



Mickley Village Primary and Nursery School

SEND information report 2025/26

Introduction

Welcome to our SEND information report which is part of the Derbyshire Local Offer for learners with Special Educational Needs and Disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. At Mickley Village Primary and Nursery school we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEND governor: Isabel Petch

Name of SENCO: Sara Street , supported by Jess Dolman and Katie Rowland

Name of Parent Governor: Isabel Petch

Name of Head: Sara Street

If you have specific questions about the Derbyshire Local Offer please click [here](#), or look at the Frequently Asked Questions below. Alternatively, if you think your child may have SEND please speak to their class teacher or contact our SENCO on 01773 832707.

Our Approach to Teaching Learners with SEND at Mickley Village Primary and Nursery School:

We believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy. Our school improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision. At Mickley Village Primary and Nursery school, we value Learning for all.

Frequently Asked Questions:

How do we identify SEND at Mickley Village Primary and Nursery School?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as: "A child or young person has SEN if they have 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 they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age:
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. 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 be worried about different things that distracts them from learning.

At Mickley Village Primary and Nursery school we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. Our SEND profile for 2024 shows that we have approximately 41 % of children identified as having SEND, 4% on EHCP

How do we assess SEND at Mickley Village Primary and Nursery School?

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Mickley Village Primary and Nursery school, we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available and liaise closely with the Educational Psychology service for assessment purposes. For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Derbyshire County Council, which are described on the Local Offer website available on www.derbyshiresendlocaloffer.org/

We also employ 2 FTE Learning Support Assistant and 1 part-time Learning Support Assistant who deliver interventions and small group activities.

What do we do to support learners with SEND at Mickley Village Primary and Nursery School?

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Mickley Village Primary and Nursery school are proud of our Teachers and their development. Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND, 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 overcome the barrier to learning identified.

What funding is available children with SEND at Mickley Village Primary and Nursery School?

The school receives all our funding from CNET to support the needs of learners with SEN.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Mickley Village Primary and Nursery school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision. Children, Parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same termly review conversations take place, but the EHCP will also be formally reviewed annually. The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is also monitored by CNET and Ofsted.

What other opportunities for learning are available?

All learners should have the same opportunity to access extra- curricular activities and school visits. We are committed to making reasonable adjustments to ensure participation for all. All staff at Mickley Village Primary and Nursery school are aware of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise 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." Section 1(1) Disability Discrimination Act 1995 This 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 there 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.

How does the school prepare for the next step in the child's education?

Transition is a part of life for all learners, however we recognise that this can be particularly challenging for some children with SEND. This can be transition to a new class in school, having a new teacher, or moving on to another school or provider. Mickley Village Primary and Nursery school is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. When a child is moving to a new school, a representative from the new school is invited to attend the review meeting, so an effective transition plan can be implemented. When a child with SEND moves to Mickley Village Primary and Nursery School, we liaise with the parents, child, previous setting, and other professionals as necessary to provide a bespoke transition plan to ensure the child's needs are met and that the transition is positive. We can shape and develop provision for all of our learners ensuring achievement for all.

This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual questionnaires to parents.

Useful links: [www.derbyshiresendlocal offer.org](http://www.derbyshiresendlocaloffer.org).