



2020 - 2021

SEN Information Report for Mile Cross Primary School

Part of the Norfolk Local Offer for learners with SEN

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Introduction

This information report is part of the Norfolk Local Offer for learners with Special Education Needs (SEN) www.norfolk.gov.uk/children-and-families/send-local-offer. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information is updated annually and is available on our school website and through the school office.

Mile Cross Primary School's Local Offer has been produced by members of the school community including school staff, pupils, parents/carers and governors. We welcome any feedback on our provision for children with Special Educational Needs. The best people to contact would be:

Eileen Maceachern SEN Coordinator (SENCO)

senco@milecrossprimary.norfolk.sch.uk

Rob Edwards SEN Governor

Stuart Allen Head Teacher

Contact can be made through the school office or website.

office@milecrossprimary.norfolk.sch.uk

<https://milecrossprimary.com>



How we identify SEN

At different times in their school career, many children and young people will be identified as having a special educational need. The SEN Code of Practice 2015, defines SEN as:

“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. A child of compulsory school age or a young person has a learning difficulty or disability if he/she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age: or***
- b) has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”***

Children’s learning in school can fall behind for lots of different reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn; they may not speak English very well or at all; they may be worried about different things that distract them from their learning. This does not mean that they have a special educational need, but we would still provide additional support to help the child to reach their potential.



At Mile Cross Primary School children have been identified as having SEN through a variety of ways including the following:

- Assessment and monitoring by a teacher that identifies children performing below age expected levels – and requiring extra provision to be made.
- Concerns raised by a parent – either on admission to school or at any stage of the child's education
- Concerns raised by children that they are struggling with learning or other aspects of school-life
- Concerns raised by teacher or other staff regarding behaviour or self-esteem that is affecting learning
- Information from a previous school
- Information from external agencies such as Speech and Language therapists
- Health diagnosis through paediatrician or other medical professionals



Areas of Need

The SEN Code of Practice recognises four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Primary areas of need in our school (September 2020)

	Primary area of need			
	Communication and Interaction (including autism)	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Number of pupils	28	18	25	7
Number of EHCPs	9	2	2	-

Our approach to teaching learners with SEN

At Mile Cross Primary we work hard to ensure that all children make good progress at school and to meet their individual needs. We aim to help all learners reach their full potential. As part of this aim, we are committed to our responsibility towards the identification and assessment of children with special educational needs.

We offer an inclusive education, supporting all learners, including those with special educational needs. At our school, in addition to outstanding Quality First Teaching, we offer a range of extra provision, including making reasonable adjustments to: teaching, classroom organisation, resources to support learning and the school environment, in order to increase engagement in learning.

Every class at Mile Cross Primary School has children identified as needing additional provision.

SEN Profile by Year Group – September 2020

Year group	Category of Need (Primary SEN)				Code of Practice Stage and Numbers					
	Communication and interaction (Including ASD)	Cognition and Learning	Social, Emotional and Mental Health	Sensory/ Physical	SEN support		EHCP		Total	
					Number	%	Number	%	Number	%
N	Not yet represented in school figures									
R	5	2	1	2	10	16.7	-	-	10	16.7
1	5	-	2	2	8	13.8	1	1.7	9	15.5
2	4	1	4	-	9	15	-	-	9	15
3	3	2	2	1	7	11.9	1	1.7	8	13.6
4	2	5	7	2	13	22.4	3	5.2	16	27.6
5	3	4	3	-	8	13.8	2	3.4	10	17.2
6	6	4	6	-	10	16.7	6	10	16	26.7
Total	28	18	25	7	65	15.7	13	3.1	78	18.9

Gender of Pupils on school's SEN record

	Total number of boys	Total number of girls
SEN support	37	28
EHCP	10	3

What if I think my child may have special educational needs?

If you have any concern regarding your child's progress or well-being, then please first speak to your child's class teacher to discuss your concerns.

Appointments can also be made with the SENCO through the school office or website or via email.



What we do to support learners with SEN at Mile Cross Primary

Every teacher is required to adapt the curriculum to ensure access to learning for all of the children in their class. 'The Teachers' Standards 2011' detail the expectations on all teachers. At our school we are proud of our teachers and their teaching.

For those who are at risk of not making adequate progress, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

If a learner is identified as having SEN, we make provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barriers to their learning.

Our teachers will use various strategies to adapt access to the curriculum; this usually includes tailoring the learning to individual children through the use of:

- Visual timetables
- Writing frames – that guide the learner through the task
- I pads, (and use of apps such as Clicker), laptops or other alternative recording devices
- Peer buddy systems – particularly for emotionally vulnerable children
- Positive behaviour reward systems
- Resources – fiddle toys, wobble cushions, pencil grips, writing slopes, visuals, word banks
- Dyslexia friendly teaching and learning strategies – such as multi-sensory teaching methods and alternative forms of recording
- Adult support and intervention – for some children this could be:
 - Teacher supporting small groups within and/or outside the classroom
 - Teaching Assistant supporting small groups within and/or outside the classroom
 - 1:1 support, usually from a teaching assistant
 - Speech and Language sessions with a teaching assistant

- Extra pastoral support from class-based staff, from an ELSA (Emotional Literacy Support Assistant) or through Play Therapy
- Small group Forest School sessions in school or at our Forest School site.

The type of support is dependent on individual learning needs and is intended to enable access to learning and overcome any barriers to learning.



Many of the children receiving 'additional to or different from' provision will have this recorded in an Individual Learning Plan (ILP) or One Page Profile. ILPs are produced by the class teacher, with support from the SENCO as needed, and in collaboration with parents/carers. They detail barriers to learning, expected termly outcomes, provision needed to achieve these outcomes, and a measurement of progress against them as assessed by teacher, parent/carer and child. Children are involved in the construction of One Page Profiles, which provide both a pen-portrait of the child and a concise summary of strategies to be used for support.

Outcomes set may be informed by the use of PIVATs (Performance Indicators for Valued Assessment & Targeted Learning) a tool which helps us to assess, plan and track steps of progress.

This support is detailed on a Provision Map which describes the interventions and actions that we undertake at our school to support learners with SEN across all of the year groups. We modify the provision map regularly as our learners and their needs change.

Staff Training, Expertise and Qualifications

All staff within the school have responsibilities towards meeting the needs of children with SEN. The school provides regular and ongoing training opportunities for staff to improve knowledge, skills and confidence in supporting children with a broad range of needs.



In 2019-2020, this training included:

- Adverse Childhood Experiences (ACES)
- Speech, language and communication
- Supporting children with medical conditions such as epilepsy, diabetes and anaphylaxis

Staff who have attended courses share their knowledge with colleagues to cascade expertise more widely through the school.

SEN Qualifications held by staff at Mile Cross Primary School include:

Qualification	Date Awarded
National SENCO Award	October 2016
Advanced SENCO Award	July 2018
SENCOs as Leaders Award	December 2018
MA in SEND and Inclusion	September 2020
Certificate of Competence in Educational Testing (CCET)	June 2020
Advanced BTEC Supporting children with a Visual Impairment	July 2018
Advanced Diploma in SEN	June 2015
Diploma in SEN	August 2013
Level 2 Dyslexia Awareness (4 members of staff)	November 2015
Level 2 Understanding Specific Learning Difficulties (4 members of staff)	July 2019/July 2020
Level 3 Supporting Learners with Dyslexia (5 members of staff)	May 2015/July 2017/July 2019
Level 2 Understanding Behaviour that Challenges	July 2020
Level 2 Understanding Children and Young People's Mental Health (15 members of staff)	November 2018/ April 2019/July 2019/May 2020
Level 3 Mental Health and Young People	December 2017
Level 2 Understanding Autism (7 members of staff)	April 2019/July 2019
Level 3 Supporting Learners with Autism	November 2018
Level 3 Autism in Schools	December 2017
Level 3 ADHD awareness	November 2017
Elklan Speech and Language Support (8 members of staff)	June 2013/August 2016/July 2020
Level 1, 2 and 4 Makaton (2 members of staff)	July 2013/July 2020
Elklan Communication Support for Verbal Pupils with ASD (3 members of staff)	November 2017

All staff have received 'STEP On' training which provides a therapeutic model for understanding and responding to a range of behaviours exhibited by children. Staff have been trained in 'Emotion Coaching' through 'Achievement for All'.

Communication Champions Training



Three members of staff, Eileen Maceachern, Stephanie Hall and Hannah Ruffell have trained as Communication Champions to a leadership level via training provided through the Norwich Opportunity Area. Training in supporting children's speech language and communication development has been cascaded to all staff. The school is committed to the ongoing development of communication-friendly environments and is a designated Communication Hub.

External Advice and Support

In addition to this expertise within the school, more specialist advice is sourced regularly for those children in need of additional support.

This is often secured through The Local Offer via:

- Sensory Support Service for children with visual or hearing needs.
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Specialist support teachers e.g. Dyslexia Outreach or teachers from Specialist Resource Bases (SRBs).
- Access Through Technology (ATT).
- Specialist Resource Base placements.
- Point 1 support for emerging mental health issues.



- The Norfolk Healthy Child Programme.
- Signposting families to local and national organisations and charities that provide support or advice within the home.

Through our work within the Norwich Opportunity Area, some children have benefited from support in school provided by Family Support Workers from The Benjamin Foundation.

Occasionally we find that, despite the provision that we make in school, a child is 'stuck'; their progress or development is very limited. As part of our graduated response, we look for additional advice and support from our School Learning Support Teacher (SLST) and an Educational Psychologist (EP). We hold School Consultation and Planning Meetings three times per year which provide an opportunity for staff to seek advice and support through the Educational Psychology and Specialist Support (EPSS) and Autism Support Service.



If we believe that advice from an external agency will support us to help a child in school, we complete a referral in consultation with parents and/or carers. This is then sent on to the relevant agency.

Referrals may be recommended when a high level of support and intervention has been tried by the school over a period of time with limited progress being made. In some cases, specialist advice may be sought immediately due to the nature of the concern e.g. a child with significant speech and language difficulties.

If a child's needs cannot be met through the usual resources available in a

mainstream school (SEN Support) we may, in collaboration with parents/carers apply to the Local Authority for an 'Education, Health and Care Plan' (EHCP) Needs Assessment to be carried out with the view of obtaining a plan.

How do we find out if this support is effective?

Monitoring of children's progress, using person centred principles, is an integral part of teaching and leadership within Mile Cross Primary School. Children are involved in reviewing their progress in lessons through daily feedback from and to teaching staff. Teachers meet half-termly with school leaders at Pupil Progress meetings and at termly Parent Consultations and other meetings with parents. Individual Learning Plans and One-Page profiles are reviewed termly, or more frequently if needed.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and Governors. Our school and cluster data is also monitored by the Local Authority and Ofsted.

If a learner has an Education Health and Care Plan, termly review conversations take place, and the EHC Plan will be formally reviewed at least once a year.



Other opportunities for learning

We are committed to ensuring that all learners have full access to learning opportunities. This includes the regular range of curriculum related visits, swimming and other off-site activities. At Mile Cross Primary School, we offer a range of additional clubs and activities. All learners have the same opportunity to access breakfast club and extracurricular activities. We are committed to making reasonable adjustments to ensure that all children who wish to can take part in these activities. Please contact the school to discuss any specific requirements for extracurricular activities that your child may have. Children with SEN are also represented on the School Council, Playground Friends and House Captains.



Safeguarding Children with SEN

At Mile Cross Primary School, all staff are trained to be aware of the increased safeguarding risks for children with SEN. Staff are vigilant to risk and diligent in reporting concerns via a secure electronic monitoring system. Mile Cross Primary School works to prevent bullying occurring by celebrating diversity and difference through programmes such as “GR8 AS U R” and operates rigorous anti-bullying procedures if incidents occur.



Funding for SEN

Mile Cross Primary School receives funding directly from the Local Authority to support the needs of learners with SEN. Additional 'high needs' funding is available through a moderated application process. This funding is utilised to purchase staff support time and essential training, specialist resources and equipment.



SEN and Disability

The Equality Act 2010 defines a disability as a “physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day- to- day activities.” Many children with SEN could therefore be defined as disabled, and many children with disabilities have SEN, though the two do not necessarily coincide.



School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with SEN and Disability legislation, we make reasonable adjustments to provide effective educational provision. (Please see school's Admissions Policy.) We welcome applications for

admission from parents of children with mobility difficulties - since September 2008 our school building has complete wheelchair access. The Governors make every effort to accommodate a child's particular needs, working with the LA to improve facilities where necessary.

The school welcomes visits from parents who are considering applications for admission. Appointments can be made with the SENCO to discuss potential support available.

Admissions from children with EHCPs are managed through a process of consultation facilitated by the child's named EHCP co-ordinator; again, visits are encouraged to discuss these applications before naming our school in a child's plan.

Facilities

The school is wheelchair accessible throughout, has technology installed to support the use of hearing loops, and designed with features to support the safe independent movement of children with visual impairments.



Reasonable Adjustments

Like all schools, Mile Cross Primary School has a duty through the Equality Act “to take such steps as it is reasonable to have to take” to avoid “substantial disadvantage” to a disabled child. We take positive steps to ensure that disabled pupils can fully participate in school life. This includes:

- Providing auxiliary aids (such as coloured overlays, adapted PE equipment, and computer software)

- Adapting resources such as enlarged text or books with coloured pages
- Flexible arrangements for children entering and leaving classes
- Additional adult support to overcome disadvantage

The school has to carefully consider the cost of making such adjustments and the potential impact on other children to ascertain whether an adjustment is reasonable.

Our Accessibility Plan can be accessed on request through the school office.

Transition: Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school. Mile Cross Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. When moving classes in school, information will be passed on to the new class teacher in advance and a 'handover' planning meeting will take place. Many children will have their transition supported by a 'social story' shared in school and at home.

In Year 6 the SENCO or teaching staff will discuss the specific needs of individual children with the SENCO of their secondary school, as appropriate. Where possible, children will visit their new school on several occasions. This is especially true for some of our children with Special Education Needs. In some cases, staff from the new school will visit the children in our school. Many children with SEN take part in 'Zap!' anti-bullying training before leaving year 6 which gives them strategies to become more confident and resilient.



Specialist Provision at Mile Cross Primary School

Mile Cross Primary School hosts a key stage one Learning and Cognition Specialist Resource Base (SRB), 'The Lorax Room', part of the Local Offer for children with SEND. Following a referral process from schools throughout the county, we provide short-term placements to children who are experiencing difficulties with their learning and who would benefit from intervention in the teaching of core skills, such as English and maths, in a small group environment.

Our SRB teacher, Mr. Andrew Hardman can be contacted at:

srb@milecrossprimary.norfolk.sch.uk



Mile Cross Primary School also hosts the SRB Outreach Teacher, Mrs. Cathy Mann who works within and between the four Learning SRBs in the county and delivers outreach support in schools through a referral process. She can be contacted at: lcnsrboutreach@milecrossprimary.norfolk.sch.uk

Further information can be found in our SRB policy and leaflet on the school website or by visiting www.norfolk.gov.uk/srbs.

Dyslexia Outreach

Mile Cross Primary School is one of the hosts of the Dyslexia Outreach Service (DoS). Specialist dyslexia teacher, Mrs. Victoria Walters is based at the school and can offer outreach support to schools around the county.

Further information about this service can be accessed at

www.dyslexiaoutreach.co.uk





Have your say

Mile Cross Primary School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report outlines our annual offer to learners with SEN but, to be effective it needs the views of our school community: parents/carers, learners, governors and staff. We hold regular meetings to discuss SEND provision, but are always willing to listen to feedback. So please engage with our annual process to 'assess, plan, do and review' provision for SEN.

Arrangements for Handling Complaints

Any issues with the SEN provision made for a child should first be discussed with the child's class teacher, or with the SENCO, SEN governor or Head Teacher. If you feel that issues have not been resolved to your satisfaction, please follow the 'Complaints Procedure' detailed on the school website.



Links

[Norfolk Education - Local Offer](#)

[Norfolk Parent Partnership:](#)

[Norfolk SEN Network](#)

[NASEN](#)

[Helping Hands - ASD Support](#)

Further information about local and national agencies is available on the school website and SEND parent information board in the atrium.

