

Zetland Primary School

SEND Information Report



Updated: September 2026

Review Date: September 2027

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

Mrs T Watson Executive Head

Mr P Richardson Head of School

Mrs A Herd SENDCo

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

Our Values

Togetherness, Resilience, Equality, Curiosity, Kindness

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 will be encouraged to ask for help if they are finding a particular aspect of work difficult.
- If you have any questions or concerns about your child, we encourage you to reach out using a Contact Form on our website in the first instance – this will be directed to the most appropriate person to help and will be responded to promptly within 3 working days.
- Teachers and Senior Leaders in school hold termly meetings to review your child's attainment and progress.
- Where children are not making expected progress or if they are showing that they are finding aspects of their time at school challenging, the class teacher will raise this with the SENDCo using an **Inclusion Note** on our school system. There will be a review period to use a graduated response to see if concerns alleviate or if they persist. If concerns persist then an **Inclusion Plan** will be completed with class teacher and SENCO, this will capture more information about barriers to learning, strengths and strategies to support. This will be reviewed and if concerns remain children may be placed on the **SEN register** and be provided with a **SEN Support plan**. Parents/Carers will be kept fully informed regarding their child's progress at each step and any concerns raised will be mutually discussed and actions established.
- Any child requiring support additional from or different to their peers, will be placed on the school SEND register to accurately reflect this level of support.
- Not all children with a diagnosis are placed on our SEND register, we operate with a needs-led approach and carefully consider how your child is accessing their education at that point in time.

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.
- Teachers and teaching assistants use adaptive teaching strategies to remove barriers and scaffold learning, this enables all children to work towards the same learning objective.

Individualised Learning

- Your child may benefit from more targeted teaching, either in a group or individually. This will be carefully planned and delivered to ensure that any gaps in learning are addressed.

Specialist groups run by outside professionals (e.g. Speech and Language Therapy, School Nurse, CAMHS, Occupational Therapy)

- You will be asked to give permission for the school to refer your child to an outside specialist professional, this may be verbal or written depending on the service.
- 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.

Resource and Support Panel

At some point, a learner may need to access specialist support – this can be requested through the Resource and Support panel. The Resource and Support Panel (RSP) provides access to schools to High Needs Funding (HNF), our Resourced Provisions, Outreach, Educational Psychology (parent centred/multi-agency approach), Specialist Teaching Service, SENDCo Mentors and LA advice and support. The RSP will only accept referrals for learners *without* a current Education, Health, and Care Plan as it is for non-statutory learning needs. Panel members include Senior Educational Psychologist, Designated Clinical Officer, Education Development Officers for SEND and Inclusion, Specialist Teachers for Autism and SEMH, a Head Teacher from Primary school, Representatives from one of the Support Base Provisions and Early Help Service Representative.

3. Curriculum

- Class teachers plan lessons, adapting teaching to meet specific needs of all groups of children in their class. They will ensure your child's needs are met.
- Reasonable Adjustments are made to help make learning as accessible as possible for all learners.
- 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.
- The SENDCo, alongside Subject Leaders, will advise teachers of adaptations and adjustments to support inclusion of all learners within the lesson.

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, iPad and accessible technology.
- Use of plain language in letters and newsletters.
- Visual timetables for pupils.
- Availability of written material in alternative formats or translated language upon request.
- Evacuation plans that consider mobility and sensory needs.
- Visual and auditory alarms for Fire Evacuation Procedures
- Quiet spaces for sensory regulation.
- Staff trained in SEND and equality awareness.
- Policies promoting inclusion and anti-discrimination.
- School activities are designed to be inclusive, with adaptations made to support participation wherever practical.

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.
- We encourage parents and carers to contact school with any worries, concerns or questions via the Contact Form on the school website.
- The SENDCo and Head of School 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.
- 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. At this conversation, a SEND Support Plan will be completed and shared with you. This information is then shared with all staff supporting your child.

- Regular parent drop-ins take place, often supported by SEND Family Voice, this is an opportunity to come and meet other parents and to ask any questions.

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, Zones of Regulation, supporting resources, equipment and modelling.
- 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 wanting a quieter playtime.
- Lunchtime supervisors are there to support children emotionally and develop their social skills by building confidence and encouraging friendships.
- 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.
- 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.
- Emotional Wellbeing Support offered through the Inside Out Team – regular 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.
- Soft starts to the school day with gates being open from 8.35. There are always school staff available on the yard and around school to greet your child and support them to class.

7. Specialist Services

We work closely with other agencies to support your child's educational, health and/or social care needs.

Mrs Herd, our SENDCo, works closely with the Local Authority to source support and advice for pupils with SEND.

8. Staff Expertise

- The SENDCo will support class teachers in the 'assess, plan, do, review' cycle for children with SEND.

- 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 when safely de-escalating incidents 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.

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.
- The SENDCo meets with all teachers in the Summer Term to discuss pupils with SEND to ensure that the correct support and provision is in place for the new academic year.
- Previous teachers set the SEND targets on the SEND Support Plans before sharing these with the new teacher, the new teacher then meets with parents before the summer holidays so that parents can have an opportunity to build a new working relationship before the start of the new academic year.
- Children visit their new classroom in the summer term for 3-4 days, where possible.

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 once your child joins the secondary school roll.
- Your child will attend transition days and, where possible staff will visit your child at Zetland.

- Further visits can be arranged if necessary.
- Additional transition support may be arranged if required.

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 “high-needs” 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 additional adult support for some individual or small group work, the purchasing of specialist equipment or support from external support agencies, or specific training requirements, depending on what is appropriate for the individual needs of your child. This will ensure that the needs of your child are appropriately met.

12. How to Raise a Concern or Find Support

If you have a concern or are unhappy about something, please speak to us as soon as possible. You can raise your concern or make a complaint by contacting the school directly – details are available on our Contact page. If the issue cannot be resolved, you can follow our Complaints Policy and Procedure. If you need further advice or support, there are local services that can help: Redcar & Cleveland Families Information Service (including Short Breaks, SENDIASS, and the Disability Register), SEND Family Voice for parent advocacy, and Daisy Chain for family support. These organisations can offer guidance and practical help for families of children with additional needs.



School Contact Page



Complaints Policy



Families Info Service



SEND Family Voice



DaisyChain Support