

Zetland Primary School

SEND Information Report



Who to contact at Zetland Primary School regarding Special Educational Needs

If you would like to know more about what we can offer, contact us on 01642 484595

Mr S English Head Teacher

Mr P Richardson Deputy Head Teacher

Mrs A Herd SENDCo

Reviewed September 17 by the SENDCo

How does Zetland Primary School support my child's overall well-being?

Our Values

At Zetland Primary School we believe that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

The needs of pupils with a Special Educational Need will be met in a mainstream setting wherever possible, where families want this to happen.

Identification, Provision and Support

1. Identification

- Formal assessments are carried out at termly intervals so your child's progress can be tracked over time. Alongside this, teachers make daily assessments of learning in class.
- Your child may ask for help if they are finding a particular aspect of work difficult.
- Teachers and Senior Leaders in school hold termly meetings to review your child's attainment and progress. If your child is not making the expected progress, he/she may be allocated a place in an intervention group.
- Where children do not make progress through targeted interventions, the class teacher will raise this with the SENDCo. School will then discuss any concerns you may have and any further interventions or referrals to outside professionals. At this stage, your child may require a place on the SEN register and be provided with a SEN Support plan.

2. Provision and Support

Class teacher targeted classroom teaching

- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in class. This may involve the use of resources and more practical learning
- Specific strategies are in place to support your child. These may be suggested by the school SENDCo or outside professionals.

Specific group work

- These groups, often called Intervention Groups may be within the classroom or outside of the classroom. They can be led by the teacher, but more often by the Teaching Assistant who has had training to run these groups.
- Group sessions will have specific targets to help your child make more progress and address specific gaps in their understanding.

Specialist groups run by outside professionals (Speech and Language Therapy, ASD Outreach Team)

- Your child has been identified as needing more specialist input in addition to high quality teaching and intervention groups.
- You will be invited into school to discuss your child's progress and to help to plan ways forward.
- You will be asked to give permission for the school to refer your child to a specialist professional.
- All specialist professionals will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching
 - Support to set better targets using specific expertise
 - Group or individual work with outside professionals.

Specified Individual Support

- This is usually provided via a statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of individual or small group teaching (more than 10 hours per week), which cannot be provided from the budget available to the school.
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. They will decide whether your child's needs are complex enough to need an Education Health and Care Plan. If this is the case they will ask you and all professionals involved to write reports outlining your child's needs. If this is not the case, school will continue with the support provided.
- After the reports have been read the Local Authority will decide if your child's needs are severe and will need more than 10 hours of support in school to make good progress. If this is the case, an EHCP will be written. This will outline the number of

hours individual or group support your child will receive and how the support should be used. It will have long and short term goals.

- An additional adult may be used to support your child with whole class learning, run an individual programme or run small groups including your child.
- This type of support is available for children whose learning needs are severe, complex and lifelong and who need more than 10 hours of support.

3. Curriculum

- Class teachers plan lessons, differentiating work to meet specific needs of all groups of children in their class. They will ensure your child's needs are met.
- Specially trained Teaching Assistants may support your child with individual or group work.
- Specific resources or equipment may be given to your child if appropriate.
- Planning and teaching will be adapted on a daily basis if necessary to meet your child's learning needs.

4. Accessibility

- Zetland Primary School is wheelchair accessible. The school is on one level with ramps at specific fire exits where needed.
- There are two disabled toilet facilities in the building.
- ICT is used to help some pupils access the curriculum. There are interactive white boards in every classroom and children have access to laptops and Ipads.

5. Parental Involvement

- If you have any concerns about your child's progress, the class teacher is regularly available to discuss your child's progress. It is useful to share information about what is working well at home and at school and decide on strategies that can be used to support your child's learning.
- The SENDCo and Head teacher are available to meet with you to discuss your child's progress and any worries or concerns you may have.
- Information from outside professionals will be shared with you. If it is not possible to meet the person involved, a written report will be discussed.
- You can also share any worries or concerns with the SEND Governor.
- If your child has been identified as having a special educational need then termly conversations will take place between parents and the class teacher to discuss what is working well and next steps.

6. Well-Being

There are many ways in which we strive to support all children's emotional and social well-being.

- Lunch time play leaders who are trained to play games with all children using various fun resources.
- Friendship Bench - Children can wait here if they are struggling to find a friend. A play leader, lunchtime supervisor or another child can help or play with them.
- Lunchtime supervisors are there to support children emotionally and develop their social skills by building confidence and encouraging friendships.
- Circle Time - where children discuss issues and problem solve worries.
- School Council - providing a pupil voice where children are involved in decision making.
- Positive praise and encouragement - weekly assemblies to celebrate 'Pupil of the Week' and other achievements.
- After school clubs where all children are welcome.
- The school nurse is available for advice and will write a health plan for individual children if they have specific medical needs (speak to your child's class teacher if you wish to arrange to speak to the school nurse)
- All of our staff are trained in first aid.
- Staff will be available to discuss any issues and concerns that your child may have and endeavour to resolve issues as quickly as possible. If these cannot be resolved by the class teacher, advice will be sought from the Head Teacher.
- ELSA - Emotional Literacy Support assistant holds weekly sessions for children who may need emotional and social support

7. Specialist Services

We work closely with other agencies such as:

- Early Intervention
- Education Psychology Service
- Specialist Teaching Service (which includes learning and behaviour)
- Speech and Language Support
- Child and Adolescent Mental Health Service - (CAMHS)
- Multi-Cultural Service
- School Nursing Team

- Counselling Services such as The Link
- Occupational Therapy
- Physiotherapy
- Sensory Service

8. Staff Expertise

- The SENDCo will support class teachers in planning for children with SEND.
- Zetland Primary School has a development plan which includes training needs for all staff to improve the teaching and learning of children including those with SEND. This includes training on SEND issues such as ASD or dyslexia
- Individual teachers and teaching assistants attend training courses that are specific to the needs of children in their class
- A number of Staff are trained in Team Teach positive handling
- All teachers and teaching assistants are trained to support children with allergies, epilepsy and asthma
- Teaching Assistants are trained in the following intervention programmes where appropriate
 - BLAST - a speech and language intervention
 - Early Literacy Support
 - Better Reading Partnership
 - Reading Recovery
 - Reciprocal Reading
 - ELSA - Emotional Literacy Support Assistant
 - Early Bird ASD training
 - Fischer Family Trust Wave 3 Literacy support
 - The Reading Recovery teacher has a PGCE Dyslexia and Literacy

Staff training is on-going, relevant to the children in the school and in response to current national developments in SEND provision.

9. Activities outside of school

- Risk assessments are carried out for outside activities and school trips. If a risk assessment raises a concern, you will be consulted and an agreed way forward will be planned. If a risk assessment suggests that a high level of support is required, you may be asked to accompany your child on the trip.

- If a residential visit is to take place, you must attend a pre-residential briefing meeting.

10. Transition

If your child is moving to another school:

- We will contact the Head Teacher and SENDCo and ensure that he/she knows about any special arrangements or support that need to be made for your child
- We will make sure that all records are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance.
- Children visit their new classroom in the summer term. If additional visits are required, these can be arranged.

In Year 6:

- The SENDCo and/or a member of the Senior Leadership Team attend a Transition Meeting with the SENDCo of the secondary school to share information regarding your child.
- Your child's written records are passed on to the SENDCo of the secondary school before the end of the summer term.
- Your child will attend transition days and, where possible staff will visit your child at Zetland. Further visits can be arranged if necessary.

11. SEND Resources

The school budget includes money for supporting pupils with SEND. The Head Teacher then decides on the budget for SEND in consultation with school governors, based on the needs of pupils in Zetland Primary School. We may receive an additional amount of "top-up" funding for pupils with higher level needs. We will use our SEND funding in the most appropriate way to support your child. This support may include some individual or small group work, the purchasing of specialist equipment or support from external support agencies, depending on what is appropriate for the individual needs of your child. This will ensure that the needs of your child are appropriately met.

Frequently Asked Questions

How does my school know if I need extra help?

The staff at school will work closely with you to identify if you need any extra help or support. Teachers will see how you get on with work in lessons and during tests. If you feel that you need help then let a member of staff know. Teachers will meet with pupils and parents frequently to talk about how things are going and to set targets..

What should I do if I think I need extra help?

If you are finding any aspect of school life hard then please let a member of school staff know. It is always best to let the teacher know during lessons if something is too difficult, that way we can help quickly.

How will my school work be organised to meet my individual needs?

In school we have three different phases; EYFS, Key Stage 1 and Key Stage 2.

Most year groups have two classes and these are mixed year groups. We sometimes work with our own year group for certain lessons.

There are teaching assistants in school who work in the classroom or in smaller groups. These groups change depending on what is being learnt.

How will I be involved in planning for my needs?

Every term the teacher will complete a Structured Conversation. This is where the teacher meets with parents to discuss progress and targets. Before this meeting, the teacher will talk to you about school, what you are good at, what you find tricky and the best ways to help. This information is shared with adults who work with you in school so that they know how to help.

Who will tell me what I can do to help myself and be more independent?

The class teacher and teaching assistant will help you to meet your targets and encourage independence. They will get to know your needs and the best way to support you. If we need to, we will ask different agencies for advice.

How will I know if I am doing as well as I should be?

Teachers are always checking your progress during lessons and will give you feedback, either verbal or written.

Each term the teacher will collect assessment information to track your progress and this will show if you are in line to meet your targets.

Teachers may provide you with extra support in some areas to help you meet your targets.

Parent's evenings, structured conversations and an end of year report will provide you with opportunities to discuss how you are doing.

What should I do if I am worried about my school work?

If you worried about anything you should always speak to an adult that you trust. This might be your class teacher or teaching assistant. There is always an adult available at lunchtime or break time if you need to talk.

How can I get help if I am worried about things other than my school work?

You can talk to adults at school about any problem, whether it be about school or home. We will do our best to help in any way that we can.

How will I know who can help me?

Adults in school where a Zetland Staff badge, this shows that they are an adult that you can trust.

Teachers, teaching assistants, and dinner assistants are all available to talk to and are happy to help.

During lunch times, play leaders are available. They can help you find an adult to talk to if needed.

Who can I talk to about getting involved in student activities if I need extra help?

Your class teacher will be the best person to help you get involved with different things at school.

If I have a disability or additional need how can I join in school/college activities?

We try to find ways to include everyone at Zetland Primary School. We would talk to you and your parents about your needs and think of ways to make activities accessible. We may seek advice from other professionals.

What help is there to get ready to start college/school?

EYFS staff carry out home visits where possible.

We encourage parents and children to visit school prior to joining if midway through a year.

We hold open morning and encourage parents and carers to attend, this is a chance to see the school and your child in action.

How will I be prepared to move onto the next stage of my school life including employment and life skills?

We work closely between year groups to ensure smooth transition.

Teachers in Year 6, with support from the SENDCO, help pupils to be prepared for their move up to secondary school. We liaise with other professionals to put effective transition programmes in place.