

Norbridge Academy SEND Information Report.

Norbridge Academy is an inclusive school that ensure all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of gender, sexual orientation, ethnicity, social background, religion, physical ability or educational needs.

Pupils are identified as having Special Educational Needs and Disability when they have greater difficulty in learning than the majority of children of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the areas of the Local Education Authority. Where a child is identified as having SEND an induction meeting will be arranged prior to admission to ensure that school can adequately meet the pupil's needs. Norbridge Academy has put measures in place to cater for pupils with physical, visual and hearing disabilities by installing ramps, lifts, disabled toilets with changing beds, rails, adequate lighting, disabled parking bays and Personal Emergency Evacuation Plans. Norbridge Academy works to comply with:

Children and Families Act 2014 Section 69 www.legislation.gov.uk/ukpga/2014/6/section/69 The Special Educational Needs and Disability Regulations 2014 regulation 51 www.legislation.gov.uk/uksi/2014/1530/regulation/51/made Equality Act 2010 paragraph 3 Schedule 10 www.legislation.gov.uk/ukpga/2010/15/schedule/10

At Norbridge Academy children are identified as having Special Educational Needs and Disability through a variety of ways including:

- Liaison with Nursery or previous school.
- Your child’s class teacher expressing concerns that their progress has slowed or stopped or that they are finding learning difficult.
- Your child's class teacher expressing concerns about behaviour or interactions with peers and adults.
- Our assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
- Concerns raised by a Parent.
- To support children through significant changes either at home or at school
- Liaison with external agencies
- A health professional such as a GP or Health Visitor following a medical concern or diagnosis.

School Based Information	Staff	Summary of Responsibility
Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs and Disabilities? (SEND)	Kelly Whittington - SENDCO	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school’s SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. <p>Ensuring that you are:</p> <ul style="list-style-type: none"> • involved in supporting your child’s learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school’s SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child’s progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.
	Class Teachers	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.

		<ul style="list-style-type: none"> Ensuring that all staff working with your child in school and are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Ensuring that the school's SEND and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEND.
	Head of Academy: Rebecca Jackson	They are responsible for: The day-to-day management of all aspects of the school, this includes the support for children with SEND.
	Academy Advisory Body	They are responsible for: Making sure that the necessary support is made for any child who attends the school who has SEND.

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs.

This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as SFSS
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEND in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<p>Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</p> <p>Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the</p>	All children in school should be getting this as a part of outstanding classroom practice when needed.

		<p>accelerated learning phases.</p> <p>Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches.</p> <p>Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn.</p>	
	<p>Specific group work within a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher who has had training to run these groups. <p><i>Stage of SEND Code of Practice: Wave 2</i> which means they have been identified by the class teacher as needing some extra support in school.</p>	<p>Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</p> <p>A Learning Support Assistant/teacher may run small group sessions using the teacher's plans either in a small group or within the classroom setting.</p>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children will be at the stage of the SEND Code of Practice called Wave 2 which means they have been identified by the class teacher as needing some extra support in school.</p>
	Specialist groups run by or in partnership with	Your child will have been identified by the class	Children with specific barriers to learning

	outside agencies e.g. Speech and Language therapy or Occupational therapy groups.	teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding classroom teaching and intervention groups.	that cannot be overcome through Quality First Teaching and Learning.
	<p><i>Stage of SEND Code of Practice:</i></p> <p>Wave 3, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • STARs Team, Hearing Impaired Team, Visually Impaired Team Physical and Medical Team • Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist and Cognition and Learning Team 	<p>You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them better in school.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. ○ Support to set better targets which will include their specific expertise for teachers to implement. ○ A group or individual work with outside professionals. ○ The school may suggest that your 	Intervention groups.

		<p>child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</p>	
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<p>How can I let the school know I am concerned about my child's progress in school?</p>	<p>If you have concerns about your child's progress you should speak to your child's teacher initially. The concerns may need referring if your child is still not making progress to the SENDCO. If you continue to feel that your child is still not making progress you should speak to the Head of Academy</p>
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<p>When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO. If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. To listen to any concerns, you may have to plan any additional support your child may receive. The SENDCO may contact you to discuss with you any referrals to outside professionals to support your child's learning</p>
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<p>The school budget includes money for supporting children with SEND. The Academy Head decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Senior Leadership Team and the SENDCO discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none"> • the children getting extra support already • the children needing extra support • the children who have been identified as not making as much progress as would be expected. and decide what resources/training and support is needed. <p>All resources/training and support are reviewed regularly, and changes made as needed.</p>

<p>Who are the other people providing services to</p>	<p>A. Directly funded</p>	<ul style="list-style-type: none"> • Learning support teachers • Higher Level TAs
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Registered Office / Head Office

Education House, Spawd Bone Lane, Knottingley, WF11 0EP

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children with SEND in this school?	by the school	
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Educational Psychology Service • Hearing Impaired Service • Visually Impaired Service • Physical and Medical Team • Speech and Language Therapy (provided by Health but paid for by the Local Authority).
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Physiotherapists • Community Nursing Team

How are the teachers in school supported to work with children with SEND and what training do they have?	<p>The SENDCO's job is to support the teacher in planning for children with SEND.</p> <p>The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information and training on SEND issues such as ASD, Speech and Language.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from SFSS, OT, Physiotherapist, virtual school.</p>
How will the teaching be adapted for my child with learning needs? (SEND)	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
How will we measure the progress of your child in school?	<p>Your child's progress is continually monitored by their teachers and the Senior Leadership Team.</p> <ul style="list-style-type: none"> • This progress is reviewed every term formally by the Senior Leadership Team. • At the end of Foundation Stage, Key Stage 1 and Key Stage 2 the school is required to report academic achievement to the government. This is something the government requires all schools to do and the results that are published nationally.

	The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
What support do we have for you as a parent of child with a SEND?	<ul style="list-style-type: none"> We would like you to talk to your child's teachers regularly so we know what they are doing at home, and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
How have we made Norbridge Academy accessible to children with SEND?	<ul style="list-style-type: none"> We ensure that equipment used is accessible to all children regardless of their needs. We ensure consistency of approach from Foundation Stage to the end of Key Stage 2. We have ramps and disabled toilets. We work with external providers and specialist to support accessibility.
How will we support your child when they are leaving this school? OR moving to another year group?	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving child to another school:</p> <ul style="list-style-type: none"> We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. If your child has a Statement of Special Needs or an Education and Health Care Plan, we will arrange extra pre-school visits if these are necessary <p>When moving years in school:</p> <ul style="list-style-type: none"> Information about your child will be shared with their new teachers. If your child would be helped by a personalised plan for moving to another year, we will put this in place.