



2022 - 2023

SEN Information Report for Mile Cross Primary School

Part of the Norfolk Local Offer for learners with SEN

Last updated October 2022

Contents

Introduction and school contacts	3
What do we mean by SEN?	4
Areas of Need	5
Identification of SEN	6
What if I think by child may have special educational needs?	7
SEN profile of the school	7
SEN and speaking English as an additional language	8
Our approach to teaching children with SEN	8
Staff training, expertise and qualifications	12
Communication Champions	13
Neurodevelopmental Differences	13
Dyslexia Friendly Practice	14
Emotional and social development and maintaining good mental health	14
Medical Conditions	14
External advice and support	15
How do we find out is this support is effective?	16
Other opportunities for learning	17
Safeguarding children with SEN	17
Funding for SEN	17
Working Together	18
SEN and disability	19
School admissions	19
Facilities	20
Reasonable adjustments	20
Transition: preparing for the next step	21
Specialist provision at Mile Cross Primary School	21
Have your say	22
Arrangements for handling complaints	22
Links	23

Introduction

Welcome to our SEN information report. This is part of the [Norfolk Local Offer for learners with Special Education Needs \(SEN\)](#) All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about how the school's governing body implement their [policy for pupils with SEN](#). This report is it.

The SEN Information report is updated annually and is available on our school website and through the school office on request.

Please follow the links in this booklet to find out more.

If you have any further questions, 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.

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<https://milecrossprimary.com>



What do we mean by 'SEN'?

At different times in their school career, many children and young people will be identified as having a special educational need (SEN). The [SEN Code of Practice 2015](#), (which explains the laws around SEN) 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.

Our termly [‘Inclusion landscape’](#) illustrates some of these reasons.

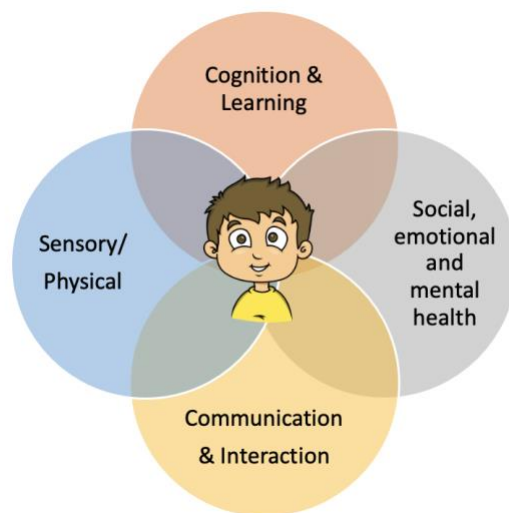


Areas of Need

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

- **Communication and interaction** (for example speech and language difficulties and ASD (autistic spectrum disorder))
- **Cognition and learning** (including specific learning difficulties like dyslexia and moderate learning difficulties)
- **Social, emotional and mental health difficulties** (such as anxiety and low mood and ADHD – attention deficit hyperactivity disorder)
- **Sensory and/or physical needs** (those with a hearing or visual impairment and wheelchair users would be included in this category)

Although in the figures below, children are categorised by their primary need, in real life they are likely to have needs in more than one area. We respond to the needs of the child, not their label or diagnosis.



Primary areas of need in our school (September 2022)

Primary area of need				
	Communication and Interaction (including autism)	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Number of pupils	33	22	28	13
Number of EHCPs	8	2	2	1

You can find out more about areas of need within the school in our '[SEN Overview](#)' which is updated in the spring term each year.

Identification of SEN

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 (see our [Behaviour Policy](#) and [Mental Health Policy](#) for more information)
- Information from a previous school
- Information from external agencies such as Speech and Language therapists
- Health diagnosis through a paediatrician or other medical professionals

Children may be identified as having SEN at different times in their lives and require varying levels of types of support as they move through school. We might talk about them being 'on the SEN register' or receiving SEN Support or maybe about 'monitoring' if the level of need is not quite so high.

We know that the world of SEN can be a very confusing one, with lots of jargon and unfamiliar terms. Please ask if you don't understand any of the language that we are using or tell us if you think we are describing your child's needs incorrectly.



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.



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

SEN Profile by Year Group – October 2022

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 included in figures									
R	6	1	2	1	9	15%	1	1.7%	10	16.7%
1	7	1	-	1	8	13.3%	1	1.7%	9	15%
2	6	2	2	3	12	20%	1	1.7%	13	21.7%
3	5	3	5	2	14	23.3%	1	1.7%	15	25%
4	4	5	6	1	16	26.7%	-	-	16	26.7%
5	2	5	5	2	13	21.7%	1	1.7%	14	23.3%
6	3	5	8	3	11	18.3%	8	13.3%	19	31.7%
Total	33	22	28	13	83	19.8%	13	3.1%	96	22.9%

Gender of Pupils on school's SEN register

Anyone can have special educational needs. We currently have more boys than girls identified, but we know that some needs, like ASD or ADHD can be more difficult to identify in girls. This is one of the reasons why a joined-up approach to identification is so important.

	Total number of boys	Total number of girls
SEN support	49	34
EHCP	7	6

SEN and Speaking English as an additional language (EAL)

Mile Cross Primary School is attended by children from many different countries and cultures. Speaking English as an additional language (EAL) is NOT in itself a special educational need but some children will speak EAL and have SEN, and this can be difficult to unpick. Our EAL coordinators have attended training on this.

Our approach to teaching children with SEN

At Mile Cross Primary we work hard to ensure that all children make good progress and reach their full potential.

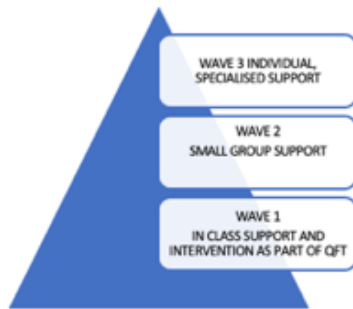
We offer an inclusive education, supporting all children, including those with special educational needs. In addition to outstanding Quality First Teaching, we offer a range of extra provision, including making adjustments to teaching practices, classroom organisation, resources and the school environment to increase engagement in learning alongside evidence-based interventions.

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

Every teacher is required to adapt the curriculum to ensure access to learning for all 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.

If children are finding learning, or other areas of school difficult 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 reduce or overcome 'barriers to learning'.

This provision is often presented in a '3 Tier' Approach



Even though it is 'additional' and/or 'different', most support happens in the classroom at 'Wave 1'. For example, ensuring that children are positioned where they can see, hear and pay attention to teaching; that teaching is 'communication-friendly', presented clearly and supported with visuals. Our teachers will use various strategies to adapt access to the curriculum, tailoring the learning to individual children through the use of:

- Visual timetables and 'Now and Next' boards
- Writing frames – that guide the learner through the task
- Apple iPads, (and use of apps such as Clicker), laptops or other alternative recording devices
- Dyslexia friendly teaching and learning strategies – such as multi-sensory teaching methods and alternative forms of recording
- Reading Pens and other assistive technology
- Task planners and checklists
- Re-modelling of tasks and comprehension checks

- Positive behaviour plans and reward systems
- Resources – fiddle toys, wobble cushions, ear defenders, pencil grips, writing slopes, visuals, word banks
- Adaptations such as body breaks

Some children will need additional adult support and intervention at Wave 2. This could be:

- Teacher supporting small groups within and/or outside the classroom
- Teaching Assistant supporting small groups within and/or outside the classroom
- Small group Forest School sessions in school or at our Forest School site.
- Speech and Language interventions such as Talk Boost
- Handwriting or motor skills groups

Children with a higher level of need benefit from more specialised support, including:

- 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
- 'Nessy' Reading and Spelling intervention
- Braille

The type of support is dependent on individual learning needs and is intended to enable access to learning by reducing or overcoming barriers.



Those children receiving ‘additional to or different from’ provision will have this recorded in a SEN Support Plan. These 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 outcomes, provision needed to achieve these outcomes, and a measurement of progress against them as assessed by teacher, parent/carer and child. Children are supported to share their views in line with their age and ability.

SEN Support Plans, EHCPs, reports and all other information relating to a child’s individual special educational needs are stored securely online through CPOMS (Child Protection Online Management System).

The interventions and actions that we undertake to support children with SEN across all year groups is described on a Provision Map (example below). We modify the provision map regularly as our children and their needs change.



Provision Map 2022/2023 Year Group

	Communication and Interaction	Cognition and Learning	Social, emotional and mental health	Sensory and/or physical
Wave 1 (QF intervention in class)	Visual timetables Now/Next boards Signalong Communication Friendly teaching (Visuals/short chunked information, thinking time, re-modelling ...)	Higher level differentiation of curriculum content & delivery Small group RWI phonics Reading pen Clicker Directed adult 1:1 support Yellow books Overlays Personal dictionary Task checklists Writing frames Cloze sheets KS2 Sound mats/word lists Additional concrete apparatus Talk to text/Talking tins/recording whiteboards Dyslexia friendly reading books	Emotion Coaching & mindfulness Wobble cushions Fiddle toys Body breaks Individual reward charts Social stories Quiet places Self-esteem programme Targeted 1:1 support Visual supports Playground buddies	Writing slopes Pencil grips Laptop/iPad for writing Adapted furniture Ear defenders Sensory breaks Adjusted seating arrangements
Wave 2 (group)	Talk Boost Speech and language groups	Small group support for maths/English lessons (group curriculum) inside/outside classroom Spelling groups Phonics groups (KS2) Differentiated Maths meetings	Nurture Nook Forest School	Fine motor skills intervention
Wave 3 (individual)	1:1 speech and language SLCN SRB placement Block of therapy (SLT)	RWI 1:1 phonics Nessy LCN SRB placement LCN Outreach Precision Teaching (reading/spelling/number) Individual curriculum Pre-teaching vocabulary Targeted 1:1 additional reading (decoding & comprehension) Targeted 1:1 number work	ELSA The Benjamin Foundation Play therapy Behaviour Plan Safe space Key worker support at times of transition	Bespoke support from VSSS (Braille/touch typing) 1:1 TA support ATT Medical support (Diabetes)

Highlight the provision used within your year group and annotate with children’s initials. Add any other provision.

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. Much of this training is facilitated through online webinars and courses.

In 2021-2022, this training included:

- Speech, language and communication
- Mental health and emotional wellbeing
- Independent Learning
- Supporting children with medical conditions such as epilepsy, diabetes and anaphylaxis
- Dyslexia



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 (SENCo)	October 2016
Advanced SENCo Award (SENCo)	July 2018
SENcos as Leaders Award (SENCo)	December 2018
MA in SEND and Inclusion (SENCo)	September 2020
National Educational Leaders in Mental Health (SENCo)	October 2022
Post Graduate Certificate in SEND	June 2021
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
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 (14 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
Elklan Communication Support for Verbal Pupils with ASD (3 members of staff)	November 2017

The SENCo also regularly shares training opportunities for parents through Class Dojo, email and the school website.

Staff use [‘Emotion Coaching’](#) to support children of all ages to understand and regulate their feelings.

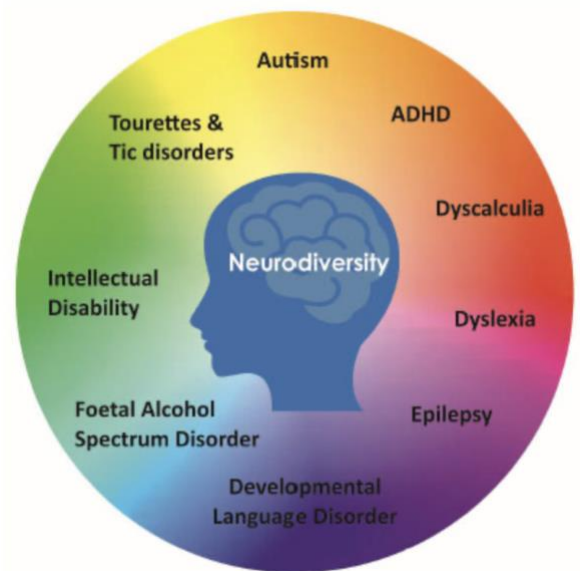
Communication Champions

Mile Cross Primary School is a designated Communication Hub, part of the [North Norwich Communication Hub](#). We recognise how important speech, language and communication skills are for every part of a child’s development. Read more about this part of our work [here](#).



Neurodevelopmental differences

Many children at Mile Cross Primary School have ‘neurodevelopmental differences’ such as autistic spectrum disorder (ASD or autism), attention deficit hyperactivity disorder (ADHD) or dyslexia. These are all differences in how the child’s brain works. Some of these differences, such as dyslexia, can be identified by specialist teachers within the school. Other differences, like ADHD can only be diagnosed by health professionals. If home and school observations indicate that ADHD or ASD seem likely, the SENCo will work with parents and class staff to collect evidence and compile a report requesting a referral to the NDS (neurodevelopmental service) pathway. It can be a long wait for a diagnosis, but this will not affect the support that your child receives. It is the child’s needs that are important, not the label they are given.



Dyslexia-Friendly Practice

At Mile Cross Primary School, we recognise that dyslexia is a learning difference, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes



maths. Dyslexic learners may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. Because these are key skills for life, staff are committed to ensuring we are a Dyslexia Friendly School so that children with these type of difficulties still make good progress. Through appropriate identification, assessment and provision (including dyslexia-friendly classroom environments and literacy interventions) all children with dyslexic-type difficulties (regardless of diagnosis) will be supported.

Emotional and Social Development and maintaining good mental health

As described above some children will have social, emotional and mental health identified as their main presenting need, but all children need additional support in these areas at times, particularly in our post-pandemic world. [Our Mental Health and Emotional Wellbeing Policy](#) outlines our ethos, approach and provision in more detail. Staff make adaptations and adjustments so that children with even complex SENs can benefit from ELSA support or simple mindfulness in the classroom.

Medical Conditions

Mile Cross Primary School maintains detailed records of all medical conditions disclosed by parents/carers. For some medical conditions, particularly diabetes, anaphylaxis or epilepsy, the SENCo will work with parents/carers and named health professionals to produce an 'Individual Healthcare Plan'. This details the child's medical condition, how it is to be managed within school, who is responsible for support and what training has taken place. More information appears in our Medical Needs Policy, available from the school office.

We actively promote [Just One Norfolk](#) to families for all health-related queries.



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.
- ‘Supporting Smiles’ (formerly 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. The SENCo takes part in termly ‘core consultation’ meetings with specialist teachers from the local authority and discusses individual cases with staff on the ‘inclusion helpline’.



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. Most children, even those with complex needs, can have their needs met at [SEN Support within a mainstream school](#). Our SEN Policy explains the EHCP process in more detail or you can watch a short animation [here](#).

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. SEN Support Plans are reviewed termly, or more frequently if needed.

Progress data of all children is collated by the whole school and monitored by teachers, senior leaders and Governors. Our school 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 children have full access to learning opportunities. This includes after-school clubs, the regular range of curriculum related visits, and other off-site activities. We make reasonable adjustments to ensure that all children who wish to can take part in any school activities. Please contact the school to discuss any specific requirements for activities that your child may have. Children with SEN are also represented on the School Council and as Year 6 House Captains on an annual basis.

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. The SENCo is one of the school's designated safeguarding leads (or DSLs). Staff are vigilant to risk and diligent in reporting concerns via our secure electronic monitoring system, CPOMS. Mile Cross Primary School works to prevent bullying occurring by celebrating diversity and difference and operates rigorous anti-bullying procedures if incidents occur. We follow the Norfolk County Council guidance for reporting prejudice-related incidents.



You can read our Safeguarding Policy [here](#).

Funding for SEN



Mile Cross Primary School receives funding directly from the Local Authority to support the needs of learners with SEN. This is detailed in the [Budget Share Tracker](#). Additional funding is available through moderated application. Mile Cross Primary School will be working to implement the Local Authorities' [INDES \(Identification of Needs Descriptors in Educational Settings\)](#) and [IPSEF \(Inclusion and Provision Self-Evaluation Framework\)](#) over the coming year which will inform funding decisions and

further improve the quality and consistency of our SEN provision. Funding is utilised to purchase staff support time and essential training, external advice, specialist resources and equipment.

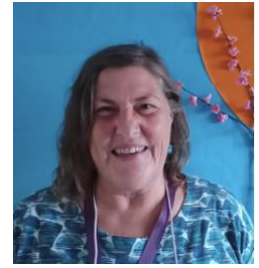
Working Together

Partnerships with parents are at the very centre of our ethos at Mile Cross Primary School. This is particularly important for children with SEND. Only by working together, sharing information and supporting each other can we achieve the best outcomes for children with SEN. Parents/carers are always welcome to request meetings/phone calls with class teachers and/or the SENCo to discuss any aspect of their child's development. More ad hoc contact is maintained at the start and end of the school day, through telephone and email contact, Tapestry and ClassDojo.

As well as seeking parent's views on the provision for their individual child/children, we invite parental feedback on provision more generally, for example, sending out the first draft of a new transition policy by whole school email, and making amendments based on comments returned. Feedback is sought for the SEN Information Report itself each year, including through a visit to the Mighty Oaks parents group. This year, Mile Cross Primary School has embarked on new community initiative with 'The Phoenix Centre' and nearby Catton Grove Primary School – MX Parent Support. A series of free workshops on issues identified by local parents to take place in an informal community centre.



We understand that parenting a child with SEN can create additional challenges in the home. Mile Cross Primary School employs an experienced Parent Support Advisor, Liz Howard, who can be contacted via the school office.



Where there is a high level of challenge in the home, supportive referrals are also made (with parental consent), to the [Early Childhood and Family Service, ECFS](#) (if the family has a child aged 0-5) or for support from [Children's Services](#) if safeguarding concerns are raised.

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, tactile resources 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 through the school [website](#). You can find out more about our approach to promoting equality [here](#).

Transition: Preparing for the next step

Transition is a part of life for all children. This can be transition into the Early Years, into 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. Our Transition Policy (available through the school office) explains our arrangements in more detail.



Planning for transition is a part of our provision for all children 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. All children will have their transition supported by a 'social story' shared in school and at home.

Planning for transition to high school starts early, particularly if children have an EHCP. In Year 6 the SENCo and class 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 and staff from the new school will visit the children at Mile Cross Primary School.

Specialist Provision at Mile Cross Primary School

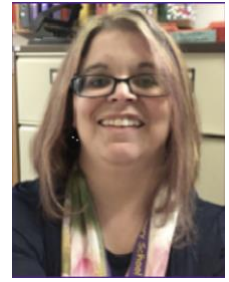
Mile Cross Primary School hosts a key stage one Learning and Cognition Specialist Resource Base (SRB), 'The Lorax Room', part of the Local Offer for children with SEND. Following a referral process from schools throughout the county, we provide short-term placements to children who are experiencing difficulties 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, Miss Cathy Mann who delivers outreach support and training in Norfolk schools through a referral process as well as offering invaluable advice and some targeted intervention at Mile Cross Primary. 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.

Have your say

Mile Cross Primary School is our community school. We can shape and develop provision for all of our children ensuring achievement for all. This SEN report outlines our annual offer for children with SEN but, to be effective it needs the views of our school community: parents/carers, children, 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; most issues can be dealt with easily at this stage. If you feel that issues have not been resolved to your satisfaction, please follow the ‘[Complaints Procedure](#)’ detailed on the school website.



The Norfolk SEND Information, Advice and Support Service SENDIAS

We hope that parents and carers will come to us first, but we understand that sometimes an outside perspective is needed and that at other times we won't have the knowledge or expertise that is needed to resolve a query or issue. [Norfolk SENDIAS](#) can be contacted at these times for information, advice and support about special educational needs & disabilities (SEND).

Links

[Norfolk Education - Local Offer](#)

[Just One Norfolk](#)

[Norfolk SENDIAS](#)

[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.

