



PUTTERIDGE PRIMARY SCHOOL

SEND Information Report – September 2026

Welcome to our SEND Information Report. On the following pages you should be able to find the answers for many frequently asked questions relating to what we offer children in our school who have a Special Educational Need or Disability (SEND). If you cannot find what you are looking for, then please ask. If you have any suggestions or comments then also, please let us know!

At Putteridge Primary School we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parent(s)/carer(s), the Inclusion Team and external professionals such as: speech and language therapists, advisory teachers, paediatric consultants and child and adolescent mental health services (CAMHS) to ensure that the school can meet a broad range of special educational needs and/or disabilities.

We undertake a rigorous system of monitoring children's progress, supporting both academic and personal achievement by removing barriers to learning. To enable this, we use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

What does this look like at Putteridge Primary School?

Your child's class teacher is the first port of call should you have any concerns regarding any possible special educational needs or disabilities. Our school Inclusion Lead (and Assistant Head Teacher) has overall strategic responsibility for our children with SEND.

She can be contacted via the office or by e-mail: sendco@putteridgeprimaryschool.org.uk

All children can expect a fully inclusive, well adapted education at our school, some children may need additional support during their time with us and a few children will need more precise individualised support.

1: How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

According to the Special Educational Needs and Disability Code of Practice (2014), a child or young person has 'SEND' if they have a learning difficulty or disability which calls for special educational provision to be made for him or her...or if they have a significantly greater difficulty in learning than the majority of others of the same age.' Or '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.'

Each child's current level of attainment is assessed on entry so that any significant difficulties can be identified early on. Sometimes the school receives information from previous settings such as playgroups or former schools which lets us know that our new child has SEN or a disability. We work closely with any feeder setting to ensure a smooth transition into our school.

Children are continually assessed in a variety of ways and this information is used at termly Pupil Progress meetings (PPMs) as well as at other times during the school term to evaluate whether a child may need more support. In PPMs the class teacher, year group leader and Senior Leadership Team (including the Inclusion Lead) will discuss the progress of all children in the class and compare this against both age-related expectations and prior attainment. These meetings also provide an opportunity to discuss any children with emerging or enduring needs that may be linked to SEND. PPMs allow staff to talk about the children's general development, including aspects of the social and emotional wellbeing and include any information and concerns from parent(s)/carer(s) as well as advice from any other professionals that may be involved with individuals.

Based on these meetings, decisions will be made around the current need for additional support for some children and exactly what that will look like for each individual.

If a parent or carer thinks their child may have a special educational need, they should make an appointment with the class teacher to discuss concerns. Sometimes it might be helpful for the Inclusion Lead to be involved as well.

If the school has concerns, a graduated approach is taken as set out in the *SEN Code of Practice (DfE, 2014)*:

2: How will school staff support my child and who might work with them?

All staff have a duty to support all children within the school and our Inclusion Lead oversees the additional support that some children need.

The class teacher has overall responsibility for meeting the needs of the children in his or her class and plans day to day activities to meet the needs of all which will include high quality teaching for the whole class and specific adaptive teaching for small groups or particular individuals. The class teacher will ensure that all children are carefully assessed so that gaps in knowledge and skills and barriers to learning can be identified quickly and teaching planned to overcome them. Each child will be regularly re-assessed to make sure they are making progress and to adapt the interventions planned for them.

Teaching Assistants work under the direction of a class teacher. They sometimes support children to be able to access the whole class work and sometimes lead interventions or 'catch-up' programmes for small groups or individuals, e.g. to help them improve their knowledge of phonics, spelling or arithmetic. Sometimes the class teacher works with small groups or individuals for a short period while the teaching assistant supports the rest of the class in their independent work.

A small number of children with SEND have more bespoke, individual support from a teaching assistant who is specifically employed to support such children for a number of hours per week following programmes planned by the class teacher and following advice from specialist services.

The school has a Special Educational Needs and Disabilities Co-ordinator (SENDCo / Inclusion Lead) who is a senior member of staff and whose role is to oversee the day-to-day operation of the school's SEND policy and co-ordinate the assessment of and provision for children with SEND. The Inclusion Lead advises class teachers and teaching assistants on the graduated approach to providing SEND support, liaises with parent(s)/carer(s) and with specialist services and ensures that the school keeps the records of all children with SEND up-to-date.

The Head Teacher has overall responsibility for the education of all children in the school. The Head Teacher and Inclusion Lead are responsible for ensuring the school's SEND policy and procedures are implemented.

There is a school governor with specific responsibility for the provision for children with SEND and the Performance and Standards Committee of the Governing Body oversees this on a more general basis (names of children are never shared with governors).

3. How will I know how my child is doing and how might I be involved in discussions and planning

The school holds two parent/carers consultation evenings and provides a detailed written report in the summer term for all children. This means that each term teachers will give you an idea of your child's progress in relation to age-related expectations, enabling you to better understand where your child fits within the 'national picture'. When reporting progress, we will also talk to you about your child's starting point for that academic year or Key Stage; it is important to recognise that your child can be making 'good progress' in relation to this starting point but still be working below age-related expectations.

Some children who need additional support with their learning will have an Individual Education Plan (IEP) which will be reviewed termly and the review and new targets will be shared with parents/carers and children towards the end of each term. Parent/carers consultations and IEP review meetings are a good opportunity to hear how you feel your child is getting on although the short time slots can mean that a separate appointment at another time might be better. Mrs Prowle, our Inclusion Lead, is available on these evenings or by an appointment at a time to suit you regarding any concerns.

The school operates an 'open door policy' which allows for more regular updates and also the opportunity for parent(s)/carer(s) to liaise with other appropriate staff either in person or via email through the office.

For a few children with an Education, Health and Care Plan (EHCP) the parent(s)/carer(s) will be involved in annual review meetings.

4. How will the learning and development provision be matched to my child's needs?

At Putteridge Primary School we use an adaptive teaching approach to ensure that all learners' different needs are accommodated to enable all children in a class or group to make progress in their learning. Teachers and support staff put scaffolds and other strategies in place to assist children in accessing the curriculum. This might be through the provision of additional resources such as word banks or physical equipment, e.g. manipulatives in maths or it might be through allowing sensory resources or enabling the use of assistive technology.

Some children may require additional support in the form of small group work or individual programmes of support. Where this is in place, the class teacher, support staff and Inclusion Lead regularly monitor and review the impact of such interventions and the progress children are making within them.

Where a child's educational needs are not being met by adaptive teaching, the school will follow the '**Assess, Plan, Do, Review**' model of intervention and support as laid out in the SEND Code of Practice (2015).

- **Assess** – In identifying a child as needing SEND support the class teacher, working with the Inclusion Lead, will carry out a clear analysis of the child's needs. This involves listening to the views of the parent(s)/carer(s) and child.
This assessment is reviewed regularly, helping to ensure that support and intervention are closely matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their impact is developed.
- **Plan** - Where it is decided to provide a child with SEND support, the parent(s)/carer(s) are formally notified. Support and interventions are decided upon to meet the outcomes identified for the child, based on reliable evidence of effectiveness. They may include specific teaching to fill gaps in learning such as spelling or reading interventions.
- **Do** – The class teacher remains responsible for working with the child on a daily basis and retains responsibility where the interventions involve group or 1:1 teaching away from the main class. The Inclusion Lead will support the class teacher in the further assessment of the child's particular strengths and areas for development.
- **Review** – The effectiveness of the support and interventions and their impact on the child's progress are reviewed regularly, along with the views of the child and parent(s)/carer(s)

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, the school may consider involving outside specialists. These specialist services may also be included at any point to advise on early identification of SEND and appropriate support and interventions.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, they have not made expected progress, the school or parents may consider requesting an Education, Health and Care needs assessment (EHCNA)

5 – What support will there be for my child's overall wellbeing?

We are a happy school. Your child's wellbeing is paramount and we pride ourselves on our inclusive environment. Class teachers regularly reflect on the wider wellbeing of the individuals in their classes. The school has clear policies and procedures around such aspects as medical needs, personal care, equality and behaviour which you are welcome to read or discuss further if and when the need arises. Many of these policies are on our school website or available from the school office.

Day-to-day, all children's emotional health is well supported by PSHE sessions. Some children may also be offered support such as ELSA (Emotional Literacy Support), protective behaviours sessions, Lego therapy, Drawing & Talking Therapy, nurture sessions or social skills groups run by our pastoral team. All children are regularly taught and reminded about mindfulness and are supported and encouraged to develop positive mental health.

Mrs Bennett and Mrs Dempsey are our Learning Mentors and have both received extensive training in many aspects of mental health. They are both available each week to work with groups and individuals in the areas of social, emotional and mental health and wellbeing. Both are also ELSA (Emotional Literacy Support Assistant) trained.

6. – What specialist services are available or accessible by the school?

The school can call upon the expertise of professionals from the following teams:

- The Educational Psychology Service
- Occupational Therapy
- Speech and Language
- SEN Service
- Inclusion Support
- Physiotherapy
- Speech, Language and Communication Team
- The Autism Team
- Hearing Impairment Team
- Visual Impairment Team
- Edwin Lobo Paediatric Centre
- CAMHs / CHUMs
- Play therapy

We also have a Family Worker on the school staff and regularly liaise with Luton Children's Services. If you wish to discuss exploring support from a specialist service, please talk to your child's class teacher in the first instance.

7. What training do the staff supporting children with SEND have?

The Inclusion Lead has completed the NASENCo Award, a National Special Educational Needs qualification at Masters Level.

A number of TAs have specialist SEN TA training or are undergoing this training the academic year 2026-27. We have two 'Communication Champions' with specialist ELKLAN speech and language training.

A large number of staff members have also been trained in Paediatric First Aid.

All teaching staff have received up to date training and advice regarding supporting children with dyslexia.

All staff benefit from regular CPD both in school and via external providers. This training will vary depending on the relative experience of the staff and specific needs identified both on an individual and school-wide basis.

Individual staff training takes place as the need arises. This may be identified by the teacher at Pupil Progress Meetings or may be linked directly to a new or existing intervention. Where possible, the teacher and TA are trained at the same time and training is facilitated in school so as to include the widest possible audience.

The Inclusion Lead attends regular Local Authority SEND briefings and meetings to receive updates and ongoing advice from specialists, particularly through termly School Liaison Meetings (SLMs) where professionals are able to sit with her to discuss children on the caseload who may need further support.

8. How will you help me to support my child's learning?

You will receive regular class newsletters (the Weekly Note) and curriculum plans are available on the school website to help you stay in touch with what the class is learning throughout the term. There is also a wealth of other information around different aspects of SEND and the support available on the website and the Inclusion Team hold regular Coffee Mornings for parents of children with SEND. These may focus on specific themes or provide an arena for more general discussion about challenges faced and are a great source of advice and support.

Parent consultations are another opportunity to discuss the support you can give your child at home but teachers are also happy to do this on a more ad hoc basis where the need arises. If you would like to arrange a meeting, please write a note in your child's yellow diary.

If your child has an IEP, you will be involved in regular meetings (at least once each term) to agree the desired outcomes for your child and plan how these can be achieved. The role you can play at home as part of this will be discussed and agreed.

All classes have an expectation of home learning which will vary in content and quantity from year group to year group and child to child. This should be made clear to you at the start of the year but, if in doubt, please ask.

9. How will my child be included in activities outside the classroom, including school trips?

Ours is an inclusive school and the needs of all children will be considered in the planning of any trip or event. School trips are planned meticulously using the Local Authority's Risk Assessment procedures which will include individual risk assessments where needed. Staff allocation will be informed by this process. Where applicable, parents will be involved at all stages of the planning and delivery of any school trip or event to ensure success.

10. How accessible is the school environment?

Most of the school is on one level apart from 4 of the KS2 classrooms which are up a flight of stairs. However, we are a big site with multiple entrances and steps up to some outside access doors. There are ramps in to both buildings which mean that all rooms in the school apart from the aforementioned classrooms can be reached by wheelchair.

- The office and both halls have wheelchair access

- The Burrow, EYFS, Y1, Y2, Y3 classrooms, Library and one Y4 classroom can all be accessed via the main reception area. Additionally, 1 of the Y3 classrooms has a ramp leading up to its outside door. There is also a ramp from the double doors leading out towards the KS2 building and another entering that building ensuring access to the KS2 hall and ground floor classrooms for anyone coming across from the KS1 building.
- The ground floor KS2 classrooms and KS2 hall are all accessible via ramps to the main doors as well as to two of the classrooms.
- While the art and music rooms are only accessible by stairs there are fewer steps to the art room, making it the preferred route of access for both
- Both buildings have disabled toilet facilities
- There is a height adjustable bed with rails in the Burrow to facilitate safe intimate care for children who are not yet toilet-trained

If children or staff have a hearing or visual impairment, equipment such as radio aids or specially adapted computers / visual aids can be provided by specialist services if needed. We are also able to provide BSL interpreters to assist in meetings or performances if required.

11. How will the school prepare and support my child at times of transfer?

Change can be difficult for all children to manage but can be a particular challenge for those with SEND.

When children are about to join Foundation Stage, parents/carers are invited to tour the school and can raise any concerns with the Head Teacher or Inclusion Lead. Foundation Stage Staff and/or the Deputy Head Teacher / Inclusion Lead will meet each child in their previous setting (playgroup or nursery) if possible and talk to staff at the setting about the children who are joining the school. Any written records are passed on to ensure as smooth a transition as possible. Children are invited to visit the Foundation Stage with their parent(s)/carer(s) in the summer term before they start their regular sessions in September. At the start of the academic year, children are again invited to a session alongside their parent(s)/carer(s) before their term begins properly. Their time in school is then gradually increased from just the morning session over a period of a week in order for them to gradually adjust to the expectations and routines in place. For those children with a specific need and who would benefit from it, we are able to provide a transition booklet containing photographs of key staff, the classroom layout, toilets, playground and other important areas in the school so that parents can re-visit them regularly during the summer in order to familiarise their child with the setting and minimise some of the potential anxiety they may have.

When children join us from other schools, we encourage parents/carers to visit with them before they begin. Information is sent to us by their previous school including that about any special needs, disabilities or medical conditions. New pupils are given help to settle in to their new class with other children acting as 'buddies' to make sure they have someone to play and eat with at lunchtime and playtime and adults will make time to explain any unfamiliar routines. All parents/carers of new pupils also receive an information pack about the school.

As children move through the school, transition books are used for those who are more vulnerable and anxious at these times and, depending on the child, extra visits to the new class, parent meetings, pastoral support can be provided to aid them in this process. Towards the end of the year a special transition morning is organised so that all children can spend some time in their new classroom with their new teachers and support staff ahead of the summer holidays.

When children move on to Secondary School, teachers from the local schools visit them at Putteridge Primary in the summer term and the children have an opportunity to spend time at their new school during the school day. Special sessions are often also organised for children who might find transition difficult. The SENDCo from each school and other members of staff, generally the Head of Y7 and someone from pastoral support, visit the Inclusion Team at Putteridge to discuss individual children on a case by

case basis. Assessment results are sent on to the Secondary Schools along with paperwork from class teachers detailing further information about each pupil in terms of friendships and other important aspects of their character.

If children move to another school during their primary years, all assessment results and other information including that regarding SEND is sent on to their new school.

12 How are the school's resources allocated and matched to children's special educational need?

The School's SEND budget allocation is predominantly used to provide additional support staff that will be used strategically to support as much identified need as possible and to pay for a package of support from specialist Local Authority Advisors who are able to come in to school to work with children and staff to help us provide the best support for the presenting needs.

A smaller percentage is used for specific training and to purchase resources and equipment as necessary; all of which is again deployed according to need.

Currently, we do not have the same facility for KS2 children. When high need pupils reach KS2, interventions and specific provision is put in place as per the requirement of their EHCP to support as much as possible and they are educated using a bespoke, highly adapted curriculum. Where their needs are such that they cannot cope in the classroom environment, they may be taken to work on a 1:1 (with a Teaching Assistant) or small group basis in an area outside of the main classroom environment.

13. How is the decision made about how much support my child will receive?

Decisions are made by the Head Teacher and Inclusion Lead in consultation with staff. Any decision will reflect the needs of the whole school as well as the needs of the individual child.

14. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with SEND?

Go to the Luton Local Offer SEND Information Hub [website](#).

Like and follow the Luton Local Offer SEND Information Hub [Facebook Page](#).

Check the SEND pages on our [school website](#).

Any Questions?

Please talk to us! We truly believe that an open, honest conversation is the best way to resolve any problem you might have. If you do not feel able to do this, the [Luton SEN Service](#) may be able to answer any questions you have or support you in talking to us.

Appendices

Appendix 1

The Inclusion Team at Putteridge Primary School consists of:

- **The Assistant Head Teacher for Inclusion**

Mrs Prowle's role is to co-ordinate and manage provision for children with SEND in the school. This includes monitoring the effectiveness of any extra support provided for children with SEND.

Tel: 01582 728262

Email: sendco@putteridgeprimaryschool.org.uk

- **Readiness to Learn Supervisors**

Mrs Oliver works in Years 1 and 2 while *Mrs Smart* works across Years 3 to 6. Their role is to liaise very closely with the class teachers and to provide short term additional support to individual and groups of children enabling them to access the classroom learning.

- **The Family Worker**

Mrs Brown, works across the school supporting children and families and helping to extend the links between home and school.

Tel: 01582 732174

Email: FW@putteridgeprimaryschool.org.uk

- **The Learning Mentors**

Mrs Bennett and *Miss Dempsey* work with children who may be having difficulties either at home or in school and provide a range of support to equip children with strategies that will enable them to deal with issues both in this school and in later life, therefore removing any barriers to learning which may be present.

Tel: 01582 728262

Email: pastoral@putteridgeprimaryschool.org.uk

- **Sports Coach**

Mr Murgatroyd's role includes providing pastoral support to children.

Appendix 2

External Agencies that provide advice and support:

- CAMHS
- Chums
- Young Carers
- Local Authority ASD advisors

- Learning Support Service
- NHS Speech and Language Therapy
- Magic Words Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Families United Network
- Autism Bedfordshire
- Educational Psychologists
- Lady Zia Wernher and Richmond Hill Outreach teams
- Visual Impairment Service
- Hearing Impairment Service
- Edwin Lobo Paediatric Centre
- Tokko

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Next Review: September 2027