



Special Educational Needs

And

Disability Policy

(Known as Special Educational Rights and Disability at NMP)

Last Reviewed	December 2025
Next Review Date	December 2026
Review Calendar	Annually

Contents

1. [Values and Vision](#)
2. [Aims](#)
3. [Legislation and Guidance](#)
4. [Roles and Responsibilities](#)
5. [Ordinarily Available Provision](#)
6. [Identifying pupils with SER and assessing their needs](#)
7. [Consulting and Involving pupils and Parents](#)
8. [The Graduated Approach](#)
9. [Specialist Input](#)
10. [Referral for Additional Funding to Support a Child's Needs](#)
11. [Education, Health and Care Plans](#)
12. [Admission Arrangements For Children With SER.](#)
13. [Transition Arrangements](#)
14. [Funding and Resources](#)
15. [Training](#)
16. [Monitoring and Evaluating SERD Provision](#)
17. [Managing Concerns About SERD Provision](#)
18. [Anti-Bullying](#)
19. [Disability Access Arrangements](#)
20. [Specific Learning Difficulties](#)
21. [Appendices](#)

Values and Vision

Make every moment count... for every child!

Our vision for Norbury Manor Primary School is to provide a warm, caring and stimulating environment, which encourages positive values and celebrates diversity and excellence. We aim to make a difference to every child, regardless of any barriers to learning they may face. We want to instil a life-long love of learning in every member of the school community. Our aim is that all pupils will have the skills necessary to become well rounded, interesting people who can make a difference to others in their lives.

We recognise that some of our children have differences that will require 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.

We recognise the vital role of parents/carers in the identification, assessment and response to their child's special educational needs. We work in partnership with parents valuing their views and contributions and keeping them fully involved in their child's education.

At Norbury Manor Primary School we are committed to equality of opportunity irrespective of race, gender, social class, status religion, language, culture, neurodiversity or disability and will actively support initiatives which maximise the achievement of all. At Norbury Manor Primary School we have renamed **Special Educational Needs** to **Special Educational Rights** because we believe as a school that **education is a right** and that all pupils, no matter what their barrier is in learning, should be able to access all areas of the curriculum.

Aims

Our SER policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SER)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SER
- To ensure that children and young people with SERD can engage successfully in all school activities alongside pupils who do not have SERD, including making reasonable adjustments for those pupils with disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SERD are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued professional development
- To promote independence and resilience in pupils with SERD so that they are well prepared for transition to adulthood

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

1. Part 3 of the children and Families Act 2014, which sets out school responsibilities for pupils with SER and disabilities.
2. The Special Education Needs and Disability Regulations 2014, which sets out school's responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SER information report.
3. School Admissions Code of Practice
4. Supporting pupils at school with medical conditions (June 2014)
5. Teacher standards 2012
6. Working together to Safeguard Children

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.

In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

1. have a significantly greater difficulty in learning than the majority of children their age; or
2. have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to-day activities (as defined by the Equality Act 2010). 'Long term' means that the impairment will have lasted or be likely to last for 12 months or more. Not all students who have SEN are disabled and not all disabled students have SEN but the school recognises that understandably, there is overlap.

Roles and Responsibilities

The SENCO

The SENCO will:

1. Work with the head teacher and SER governor to determine the strategic development of the SER policy and provision in the school
2. Have day-to-day responsibility for the operation of this SER policy and the co-ordination of specific provision made to support individual pupils with SER, including those who have EHC plans
3. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SER receive appropriate support and high quality teaching
4. Advise on the graduated approach to providing SER support
5. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
6. Be the point of contact for external agencies, especially the local authority and its support services
7. Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
8. Ensure the school keeps the records of all pupils with SER up to date

The SER Governor

The SER Governor will:

1. Help to raise awareness of SER issues at governing board meetings
2. Monitor the quality and effectiveness of SER and disability provision within the school and update the governing board on this
3. Work with the head teacher and SENCO to determine the strategic development of the SER policy and provision in the school

The Head teacher

The head teacher will:

1. Work with the SENCO and SER governor to determine the strategic development of the SER policy and provision in the school
2. Have overall responsibility for the provision and progress of learners with SER and/or a disability

Class Teachers

Each class teacher is responsible for:

1. The progress and development of every pupil in their class
2. Making additions to their quality first teaching to ensure SER pupils access the curriculum well
3. Working closely with any additional educators or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
4. Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
5. Ensuring they follow this SER policy

Other key staff who are actively involved in supporting and coordinating SER provision and part of our wider inclusion team include:

Headteacher:

Sonia Potter

Safeguarding Team:

Kettishia Williams (Designated Safeguarding Lead)

Carol Thompson (Deputy Safeguarding Lead)

Attendance Officer:

Carol Thompson

Hena Ahmed

Parent Support Officer:

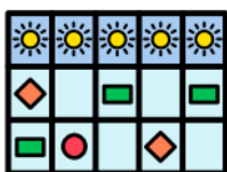
Hena Ahmed

SER Governor

Keran Currie

Ordinarily Available Provision

Ordinarily Available Provision refers to the support that class teachers put in place for all children, whether they have a special educational need or not. As we know, when learning new concepts, children may need additional support to grasp concepts and become confident learners. Information about the Ordinarily Available Provision can be found [here](#). Ordinarily Available Provision benefits all children, especially children with specific learning difficulties such as Dyslexia, where having support in place can enable them to make the necessary progress. Some examples of good practice 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.



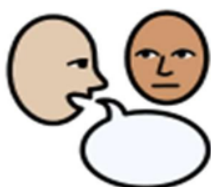
Task Boards

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 pupils with SER and assessing their needs

The school's particular arrangements for assessing and identifying pupils as having SER also form a part of our published **Local offer**.

The four areas identified within the SER Code of Practice 2014 are:

1. Communication and interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and /or Physical needs

These areas exemplify the range of difference for which the school is able to identify and provide support from within the school's provision.

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

1. Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
2. Termly tracking of all pupils to monitor rates of progress and attainment
3. Concerns raised directly by parents or other agencies
4. Observations
5. Assessments

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

1. Is significantly slower than that of their peers starting from the same baseline
2. Fails to match or better the child's previous rate of progress
3. Fails to close the attainment gap between the child and their peers
4. 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 a SER.

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.

In determining whether a pupil may have SERD, consideration will also be given to other factors which may be affecting achievement including;

1. Attendance and punctuality
2. Health and welfare
3. English as an additional language (EAL)
4. Family circumstances
5. Economic disadvantage

EAL children who are not achieving at expected levels are not added to the SER register until they have been in school and exposed to English for more than two years and there are other signs indicating that they have a special educational right.

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet difference and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SER.

Before deciding that a pupil requires additional SERD support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. These will be evidenced through the provision map.

For further information on our approach to identification and provision can be seen in our school flowchart, Appendix C.

Consulting and Involving pupils 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:

1. Everyone develops a good understanding of the pupil's areas of strength and difficulty
2. We take into account the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. 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. We will formally notify parents when it is decided that a pupil will receive SER support.

The Graduated Approach

Pupils who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support.

This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach and it is the process the school uses to assess, plan, implement and review provision for SER pupils.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Once a pupil has been identified as possibly having SER they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

If a pupil has recently been removed from the SER list they may also fall into this category as continued monitoring will be necessary.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SER register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference. The child will be given targeted support within class.

Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SER Support

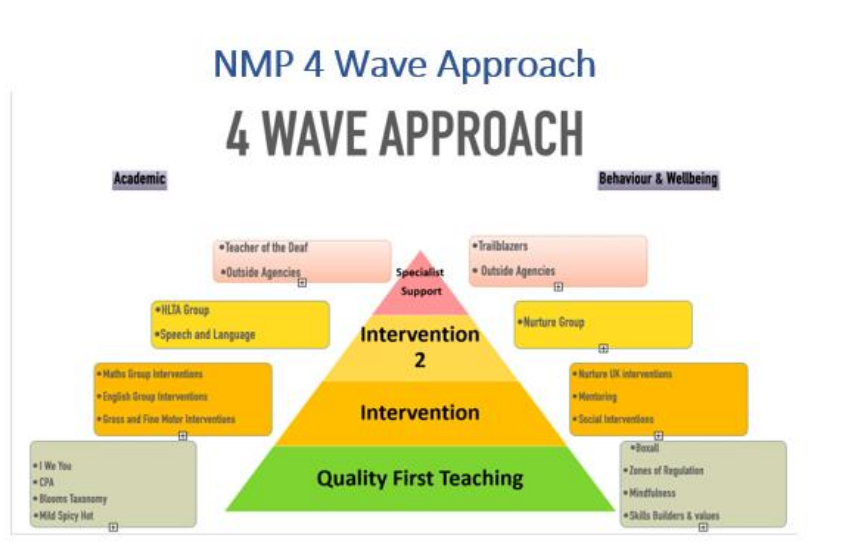
Where it is determined that a pupil does have SER, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SER is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

1. Assess
2. Plan
3. Do
4. Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those intervention which are the most effective in supporting the pupil to achieve good progress and outcomes.

In line with the best practice approach of the graduated approach we have a clear stepped approach to the SERD provision within the school to ensure accurate assessment and successful outcomes.



ASSESS:

Once identified as requiring additional SER support a more detailed assessment of the pupil's needs will be carried out. This will include further discussions with parents and, when appropriate, the pupil.

It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

At NMPS we recognise that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and special educational needs.

PLAN:

We will use the information from the assessment to draw up an SER Support Plan which will outline the support that will be offered. The plan will:

- Be outcome focused where the desired benefit or difference from any intervention is clearly identified and matched to need.
- Detail the range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents and pupils can work in partnership with the school to support progress towards targets and outcomes.
- Give details of the role and input of external agencies when they are involved with a pupil
- This plan shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches and resources that have been agreed.
- Parents will receive copy of this plan and will be invited to a termly meeting where it will be reviewed.

DO:

Class/subject teachers, with the support of the SENCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend this review meeting along with pupils when this is appropriate.

This review may be included in the general school cycle of parental consultation meetings. However, where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute and share views on progress and subsequent provision.

At the review the following will be considered:

1. Impact of each element of the intervention towards the identified outcomes
2. Pupils' response to the support and view of their progress where this is applicable

3. Views of parents and specialist agencies
4. Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to a specialist agency.

Referral for Additional Funding to Support a Child's Needs

If a child has lifelong or significant difficulties the school can apply for additional funding to further support the child. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.



The decision to make a referral for additional funding via the SEND Locality Forum will be taken at a progress review meeting.

The application for additional resources and funding will combine information from a variety of sources including:

1. Parents
2. Teachers
3. SENCO
4. Social Care
5. Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of SENCOs about whether additional funding is merited.

Reviews for pupils with Locality Funding

Reviews for pupils in receipt of locality funding will be held towards the end of their funding period where targets are reviewed and evaluated by the class teacher, SENCO, parents and any other service professionals. The child's view is taken into account prior to the meeting and shared during the meeting as their voice is central to ensuring good outcomes. At this review meeting decisions are made to determine whether continued support is required, what that support should look like and how best to deliver it.

Education, Health and Care Plans

What is an EHCP?

An EHCP (Education, Health and Care Plan) is a legal document for children and young people (up to age 25) who need extra help with learning because of a special educational need or disability (SEND).

It explains:

1. What the child or young person needs help with
2. What support will be provided
3. What school or setting they will attend
4. Any health or social care support linked to their needs

Who is it for?

An EHCP is for children or young people who:

- Have significant learning difficulties or disabilities
- Need **more support** than a school or college can normally provide

How to Get an EHCP: The Assessment Process

The process can take **up to 20 weeks**. Here's a step-by-step guide:

1. Ask for an Assessment

A **parent, school, or the young person (aged 16+)** can ask the local authority (council) to do an EHCP assessment.

The local authority has **6 weeks** to decide whether to assess.

2. The EHC Needs Assessment

If they agree to assess, the local authority will gather information from:

- Parents and the child or young person
- The school or college
- An educational psychologist
- Health professionals (like a doctor or therapist)
- Social care (if needed)

3. Decision to Issue a Plan

After the assessment, the council decides:

Yes – The child needs an EHCP, so a draft plan is written.

No – The child's needs can be met without a plan (parents can appeal this).

4. Reviewing the Draft Plan

Parents can look at the draft and suggest changes.

The council must also name a **school or college** in the plan.

5. Final EHCP

The final plan is sent out.

This must happen within **20 weeks** of the first request.

Can I Appeal?

Yes – parents or young people can appeal to the **SEND Tribunal** if they:

- Are refused an assessment or plan
- Don't agree with what's in the plan
- Disagree with the school named

How can I apply for an Education, Health and Care Plan for my child?

Firstly, the SENCO welcomes any conversations with parents around Education, Health and Care Plans. There should be an open dialogue between parents and school. It is the parents statutory right to apply for an EHCP if they wish but there should always be a discussion with the school beforehand. The local authority will seek information from the school as part of the assessment process, where we will hand over any information, specialist reports or assessments completed.

Information around applying for an EHCP can be found [here](#).

Annual Reviews for pupils with existing EHCPs

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the Code of Practice. At NMP we use this time to bring together all the professionals involved, to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the statement/EHCP. The child's view is taken into account prior to the meeting. A review meeting might recommend amendments to the statement if:

1. Significant new evidence has emerged which is not recorded on the statement.
2. Significant needs recorded on the statement are no longer present.
3. The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
4. The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

For pupils in Year 5 the annual review is used as a means of declaring the secondary phase provision required.

During the annual review we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

Conducting SER Review Meetings

SER review meetings are held on a termly basis. Parents are invited to attend the meeting and they are led by the class teacher or SENCO. At the review meeting the pupil's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:

1. What are the pupil's current levels of attainment relating to SER Support Plan targets?
2. What progress has the pupil made towards meeting the overall objectives set out in the SER Support Plan, Statement or EHCP?

3. What are the parents'/carers' views of the pupil's progress?
4. What are the pupil's views of their progress?
5. Is the current provision appropriate to the pupil's needs?
6. What targets should be set?
7. Have there been any significant changes to the pupil's circumstances?
8. Have there been any significant changes in the pupil's special educational needs and therefore do they need to move within the graduated stage?
9. How will the pupil's progress be assessed?
10. Are there any particular strategies that have led to improvement?
11. Are there any particular requirements to promote inclusion?
12. What are the pupil's current levels of attainment in Reading, Writing and mathematics?
13. What progress has the pupil made over the past year, especially in relation to each SER target?
14. Are any amendments to the statement/EHCP necessary?
15. Should the LA recommend ceasing or maintaining the statement/EHCP?
16. If a parent/carers is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

A decision is made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENCo monitors interventions to identify 'what works'. Where it is clearly evidenced and deemed that a pupil has made significant progress, enough to close the attainment gap between the child and their peers, in line with age-appropriate expectations, the child will be removed from the SER register.

Admission Arrangements for Pupils with SER

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with SERD.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SER of the child or
- The attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Croydon Special schools.

The SENCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SER entering the school.

Transition Arrangements – Arrangements to support pupils with SERD joining the school or moving to a different school

For pupils joining the school in our Reception/Nursery classes the SENCO will seek information about the nature and level of needs for pupils identified with SERD and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has a Statement or EHC plan.

For pupils moving to secondary school or to a different school, the SENCO will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals discuss and plan support required to ensure there is continuity in the range and level of support offered.

Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SER support. The value of this funding varies between each school informed by a set of indicators. The level of funding is not adjusted in year to reflect any changing demand for SER provision.

The school leadership through consultation with the SENCO and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SER across the whole school.

Training

Our school is committed to an on-going programme of training and support to enable teachers and support staff to have the understanding and skills required to differentiate and scaffold learning for the pupils with a range of SER within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SER

The SENCO attends the termly Croydon briefing sessions and has opportunities to attend other local and national training sessions to keep abreast of local and national policy and initiatives to continue to enhance SER provision at our school.

Monitoring and Evaluating SERD Provision

The school undergoes an active process of continual review and analysis of outcomes for all pupils, including pupils with SERD.

In evaluating the quality of the SERD provision the school will take into account a range of evidence including looking at the level of academic achievement of pupils with SERD in school compared to standards achieved pupils achieved with no SER as well as comparison with pupils with similar

starting points nationally.

We also use other assessment measures which relate specifically to individual needs such as communication skills or personal resilience.

We monitor the impact of additional and targeted interventions and collect the views from parents and pupils on the quality of provision offered as part of our “assess, plan, do, review” cycle as outlined above and in the NMPS SERD Information report.

Case studies are also used as an evaluative tool to look at features of good practice where pupils have made good progress or to analyse what else is needed where progress is slow.

Managing Concerns about SERD Provision

Parents are encouraged to share any concerns they have about the quality and impact of SER provision for their child at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO and other senior leaders as required.

Parents will be encouraged to seek advice and support from the local parent SER Information Advice Service (SENDIAS) and Mediation services. This is an independent, impartial and confidential service.

<http://www.kids.org.uk/Event/croydon-send-information-advice-support-sendias-and-mediation-service>

The school can also make arrangements for parents to discuss concerns with other key professionals such as the educational psychologist.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures on the website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SER team. Parents will be contacted directly to receive information about the mediation services available.

Anti-Bullying

We recognise that pupils with SER are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SER should report any incidents of bullying to a trusted adult; this will vary as some children will speak to their TA others directly to their class teacher. All children know that Parent Pupil Liaison Officers and the Learning Mentor are available to be a listening ear to any concerns they may have.

Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils. This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our accessibility plan forms part of Equalities Policy which is also on the website.

Specific Learning Difficulties

Attention deficit hyperactivity disorder

ADHD (attention deficit hyperactivity disorder) is a condition where the brain works differently to most people. Children and young people with ADHD may have trouble with things like concentrating and sitting still. There are ways to help manage the symptoms of ADHD. In class, we have strategies in place to help children who have a diagnosis of ADHD or may be struggling to hold their attention on one task for too long. Ways we adapt learning for these children are:

1. Giving clear and simply instructions, both written and verbal.
2. Giving extra opportunities for movement breaks.
3. Provide fidgets or sensory toys
4. Chunking learning so that work is completed in manageable steps.

Autism

Autism is understood as a spectrum. In the past, people thought the spectrum was a straight line between 'more' and 'less' autistic. This isn't right. Today we understand the spectrum to mean each autistic person has a unique combination of characteristics. Autistic people can be very different to each other, with different sets of strengths and challenges.

The presence or visibility of characteristics can vary a lot between autistic people. This can also change over time, in different situations or if the person is masking. It is important not to make assumptions about an individual autistic person's skills, abilities or support needs.

Autism is not a learning disability or a mental health condition. But around a third of autistic people also have a learning disability. And autistic people are more likely to experience mental health problems.

Autistic people may have different communication styles, skills and preferences to non-autistic people. They may use and understand words, tone of voice and body language, such as gesture and facial expressions, differently.

Some autistic people have intermittent, unreliable, limited or no speech. They may communicate in other ways, for example: in writing or sign language, through gesture or sounds, or by using Augmentative and Alternative Communication (AAC), such as picture cards and/or high-tech devices.

A lot of medical and professional literature refers to these differences as 'restricted and repetitive behaviours and interests' (RRBIs). They must be seen as affecting 'everyday functioning' for a diagnosis to be made. However, many autistic people see these characteristics as positive and helpful. Some prefer to describe them as 'stimming' (stimulatory) or 'self-regulatory' behaviours – ways to keep calm and happy.

These include having or showing:

focused and dedicated interests (such as a very strong passion for a hobby, an entertainment figure or series, a toy, or an academic interest)

repeated movements and behaviour (such as hand flapping, hair twirling, spinning around, or listening to something on repeat)

preference for order, predictability or routine (such as wanting to know what is going to happen in detail, for rules to be the same for everyone, having the same routine or meals each day, or needing a favourite toy to feel calm).

Autistic people can be much more or less sensitive than non-autistic people to the five main senses (sight, sound, touch, taste and smell) and senses for balance, movement, spatial awareness and awareness of internal states (such as hunger and temperature).

A person may be very sensitive to one kind of sensory input, but not at all sensitive to another. Their reactions can also change depending on the situation and environment.

Sensory processing differences are not a standalone core characteristic. During diagnosis, these are considered part of 'RRBIs' (see Behaviours and interests above). This is because of the reactions they may cause (avoiding or seeking out sensory input or showing distressed behaviours).

Dyslexia

Dyslexia is a specific learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills.

It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields.

Dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling.

In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments. Across all languages, difficulties in reading fluency and spelling are key markers of dyslexia. Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity. The nature and developmental trajectory of dyslexia depends on multiple genetic and environmental influences. Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension or learning another language. The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e., in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed. Working memory, processing speed and orthographic skills can contribute to the impact of dyslexia. Dyslexia frequently co-occurs with one or more other developmental difficulties, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder.

At Norbury Manor Primary School, we implement quality first teaching strategies that are proven useful for children with Autism, ADHD and Dyslexia as part of our ordinarily available provision. This enables children who have not been diagnosed but are showing traits of these specific learning needs to thrive.

If you have any concerns around Autism, ADHD, Dyslexia or any other special educational need, please do not hesitate to talk to your class teacher and the SENCO, who can sign post you to the relevant information.

Autism: <https://www.autism.org.uk/advice-and-guidance/what-is-autism>

ADHD: <https://www.nhs.uk/conditions/adhd-children-teenagers/>

Dyslexia: <https://www.nhs.uk/conditions/dyslexia/>

Appendix A:

Classroom Organisation and Planning for Special Needs

This section is concerned with organising classrooms and teaching to prevent and/or overcome learning difficulties or other problems connected with learning. These organisation and planning recommendations are taken directly from the Dyslexia friendly classroom checklist for teachers and educators.

Classroom layout

- Easy access to materials without congestion
- Defined routes for movement
- Defined working areas
- Easy access to teacher
- Appropriate and clearly labelled furniture and storage
- Established systems known by children for storage/retrieval of resources
- Clear view of, and for, the children

Effective grouping

Grouping can be helpful as a way of individualising the curriculum and in managing a variety of levels of learning (differentiation) but it can be counter-productive if pupils feel labelled or left out of activities. Here are some positive reasons for grouping:

- Simultaneous teaching
- Practicing a new skill
- Providing good models
- Co-operative learning
- Contributing to a group task
- Social skill development
- Shared home language for bilingual development
- Shared preferred learning style

Flexible grouping is the key to organising for effective learning and the reason for the grouping should relate to the task/target you have chosen. Remember that group work is not always a co-operative endeavour – it may be that children are sitting in a group because they are on the same task but that task may well be an individual one. Be clear about your aims and objectives of group work in your planning.

Place and position

Some children have problems, which have implications for where they sit in the classroom:

- Handedness – don't sit a left-hander to the right of a right-hander – they'll jostle!
- Hearing – make sure the child can hear instructions clearly and is sitting in a quieter part of the room. Can the child hear with one ear better than the other? Is she/he placed to maximize this fact? Can the child see your face clearly?
- Vision – a child with a vision problem needs to have a clear view of work sheets, the board, visual aid etc. Try to ensure that lighting is adequate and that glare and reflections are minimal.
- Distraction – some children are more easily distracted than others. Sometimes isolation can help but make sure this is for particular tasks and the reason for the temporary isolation is made clear to the child. Try sitting the child with a calm, settled group as a help.

Materials

Make sure these are:

- Suitable to age/ability/needs
- Real, relevant and realistic
- Stimulating and motivating
- Give early chance of success
- Clearly written/easily understood
- Suitable length
- Offering varied approaches – games, puzzles etc.
- Easily accessible
- Well organised and ordered
- Cross-curricular when possible
- Informative of daily routines, e.g. visual timetables

Teaching Method

- Plan the structure of the day in order to give individual and group help as appropriate.
- Match child and task very carefully.
- Have additional extension material available for fast workers.
- Build success into task to give confidence and reduce any risk of failure.
- Introduce new skills in small stages.
- Proceed in steps from the 'known'.
- Use practical demonstration where possible.
- Ensure generalisation of skill to other tasks where appropriate.
- Make sure attention has been gained before trying to teach a new skill.
- Keep careful records to ensure continuity and progression.
- Set realistic time targets for completing work.
- Praise and reward often – make rewards relevant to the child.
- Provide feedback immediately and in a positive way.
- Evaluate and review the work set and the achievement made.
- Accommodate different learning styles.

Ethos

The learning environment should be:

- Encouraging and friendly.
- Purposeful and positive.
- Fair and consistent.
- Self-motivating and confidence boosting.
- Relaxed and non-stressful.
- Secure and stable.

Make sure that:

- Rules and routines are clearly explained and displayed.
- There is consistent use of praise and rewards to reinforce good behaviour – focus on the positive.
- The teacher labels behaviour not the child.
- Wherever possible, problems are anticipated and dealt with discreetly.
- Children's work is seen to be valued.
- Children's feelings are respected.
- Children are encouraged to be self-reliant.
- The teacher sets a good role model – a positive approach.
- There is time to listen to children.
- The success of children is shared.
- There is open and positive communication amongst staff.
- Parents are involved appropriately.
- Children are encouraged to be enthusiastic in their learning, building confidence in a supportive atmosphere.

Additional help and support

- What help is available and how can it be used?
- Support in planning and evaluating lesson content.
- Support in planning a learning programme.
- Support in delivering a planned programme.
- Support by withdrawal for specific teaching input.
- Support in assessing and identifying need.
- Support from colleagues working collaboratively

Appendix B

Links with Local and National services and organisations to support implementation of the SER policy:

Service	Contact Details
Croydon Educational Psychology Service	Tel: 020 8604 7300
Croydon CAMHS	Tel: 0203 228 000
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
Speech and Language Therapy	020 8714 2594 http://www.croydonhealthservices.nhs.uk
Community Paediatricians	020 8274 6300
Peripatetic Visual Impairment Service	020 8760 5783 linda.james@croydon.gov.uk
Peripatetic hearing impairment service	020 8760 5784 luisa.saddington@croydon.gov.uk
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Primary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Parents In Partnership (PIP)	0208 663 5626 www.pipcroydon.com/
SENDIAS (SEND support for parents and carers)	020 8663 5630/5631 Croydon@kids.org.uk
Contact a Family	0808 808 3555 www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	0207 843 1900 www.councilfordisabledchildren.org.uk/

Appendix C

