



The world in a school
learning together

NORBURY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) OFFER

At Norbury School we believe that all children have a desire to learn. We endeavour to make the learning at Norbury challenging, interesting and creative through following the statutory curriculum that we are required to teach whilst adapting it to the needs of our pupils.

Just as our school ethos is underpinned by our commitment to the UNCRC charter setting out children's rights and responsibilities, so this is also reflected across our curriculum provision. There are some children in our school who have significant challenges and barriers to learning and in order to full support these children we offer the following provision:

All Harrow schools will have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities to ensure that they make the best possible progress in school.

- ✓ High Quality
- ✓ Locally available
- ✓ Achieving Excellence



All Schools must:

- Identify children with SEN and ensure provision is made in accordance with the SEN and Disability Codes of Practice
- Appoint a SENCO/Inclusion Leader
- Invest in whole school and targeted training for staff.
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEND'
- Provide information on school arrangements for SEN to parents and governors
- Consider pre-emptive (appropriate in advance) arrangements for pupils present and future with a disability
- Publish on a school website the school SEN policy and a description of the arrangements and specialist provisions made for children with SEN.

Our commitment and aspirations

Norbury is a fully inclusive school where we work together as a community to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs)

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those learning needs with SEND and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ, in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEND when their progress has reduced or become stationary and rapid interventions do not enable improvement. Pupils who are identified as having SEND require particular support within the four areas of needs. These are:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Once needs are identified, we ensure provision is put in place to support learning and progress across all areas of the curriculum. This provision includes quality first teaching, differentiation within whole class and small group provision and individualised

programmes of support. We also work closely with Harrow Special Educational Needs Assessment and Review Service (SENARS) Educational Psychologists (EPs), Speech and Language Therapists (SALT), Occupational Therapists (OT) and many other health care professionals. We ensure we assess children's progress 6 weekly against set targets and outcomes.

At Norbury we aim to ensure that children with SEND make good progress and achieve in line with other schools nationally. We ensure effective communication regularly takes place with parents and carers, other professionals and the local authority special needs service (SENARS) in order to work collaboratively and secure the best possible outcomes for all our children. Children's views are also critical in ensuring the right provision to meet children's needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have professional relationships with all agencies that we access and ensure that our communication is frequent as well as acting on advice and supporting parents in these professional meetings.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

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

To ensure that we are complying with Section 19 of the Children and Families Act 2014, we regularly meet parents, listen to our pupils through pupil voice, parents and pupils support the written process of professional requests (e.g. EP/SALT/OT) or EHCP requests through sharing their views and we hold Inclusion coffee mornings for parents to learn about inclusion as well as share their experience and knowledge.

Other useful documents such as our Inclusion Policy, Equalities and Opportunities Policy and Behaviour for Learning Policy are available on the school website. If you would like further information about what we offer at Norbury then please do not hesitate to contact us directly.

Who are the best people at school to talk to about my child's SEND?

It is advisable to speak to staff in this order as this will ensure swifter conclusion to your questions.

- **Inclusion Leader** - responsible for;
Co-ordinating all the support and intervention in the school, keeping parents informed, holding the SEN reviews and liaising with all professional agencies involved in your child. The inclusion leader will support and lead the Inter-Multi Agency Team and ensure CPD and training for inclusion is across the school.
- **Class teacher** - responsible for;
Planning the curriculum, differentiation and assessing your child's progress
- **Phase Leader** - will have an overview of matters concerning the whole phase
- **Head teacher** - responsible for;
The day to day aspects of the school and all the arrangements for children with SEND. The Head teacher has to report to the Governing Body on all aspects of SEND in the school.
- **SEN Governor** - responsible for;
Liaising with the Inclusion leader to ensure the necessary support is in place for all children with SEN and that the school works closely with parents, carers and all other agencies to ensure good outcomes in all areas of the curriculum.

The names of these staff members can be found on the school website

Leadership of SEND Provision

Our Inclusion Leader co-ordinates support and interventions with the Inclusion team, across the school, and from outside agencies. The Inclusion Leader will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.
- Class teachers are responsible for planning the curriculum and assessing your child's progress, including any additional needs they may have.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.

- Where progress continues to be less than expected the class or subject teacher, working with the Inclusion Leader and other identified agencies will assess whether the child has SEND
- Where a Special Educational Need or Disability is established, the school, in partnership with parents/carers and pupils will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – termly reviews leading to revisions in plans and interventions.
- Where a pupil with SEND is reaching a point of transition (from primary to secondary school, or secondary to Further Education) the school will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a pupil’s needs are still not being met through the graduated response and school’s own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHC).
- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25 years old. An EHC plan will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
- The school will regularly monitor and evaluate the effectiveness of its provision for pupils with SEND.

How will I know how well my child is doing at Norbury?

In our school we have:

- An open door policy - parents welcome to make an appointment at any time
- Partnership between parents and teachers - we will communicate and meet regularly
- Informal discussions
- Home school link book if deemed appropriate
- If your child has an EHC plan there will be formal meetings where progress is reported on and a report written and available. This is referred to as an Annual Review
- Parent Consultation evenings
- 6 weekly Individual Support plans reviewed and discussed as appropriate
- Half Termly coffee morning

What are the different types of support that may be available for children at this school?

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHC
Social, mental and emotional health needs	<ul style="list-style-type: none"> • Consistent application of the school's behaviour policy • A positive supportive and nurturing environment • Circle time/PSHE curriculum • Mindfulness training and approach to support improved mental health. • Peer Mediators Rights Respecting School programme/School Council/ Sports council Leaders. • All of these help to develop children to be strong socially aware citizens of the future. • Access to After School Clubs for all children regardless of financial circumstance 	<ul style="list-style-type: none"> • Identification and assessment in school • Additional advice and support from outside agencies • Adaptations to the curriculum to secure engagement • Support to build relationships and engage • School based counsellor • Fun Friends Why Try and Fit for Life nurture programmes aimed at supporting emotional needs • Parent Partnership programme aimed at supporting family life and promoting life Long Learning. • Wake Shake Up • Lego Therapy • Music 	<ul style="list-style-type: none"> • Interventions are implemented, reviewed and revised • Work with parents to refer to CAMHS/Harrow Horizons • Targeted intervention to promote social skills and emotional resilience • Adaptations to physical environment e.g.: time out • Monitoring and support in unstructured time e.g.: breaks/ lunch • Behaviour Management Plan/Pastoral Support Plan • Regular meetings with parents to monitor progress
Speech, language, communication and interaction	<ul style="list-style-type: none"> • Training for staff to meet the diversity of communication language skills • Strong emphasis on speaking and listening and phonics teaching • Communication friendly • Makaton used across school. 	<ul style="list-style-type: none"> • Elklan trained learning support via our Inclusion team • Small group phonic support • Personalised support within the class • Language monitoring systems upon entry to Reception and follow up provision • SALT interventions delivered by LSAs • Lego Club 	<ul style="list-style-type: none"> • Access to small teaching and learning groups • Additional in class LSA support • Alternative communication systems • Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant • Advice and support via Autism outreach team
Autistic spectrum	<ul style="list-style-type: none"> • Structured day • Positive behaviour management • Management strategies. • Learning style understood. 	<ul style="list-style-type: none"> • Curriculum modified to take account of learning styles • Individual coaching and support from the class teacher and our Inclusion Team. 	<ul style="list-style-type: none"> • Key teacher/ LSA • Small group targeted intervention. • ICT used to reduce barriers

	<ul style="list-style-type: none"> • Differentiation within lessons 	<ul style="list-style-type: none"> • Use of appropriate resources e.g. Visual Time tables, social stories, work stations. 	<ul style="list-style-type: none"> • Alternative communication systems - Makaton. • Advice and intervention from Harrow Outreach • Autism Service • Individual learning stations
Cognitive and Learning/Moderate Learning Difficulties	<ul style="list-style-type: none"> • Differentiated teaching of the curriculum • Teaching resources are accessible and appropriate • Multi-sensory approach to learning • Interactive environment 	<ul style="list-style-type: none"> • Curriculum is adapted to meet the needs of pupils • Targeted intervention programmes • Independent Educational Plan • Specific goals- short steps • Differentiated resources are provided as appropriate • Learning support via in school Inclusion • 1:1 reading alongside intervention programmes 	<ul style="list-style-type: none"> • Access to small teaching and learning groups • Additional in class LSA support • Additional specialist teaching support • Educational Psychology assessment / support • Access to personal ICT/ adapted ICT equipment
Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)	<ul style="list-style-type: none"> • Referrals to Harrow Hearing • Impaired Service or Visual Impaired Service • Provision of specialised equipment. • Curriculum is adapted • Seating position within class prioritised. 	<ul style="list-style-type: none"> • Modified learning environment. • Learning support via our Inclusion team. • Occupational Therapy and Physiotherapy support and advice from health team. • Mobility and care plan management • Liaison with a range of medical professionals as needed assistance via School Nursing Team 	<ul style="list-style-type: none"> • Individual protocols and plans for children with significant physical and or medical needs. • Additional modifications to the school environment • Additional resources to reduce individual barriers to learning • Occupational Therapy and Physiotherapy from LSAs • Access to external advice and assessment. • Advice and outreach from Sensory Team

What happens if my child with SEN makes very little progress at Norbury?

Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or mental health needs in school.

- Where a child with SEND continues to make little progress despite the support provided by the school's SEND provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND. This will be carried out either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.
- Governor Involvement: All schools have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school

If you need to complain:

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

