help me support my child/child in my care's learning? What opportunities will there be for me to discuss my child's/child in my care's progress?

- Norbury High School offers an open-door policy where you are welcome at any time in the school year to make an appointment to meet with your child's form teacher, class teacher, head of year or the SENDCo and discuss how they are getting on; we can also offer advice and practical ideas to help you support your child at home
- We believe that students' education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs; the SENDCo will respond promptly to any emails or telephone calls they receive
- We use our parent portal on Arbour as a means of communication but when there is a need for more detailed feedback we may contact you through email, online conference call or by telephone
- If a student is on the SEND register and detailed information is required for their teacher to support them in class, they will have a Pupil Passport; parents/carers are kept informed of the support and interventions that their child is having via email. Interventions are reviewed on a regular basis; parents are welcome to contact the SENDCo for feedback at any time throughout the school year or request a meeting in person.
- If your child has complex SEND that requires them to have an Education Health Care plan (EHC plan) a formal meeting will take place every year to discuss their progress and update their support plan; a report will be written detailing the agreed outcomes of this annual review and sent to the relevant local authority for ratification
- You will receive regular reports and updates throughout the year; there is a parents' evening and a key stage and transition evening you can attend; there may also be ad hoc coffee morning/information sessions to discuss specific needs and you are welcome to contact the SEND admin throughout the year at j.hayden@nhsg.org.uk with any enquiries regarding your child's support

8. How does the school know how well a student is doing?

- As a school we measure students' progress in learning against national expectations and age-related expectations
- Each teacher continually assesses each student and notes areas where they are improving and where further support is needed; as a school, we track students' progress from entry in year 7 through to year 13 using a variety of different methods including regular data collection and progress monitoring, CAT tests and monitoring reading ages.
- Students who are not making the expected progress are identified at a progress meeting with heads of department and the deputy head for raising standards; this will be discussed with pastoral staff and the SENDCo; staff can also raise concerns directly to the SENDCo through the SEN referral form
- In the progress meeting a discussion takes place concerning why individual students that are experiencing difficulty with their learning and what further support can be given to aid their progression
- If SEN intervention is required, we follow the *Assess, Plan, Do, Review* cycle of planning and evaluation; parents will be informed of what the intervention is and that the student will be on the SEND register; where appropriate a Pupil Passport will also be drawn up and shared with teaching staff
- When the Pupil Passport is reviewed, this includes analysis of the progress the student has made; if the student has not met the outcomes planned at the start of the intervention, the reasons for this will be discussed and the support may be amended to ensure the student can make progress; parents will be informed in writing to changes in SEN support, including the end of any intervention

9. What support will there be for my child/child in my care's overall well-being? What pastoral, medical and social support is available at the school?

- We are an inclusive school; we welcome and celebrate diversity; all staff believe that having high self-esteem is crucial to a student's well-being; we have a caring, understanding team looking after our students
- The head of year has overall responsibility for the pastoral, medical and social care of every student in their year group, including those who are Looked After, so these should be the first point of contact; if further support is needed, there are regular meetings with the SENDCo for further advice; this may involve working alongside outside agencies such as health and social services, or the behaviour support team
- The school has pastoral leaders for Key Stage 3 (years 7-9) and Key Stage 4 (years 10-11)
- The school also has a team of learning mentors who work alongside the heads of year
- The learning mentors are available to work with vulnerable students and their parents during the school day

10. How does the school manage the administration of medicines?

If a health professional recommends medication for your child that needs administering during the school day please contact their head of year.

- On a day-to-day basis, our first aid trained office staff oversee the administration of any medicines or medical interventions such as changing dressings
- Staff have regular training and updates of conditions and medication affecting individual students so that all staff are able to manage medical situations
- Please see [First Aid and Support for students with Medical Conditions Policy](#) for further information

11. What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and students
- If a student has on-going behavioural difficulties, they are monitored by the head of year; they may then be referred to the SENDCo for further assessments, possible intervention and support within school, and where necessary, and with permission from parents/carers, a referral may be made to an educational psychologist
- There is a proactive approach aimed at teaching student's self-awareness and new skills to bring about positive changes to their behaviour
- There is joined up working and regular meetings between the pastoral leaders, the Education Welfare Service and the SENDCo to ensure the needs of more vulnerable students, including those who are Looked After, are monitored and supported
- Attendance of every student is monitored daily by the Attendance Officer
- Lateness and absences are recorded and reported upon to a deputy headteacher; support is provided via an incentive scheme where good attendance is actively encouraged throughout the school; students achieving a high level of punctuality and attendance are invited to participate in an attendance reward trip.
- We have mentors who are attached to each year group who support students who are identified as underachieving/demonstrating poor patterns of behaviour or need support
- We have a behaviour support mentor who works directly with our students who have more challenging behaviour and need personalised support and intervention.

12. How will my child/a child in my care be able to contribute their views?

We are a rights-respecting school; we value and celebrate each student being able to express their views on all aspects of school life. This is usually carried out through:

- Student Voice, which has an open forum for any issues or viewpoints to be raised
- Students who have Pupil Passports and intervention from the SEND department will discuss these with the SENDCo who will ask their views on how staff can help them learn best and succeed
- If your child has an Education and Health Care plan, their views will be sought before any review meetings

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

As a school, we work closely with any external agencies that we feel are relevant to individual student needs within our school including behaviour intervention, health (including GPs; school nurse; clinical psychologists; paediatricians; speech and language therapists; occupational therapists; and the visual and hearing impairment support services), locality teams, CAMHS, social workers, and educational psychologists.

14. What training have the staff supporting students with SEND had (or are currently having)?

- We believe all of our Quality First Teachers are equipped to teach students with SEND with adaptive and responsive teaching; at Norbury High School there is a comprehensive training package and resources are made freely available on a wide range of learning differences. Our staff are in regular contact with the Student Support Faculty and receive frequent guidance from the SENDCo regarding individual students and best practice
- We have Higher Level Teaching Assistants within the Student Support Faculty who have received training in delivering SALT, Numeracy, Literacy, Science and ELSA intervention programmes
- All teaching assistants (TAs) and learning support assistants (LSAs) have been given specialist training in working with students with social, emotional and mental health concerns as well as specialist training in dyslexia, ADHD and autistic spectrum condition to help them to support students in the classroom

15. How will a student be included in activities outside the classroom including school trips?

- All students are included in all parts of the school curriculum, and we aim for all students to be included on school trips; we will provide the necessary support to ensure that this is possible
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised; in the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided within the school environment
- See the [Trips Policy](#) for further information

16. How accessible is the school environment?

Currently the school site is not completely wheelchair-accessible due to challenges of the site layout and the age of some buildings; however, our newer sixth form building is fully accessible and it has lifts with disabled toilet facilities that are also large enough to accommodate changing; we are working with Croydon authorities to introduce ways to make our older buildings more accessible in the future; we have recently modified the site to include three smaller toilets to accommodate a student with achondroplasia (July 2015); we have also added additional hand rails across the school site (July 2016) and have made timetable adaptations to accommodate students with physical needs. We strongly advise that you make a visit to the site and discuss any accessibility needs your child has with our SENDCo before submitting an application. We will always try to make any reasonable adjustments that are within our means and the physical restrictions of the school environment to accommodate your child's needs.

The school aims to find out early in the admissions process if students have specific needs so there is time to make the necessary adaptations and reasonable adjustments where possible and practical to do so.

Please see the [Accessibility Policy](#) for further information.

17. How will Norbury High School prepare and support a student when joining the school and when transferring to a new school?

- We encourage all new students to visit Norbury High School prior to starting when they are shown around the school; for students identified as having SEND, we arrange further visits to assist with the acclimatisation of the new surroundings; at secondary transfer these students are invited in for an additional day to study the core subjects and get involved in some practical and fun activities; this allows us to quickly get to know them and their needs
- If the student has an EHC plan the SENDCo will aim to attend the year 6 annual review to ensure a smooth transition and continuity of care; transition planning may begin in year 5
- We would also aim to visit the student in their current school and talk to the student and key staff to ensure that all their needs are catered for upon transition; this meeting could discuss strengths and challenges, begin to develop relationships and allay any concerns
- If the student has an autistic spectrum condition we encourage the current school to allow them to use a further day to visit and take photos of Norbury High School to create a photograph album; this can make a huge difference to a student for whom transition is potentially going to be a very difficult time
- When students with SEN are preparing to leave us careers support is offered in addition to the universal offer; we aim to arrange additional visits to the schools/Key Stage 5 (KS5) facilities; there are student visits to local providers, support with applications and interviews and raising aspirations
- All students with EHC plans have transition annual reviews from year 9 onwards where aspirations and concrete steps for transition are discussed including liaison with named providers; these are young person-centred reviews with long term and short-term goals and support needed to attain them discussed
- We liaise closely with staff when receiving and transferring students to different schools/provision ensuring all relevant paperwork is passed on and all needs are discussed and understood

18. How are the school's resources allocated and matched to students' SEN needs?

We ensure that all students who have special educational needs are met to the best of the school's ability with the funds available.

19. How is the decision made about what type and how much support my child/child in my care will receive?

The SENDCo will assess the student's needs and decide what support is required following a raising of concerns, or from information at transfer; when decisions are made about the students' level of support, parents will be informed. It is understood that different students will require different levels of support to bridge the gap to achieve age-expected levels, and to meet their needs.

20. How do we know if it has had an impact?

- We track the data of all our students at Norbury High School; the SENDCo regularly monitors the schools data on our students with SEND and ensures that appropriate interventions are put in place if their progress is slow or if there are any other concerns relating to SEND
- Using our school's assessment data and data from intervention teachers, student progress is tracked to monitor that they are making progress academically against national/age expected levels and prior attainment, and to see that the gap is narrowing.
- Regular feedback from the student's teacher, LSAs and TAs.
- All interventions are reviewed within a set timeframe to evaluate impact, outcomes and progress, using the provision map, and following the *Assess, Plan, Do, Review* model; feedback is sought as above to measure whether progress has been observed in other setting
- Students may move off the SEND register when they have 'caught up' or made sufficient progress in their interventions
- There are annual reviews for students with EHC plans where their progress towards outcomes is reviewed

21. Who can I contact for further information?

First point of contact would be the student's form tutor to share your concerns.

You could also arrange to meet the relevant head of year or The SENDCo Mrs Dancy.

The school's [SEND policy](#) is available to view on our website.

The Local Authority SEN Offer with details of activities, information and services for those with Special Educational Needs and Disability is available at:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

22. Norbury High School SEND Complaints procedure

If you have any concerns or questions regarding a student with SEND or the Student Support faculty, please contact The SEND Administrator on 020 8679 0062 (extension 357) or by email at J.Hayden@NHSG.org.uk

Alternatively, please see the [Complaints Policy](#) for further information.

23. Who should I contact if I am considering whether my child/child in my care should join the school?

Contact the school's Admissions Officer, Mrs M.Patel, on extension 204 to seek advice regarding the school's admissions criteria or email m.patel@nhsg.org.uk

Alternatively, you can contact the SENDCo, Mrs Dancy, at A.Dancy@NHSG.org.uk to discuss how the school could meet your child's needs.