



SEN Information Report 2015-16

SENCO: Lee Boyce (NASENCo Award)

Contact Details

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School Ethos for Special Educational Needs (SEN)

Norlington School for Boys, is an 11-16 comprehensive secondary school which admits students to the school in line with the school's admission procedure. The school believes that all children and young people are entitled to an education that enables them to:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Norlington School takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school are the same for all students, whatever their abilities.

Our vision for Norlington School for Boys is to be recognised as a worldclass leader in education, ensuring **every** student is ready to take up the challenges and realise the opportunities of the 21st Century.

Our vision is realised through five key aims:

- To develop outstanding leaders **across the school**
- To guide **all** our students to achieve exceptional Academic Performance
- To provide outstanding learning experiences for **every** student
- To ensure **every** student has access to high quality enrichment activities
- To be the school of choice for boys for our local community.

The school recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The school makes provision in accordance with the Code of Practice [2001], the SEN and Disability Act [amended 2001], Index for Inclusion [updated 2001] the Discrimination and Disability Act [Dec.2006]. Our SEN policy and our practice aim to reflect these principles.

Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

This report meets the legislative requirements of the SEN and Disability Regulations 2014 and the Code of Practice (August 2014)

Regulation	School Systems/School Information	Working in Partnership with Students and their Families
<p>The kinds of SEN for which provision is made at the school.</p>	<p>Norlington School for Boys has an inclusive approach to SEN. Students on the SEN register fall into 4 broad areas of need:</p> <ol style="list-style-type: none"> 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health 4. Sensory and/or Physical 	
<p>Information about the school's policies for the identification of students with SEN and disabilities.</p>	<p>Starting in Year 7</p> <ul style="list-style-type: none"> • Information is requested from all primary feeder schools about all students who are coming to Norlington. • The SENCO at Norlington will attend Annual Reviews for Y6 students with an EHC plan. • The SENCO at Norlington will attend meetings to discuss transition for students on the SEN register, if the primary school feel it is necessary. • All Y7 students complete the CATs tests (Cognitive Ability Tests) on entry to Norlington. • All Y7 students complete a reading test and a spelling test on entering Norlington. • All Y7 students complete a baseline numeracy assessment. • The HoY7, Curriculum Leaders and the SENCO will analyse Y6 teacher assessments and SATs data. • The Assistant HoY7 will read through all primary student records. The SENCO will read records where the student is identified as having additional needs. 	<p>Starting in Year 7</p> <p>All parents/carers will be invited to attend an interview with their sons and a member of the school teaching staff on Common Transfer Day in July of Y6. You are able to talk about your son's needs or progress at this meeting.</p> <p>The Norlington SENCO will be available on Common Transfer Day so you can ask questions or tell her any concerns.</p> <p>The SENCO will attend your son's Annual Review, if she is invited by the SENCO at your primary school.</p> <p>The SENCO will attend any meetings to discuss your son's move to secondary school, if she is invited by the SENCO at your primary school. We are proactive in contacting all primary feeder schools in May to request meetings an/or information about students transferring to us.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Information about the school's policies for the identification of students with SEN and disabilities.</p>	<p>Casual admissions</p> <ul style="list-style-type: none"> • Information is requested from the student's previous school. • An admissions interview is held with parents and a representative from the previous school, if possible. • Students complete a baseline LUCID assessment of memory, reading, spelling and processing. • Students complete a baseline numeracy assessment. • The HoY will read through the student's records from the previous school. The SENCO will read records where the student is identified as having additional needs. 	<p>Casual admissions: arrangements for boys who arrive after the start of Year 7</p> <p>Parents/carers and new students come for an admissions interview with their son. This will be held with the Head of Year. The SENCO will attend, if we know before the interview that your son has SEN or he needs additional help to settle into Norlington. You will be able to talk about your son's needs or progress at this meeting.</p> <p>If the admissions tests and interview identify that your son may have a SEN, the SENCO will request a meeting with parents/carers to discuss any concerns and what support we need to put in place.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How the school evaluates the effectiveness of its provision for SEN students.</p>	<p>Students at Norlington are assessed in line with the school's 6 weekly cycle policy.</p> <ul style="list-style-type: none"> • For students in Y7 – 10, this means a teacher assessment of progress in all subjects at least every 12 weeks. • For students in Y11, this means a teacher assessment of progress in all subjects every 6 weeks. <p>This information is shared with parents/carers and discussed with a student and his parent/carer at Learning Review Days once a year, Tutor Evenings (for Y7 and 8) and Parents' Evenings once year.</p> <p>All students In Y7-9 complete the National Group Reading Test and Diagnostic Spelling Test in Cycle 1 (September) and Cycle 4 (March). This allows us to monitor progress in literacy skills. This data is tracked by form tutors, HoYs, Curriculum Leaders, the SENCO and SLT to ensure all students are making progress.</p>	<p>Parents will receive information about their son's progress at least every 12 weeks. They will have the opportunity to discuss this with a member of school staff. This will involve reviewing any additional support to decide whether it is helping.</p>

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<p style="text-align: center;">How the school evaluates the effectiveness of its provision for SEN students.</p>	<p>Norlington School has a quality assurance process that monitors the effectiveness of teaching and learning for all students, including those with SEN. This involves lesson observations, book monitoring and student surveys. The outcomes are used to create and implement development plans for all aspects of school life.</p> <p>Cycle data for all students is monitored and discussed in these forums:</p> <ul style="list-style-type: none"> • at Senior Leadership meetings • at Middle Leadership meetings: Curriculum and Pastoral • at Department meetings • at Year Team meetings • at Cycle meetings with each curriculum leader and the Headteacher. <p>This is to ensure that we are meeting the needs of all students in all curriculum areas and any underperformance is addressed quickly.</p>	<p>Students have the opportunity to discuss what works for them at their SEN review meetings with both their parents and a member of the Inclusion Team.</p> <p>We are also active in sharing information with the wider school about our discussions with students about what works for them. This information is typically shared through Student Passports which provide staff with a description of need and set of strategies which work for the child/young person.</p>
<p style="text-align: center;">The school's arrangements for assessing and reviewing the progress of students with SEN.</p>	<p>The progress of SEN students is monitored by the SENCO at the end of each cycle. This involves looking at:</p> <ul style="list-style-type: none"> • Teacher Assessments • Attendance • SLEUTH reports (a behaviour management tool where positive and negative behaviours are recorded) • Reading Tests (NGRT or YARC) • Lucid Tests (Tests for memory, process, reading and spelling). <p>This data is then used to assess the impact of additional interventions provided to the young person.</p>	<p>Students and their parents/carers will meet with a member of school staff at Parents' Evenings, Learning Review Days and Tutor Evenings. They will discuss their son's needs and progress. The SENCO is always available to discuss any concerns at these times.</p> <p>There are 3 SEN review days held with parents, students and a member of the Inclusion Team to discuss progress, review interventions; update the IEP and Student Passport; and agree actions for the next cycle. Parents are contacted via letter and offered an appointment. We will accommodate parents at a more convenient time where they are unable to attend at the scheduled time.</p>

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<p style="text-align: center;">The school's approach to teaching students with SEN</p>	<p>All teachers are teacher of SEN. The school has high expectations of all students, including those with SEN. All staff are informed about the needs of students with SEN and are given strategies known to help their learning. This information is shared through the school's SEN register and the Single Page Learning Profile which each student with SEN writes with a member of the Student Inclusion Department.</p> <p>The focus of the school is on Quality First Teaching when it comes to ensuring that students make progress. Staff have a rigorous programme of fortnightly training to ensure they are able to meet the needs of all students. This will include training on issues of SEN when appropriate.</p> <p>The SENCO works with teachers in classrooms in order to promote inclusion and share best practice.</p> <p>Where there are significant concerns with regard to a student's learning needs, advice may be sought from external agencies with regard to what differentiation or adaptations need to be made within the classroom. The advice may be provided by an Educational Psychologist; Speech and Language Therapist; Social Inclusion: Behaviour Support; Hornbeam Academy Trust: Outreach Teachers, among others. Teachers would then be advised of which strategies they need to be using in their classrooms.</p> <p>Intervention groups are offered to students demonstrating persistent difficulties in particular areas of their learning or development. These may be attended by students who are SEN as well as students without SEN. These groups are organised to cause minimal disruption to the curriculum. A full list of intervention groups/strategies can be found at the end of this document.</p>	<p>Staff will contact parents either via telephone or email to update them on general progress or by requesting a meeting if there are concerns about progress or learning. The SENCO will attend these meetings as requested.</p> <p>Parents will be advised if a referral is made to an outside agency. A meeting will be arranged with the professional concerned to ensure that parents understand any assessments made and what strategies will be employed as a result.</p> <p>Parents will be advised if their son is attending an intervention group. The teacher will ensure parents understand:</p> <ul style="list-style-type: none"> • what the aims of the intervention are • how long it will run for • how often it will take place. <p>Interventions with outside agencies will have a review meeting to discuss progress and next steps.</p>

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<p>How the school enables students with SEN to engage in the activities together with students who do not have SEN.</p>	<p>A range of extra-curricular activities are offered to all students. This includes before and after school activities, lunchtime activities, day trips and residential trips. Information about these activities can be found on the school website.</p> <p>All students are encouraged to take part in extra-curricular activities. Where a student needs support to help inclusion, it will be provided by a member of the Student Inclusion Team.</p>	<p>Where a student needs additional support to take part in a trip, parents can discuss their son's needs with the SENCO, the HoY or Form Tutor.</p>
<p>Support that is available for students with social, emotional and mental health needs</p>	<p>Norlington School provides a high level of coaching and guidance for all its students.</p> <p>Where students are identified as having social, emotional and mental health difficulties, the Pastoral Team, SENCO, HLTA for SEMH, Learning Mentor and School Counsellor will work closely with outside agencies to ensure that the student's needs are being met. Advice and additional support may be sought from:</p> <ul style="list-style-type: none"> • the Educational Psychologist • the Social Inclusion Team: Behaviour Support • the Speech and Language Therapist • outreach teachers from the Hornbeam Academy Trust • Social Services • Child and Family Consultation Service (CFCS) • Child and Adolescent Mental Health (CAMHS) • Early Intervention and Prevention. 	<p>Parents will be informed of any concerns about a student's social development, emotional state or mental health. They will be asked to attend a meeting to discuss the difficulties the student is experiencing. This meeting will look at what the school staff need to do to help the student. It will also identify what additional support and advice needs to be sought from outside specialists. Parents will be asked to give their consent for all referrals to outside agencies.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Information about the expertise and training of staff in relation to students with SEN and how specialist expertise will be secured.</p>	<p>All teaching staff have fortnightly training which focuses on ensuring all our students have outstanding learning experiences. This includes training on how to meet the needs of students with SEN so that they are fully included in the mainstream school curriculum. It is primarily provided by the SENCO but training from outside specialists is provided where appropriate.</p> <p>The SENCO works closely with a variety of outside agencies to ensure that the needs of students with SEN are being met. This involves assessment of a student's needs and identifying individual programmes of learning and strategies for the classroom that will ensure that the student has access to a mainstream curriculum. These are then shared with all teaching staff. Outside specialists will also work with individual and groups of class teachers to develop their expertise in meeting the needs of students with SEN in the classroom. For example:</p> <ul style="list-style-type: none"> • the Speech and Language Therapist is working with teachers in the classroom to develop the range of strategies the class teacher has to meet the needs of students with language difficulties. • the Social Inclusion Team works with groups of teachers to develop the range of strategies used to include students with emotional difficulties. • the Educational Psychologist works with members of the Pastoral Team to explore the range of strategies used to support students with social and emotional difficulties. <p>These training opportunities are designed to improve Quality First Teaching to make sure SEN students needs have outstanding learning experiences in the classroom.</p>	<p>The school also works with parents/carers to ensure they understand how to support their son's needs. This may involve school staff and parents/carers identifying how outside specialists can be involved in supporting the student and family at home.</p> <p>Students with SEN provide advice to teaching staff about how they can help them learn. The SENCO works with the Inclusion Team, student and their family to produce a Student Passport and IEP. This is shared with staff.</p>

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<p style="text-align: center;">Arrangements made by the governing body for the treatment of complaints from parents/carers of SEN students</p>	<p>Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. Complaints should be addressed to either the SENCO or the Second-in-charge of Student Inclusion. If matters are not resolved, the Headteacher will become involved.</p> <p>If the complaint is still unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.</p>	<p>We aim to work closely with our students and their families. We have an open door policy and look to build good relationships as we know this is what helps boys make progress.</p>
<p style="text-align: center;">How the governing body involves outside agencies in meeting the needs of students with SEN and to support families.</p>	<p>The school has regular contact with specialists from:</p> <ul style="list-style-type: none"> • the Speech and Language Therapy Service • Educational Psychology Service • Social Inclusion: Behaviour Support Team • Whitefields Outreach Teachers. <p>These specialists work with identified students and provide advice to the school with regard to meeting their needs.</p> <p>Where appropriate, we will also make referrals to:</p> <ul style="list-style-type: none"> • the Early Intervention and Prevention Service (EIPS) • Child and Adolescent Mental Health (CAMHS) • Child and Family Consultation Service (CFCS) • School Nurse Team. 	<p>Students and their parents/carers will be advised when we need to seek advice from outside agencies and they will be asked to give their consent to the referral. Where possible, we will arrange a meeting with the specialist so that everyone can give information about what the student needs help with.</p>

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<p>The contact details of support services for parents/carers of students with SEN.</p>	<p>Details of the Local Offer can be found at:</p> <p>http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page</p> <p>The local offer is a guide to all the services that are available for children and young people in Waltham Forest with special educational needs and/or disabilities aged from birth to 25.</p>	
<p>Key Staff</p>	<p>The email for the SEN team is SEN@norlington.waltham.sch.uk</p> <p>The SENCO is Lee Boyce (NASENCo Award)</p> <p>The Department is staffed by:</p> <p>Seniz Kanel – Second-in-charge of Inclusion Department/Literacy Specialist (Specialist in Teaching Literacy to Dyslexic Students and Assessment for Examination Concessions)</p> <p>Ghosia Azam – TA for students with EHC plans</p> <p>Hilda Blankson - TA for students with EHC plans</p> <p>Akbar Iqbal - TA for students with EHC plans</p> <p>Fatima Jogyat - TA for students with EHC plans</p> <p>Nanda Khatoon - TA for students with EHC plans</p> <p>Elizabeth Owen – Peripatetic Teacher for Literacy</p> <p>Olamide Oyelade – TA/Learning Mentor</p> <p>Sheila Robertson – Lead Teacher for EAL</p> <p>Bushra Sheheryar – TA for Language and Literacy</p> <p>We also have 2 School Counsellors (assigned to the school by Entrust Associates) who provide 1:1 counselling sessions for 2 full days a week in total.</p>	

Area of Need	Wave 1: Quality First Teaching	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> ▪ Staff training on strategies for cognition and learning needs. ▪ Differentiated curriculum planning, activities, delivery and outcomes. ▪ In-class targeted support from the class teacher. ▪ Additional support offered by the class teacher outside of lesson time. ▪ Year 7 Literacy lessons with Touch Typing and Lexia. ▪ Whole school reading policy. ▪ Key word banks. ▪ Scaffolds for writing. ▪ Access to homework clubs. ▪ Revision classes. 	<ul style="list-style-type: none"> ▪ Small group literacy intervention. ▪ Small group numeracy intervention. ▪ In class TA support. ▪ Student Inclusion Homework Club every lunchtime. ▪ Targeted weekly Lexia intervention session. ▪ Targeted reading groups to develop fluency. ▪ Use of specialist software like ReadWriteGold to support writing. 	<ul style="list-style-type: none"> ▪ 1:1 Literacy teaching including reading support, Toe-by-Toe and Precision Teaching Methods to increase sight vocabulary. ▪ 1:1 Numeracy teaching. ▪ 1:1 programmes which target specific difficulties in learning. ▪ Exam concessions. ▪ KS4 Study Skills Programme ▪ Alternative courses such Entry Level Certificates or AQA Higher or Foundation Level Project Qualification. ▪ Advice from Educational Psychologist. ▪ Advice from Outreach Teacher at the Whitefields.
Communication and Interaction	<ul style="list-style-type: none"> ▪ Staff training on strategies for language and communication needs. ▪ Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words ▪ Visual aids to support language. ▪ Use of learning environment to support language use. 	<ul style="list-style-type: none"> ▪ Speech, Language and Communication small group interventions: Vocabulary, Higher Order Language Skills, Language and Communication. 	<ul style="list-style-type: none"> ▪ Advice from Outreach Teacher at the Whitefields. ▪ Advice from Speech and Language Education Service. ▪ Advice from Educational Psychologist.

Area of Need	Wave 1: Quality First Teaching	Wave 2	Wave 3
Social, Emotional and Mental Health	<ul style="list-style-type: none"> ▪ Staff training on strategies to manage SEMH needs. ▪ Pastoral Support through Form Tutor and Head of Year. ▪ Differentiated curriculum planning, activities and delivery. 	<ul style="list-style-type: none"> ▪ In-class TA support. ▪ Self-management behaviour group. ▪ 1:1 coaching sessions with a Learning Mentor. ▪ Reduced timetable: time in mainstream lessons supported by time in the LSU. ▪ Lunchtime support with the LSU Manager/Learning Mentor. ▪ Regular review meetings with parents. 	<ul style="list-style-type: none"> ▪ Counselling ▪ Individual mentoring. ▪ Time out cards. ▪ 1:1 Social Inclusion Behaviour Support. ▪ Advice from Behaviour Support in Social Inclusion Team. ▪ Pastoral Support Plans
Sensory, Physical and Medical	<ul style="list-style-type: none"> ▪ Flexible teaching arrangements. ▪ Staff understand the limitations of the physical impairments or medical condition. ▪ Accessibility of building. 	<ul style="list-style-type: none"> ▪ Fine motor skills group. 	<ul style="list-style-type: none"> ▪ Individual support in class as appropriate. ▪ Use of appropriate resources e.g. radio aids. ▪ Advice from Educational Psychologist / Specialist Teachers / Medical Professionals.