



SEND Policy

Review date: July 2025

Next review date: July 2026

Staff resp. for review: TJN/ADY



Norbury High School for Girls SEND Policy

This SEND policy is a key document to support the finest inclusive practice in our school.

It outlines our statutory responsibilities and approaches to ensure that all students including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed through consultation with staff, the SEND governor and will also be shared with all staff, governors and parents of students with SEND, who all may wish to contribute to future updates of the Policy.

This document complies with the statutory requirements and guidance set out in relevant legislation.

The policy is available on our website or hard copies are available from the school office.

Our Special Educational Needs and Disabilities Coordinator (SENDCo) takes overall responsibility for the operation of this policy and coordinating specific provision for students receiving SEND support. Our SENDCo also contributes to the strategic development of SEND provision.

Our SENDCo is currently Mrs Andrea Dancy and can be contacted via email on studentsupport@nhsg.org.uk

This policy will be shared with the governors. It will be reviewed annually, no later than July 2026.

Section 1: Our values and vision in relation to SEND provision

The principles of chapter one of the SEND Code of Practice underpin this policy which reflects and builds on the three principles identified in the guidance:

1. The views, wishes and feelings of the child or young person and the child's parents/carers.
2. The importance of the child or young person and the child's parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
3. The need to support the child or young person, and the child's parents/carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

Aims of this policy:

1. To ensure that responsibility for provision for students with SEND remains an integral part of the whole school provision.
2. Our aim is to ensure that children and young people with SEND can engage successfully in all school activities alongside students who do not have SEND, including making reasonable adjustments for those students with a disability so that they have good access to the curriculum and wider school learning environment.
3. At Norbury High School, we are committed to working in close partnership with parents/carers, Croydon LA and other key agencies so that the needs and strengths of each student with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.
4. We will endeavour to ensure there is a high level of staff expertise to meet students' needs through continued professional development.
5. We are determined to promote independence and resilience in students with SEND so that they are well prepared for transition to adulthood.

Section 2: Admission arrangements for students with SEND

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage students with a disability or SEN.

The Code of Practice requires a school to admit all students who have an Education Health and Care (EHC) plan where it has been requested by parents/carers, as their school preference and named by the local authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

1. It would be unsuitable for the age, ability, aptitude or SEND of the child, or the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.
2. The LA will work closely with the school so that any decisions on placement for a student with a Statement or Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Croydon Special schools.
3. The SENDCo in collaboration with parents and other key agencies will ensure appropriate provision is in place to support students with SEND entering the school (See Section 6: Transition).

Section 3: Identifying special educational needs

The school uses the definition of SEN and disability as set out in the SEND Code of Practice 2014 and The Equality Act 2010 (Appendix 2).

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

1. Review of skills and attainment when students join the school, considering information from any previous settings or agencies as appropriate.
2. Termly tracking of all students to monitor rates of progress and attainment.
3. Concerns raised directly by parents/carers, or other agencies.
4. As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

5. In determining whether a student may have SEND, consideration will also be given to other factors which may be affecting achievement including:

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a student requires additional SEND support the SENDCo and class teacher will review current arrangements to meet the student's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

Section 4: Meeting the needs of students with SEND

When it is evident that a student will require higher-level and more tailored support than is available from everyday teaching, we will offer **Additional SEND Support**. Parents/carers will be formally notified that the student will receive this additional support and be placed on the **SEND register** where his/her progress and provision can be monitored more closely.

Once identified as requiring additional SEND support, students will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the [SEND Code of Practice](#). Depending on the needs of each student, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The SEND register

The register provides an updated record of all students receiving additional SEND support so that:

1. Progress and achievements of students with SEND can be more closely monitored.
2. There is an overview of the range and level of need across the school.
3. School provision reflects and is responsive to the current profile of need.

The Graduated Response

ASSESS:

Once identified as requiring additional SEND support, a more detailed assessment of the student's needs will be carried out. This will include discussions with parents/carer, teachers and the student. It may draw on assessments and reports from external agencies involved with the student such as a speech and language therapist.

The SENDCo may also carry out more diagnostic assessments of needs in key areas of difficulties. Each student's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction;
2. Cognition and learning;
3. Social, emotional and mental health difficulties; and
4. Sensory and/or physical needs.

The school recognises that it is highly likely that the needs of individual students will overlap across one or more of these areas of need, or that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

1. Be outcome focused with the desired benefit or impact of any intervention being clearly identified. This in turn supports the evaluation of any provision.
2. Where appropriate, outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
3. Highlight the ways parents can be involved to reinforce and contribute to progress outside of the school.

4. Give details of the role and input of external agencies when they are involved with a student – to be recorded on individual Pupil Passports. Parents will receive a copy of this passport and details of the date when it will be reviewed.
5. Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any teaching strategies and approaches that have been agreed.

DO:

Class/subject teachers, with the support of the SENDCo will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with students when this is appropriate. Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the students' needs are more complex, and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

1. Impact of each element of the intervention towards the identified outcomes,
2. Students' responses to the support and view of their progress where this is applicable,
3. Views of parents/carers and specialist agencies, and
4. Next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENDCo will make a referral to a specialist agency.

A full list of external agencies the school uses to support the progress and welfare of students with SEND is included in Appendix 3.

Removal from the SEND Register

If a student makes good progress and achieves the outcomes set, they will no longer require additional SEND support and their name will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all students.

Locality support

If a student is identified as having SEN needs that are outside of the resources available within the school we will in the first instance make a case at Locality for local short term top up funding to put in place the required support. This support is reviewed after two terms to measure impact. Where interventions have been successful a student may cease to receive Locality support, if the student requires further intervention a second locality bid will be raised or an application for an EHC plan will be prepared and submitted to the local authority for long term funding and support for the students additional needs.

Education, Health and Care (EHC) plans:

The additional needs of most of the students with SEND at Norbury High School will be met by interventions and resources from the school or through Locality. In a few cases the students with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENDCo, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education, Health and Care (EHC) plan.

Full details of the process for requesting an EHC plan can be found on the [Croydon Local Offer](#) website (details in Appendix 3).

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, considering the views and contributions of parents/carers, teachers, students, and external agencies.

Section 5: Meeting the needs of students with medical conditions

In compliance with revised statutory guidance, arrangements are in place to ensure that any student with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in Individual Health Care plans. **Heads of years are responsible for the medical needs of the students in their year group.** Please contact your child's head of year directly if you need to raise a medical concern with the school.

The health plans will detail the type and nature of support that will be available. The plans will also be:

1. Produced through collaboration with parents, the student as appropriate, and health professionals (where possible);
2. Shared with all relevant staff; and
3. Reviewed to reflect changing needs and support.

Staff who have responsibility to support a student with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties, please see the [First Aid and Support for Students with Medical Conditions Policy](#) for further information.

Section 6: Transition arrangements

Arrangements to support students with SEND moving into the school or moving to a different school/school.

The school is proactive in seeking to ensure that there is a successful transition between phases of their education and this is a key responsibility of the Head of Year 7, Ms Natalie Joyce, and the SENDCo, Mrs Andrea Dancy.

For students identified as having SEND at Key Stage 4 (KS4), the SENDCo or SEND administrator will contact the new school/ College to share relevant information. Where the child has significant needs or has an Education Health and Care Plan, there will be a formal transition meeting with parents/carers, students, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

Students will be offered enhanced careers education advice from the Careers Coordinator.

Section 7: Funding and resources

Each year the school receives additional funding from the Local Authority to facilitate the needs of students requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of students entering the school and levels of deprivation.

The school leadership team, through consultation with the SENDCo and governing body, decide on how this funding will be deployed to meet the range and level of need for students with SEND across the whole school. This is a finite sum and consequently it cannot be adjusted through the year to take account of any changes in the cohort of students with SEND.

Section 8: Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the students with a range of SEND within everyday teaching. We also have a team of staff with more specialist skills to support and deliver interventions for students with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of any individual or group of students with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the school's approach to supporting students with SEND.

The SENDCo attends the termly Croydon briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision. They are also an active member of the local cluster network and present students at Locality for advice and funding support.

Section 9: Roles and Responsibilities

- Head of Inclusion/Deputy Designated Safeguarding Lead - Mrs T. Jackson
- SENDCo – Mrs A. Dancy
- SEND administrator - Ms A. Phipps
- HLTA for Literacy – Ms M. Amin
- HLTA for ELSA and Science – Mrs R. Jayaram
- HLTA for Numeracy – Mr J. Igeyn
- Speech and Language Assistant – Ms M.Thorpe-Mott
- Learning Support Assistants – Mrs O. Akintokun, Ms B. Jimoh, Mrs F. Khan, Ms L. Nobrega, Ms U. Rajah, Ms S. Reid, Mrs J. Shepherd, Ms A. Rehman, Ms M. Sheppard
- Mentor – Ms O. Carty
- Counsellor/Family Therapist - Ms M.Reid
- Head of English as an Additional Language (EAL) – Mrs K. Leslie
- Teacher of English as an Additional Language – Mrs K. Meza-Lancellotti
- EAL assistant - Ms A.Qamili

The SENDCo

The SENDCo has the day-to-day responsibility for the operation of the SEND policy and the provision in the school. This includes the line management of the HLTA team who give support to individuals and groups of students with SEND.

The SENDCo provides guidance and support to all staff in relation to meeting the needs of students with SEND. The SENDCo has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for students with SEND. The SENDCo will also take a key role in supporting the transition of students with SEND to different settings.

The Governing Body

The code of practice states that there should be a member of the governing body or a subcommittee with specific oversight of the school's arrangements for SEND. The key duties of the governing body are to ensure that the SEND policy is implemented and that it is effective in ensuring that students with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside students with no SEND.

The governing body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively, and the views of parents and students are fully considered.

The Lead Governor for SEND at Norbury High School is Ms Monika Mclvor (Wandle Learning Trust)

The lead governor will meet with the SENDCo to review and evaluate effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the governing body's cycle of meetings.

Other key staff who are actively involved in supporting SEND provision include:

- **Lead teacher for effective deployment of Pupil Premium funding: Mrs M. Hayden (Headteacher)**
- **Senior Designated Safeguarding Lead: Ms C. Rollins**
- **Senior Designated Safeguarding Lead (Operational), Director of Pastoral and Attendance: Ms J. Campbell**
- **Deputy Designated Safeguarding Lead/Pastoral Support: Ms C. Coombs**
- **Deputy Designated Safeguarding Lead for 6th Form - Ms E Nicholls**

Section 10: Monitoring and evaluating SEND provision

The school undergoes an active process of continual review and improvement of provision for all students, including students with SEND.

In evaluating the quality of the SEND provision, the school will consider a range of evidence including looking at the level of achievement of students with SEND compared to standards achieved by this group nationally, case studies for groups and individual students, monitoring of interventions and views and feedback of parents and students.

Section 11: Dealing with complaints

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the form tutor or head of year with further discussion with the SENDCo as required.

Where these initial attempts to resolve the issue are unsuccessful, parents will be encouraged to seek advice and support from the local parent SEN information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist attached to the school who is Anne Moore.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon Local Authority but operates independently. They can provide a quick and non-adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the school complaints procedure.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEN team. Parents will be contacted directly to receive information about the mediation services available.

Section 12: Anti-bullying

We recognise that students with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All students with SEND have a named adult to report any incidents of bullying to**.

Through careful monitoring of bullying incidents and regular review of anti bullying policies and practices within the school community, we ensure our effectiveness in reducing and responding to bullying.

*(**Reflects best guidance set out in by Achievement For All and Anti-bullying Alliance in Reducing the Impact of Incidence of Bullying on Learners with SEND 2013.)*

Section 13: Disability access arrangements

In compliance with the duties set out in the [Equalities Act 2010](#) the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of students.

This includes action to:

1. Increase participation in the curriculum;
2. Making improvements to the school environment to enable students with disabilities to benefit from all school facilities and extracurricular opportunities; and
3. Improve access to a range of information.

Our accessibility plan can be found on the school website.

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and Families Act 2014. It is written with reference to the following legislation and documents:

1. [Special educational needs and disability code of practice 0-25;](#)
2. [Equalities Act 2010;](#)
3. [School Admissions Code of Practice;](#)
4. [Supporting students at school with medical conditions](#) (December 2015);
5. [Schools Complaint Toolkit 2014;](#)
6. [The National Curriculum;](#)
7. [Teachers' Standards 2012;](#)
8. [Working together to safeguard children](#) (2023).

Croydon's local offer for SEN:

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

Appendix 2: Definition of Special Educational Needs

SEND Code of Practice 2014

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:

1. A significantly greater difficulty in learning than the majority of other students of the same age.
2. 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 or post-16 institutions.

Equality Act 2010

A disability 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:

1. Sensory impairments such as those affecting sight and hearing.
2. Long-term health issues such as asthma, epilepsy, diabetes, and cancer.

Appendix 3: Links with Local and National Services and Organisations to Support Implementation of the SEND Policy

[Croydon Educational Psychology Service](#) Tel: 020 8241 5460

Croydon CAMHS Tel: 020 3228 0000

<http://www.slam.nhs.uk>

<http://www.croydonhealthservices.nhs.uk>

[Occupational Therapy](#) Tel: 020 8274 6854/50

[Children's Physiotherapy](#) Tel: 020 8274 6853

[Speech and Language Team](#) Tel: 020 8714 2594

[Community Paediatricians](#) Tel: 020 8401 3982 (option 1)

[Peripatetic Visual Impairment Service](#) Tel: 020 8760 5784

[Peripatetic Hearing Impairment Service](#) Tel: 020 8760 5783

[Croydon Locality Early Help](#) earlyhelp@croydon.gov.uk

[The Beckmead trust](#) Tel: 0203 772 8805

Primary Inclusive Practice Forum Tel: 020 8726 6162

Valerie.Burrell-Walker@croydon.gov.uk

Secondary Inclusive Practice Forum Tel: 020 8726 6162

Valerie.Burrell-Walker@croydon.gov.uk

SENDIAS (SEND support for parents & carers) Tel: 020 3131 3150

parentssupportherts@familylives.org.uk

Contact a Family Tel: 0808 808 3555

<http://www.cafamily.org.uk/advice-and-support/>

Council for Disabled Children 020 7843 1900

<http://www.councilfordisabledchildren.org.uk/>