

Useful SEND support

Trusted Gloucestershire information for children, families and carers.

Gloucestershire SEND Local Offer

Local services, activities, education, health and care support for ages 0-25.

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1

SENDIASS Gloucestershire

Free, confidential and impartial SEND information, advice and support.

<https://sendiassglos.org.uk/>

Gloucestershire County Council SEND

Council guidance about SEND support, services and processes.

<https://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-send-including-autism/>

SENDIASS freephone: 0800 158 3603

Talk to us

If you have a concern about your child's learning, wellbeing or development, please speak to the class teacher. We will listen carefully, work with you and agree the next steps together.

You can also ask to speak with the school SENCo.

Personal development - made personal

Every child deserves opportunities that reflect their strengths, interests, identity and next steps.

- leadership roles and pupil voice
- clubs, sport, music, creativity and enrichment
- carefully supported trips and wider experiences
- friendship, communication and teamwork opportunities
- emotional literacy, regulation and wellbeing support
- independence, resilience and practical life skills
- individual goals that celebrate progress from each child's starting point

We remove barriers so children can participate, contribute and experience success - alongside their peers wherever possible.

Our partnership promise

Children and families are heard. Strengths are recognised. Support is explained clearly. Decisions are made together and reviewed honestly.



EVERY CHILD BELONGS

Celebrating inclusive practice

We know every child as an individual and create the conditions in which they can belong, thrive and achieve.

STRIVE • THINK • ACT • RESPECT

High expectations. Thoughtful adaptations.
Personalised opportunities. Strong partnerships.

Inclusion at Norton

Inclusion is not an add-on. It is the way we welcome, teach, support and celebrate every child, every day.

Belonging: children feel safe, valued and part of their class and school community.

Participation: barriers are anticipated and reduced so every child can take part.

Ambition: we hold high expectations and support children to make meaningful progress.

Voice: children and families help shape plans, provision and next steps.

Teamwork: teachers, support staff, leaders, families and specialists work together.

What this looks like

- welcoming classrooms and predictable routines
- strengths-based language and respectful relationships
- accessible learning with the right challenge
- progress celebrated in learning and personal development

EEF-informed adaptations

Our teachers use the EEF 'five-a-day' approaches as part of high-quality adaptive teaching. These approaches support all learners and can be especially helpful for pupils with SEND.

1 Explicit instruction Clear explanations, modelling, guided practice and manageable steps.

2 Cognitive and metacognitive strategies Teaching children how to plan, remember, monitor and reflect on learning.

3 Scaffolding Targeted verbal, visual or written support, reduced as independence grows.

4 Flexible grouping Purposeful groups based on current learning needs - not fixed labels.

5 Purposeful technology Tools that improve access, practice or ways to record learning.

Adaptations may also include extra processing time, pre-teaching vocabulary, visual prompts, chunked instructions, movement or sensory breaks, alternative recording methods and carefully chosen resources.

Adaptations are selected because they meet an identified need. Their impact is checked and refined.

Assess • Plan • Do • Review

When a child needs additional or different support, we use a graduated, collaborative cycle.

ASSESS Build a rounded picture using the child's voice, family knowledge, teacher assessment, observation and specialist advice where appropriate.

PLAN Agree clear outcomes, provision, reasonable adjustments, responsibilities and a review date with the child and family.

DO Put the plan into practice. The class teacher remains responsible, supported by the SENCo, teaching assistants and relevant professionals.

REVIEW Evaluate progress and the child's experience. Celebrate what is working, adjust what is not and agree the next cycle.

The cycle is dynamic: support can be intensified, changed or reduced as needs and independence develop.

How we know it is working

- the child feels safe, included and understood
- participation and independence increase
- agreed outcomes show meaningful progress
- children and families can see the difference