



## Norton College SEND information report 2020-21

In accordance with NYCC Policy, staff at Norton College believes that all children, irrespective of class, ethnicity, religion or belief, gender, sexual orientation or special educational needs and disabilities should have access to appropriate curriculum and provision given their learning needs. The college's commitment to inclusion and supporting children with SEND is in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010) and within the guidelines and inclusion policies of the Local Education Authority and other policies current within the college. We firmly believe in unlocking the potential of all our students and we strive to ensure that every student, whatever their need, is successful in achieving their own personal goals.

### 5.1 Who are the best people at school to talk to about my child's special educational need?

- Subject Teacher - responsible for planning the curriculum, differentiation and assessing your child's progress.
- Form Tutor - responsible for personal and social development and health education. Also responsible for supporting students in their attendance, punctuality, behaviour and engagement in learning.
- Progress Leaders – responsible for all Form Tutors in their team and oversee the progress and work closely with pastoral support for all tutees in the Year Group.
- Tracey Hutchinson, Special Educational Needs and Disabilities Coordinator (SENDCO) responsible for co-ordinating all the support and intervention in the school, including keeping families informed, holding SEND reviews and liaising with all agencies involved with your child.
- Barry Evans, Deputy Headteacher Ethos and Engagement– to oversee the day to day aspects of the school and all the arrangements for students with SEN. The Head teacher has to report to the Governing Body on all aspects of SEN in the school.
- Karron Young - SEN Governor responsible for making sure the necessary support is made for every student with SEND, who attends the school.

### 5.2 The kinds of SEND that are provided for

Our school currently provides 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
- Moderate and multiple learning difficulties

Norton College is an inclusive school and we strive to meet the needs of a diverse range of students. Students in our school include those with broad areas of need such as: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and /or physical needs.



# SEND Information Report

aspire

## 5.3 Identifying students with SEND and assessing their needs

At Norton College we strongly believe in quality first teaching to meet the needs of all of our pupils. However, we also acknowledge that there are some pupils who will need extra support to achieve their full potential. We will assess each student's current skills and levels of attainment on entry including using packages such as MIDYIS and reading age assessment, which will build on previous settings and Key Stages, where appropriate with the transition process beginning in some cases in year 5 depending on need. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Student progress is closely monitored on a daily basis through classroom observation and marking. A formal progress report is issued to parents / carers throughout the year with accompanying parents' evenings. This register is shared with all members of staff and updated on a regular basis. Staff regularly receive training on the different types of SEND. Once on the SEND register your child will receive an individual provision plan which will include:

- details of any strategies being used to support your child in class
- details of any extra support or interventions for your child
- your child's learning targets and their long-term desired outcomes
- the next date when your child's progress will be reviewed.

These provision maps are made available to all staff and if appropriate placed in your child's planner.

The register is updated on a termly basis in consultation with staff, students and parents.

## 5.4 Consulting and involving students and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.



# SEND Information Report



- We will formally notify parents when it is decided that a pupil will receive SEN support.

Norton College encourages the input of parents and carers in supporting their child's education and liaison with home is on-going as appropriate. Other support includes:

- An annual parents' evening
- Y7 meet the mentor evening (in the first term)
- Open evenings for Y6/7 transition
- Annual review meetings for students with an EHCP

## 5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 5.6 Supporting students moving between phases and preparing for adulthood

### KS2/3 Transition

A well established and routine link with all feeder primary schools ensures appropriate support arrangements. In addition to the standard induction day transition arrangements may include:

- Transitional annual review (if the student has an EHCP)
- Additional visits
- Meeting with SENDCO
- Staff visiting the primary school

### KS3/4Transition

- Transitional annual review (if the student has an EHCP)
- staff guidance re appropriate option choices
- exam concession testing (if appropriate)
- Professionals involved attend Annual reviews for students with an EHCP



# SEND Information Report



- careers guidance
- open evenings

## Post 16 Transition

- Transitional annual review (if the student has an EHCP)
- Guidance on subject choice
- Liaison with college / sixth form
- Taster days
- Exam concession testing (if appropriate)

Pupils with an EHCP and looked after pupils, receive independent careers advice at each of the transitional stages and meetings take place to facilitate smooth transitions.

## 5.7 Our approach to teaching students with SEND

At Norton College we strongly believe in quality first teaching however we realise that there are occasions when the individual will benefit from interventions. If interventions are needed they will initially take place with the classroom teacher. These interventions will be short term and usually to consolidate a particular skill within a subject area.

- Subject teachers are responsible for differentiating lessons to meet the needs of all the students in their class
- Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENDCo
- Information on individual students with SEN is held electronically in a secure database. This is accessible to all classroom-based staff and is regularly updated; it includes relevant information on student attainment levels, areas of weakness, recommended support strategies and advice and support materials for staff to use in lessons.
- All students are taught in mainstream classes; there is a minimal amount of withdrawal for specialist input e.g. to attend weekly reading/spelling/dyslexia sessions, social skills groups/Emotional Literacy Support sessions
- Additional literacy / numeracy intervention may be provided at KS3 to narrow the gaps in the attainment of students failing to make expected levels of progress.
- Interventions are also conducted by members of the SEND team on occasions outside agencies may work with students within the College.



## 5.7 Adaptations to the curriculum and learning environment

- Differentiation of resources and learning materials by the subject teacher with support from the SENDCo
- A team of 13 teaching assistants (TAs) work in designated departments, where possible, to provide in class support for identified students / groups
- Additional literacy & numeracy interventions
- Personalised learning programmes/timetables and a bespoke space for interventions and withdrawal (Pupil Support)
- All subject areas have access for wheelchair users including lifts in both the main building and the Sixth Form Building.
- Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

## 5.8 Additional support for learning

- Pastoral teams – Progress Leader, Pastoral Leader and form tutors
- Mentoring
- Educational Psychologist
- Local Authority Communications and Interaction Team
- Youth & Family Support Service (YFSS)
- Counselling
- Access to qualified social workers
- CEIAG

The College also works in collaboration with MIND and CAMHS to improve the wellbeing of staff, students and parents.

## 5.9 Expertise and training of staff

Our SENDCO has 6 experience in this role and has worked as worked as a Progress Leader, Head of Year and ITT mentor.

They are allocated 6 hours a week to manage SEND provision.

We have a team of 13 teaching assistants who are trained to deliver SEN provision.

We work closely with external agencies such as Education Psychologists, Clinical Psychologists and CAMHS, to ensure the highest quality provision for all of our pupils. Training of teachers and TAs is regular and undertaken by both internal & external agencies.



## 5.10 Securing equipment and facilities

- All main buildings have ramped access, automatic doors and disabled toilet facilities
- There is a lift to the first and second floor in the main block and one in the Sixth Form Block next to the Sixth Form Diner
- All classrooms are carpeted and fitted with blinds to reduce glare and improve acoustics
- There are disabled parking bays in the main school car park including at the front of school close to the main reception area

## 5.11 Evaluating the effectiveness of SEND provision

The progress and attainment of all students is carefully monitored and reported to parents/carers. Internal monitoring systems are robust and all staff are held accountable for the progress all students, including those with SEND, this forms an integral part of the College's Appraisal arrangements.

- The progress of all vulnerable groups is routinely analysed by the senior leadership team (SLT)
- All data for students identified as SEN is also analysed after each data collection and any students failing to make expected progress are discussed at a team meeting at which intervention strategies are agreed on an individual basis.
- All student progress is closely monitored by department staff and Progress Leaders after each data collection
- EHCP reviews will be held annually and will include the views of staff, pupils and parents/carers. At each review clear target will be set and monitored by the SENDCO. SEND reviews will take place throughout the year with members of the SEND team, pastoral team or classroom teachers and again clear targets will be set and monitored.
- An annual parent's evening is held for each year group
- A small number of students may require closer monitoring; this could be in the form of: Commitment to Learning monitoring report, daily contact through the student planner, additional home/school books, e-mail, telephone contact and letters as appropriate.
- Regular monitoring and evaluation across the school including the collection of student voice

## 5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

Norton College is a school with a family atmosphere where all the students and staff know all the children. We are passionate about equality and inclusion and where there might be challenges to accessing activities, all reasonable adjustments will be made to ensure that all children can engage with all the activities we offer. All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our trip(s) including to the Christmas Pantomime (year 7), Bradford Trip (Year 8), First World War Battlefields Trip (Year 9), Amsterdam Trip (Year 9) and others.



# SEND Information Report aspire

All students are encouraged to take part in the annual sports day and college stage production and are members of the Student Leadership Team.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **5.13 Support for improving emotional and social development**

The interventions that take place during morning registration are bespoke and offer social & emotional support to pupils. In addition to this, each year group benefits from a pastoral leader. We also have alternative provisions such as learning and pupil support rooms with a member of staff who can provide additional support both inside & outside of the classroom.

- The pastoral and SEND teams operate open door policies and pupils are encouraged to come and talk to staff to share any worries or concerns.
- We also offer Lego Therapy.
- A regular PHSE programme raises awareness of specific difficulties and pupils are encouraged to ask questions. Bullying is taken seriously and awareness of the issues surrounding bullying takes place during assemblies, mentor time & lessons.
- We have a zero tolerance approach to bullying and a clear anti-bullying strategy.

## **5.14 Working with other agencies**

Norton College has good relationships with a wide variety of external agencies. We work together to ensure that all of our students achieve their full potential. Referrals to outside agencies take place in consultation with parents and carers.

The College engages the services of Educational Psychologists when necessary and a qualified counsellor has recently been employed to work in the College.

## **5.15 Complaints about SEND provision**

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the college's complaints policy on the college website.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Our SEND link Governor is Karron Young.

## **5.16 Contact details of support services for parents of students with SEND**

There are a number of useful websites you can visit for support on the college website here <https://www.nortoncollege.net/safeguardingandsupport> and the Local Authority has a number of different organisations that can offer support. The details are here <https://www.northyorks.gov.uk/send-local-offer>



# SEND Information Report

aspire

## 5.17 Contact details for raising concerns

SENDCO – Tracey Hutchinson

Email: [th@nortoncollege.net](mailto:th@nortoncollege.net)

Tel no: 01653 693296