



## **Mickleover Primary School**

### **Special Educational Needs School Information Report**

▪ ***What kind of Special Educational Needs and Disabilities (SEND) is the school able to provide for?***

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 Equality Statement can be viewed through our website:

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

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.

When providing for children with SEND there are four areas of need;

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health difficulties

A child with SEND may have needs that fall into one or more of the above categories.

When providing for children with SEND, the class teacher has the 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 Co-ordinator (SENCO). Additional support may also include working in partnership with outside agencies such as Educational Psychology; Behaviour Support; Community Paediatricians; Speech and Language Therapists; and Social Care.

▪ ***How does Mickleover Primary school identify and assess the needs of children with SEND?***

Our SENCO, Mrs Nicola Goozée, 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 contacted via the school office on (01332) 514052 or by email at [senco@mickleover.derby.sch.uk](mailto:senco@mickleover.derby.sch.uk).

The school follows the guidelines, set out by the Special Educational Needs and Disabilities Code of Practice (2015), which state that:

*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.*

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

*(a) has a significantly greater difficulty in learning than the majority of others of the same age,*

*Or*

*(b) has a disability which prevents or hinders him 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.*

*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).*

*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.*

*SEND Code of Practice January 2015*

As part of their daily teaching 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. 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.

Where children have been identified as having SEND prior to starting at Mickleover Primary School meetings will be held with the child's previous setting and any professionals involved in their care.

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 SENCO or Inclusion Officer.

▪ ***How does the school involve parents in their child's learning and development?***

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 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.

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.

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.

As a result of their level of SEND some children may be granted an Education, Health and Care Plan (EHC Plan) by the local authority. In this instance, you will also be invited to attend an annual review of your child's EHC Plan where both your own and the views of your child will be sought.

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.

▪ ***How does the school involve children in their own learning and development?***

Our children 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, Food Council and Eco 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.

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 sought as part of the statutory annual review process. These views are recorded and submitted to the Local Authority.

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.

▪ ***How does the school assess, review and evaluate the progress of children with SEND?***

Class teachers are responsible for continually assessing the progress of every child. This is carried out through formative and summative assessments. 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.

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.

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).

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.

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.

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.

▪ ***What is the school's approach to teaching children with SEND?***

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 all of our children are provided with quality first teaching which is reviewed regularly by the Senior Management of the school.

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. When advice and support has been sought from outside agencies this will be put into place.

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.

▪ ***How does the school make adaptations to the curriculum and learning environment for children with SEND?***

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.

Where necessary, adaptations to the learning environment will be made in order to remove barriers to learning. This may include: moving 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.

The school has access ramps for children with physical impairments as well as disabled toilet access. Part of the school is housed in a two storey building; there is no lift to access this upper floor but in the past classes have been moved in order to accommodate children with physical disabilities. For further details, the school's Accessibility Plan and Accessibility Policy can be accessed via the school website:

<http://www.mickleover.derby.sch.uk/images/Files/Polices/Accessibility-Plan-2019.pdf>

<http://www.mickleover.derby.sch.uk/images/NewPolicies/Accessibility-Policy-2020.pdf>

▪ ***How does the school work to include children with SEND in activities outside of the classroom, including educational visits?***

To enrich their curriculum, our children often benefit from experiences outside of the classroom through educational visits. 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.

We also aim to ensure that all of our children have access to any extra-curricular sports or activity clubs that are on offer.

▪ ***What training have staff had in supporting children with SEND?***

It is the aim of the school to keep 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.

During the current (2019-20) academic year the following CPD and staff training has already taken place:

- 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.

During the academic year 2018-19 CPD and training for staff included:

- 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.

During the academic year 2017-2018 CPD and training for staff included:

- Introduction of the local authority's Graduated Response to SEND for all staff
- Dyslexia and barriers to literacy.

During the academic year 2016-17 CPD and training for staff included:

- Training related to achieving the Family and Childcare Trust's Families First: SEND Standards Award.
- Autism training for teaching assistants
- Attachment Difficulties training
- Over-view of SEND procedures – to update staff on changes to procedures at school and Local Authority level.

▪ ***What support is available for my child's emotional and social development and overall well-being?***

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

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.

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.

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.

▪ ***What specialist services or agencies does the school liaise with when providing for children with SEND?***

The school has links with a range of outside services and agencies who can offer specific guidance or support. These include:

- Educational Psychology
- STePS – support for children with ASD, visual or hearing impairments
- Behaviour Support Team
- Speech and Language Therapy
- Occupational Therapy
- Community Paediatrician
- School Nurse
- Social Care

▪ ***How will the school support my child when transferring between phases of education?***

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.

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.

When moving on to secondary education at the end of Year 6, transition arrangements are put into place for all children. 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.

▪ ***Where can parents access additional information?***

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/>

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.

For further information go to: <http://www.derby.gov.uk/education-and-learning/schools-and-colleges/sendias/>

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>

▪ ***What do I do if I have a concern or complaint about the SEND provision provided by the school?***

If parents 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.

As mentioned above, parents are also able to contact SENDIASS for impartial advice.

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.

<http://www.mickleover.derby.sch.uk/images/Files/Polices/Complaints-Policy-2019.pdf>

***Contacts***

SENCO	Nicola Goozée	<a href="mailto:senco@mickleover.derby.sch.uk">senco@mickleover.derby.sch.uk</a>
Inclusion Manager	Helen Coyle	<a href="mailto:hcoyle@mickleover.derby.sch.uk">hcoyle@mickleover.derby.sch.uk</a>
Headteacher	Lynne Gerver	<a href="mailto:head@mickleover.derby.sch.uk">head@mickleover.derby.sch.uk</a>
SEND Governor	Fiona Whitby	<a href="mailto:admin@mickleover.derby.sch.uk">admin@mickleover.derby.sch.uk</a>



School Office

01332 514052

[admin@mickleover.derby.sch.uk](mailto:admin@mickleover.derby.sch.uk)

Derby City Council Local Offer

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

SENDIASS

<http://www.derby.gov.uk/education-and-learning/schools-and-colleges/sendiaass/>

This SEND Information Report was last updated in February 2020