



Zaytouna Primary School

**SEND
Information Report**

September 2026

“All children are a gift from Allah. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.”

Welcome to our SEND Information Report, this is part of the Derby Local Offer for learners with Special Educational Needs and Disabilities (SEND). Derby City Council's full Local Offer, which is intended to be an important resource for parents/carers for understanding the range of provision and services in the local area, can be found at: www.derby.gov.uk/senddlocaloffer.

All governing bodies of maintained schools and academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually and reflects the provision for pupils with SEND throughout the year.

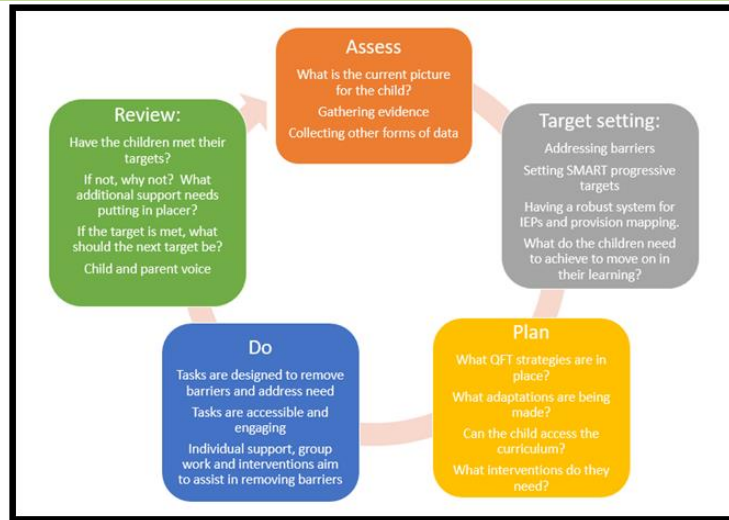
At Zaytouna Primary School, we firmly believe that ALL children have a right to equal access to a broad, balanced and relevant education. We aim to be a school that is inclusive of all pupils for whom placement in a mainstream school is appropriate. We will encourage all pupils to give their best and to reach their potential.

At Zaytouna Primary, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs. Gurpreet Dosanjh (SENDCo) to discuss your concerns. The SENDCo is contactable on 01332 383379 or send@zaytounaprimery.co.uk

What kinds of Special Educational Needs are provided for at Zaytouna Primary School?	The four main areas of need as outlined in The Code of Practice 2014: • Communication and Interaction Needs • Cognition and Learning Needs • Social, Emotional and Mental Health Needs • Sensory and/or Physical Needs
How do we identify children with Special Educational Needs and Disabilities (SEND) and how do we assess their needs?	At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows: <i>“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</i> <i>a) has a significantly greater difficulty in learning than the majority of others the same age, or</i> <i>b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16s institutions.”</i> The class teacher monitors all children continually and assesses them termly identifying any children who have not made the expected level of progress. Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made.

Who is the Special Educational Needs Coordinator (SENDCO) at Zaytouna?	Mrs Gurpreet Dosanjh is the SENDCO. You can contact her via the school office on 01332 383379 Or email her at send@zaytounaprimary.co.uk Or message her through the class Dojo app.
How do we consult parents and carers of children with SEND and involve them in their child's education?	At Zaytouna, we value the importance of building positive relationships with parents and families within our school community. • Your child's class teacher, in the first instance, is available after school to talk to you about your child's progress or any concerns you may have and also to share information about what is working well at home and school. The SENDCO is also available to discuss any concerns or worries you may have. Please use the contact information above if you would like to arrange a meeting. • Mrs Rachel Treece is our Pastoral Manager. She is available to speak to parents and carers in the morning on the playground before school or during the morning session up until 11.30am. Mrs Treece will support families who have poor attendance and she will work alongside parents and carers to improve this. She also supports children to access their learning and to have positive learning experiences in school. Part of her role is to work closely with all staff, outside agencies and other organisations to improve opportunities for our children and their families • Where a pupil is identified as needing SEND Support, we will set individual targets and create a Learning Plan (IEP). Parents/Carers are informed and they are part of the review process at parents' evenings. • Information from other professionals will be shared with you and you will receive a copy of the report. • If your child has an Education and Health Care Plan (EHCP) you will be invited to an annual review.
How do we consult children with SEND and how do we involve them in their education?	All children including children with SEND are encouraged to share their views about their education, progress and individual targets. The children are involved in setting and reviewing their targets with their class teacher and support team. Children with an EHCP are invited to contribute their views in their annual review meeting and they can either attend the meeting in person or send their views to be shared on their behalf.
How do we assess and review children's progress towards their outcomes and how do we evaluate how effective their provision has been?	We aim to identify children with SEND as early as possible following a graduated response using the four-part cycle of:



Assess - We will assess the pupil's needs by taking into consideration all the information from discussions with the child, their parents/carers, the class teacher and assessments.

Plan - The team around the child will plan any interventions and support that needs to be put in place to meet the child's needs and for them to make progress.

Do - The team around the child will implement the support plan for an agreed period of time. The support plan could include: in class support, small group support, 1-1 support, specific interventions or outside agency support.

Review - The team around the child, including parents and the child, will meet to discuss the effectiveness and impact the interventions and support have had. A review of the progress the child has made will also take place and then the cycle will begin again if necessary to continue to provide appropriate support for the child.

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and the SENDCO to review the short-term targets and to discuss the progress your child has made. Obviously, we also encourage an "open door" approach whereby class teachers and the SENDCO are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked by the SENDCO every term in reading, writing and maths. Through parent consultations and end of year reports, teachers will share their attainment against age related expectations and the level of progress they have made.
- At the end of Primary school (i.e., at the end of Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.

	• Where necessary, children will have a Learning Plan (Individual Education Plan) based on specific targets set to meet their individual needs with the intention of supporting and accelerating their learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made. • The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education. • The SENDCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place • Regular book scrutiny and lesson observations will be carried out by the SENDCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is excellent. • SEND pupils are discussed at half termly pupil progress meetings • SEND pupils will be tracked and monitored
How will we support children with SEND who join our school?	We recognise that transition can be difficult for some children with SEND so we take steps to ensure their transitions are as smooth as possible. • We will work closely with your child's nursery or school setting and gather as much information as we can about your child from all the professionals involved. • We will arrange to meet you and your child in your home setting if appropriate. • We will invite you to come and visit Zaytouna Primary school with your child.
How will we support children with SEND as they move to a new year group?	We understand that changing classes, year groups and teachers can be daunting for some children with SEND. • Where necessary, we will create transition booklets containing photos of your child's new class, teacher and teaching assistants. • We will ensure your child has additional visits to their new class if necessary. • We will pass on information to the new team around your child to ensure they are fully aware of your child's SEND. • Your child will spend transition week with their new class before the summer holidays. • You will be able to meet the team around your child during transition week.
How will we support children with SEND when they transfer to secondary school?	When your child has been allocated a place at a secondary school, our SENDCo will start to liaise with their SENDCo. • We will meet with the SEN team at the secondary school to share information and discuss the provision and support that we have put in place for your child. • We will arrange extra visits to the secondary school if necessary. • We will arrange for outside agency support (The Autism Team and Learning Support Team) to be put in place if we feel that your child would benefit from this. • We will create transition booklets to support you child so they can become familiar with the new buildings, routines and timetables.

How do we help to support and prepare children for adulthood?	At Zaytouna, our mission is to be a school of excellence. We will achieve this by committing to developing our mind, body and soul. Through all that we do. Our school values are underpinned by our Islamic ethos and drive our work and efforts: Peace Unity Equality At Zaytouna Primary School it is our responsibility to provide an enriching and stimulating curriculum which will fire the imagination of every pupil. Furthermore, we will strive to nurture self-belief so that all pupils can achieve to their full potential and be successful adults in our society. Our values in school support and promote the British values as defined in the 2011 Prevent Strategy. The British values are: Democracy The rule of law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs In school these values are promoted throughout at all times and in all curriculum areas and form a key part of our expectations of children, parents and staff.
How do we teach children with SEND?	All children are part of a mainstream class and have access to high quality first teaching alongside their peers. If a learner is identified as having a SEND, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out based on the individual needs of the pupil and will follow the graduated response cycle:



How do we adapt the curriculum and learning environment for children with SEND?

Children's needs are identified and reviewed regularly to enable us to meet their individual needs.

At Zaytouna, our mission is to be **a school of excellence**. We will achieve this by committing to developing our mind, body and soul. Through all that we do.

Our ambitions for achieving this are:

- To be ambitious pioneers of excellence
- To redefine what it means to be a leader
- To fall in love with learning for life
- To be brave enough to do things differently
- To seize opportunities to work in partnership
- To be healthy and active, ethical and successful participants in all aspects of society
- To create a legacy: "Children are living messages we send to a future we will not see." (Sir John Jones)

Underpinning our mission and vision are our three core values of **peace**, **unity** and **equality**. Alongside our unwavering determination to become a school of excellence, our core values drive the decisions we make and are evident in all aspects of school life

The school environment, including classrooms are continuously adapted to meet the varying needs of the children at Zaytouna.

We have our Ark area in school where interventions take place and two sensory rooms. All of these spaces are calm, quiet and can be adapted to meet the needs of the children who are using them. Each classroom has a quiet space or a reading area where children can go independently for time out or to self-regulate. All classrooms also have an area for Zones of Regulation, where children can independently access resources to support them in identifying and managing their emotions. Some children may require an individual workstation within their classroom and this would enable

	them to access the high-quality teaching from their class teacher whilst having a space of their own.
What additional support for learning is available in school for children with SEND?	We have a large range of high-quality interventions delivered by experienced staff members. These include: • Read Write Inc Phonics • Pre teach for Maths, Reading and Writing • Precision Teaching, Maths & Reading • Attention and Listening • Speech & Language • Circle of friends • Sessions with our school-based counsellor • Lego Therapy • Sensory room sessions • Well-being • Friendship groups • Proprioception • Dough Disco • Play Therapy • ELSA (Emotional Literacy support)
How will staff across the school support my child?	The class teacher: Responsible for... • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENDCo) know as necessary. • Setting individual targets and sharing and reviewing these with parents at least once each term in conjunction with the SENDCo • Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND The SENDCO: Mrs Gurpreet Dosanjh Responsible for... • Providing professional guidance to colleagues and works closely with staff, parents/carers and other agencies • Writing SEND Information Report which MUST be published on the setting website and updated annually • Overseeing day to day operation of the school's SEND policy • Co-ordinate provision for children with SEND • Advising on a graduated approach to provide SEND support

	• Liaising with parents/carers of pupils with SEND regularly • Liaising with a range of external agencies including the autism team, school health, educational psychology, behaviour support, paediatricians • Managing the transition process all the way through to secondary and sharing information with secondary teaching colleagues • Ensure school keeps the records of pupils with SEND up to date • Work with head teachers and school governors with regards to reasonable adjustments and access arrangements • Observing SEND pupils and keeping the SEND register up to date The SEND Governor: Mrs Farzana Khalid Responsible for... • Making sure that the necessary support is given for any child with SEND who attends the school • Supporting and challenging the head teacher and SENDCo with regards to SEND within the school
How are the staff in school supported to work with children with SEND and what training do they have?	Mrs Gurpreet Dosanjh is an experienced teacher and SENDCO. She has obtained the National Award in SEN at University of Derby. She attends the Transform Trust SENDCO network meetings and Derby City training courses. All staff are trained to deliver quality first teaching to all children, including those with SEND. Once the school have identified the needs of the children with SEND, the SENDCO and Senior Leadership Team decide what training and support is required. We have ongoing CPD opportunities for all staff throughout the year. We work closely with outside agencies to provide training and support to school staff. Our current training has included: • Well-being interventions • Specific literacy assessment for dyslexia • Supporting pupils with social and communication difficulties– autism – all SEND team • Lego Therapy • RPI-Physical intervention • Operating Evacuation Chair • Basic First Aid • Attachment Training • Emotion Coaching • Adaptation Training • Speech Therapy • Routes to inclusion • Learning Plan writing • Developing expertise in behaviour • Scaffolding learning • Mental health First Aiders

	• Safeguarding training • Domestic Violence training • Effective behaviour management- including de-escalation training • Anti-bullying training
Provide examples of interventions, equipment, resources that settings/schools may allocate to match children's/young people's special educational needs?	• Read Write Inc. • Pre-Teach session • Times Tables Rock Stars • Teachers complete short in class interventions • In class TA support - Target in class focus children • Precision teaching • Speech and language support • Visual timetables, choice of text, choice of background colours, strength of lighting, seating plans and writing implements • EAL support • QIS Wall that will provide spiritual support • Sensory resources throughout school • 1-1 teaching and small group work targeting specific individual needs
How will equipment and facilities to support children with SEN be secured?	The school budget, received from Transform Multi Academy Trust, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENDCO discuss all the information they have about SEND in the school and use this to decide what resources, training and support is needed. EHCP: Some children will have an Education, Health and Care Plan (EHCP) which will outline any additional support specific to the needs of the child. The effectiveness of the support provided through the EHCP will be reviewed annually.
How are children with SEND able to engage in activities available with children in school who do not have SEND?	We believe that all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on a risk assessment for that activity. All children are encouraged to participate in a range of school trips, activities and residential trips. An individual risk assessment is compiled by our SENDCO in conjunction with the team around the child. All staff must read and sign the risk assessments before activities take place. Our Champions of Change use pupil voice to gather information about the views of all children in school.
What support will there be for my child's social and emotional development and overall well-being?	We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer:

	• Children to be taught the meaning of well-being through lesson activities • Lunch time and play time support • Individualised programs of work specific to the child – monitored by Leuven Scale analysis • Access external agencies and professionals and follow their advice • Mrs Treece to provide social and emotional support to certain children as needed • Social awareness games and activities • Well-being interventions • ELSA (Emotional Literacy Support Assistant) sessions • Lego Therapy • Individualised programmes of work specific to the child – monitored by the Routes to Inclusion framework • All Teaching Assistants trained in how to support pupils' well-being • Pastoral and Safeguarding team who work closely with the whole team around each child The school benefits from a Behaviour for Learning Policy with clear rewards and consequences and in each class the exact same rules are applied. In respect of Anti- Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to parents/carers. As part of the curriculum, the school plans activities during Anti-Bullying week and each year sets out to parents/carers its core principles regarding inappropriate behaviours and bullying. Our pupils have a comprehensive package of E-Safety learning. We hold parent/carer workshops on E-Safety.
How does school manage the administration of medicines?	Any pupils with additional medical needs are well catered for at Zaytouna Primary. All medical requirements are requested from parents/carers prior to admission and these are added to the school medical status report located in the school office. All medicines are accessible to appropriate members of staff. For some pupils we complete an individual health care plan which is reviewed annually with parents/carers.
How accessible is the school site?	• The school is fully compliant with DDA requirements • The school is on a split level with access, double doors and ramps and 2 lifts • There are seven disabled toilets • We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENDCo manages a SEND budget, used to ensure that all pupils have access to the very best equipment • After-school provision is accessible to all children, including those with SEND • Extra-curricular activities are accessible for children with SEND

	• The school has an outside learning area • Disabled parking spaces are available in the school car park • The school has an up-to-date accessibility plan which is considered each year and whenever there is building work
What specialism services, experience, training and support are available at or accessed by the school to meet the needs of children with SEND and to support their families?	Once the school has identified the needs of the SEND pupils, the SENDCo/head teacher decide what resources/training and support is needed. School Provision: • Working with staff from The Ark, in small groups or on bespoke targets for individuals. • Wide range of English and maths small group interventions (e.g., inference, pre-teach and precision teaching) delivered by TAs and designated teachers • Read Write Inc. • ICT support in the form of reading, phonics and maths programmes • Lunch time clubs • After school clubs • Speech and language support • Teaching assistants trained on how to support pupils with autism • Mrs Treece & Mrs Baird trained to support pupils' social and emotional wellbeing • Teaching assistants trained on how to support pupils with medical needs • School staff trained in positive intervention and de-escalation techniques • 1:1 support session for pupil's social and emotional needs Local Authority provision available: • Autism team • Community Educational Psychology Service • Stronger Families • Speech and language therapy • Learning support team • Priority Families Health Provision available: • School nurse • Occupational therapy • Physiotherapy • CAMHS • Paediatrician support Transform Trust Provision available: • SENDCo network meetings

	• CPD opportunities for all staff We work closely with families to help signpost them to additional services and support. If an outside agency is considered to provide support to a child, then we will always obtain written parental consent. Parents/carers will be kept informed of any feedback and we will share written reports where appropriate. Parents/Carers of children with SEND can also access the Derby.gov website https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/ for specialist information and advice.
How can I make a complaint about the SEND provision at school?	We always try to do our very best to work with parents/carers and listen to any concerns you may have. We therefore ask that you contact your child's class teacher first and if you feel the matter is unresolved you can also speak to Mrs Dosanjh (SENDCo) or Mr Bird (Headteacher). However, if a parent/carer continues to be unhappy about the provision for their child then a formal complaint can be made to the Chair of Governors (Mr Abdul Basit Jabbar).
Who support services can I contact if I need help, advice or support for my child with SEND?	• Derby's Local Offer for SEND: https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/ • Derby's Information, Advice and Support Service for SEND: https://derbysendiass.org.uk/ • The Government guide for Parents and Carers: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers • The National Autistic Society: https://www.autism.org.uk/about/family-life/parents-carers.aspx
Who can I contact in school and talk to if I have concerns about my child?	• The Class Teacher • Mrs Gurpreet Dosanjh, SENDCo • Mr Bird, Headteacher • Mrs Reardon-Golding, Assistant Headteacher • Mr Haroon, Assistant Headteacher • Mr Jordan, Deputy Headteacher • Mrs Treece, Pastoral Manager • Miss Spencer, Attendance & Safeguarding Officer