



The SEND Information Report

**Amendments during first & subsequent
lockdown periods**

**Amendments to practice during
subsequent lockdown periods**

Review date: March 2021

Next review date: June 2021

Staff resp. for review: SGW

Norbury Manor Business and Enterprise College for Girls SEND Information Report

**NOTE: PLEASE ENSURE YOU HAVE READ THE COVID-19
ADDENDUM ON THE FINAL PAGE OF THIS DOCUMENT**

Mission statement

Norbury Manor 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 Manor we believe all students have the right to achieve their maximum academic and social potential. We aim to provide equality of access and opportunity to all areas of the curriculum. Students are assessed early to ensure that learning is supported and differentiated to ensure good progress is made by all students. We aim to enable all students to live full and active lives. We promote the value of knowledge and push every student to fulfil their academic potential.

The Head of Learning Support and SENDCo is Ms S Gwynn. She can be reached on 020 86790062, extension 249 or by email on sgwynn4.306@lgflmail.org

Frequently asked questions

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

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

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

- Communication and interaction, for example autistic spectrum disorder, Asperger's Syndrome, 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 as having special educational needs through a variety of ways including the following:

- Liaison with primary school/previous school
- Testing (Cognitive Ability Tests, reading ages and spelling ages) information is gathered at a student's point of entry into the school
- Student is performing below expected levels – slow progress and low attainment will not automatically mean a pupil is 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)
- Liaison with external agencies i.e. physical or sensory concerns
- Health diagnosis through a pediatrician

This has continued during lockdown. The school has continued to receive communication from external agencies and primary schools

3. 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 – firstly contact your student's form tutor or the head of year or the Special Educational Needs and Disabilities Coordinator (SENDCo)

We pride ourselves on building positive relationships with parents and carers; we will organise a meeting to discuss your concerns

This can be done while remote learning is taking place with email contact.

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

- Our Head of Learning Support, Ms Gwynn, oversees all support and progress of any student requiring additional support across the school
- The class teacher will oversee, plan and work with each student with SEND in their class to ensure that progress in every area is made
- There may be a Learning Support Assistant (LSA) working with your student either individually or as part of a group
- If an SEN intervention is put in place, it will be time-bound and have specific outcomes, following the Assess, Plan, Do and Review cycle; parents/carers will be informed in writing

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- A student passport will be developed based on professional advice and input from the student to provide strategies and guidance for all staff who work with the student

This has continued while remote learning is taking place with email contact, through support in google classrooms and the google drive so all information can be accessed remotely whilst being stored securely

4. Who will explain this to me?

- You receive a letter if your daughter is receiving additional intervention explaining that your child will be on the SEN register and outlining what the intervention is and how long it will run for
- The form teacher will meet with parents at parents' evening
- The SENDCO is also available on these days and will be pleased to discuss any aspect of your student's progress with you; please make an appointment for a meeting or email/call at any other time

Correspondence is continuing while remote learning is in place via email and Virtual Parents evenings. The SENCo is always available given the school's open door policy for further conversations.

5. How are the governors involved and what are their responsibilities?

- The SENDCO reports to the governors 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 governors' together, to keep all informed
- The governors agree priorities for spending within the SEND budget with the overall aim that all students receive the support they need in order to make progress

This is continuing during remote learning

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

- All work within class is pitched at an appropriate level so that all students are able to access according to their specific needs
- The benefit of this type of differentiation is that all students can access a lesson and learn at their 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 differentiation when teaching
- All staff are aware of the student's needs through the student

passport • Please also see the school's Accessibility Policy for further information

Staff continued to differentiate in online classrooms during remote learning.

Advice has been shared with staff on how to tailor the lessons with SEN students in mind. Exam access arrangements continue to be put in place for those who need them as a normal way of working and in assessments.

Risk assessments have been carried out for students with EHCPs.

Remote learning has been an advantage to some students who have been able to work at their own pace and time when live lessons are not taking place. The use of captions or subtitles, the ability to change fonts or slide colours and have audio support and fewer distractions has also proved helpful to some during remote learning.

Blended learning - of remote and in person- has continued while the school was partially opened, with staff and students accessing live lessons which are also available online for students and staff isolating at home during the pandemic

7. How will I know how my child 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/the child in my care's progress?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the form teacher, class teacher, head of year or SENDCo and discuss how your student is getting on; we can also offer advice and practical ways that you can help your student at home
- We believe that students' education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your student has complex needs; the SENDCo will respond to any emails or telephone calls
- We use the students' planners as a means of communication but where there is a need for more detailed feedback we may contact you through email or telephone conversation.
- If a student is on the SEN register they will have a student passport; this is discussed at parents' evenings or on request; parents/carers are kept informed of the support and interventions that the student is having in writing and these are reviewed on a regular basis
- If your child has complex SEND they may have an Education and Health Care Plan (EHCP) which means that a formal meeting will take place every year to discuss the student's progress and a report will be written
- You will receive regular reports throughout the year; there is a parents' evening and key stage and transition evenings you can attend; there may also be ad hoc coffee morning/information sessions to discuss specific needs

[This is continuing via emails, virtual meetings and parents evenings and online annual reviews](#)

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 reading and spelling 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 through the SEN referral form and discussions with the SENDCo
- In this meeting a discussion takes place concerning why individual students are experiencing difficulty and what further support can be given to aid their progression

- If SEN intervention is planned 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 SEN register; a student passport will be drawn up with the student.
- When the student passport is reviewed, there will be a review of 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 does make progress; parents will be informed in writing to changes in SEN support, including end of intervention

Some interventions during the pandemic have been paused due to social distancing/crossing of bubbles and not being able to run virtually, such as the *Welcome Room* lunch club.. Others, such as reading groups, learning support Google classrooms, after school support sessions, EP assessments, mentoring, CAMHS sessions and Speech and Language intervention have continued remotely.

Student Voice surveys continued during periods of remote learning, with support during morning registration periods carried out each morning on google meets. Phone calls home have continued to praise and reward and raise any concerns regarding difficulties accessing the curriculum.

Teaching Assistants and Learning Support Assistants have also been attending in google classrooms, and offering support in additional extra sessions for students on the SEN register

Mock assessments are carried out remotely via the Inspera software, to ensure COVID secure learning, anonymous marking, and a level playing field for all students in year 11, 12 and 13, in line with government and exam regulatory advice for CAG during the pandemic - any access arrangements have continued

9. What support will there be for my child/child in my care's overall wellbeing? 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 mentors who work alongside the heads of year
- The mentors are available to work with vulnerable students and their parents during the school day

All of the above continued to run remotely via google classrooms during all lockdowns.

A new LAC and Family Liaison Officer was appointed in June 2020.

The post of Behaviour Support Officer was created in 2020.

There are Mental Health First Aiders from September 2020

Following the return to school in June 2020, a Wellbeing Room was established in the Learning Support area to offer support. This initiative was highly praised by the EPS.

ELSA intervention has also continued remotely, with specialist materials being sent home, and phone calls to identified students

Our therapy dog has continued his visits into school, and has been available to offer moral support and a listening ear to those attending

There have been regular student surveys to establish and support well-being

In December 2020 a Social worker was seconded to the school as part of a DFE funded project focusing on prevention and early intervention

Assemblies are run virtually tackling concerns relevant to each year group, such as exam stress, Black Lives Matters, returning to school, etc

Referrals continued to SEaDS, CAMHS and MHST. Meetings continued remotely via TEAMS or Zoom facilitated by the Learning Support Department.

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

- Parents need to contact the student's head of year if medication is recommended

- by health professionals to be taken during the school day
- On a day-to-day basis, Mrs M Patel oversees the administration of any medicines
- 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

A new medical officer, Mrs Patel, was appointed in December 2020

The SENCO continued to liaise with external agencies supporting students with medical needs such as Diabetes, brain injury and narcolepsy during all periods of remote learning, and liaised with HoY, parents, pastoral leads and students as necessary

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, students 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 on teaching students awareness and new skills to bring about any positive changes to behaviour
- There is joined up working and regular meetings between the pastoral leaders, the Education Welfare Service and Learning Support staff to ensure the needs of more vulnerable students, including those who are Looked After, are monitored and supported
- Attendance of every student is monitored on a daily basis 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 had many successes where families whose children were struggling with lateness in their primary school find that their students are keen to arrive in school on time when they come to Norbury Manor
- We have mentors who are attached to each year group who support students who are identified as underachieving/demonstrating poor patterns of behavior or

are in need of support

During periods of lockdown and when schools were closed, students were expected to attend all lessons online. Their attendance has been monitored in every classroom by their teachers through registers (as if they were in usual lessons) on google classrooms. Those who were absent from the sessions have been contacted by pastoral leaders, and persistent non- attendance followed up by the pastoral teams. There have obviously been issues due to the pandemic, and these have been sensitively dealt with on a need to know basis by the pastoral staff, including referral to outside agencies.

Behaviour challenges online are dealt with following normal school policies with consistency being applied

Teachers have been directed to leave a supportive message to individual students who miss their lessons online, in addition to standard procedures

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 student passports and intervention from the Learning Support department will discuss these with staff from the department to ask their views on how staff can help them learn best and succeed
- If your student has an Education and Health Care Plan, their views will be sought before any review meetings

Phone calls to students as part of the rota by LSAs/TAs continue to ask students how they are learning remotely, what helps them, and what challenges they face. This information is shared with teachers, HoY, SENCo and other staff as appropriate.

Annual review took place when the school was open briefly during lockdown, and all student views are taken into account, with support where needed from support staff so students can appropriately and confidently have their voice heard.

Student surveys and well being surveys were used throughout the pandemic and remote learning so students have been able to contribute their views

They are also able to meet remotely with their form tutors every morning, with specific times available for personal conversations online if needed

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, social workers and educational psychologists

All interventions and relationships with external agencies have continued during the pandemic with virtual meetings. Referrals have also continued

An urgent face to face EP assessment was completed under COVID secure conditions in January 2021

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; there is a comprehensive training package and resources on many learning differences are freely available for all our staff, and they are in regular contact with the Learning Support Department regarding best practice.
- We have a Higher Level Teaching Assistant within the Learning Support department who has had training in delivering speech and language programmes
- We have a Network Manager who is able to train staff and students in the use of the ICT programme 'Read and Write Gold'
- All TAs and 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 on autistic spectrum disorder to help them to support students in the classroom

Training has continued during the pandemic with online training, including on topic such as Restorative Justice, IDL, adaptive technology from LGFL.

The school has been using The National College to support training for staff.

All training has been been run online

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 successful
- 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 in the school
- See the [Trips Policy](#) for further information

There have been no activities outside virtual classrooms during the pandemic

16. How accessible is the school environment?

Unfortunately the school site is not completely wheelchair accessible as funding for this was withdrawn; 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)

The school aims to find out early in any admissions process if students have particular needs to make necessary adaptations and reasonable adjustments as far as is practically possible

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

One student started in September 2020 with mobility issues. An assessment of the site was completed in conjunction with Occupational Therapy, and reasonable adjustments made, including access to the lifts on site, timetable adaptations, and support staff allocated. Feedback from her and her parent show that they are satisfied with adjustments put in place.

17. How will the school prepare and support a student when joining the

school and transferring to a new school?

- We encourage all new students to visit the 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 acclimatization 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; at this point we aim to begin to get to know them and their needs
- If the student has an Education and Health Care 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 disorder we encourage the current school to allow the student to use a further day to take photos and then create a photograph album; this can make a huge difference to students when 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/KS5 facilities; there are student visits to local providers, support with applications and interviews and raising aspirations
- All students with EHCPs 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

This was done through virtual presentations during lockdown for year 6s coming in September 2020. Standard procedures have continued to ensure student and parent/carer voice is included in all their needs, opinions and wishes are heard.

Careers support has continued through virtual meetings

There has been liaison with staff and parents, carers in primary and with SEN Croydon for students with EHCPs coming in September 2021. Staff from NM will attend the transition reviews for those Year 6s,

Close liaison has continued virtually with KS5 providers for the students with EHCPs transferring in September 2021

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

This has continued during remote learning. We have ensured that student needs continue to be met with our best endeavours remotely

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

The SENDCO will discuss the student's needs and what support will be needed following a raising of concerns, or from information at transfer; when decisions are made about the students' level of support, parents will be informed

- Different students will require different levels of support in order to bridge the gap to achieve age-expected levels, and to meet their needs

This has continued during periods of lockdown

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

- We track the data of all our students at Norbury Manor; the SENDCO regularly monitors the data of the students with SEND through Pupil Progress meetings and ensures that appropriate interventions are put in place if their progress is slow or if there are any other concerns
- Where possible support will be allocated to subject areas where students are having difficulties to ensure that they are able to make progress; any intervention run through the Learning Support department will not see them withdrawn from core subjects or PE
- At pupil progress meetings, students' progress is tracked to see if the student is making progress academically against national/age expected levels and prior attainment, and to see that the gap is narrowing (that they are catching up to their peers, or their expected age/levels)
- There will also be verbal feedback from the teacher, LSAs and TAs parent and student
- All interventions are reviewed within a set timeframe to review 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 of the SEND register when they have 'caught up' or made sufficient progress in the interventions
- There are annual reviews for students with EHCPs where their progress towards outcomes is reviewed

[This has continued during lockdown](#)

There is a period of transition/settling during school reopening. Staff will be aware of gaps and the register is reviewed termly with impact and any additional needs reviewed to ensure the appropriate provision is put in place.

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 Ms Gwynn, 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>

[This has continued during lockdown](#)

22. Norbury Manor SEND Complaints procedure

If you have any concerns or questions regarding your student with SEND or the Learning Support faculty please contact Mrs Natrass on 020 86790062 (extension 357).

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

[One complaint was raised and investigated during the pandemic.. External investigations found the school had followed all procedures and there was no case to answer](#)

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 A. Rehman, on extension 204 to seek advice regarding the school's admissions criteria.

Alternatively, you can contact Ms Gwynn to discuss how the school could meet your child's needs.

This remains the case during lockdown

COVID-19 ADDENDUM: September 2020

Due to circumstances outside the school's control, there may be adjustments or suspension to the provisions, staffing and availability of external agencies in school due to pandemic restrictions, remote learning or lockdown because of Covid-19. Please contact the SENDCo for further information.