Millfield Primary School

SEND Information Report

“Giving every child the chance to succeed and be happy”.

Courage

Ambition

Respect

Excellence

Spirit

Support for Learners with SEND at Millfield

Our SEND Vision

At Millfield, our vision is "Giving Every Child the Chance to Succeed and be Happy". We work to create an environment that is inclusive and supportive for all pupils, without exception, through all aspects of daily interactions and curriculum. We are fully aware that students with SEND, and those from disadvantaged backgrounds, thrive in environments that are structured, predictable, and supportive. Our universal classroom practices are designed with this in mind - to ensure every student has access to the best possible educational experience.

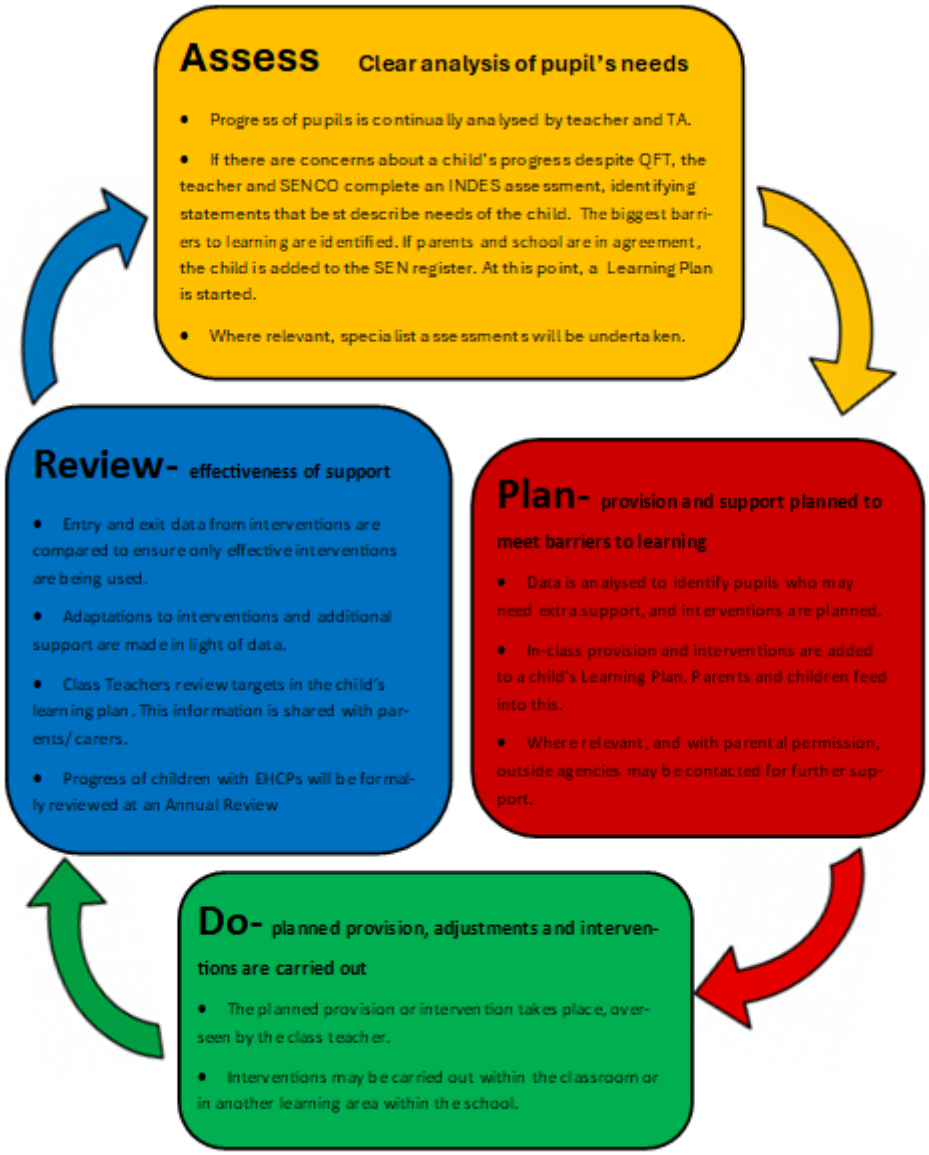
This SEN information report describes provision and support available for children with Special Educational Needs and Disabilities (SEND) at Millfield. This report is reviewed annually and was last reviewed **05/11/2026**. It links closely with the Millfield SEND policy, which can be found here .

Please note: Whilst the Millfield vision for SEND is central to how we support all pupils at the school, some aspects of provision may be different in our Specialist Resource Base (SRB) to the mainstream classes. This is in line with the Norfolk SRB model and guidance. **Places within the SRB are not allocated by the school but following Local Authority applications.** Pupils entering the mainstream classes at Millfield have no advantage on SRB placement than pupils from other schools. For more information about Norfolk SRB processes, including admissions, please click here.

The Assess-Plan-Do-Review Cycle

All children identified by the school with SEND will have a Learning Support Plan which sets out key information around their Assess-Plan-Do-Review (APDR) support cycle, as well as providing a record of any interventions the child is working towards or additional support the child is receiving. These support plans are reviewed at least termly in consultation with the child, parents, class teacher and SENCo.

By following the assess-plan-do-review cycle, sometimes called the Graduated Response, we ensure that provision for pupils with SEND is effective



What is SEND?

At different times in their school career, some of our pupils may require additional support or adjustments so that they can access the curriculum and make progress. This may indicate a child or young person may have a special educational need. The full definition of SEND can be found here.

There are four broad areas of SEND needs (SEN Code of Practice, 2015). Pupils may have needs which overlap more than one of these areas.

Area of Need	Examples of barriers to learning
Communication and Interaction	Verbal difficulties when speaking. Struggling to understand what is being said to them or communicating their thoughts and ideas. Specific examples include: ASD (Autistic Spectrum Disorder), Neurological disorders and differences, Speech delay
Cognition and Learning	Children may learn at slower pace, find the curriculum content difficult or struggle with organisation and memory. Specific examples include: Dyslexia, dyscalculia, processing delay.
Social, Emotional and Mental Health	Children behave in ways which affect their learning. They may find relationships difficult, appear withdrawn or isolated. They may have an underlying mental health difficulty. Specific examples include: ADD, ADHD, Attachment disorder, anxiety
Sensory and/or Physical	A physical impairment or disability such as visual impairments, hearing impairments, multi-sensory need, physical disability.

Identifying need in children with SEND

The identification and assessment of Special Educational Needs is a continual process. When assessments show lack of progress from a pupil, for example if this is significantly slower than that of their peers despite high quality first teaching, or where a child is displaying social or emotional needs, it may be that the child has SEND.

There can be many reasons for learners 'falling behind.' These may include absences, poor behaviour, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. Children who experience such barriers to learning are vulnerable, but this does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision 'additional to' or 'different from' the usual curriculum will be identified as having SEND.

If school identify that your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. We will listen to any concerns you

may have, share school assessments results and plan steps to support your child. This may include adding them to the SEN register.

If you have concerns about your child's progress, or feel that they may have Special Educational Needs, you should speak to your child's class teacher initially. If it is agreed that your child would benefit from further support, a referral will be made to the school's SENCo.

Once a child is identified as having SEND and requiring additional support, a Learning Plan is put together which identifies barriers to learning and strategies to overcome these. Children do not need to have a diagnosis (eg ASD, ADHD, Dyslexia) in order to receive SEN Support. Support given is based on children's needs and barriers to learning, and not their diagnosis.

Your child will stay on the SEND register as long as they need the extra support. For some students, this may only be for a short while, for others this may be more long term. We would always communicate with yourselves if there were any changes to your child's SEND status.

Millfield SEND profile

At the start of the 2026/27 academic year, 24% of pupils within the mainstream classes at Millfield are identified as having a SEND need. 19% are receiving SEND support, with 5% having an EHCP.

- 11.5% of children have Communication and Interaction as their primary SEND need
- 4.5% of children have Cognition and Learning as their primary SEND need
- 7% of children have Social, Emotional & Mental Health as their primary SEND need
- 1% of children have Sensory and/or Physical as their primary SEND need.

Support for children with SEND at Millfield

Millfield has a three tiered approach to the SEND support;

Tier 1- Whole Class Inclusive Practice

We believe that excellent Quality First Teaching (QFT) disproportionately benefits children with Special Educational Needs. QFT and inclusive practice are central to all areas of the curriculum. This means that, for the vast majority of pupils, barriers to learning can be supported and overcome within the classroom.

Strategies include, but are not limited to:

- Providing calm, emotionally safe classroom environments with clear behaviour expectations (Millfield CARES) and positive feedback of efforts (Following a behaviour policy which disproportionately benefits children with SEND).
- Adjustments to the whole class environment, for example carefully considered seating plans, dyslexia friendly fonts, reductions in sensory overload and visual stress
- Retrieval practice
- Explicit Vocabulary instruction
- Deliberate Practice
- Scaffolding (including use of sentence starters, writing frames, word banks, checklists, models and images, use of manipulatives, visual timetables)
- Embedded use of Active Observation and Responsive Teaching throughout the school day; teachers identify gaps in understanding and reoccurring errors. They then scaffold children to respond to these throughout lessons. Please see our feedback policy for more information.

Teachers have a repertoire of inclusive classroom strategies they can use flexibly in response to the needs of all pupils.

Tier 2- Targeted Support

Although QFT supports the majority of pupils, some children will require some additional targeted support, including specific teaching methods, equipment or curriculum scaffolding. Where required, intervention provides the intensive focus required for pupils to make progress. This provision is flexible to meet individual needs, which are likely to change over time and follow the Assess-Plan-Do-Review model.

Examples of Tier 2 targeted support include

- Specific interventions, such as Tutoring with the Lightning Squad (FFT Reading), Reading Quest, Listening and Attention, Speech and Language Therapy. These may be run in the classroom or in sessions outside of whole class learning. Parents/Carers are informed when their child is in intervention group and targets and progress are shared.
- Pre-teaching of vocabulary, 'chunking' learning
- Considering individual pupils' sensory needs/ sensory diet (sensory circuits, movement breaks/ brain breaks)
- Specialist equipment to meet individual needs: radio aids, coloured overlay, pen grips, talking tins, use of technology eg laptops
- Wellbeing/ pastoral support, such as supported Social Time, Forest School, Lego Therapy

Tier 3- Individualised/ Specialist Support

For a very small number of pupils, specialist intervention will be delivered. This may be under the direction of external professionals.

Examples of individualised support include:

- Individual pastoral sessions for children with SEMH needs, eg Emotional Literacy Support Assistant (ELSA)
- Individualised Speech and Language Therapy plans, as directed by a Speech and Language therapist
- Referrals to external agencies, for example Mental Health Support Team, SEN and Inclusion Team, Educational Psychologists (Parental permission would always be gained prior to referral)
- Hover TA support where possible

This will be specific to the needs of each individual. Provision is designed to enhance the school's curriculum, with pupils still remaining within mainstream classes for the majority of the school day.

Provision and adjustments to support pupils with SEND

At Millfield, teachers have a wide range of strategies and provision available to them when supporting children with SEND. Below are just some examples of what may be used to support your child

Area of Need	Examples of adjustments and provision available
Communication and Interaction	• Additional PSHE sessions • Use of simplified language • Visual symbols and core boards • Visual timetable • Wellcomm intervention • Pastoral break and lunch time support
Cognition and Learning	• Adjustments to the curriculum/ learning (scaffolding, sentence starters, knowledge organisers, checklists and visual aids) • Pre and post teaching • Use of technology to replace written methods • Interventions such as Tutoring with the Lightning Squad • Visual timetable
Social, Emotional and Mental Health	• Seating plans • Sensory circuits • Pastoral support during break and lunch times • Check-ins with the PD team • Movement breaks

	• Forest School • Norfolk STEPs approaches • Social stories • Interventions such as Lego therapy • Behaviour logs • Behaviour support plans
Sensory and/or Physical	• Pencil grips, adaptive scissors, writing slopes • FMS intervention • Ear defenders • Specific positioning in class • Radio aids • Handrails and non-slip surfaces • Adaptions in PE

Children with Disabilities and Medical Needs

Our best endeavours are undertaken to ensure that pupils with SEND are able to fully engage in all extra-curricular activities. All staff observe the requirements as set out in the Equality Act 2010. This includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation (Section 1 (1) Disability Discrimination Act 1995). For further information see our Equality Policy. A copy of our school Accessibility Policy is available on our website.

Pupils with medical needs requiring medication or additional adult support will be provided with a detailed Individual Health and Care Plan, compiled in partnership with medical professionals, parents/carers and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications will complete formal first aid training. If required, staff will undertake training in the use of specific medical procedures to support individual needs. All staff have been trained in the use of epipens. All medicine administration procedures adhere to the guidelines in the Supporting Pupils with Medical Needs Policy.

Millfield SRB for children with Autistic Spectrum Disorder

Millfield has a Specialist Resource Base for children on the Autistic Spectrum. This is a county resource and places are only assigned following a decision made at a Local Authority Panel meeting. The base has places for 16 children and is staffed by a team of teachers and teaching assistants. Children are integrated into the school wherever possible and access all of the school's facilities. Admission to the main school has no bearing on the decision for a placement within the SRB. **Places within the SRB are not allocated by the school but following Local Authority Applications.** For further information on how to apply for a place within the SRB, please click here.

Our vision is for SRB students to feel fully included, supported, and celebrated as part of our school community. Growing in confidence, independence, and achievement through high-quality, bespoke support that reflects our values of courage, ambition, respect, excellence, and spirit.

Funding

Changes to funding in Norfolk means that SEND funding is no longer allocated to individual students. Instead, schools now receive a notional SEND budget intended to support the needs of all students with additional needs.

Our approach is focused on providing universal, inclusive Quality First Teaching strategies that disproportionately benefit those on the SEND register, while also raising standards for all learners.

When purchasing new equipment, interventions and training to improve outcomes for children with SEND, Senior Leaders and SENCO work together to identify needs across the school and work strategically to ensure funding is spent in a way that best benefits our pupils. This includes looking at data and INDES for children with SEND. All provision and resources are listed in the school's Graduated Provision Map, which is sent for approval by the Local Authority.

We can no longer apply for funding for individual students, except in unexpected circumstances, such as a child with high level of need moving to Millfield from another county, nor can we guarantee bespoke budgets for specific cases.

Staff Expertise and Training

At Millfield, our staff have a range of expertise and specialist training in particular areas, including Trauma informed practices, Lego Therapy, Speech and Language, Wellcomm communication amongst others.

Staff members attend a wide range of training to support pupil with SEND which is regularly reviewed and updated based on the needs of our pupils.

Training includes: CUSP Curriculum, Millfield CARES (Behaviour approach), Tutoring with the Lightning Squad (Reading/ Phonics intervention), Norfolk STEPs (supporting behaviour needs), ELSA (Emotional Literacy Intervention), supporting children a Hearing Impairment and Sensory circuits.

Pupil Voice

It is important that children feel included in decisions about the support they are receiving. At Millfield, we:

- Involve children in the writing of their learning plans, asking them about what they feel their strengths and challenges are, what they enjoy or dislike about school and what they feel would help them
- Encourage children to attend Parents' Evenings with their parents/carers
- Pupils with EHCPs are invited to attend and contribute to their Annual Reviews
- Pupils are invited to review their Pupil Passport and contribute to the writing of them
- Frequent informal discussions with their class teacher and teaching assistant
- Where appropriate, working with the Pupil Development Team

Referrals to Outside Agencies

At times, we may ask external agencies to assess or support your child, for example Speech and Language therapists or Educational Psychologists. We will ALWAYS get permission from parents before doing this.

Where we feel a child would benefit from additional support and expertise, we have a range of services we can refer to. Examples include:

Area of Need	**Outside Agencies and Professionals**
Communication and Interaction	Speech and Language Therapists , Autism Specialists

Cognition and Learning	Dyslexia Outreach Support, Access Through Technology, CEPP Educational Psychology Services
Social, Emotional and Mental Health	Mental Health Support Team, Nelsons Journey, Benjamin Foundation, Young Carers
Sensory and/or Physical	Physical and sensory- Occupational Therapists, School Nursing Team (Just One Norfolk), Virtual School Sensory Support

Education, Health and Care Plans (EHCPs)

For a very small percentage of pupils, whose needs are significant and complex, a request can be made to the local authority to conduct a statutory assessment of Education, Health and Care needs. If the Local Authority agree that your child needs support that can't be met through SEN support, an Education, Health and Care Plan (EHCP) will be written.

For further information about EHCPs, as well as funding changes, please visit the Norfolk LA website here.

Transition Support- preparing for Next Steps

Transitions for a child with SEND can be extremely challenging. At Millfield, transition support is carefully planned to make the transition as smooth as possible. It is flexible to meet the individual needs of pupils, with some examples listed below

- Discussion of child's needs and support between current settings SENCO and new settings' SENCO
- Transfer of files relating to that child, including learning plans
- Visits to the new school to meet the new teacher and staff
    - Pupils starting in Reception have a number of transition sessions
    - When changing class at Millfield, there are three days of 'move up' days in the summer term. For children who find transition challenging, additional adults will support if necessary. The new class teacher will visit children in their current class
    - Additional transition sessions are available in the summer term for children transitioning to high school.
- Your child will take part in activities related to aspects of transition to support their understanding of the changes ahead
- Teachers and/or the SENCO from the new setting may visit the child in their current setting
- Parental meetings with the new teacher and SENCO, where possible

- Transition booklets, showing new school and staff
- Check-ins from a member of the Pupil Development team during the transition period, where required

For specific information about admissions arrangements for pupils with SEN and disabilities, please see our Admissions Policy.

Who can support you/ Roles and Responsibilities

We strive for effective communication between staff, children with SEND, parents/carers of SEND children, alongside outside agencies where appropriate. Key to this is knowing who is responsible for what aspects of support. Below is a guide to staff roles at Millfield

The class teacher	• Writes and reviews the Learning Plan, in conjunction with the child, parent and class teacher • is responsible for making sure Quality First Teaching supports your child, planning techniques such as scaffolding and word mats to be used, and as identified in Learning Plans. • Monitors progress and reports concerns to the SENCO • is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. • Meets with parents at parent's evenings and provide a formal end of year report.
The SENCO	• Coordinates the support for the children with special educational needs or disabilities (SEND) at Millfield. • Maintains the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) • Makes sure the records of your child's progress and needs are kept up to date • Reviews data and plan interventions • meets with you to discuss any concerns / worries you may have, if meeting the class teacher has not been able to answer these. For pupils with an EHCP, this will include a formal Annual Review. • Makes referrals to outside agencies. Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology and sharing reports or feedback. Referrals to professionals are always done in consultation with parents. • Ensures training has taken place to enable staff to support children with SEND in the school. • Develops and reviews the school's SEND Information Report and policy.

The Pupil Development Team	• are available to discuss any concerns / worries you have about your child's social, emotional and mental health at home or school. • can 'signpost' you to other parent support networks. • implement a range of SEMH- based interventions, including pastoral break and lunch time support
The Headteacher	• Oversees the day-to-day management of all aspects of the school; this includes the support for children with SEND. • gives responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met. • makes sure that the Governing Body is kept up to date about issues relating to SEND.

Please also see 'links and signposting' for details of other agencies who can support you and your child.

Contact Details

School SEN Coordinator (SENCO)	Mrs Rosina Monsey senco@millfieldprimary.school
School Headteacher	Mrs Laura Gatward lgatward@millfieldprimary.school
SEND Governor	Mr Elliot Nelson (contact via the school office- office@millfieldprimary.school)

If you feel that you are not happy with the support that your child is being offered at Millfield Primary School, in the first instance please talk through your concerns with the class teacher. Most concerns can easily be resolved at this stage. If after this initial discussion you still have concerns, please make an appointment to talk to the SENCo (Senco@millfieldprimary.school) and/or the Head teacher.

If you wish to make a complaint about our SEND provision, please see our Complaints Policy

Keeping Children Safe

Unfortunately, data shows that children with complex SEND and disabilities are more likely to be victims of abuse. If you have concerns about a child, you can contact one of our Designated Safeguarding Leaders (DSLs)

- Mr Greg Day (Senior DSL, Assistant Headteacher) gday@millfieldprimary.school
- Laura Gatward (Headteacher and Deputy DSL) lgatward@millfieldprimary.school

Full details of our approach to safeguarding can be found in our Safeguarding Policy.

Useful Links

All of Millfield's policies can be found here.

This SEN Information Report for 2024-2025 forms part of the Norfolk Local Offer for learners with Special Educational Needs (SEND). Further details on the services available to children with SEND and their families can be found on the the **Norfolk Local Offer Web site** https://www.norfolk.gov.uk/children-and-families/send-local-offer

There are many services offering advice and support for families. Below are links to some key services in Norfolk

- Just One Norfolk Number- advice and signposting for support with your child's health, wellbeing and development
- Norfolk Family Information Service- information and signposting service for parents, carers, young people, and professionals
- Norfolk SENDIASS- free and impartial information, advice and support about special educational needs & disabilities (SEND)
- Norfolk Early Help- for advice and guidance for families, including around SEND needs, financial guidance and mental health. There is a family hub in North Walsham which is open for 'drop ins' or meetings- Manor Road, NR28 9HG