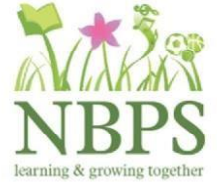


# Norris Bank Primary Inclusion and SEN Vision Statement



Norris Bank Primary School is a caring and inclusive school in the heart of the local community of Heaton Moor. Our aim is to promote excellence and enjoyment in teaching and learning as the foundation for success in life through a rich, broad and balanced curriculum.

We believe that we make a difference by providing a safe and stimulating environment where our children and families feel happy and secure. We want every child to be engaged actively in their learning and are therefore able to reach their full potential in all areas of school life knowing they are cared for and supported throughout.

The children's well-being is at the centre of our school life and the key to raising academic success. This is supported by high expectations and by developing personal awareness, creativity and social understanding. We place a strong emphasis on trust, honesty, respect and tolerance through a close partnership between children, staff, governors and parents.

We aim to develop confident, reflective children who are proud to belong to our community and who have a sound knowledge of their own value and purpose in the world, who are able to think creatively, with independence and so see the future as full of possibilities.

We welcome all children whatever the differences in their abilities or behaviours and believe every child matters. We will work with children, parents and outside agencies to ensure that their special needs are understood and the correct provision is provided and supported. Early identification and assessment, allocation of resources, close monitoring and the use of relevant and differentiated curriculum will support your child's learning.

SEN Process and Reviews

When your child joins Norris Bank who has educational needs identified already, we ensure a smooth transition from one setting to another. We arrange a variety of meetings with the previous setting, parents, children and outside agencies in order to gather as much information as possible for us to understand your child's needs. We then provide the required resources and support and allow the children to enjoy school life. In the autumn term, we hold a review meeting to discuss the current provision and future actions to ensure your child is making good progress. Your child is invited to this process, where they have the opportunity to share their own views and are included in any targets or areas of development that may need to be addressed. Parent and teacher meetings are then held in the late autumn and spring term, with a more informal transition meeting preparing for the transition into the next academic year. The school SENCO, Head Teacher and class teacher are always available to talk to and receive feedback on your child's learning and achievements.

If your child is making little or no progress even when teaching has been aimed at their particular challenges, functioning at low levels significantly below those expected for children of a similar age, presenting persistent emotional and/or behavioural difficulties, sensory and/or physical problems, communication and/or social problems, your child's teacher may feel the need for further assessment from experts, we work closely with, to gain further understanding of their learning styles or developmental needs. After assessments and evaluations an Individual Education Plan (IEP) will be created and shared with all involved. Review meetings will then occur after an academic term has passed.

We are used to working with a lot of different outside agencies that come into school to assess or suggest possible interventions or intervention programmes we can put in place in order to best help your child. We have strong, confident and reliable relationships with Occupational Therapists, Speech Therapists, Education Psychologists and Inclusion Officers, all who are well known and familiar with our school and who work for Stockport Authority.

Working together is very important to us at Norris Bank, in order for us to allow all our children to achieve their full potential. We like to have clear and continuous communication about progress and future actions with everyone involved including the child involved.