

Mickleover Primary School

Special Educational Needs and Disabilities School

Information Report

January 2026

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 Ourselves and Our Community; Successful, Skilled and Ready 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.



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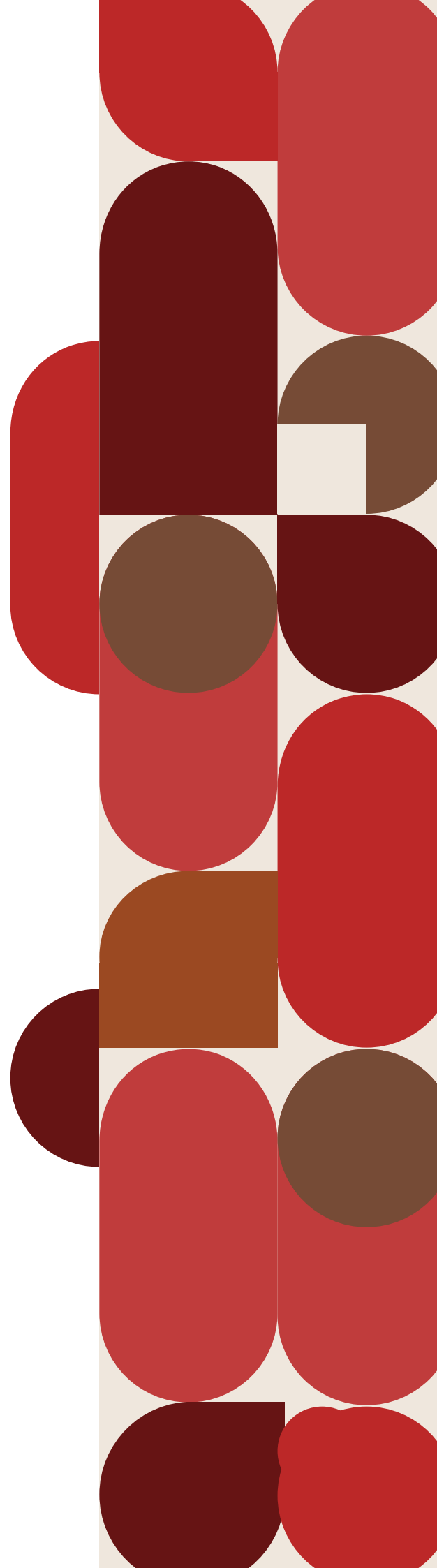
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What kind so Special Educational Needs and Disabilities (SEND) is school able to provide for?

At MPS, we support childrne with SEND across four main areas, as outlined in the SEND Code of Practice (2015):

- Cognition and Learning
- Communicataion and Interaction
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical

Some children may have needs in one or more of these areas.

The class teacher has overall responsibility for each child's learning, progress and wellbeing. If additional support is needed, the teacher works closely with the school's Special Educational Needs and Disabilities Coordinator (SENDCo). Support may also involve working with external professionals such as Educational Psychologists, Speech and Language Therapists, Health and Social Care and other specialist services.

Our **SENDCo**, Miss Lauren Payne, and **Inclusion Manager**, Mrs Helen Coyle, oversee SEND provision across the schoo. They work in partnership with parents, school staff and external agencies to ensure children receive the right support. Either member of staff can be contacted via:

School Office: 01332 514052 or

Email: admin@mickleover.derby.sch.uk or senco@mickleover.derby.sch.uk



How does Mickleover Primary School identify and assess the needs of children with SEND?

Mickleover Primary School follows the guidance set out in the Special Educational Needs and Disabilities (SEND) Code of Practice (2015).

A child is identified as having SEND if they have a **learning difference or difficulty** or **disability** which **requires special educational provision**. This may be because they have greater difficulty in learning than most children of the same age, or because a disability affects their ability to access the school environment and curriculum.

For children under compulsory school age, SEND may be identified if they are likely to meet these criteria in the future without additional support (Children and Families Act 2014).

When identifying SEND, particular care is taken with children whose first language is not English. Staff consider whether any difficulties are related to learning English as an additional language or whether they are due to SEND. Difficulties linked solely to learning English are not considered SEND.

How we Identify and Support Children:

- Teachers regularly monitor and assess all children as part of everyday classroom practice.
- If a child is not making expected progress, additional support or targeted interventions may be put in place.
- For some children, this support is needed only for a short time.
- Other factors such as attendance, punctuality, and health and indiviudal circumstances are also considered.
- Where longer-term support is required or external professionals are involved, a child may be added to the school's SEND Register. The school follows the local authority's Graduated Response approach.



Working with Parents

If a child has been identified as having SEND before starting at MPS, meetings are held with parents, previous settings, and any other professionals involved to ensure a smooth transition and appropriate support from the outset.

Who should I talk to at school about my child's differences with learning or SEND?

If you have concerns about your child's progress or development, your first point of contact should be your **child's class teacher**. You may also speak to the **SENDCo** or the **Inclusion Manager**.

Your child's class teacher is responsible for:

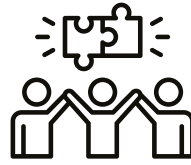
- Monitoring your child's progress
- Planning and delivering learning that meets your child's needs

- Providing personalised teaching and support in the classroom
- Ensuring the school's SEND Policy is followed

The SEND Team

The school's SEND team includes:

- **SENDCo:** Miss L Payne - senco@mickleover.derby.sch.uk
- **Inclusion Manager:** Mrs H Coyle - hcoyle@mickleover.derby.sch.uk
- **Headteacher:** Mr S Welsh - head@mickleover.derby.sch.uk
- **SEND Governor:** Mr P Barker - admin@mickleover.derby.sch.uk



They are responsible for:

- Developing and reviewing the school's SEND Information Report and SEND Policy
- Coordinating support for pupils with SEND
- Maintaining the SEND Register and ensuring records are up to date and confidential
- Supporting teachers and staff so pupils with SEND make the best possible progress

Working in Partnership with Parents

The SEND team also ensures that parents are:

- Involved in supporting their child's learning
- Kept informed about the support their child is receiving
- Involved in reviewing progress
- Supported in working with external agencies, such as Educational Psychology, Behaviour Support Services, Social Care and Health Services



How does the school involve parents/carers in their child's learning and development?

At Mickleover Primary School, we value strong partnerships with parents and carers and believe open communication is essential to supporting children's learning and development.



We operate an open-door approach, and parents are welcome to make an appointment to speak with a member of staff about their child. We are open and honest in our communication and are happy to offer practical advice to help support learning at home.

The school uses a clear SEND flowchart to guide teachers through a child's SEND journey, from early concerns to more formal support. Before a child is added to the SEND register, parents are contacted to discuss any concerns. If a child is placed on the SEND register, a provision plan is created to outline the support in place to help remove barriers to learning and support progress.

Provision plans are reviewed termly, and parents are invited to meet with the class teacher to discuss progress. The SENDCo and/or Inclusion Manager may also attend these meetings where appropriate.

For children with more complex needs, the school may request an Education, Health and Care Needs Assessment. If an Education, Health and Care Plan (EHCP) is issued, parents and carers will be invited to attend an annual review, where both parental and pupil views are shared and valued.

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

At Mickleover Primary School, all children are encouraged to share their views and take an active role in school life. Children have opportunities to express their opinions through regular Personal, Social and Health Education (PSHE) lessons and by becoming members of the School Council.

The views of children with SEND are especially valued. When a child's targets and support are reviewed each term, their thoughts and opinions are discussed and recorded as part of their provision plan. For children with an Education, Health and Care Plan (EHCP), their views are also included in the statutory annual review and shared with the Local Authority.

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

Class teachers regularly assess the progress of all children as part of everyday teaching. If there are any concerns about a child's progress or development, these are shared with parents and discussed with the SENDCo and/or Inclusion Manager.

Most children with SEND have a provision plan to support their learning and reduce barriers. These targets are reviewed termly using the school's graduated approach of Assess, Plan, Do, Review. Parents are invited to attend review meetings with the class teacher, and the SENDCo and/or Inclusion Manager may also be involved. Progress is discussed and new targets or support are agreed where needed.

Parents receive a written end-of-year report and are welcome to discuss this with the class teacher. For children with an Education, Health and Care Plan (EHCP), an annual review is held with parents, school staff and, where appropriate, external professionals.

Parents are also invited to meetings with outside agencies and are kept fully informed about their child's support and progress.

What's the school's approach to teaching SEND children?

Mickleover Primary School is an inclusive school where all children are supported to take part in school life. All pupils receive high-quality teaching, and staff have high expectations of every child.



Children with SEND are taught alongside their peers wherever possible. Teachers adapt lessons and use a range of teaching approaches to meet individual needs, supported by teaching assistants. Advice from external professionals is followed when appropriate.

Some children may receive extra support in the classroom or take part in small-group or one-to-one sessions to help develop skills such as reading, writing, maths, language, social skills or behaviour.

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

Teachers adapt lessons and activities to meet the range of needs within each class, using different resources and support to help children access learning and make progress. The school uses the EEF 5-a-day approach to promote consistent, whole-school strategies that support all learners, including those with SEND. Some children may also take part in intervention groups, nurture sessions or receive sensory support where appropriate.

<https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support>

Where needed, adjustments are made to the learning environment to remove barriers. These may include specific seating arrangements, individual workspaces, visual timetables, coloured overlays or paper to support dyslexia, the use of ICT equipment, and sound-field systems to support hearing needs.

The school is accessible for children with physical disabilities, with ramps and disabled toilet facilities in place.

How does the school allocate SEND support to children?

As a school we receive funding from Derby City Local Authority to support children with SEND. This includes notional SEND funding, which is used to provide additional support based on the needs of children across the school.

The Headteacher and SENDCo, together with the school governors, decide how SEND funding is used to best support all children. These decisions are based on information about children who are already receiving support, those who may need extra help, and children who are not making expected progress.

SEND resources, staff training and support arrangements are reviewed regularly and adjusted where needed to ensure children receive the right support at the right time.

Children may be removed from the SEND register when their targets have been met and they are making good progress, with reduced gaps in learning compared to their peers.

How does the school support children with medical needs?

Mickleover Primary School follows national guidance for supporting pupils with medical conditions in school. We have a clear policy for the safe administration and management of medicines.



Some children have an **individual care plan** in place to ensure their medical needs are met during the school day. Relevant staff are kept informed about children's medical conditions and any medication they may need. Where necessary, staff receive **appropriate training** so they feel confident in supporting children safely and effectively.

How does the school work to include all children in activities outside of the classroom?

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 extracurricular sports or activity clubs that are on offer.

What support is available for my child's emotional and social development and overall wellbeing?

At Mickleover Primary School, children's emotional, social and mental wellbeing is a priority. Through Personal, Social and Health Education (PSHE) lessons, children learn to understand their feelings, build positive relationships, develop confidence and keep themselves healthy and safe.

Some children may need extra support with their social or emotional development. Where needed, the school provides nurture groups and targeted support during the school day, led by the Inclusion Manager or Inclusion Teaching Assistant.

The school may also work with external professionals such as the Behaviour Support Team or Educational Psychology. Support is also available at playtimes and lunchtimes through adult-led activities and trained peer mini-leaders, who help children join in and build friendships.

The school takes bullying seriously and encourages children to speak to an adult if they are worried. All concerns are listened to and acted upon. Regular staff training, along with safeguarding, anti-bullying and inclusion policies, helps ensure children feel safe and supported.

If parents or carers have concerns about their child's emotional wellbeing or mental health, they should speak to the class teacher, SENDCo, Inclusion Manager, or the school's Mental Health and Wellbeing Lead, Mrs E Clennell.



What training do staff undertake to support children with SEND?

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.

The school may receive support and training from other specialists including:

- An Educational Psychologist who provides advice to support the success and progress of individual pupils.
- The NHS Speech and Language Therapist and SALT assistants, who visit regularly to assess and plan support for targeted pupils. This is then delivered by staff.

Which specialists services or agencies does the school liaise with when providing for SEND children?

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

- Educational Psychologist
- STEPs Team, Derby City

- Behaviour Support Team
- Speech and Language Therapists
- Occupational Therapists
- Community Paediatricians
- School Nurse
- Health and Social Care

How will the school support my child when transitioning between phases of education?

Mickleover Primary School carefully plans transitions to help all children feel confident and supported, particularly those with SEND.

When a child joins from a nursery or another school, staff may visit the current setting and work closely with parents and previous key adults to share information. Where needed, additional transition support is put in place, such as extra visits for children and parents to become familiar with the classroom, staff and routines.

When children move to a new class, current and new teachers share information about progress, targets and support needs. All children spend time with their new teacher and receive a 'Meet Your New Teacher' document before the end of the summer term, and some children with SEND may have extra visits or complete a transition booklet with support from the Inclusion team.

When children move on to secondary school, transition arrangements are planned for all pupils. For children with SEND, this may include additional visits to the secondary school, visits from secondary staff, and detailed information sharing between schools. The SENDCo and Inclusion Manager work closely with secondary colleagues, and parents are welcome to be involved in this process.

Where can parents/carers access additional information and support?

Within school, if you wish to discuss your child's educational needs you can contact one of the following:

- Your child's class teacher in the first instance
- The SENCo or Inclusion Lead
- The Headteacher
- The School Governor

Support services outside of school for SEND children include:

- Derby City (Local Offer) - <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>
- Derby Family Hub - <https://www.derby.gov.uk/community-and-living/family-hub-childcare/family-hub/>
- Umbrella - <https://umbrella.uk.net/>
- Derby SENDIASS - <https://derbysendiass.org.uk/>



What do I do if I have a concern or complaint?

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.

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 the school website.