



## **The SEND Information Report**

**Review date: June 2021**

**Next review date: June 2022**

**Staff resp. for review: ADY**

***Realising potential, nurturing leaders of the future***

# Norbury High School SEND Information Report

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

**(Amendments to practice during any future lockdown periods are in green.)**

## 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 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 Mrs A Dancy. She can be reached on 020 8679 0062, extension 339, or by email: [adancy1.306@lgflmail.org](mailto:adancy1.306@lgflmail.org).

## 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, as well as testing current reading and spelling ages
- Whilst in the school we will conduct further screening; if the student is performing significantly below expected levels – slow progress and low attainment will not automatically mean a student 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)
- Concerns raised by the student
- Liaison with external agencies i.e. physical or sensory concerns
- Health diagnosis through a paediatrician

## **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 – contact your child's form tutor and make them aware of your concern. Your child's form tutor will put you in touch with the head of year or the Special Educational Needs and Disabilities Coordinator (SENDCo) for further support. You are also welcome to contact 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 where appropriate

In the event of a future lockdown this will be achieved through email and online meetings.

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

- The SENDCo and Head of Learning Support, 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

- 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 a 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 to seek consent for any interventions and will be informed of the outcomes
- A Pupil Passport will be developed to support the child; these are based on professional advice, parent/carer feedback and input from students to provide strategies and guidance for all staff who work with them

This process would continue during any period of lockdown/remote learning using email and online conferencing tools. In addition, support would continue using Google platforms such as Google Classrooms and Google Drive where all information can be accessed remotely whilst being stored securely.

#### **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 explaining that they will be on the SEND register and outlining what the intervention is and how long it will run for
- The form teacher will meet with you at parents' evening
- The SENDCo is also available on these days and will be pleased to discuss any aspect of your child's progress with you; please make an appointment for a meeting or email/call at any other time

Correspondence would continue during a future lockdown via remote learning, email and virtual parents' evenings. The SENDCo is always available for further conversations.

#### **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 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

This would continue in the event of a future lockdown.

**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, including those with SEND, can access it according to their specific needs
- The benefit of this type of differentiation 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 differentiation when teaching
- 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

In the event of a future lockdown/period of remote learning staff should continue to differentiate in online classrooms as they do at school. Advice has been shared with staff on how to tailor the lessons with SEN students in mind. Exam access arrangements would continue to be put in place for those who need them as a normal way of working and in assessments.

Risk assessments will be carried out for students with Education, Health and Care plans (EHC plans) and where possible the school will offer in person teaching for our more vulnerable students.

Remote learning can be an advantage to some students with SEND who are 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; have audio support; and fewer distractions can also be helpful to some during remote learning.

**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 the students' planners 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 telephone conversation
- If a student is on the SEND register they will have a Pupil 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 that requires them to have an Education and Health Care plan (EHC plan) a formal meeting will take place every year to discuss their progress and update their support; a report will be written detailing the agreed outcomes of this annual review
- 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

In the event of a future lockdown this will continue via email, virtual 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 the progress 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 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; a Pupil Passport will 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

In the event of a future lockdown some interventions may have to be paused due to social distancing or because they are not possible to run virtually, such as the Welcome Room lunch club. Most others, such as reading groups, learning support Google classrooms, after school support sessions, EP assessments, mentoring, CAMHS sessions and Speech and Language intervention will continue remotely when possible.

Teaching assistants and learning support assistants will continue to offer support during lessons in google classrooms. They will also offer enhanced support in additional extra sessions for students on the SEND register. Any assessments that are carried out remotely will take into consideration the access arrangements of students on the SEND register to ensure equality of access.

**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 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 would continue to run remotely via google classrooms during

any future lockdown.

## **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, Mrs M Patel oversees 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

The SENDCo would continue to liaise with external agencies supporting students with medical needs such as diabetes, brain injury and narcolepsy during any future periods of remote learning, and liaise with the head of year (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, 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 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 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 had many successes where families whose children were formerly struggling with lateness in their primary school find they



- are keen to arrive to school on time when they come to Norbury High School
- We have mentors who are attached to each year group who support students who are identified as underachieving/demonstrating poor patterns of behaviour or are in need of support

During any future periods of lockdown and when schools are closed, students are expected to attend all online lessons. Their attendance will be monitored in every classroom by their teachers using registers (as if they were in usual lessons) via Google Classrooms. Those who are absent from the sessions will be contacted by pastoral leaders; persistent non-attendance will be followed up by the pastoral teams. Attendance issues due to the pandemic will be dealt with sensitively and on a need-to-know basis by the pastoral staff, including referral to outside agencies.

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

## **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 Learning Support 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, social workers, and educational psychologists.

All interventions and relationships with external agencies would continue during

any future lockdown scenario through virtual meetings.

**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 Learning Support Department and receive frequent guidance from the SENDCo regarding individual students and best practice
- We have Higher Level Teaching Assistants within the Learning Support department who have received training in delivering literacy intervention programmes and emotional literacy support
- 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 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 on 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 in the school
- 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 will make any reasonable adjustments within our means that are necessary 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

This was done through virtual presentations during lockdown for year 6s beginning in September 2021. Standard procedures have continued to ensure student and parent/carer voices are included in planning for their needs, and that opinions and wishes are heard.

Virtual transition meetings were held between the SENDCo at Norbury High School and the year 6 SENDCo's for all students with SEN joining the school in September 2021. In-person visits to the primary schools were arranged where needed/possible. There has been liaison with staff and parents, carers in primary and with SEN Croydon for students with EHC plans coming in September 2021. Staff from Norbury High School have attended the transition reviews for those year 6 students. Close liaison has continued virtually with KS5 providers for the students with EHC plans 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.

#### **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 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 relating to SEND

- 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 unless required for medical reasons
- 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)
- Verbal feedback from the student's teacher, LSAs and TAs, parent and student are included in this process.
- 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 the interventions
- There are annual reviews for students with EHC plans where their progress towards outcomes is reviewed

There has been period of transition/settling during since school reopening. Staff are aware of potential attainment gaps and the SEND 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 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 Learning Support faculty please contact The SEND Administrator on

020 8679 0062 (extension 357).

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

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

## **COVID-19 ADDENDUM: June 2021**

**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.**