

# School Core Offer

The school core offer is the provision that is offered to every child at Norton Primary.

It is our aim to ensure that every child has an equal opportunity to flourish. We support them in developing high expectations of themselves and in mastering the skills necessary to ensure their journey into adulthood is a successful one.

*“The school provides a warm, welcoming, and inclusive environment for all pupils and parents”  
Ofsted May 2013*

We endeavour to make available inclusive provision to ensure that all pupils, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential. We are committed to narrowing the attainment gap between SEND and non-SEND pupils and offer a range of personalised learning interventions/ opportunities to support this. All pupils are treated the same at Norton Academy and are given equal opportunities regardless of disability. We are delighted to have recently renewed our Anti bullying accreditation which is a reflection of the high priority Norton gives to raising the awareness of bullying. Children feel safe and confident in school and openly share any concerns they have regarding bullying. The STOP box ( a method for the children to share concerns) is used by children and carefully monitored by senior leaders.

## **All pupils are taught by their teacher via excellent targeted classroom teaching also known as Quality First Teaching**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class;
- That all teaching is based upon building upon what your child already knows, can do and can understand;
- At times the teacher may direct a Teaching Assistant to work with your child as part of normal working practice;
- Differentiated activities and exciting ways of presenting information are in place so that your child is fully involved in learning in class;
- Your child’s teacher carefully and continuously monitors your child’s progress and may decide that gaps in their understanding/learning requires some extra support to help them make the best possible progress. All children in school may access this as part of excellent classroom practice;
- Possible use of specific group work within a smaller group of children. This group, often called intervention groups by schools, may occur in the classroom or outside in a work area, be delivered by a teacher or a Teaching Assistant who has had training to deliver these interventions, may take place at a range of times during and beyond the school day;
- Access to support available from Specialist outside agencies if required e.g. Speech and Language, Educational Psychology, Specialist Learning, Occupational Therapy amongst others.

# School Local Offer

The school local offer is the provision that is available to SEND pupils attending Norton Primary Academy.

*"The sensitive support for pupils with learning difficulties and/or disabilities enables them to make progress similar to the rest of pupils"*

*Ofsted May 2013*

Our Academy firmly believes in developing a strong partnership with parents/carers so that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

## **Objectives of our SEND Provision**

By providing high quality support for pupils with SEND we aim:

- (a) to enable every pupil to experience success;
- (b) to keep an ongoing register of all children whom we consider to have special educational needs;
- (c) to identify those children as early as possible, assess, record and regularly review their progress and needs;
- (d) to provide learning programs geared to their needs;
- (e) to work collaboratively with parents, other professionals and support services;
- (f) to ensure that parents or carers are able to play their part in supporting their child's education;
- (g) to involve the child as fully as possible, so as to encourage a move to successful, confident, independent learners.

The whole schools approach to teaching and learning encompasses inclusion. All children have access to resources that are used to support children with a range of SEND needs. Class teachers use visual resources to support the learning of all pupils.

All children are included in all activities and adjustments are made by careful preparation and use of additional support e.g. social stories and pre-visits. Parents are invited to discuss these at regular SEN meetings and at other times should they wish.

# Identification

At Norton Primary we use a graduated approach to meeting an individual student's needs. For the majority of pupils quality first classroom teaching will fulfil their learning needs. Some pupils may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. These students will not be on the SEND register. Some pupils may require further differentiation to bridge a learning gap or to develop strategies to overcome a particular need. These pupils will be placed onto the SEND register. The SEND register is kept securely in school and enables staff to access support strategies for individual students.

Children need to be identified as soon as possible and given appropriate help and support. Early identification and attention to a child's SEND reduces the chance of more prolonged or intensive support at a later stage. Performance of children will be monitored by class teachers as part of ongoing assessment procedures.

An initial concern checklist is used to highlight any concerns, either by parents or school staff. This is the starting point of the identification process. Following discussions with the SENCo action points will be put in place. A review meeting will be held shortly after to review progress, it may be felt necessary at the stage to place them onto the SEND register.

For a few students with more complex needs they may require more intensive and long term support in order to thrive at school. These students will have an Educational, Health and Care Plan (EHCP) which will set out clearly what provision the student needs to achieve at school. These students are also monitored by the local educational authority SEND team.

When children have identified SEND before they start school, or those who transfer to our Academy during their primary education we work with the people who already know them and use the information already available to identify how their additional needs will be addressed in our setting and how we will manage it together.

If you tell us you think your child has a SEN we will discuss this with you and look in to it further. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.

If our staff think that your child has a SEN this may be because they are not making the same progress as other children, for example they may not be able to follow instructions or answer questions. We will observe them, look at the way they learn (visually, auditory or kinaesthetic) and consider what works already and what doesn't. We will look for strengths and weaknesses to create an all-round picture of your child. From this we will set achievable focussed targets for your child to work on. Should we require further help we will contact specialists from a variety of teams.

We are a friendly and child and family centred school, so you will be involved in decision making about your child's support.