

Norbury Manor Primary School



SEND Information Report 2025-2026

Last updated: July 2026

Due to be updated: July 2027



Our School Vision

At Norbury Manor Primary School, the well-being and development of each child underpins all that we do. We aim for all children to achieve as highly as they can in an environment which develops and encourages mutual respect, co-operation and self-motivation.

We appreciate that some of our children require different and/or additional provision to support them on their path to achieving the best they can and becoming independent learners; we are committed to ensuring that this provision is the best it can be and that the child's individual needs are paramount.

Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

The school recognises that early and accurate identification of any Special Educational Need is crucial to ensure that all pupils reach their potential. We also believe that in order to gain a true picture of any additional needs, a range of information and data needs to be collected to make an informed decision.

All Croydon Schools adopt a similar approach to meeting the needs of all pupils including those with special educational needs and disability. At Norbury Manor Primary School we have a shared expectation that all pupils, regardless of their specific needs, will benefit from inclusive teaching which will enable them to make the best possible progress in school. This will ensure they can actively participate in the wider aspects of school life and support readiness for the next phase of education and /or preparation for adulthood.

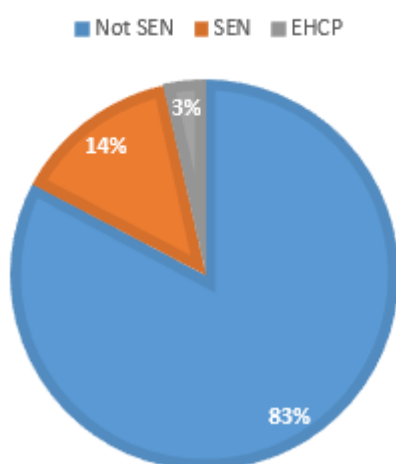




School Information and Context

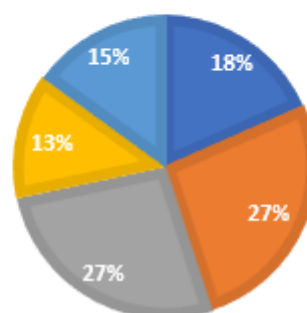
Norbury Manor Primary School is a two-form entry school that has over 400 children on roll.

SCHOOL CONTEXT



SEND SCHOOL BREAKDOWN

■ Cognition and Learning ■ Speech, Language and Communication
■ Social, Emotional and Mental Health ■ Sensory and Physical
■ Unidentified need



There are currently 60 children on our SEN register (14.2%). Out of those 60 children, 15 children have Education, Health and Care Plans (3.5%).

SEN in our school is broken down into the following categories:

- 11 children have a cognition and learning need (18%)
- 16 children have a speech, language and communication need (27%)
- 16 children have a social, emotional and mental health need (27%)
- 8 children have a sensory and physical need (13%)
- 9 children are undergoing identification assessments (15%)

Please note that these figures were accurate at the time this information report was written.



Our SENCO



The SENCO is **George Storey**.

If you would like to contact Mr Storey, please send an email to senco@nmp.croydon.sch.uk

The SENCO's job is to oversee the day-to-day operation of the school's SEND policy. This includes but is not limited to:

- Supporting the identification of children with special educational needs.
- Co-ordinating provision for children with SEND.
- Liaising with parents of children with SEND.
- Liaising with other providers, outside agencies, educational psychologists and external agencies particularly for children receiving support.
- Ensuring that the school keeps the records of all pupils with SEND up to date.



Our Inclusion Team



Miss Hena
Pupil and
Parent
Support
Officer



Miss Sally
Speech and
Language
Additional
Educator



Miss Michelle
Maple Hub
HLTA &
Nuture
Therapist



Miss Monique
Willow Hub
HLTA



Miss Carol
Learning
Mentor



Miss Sharon
Nuture
Therapist

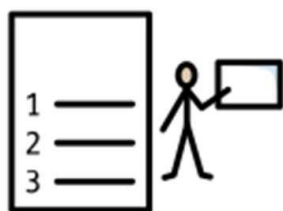


Special Educational Needs

At Norbury Manor Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas under the SEN code of practise 2014:

Cognition and Learning 	Children and young people who learn at a slower pace than their peers, and those with Specific Learning Difficulties (SpLD). For example, dyslexia, dyscalculia, and dyspraxia.
Communication and Interaction 	Children and young people with speech, language, and communication needs (SLCN) who have difficulty understanding and communicating with others.
Social, Emotional and Mental Health 	Children who may be withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviours. The code states these behaviours may reflect underlying mental health difficulties.
Sensory and Physical 	This includes children with a disability that prevents or hinders them from making full use of general educational facilities. For example, those with visual or hearing impairments.

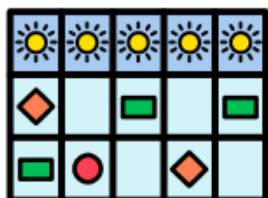


How do we adapt our curriculum to suit our learners?

We understand that not all children learn the same way. To ensure all children make progress, we adapt our curriculum to suit a wide range of learning styles.

This ensures that, whatever the child's needs, they are able to access the curriculum at a level that suits them best.

Some examples of curriculum adaptation at Norbury Manor Primary School are:



Visual Timetables

Children are able to understand what they need to do and what is happening next. This reduces anxiety and enables children to better plan their learning.



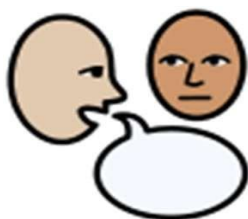
Task Boards

This enables children to set their work out into manageable chunks. This improves productivity and makes work seem less overwhelming.



Assistive Technology

Children are able to use IPADS and Laptops to support their learning styles. For children who find writing difficult, typing can be a way to improve the quality and quantity of their work.



Talk Partners

Children are able to discuss their answers together. This gives children a chance to verbalise their answers rather than rely on writing.



Vocabulary Banks

Children receive visual vocabulary banks to enable them to make links between what they are learning and unfamiliar words.



Chunked Learning

Children find it hard to concentrate and work for long periods of time. Chunking learning into small, bite size amounts with movement breaks in between allows them to learn at a pace suitable for them.



Identifying and Assessing Needs

At Norbury Manor Primary School, we work closely as a team to ensure that any child that needs support receives it at the earliest possible opportunity. This means they are more likely to make progress and enjoy their school life.

We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and scaffold the learning to ensure that it is accessible to all. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

Norbury Manor Primary School uses the 'Assess, Plan, Do, Review' cycle when deciding on the support children will receive.

The 'Assess, Plan, Do, Review cycle' has four stages:

	Assess The class teacher, working with the SENCO, discusses the child's needs and creates a baseline assessment by which progress will be measured.
	Plan The class teacher, SENCO and parent create a plan to ensure the pupil makes progress in their area of need,.
	Do The class teacher, SENCO and additional educator carry out the plan.
	Review The class teacher, SENCO, additional educator and parent review the plan on a regular basis.



Parent and Pupil Involvement

At Norbury Manor Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Parents are given the opportunity to:

			
Meet with class teachers for longer periods of time during parents' evening.	Schedule meetings where necessary to discuss their child's provision.	Meet with the SENCO and Parent Support Officer to discuss any concerns.	Give their input in the development of SEN policies and interventions throughout the school.

Likewise, Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

		
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and review progress/interventions



What if my child needs additional support?

We understand that children learn at different paces. Likewise, children require different levels of support and not all will benefit from the same provision as others.

The following support is available for all children:

	High Quality Teaching and Learning High quality teaching is an inclusive, evidence informed approach to meeting the needs of all children in the classroom. This is done through a combination of questioning, strong teacher subject knowledge and high expectations for all. Where necessary, work is scaffolded appropriately so all learners can complete the task set.
	SEN Support Once a child has been identified as having a special educational need, they will be placed on the SEN register. They will then be placed in the 'Assess, Plan, Do, Review' cycle and their progress closely monitored to ensure it is effective. The majority of children who require support will be at this stage.
	Education, Health and Care Plan For some children, despite SEN support and Locality Funded Support, they still do not make progress towards their goals. For these children, their special educational needs are often lifelong and will affect them throughout their educational life, perhaps even into adulthood. For these children, the SENCO and parent can apply for an Education, Health and Care Plan.



What support can my child receive?

We understand that children may need additional support to access the curriculum at the same pace as their peers. Where necessary, we work closely with outside agencies to ensure that we can support your child in the best way possible. This may, at times, include somebody coming in to assess and observe your child. We would always ask your permission for this to happen before we went ahead.



Educational Psychologists can help the school determine whether a child needs additional support in their learning. They can give recommendations for us to follow.



Speech and Language Therapists can help the school determine whether a child has difficulties understanding language and help us enable the child to access the curriculum effectively.



Therapists can help a child to understand what is going on in their life and give the child tools to manage their difficulties in a productive way. They can give us recommendations to help the child in school.



Physiotherapists can work with children, and families to ensure that the child is able to move and function appropriately at school. They can offer advice on exercise and play activities to help children reach their full potential.



Occupational therapists are specially trained to assess and provide advice and intervention for children with any disability and children who experience difficulties with everyday tasks at home, school and at play.



Counsellors can help your child to make sense of what is going on in their life and find ways of coping with things that can be difficult. They can give us recommendations to best support your child in school.



Staff Training

At Norbury Manor Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly reassessing the needs of our pupils and, where an area of concern is highlighted, whole school training is organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

Some of our staff have completed training in the following areas:



Lego Therapy



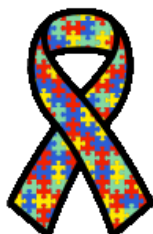
Speech and Language



Nurture



Sensory Difficulties



Good Autism Practice



Attention Autism



Phonics Catch Up



Early Development



How do we support transitions?

Nursery



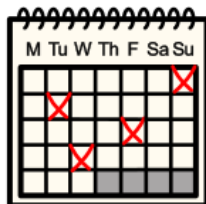
We hold stay and play sessions where your child can come into the setting for a morning and experience what it is like to be in school. At this time, you will have the chance to meet with the team who will be supporting your child over the next academic year. There will also be a meeting between parent/carer and the nursery team, in which you can discuss any concerns you have for your child and their development.

Reception



We hold meetings with parents so we can have some time to discuss your child and any concerns you may have. This is a good opportunity to meet your child and for us to work together to ensure your child has the best possible start. At Norbury Manor Primary School we believe that early identification of special educational needs is extremely important to ensure that your child has the best possible school experience.

End of Year



We hold 'meet the teacher' days in school where your child is able to meet their new class teacher at the end of the year. This can help reduce their anxiety and become familiar with their new adult and classroom environment. Where necessary, additional time can be made for children who require more support to ensure smooth transition.

Secondary School



We understand that choosing a school that is right for your child can be a difficult and stressful process. This year, 1 child with an EHCP transitioned to secondary school. The secondary school SENCO was invited to a meeting and additional school visits were set up for the child to transition appropriately. The SENCO met with receiving secondary schools of SEN students to ensure that there was an effective transition for SEN students.



What if I am unhappy with the support my child receives?



In the first instance you should speak to your child's class teacher. Ensure you ring the school office to make an appointment so the teacher can give you enough time to discuss your concerns.



If you are still unhappy and feel that the matters have not been resolved, please do email the SENCO, who will be willing to meet you and further discuss your concerns.



If you are still concerned, you may organise a meeting with the Headteacher through the school office.



As a final step, you may raise a formal complaint and in this case you would be directed to the School Complaints Procedure, which can be found on our website.

There have been no formal complaints to our governing body this academic year.



Croydon Local Offer and Information

The Local Offer is an information directory where individuals with SEND aged 0-25, as well as their parents or carers, can go to find out what support or provision they can expect to be available in their local area.

It covers a range of local agencies, including education, health, and social care services – such as childcare, independent schools or colleges, care placements, apprenticeships, transport arrangements between home and education settings, specialist teachers, therapy services, and other specialist support. It also includes relevant regional and national specialist provision, such as provision for children and young people with rare and more complex SEND.

To access Croydon's local offer, please visit:

<https://localoffer.croydon.gov.uk/>



Children's Centre: Chatterbox

Chatterbox is for children 4 and under who are presenting with speech, language and communication needs.

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/service.page?id=u6h8fn6UPEs>

Croydon

Children's Speech & Language Therapy
Service

Speech and Language Therapy

Information on Croydon's Speech and Language Therapy Service.

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/service.page?id=u6h8fn6UPEs>



Croydon Health Services
NHS Trust

Children's Occupational
Therapy information

<https://www.croydonhealthservices.nhs.uk/childrens-occupational-therapy/>



Nurture UK

Information on how we support our children with social, emotional mental health needs.

<https://www.nurtureuk.org/>