Norwood Green Junior School

SEND Local Offer

Policy ratified by the GB: March 2026

Policy to be reviewed: March 2027

Context

Norwood Green is a very special, inclusive community. The positive attitudes and caring nature of the pupils, parents, staff and governors give the school strength to achieve all that it achieves.

We instil in our pupils a sense of pride in what they do, and foster compassion and respect for all. We teach children to think independently and creatively as well as develop their leadership skills. We ensure that each child is safe and cared for, including their emotional, physical and social needs.

Ultimately we wish our children to develop the confidence and skills to make positive choices about their lives now and in the future.

We ensure that every child achieves at school, experiencing good quality classroom teaching. However, for some children additional support may be needed to enable them to achieve their potential.

This document will tell you:

- Who to talk to if you are worried about your child's learning
- How the school knows if your child may need support
- What to expect if your child is getting support
- What to do if you still have concerns.

Staff

Headteacher: Mrs Sehgal

Deputy Headteacher: Mr Makepeace

Head of Centre for the Deaf: Miss Lawrence

Special Needs Coordinator (SENDCo): Ms Godwin

Pastoral Support: Mr Hutchinson

How does the school know if children need extra help?

- When any member of our staff has concerns about a pupil, they raise them with the Leadership Team or Special Needs Co-ordinator (SENDCo) who offer support.
- We track the progress of our pupils closely (at least termly) so we can quickly identify pupils who may benefit from extra support.
- After reviewing the evidence and discussing this with parents, pupil and teachers, the school may decide to make further assessments, and may adapt the provision.
- A record is kept of the discussions, the identified needs, the provision to meet those needs and the agreed outcomes. Your child's progress will be monitored and reviews will be held with you to discuss the progress against outcomes.
- Pupils themselves can also ask for extra support and help.
- All pupils are screened on entry using the following assessments; Salford Reading Test, Phonics screening and a Speech and Language screening. These give an indication of how pupils are performing in these areas when taking into account their chronological age.

I think my child may have special needs. What should I do?

- Parents should bring concerns or information about their child to the class teacher.
- You can also contact the SENDCO or head teacher via the school office. Contact details are at the end of the document.

How will school staff support a child?

- Senior staff and governors monitor the quality of the support given to pupils with special educational needs to evaluate the effectiveness of the support.
- Class teachers are responsible for the children's learning and will be able to explain what is happening for your child. Class teachers are supported by the SENDCO, whose primary role is to co-ordinate special educational provision across the school.
- Extra support, which is additional to and different from the usual classroom experience, is planned by the class teacher with the SENDCO, Specialist teachers, and/or Intervention teachers following discussions with the parents & pupil. This additional support may be provided by a teacher, higher level teaching assistant (HLTA) or learning support assistant (LSA), in a small group or 1:1. External support may sometimes be accessed where insufficient progress is made against the outcomes from school-based support. Parents will be kept informed through ~~the~~ meetings with the teacher. Additional support may also take the form of specialist equipment or facilities.

Who will explain to parents what is happening for the child?

- All additional support is co-ordinated, secured and overseen by the SENDCO.
- You can make an appointment at the office if you would like to know more.

How will the curriculum and learning environment be matched to a child's needs?

- High quality classroom teaching is the key to learning at school. A broad, balanced and creative curriculum offers learning matched to pupils' ability.
- Learning opportunities are designed so that all pupils in the class can take part.
- In some lessons, pupils are grouped with others that are working on similar targets.
- Additional adult support may be used in a variety of ways: small groups, one to one support in or out of class, or to support the class teacher to plan for or work with a pupil or pupils with special needs.
- Children at the Centre for the Deaf benefit from specialist teaching and facilities. However, all pupils in the school are an inclusive part of their classes and pupils with and without special needs work together on a daily basis.

How will I know how my child is doing/ when will parents be able to discuss a child's progress?

- Parents meetings are held in the autumn and spring terms and a report goes out in the summer term. Children with EHC plans also have an annual review meeting in the summer term or in the Spring term if they are in Y5. If your child has special needs you will usually meet school staff more often than this.
- Parents are welcome to make an appointment to see the class teacher or other relevant members of staff at other times.

How will the school support parents to help their child's learning?

- Parents receive a home learning letter every half term that details optional activities you can do with your child to support their learning.
- If appropriate, homework may be personalised for a child with special needs. Where CGP books are used for home learning, these may be more closely matched to the child's current levels. Online home learning tasks are adapted to enable pupils to work independently on them, if required.
- A home-school agreement will tell you what we expect from parents and pupils.
- Some children with special educational needs will be supported by a Learning Plan. This plan is created with the pupil and shared with parents.
- When agencies from outside school have been involved, they normally provide suggestions and advice that can be followed up at home. These will be discussed with you at review meetings.

What support will there be for my child's overall well-being?

- At Norwood Green Juniors all staff are responsible for the welfare of the pupils. Relevant, trained staff support the medical needs of pupils including those with allergies. Medical care plans are used where appropriate, for example when a child needs to be given medicine in school. The policy is available on the school website.

- Safeguarding and child protection procedures are in place. The named persons are Mrs Sehgal and Mr Hutchinson, and all staff are trained in child protection procedures.
- The school works closely with a specialist behaviour consultant to support our provision for social and emotional welfare, seeking advice and support where appropriate.
- Our behaviour policy is detailed and it includes guidance to staff on how to adapt their behaviour management strategies for children for whom a SEND may affect their behaviour at school. It can be downloaded from the school website.
- Social skills groups and individual mentoring sessions support some pupils.
- Attendance is monitored regularly to ensure all children attend school regularly and arrive punctually. Please speak to Mrs Remtulla if you would like more information about attendance.
- The school has a pastoral leader who may work with individual pupils or groups of pupils to set targets for and to be reflective about behaviour choices. This may allow pupils to better understand their responsibilities as part of the school community.
- A range of pastoral policies support all children including those with SEND. For example, all children in school choose a 'special adult', for support and advice. Our playground duty rota includes Teachers of the Deaf to support our Deaf children at playtime. We explicitly teach Deaf awareness, learning to Respect and anti-bullying programmes, among others, to support all our pupils.

What specialist services and expertise are available or accessed by the school?

- Sometimes we need to consult an outside agency for their more specialist expertise to ensure the pupil makes progress against the agreed outcomes. The agencies consulted by the school usually include:
- Specialist Learning, Speech & Language Therapy and Behaviour Advisory consultants
- SEND5 consultancy for completing Learning Assessments with individual pupils at the request of the SENDCO
- The SEND Specialist Support Team (advisers for visual impairment, deafness and physical needs)
- The Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- Education Mental Health Practitioners
- Social Services
- Heart of Hounslow Health Centre (School Nurse, Speech and Language Therapists)
- We obtain parental permission before referring a pupil to an outside agency for support with their learning. We discuss the outcomes of referrals with parents.

What training will the staff supporting children and young people with SEND have?

- All staff are trained in teaching pupils with special educational needs through regular whole staff training sessions. Individual staff members have also undertaken additional specialist training in a range of areas, including speech and language.
- Our permanent Teachers of the Deaf hold an additional qualification specialising in the education of deaf children. They also have the minimum specified signing qualification, Level 2 BSL, as required by Hounslow.

How will children be included in activities outside the classroom, including school trips?

- Our outside learning activities and trips are accessible for all our pupils. If necessary, additional adults or other reasonable adjustments are arranged to support a pupil with special needs or a disability to ensure accessibility and inclusion on trips. This information is recorded on the risk assessments that are prepared for all trips.
- Extra-curricular activities and after school clubs are open to all pupils with SEND. Pupils with special needs may be given additional support by having information about clubs and activities explained to them individually.

How accessible is the school environment?

- Pupils' specific learning needs are supported through the use of technology (computers, radio aids) where appropriate.
- There are two disabled parking spaces, with a linked path to the school office.
- There is one disabled toilet which also has a shower facility.
- The majority of the school is on one level, with wheelchair accessible doorways.
- We have an accessibility action plan in place to make further improvements and our disability Access Equality Scheme and Policy can be downloaded from the policies section of the school website.

How will the school prepare and support my child when:

- **they join the school?**
- **transfer to a new school ?**

- The school works directly with Norwood Green Infants' staff to support the needs of all pupils when they arrive in Year 3. This includes a comprehensive transition programme in the summer term.
- Year six pupils meet a member of staff from their new secondary school during the summer term – secondary staff meet pupils here and pupils also have the opportunity to visit their chosen secondary schools.
- The SENDCO meets the Infant and Secondary school SENDCOs in the summer term.
- When pupils with special needs arrive at other times our SENDCO discusses their needs with the SENDCO of the previous/new school as far as possible to ensure continuity of provision.

- The pastoral leader meets with staff from the Infant and Secondary schools to discuss other pastoral concerns.
- On occasion, some pupils require transition arrangements which are in addition to the above. This is done in collaboration with staff at the relevant secondary schools.

How are the school's resources allocated and matched to children's needs?

- The leadership team, Governors and Education Funding Agency monitor our finances carefully. A proportion of the school budget is provided to meet the additional needs of our pupils.
- We use our resources to support the aims of our school as well as individual learner needs. Resources will be allocated to a pupil based on their needs and the decisions around funding will be taken by the SENDCO and Head Teacher.
- Where a pupil needs substantial support, we apply to the local authority for additional funding to meet their needs. We will also request an assessment for the Local Authority to decide if your child's needs are best met through an EHC Plan.

How is the decision made about the type and how much support a child will receive?

- Each pupil's need is examined on an individual basis.
- Initial support is through specific strategies carried out and monitored by the class teachers.
- Intervention groups have entry and exit criteria based on more than one factor, and are flexible. One pupil may need additional support throughout; other pupils may only need it for a short time. All support is recorded and the impact of interventions monitored in order to assess progress against the outcomes agreed with the pupil and parents. A Learning Plan will provide this information.
- For pupils with EHC Plans, the type of support needed will be detailed on their Plan. This is discussed at an annual review meeting with parents and professionals, organised by the SENDCO or Head of Centre on behalf of the relevant Local Authority.
- For some pupils, we may request that an assessment for an EHC Plan be made by the local authority. This may result in an EHC Plan which sets out formally your child's needs along with the provision required to meet those needs. Please ask if you would like more information about this process or consider the further information set out in the local authority's local offer (details at the end of this document).

How are parents involved in the school, and how can they become involved?

- We welcome and value parent volunteers in our school. Parents contribute to the life of the school for example through classroom help and adult support for one off trips and activities.

- We also value fundraising activities, to which parents contribute, such as our Cultural Evening, and Parent Governors play a vital role.
- All pupils benefit from their parents being actively involved with their education, through formal and informal home learning activities. Pupils with special needs especially benefit from regular support with their school work at home.

How does the school listen to pupils views?

- We have an active school council where pupils can share their views and ideas.
- Pupils are involved in policy development where appropriate (e.g. our anti-bullying policy). Pupils with EHC Plans have their views reflected in the Annual Review.
- Pupils' views are taken into account when we plan our work. Our Subject leader staff members interview a range of pupils about their learning.
- Pupils take part in regular surveys, for example about feeling safe in school.
- Where necessary pupils have adult support to ensure their views are included.

How do Governors make sure SEND pupils needs are met?

- The governing body has a legal responsibility to ensure the school is well run and raises standards for all pupils, including those with SEND.
- We have an appointed SEND Governor, who meets with the SENDCO to discuss the provision of support for pupils with special needs and the outcomes of the provision.
- The Leadership team present information about pupil progress to Governors on a regular termly basis, including that of pupils with special needs. The Governors interrogate the information provided to ensure the school's provision does meet the needs of all pupils. Where improvements are required, the governors put in place a framework to support, and monitor, the progress required.
- Governors visit the school regularly.

How do pupils gain admission to Norwood Green Junior School and our Centre for the Deaf?

- Norwood Green Junior School, as an academy, is responsible for its own admissions policy, which is administered by Hounslow on our behalf. The policy is set out on our website and meets the requirements of the School Admissions Code 2012 as well as the Equality Act 2010. Any child with SEND (but without an EHC Plan) is able to apply for a place at the school along with other children.
- Applications to the school are made via Hounslow's School Admissions Team who can be reached on 020 8583 2721, by email at admissions@hounslow.gov.uk, or by visiting the Civic Centre, 7 Noel Court, Bath Road, Hounslow TW4 7DD. If your child has a statement or EHC plan, the admissions team will send the application to the Special Educational Needs Section who will consult with the school on your behalf.

- Parents of Deaf children are welcome to come to look around the Centre. Please contact the office to arrange an appointment with Ms Lawrence, the Head of Centre. Admission to the centre will usually require an EHC Plan.

Who can parents contact for further information, or raise concerns?

- If you require more information or have concerns please see your class teacher, the SENDCO; Ms Godwin, Assistant Heads, or Deputy Headteacher; Mr Makepeace or the Head teacher; Mrs Sehgal via the school office. The contact details are:
  Phone - 020 8574 1726; email - office@ngjs.hounslow.sch.uk; address Norwood Green Junior School, Thorncliffe Road, Southall, UB2 5RN.
- If you do not feel your concern has been appropriately dealt with, the school has a complaints policy which is available on the website (ngjs.co.uk/about our school/school policies/complaints policy).
- SENDIASS, the parent partnership service, is a free, independent and confidential service that supports parents of children with special needs. (phone 020 8583 2607 or alternatively email SENDIASS@hounslow.gov.uk)

Pupil Comments

It's good to work together in Centre. We do numeracy and literacy.

It's good to go to a group because you get a little bit easier work and then you get more confident when you are back in class.
Y5 pupil

It's easier in the Centre because our teacher uses signing.
Y4 pupil

Mrs Sharma checks my reading log and helps me to understand what I'm reading.
Y5 pupil