



The Butts Primary School

Special Educational Needs Information Report

Updated on 4.9.19

The Butts Primary School is a mainstream setting where we believe that all children should be valued as individuals. We have an inclusive ethos with high expectations and appropriate targets, a broad and balanced curriculum which is differentiated to meet individual needs and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background.

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

During the school year, teachers carry out regular observations and assessments to track individual progress in reading, writing and maths. The school leadership team, SENCo (Special Education Needs Coordinator) and class teachers analyse outcomes and data and decide which children are not making the expected progress or attainment for their age. In some cases, these children are given differentiated work or small group interventions.

Where the need is greater, the SENCo will assess children against Hampshire criteria to see if they should be placed on the school's register of Special Educational Needs. These children then receive specific interventions to address their barriers to learning. Parents of any child placed on the SEN register will be informed by the class teacher or the SENCo.

Where additional support is required, the SENCo will liaise with outside agencies, (such as Speech and Language therapists, Occupational therapists or Educational Psychologists) and will inform parents of how the support will be implemented in school.

2.

At The Butts Primary School we:

- Have rigorous systems in place for evaluating the effectiveness of provision for children with special educational needs.
- Ensure the impact of both class teaching and special interventions are monitored and evaluated regularly and provision is adapted accordingly.

- The leadership team regularly meet to discuss levels of progress and the impact of provision and outcomes are reported to the governing body, both through the Governor for SEN and directly in termly reports.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

At The Butts Primary School we:

- Assess children and track progress at regular intervals
- Inform parents of progress through parent's evenings, end of academic year reports and via meetings with parents during the school year where appropriate. In some cases, more regular meetings may be set up to support a child's specific need.
- Share targets with parents and suggest ways in which parents can support learning at home

How will school staff support my child?

How will the curriculum be matched to my child's/young person's needs?

At The Butts Primary School we:

- Identify children's needs through assessments as outlined above.
- Provide all children with a curriculum tailored to support specific needs, whilst ensuring a rigorous level of challenge allows children to make expected levels of progress. Children generally work within ability groups, especially in maths and English, but in some cases individual programmes are designed to meet the needs of children.
- Support children by giving them individual targets which they understand and are capable of achieving. These are reviewed on a regular basis. Next steps are also identified through marking and verbal feedback.
- Ensure the class teacher and teaching assistant work with all ability groups during the course of the week, but that all groups have opportunities to work independently too.

At The Butts Primary School:

- The curriculum is designed to engage and motivate children of all abilities. It is normally differentiated to make it accessible to all pupils.
- Our inclusive ethos means that when appropriate, some children are taught in small groups or individually, in order to meet their specific needs in a particular area of the curriculum. At other times they will work in mixed ability groups or as part of the whole class.
- Where a pupil has physical needs, every reasonable effort will be made to adapt the environment/curriculum to suit that child.
- Additional specialist support may be provided for individual circumstances; e.g. speech therapy, occupational therapy, educational psychology.

How is the decision made about the type and how much support my child will receive?

At The Butts Primary School, the class teacher will discuss the needs of children with SEN with the SENCo and during 'Team Around the Class' meetings. Decisions will be made about:

- the type of support required
- how often it will be delivered
- how long it will be delivered for and when progress will be reviewed

Parents will be informed through parent's evenings and may also be informed prior to the start of some interventions e.g. ECAR (Every Child A Reader) and prior to any outside agency involvement.

Resources will be prioritised according to needs at any given time.

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

As we are an inclusive school, we strive for all children to be involved in all areas of the curriculum including extra-curricular activities. In individual instances where a child requires the support of an extra adult, this would be discussed with parents and support would be provided as appropriate.

A risk assessment is carried out prior to any off site activity.

What support will there be for my child's overall well-being?

At The Butts Primary School :

- We deliver a PSHE (Personal, Social, Health Education) curriculum to all children
- We offer 6 week phases of ELSA (Emotional Literacy Support Assistant) to children with specific emotional and/or social needs
- Exclusions are very rare and attendance is good. In cases where attendance is weak, the school will pursue this with the individual parents to ensure the child receives the best possible level of education.
- We have a School Council made up of representatives from Years 2 to 6. School councillors discuss matters affecting pupils. All children, including those with SEN, are included in the discussions.

The following policies relating to children's well-being are available on the school website and are reviewed regularly:

Medicines Policy
Behaviour Policy
Child Protection Policy
Accessibility Policy

These policies can be found [here](#).

The SENCo is:

Mrs Jo Campbell

j.campbell@butts.hants.sch.uk

5. What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?

We do not have specialist services available in-house at The Butts Primary School but we do have access to:

- Speech and Language Therapy service
- Hampshire Educational Psychology Service
- Occupational Therapy
- School Nurse

Some teachers and teaching assistants have received training in delivering specific interventions and around individual areas of need. The SENCo is a fully qualified teacher and has achieved the NASENCo accreditation award.

6. How accessible is the school both indoors and outdoors?

The school passed a disability audit in 2008

An accessibility study of the school has shown that the Key Stage 1 areas do not have adequate access for wheelchairs.

The Butts Primary School has:

- A small car park with a disabled parking bay at the main entrance and a large car park at the Whitedown entrance. Additional disabled parking can be provided by prior arrangement.
- An Induction Loop available from the school office.
- A disabled toilet in both of the buildings.

7. How are parents involved in the school? How can I get involved? Who can I contact for further information?

At The Butts Primary School we involve parents in many different ways. These may include:

- Monthly newsletters
- Termly class topic letters
- Homework
- The school website
- FOBS (Friends of Butts School)
- Inviting parents to class assemblies
- Parents helping in school
- Parent's evenings
- Easy access to staff and class teachers

The first point of contact will always be your child's class teacher. You can also arrange to meet with the SENCo.

At The Butts Primary School:

- Pupils have targets, they are involved reviewing them and are helped in understanding why this is an appropriate next step.
- Pupils are given opportunities to express views through whole class discussions, via the School Council and through pupil interviews with school leaders.

When a parent has any concern relating to their child's education the first point of contact should always be the class teacher.

Appointments can also be made with:

- The SENCo
- The Key Stage Manager
- The Deputy Headteacher and Headteacher

Information detailing the formal complaints procedure can be found in the 'Handling Concerns and Complaints Policy'.

This policy can be found [here](#).

At The Butts Primary School we have access to:

- Speech and Language Therapy service
- Hampshire Educational Psychology Service
- Occupational Therapy
- School Nurse
- ELSA (Emotional Literacy Support Assistant)

The SENCo is able to contact these services for advice or to arrange more formal visits in school.

The SENCo at The Butts Primary School is:

Mrs Jo Campbell

j.campbell@butts.hants.sch.uk

You can contact her if you have any concerns relating to your child's special educational needs.

By September 2014, Hampshire County Council, along with all other local authorities, will be required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or disabilities (SEND).

This will be known as 'The Local Offer'.

The Local Offer for Hampshire will be found at:

12. How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

At The Butts Primary School:

- We have a well-established induction process for children starting school in Year R. This involves clear communication between the school and pre-schools, whereby any information regarding specific needs of children is shared.
- We have a well-established transition process for children moving to secondary school. This includes 1:1 transition work in school as appropriate and extra visits to the secondary school for the more vulnerable pupils, during which they will have the opportunity to meet relevant key staff.
- Details of SEN are passed on when any child leaves our school.