



Mickleover Primary School

Special Educational Needs and Disabilities School Information Report

2020-2021

Mickleover Primary School is a mainstream, fully inclusive primary school. We aim to integrate all children into the academic and social life of our school.

Our school vision is to create a community where we are Motivated to Learn; Proud of our Achievements; Successful and Skilled for Life. We fully recognise that all children will learn at their own pace yet we aim to encourage and challenge all of our children to achieve their full potential.

We believe that developing self-esteem is crucial to a child's well-being and we have a caring, understanding team looking after our children.

Our Equality Statement can be viewed through our website or by following this link:

<http://www.mickleover.derby.sch.uk/images/Files/SEND/Equality-Statement-2019.pdf>

Some of the information in this report has been amended in response to the COVID-19 situation.

These additions can be found in bold type.

<p>1. What kind of Special Educational Needs and Disabilities (SEND) is the school able to provide for?</p>	<p>When providing for children with SEND there are four areas of need as identified by Special Educational Needs and Disabilities Code of Practice (2015):</p> <ul style="list-style-type: none">• Cognition and Learning• Communication and Interaction• Sensory and/or Physical Needs• Social, Emotional and Mental Health difficulties <p>A child with SEND may have needs that fall into one or more of the above categories.</p> <p>When providing for children with SEND, the class teacher has overall responsibility for the pastoral and social care; and academic progress; of every child in their class. If additional support is required, the class teacher liaises with the school's Special Educational Needs and Disabilities Co-ordinator (SENDCO). Additional support may also include working in partnership with outside agencies such as the Educational Psychology Service; Behaviour Support; Community Paediatricians; Speech and Language Therapists; and Health and Social Care.</p> <p>Our SENDCO, Mrs Nicola Goozee, along with our Inclusion Manager, Mrs Helen Coyle, oversee the provision of additional support for children with SEND at the school. They are responsible for liaising with parents, school staff, outside professionals and agencies. Either member of staff can be</p>
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	<p>contacted via the school office on (01332) 514052 or by email at admin@mickleover.derby.ch.uk or senco@mickleover.derby.sch.uk .</p> <p>The school's SEND Policy can be accessed via the school's website: http://www.mickleover.derby.sch.uk/images/Files/Polices/2020/SEN-Policy-2020.pdf</p>
<p>2. How does Mickleover Primary school identify and assess the needs of children with SEND?</p>	<p>The school follows the guidelines, set out by the Special Educational Needs and Disabilities Code of Practice (2015), which state that:</p> <p><i>A child or young person is identified as having SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for them.</i></p> <p><i>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</i></p> <p><i>(a) has a significantly greater difficulty in learning than the majority of others of the same age,</i></p> <p><i>Or</i></p> <p><i>(b) 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 or mainstream post-16 institutions.</i></p> <p><i>A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).</i></p> <p><i>Identifying and assessing SEN for children whose first language is not English requires particular care. Practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.</i></p> <p style="text-align: right;"><i>SEND Code of Practice January 2015</i></p> <ul style="list-style-type: none"> • As part of their daily teaching and learning activities, staff continually monitor and assess the progress of all of our children. • Where expected progress is not being made, children will receive additional support and intervention to help them to achieve their potential. • For some children, short periods of additional support may be needed. • Other factors are also considered including: attendance, punctuality and health. • Consideration is also given to children in particular circumstances, for example those Looked After by the Local Authority and/or eligible for Pupil Premium.

	<ul style="list-style-type: none"> • Where additional support and intervention is required over a longer period of time and/or when support from outside agencies is sought a child is usually placed onto the school's SEND Register. The school follows the local authority's Graduated Response approach to SEND provision. <p>Where children have been identified as having SEND prior to starting at Mickleover Primary School, meetings will be held with the child's parents, staff from their previous setting and any professionals involved in their care.</p>
<p>3. Who should I talk to at school about my child's difficulties with learning/SEND?</p>	<p>If, as a parent, you have concerns about your child's progress or development then your point of contact should be your child's class teacher, the school's SENDCO or Inclusion Officer.</p> <p>The class teacher has responsibility for:</p> <ul style="list-style-type: none"> • checking on the progress of your child • identifying, planning and delivering the differentiated curriculum for your child in class as required • personalised teaching and learning for your child • ensuring that the school's SEND Policy is followed in their classroom. <p>The SENDCO – Mrs N Goozee and the Inclusion Manager – Mrs H Coyle; along with the SEND governor – Mr P Barker; and the School's Headteacher – Mrs L Gerver are responsible for:</p> <ul style="list-style-type: none"> • developing and reviewing the school's SEND Information report and policy • co-ordinating all the support for students with special educational needs or disabilities • updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential • providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress. <p>They are also responsible for ensuring that you are:</p> <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is receiving • involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.
<p>4. How does the school involve</p>	<p>We pride ourselves on building positive relationships with parents. We are open and honest with our parents and hope that they are able to do the</p>

<p><i>parents/carers in their child's learning and development?</i></p>	<p>same with us. We offer an open door policy where you are welcome, at any time, to make an appointment with a member of staff to discuss your child. We are able to offer advice and practical suggestions about ways that you can help your child at home.</p> <p>Before being placed on the SEND register, the school will have made contact with parents to raise and discuss any initial concerns about a child.</p> <p>When placed on the SEND register, a provision plan is completed for each child. This outlines the support and provision that the school will put in place to remove barriers to learning and to help your child to make progress. Provision plans are reviewed on a termly basis and you will be invited into school to discuss this with your child's class teacher. The school's SENCO and/or inclusion manager may also attend these meetings.</p> <p>At present, termly review meetings continue to be held but meetings with parents/carers will take place held remotely via telephone call or TEAMS. .</p> <p>If a child's level of SEND presents with very significant barriers to their learning and development, the school may apply to the Local Authority to carry out an Education, Health and Care Needs Assessment. If the Local Authority decides to grant an Education, Health and Care Plan (EHC Plan), parents/carers will also be invited to attend an annual review of their child's EHC Plan where both your own and the views of your child will be sought.</p> <p>During the 2016/17 school year, we were one of ten schools sponsored by the Local Authority, to undergo the accreditation process for the Family and Childcare Trust's Families First: SEND Standards Award. We successfully achieved this award in May 2017 having demonstrated that we provide a high quality education to pupils with SEND that exceeds our duty under the Children and Families Act 2014, and the 0-25 SEND Code of Practice 2014.</p>
<p>5. How does the school involve children in their own learning and development?</p>	<p>All children at Mickleover Primary School are encouraged to express their views on all aspects of school life. All children are given the opportunity to become members of our School Council and Food Council. In addition, the children are able to express their views and listen to the views of others through regular, timetabled Personal, Social and Health Education lessons.</p> <p>The views of children with SEND are also sought when targets and provision is being reviewed each term. These views are recorded on their provision plan. For children with EHCPs their views are also sought as part of the statutory annual review process. These views are recorded and submitted to the Local Authority.</p> <p>Children with SEND are also supported in completing and updating a One-Page Pupil Profile each year which presents their thoughts and views as well as information about them as individuals</p>
<p>6. How does the school assess,</p>	<p>Class teachers are responsible for continually assessing the progress of every child. This is carried out through formative and summative assessments.</p>

<p>review and evaluate the progress of children with SEND?</p>	<p>Where a class teacher has concerns about a child’s progress or development this will be shared with parents, the SENCO and/or Inclusion Manager. The progress of all children is also discussed between class teachers and the headteacher through termly pupil progress meetings.</p> <p>In the autumn and spring terms, all parents are invited to attend a parents’ evening where they are able to speak with the class teacher about their child’s progress. However, our ‘open-door’ policy means that parents are welcome to make an appointment at any time to speak to a member of staff about their child’s progress. Towards the end of the summer term all parents receive an end of year written report giving details of their child’s progress. If they wish to do so, parents are able to discuss this end of year report with the class teacher.</p> <p>The majority of children with SEND at the school have individual behaviour plans or provision plan targets specific to their needs. The aim of these targets is to reduce barriers to learning and enable them to make progress towards closing the gap between their attainment and that of their peers. Progress towards these targets is reviewed on a termly basis following a graduated response towards SEND. This graduated response involves an Assess, Plan, Do, Review process. Provision Plan targets should be Specific, Measurable, Achievable, Realistic, Time-based (SMART).</p> <p>Parents are invited to attend each termly review meeting which will be held with the class teacher. The SENCO and/or Inclusion Manager may also attend these review meetings. Progress towards current targets is discussed and evaluated based on the evidence provided. New targets and/provision will be set as necessary.</p> <p>For those children with an EHCP an annual review meeting is also held to review the level of provision provided by the plan. Parents, class teacher, SENCO and/or the Inclusion Manager will attend this meeting as well as any other outside professionals such as an educational psychologist; a local authority representative; or member of staff from the child’s future secondary school if they are soon to make the transition to secondary provision.</p> <p>Parents are also invited to attend meetings with external agencies, such as an educational psychologist, speech and language therapist or community paediatrician. Parents are kept up to date with, and consulted on, any points of action that are needed regarding the provision for their child.</p> <p>At present, where-ever possible all meetings are to be held remotely via telephone call or TEAMS. The views of all relevant individuals will be gathered as usual.</p>
<p>7. What is the school’s approach to</p>	<p>Mickleover Primary School is a fully inclusive primary school, aiming to integrate all children into the academic and social life of our school. As such,</p>

<p>teaching children with SEND?</p>	<p>all of our children are provided with quality first teaching which is reviewed regularly by the Senior Management of the school.</p> <p>The staff at Mickleover Primary school have high expectations of all of our children. Whenever possible, children with SEND are taught alongside their peers and, when planning, teachers adapt lessons and activities, to meet the needs of children with SEND. In addition, teachers make use of a variety of teaching styles and cater for the different learning styles of the children in their care. Teachers and support staff work together in the classroom to provide targeted support to enable children with SEND to achieve their potential. When advice and support has been sought from outside agencies, this will be put into place to support the child.</p> <p>Some children with SEND will receive additional support in the classroom from the class teacher or teaching assistant (TA). Meanwhile, it might be necessary for some children to attend one-to-one or small group intervention sessions outside of the classroom. These could be to help children with their reading skills, reading comprehension, handwriting, writing skills, language skills, maths skills, social skills or behaviour. These sessions may be delivered by a TA, the Inclusion Manager or Inclusion TA.</p> <p>During the current school closure, due to Covid-19, all children with an EHCP are invited to attend school so that the provision outlined in their EHCP can continue to be provided.</p> <p>Home learning for all pupils is being provided via the School's learning platform. Staff are providing differentiated home learning for those who are remote learning. Where possible, teaching and support staff will deliver support and intervention sessions via TEAMS to continue to deliver targeted provision to children with identified SEND.</p> <p>Parents/carers are able to telephone school or contact staff by email if they need advice or support.</p>
<p>8. How does the School make adaptations to the curriculum and learning environment for children with SEND?</p>	<p>When planning lessons and learning activities, all staff differentiate tasks to match the range of abilities of the children in their class, as well as adapting and providing different resources to support children to achieve. Children may also access specific intervention groups; nurture sessions; and sensory support.</p> <p>Where necessary, adaptations to the learning environment will be made in order to remove barriers to learning. This may include: positioning a child to sit in a particular place in the classroom; the use of individual desks; use of a Sound-Field system to assist with hearing impairment; use of coloured overlays or coloured paper for children with dyslexia; use of ICT equipment; visual timetables and resources.</p>

	<p>The school has access ramps for children with physical impairments as well as disabled toilet access. For further details, the school's Accessibility Plan and Accessibility Policy can be accessed via the school website:</p> <p>http://www.mickleover.derby.sch.uk/images/Files/Polices/Accessibility-Plan-2019.pdf</p> <p>http://www.mickleover.derby.sch.uk/images/NewPolicies/Accessibility-Policy-2020.pdf</p>
<p>9. How does the School allocate SEND support to children?</p>	<p>The school budget is received from Derby City Local Authority, which includes funding to support children with SEND. This is £6,000 per pupil on the SEND register, per academic year, which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week.</p> <p>The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school.</p> <p>The Headteacher, business manager and SENDCO discuss information they have about SEND including:</p> <ul style="list-style-type: none"> • children already receiving extra support • children needing extra support • children who have been identified as not making as much progress as expected. • <p>All resources/training and support are reviewed regularly and changes made as necessary.</p> <p>Children will be removed from the SEND register if, and when, targets/outcomes have been achieved and the gap in learning between them and their peers has been reduced.</p>
<p>10. How does the school support children with medical needs?</p>	<p>The school follows 'Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014</p> <p>The school has a policy regarding the administration and management of medicines on the school website or by following this link:</p> <p>http://www.mickleover.derby.sch.uk/images/NewPolicies/Supporting-Pupils-with-Medical-Conditions-Policy-2018.pdf</p> <p>Some children will have a care plan in place in order to meet their medical needs.</p> <p>Relevant staff will receive updates on conditions and medication affecting individual students and training, where appropriate, will be given so that they are able to manage medical situations.</p>

<p>11. How does the School work to include children with SEND in activities outside of the classroom, including educational visits?</p>	<p>To enrich their curriculum, our children often benefit from experiences outside of the classroom through educational visits.</p> <p>Prior to booking such visits, staff will carry out a risk assessment which considers the needs of all children, including those with SEND. Where necessary, we will meet with parents to discuss any additional support that may be required in order for their child to participate in the visit/activity.</p> <p>We also aim to ensure that all of our children have access to any extra-curricular sports or activity clubs that are on offer.</p>
<p>12. What support is available for my child's emotional and social development and overall well-being?</p>	<p>The moral and social development of our children is a strength of Mickleover Primary School. Our pupils show respect for one another and for the staff; they are able to tell right from wrong; and develop caring, responsible attitudes. Through Personal, Social and Health Education (PSHE) and Citizenship our children develop the knowledge, skills and understanding that they need to lead confident, healthy, independent lives. Our aim is that the children learn to recognise their own worth; work well with others and become increasingly responsible for their own learning. During the current academic year, the school is working towards achieving the Bronze</p> <p>Some children will have additional social and emotional needs which can be displayed in behavioural and social difficulties. For these children, we are able to offer nurturing support groups at different points during the day, led by our Inclusion Manager or Inclusion TA. This additional support may also involve working alongside agencies such as the Behaviour Support Team or Educational Psychology.</p> <p>Playtime and lunchtime support is also offered through adult led activities and through peer mini-leaders who support children while playing with equipment and participating in games on the playground.</p> <p>The school considers bullying to be undesirable and unacceptable. As such, all members of our school community will be listened to and taken seriously because everyone has the right to work and learn in an atmosphere that is free from fear. All of our children are taught that they should talk to an adult if they are worried about bullying and that they have a right to expect that their concerns will be listened to and treated seriously.</p> <p>Our children are also well supported by regular safeguarding and child protection training for staff; the school's anti-bullying and inclusion policies.</p> <p>If parents/carers have concerns about their child's (or their own) mental health and well-being, they should contact their child's class teacher, our inclusion manager, SENDCo or our Mental Health and Well-being lead: Mrs Kate Halliday.</p>

<p>13. What training have staff had to support children with SEND?</p>	<p>It is the aim of the school to keep all members of staff up to date with relevant training and professional development. Training will take place on a whole school basis as well as on a teacher, support staff or individual basis according to the needs of specific children for whom they are responsible.</p> <p>During the current (2020-21) academic year the following CPD and staff training has already taken place:</p> <ul style="list-style-type: none"> • SENDCO undertook a day’s training on Colourful Semantics (an approach to developing language skills for those children with social, communication; and speech and language difficulties. This has been shared with staff through a set of staff training sessions. <p>During the academic year 2019-20 CPD and training for staff included:</p> <ul style="list-style-type: none"> • Whole school training on Girls and Autism to enable staff to understand how Autism often presents in girls and strategies that can be used to support them. • Review of the whole school approach to Autism; what this looks like at Mickleover Primary and how it should be implemented consistently across the school. • Whole school training on phonics intervention and how this can be used to support children who are experiencing difficulties with developing reading skills. <p>During the academic year 2018-19 CPD and training for staff included:</p> <ul style="list-style-type: none"> • Whole school Autism training – to refresh and consolidate staff knowledge of ASD; the barriers that it can present to learning and to review the whole school support of children with ASD. • A review of SEND practice in the classroom and the way in which targeted support for children is best delivered • The school’s inclusion TA attended training, run by the city council, to become an Early Years and Key Stage 1 Autism Champion. <p>During the academic year 2017-2018 CPD and training for staff included:</p> <ul style="list-style-type: none"> • Introduction of the local authority’s Graduated Response to SEND for all staff • Dyslexia and barriers to literacy.
<p>14. What specialist services or agencies does the school liaise with when providing for</p>	<p>The school has links with a range of outside services and agencies who can offer specific guidance or support. These include:</p> <ul style="list-style-type: none"> • Educational Psychology • STePS – support for children with ASD, visual or hearing impairments • Behaviour Support Team • Speech and Language Therapy • Occupational Therapy • Community Paediatrician

<p>children with SEND?</p>	<ul style="list-style-type: none"> • School Nurse • Health and Social Care
<p>15. How will the school support my child when transferring between phases of education?</p>	<p>If joining from another school or nursery, the SENCO, Inclusion Manager or Class Teacher may visit the current setting. Careful planning is put in place for all children and for those with SEND additional transition provision may be put into place. This may involve additional transition visit sessions so that children and parents can familiarise themselves with the classroom, equipment and staff. Discussion with parents, current staff/key workers and staff from Mickleover Primary will also take place to facilitate the transition.</p> <p>When moving classes for the new academic year, current and new class teachers are given time to liaise with one another regarding required provision, progress and targets. All children spend time with their new class teacher before the end of the summer term. Some children may receive additional visits to their new class teacher as well as working with the Inclusion Manager or Inclusion TA to complete a transition booklet to take home over the summer holidays.</p> <p>When moving on to secondary education at the end of Year 6, transition arrangements are put into place for all children. This includes visits to school from secondary school staff; inductions days for children to visit their new school; and information and record sharing between settings. For those with SEND, additional transition visits to secondary schools and/or visits from secondary school staff can be put into place. The SENCO and Inclusion Manager also liaise with their counterparts from secondary schools to share information and provision requirements. Parents are welcome to attend such meetings.</p> <p>During current restrictions, and due to the uncertainty of how long schools will be closed, it is not possible at present to define specific plans regarding transitions. We will aim to carry out as much of the above as possible according to the restrictions in place at the time. As an alternative, we will aim to facilitate virtual/remote meetings and visits with new teachers and settings.</p>
<p>16. Where can parents/carers access additional information and support?</p>	<p>Within school, the following people can support you and your child (funded from the school's budget):</p> <ul style="list-style-type: none"> • Teachers • Teaching assistants • Inclusion teaching assistants • Inclusion TA • SENDCO • Educational Psychology Service • Specialist Teachers (STePS) • Education Welfare Officer

	<p>All Local Authorities are required to publish, and keep under regular review, information about services that are available for children and young people with SEND as well as their parents/carers. Derby City Council publishes its Local Offer of services and provision in the local area on its website. To access the Local Offer go to: http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/ .</p> <p>The following services are paid for centrally by the Local Authority/Health Services and can be contacted via the Local Offer or online:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Occupational Therapy • Behaviour Support Service • Support Services for the Hearing, Physically and Visually Impaired • Connexions Careers Services • Community Learning Disabilities Team • Child and Adolescent Mental Health Service (CAMHS) • Social Care • School Nurse • Physiotherapy Service <p>In addition, parents/carers may wish to make contact with the Derby Special Educational Needs & Disability, Information, Advice and Support Service (SENDIASS) who provide free, legally based impartial, confidential and accessible information, advice and support for children, young people and parents/carers. SENDIASS gives advice on SEND, Health and Social Care. Your child does not need to have a formal diagnosis to receive support from SENDIASS.</p> <p>For further information go to: http://www.derby.gov.uk/education-and-learning/schools-and-colleges/sendias/</p> <p>Parents/carers can also seek advice and support from the following organisations:</p> <ul style="list-style-type: none"> • Umbrella http://umbrella.uk.net/ • Fun8bility http://stjamescentrederby.co.uk/fun-abili8y • Disability Direct http://disabilitydirect.com/derby/ • Derby City Parent and Carer Forum http://www.derbycityparentcarerforum.org.uk/ • Contact a Family http://www.sendirect.org.uk/providers/contact-a-family/my-services/contact-a-family-derby-east-midlands/ • The National Autistic Society http://www.autism.org.uk/
<p>17. What do I do if I have a concern or complaint about the</p>	<p>If parents/carers have concerns about the support or provision that has been put into place for their child they should not hesitate in contacting the school office in order to make an appointment to see their child’s class teacher, the SENCO, the Inclusion Manager or Headteacher.</p>

<p>SEND provision provided by the school?</p>	<p>As mentioned above, parents are also able to contact SENDIASS for impartial advice.</p> <p>If parents feel that their concerns have not been addressed by the school, they should refer to the school’s Complaints Procedure which can be found on our school website.</p> <p>http://www.mickleover.derby.sch.uk/images/Files/Polices/Complaints-Policy-2019.pdf</p>
<p>18. Name and contact details of key staff in school.</p>	<p>SENDCO: Nicola Goozée senco@mickleover.derby.sch.uk</p> <p>Inclusion Manager: Helen Coyle hcoyle@mickleover.derby.sch.uk</p> <p>Headteacher Lynne Gerver head@mickleover.derby.sch.uk</p> <p>SEND Governor: Peter Barker admin@mickleover.derby.sch.uk</p> <p>School Office: 01332 514052 admin@mickleover.derby.sch.uk</p>

This SEND Information Report was last updated in February 2021.

Glossary of Acronyms

ADHD	Attention deficit hyperactivity disorder
ASD	Autism Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services
CYP	Children and Young People
EAL	English as an Additional Language
EHA	Early Help Assessment
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
HI	Hearing Impairment
KS1	Key Stage One
KS2	Key Stage Two

LAC	Looked After Child
MEP	Multi-Element Plan
PI	Physical Impairment
PP	Provision Plan
SALT/SLT	Speech and Language Therapist
SEMH	Social, Emotional and Mental Health
SENCO/SENDSCO	Special Educational Needs and Disabilities Co-ordinator
SEND	Special Educational Needs and Disabilities
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service
SLCN	Speech, Language and Communication Needs
STePS	Specialist Teaching and Psychology Service