NORBURY HIGH SCHOOL for GIRLS

The SEND Information Report

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Norbury High School for Girls
SEND Information Report

‘The Year of Excellence for Every Girl, Every Day’

Norbury High School for Girls is a diverse community where all students and staff are valued as individuals. We take pride in our cultural richness and prepare 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 thrive and achieve. We aim to provide equity of access and opportunity to all areas of the curriculum, removing barriers to achievement. Students are assessed early, and progress is reviewed frequently to ensure that learning is supported, adapted and differentiated appropriately. Where required, additional targeted intervention may be offered after an assessment by the SENDCo to support the academic and social progress of our SEND students. We aim to enable all students to live full and active lives. Our aim is that every student in our school will fulfil their maximum academic and social potential, developing the resilience and adaptability required to have a bright and successful future.

The SENDCo is Mrs Alison Sole.

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

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

The SEND Administrator is Ms Amanda Phipps.

The SEND Administrator can be reached by by email: sendsupport@nhsg.org.uk

By Phone: **020 8679 0062, extension 174**

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 Approach**

At Norbury High School for Girls we currently provide additional support and/or provision in the four broad areas of need, including:

- Communication and Interaction needs, for example ASC (Autistic Spectrum Condition), situational mutism, speech and language difficulties
- Cognition and Learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, Emotional and Mental Health difficulties, for example ADHD (Attention Deficit Hyperactivity Disorder), SEMH (Social, Emotional Mental Health Difficulties) and anxiety
- 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 the student's primary/previous school for pertinent information.
- At the student's point of entry into the school, we carry out CAT4 Testing (Cognitive Ability Tests), as well as testing reading ages.
- We may conduct further screening for factors such as speech and language difficulties or if the student is performing significantly below expected levels. *Please note that slow progress and low attainment does not automatically mean a student will be recorded as having SEND.*
- Concerns raised by parents or carers.
- 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 about physical or sensory concerns.
- Health diagnosis through a paediatrician.
- Diagnosis from an educational psychologist recognised by the school. Please note that we will take into account assessments or advice made by professionals in private practice, but we would strongly recommend having 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?

- We pride ourselves at Norbury High School on building positive relationships with parents/carers; 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.
- 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?

- We use the 'Waves of Intervention' Model to support our students, which is systematically implemented in our Assess Plan Do Review (APDR) process.

  Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adapted work and creating an inclusive learning environment.

  Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of students with similar needs.

  Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

- Every subject teacher is a 'teacher of SEND'; they will oversee, plan and work using Quality First adaptive teaching strategies as the universal offer for all students (Wave 1 provision). They are also involved in the Assess Plan Do Review (APDR) process, making adaptations in the classroom for barriers to be identified and removed early, and reviewing this regularly with the guidance of the SENDCo.
- Students who meet the Wave 2 criteria may be provided with Individual Student Passports (ISP) to support their learning; these passports are based on professional advice, co-produced with input from the student and parent/carer feedback. They provide strategies and guidance for all staff who work with your child and are reviewed at least annually (or as required) by the SENDCo.
- Where appropriate for your child's needs, there may be a Learning 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 Review (APDR) 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.
- Subject teachers act on the guidance of the SENDCo, but are ultimately responsible for ensuring that expected progress is made by every student (including students with SEND).
- The SENDCo oversees all intervention and progress of any student requiring additional support across the school.

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 email communication outlining the purpose and duration of the intervention.
- The SENDCo 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 Administrator at: sendsupport@nhsg.org.uk

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

- The Assistant Head of Inclusion and 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 SEND governor liaises with the Assistant Head of Inclusion and the SENDCo, reporting to the local governing board, to keep all parties informed.
- The local governing board agrees 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 targeted at an appropriate level of challenge and ambition 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
- Continuous Professional Development (CPD) and training are given to all staff on effective adaptive teaching strategies for use in the classroom.
- All staff are made aware of students' needs on the SEND register and where applicable, their Individual Student Passport (ISP) . 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?

- 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/SEND Administrator will respond promptly to any emails or telephone

calls they receive. You are welcome to contact the SEND admin throughout the year at sendsupport@nhsg.org.uk with any enquiries regarding your child's support.

- You can make an appointment to meet with your child's form teacher, class teacher, Head of Year or the SENDCo to discuss your child's progress; we also offer advice and practical ideas to help you support your child at home through parent/carer workshops.
- We may use our parent portal on Arbor 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 an Individual Student Passport (ISP); 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/carers are welcome to contact the SENDCo for feedback or to request a meeting in person.
- If your child has complex SEND that requires them to have an EHCP (Education Health Care 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.

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, observing and monitoring 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, CAT4 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 Assistant Head for Achievement; this will be discussed with pastoral staff and the SENDCo; staff can also raise concerns directly to the SENDCo through the 'staff cause for concern' referral form.
- In the progress meeting, discussions take place concerning why any individual student is 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 (APDR) cycle of planning and evaluation; parents/carers will be informed of any interventions that are to commence and the student will be added to the SEND register; where appropriate an Individual Student Passport (ISP) will also be drawn up and shared with teaching staff.

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 girls' school; where we prioritise the well-being of our students. We recognise the need to nurture our students' self-esteem and we have a caring, understanding pastoral team to look after our students.
- The Head of Year has overall responsibility for the pastoral and social care of every student in their year group, including those who are Looked After Children (LAC). Regular meetings are held with the SENDCo for further advice; which may involve working alongside outside agencies such as NHS services, or Social Workers.
- The school has pastoral leaders for Key Stage 3 (Years 7-9), Key Stage 4 (Years 10-11) and Key Stage 5 (6th Form).
- The school also has a dedicated Therapy team who work in the Regina Khan Centre to deliver a range of social, emotional and mental health (SEMH) therapies for our vulnerable students 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, including the statutory allergy awareness and epilepsy training which are done annually.
- 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 trauma-informed approach to dealing with students' behaviour. Alongside this approach, there are clear expectations for staff and students, reward systems and sanctions.
- If a student has on-going behavioural difficulties, they are monitored by the Pastoral team. If SEND needs are suspected they will be referred to the SENDCo for further assessments, possible intervention and support within school. In addition, where necessary, and with permission from parents/carers, a referral may be made to an educational psychologist (EP) for further advice and strategies.
- There is a proactive approach aimed at teaching students self-awareness and new skills to bring about positive changes to their behaviour.
- There are joint working and regular meetings held between the pastoral leaders, the Education Welfare Service and the SENDCo to ensure the needs of more vulnerable students, including our students with SEND and students who are Looked After Children (LAC), are monitored and supported.
- Attendance of every student is monitored daily by the Attendance Officer.
- Lateness and absence figures are recorded and reported to the Deputy Head of Pastoral and Learning; 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.

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

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 Individual Student Passports (ISPs) 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 (EHCP), 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 relevant external agencies pertaining 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), Child and Adolescent Mental Health Services (CAMHS), social workers, and educational psychologists.

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

- Our teachers have been trained to teach students with SEND using adaptive and responsive teaching strategies; at Norbury High School there is a comprehensive training package and resources are provided to meet a wide range of learning needs. Our staff are in regular contact with the Inclusion Faculty and receive frequent guidance from the SENDCo regarding individual students and best practice.
- We have Higher Level Teaching Assistants (HLTAs) within the Inclusion Faculty who have received training in delivering SALT, Numeracy, Literacy, Science and ELSA intervention programmes.
- All 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 (Attention Deficit Hyperactive Disorder) and ASC (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; it has disabled toilet facilities that are large enough to accommodate changing and a lift to all floors. We are continuously working with Wandle Learning Trust (WLT) and Croydon authorities to introduce ways to make our older buildings more accessible; we have recently modified the site to include ramps into the main teaching blocks and have also 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 to increase physical access to the school and 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 EHCP, 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.
- 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 KS5 providers, support with applications, interviews and talks on 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/carers 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 and LSAs.
- 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?

The 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.
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 Inclusion Faculty, please contact The SEND Administrator on 020 8679 0062 (extension 174) or by email at sendsupport@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
Contact the SENDCo, on extension 339 or email: sendsupport@nhsg.org.uk to discuss how the school could meet your child's needs.