

LUTON BOROUGH COUNCIL

PIRTON HILL PRIMARY SCHOOL SEND INFORMATION REPORT



Updated September 2026

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Pirton Hill Primary School



At Pirton Hill 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 and to provide children with a fun and enriching curriculum.

We place 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 SENDCO, specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists and child and adolescent health services (CAMHS) to ensure that the school can meet a broad range of special educational needs.

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

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1. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?

- We offer an open-door policy where you are welcome to make an appointment to meet with either the Class Teacher or the SENDCO to discuss your child's needs and progress. This can be done via the school office or by sending a WEDUC message to the desired member of staff.
- We can offer advice and practical ways that you can help your child at home. For this support, our Pastoral Worker (T Burton) is a useful contact.
- We believe that your child's education should be a partnership between parents and teachers, therefore we will communicate with you regularly, especially if your child has complex needs.
- Some children may have a home/school link book which enables parents and teachers to share comments and respond to each other. We encourage parents to check WEDUC regularly for important messages or updates from the school.
- The Pastoral Worker also offers support for parents, including concerns about their child's well-being.

Mr G Booth Headteacher

Mrs C Ellis Deputy Headteacher and DSL (designated safeguarding lead)

Miss T Burton Pastoral Worker

Ms C Shearman HLTA-The Hive and Nurture

Miss C Keane SENDCO

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2. What kind of special educational needs are provided for at our school?

Pirton Hill is a mainstream primary school committed to providing an inclusive education for all pupils, including pupils with special educational needs and/or disabilities (SEND). We make provision for pupils with a range of special educational needs across the four broad areas identified in the SEND Code of Practice:

- Communication and interaction, including speech, language and communication needs and autism;
- Cognition and learning, including specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, as well as moderate learning difficulties;
- Social, emotional and mental health, including needs which may affect a pupil's emotional wellbeing, behaviour, relationships, attendance or engagement with learning; and
- Sensory and/or physical needs, including visual impairment, hearing impairment and physical difficulties.

As a school, we recognise that pupils may have needs in more than one area and that SEND can affect pupils in different ways.

Our provision is based on the individual needs, strengths and circumstances of each pupil rather than solely on a diagnosis or label.





3. How do we identify and assess pupils with SEND?

The school uses a range of information to identify pupils who may have special educational needs. This may include:

- information from parents and carers;
- information from previous educational settings;
- teacher observations and professional judgement;
- assessment and progress data;
- attainment and progress over time;
- information from the pupil;
- screening and assessment tools where appropriate;
- attendance and behaviour information;
- information from other professionals; and
- evidence that a pupil is experiencing difficulties in accessing learning or making expected progress despite appropriate classroom support.

Teachers are responsible for identifying concerns and responding to pupils' individual needs as part of high-quality, inclusive teaching. Where a concern is identified, the school will work with the pupil and their parents/carers to understand the pupil's strengths and needs and to identify appropriate support.





The school follows a **graduated approach of Assess, Plan, Do and Review**. Provision is reviewed regularly to consider its impact and whether further or different support is required. A pupil does not need to have a formal diagnosis in order to receive support for an identified special educational need.





4. How do we make provision for pupils with SEND?

We aim to meet the needs of pupils with SEND through high-quality, inclusive teaching and appropriate adaptations to teaching, learning and the school environment.

Our approach includes:

- adaptive teaching;
- clear explanations and modelling;
- appropriate scaffolding;
- accessible resources;
- visual supports and practical resources where appropriate;
- targeted intervention;
- additional opportunities for practice and consolidation;
- adjustments to the learning environment;
- reasonable adjustments to enable pupils to access learning and school life;
- individualised support where appropriate; and
- specialist advice and intervention where required.

The SENCO works with teachers, support staff, pupils, parents/carers and external professionals to ensure that provision is appropriate and responsive to individual needs.





5. How do we evaluate the effectiveness of our SEND provision?

The effectiveness of SEND provision is evaluated through:

- monitoring pupil progress and attainment;
- reviewing individual targets and outcomes;
- evaluating the impact of interventions;
- lesson observations and learning walks;
- scrutiny of pupils' work;
- pupil and parent/carers feedback;
- staff feedback;
- monitoring attendance and behaviour where relevant; and
- regular review of SEND provision by the SENCO and school leadership.

The SENCO reports to school leaders and governors on SEND provision and areas for development.





6. How do we assess and review the progress of pupils with SEND?

- If your child is on the SEND register they may require a SMART Plan, which is written by the SENCO in conjunction with the class teacher and the parents. The SMART Plans are reviewed and discussed on a needs basis- fortnightly, monthly or termly. Our plans aim to offer longer term goals for pupils to work towards achieving. These are working documents and are personalised to the pupil's needs. Not all children who are on the SEND register require a SMART plan: instead they may have a strategies check list or report which their teacher will implement throughout the school day or they will be in interventions that are inputted onto the provision map.
- If your child has an Education Health Care Plan there will be an annual review meeting to discuss progress and set annual targets.
- All children receive reports and individual written reports are shared annually, with the option of follow up discussions if they are needed.
- Parent consultation meetings take place twice a year, providing the opportunity to discuss your child's progress and attainment with their Class Teacher. You can request a meeting with the SENCO during this time.
- Parents are always invited to meetings with outside agencies and their views are shared as part of a review of their child's progress and outcomes.
- Parents will be sent regular updates on referrals via Weduc by the individual submitting the referral in school.

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7. What support will parents/carers receive if their child/young person has been identified as having special educational needs?

- As a whole school we pride ourselves on having positive partnerships with all of our parents. We are here to work with you and support you to meet your child's needs.
- The SENDCO is available to discuss your child's individual needs and how as a school we can support you.
- We have a highly experienced and pastoral support team which consists of the Mrs Ellis, Miss Burton, Miss Shearman and Miss Keane. They are available to support you throughout your child's time at our school and they are able to direct families to specific support groups, help complete forms and paperwork, give information about pupil welfare and community facilities that you may wish to access.
- We also have a highly experienced behaviour support assistant (Miss Shearman) who can support you to manage social, emotional or behavioural needs your child may have.
- We are able to provide access to the School Nursing Service and support you during meetings also.
- Our school SENDco will provide you with outside agency links and support groups that suit your family circumstances.
- As a school we encourage strong links with the Parent Carer Forum as another avenue of support for parents.





8. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

- We are an inclusive school that welcomes and celebrates diversity.
- Our Pastoral team work closely with Class Teachers and parents/carers to ensure the social and emotional needs of all children are met.
- As a school we offer a range of sessions including nurture groups, self-esteem, anger management, therapeutic story writing and social skills to support children's individual needs. We also work with CAMH school liaison team once a term to ensure that any mental health concerns are discussed with trained professionals. Your child will not be discussed at this meeting without your permission.
- Individual children may be allocated a key worker as a short-term intervention or a longer term intervention.
- The school has a policy regarding the administration and managing of medication.
- All medication is stored safely and out of the reach of children.
- Written consent must be provided for any medication that has to be given in school. If your child requires medication whilst at school we will make a written record of this.
- Care plans are written and are in place for all identified children. These are drawn up by the appropriate internal and external professionals during a meeting with parents. The care plan is then shared with all members of staff who work with the child.
- As staff, we have regular training and updates on conditions and medication affecting individual children.
- As a school we have a very positive approach to all types of behaviour with a clear behaviour policy and curriculum that is followed by all staff and pupils.

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- If your child has specific behavioural difficulties then we will work with you to meet their needs. It may be necessary to write an Individual Behaviour Plan so that appropriate support and strategies can be put into place. We may seek advice from the Behaviour Support Service or from the Specialist Behaviour Provision linked to our school.
- Attendance of each child is monitored on a daily basis. The Pastoral support team work closely with parents/carers to address any concerns regarding attendance and or punctuality.
- Our anti-bullying policy can be found on the school website. Hard copies are available on request from the school office. Parents are able to discuss any concerns they have with their child's Class Teacher, a member of the Senior Leadership Team and the SENDCO.
- Children have opportunities throughout the year to share their views on their own development and progress. They are encouraged to speak to their Class Teacher, a key worker and their class school councillor. Three times a year they will be asked to comment on their targets and progress. This is then used to inform planning and ensure their voice is being heard. As a school, we hold monthly pupil voice sessions also. These sessions are ran by the Inclusion Team and aim to build up the confidence in the SEND children at Pirton Hill.
- Pupils with Education, Health and Care Plans have the opportunity to contribute during implementation and review meetings. Their voice is valued and listened to and we follow a child centred approach to these review meetings.
- Our behaviour policy has been revised to allow for mind breaks and reflection time. Children are encouraged to practice mindfulness and given opportunities to calm down key transition periods. Children are also provided with the opportunity to reflect upon their choices in a supported non-confrontational manner following an incident.
- Our behaviour policy also allows for children to track their choices in a positive visual manner. We have a

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consistent morning routine to settle the children every day. It also starts the day by reinforcing our key behavior language and expectations, as well as discussing an 'emotion of the day'. We have developed a behavior curriculum that is taught across set days in the year. This is in line with the therapeutic thinking approach that has been implemented in Luton.





9. How will teaching be adapted to support the child/young person with special educational needs?

- All teachers carefully plan differentiated teaching and learning activities that meet the needs of all children. As a school we encourage Class Teachers to use the M.A.T.C.H approach when differentiating sessions to meet the needs of their pupils.

Modify

E.g: Allow the child to use technology, record some work, dictate some work, assess the child's posture and add in learning aids when needed.

Alter expectations

E.g: Reduce the amount of writing required, ensure all written work is purposeful, minimise the amount of time spent copying (for example dates and learning objectives), allow more time to complete work and consider quality over quantity.

Teach strategies

E.g: Allow for rough and final drafts on computers and photocopy notes, teaching children how to look for meaning and summarise pieces of information.

Change the environment

E.g: Seating, desk height and practice in quiet areas away from distractions.

Help by understanding

E.g: Finding out what matters to and is bothering the child; improve their handwriting/communication skills, 'hook' the child through their interests and creating specific shared goals for the child to work towards.

- Work is adapted by task, support and expectation to personalise learning and to support children to make progress.

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- Independent learning is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support. All children are set tasks and provided with support materials that meet their needs and encourage independence.
- Some children will require additional support from an adult; this may be within a small group or 1:1 in the classroom.
- Some children with identified Special Educational Needs or a Disability have a SMART plan with targets to help them progress. These targets are personalised to their needs and reviewed regularly throughout the school year in conjunction with the child's families. Most children on the SEND register will have interventions in place to support their needs and this will be evident through provision maps.
- We work with external agencies such as speech and language therapists, occupational therapists, educational psychologists, behaviour advisors to provide support, guidance, therapy and planning to implement in school.

More information can be found on our school's OAP document.





10. What different types of support can the child/young person receive in school?

- Children identified with Special Educational Needs may receive small group or individualised support in any area of their learning.
- We use SEND Teaching Assistants, which work across the school, to provide additional interventions. We will talk to you before we implement these interventions so that you are aware of the support that your child is receiving on a daily basis.
- Our Pastoral Support Team work with individual children and small groups to support children with behavioural, social and emotional needs.
- All members of staff have received positive behaviour management training and this is regularly reviewed in staff training sessions.
- All members of staff have received up to date training on the Code of Practice and how to support children within their classroom effectively.
- Teaching staff have been trained in the systematic and thorough teaching of phonics.
- Teaching staff take part in transition meetings every year, where staff members share good practice and successes to help ensure a smooth transition into new Year Groups.
- Some children will have access to our school's speech and language therapist. This may be to complete regular work for a period of time but this is not always needed. If your child is seen by our therapist, you will be informed of the level of support needed by a written report and a phone call from our therapist.

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11. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

- Staff work in partnership with parents/carers to identify which activities are appropriate for individual children.
- If a child has a specific identified need there can be additional support in the playground at playtimes and lunchtime offered. We will discuss the kind of support we can offer with you should the need for it arise.
- Support staff are fully involved in all unstructured activities.
- All children take part in outside visits and additional staff are available to support individual children during these visits as required.
- Through Pastoral Support Team meetings children may be identified as being vulnerable and these children are then offered talk time and support sessions throughout the day and at lunchtimes.
- All children have full access to a range of before school and after school clubs. Throughout the year, children can attend a variety of sports clubs, homework clubs, choir, hang out club and creative clubs.





12. How do we consult and involve parents/carers?

We recognise parents and carers as important partners in supporting pupils with SEND. Parents/carers may contribute to the identification of their child's needs, planning of support and review of progress.

We communicate with parents/carers through appropriate methods, which may include:

- meetings with the class teacher;
- meetings with the SENCO;
- parents' evenings;
- review meetings;
- telephone or email contact;
- written reports; and
- meetings with external professionals where appropriate.
- Weduc messages
- Behaviour management plans, SMART plans and EHCNA applications

Parents/carers are encouraged to contact the school if they have concerns about their child's SEND or would like to discuss the support being provided.





13. How does the school involve children/young people in decisions that affect them?

- Children are involved in setting and reviewing their SMART plan targets.
- Children with a Health, Care and Education plan are fully involved in their annual review meeting. The meetings take a person-centred approach where the child's needs are put first.
- Unless requested by professionals, parents/carers, or deemed not appropriate, all children are invited to meetings (or part of the meeting) and asked their opinion on the matters discussed.
- The SENDCO regularly meets with pupils to allow them the forum to voice their opinions.
- Pupils who have Special educational needs are encouraged to join the school council so that we have a diverse voice on the school council. As a school we follow the Inclusive School Principles guidance from Luton Inclusive council. Please see our website for a copy of these principles.





14. How are the school's resources allocated to support children/young people with SEND?

- We ensure that all children's needs are met to the best of the school's ability with the funds available.
- The school's allocated SEND budget funds additional SEND TA support and the Pastoral Support Team.
- The SEND budget is allocated on a needs basis. The children with the most complex needs are given the most support often involving adult support.
- The SENCO is responsible for maintaining the whole school SEND provision map. This is reviewed and updated each term by class teachers and shared with staff working with the identified children.
- The SENCO reports to the Head teacher and the governing body, who then evaluate the effectiveness of SEND provision across the school.
- The SENCO completes purchase orders with staff if a particular resource is required to support the needs of individual pupils- e.g. wobble cushions, chair bands, standing tables, sensory resources, writing support etc.
- The school have created a small provision called 'The Hive'. Only pupils with an EHCP (or are awaiting an application for one) and that meet the criteria can access this provision- this criteria is in our Hive policy on the website. If your child is eligible this will be discussed with you.





15. What services external to the school can provide support to children with SEND?

- As a school we work closely with the Local Authority, Educational Psychologist, Speech and Language Therapists, The Edwin Lobo Child Development centre, Occupational Therapists, the School Nursing Service, Learning Support Services, Autism Team, Speech Language and Communication Needs Team and the Child and Adolescent Mental Health service.
- The SENCO or another member of staff will be available to attend any appointments with you and your child if you require them to. When the SENCO is made aware of specific appointments, they will contact you to discuss any initial concerns or queries that you may have.
- If your child accesses one of the above services then we work in partnership with you to implement the advice given at school and support you to meet the needs of your child at home.
- The SENCO and a member of the Pastoral support Team are available to meet with parents and carers following an assessment by an outside agency.
- When required we are able to work closely with a behaviour provision for children with specific behavioural difficulties. Occasionally children may need to attend this provision part time as a short term intervention to support their needs.





Experts at hand:

From September 2026, local areas are beginning to develop and introduce the Experts at Hand offer. This is intended to improve access to specialist advice and support within mainstream education and to strengthen the expertise of the school workforce.

The offer may include access to professionals such as:

- speech and language therapists;
- occupational therapists;
- educational psychologists; and
- specialist teachers.

Children and young people do not need a diagnosis to benefit from Experts at Hand; support is intended to be based on identified need.

The school will work with the local authority and relevant health partners to access the Experts at Hand offer as it develops locally.

The precise arrangements for accessing the service will depend on the local offer and the developing arrangements within [name of local authority].

Experts at Hand is an additional source of specialist advice and support and does not replace existing statutory provision, including provision specified in an EHCP.





16. How are staff in the setting/school/college supported to work with children/young people with special educational needs and what training do they have?

The school recognises that supporting pupils with SEND is the responsibility of all staff. The SENCO provides advice and guidance to staff and coordinates SEND provision across the school. Staff receive SEND-related training and professional development based on the needs of pupils within the school.

Training may include areas such as:

- autism;
- speech, language and communication;
- cognition and learning;
- dyslexia and other specific learning difficulties;
- social, emotional and mental health;
- sensory needs;
- physical needs;
- adaptive teaching;
- supporting positive behaviour;
- supporting pupils with additional needs to develop independence; and
- inclusive practice.





Aswell as this, the following things are in place to ensure training of all staff is up to standard:

- The SENDCO has completed the NASENCO qualification and is working in partnerships with other Inclusion Managers across Luton to ensure our provision is consistent with the legislation within the Code of Practice.
- The SENDCO supports all members of staff who are working with children who have SEND and offers regular coaching and developmental support throughout the school year for these staff members.
- Pirton Hill Primary school have a research and CPD resource centre available to all of our staff members. This is updated monthly and staff are alerted to specific information relating to the children in their classes needs. Staff can also use this as an information base, where they can go back to articles, resources and evidence based research on topics that are of use to them to develop their practice.
- Outside agency professionals are utilised to ensure that up to date evidence and reports are available to staff to support them in providing the correct provision for their pupils.
- Pirton Hill have access to a paid for private speech and language service. Staff are offered regular drop in sessions to discuss concerns with therapists. If your child is on the therapists caseload, staff will be provided with additional resources to support your child's speech need or concern.





17. How will the setting support the child/young person in moving on to another school or college or to the next key stage in their education or life?

- If a child with SEND is moving to another school we will ensure they have an effective and successful transition and will offer our support during visit days when appropriate.
- The SENDCO and Pastoral Support Team liaise with parents and the new school to ensure a smooth transition is in place.
- We will arrange meetings with parents, the new setting and our school so that key information can be shared and a transition plan put into place.
- For children with Education, Health and Care Plans transition to high school begins with the Year 5 Annual Review meeting. During this meeting high school options are discussed and visits to the schools can be planned. A series of supported extra transition visits for the child will then take place in Year 6.
- Key children with SEND moving from Key Stage 1 to Key Stage 2 within our school have extra transition sessions in place where they meet their new teacher and visit their new classroom, hall and playground a number of times before the Summer holidays.
- SEND children who have EHCP's or adult support may also attend a SEN transition morning towards the end of the year. This is to support the children with any worries or concerns they have and it's also so they can meet their adult support for that year.

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18. How accessible is the school environment?

- The school building is fully wheelchair accessible with two fully equipped disabled changing and toileting facilities, including one shower.
- There is a designated medical room with a bed.
- There is space to store any additional equipment that may be required.
- We have some staff who are available to translate information and interpret during meetings for parents and carers with English as an additional language. When we are not able to utilise our staff's skill set, we will use a translating service to support with meetings.





19. Who can parents/carers contact for further information at the early years setting/school/college?

- If your child already attends our school then your first point of contact would be your child's class teacher to share any concerns.
- If you would like to discuss any SEND concerns that please phone the school or send a WEDUC message to arrange to meet with Miss Keane. Miss Keane works on a Monday afternoon, Tuesday morning and Wednesday-Friday afternoons. If your query is more urgent, please contact the office and they will be able to assist you.
- Our SEND policy is available to read on our website or if you would like a hard copy this is available from the school office.
- If you would like any further information about how your child can join our school then please contact the school office to arrange a visit and meeting with a member of the Pastoral Support Team.





20. What support is available for parents and carers?

Parents/carers can access information and support through the school's SENCO, the local authority SEND Local Offer and relevant independent advice services.

The school can signpost families to appropriate services and organisations according to their individual circumstances.

Parents/carers can also access independent SEND information, advice and support through the local SEND Information, Advice and Support Service (SENDIASS).

Local SENDIASS: [01582 548156](tel:01582548156) or SENDIAS@luton.gov.uk

Local authority SEND Local Offer: <https://sendiasluton.co.uk/>





21. Where can I find the Local Offer?

Information about services available to children and young people with SEND in our local area can be found on the Luton SEND Local Offer website:

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>

The Local Offer provides information about education, health and social care services and support available locally.

This document is reviewed annually and will be updated sooner where there are significant changes to the school's SEND provision or statutory requirements.

As the national SEND reforms develop, the school will review this report to ensure that it accurately reflects current legislation and statutory guidance.

Last Review date: September 2026

