

Zetland Primary School

SEND Information Report



Updated September 2023

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

Miss Morrison Head Teacher

Mr P Richardson Deputy Head Teacher

Mrs A Herd 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 (e.g. 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 an outside 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 through 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 which cannot be provided from the budget available to the school.
- With parental consent, the school 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 support in school to make good progress. If this is the case, an EHCP will be written. This will outline the support your child will receive. It will have long and short - term goals.
- Additional support is identified for children whose learning needs are severe, complex and/ or lifelong.

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, Ipads and accessible technology such as Clicker.

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. Parents are encouraged to complete a Tell it Once document outlining any important information you would like to share with school/ other professionals - this is kept in a home/school SEND file along with copies of structured conversations and registration forms.

6. Well-Being

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

- Whole school approach to fostering a strong understanding and appreciation of emotional wellbeing for all - expressed through the 5 point scale, supporting resources, equipment and modelling.
- Adult drop-in support in the library area each lunchtime - the library is resourced with calming toys, fidgets, calming lights, music and emotional literacy books. Children can choose to access this support independently or may be guided to this by an adult.
- Lunch time and playtime play leaders who are trained to play games with all children using various fun resources.
- Quiet Area - a designated area of the playground, fenced off to ensure it is separate from some of the more active playtime games. This area contains construction, stories, role play and creative activities for children choosing a more quiet playtime.
- 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
- Emotional Wellbeing Support offered through the Inside Out Team - weekly huddle meetings are held to identify and sign post support for children expressing an emotional wellbeing need. Parental and family support may also be available.

7. Specialist Services

We work closely with other agencies such as:

- Education Psychology Service
- Specialist Teaching Service

- Speech and Language Support
- Child and Adolescent Mental Health Service - (CAMHS)
- Multi-Cultural Service
- School Nursing Team
- Counselling Services such as The Link, The Junction, Inside Out, Time 4 You
- Occupational Therapy
- Physiotherapy
- Sensory Service
- Social Care

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, and is responsive to the presenting needs of our pupils.
- Individual teachers and teaching assistants attend training courses that are specific to the needs of children in their class
- Specific members of staff have positive handling training to be used if a child puts themselves or others at risk.
- All teachers and teaching assistants are trained to support children with allergies, epilepsy and asthma. Specific training is provided to support pupils with diabetes.
- Teaching Assistants are trained in the following intervention programmes where appropriate
 - BLAST - a speech and language intervention
 - Early Literacy Support
 - Intensive Reading
 - Reciprocal Reading
 - ELSA - Emotional Literacy Support Assistant
 - FUNdamental movement programme
 - Sensory Diet programmes developed through links with OT

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.