



The SEND Information Report

Review date: June 2018

Next review date: June 2019

Staff resp. for review: LF

Norbury Manor Business and Enterprise College

SEND Information Report

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 fulfill their academic potential.

The Head of Learning Support is Mrs L Fenton. She can be reached on 020 8 679 0062, extension 339 or by email on fenton@nmbec.org.uk

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 students are identified as having SEND 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 the students' point of entry into the college
- Student is performing below age expected levels
- 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

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 – firstly contact your student’s form tutor or the Head of Year or the SENCO
- We pride ourselves on building positive relationships with parents and carers; we will organise a meeting to discuss your concerns

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

Please see: [Summary of Quality of SEND Provision at Norbury Manor](#)

- Our Head of Learning Support, Mrs Fenton, oversees all support and progress of any student requiring additional support across the college
- 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

4. Who will explain this to me?

- The form teacher will meet with parents at parent’s evenings, Target Setting Day and Academic Review Day to discuss your student’s needs, support and progress; the SENCO is also available on these days and will be pleased to discuss any aspect of your student’s progress with you

How are the Governors involved and what are their responsibilities?

- The SENCO 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
- Miss Aisha Husain is the Governor responsible for SEN and meets with the SENCO; 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

5. How will the college curriculum be matched to my child/child in my care's needs? What are the college'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

6. 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/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 SENCO and discuss how your student is getting on; we can 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
- We use the students' planners as a means of communication but where there is a need for more detailed feedback we sometimes operate a home/college link book which your student will bring home regularly so that comments from parents and teacher can be shared and responded to when needed

- If a student is on the SEN register they will have a Student Passport which will have individual/group targets; this is discussed on a regular basis and parents/carers are given a copy and kept informed of the support and interventions that the student is having; the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) targets with the expectation that the student will achieve the target by the time it is reviewed
- If your child has complex SEND they may have an Education and Health Care Plan 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 and we have a Target Setting Day (November) a parents' evening and an academic review day (July) as well as Key Stage evenings you can attend

7. How does the college know how well a student is doing?

- As a college 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 college, we track students' progress from entry in year 7 through to year 13 using a variety of different methods including national curriculum levels, CAT tests and reading and spelling ages.
- Students who are not making the expected progress are identified by staff and/or the SENCO; their performance is highlighted to be discussed at a Student Review Panel meeting
- 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 a student is discussed at one of these meetings parents will be informed
- If intervention is planned we follow the rule: Assess, Plan, Do, Review; parents/carers are always kept informed
- When the student's learning passport is reviewed comments are made against each target to show what progress the student has made; if the student has not met the target the reasons for this will be discussed and the target may then be

adapted into smaller steps or a different approach may be tried to ensure the student does make progress

8. 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 college?

- We are an inclusive college; 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, therefore this would be the parents' first point of contact; if further support is required the class teacher liaises with the SENCO for further advice and support; this may involve working alongside outside agencies such as health and social services, and/or the Behaviour Support Team
- The college has Pastoral Leaders for Key stage three (Years 7-9) and Key Stage four (Years 10-11)
- The college also has mentors who work alongside the heads of year
- The mentors are available to work with vulnerable students and their parents during the college day

9. How does the college 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 college day
- On a day-to-day basis, Ms Susan Cobb oversees the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual students so that all staff are able to manage medical situations

10. What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a college 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 behavioural difficulties, a pupil passport is written in agreement with the student and parents/carers to identify the specific issues, put relevant support in place and set targets
- After any behaviour incident we expect the student to reflect on their behaviour with an adult, often completing a written report; this helps to identify why the incident happened and what the student needs to do differently next time to change and improve their behaviour
- Attendance of every student is monitored on a daily basis by the Attendance Officer
- Lateness and absence are recorded and reported upon to the Headteacher; support is given through an incentive scheme where good attendance is actively encouraged throughout the college; 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 who were struggling with lateness in their primary school find that their students are keen to arrive in college on time when they come to Norbury Manor
- We have mentors who are attached to each year group and on occasions, they work with specific students who are under-achieving

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

We are a rights-respecting college; we value and celebrate each student being able to express their views on all aspects of college 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 discuss and set their targets with their LSA
- If your student has an Education and Health Care Plan, their views will be sought before any review meetings

12. What specialist services and expertise are available at or accessed by the college?

- Our SENCO holds an OCR Level 7 Certificate for assessing access arrangements and working with the needs of students with dyslexia; she has 10 years' experience of working with students with many different learning differences
- As a college, we work closely with any external agencies that we feel are relevant to individual student needs within our college including: behaviour intervention; health (including GPs; college nurse; clinical psychologists; pediatricians; speech and language therapists; occupational therapists; social services [including locality teams, social workers and educational psychologists])

13. 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; there is a comprehensive training package and resources on many learning differences are freely available for all our staff; staff have termly meetings to discuss issues regarding meeting the needs of our students with SEND
- We have a Higher Level Teaching Assistant in the Learning Support Department who has had training in delivering speech and language programmes
- All Teaching Assistants (TAs) and Learning Support Assistants (LSAs) have had training to support students with ASD
- 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 dyslexia training to help them to support students in the classroom

14. How will a student be included in activities outside the classroom including college trips?

- All students are included in all parts of the college curriculum and we aim for all students to be included on college 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 & 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 college.

15. How accessible is the college environment?

- Unfortunately the college 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 3 smaller toilets to accommodate a student with Achondroplasia.(July 2015). We have also added additional hand rails across the college site (July 2016).

Please see the College Accessibility Plan (which was updated in June 2018)

16. How will the college prepare and support a student when joining the college and transferring to a new school?

- We encourage all new students to visit the college prior to starting when they are shown around the college. For students with SEND we arrange further visits to assist with the acclimatization of the new surroundings. We often invite these students for a pizza or fairy cake making day.
- If the student has an Education and Health Care Plan the SENCO will aim to attend the Year 6 Annual review to ensure a smooth transition and continuity of care.
- We would also aim visit the student in their current school and talk to key staff to ensure that all their needs are catered for.

- If the students have 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 for a new college, we aim to arrange additional visits.
- We liaise closely with Staff when receiving and transferring students to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

17. How are the college'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 college's ability with the funds available.

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

- The SENCO will discuss the student's needs and what support will be needed. When decisions are made about the students' level of support, this will be through on-going discussions with parents.
- Different students will require different levels of support in order to bridge the gap to achieve age-expected levels.

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

- We believe in tracking the data of all our students at Norbury Manor. The SENCO regularly monitors the data of the students with SEND 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.
- By reviewing students' targets on students' Learning Passports and ensuring they are being met. The student is making progress academically against

national/age expected levels and the gap is narrowing – they are catching up to their peers, or their expected age/levels.

- Verbal feedback from the teacher, parent and student.
- Students may move off of the SEND register when they have ‘caught up’ or made sufficient progress.

20. Who can I contact for further information?

- First point of contact would be the student’s form teacher to share your concerns
- You could also arrange to meet the relevant head of year or Mrs Fenton, our SENCO
- The college’s [SEND policy](#) is available to view on our website

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 Fenton on 020 8679 0062 (extension 339)

Alternatively, you may contact Mrs M Hayden, Assistant Headteacher, on 020 8679 0062 (extension 249).

21. Who should I contact if I am considering whether my child/child in my care should join the college?

Contact the college Admissions Officer, Mrs A Rehman, on extension 204 to seek advice regarding the college’s admissions criteria. Alternatively, you can contact Mrs Fenton, the SENCO, directly on 020 8679 0062 (extension 339) to discuss how the college could meet your child’s needs.