

PUTTERIDGE PRIMARY SCHOOL



SEND Information Report – February 2024

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 parents/carers, 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?

1. Identifying any special needs as early as possible is very important. We :

- Listen to parents' concerns
- Observe and monitor the child's progress regularly
- Liaise with other professionals who may be working with the child
- Work closely with feeder schools when children join us to ensure the child has a smooth transition into our school
- Home visits for new children and families to the school at Foundation Stage

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

Assess: Schools are required to carry out a clear analysis of the child's needs - alongside this, views of the parents and child are sought. Information from external services such as health professionals, social care and local authority advisors are also sought.

Plan: An individual plan is developed and put in place for the child, with input from parent and pupil. This is reviewed regularly and updated when appropriate; termly as a minimum.

Do: The class teacher puts the plan in place and works closely with all staff to ensure its effectiveness.

Review: Termly review meetings are held with both the child and parent to review the learning that has taken place. New targets are also set, taking on board the views of both the parent and child.

2. We are able to support children with a wide range of needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.
- Medical conditions

3. Planning support for a child with SEND is:

- Led and managed by the Class Teacher
- In some cases, the Assistant Head for Inclusion (Mrs Prowle) will be involved to support decision making and to help co-ordinate support and advice
- In some cases, outside agency advice may be sought
- Support will involve the teacher carefully assessing the child's learning and development, planning the next steps, putting support in place and then reviewing progress
- The knowledge and views of parents/carers are valued. They will be invited to be a part of this process through regular discussions, meetings and agreed records of support.
- All necessary information about the child, including details of any extra support, is passed on to the new teacher and the staff will work in collaboration at transition times. We work very closely with the local high school to ensure that all information about a child is passed onto their new school at KS3.

4. We offer all children access to a broad and balanced curriculum through a cross-curricular approach. Every lesson is differentiated to ensure it is relevant and accessible to all children in the class. However, there may be times when your child may require additional or different support for some areas of learning.

At Putteridge Primary School this may comprise:

- Small group work for speaking and listening, Literacy or Maths
- Extra preparation or support to understand the language used in lessons such as pre-teaching topic vocabulary
- Adapted or additional resources in the classroom, including ICT
- Short term 1:1 support
- Additional or different aids to encourage independence such as written instructions or work systems
- Access to nurture groups
- Access to therapeutic work such as drawing and talking.
- Access to friendship groups or social skills groups
- Access to mindfulness groups

5. Children's progress is carefully monitored through ongoing observations alongside our school cycle of assessment. For every child, progress is measured termly during our assessment weeks and is discussed between staff at Pupil Progress Meetings where next steps will be decided. For children with SEND there may be additional measures:

- Reviews of short-term targets on individual plans (at least termly)
- Additional tests to assess, for example: language levels, reading ages, mathematical concepts in order to plan next small steps in learning
- Assessments from outside agencies such as Lady Zia Wernher outreach team or an Educational Psychologist

- 6. Ongoing information about your child's progress will be communicated to you through termly consultation meetings and an annual report which will include expected progress for the following year (next steps). More informally, parents can request a meeting at any time with the class teacher and home/school diaries play an important role in communication between parents and staff. In addition, if your child has SEND there may be:**
- Additional termly meetings to discuss progress against specific and agreed targets
 - Annual review meetings for children with EHC plans
 - Meetings in school with outside agencies working with the child
 - Parents can request a meeting at any time with the Assistant Head for Inclusion
 - Children will be included in discussions and decision making in an age appropriate way wherever possible
- 7. All children are expected and enabled to be fully involved in the life of the school. This includes being a member of the School Council, participating in school trips and special activities, accessing sports and extra- curricular clubs. We comply with the Disability Discrimination Act (2010) to ensure that we make reasonable adjustments so that children with SEND can take part in any activity. If any child needs additional support in any of these areas we may:**
- Develop an individual risk assessment in partnership with staff and parents
 - Ask for external professional advice, for example from the Outreach team at Lady Zia Wernher School or Occupational Therapists.
 - Arrange extra support for the child so that they are able to take part in an activity.
 - Adapt an activity so that it is accessible for the child.
- 8. Many of our teachers have experience of working with a range of special needs and there is an ongoing programme of training. The school has also invested heavily in training for our support staff who are now able to lead research based and effective short-term programmes for children experiencing difficulties in Literacy and Maths. In addition to the class teams, which are made up of your child's class teacher and teaching assistants, 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 Bright, 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 Mrs Rowanoak, work across the school supporting children who may be having difficulties either at home or in school and provide a range of support in order to develop strategies to equip children 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 Horton's role includes providing pastoral support to children.

9. **The school works closely with a wide range of external agencies and professionals and is able to signpost parents to relevant support groups. There may be times when a child is being supported by a range of services and the school will facilitate joint meetings for parents and professionals to enable the support to be co-ordinated in the most effective way.**

The school is currently working alongside:

- CAMHS
- Greenhouse Mentoring
- Chums
- Young Carers
- Local Authority ASD advisors
- Learning Support Service
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Families United Network
- Autism Beds
- Educational Psychologists
- LZW outreach team
- The Lighthouse Behaviour Provision
- Tokko

Please see the [Luton Local Offer](#) website for more details of available services

10. Other related policies:

- SEND Policy
- Accessibility Plan
- Behaviour Management Strategy
- Teaching and Learning
- Complaints and Conciliation
- Assessment and tracking
- Administration of medicines and supporting pupils in school with medical conditions.

Updated: February 2024

Next Review: January 2025