Mousehold Infant and Nursery School
Inclusive Schools Trust
SEN Information Report – 2025/26
Contributing to the Norfolk Local Authority Local Offer

Type of school	***Co-educational Community Infant and Nursery School (Academy)***	***Review date: - Autumn Term 2026***

Core Values

Our '**High Five'** is the golden thread that underpins our Curriculum:

Respect, Help, Learn, Enjoy, Achieve

Introduction

Welcome to our SEN Information Report! At Mousehold Infant and Nursery School we are committed to working together with all members of our school community. This is a working document, and we value contributions and input from pupils, parents/carers, trustees, and members of staff. Views have been solicited from parents. We do welcome your feedback and future involvement in the review of our offer, so please do contact us!

Parents sometimes feel isolated or confused when their child is identified as having Special Educational Needs. Parents and children willing to share their story on the website or at coffee mornings throughout the school year can serve as a powerful reassurance to new parents that they are not alone. Also, parents of SEN children often have much useful advice and experience to share, which can be very helpful to others.

Our SENCO is a qualified and experienced teacher and Head of School. If you have worries about your child, or you think you might like to share your story or ideas for improvement, please feel free to contact our SENCO at any time. You can phone to speak to him or arrange an appointment. It is also possible to leave a message with the office, who will forward it on to him.

Special Educational Needs Coordinator (SENCO): ***Mr. I. Tolson***



Who is our school SENCO?

That would be me, Mr. Ian.Tolson!



What are Special Educational Needs?

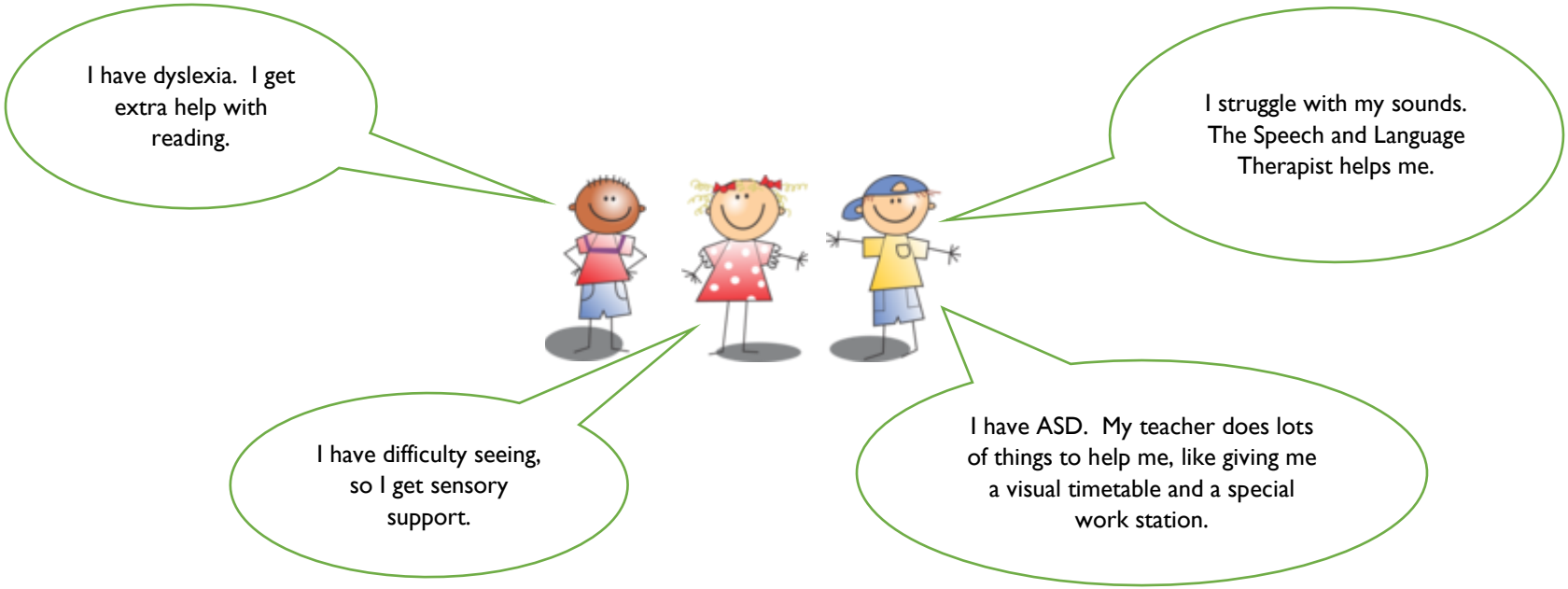
A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream school.

The 2024 SEND Code of Practice identifies four broad areas of need in terms of Special Educational Needs, which give an overview of the range of needs that the school should plan for. These four areas, and examples of the specific types of need associated with them, are listed below.

Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. Children and young people for example with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Some children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or attachment disorder.
Physical and Sensory	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. These needs may include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Children and young people with an MSI have a combination of vision and hearing difficulties.



People who support children with special educational needs in our school:

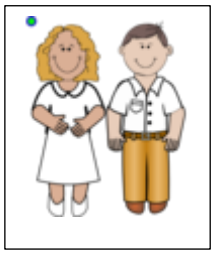
People	Summary of responsibilities
Class teacher	He/She is responsible for: • Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet children's needs (also known as differentiation). • Checking on the progress of your child and identifying, planning for, and delivering any additional help your child may need (this could be targeted work, additional support, adapting resources etc.) and talking about this with the SENCO as necessary. • Writing Learning Support Plans (LSPs), previously called Individual Education Plans (IEP), and sharing these with parents at least twice a year. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and of any specific adjustments which need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/ programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and/or specially planned work and resources. • Ensuring that the school's SEN practice is followed in their classroom and for all the pupils they teach with any SEN. *You can contact the class teacher via the school office for an appointment.*
SEN Trustee:	She is responsible for: • Making sure that the school has an up to date SEN Policy and/or SEN Information Report. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making visits to understand and monitor the support given to children with SEN in the school and being part of the process to ensure all SEN children achieve his or her potential in school. • Making sure that, where the school has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach him or her. • Making sure that adults in the school are aware of the importance of identifying and providing for pupils with SEND, • Report annually to parents on the school's policy for pupils with SEND. • Ensuring that children with SEND join in the activities of the school with pupils who do not have SEND. • Having regard to the Code of Practice. • Ensuring that the SENCO appointed meets the requirements of statute. • Determining the role of the SENCO in relation to the leadership and management of the school. • Determining the key responsibilities of the SENCO and monitoring the effectiveness of the SENCO.

	She can be contacted by the school office for an appointment.
Special Educational Needs Co-ordinator (SENCO): Mr.I.Tolson	He is responsible for and will use his best endeavours to:- • Oversee the day to day operation of the SEN policy. • Coordinate all the support for children with special educational needs (SEN) and developing the school's SEN practice to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensure you are involved in supporting your child's learning. • Ensure you are kept informed about the support your child is getting. • Ensure you are involved in reviewing how they are doing. • Ensure you are part of planning ahead for them. • Ensure that the wishes and feelings of your child are taken into account, involving them as fully as possible in decisions made about their learning. • Liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychology Services, Health and Social Services and voluntary bodies. • Update the school's SEN register, (a system for ensuring all the SEN needs of pupils in this school are known and understood) and checking / maintaining your child's records of progress and needs. • Liaise with and provide specialist support for teachers and support staff. • Support your child's class teacher to write Learning Support Plans (LSPs) which identify targets. • Advise on, contribute to and organise up-skilling and training for staff. • Liaise with other Trust SENCOs to ensure consistency of approach and practice. • Track progress of SEN pupils. • Liaise and ensure smooth transition between different educational phases. • Co-ordinate and manage SEN interventions. • Report to the governing body and the head teacher. *He can be contacted by the school office for an appointment.*
Parent Support Advisor: Amanda Derer	They are responsible for and will use their best endeavours to:- • Support children who may have social and/or emotional barriers to learning, or whose attendance at school is causing a concern; working closely with the children and their families. • Try to empower children and their families to cope with any challenges they face. • Liaise with school staff and outside agencies and professionals. • Coordinate projects offering support to children and families. • Monitor and track progress of children working with other professionals commissioned to support these children.

	They can be contacted by the school office for an appointment.
Head of School Mr Tolson	She is responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEN. • Entrusting the daily responsibility for SEN to the SENCO and class teachers and overseeing effectiveness of this. • Ensuring the Board of Trustees is kept up to date about any issues in the school relating to SEN. *She can be contacted by the school office for an appointment.*
Head of School and SENCO	They are responsible for and will use their best endeavours to:- • Oversee the effectiveness of provision for children with SEN. • Develop the school's SEN practice to make sure all children get a consistent, high quality response to meeting his or her needs in school. • Monitor, track and analyse the progress and attainment of all children



We are your class teachers and we help by designing and planning lessons, resources and extra help for you.



I am your Parent Support Advisor. I work with you if you are unhappy or if you are having difficulty getting to school. I work with people in and outside school to support you and your family.







I am your SENCO. I work with your teachers, TAs and people like your parents or Speech Therapists or other professionals to ensure you get all the help you need.



I am your Head of School. I work with all members of staff to ensure you get all the support you need with your learning and any difficulties you may have.

How do we identify children with Special Educational Needs?

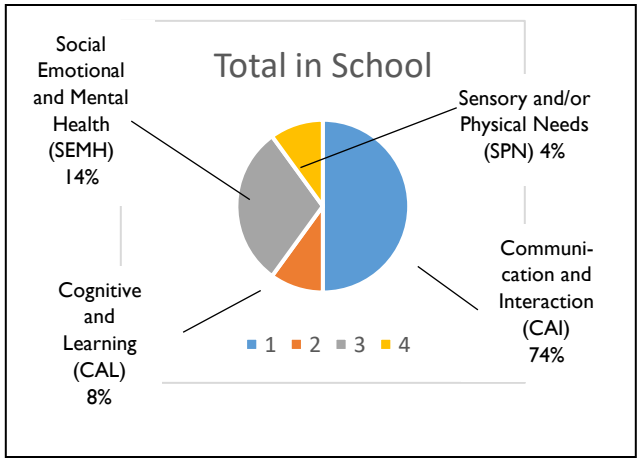
At different times in their school career, a child or young person may have a special educational need. All teachers are expected to provide a differentiated curriculum to reflect the pupil's interests and range of understanding. If your child is identified as having SEN, we will provide provision that is '*additional to*' or '*different from*' the normal differentiated curriculum, intended to overcome the barrier to their learning. A child *may* have SEN if his/her progress is significantly slower than that of his/her peers or his/her rate of progress has dipped. In this case, information will be gathered, including seeking the view of the parents, the pupil and teachers, as well as the assessments.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

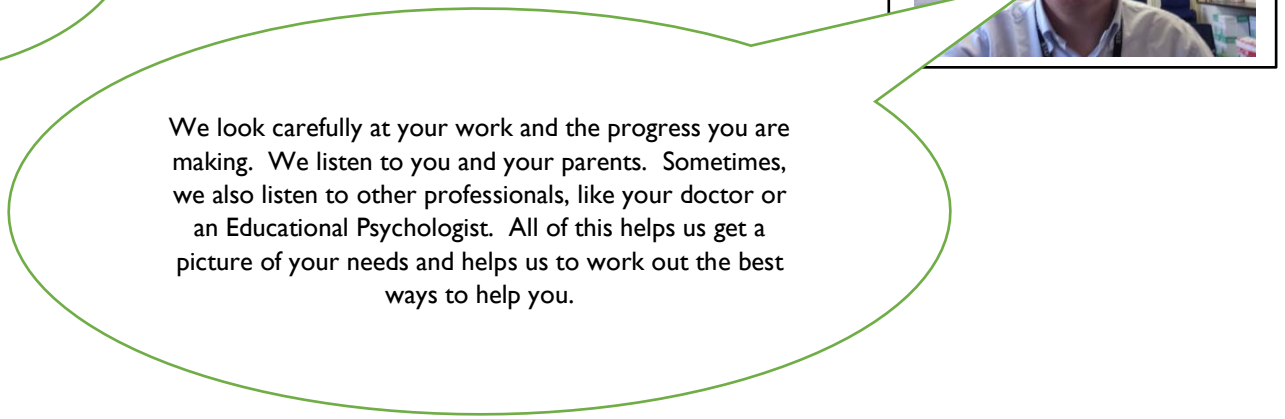
"It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life." *SEN Code of Practice 2024*

Learners can fall behind in school for lots of 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 have worries that distract them from learning. So, not all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.



At Mousehold Infant and Nursery we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we have a responsibility to support via a range of interventions. At the time of writing this document, our SEN profile shows that we have 23.4% of children identified as having SEN, and a breakdown of the total number (50) is shown on the pie chart here. Currently, our SEN Register shows that there are 30 children receiving SEN support. In addition, there are twenty children with an EHCP, which represents 40% of our SEN children.







How do we assess children in school?

Class Teachers, support staff, parents and carers and the learner themselves will be the first to notice a difficulty with learning. In accordance with the Code of Practice, we believe that early identification of need and providing effective provision, improves the long-term outcomes for the child. When assessing a learner's needs we actively involve the learner, parents and carers and adults supporting the child in school. We use a range of indicators to help assess whether a child has SEN. These are listed below:

- Observations of the child in class
- Termly pupil progress meetings with the headteacher to look at progress and attainment
- Discussions with the SENCO
- Parental or child concerns
- Assessments in class
- Information from other schools and agencies
- Boxall Profile (for identifying social and emotional issues)

If a teacher or a parent has particular concerns about a child at any time, he or she may discuss this with the SENCO and the concern is recorded on an "Initial Concerns Form", which details among other things the nature of the concern, whether this falls under one of the four broad areas of need, what the parents' and/or child's input is, what is being done, what the expected outcome is and when this is to be reviewed.

For some learners, we may want to seek advice from specialist teams. We buy into a package of support from the Child and Educational Psychology Practice Team (CEPP). Through this service we can request assessments, consultations, training and advice. We also use the speech and language team and School 2 School support.

We also have access to services universally provided by Norfolk County Council, which are described on the Local Offer website. For the Norfolk Local Offer, please click the https://www.norfolk.gov.uk/children-and-families/send-local-offer.

From 1st November 2018, Mousehold Infant School became part of the Inclusive Schools Multi-Academy Trust, together with Lionwood Infant & Nursery School, Lionwood Junior School, Nightingale Infant and Nursery School, George White Junior School and Drayton Community Infant School. However, our SENCO continues to meet termly with a cluster of local schools who work closely together to share good practice and support one another, as well as sharing some SEN training, resources and expertise. This also ensures equality of opportunity and enables smooth transitions between schools. This group includes our Trust schools, as well as Magdalen Gates Primary, Catton Grove Primary, Angel Road Infant and Junior School, Mile Cross Primary, Heartsease Primary Academy, Sewell Park College and the Open Academy.

The first "port of call" is always Quality First Teaching, with appropriate differentiation. If the measures put in place are effective, the matter is closed. If not, a second cycle of "Assess, Plan, Do, Review" is set in motion, the child is put on the SEN register and an LSP (Learning Support Plan) is drawn up, in consultation with parents and the child. Sometimes advice is sought from outside professionals, such as a Specialist Learning Support Teacher (SLST) or Educational Psychologist (EP) and their recommendations are incorporated into the "Assess, Plan, Do, Review" cycle. The cycle continues from there and is regularly reviewed as discussed above. This is in line with "Graduated Approach", as described and laid out in the 2024 SEN Code of Practice (page 100, point 6.44).

Below is a diagram illustrating the "Graduated Approach":

CYCLE 1

- High quality inclusive teaching, including differentiation, wave 2 interventions.
- Whole school processes for assessing, tracking and monitoring process.
- Despite these, pupil not making expected rate of progress.

ASSESS

1. Draw on this info, views of child/parent, external services. Assess against SEN criteria.

CYCLE 2

PLAN

2. Teacher, SENCO, parent, child agree interventions and support / expected outcomes. Record on school system. Inform staff.

DO

3. Implement plan. Class teacher remains responsible for working with child on a daily basis and assessing impact of plan.

REVIEW

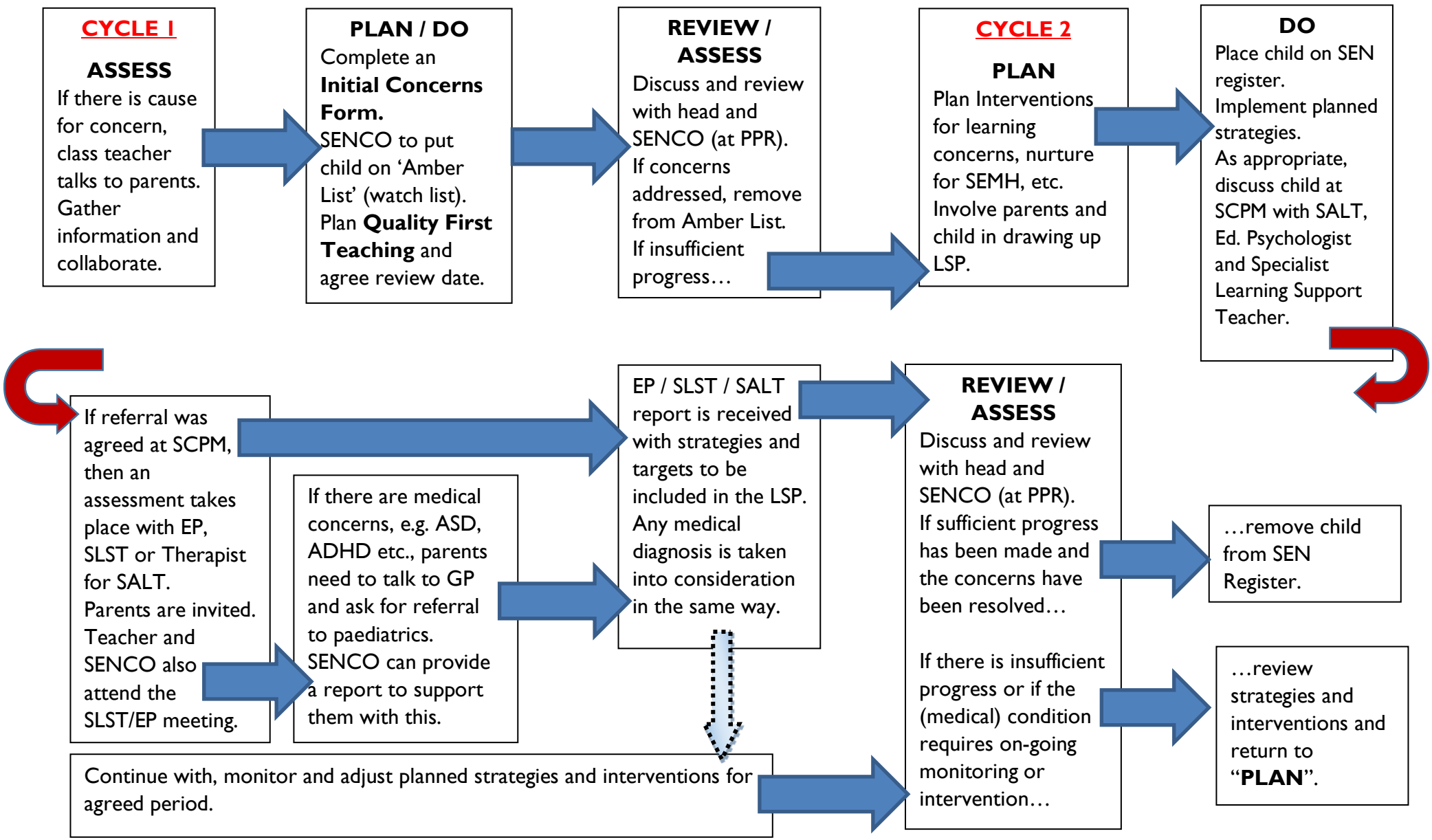
4. Impact assessment, along with view of parent / child used to review overall impact of support. Revise plan in light of outcomes or remove from Register.

GRADUATED APPROACH



Our school's own Graduated Approach is illustrated in greater detail in the flow chart below:

The SEN support process – Graduated Approach



Details of the actual types of assessment undertaken at Mousehold Infant and Nursery School are detailed below:

• Early Years Foundation Stage – ongoing throughout the year • Phonics Assessments • Key Stage 1 SAT's – Summer term We carry out baseline assessments for all children at the start of Nursery and Reception. If a child joins mid-term, we will do a baseline assessment when they join us to determine their starting points. Our on-entry assessments inform us what developmental stage the child is working within using the EYFS Development Matters Framework and we record these on Pupil Asset. Our assessments are then ongoing throughout the year and progress is tracked on Pupil Asset at the end of each half term. On leaving EYFS at the end of reception, children are then assessed against the Early Learning Goals. When tests are carried out, special arrangements support children with Special Educational Needs. Ongoing teacher assessment is also a vital part in assessing the needs of pupils with SEN. If your child is at the beginning stages but not yet at expected national standards, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'. At the end of Year 1, a formal phonics assessment 'Phonics Screening' is carried out. If children do not meet the required standard at the end of Year 1, they will have an opportunity to resit the test at the end of Year 2.	Nursery and Reception Year 1/2 Year 2



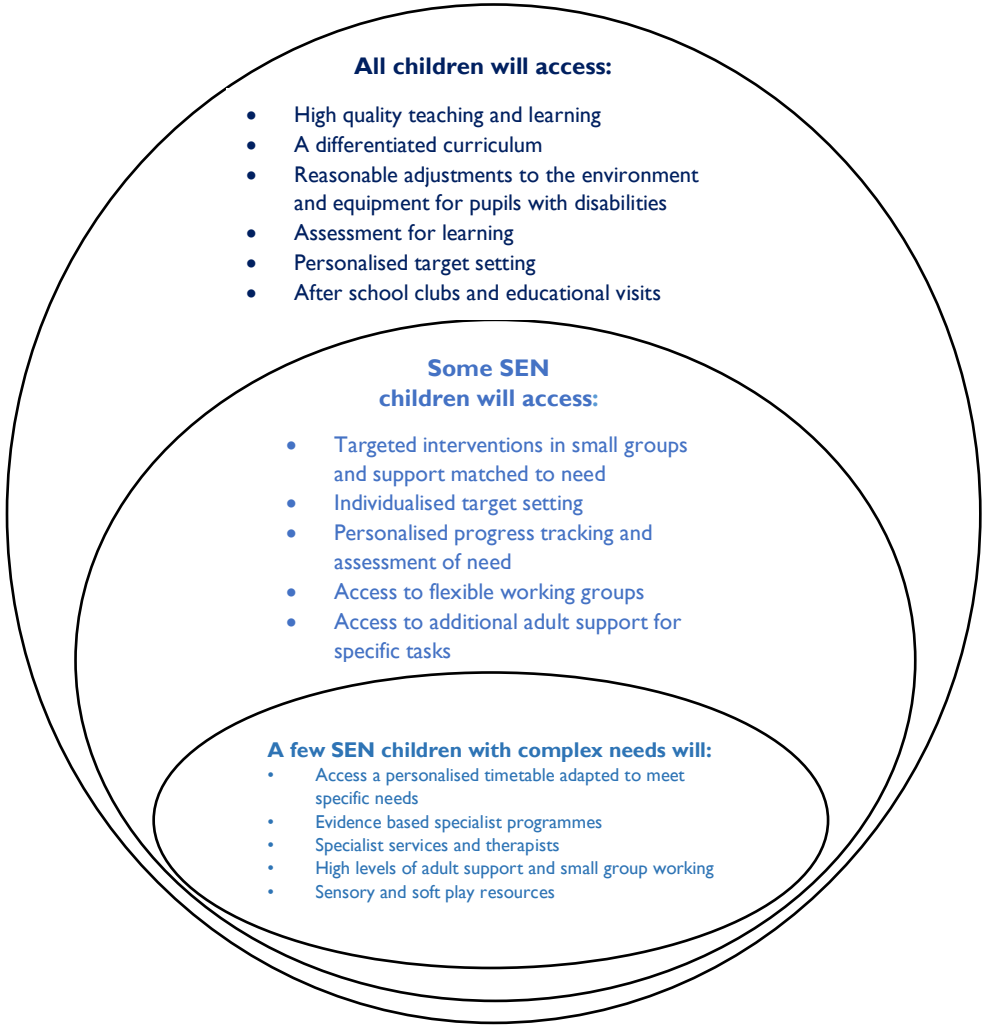
How do you know how well I am getting on?

We look carefully at your work and the progress you are making. Sometimes, we do special activities with you that help us to see just how far you have come!



How do we support our learners with SEN?

As stated above, the first port of call is "Quality First Teaching". Every teacher is to have the highest possible expectations for your child and all pupils in their class. Teachers are expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. Each learner identified as having SEN is entitled to Support that is 'additional to or different from' a normal, differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and limit any barriers to learning. The SENCO and senior leadership team support teachers to achieve this by providing advice and training. All teaching is based on building on what your child already knows, can do and can understand. Differentiating tasks and using different ways of teaching, ensures that your child is fully involved in learning in class. This may involve using more practical learning or providing different resources adapted for your child or specific strategies to support your child's learning.



We use various strategies to help SEN children to integrate, access learning and make progress. These might include:

- Visual timetables, writing frames or Pecs cards
- Individual workstations
- IPads, laptops or other alternative recording devices
- Use of overlays
- Specific interventions, group work or individual support
- Nurture Group, Play Therapy, 'Time for You' and help from our PSA for children who need SEMH support.

In the case of specific small group work or individual support, we will have monitored your child's progress and we will have planned specific group work to help close the gap between your child's achievement and that of his or her peers. A TA or teacher will run these small group sessions using the teacher's targets or a

recommended programme. Each child's progress is evaluated regularly, before and after the period of intervention. Sometimes your child may need specialist support from a professional from an outside agency. This may be delivered in or out of school.
Learning Support Plans (or **LSPs**) are created to identify and support a child's educational needs. They inform the adults working with the child and it also set targets for the child to work towards. They may include recommendations from the child's class teacher, suggestions from outside agencies and will include the child's and parents' views. These are reviewed at the very least at Parents' Evenings, and sometimes more often, in consultation with the parent and child.

How do we support Looked After Children with SEN?

We recognise that being a Looked After Child can have many challenges. However, all children are unique and special. We would actively work with all multi agencies and carers in order to support a LAC child with SEN ensuring appropriate information is shared with all parties in a confidential manner. They would receive the same support as any other SEN child but we recognise the importance of working with all parties to ensure that any barriers to support and identified SEN are overcome.

Education Health Care Plans (EHCPs)

The majority of children with SEN will have their needs met within the school. For some children, an Education and Health Care needs assessment may be needed to determine if the child requires provision beyond what the school can offer. The school, or you, can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer on the Norfolk County Council website:

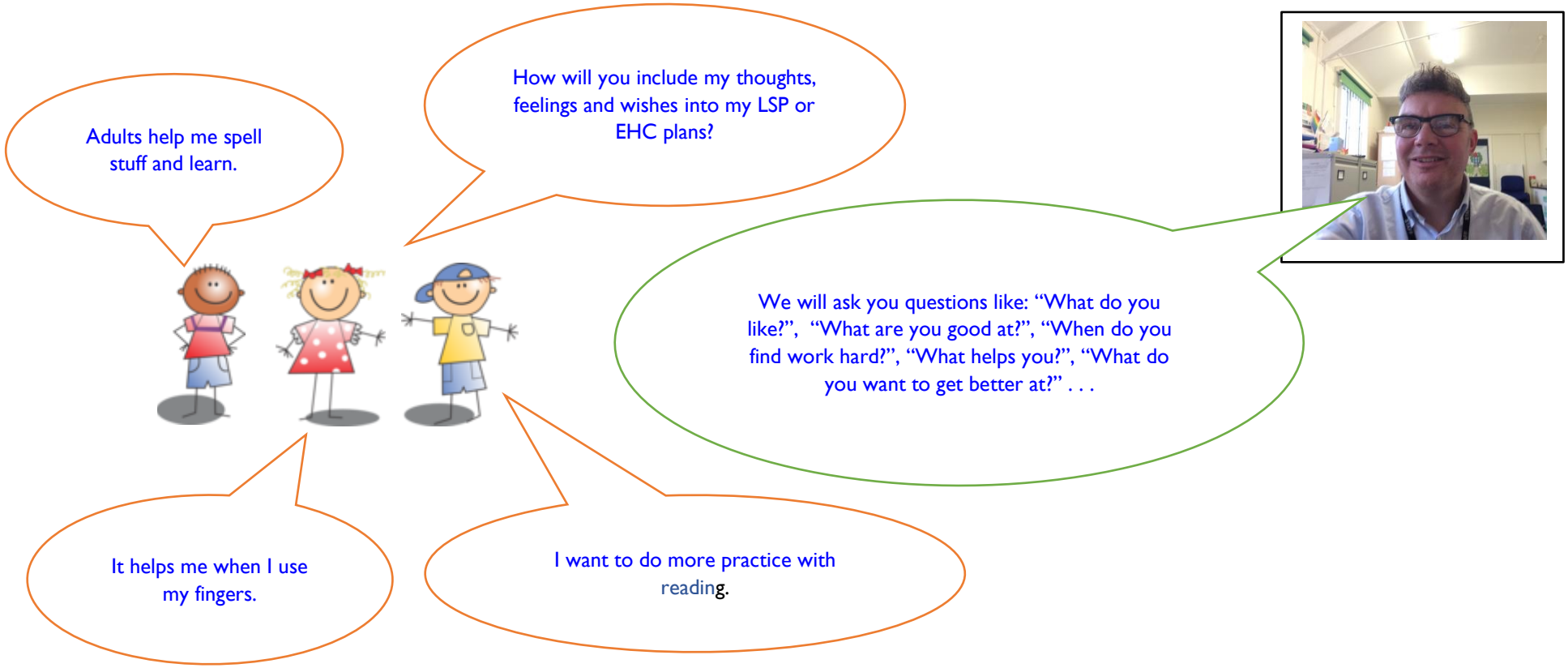
https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/education-health-and-care-ehc-plans

After the school or the parents have sent in the request to the Local Authority, it will be decided whether your child's needs require statutory assessment. If this is the case, they will ask you, and all professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to support your child seeking additional advice and support as appropriate. After the reports have all been sent in, the Local Authority will decide if your child's needs are complex and require additional support to make good progress. If this is the case, they will write an EHC Plan. The EHC Plan will outline the support your child will receive from the LA and how the support should be used and what strategies should be put in place. It will also have long- and short-term goals for your child. This will be written in consultation with you, your child, your child's teacher and TA, the SENCO, possibly their next year's teacher, any health care professionals and an EHCP consultant, who is there to support you in formulating the ECHP plan. The plan is reviewed annually in this way.

How do we evaluate the effectiveness of SEN provision?

The SENCO tracks the progress made by the children on the SEN register, using the assessment tools described above. Regular meetings and discussions with class teachers and TAs also contribute to evaluating the impact of external agency input and interventions. Learning Support Plans are reviewed regularly and the SENCO also:-

- carries out a whole-school audit of standards in SEN:
- monitors provision through observing teaching over time
- scrutinises plans and children's work or profiles



In what other ways does the school engage with parents and children with SEN?

The school aims to work in close partnership with parents and carers. In order to create strong partnerships, we provide support and information about SEN**,** with parents and carers to discuss their child's individual needs and encouraging them to play an active role in their development; provide support during assessments and make referrals to our parent support advisor when relevant; provide a welcoming and supportive school community**;** work together and effectively with other agencies; provide parents with opportunities to play an active role in their child's education, ensuring parents have appropriate communication aids and understand the process; teachers provide an open door policy for parents to share any concerns or achievements; recognise and celebrate children's strengths and achievements; make parents and carers aware of the Norfolk SEND partnership service and the type of advice they offer. For more details visit the following link:
http://www.norfolksendpartnershipiass.org.uk

Furthermore, during the year, the SENCO will provide parents with an information sheet and also Parent Questionnaires to help provide us with feedback on our SEN support systems at Mousehold School.

Apart from the twice-yearly parents' evenings, we have introduced twice-yearly Parent-Teacher-SENCO consultations, where we celebrate what has gone well over the academic year, discuss what the parent and child's aspirations are for the coming year and any information or special steps that we need to take into account or plan for. This information is passed on to the child's class teacher and is used to inform and support transition arrangements.

At Mousehold Infant and Nursery School staff maintain an on-going dialogue with parents and children in respect of their learning. We discuss any concerns that we or you may have, plans for any additional support, referrals to outside professionals and ways that we can work together to support your child at home and at school. Your child may have a home-school book and additional meetings may be arranged as required. In addition to this, the SENCO has organised a group chat with the SEN children in each year group to explore and gain feedback on the feelings, needs, concerns and successes of these children. This is planned to take place more than once over the course of the year. Some of our children's responses to questions such as the following, can be read below:



- What do you enjoy most at school? Why?
- Do you enjoy break time and lunch time? Why/why not?
- What do you find difficult? Why?
- Who helps you most?
- What do they do that helps you?
- What would make things better?

Reception:
How do adults help you? They keep me safe.
Is there anything else? I got better at putting shoes on the right feet. I'm happy.

Reception:
Do you enjoy school? I like school, because I have done really well. I like phonics.
What do you like best? Maths and phonics and some more maths. I like Tizzy time too.

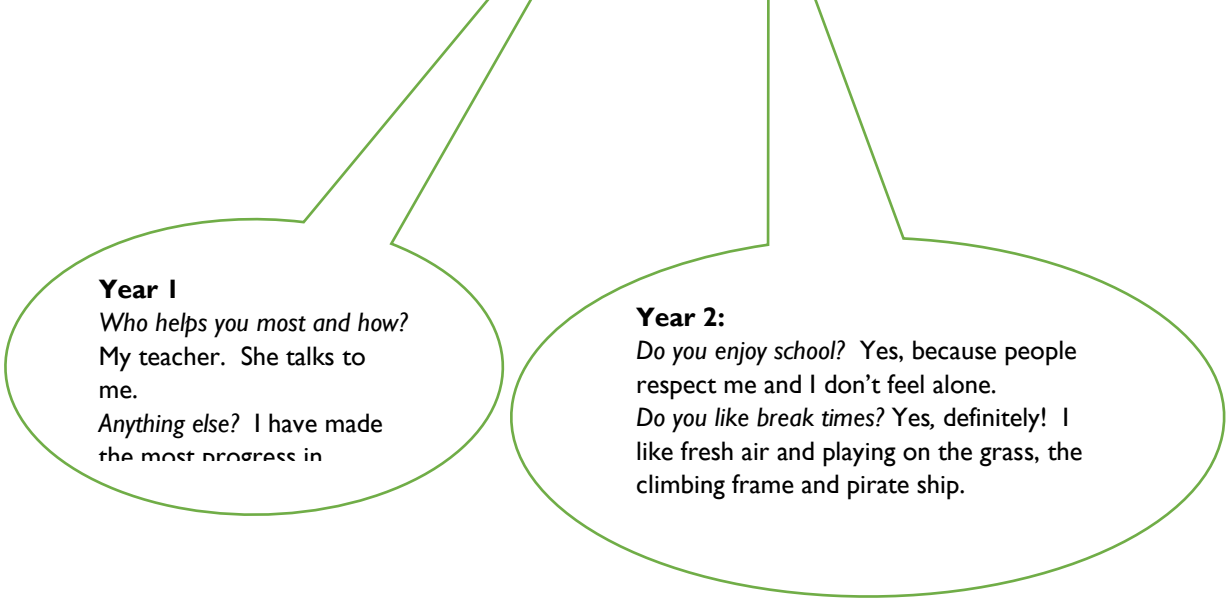
Year 1:
Do you enjoy school? Yes, because I like reading about dinosaurs in the book corner.
What do you enjoy most? Being a start of day helper. I'm very excited! And my friends they care about me.



Year 2:
What do you enjoy most at school? When we do topics like Superheroes and mini-beasts. I got trapped in the mini-beast tunnel, and it was fun! I wriggled out!
Who helps you most: Mostly people on my table; my friends who are kind. They support my determination.
What helps you most? I'm not that good at my 'bs' and 'ds', so my teacher writes 'bed' for me. But I don't need it anymore.
Anything else? I got better at throwing a million basketballs. I was a legend!

Year 1:
What do you find difficult: Writing and joining up writing. But I am starting to get good at it now. I can do two 'ees' joined up.

Year 2:
What do you find difficult? Hardest questions like 1000 plus 2 million.
Who helps you most? Nurture helps

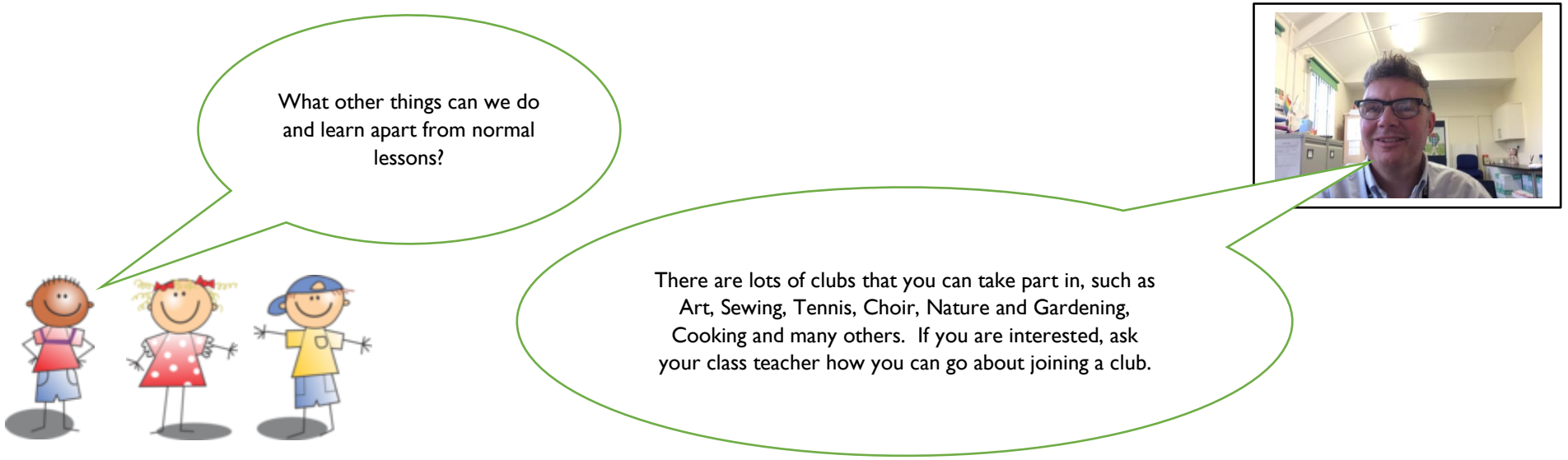


Other opportunities for learning

All learners should have the same opportunity to access extracurricular activities and places are allocated carefully to ensure that this occurs. The following clubs have been offered at varying times throughout the school year; Art, Sewing, Tennis, Football, Choir, Nature and Gardening, Cooking, Recorders, Science and Book club. We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENCO to discuss specific requirements (contact details above). The Equality Act 2010 places specific duties on schools, setting and providers including the duty not to discriminate, harass or victimize a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.' The Equality Act 2010 definition of disability is:

'A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.'

According to Section 1(1) of the Disability Discrimination Act 1995, the definition of disability in the Equality Act 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 SEN, but these is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation. Please contact the office for up to date information about extra-curricular clubs. If you feel your child needs additional support to attend the club, please contact the SENCO.



How are the adults in school helped to work with SEN and what training do they have?

Part of the SENCO's job is to support class teachers in planning for children with SEN. Individual teachers and support staff often attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The SENCO continues to attend courses when possible and will address issues of concern in school. Information and advice are disseminated to staff.

Who else provides support to SEN children in our school?

There are a number of agencies who can and do provide support for SEN children within our school. These include e.g. the NHS and local agencies and charities:

- Parent Support Adviser - Amanda Derer
- CEPP – Child and Educational Psychology Practice including Specialist Advisory Teacher
- School2School Service (Outreach service)
- Benjamin Foundation – 'Time for You'
- Family Support Process
- Autism Outreach Service

- Sensory Support for children with visual or hearing needs
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nurse
- Speech and Language Therapist (ECCH)
- GP / Paediatrics
- Children's Services at Norwich Community Hospital (through GP)
- CAMHS / Point I
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (now "Norfolk SEND Partnership) to support families through the SEN processes.
- Early Help and Family Focus

What are the Admission Arrangements for SEN children?

The school's admission policy covers the admission of children. However, the school has no criteria related to special admissions. It embraces the Code of Practice philosophy of inclusion of pupils with Special Educational Needs. If you would like to discuss how we can support your child if they are identified with special needs before starting school, we would invite you to visit our school with your child to have a look around and speak to staff. If other professionals are already involved, a meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. If possible, we would ask for supporting documents to be sent to us from professionals / other provisions, to support the transition. We may visit your child if he or she is attending another provision. We may suggest writing a plan of action to help your child to settle more easily.

How will we support your child when they join our school part-way through the year?

If your child is planning on moving to our school:

- We invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved with the child, a meeting of all the professionals will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts

- We may put ‘settling in’ strategies in place
- If your child has moved to our school without a transition:
- We will contact the previous school to arrange for transfer of information as soon as is possible
- Your child will be monitored and any necessary additional support will be discussed with the class teacher and other relevant professionals.





How do I know I will like the school?

If you are thinking of coming to our school, bring your mum and dad to come and visit us and have a look around! We can talk to you and your parents about what you need and we can talk to your old school, too. We will do everything we can to help you settle in and feel welcome!



How will we support your child when they are leaving this school or moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. Moving classes will be discussed with you and your child in the summer term. Transition to junior schools will be discussed in the Spring Term of Year 2. If your child is moving to another school:

- We can contact the new school's SENCO to pass on any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information and relevant documents (including LSP's) will be passed on to the new class teacher and a 'handover' meeting with the previous and new teacher will take place.
- If your child would be helped by a book, a letter, or other resource to support them understand moving on, then it may be made for them.
- There will be an opportunity for children to meet their new teacher and other adults who will be working with them, and to see their new classroom. Additional personalised in-school transition arrangements can be arranged, as needed.
- The feedback from the end-of-year Parent-Teacher-SENCO consultations will be passed on the new class teacher.

When moving to a new school:

- The SENCO or class teacher from the new school is invited to attend any EHCP review or other meetings.
- We arrange extra transition visits for your child to become familiar with their new surroundings and where relevant a staggered entry can be planned for.
- In some cases, staff from the new school will visit your child in this school.



What happens when I move up to a new class, or even a new school?



We will give you plenty of opportunities to get to know your new teacher and your new classroom surroundings. We will talk to your new teacher, and you and your parents can talk to them, too. We also talk to the staff in your new school, and help organise opportunities for you to visit your new school and talk to the teachers there, so that you can feel comfortable and confident when you move up.

Are there any Links and Resources that could be helpful to me?
There is a lot of information available on the internet, but here are some suggestions:

ADD/ADHD:
https://www.adhdnorfolk.org.uk/
http://www.norfolkcommunityhealthandcare.nhs.uk/The-care-we-offer/Service-search/adhd-nursing-service.htm
https://www.mentalhealth.org.uk/sites/default/files/all_about_adhd.pdf

Autism/ASD
http://www.autism.org.uk/about
http://www.autism-anglia.org.uk/
http://asdhelpinghands.org.uk/
http://www.asperger.org.uk/

Dyslexia and Visual Stress (Meares-Irlen)
http://4dyslexics.com/
http://www.thedyslexia-spldtrust.org.uk
http://www.dyslexiaoutreach.co.uk/new-home/home/specialist-dyslexia-services/
http://www.irleneast.com/

Dyscalculia
http://www.dyscalculia.org/
http://www.dyscalculia.me.uk/

Dyspraxia
http://www.norfolkcommunityhealthandcare.nhs.uk/The-care-we-offer/Conditions-finder/Dyspraxia-childhood.htm
http://dyspraxiafoundation.org.uk/

Speech and Language Support
https://www.norfolk.gov.uk/children-and-families/send-local-offer/health/health-services-in-norfolk/speech-and-language

Stress and Anxiety / General Support

https://www.norfolk.gov.uk/children-and-families/send-local-offer/health/health-services-in-norfolk/mental-health-services
https://childmind.org/article/what-to-do-and-not-do-when-children-are-anxious/
http://point-1.org.uk/
https://www.anxietyuk.org.uk/get-help/anxiety-information/young-people-and-anxiety/
https://www.nhs.uk/conditions/stress-anxiety-depression/anxiety-in-children/
https://www.heron.nhs.uk/heron/organisationdetails.aspx?id=22102



What should I do if I suspect my child is being bullied?

At Mousehold Infant and Nursery School we take all incidents of bullying very seriously. Our approach to bullying is outlined in our bullying policy which is available online or in school. Our 'High Five' policy includes the word 'Respect', which supports an inclusive culture where everyone is valued. Here is the link to our Relationship and Behaviour Policy: https://www.mouseholdinfants.com/policies/



What should I do if I think I am being bullied?



You can always talk to any of the adults in school if you feel you are being bullied or if you are worried about anything at all. Bullying is not tolerated in school and we have special systems in place to protect of all the members of our school.

Here are some other useful contacts for further information and advice about anti-bullying:
https://www.childline.org.uk/info-advice/bullying-abuse-safety/
www.kidscape.org.uk
www.anti-bullyingalliance.org.uk
www.kidpower.org

What do I do if I am not happy?
At Mousehold Infant and Nursery School we want all pupils to succeed and to reach their full potential. If you have any concerns regarding the SEN provision we offer please speak to your child's class teacher or the SENCO, so that we can address these issues. If you still feel your concerns have not been resolved, please contact Ian Tolson

Have your say
Mousehold Infant and Nursery School is our community's School. We can implement and develop provision for all learners ensuring high levels of achievement for all. This SEN report will be reviewed in Autumn 2025 and to be effective it needs the views of all parent and carers, learners, trustees and staff. If you have any comments or feedback, please share these with us and be part of the review.

Please contact our school SENCO Mr. I. Tolson on 01603 427012 or email officemousehold@istnorfolk.co.uk

More Useful links

Our SEN Policy: https://www.mouseholdinfants.com/policies/

Nasen (National Association for Special Educational Needs)- http://www.nasen.org.uk
National Autistic Society- http://www.autism.org.uk
Norfolk Local Offer- https://www.norfolk.gov.uk/children-and-families/send-local-offer
Norfolk SENDIASS https://www.norfolksendiass.org.uk/
Autism Anglia- www.autism-anglia.org.uk
Benjamin foundation- http://benjaminfoundation.co.uk
Special Educational Needs and Disability Code of Practice 0 – 25 years (June 2014): https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
The Dyslexia Trust- http://www.thedyslexia-spldtrust.org.uk

