



R A Butler Academy

Special Educational Needs and Disabilities Policy

September 2026

Headteacher's signature	<i>Signed copy on file in HT office</i>
Chair of Governors' signature	<i>Signed copy on file in HT office</i>

R A Butler Academy Schools

Date of policy: September 2026

Review Date: September 2027

Our School's vision and values

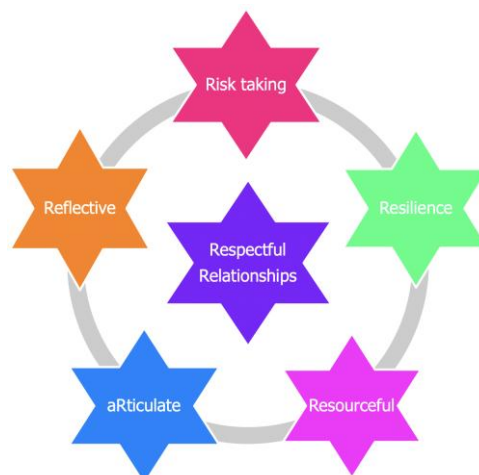
We celebrate the fact that we are a large school, which enables us to offer extensive opportunities – academically, pastorally and socially – in a family environment where everyone is valued as an individual.

Our overarching vision is for R A Butler Academy to be a place of nurturing, dynamic learning where high academic achievement and emotional well-being are equally valued and celebrated. Through positive partnerships between family, community and school, we will develop confident, respectful children who are motivated to take the next steps in their educational journey and life's adventures, making positive contributions to the world.

We will achieve this by providing a safe and secure learning environment where children are known as individuals. Our rich, engaging curriculum, based on high quality texts and inspiring learning experiences, give planned opportunities for children to participate in academic, sporting, arts, music, environmental and pastoral activities which are designed to develop the whole child. We expect our Year 6 children to be leaders of the school and show great independence and they all have roles to ensure they have the opportunity to practice these essential life skills

Our dedicated staff are passionate about creating stimulating learning environments to ensure that the children at RAB get the best start in life. We look outwards and learn from others to ensure we are providing an educational experience of excellence.

Our ethos and aims are based on our school values – the 6Rs. These values underpin everything we do as a school. As a Unicef Rights Respecting School, RESPECTFUL RELATIONSHIPS, is the value central to life at RAB.



1 Introduction

1.1 This policy should be read in conjunction with the Accessibility Plan, Equality Information and objectives, Inclusion Policy and Supporting pupils with medical needs.

1.2 This SEND policy is written to comply with the 2014 Children and Families Act and its associated regulations together with the Equality Act 2010, and follows the statutory guidance from the SEND Code of Practice 0-25 Year (2014, Updated 2024). It relates to children with special educational needs and/or a disability.

1.3. The school is committed to ensuring equality of opportunity for all pupils. In accordance with the Equality Act 2010, reasonable adjustments will be made to ensure that pupils with disabilities are not placed at a substantial disadvantage when accessing education and wider school activities. The school's Accessibility Plan outlines how access to the curriculum, the physical environment and information will be improved over time.

2 Defining SEND

2.1 The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. (Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xii)

2.2 The National Curriculum is the starting point for planning learning that meets the needs of all pupils. The school responds to pupils' diverse learning needs through high-quality teaching, suitable learning challenges, reasonable adjustments and, where appropriate, additional provision.

3 Identification of SEND

3.1 At R A Butler Academy, teachers are constantly assessing children and planning for their needs. It is a continuous cycle of reviewing, assessing, planning and doing.

3.2 There are half-termly meetings (Pupil Progress Meetings) with the Headteacher, members of the SLT and SEND team and class teachers to identify children who may need extra help.

3.3 During pupil progress meetings, staff identify children whose attainment, progress, engagement or learning behaviours indicate that additional support may be required.

3.4 Any weaknesses will be first addressed through High Quality Teaching (also known as Ordinarily Available). For some children targeting these areas will see their learning improve. If a child continues to make less than expected progress, further information is gathered and a meeting will be held with the parent, teacher and a member of the Inclusion team. The child's views will be gathered before the meeting. If it is decided that a child has special educational needs, SEND support will begin.

3.5 At times children can make expected progress but present with behaviours that indicate there are additional needs. When these are identified, in consultation with parents, strategies are sought to ensure that the needs are met as well as possible during the school day.

4 Graduated Approach to SEND Support

4.1 Where a pupil is identified as having Special Educational Needs and/or Disabilities (SEND), the school follows the graduated approach outlined in the SEND Code of Practice. This cyclical process ensures that support is carefully tailored to individual needs and reviewed regularly to promote progress and positive outcomes.

Assess: The class teacher, working alongside the SENDCo, gathers information from a range of sources, including assessment data, observations, discussions with parents/carers, pupil voice and, where appropriate, advice from external professionals, to identify the pupil's strengths and areas of need.

Plan: Following assessment, outcomes and support strategies are agreed with parents/carers and the pupil. The support to be provided, expected impact and review arrangements are clearly identified and recorded.

Do: The agreed provision is implemented. The class teacher remains responsible for the pupil's progress and day-to-day learning, even where interventions are delivered by support staff or external specialists. The SENDCo provides guidance and support where appropriate.

Review: The effectiveness of the support is reviewed regularly in partnership with parents/carers and the pupil. Progress towards agreed outcomes is evaluated and decisions are made about whether support should continue, be amended or cease. The next cycle of Assess, Plan, Do, Review is then informed by this evaluation.

This graduated approach enables the school to respond flexibly to pupils' changing needs and ensures that support remains targeted, effective and inclusive.

5 Education, Health and Care Plans (EHCPs)

5.1 For pupils with an Education, Health and Care Plan (EHCP), the school will deliver the provision specified within the plan, monitor progress towards agreed outcomes and participate in annual reviews in partnership with parents/carers, the Local Authority and relevant professionals.

6 Transition Support

6.1 The school recognises that transition can be a challenging time for pupils with SEND. Information is shared between teachers at key transition points and additional visits, transition meetings and personalised support are arranged where necessary. The school works closely with pre-school and receiving secondary schools and other educational settings to ensure a smooth transition.

7 External Professionals

7.1 Where appropriate, the school works with a range of external professionals including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Inclusion Partners, School Nursing Services and other relevant agencies for further support. Parents are consulted before referrals are made.

8 Staff Responsibilities

8.1 Class teachers are responsible for the progress and development of all pupils in their class. They plan appropriate learning opportunities, monitor progress, adapt provision, identify pupils requiring additional support and work collaboratively with families, support staff and the SENDCo to ensure pupils achieve their potential.

8.2 Additional provision may be implemented where assessment indicates that a pupil requires support that is additional to, or different from, that ordinarily available through high-quality teaching.

9 SEND Leadership and Governance

9.1 Special Educational Needs Coordinator (SENDCo)

The SENDCo has responsibility for the strategic development of SEND provision within the school and for coordinating the day-to-day operation of the school's SEND policy.

The SENDCo will:

- Oversee the operation of this policy

- Coordinate provision for pupils with SEND
- Liaise with and advise staff
- Support teachers in identifying and meeting pupils' needs
- Monitor progress
- Liaise with parents
- Coordinate referrals
- Work with the Local Authority regarding EHCPs
- Maintain SEND records
- Contribute to staff training.

The SENDCo is Hayley Doone and can be contacted on send@rab.academy

9.2 Governing Body Responsibilities

The Governing Body has a statutory duty to ensure that the school follows the requirements of the SEND Code of Practice and relevant legislation.

10 Staff Training

10.1 All staff receive regular training in supporting children with SEND. Training for Staff is built into the year depending on the needs identified during the performance management cycle.

10.2 The SENDCo attends regular SEND update meetings and training and holds the accredited SEND qualification and an NPQ in Senior Leadership.

10.3 The school is committed to ongoing professional development. Staff receive regular training to support pupils with SEND and are provided with opportunities to develop expertise in areas relevant to the needs of pupils within the school.

10.4 All staff members have up to date Child Protection and Safeguarding training. The school is TPP (Trauma Perceptive Practice) trained with regular training refreshers scheduled.

11 The SEND information report

11.1 The school's SEND Information report can be found on the school's website.

12 Monitoring arrangements

12.1 This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

13 Complaints

13.1 The school aims to work in partnership with parents and carers to resolve concerns at the earliest opportunity.

13.2 Parents who have concerns regarding SEND provision should first discuss these with the class teacher. If concerns remain, they should contact the SENDCo. Further concerns may be referred to the Headteacher and then through the school's Complaints Policy. Information regarding independent support and dispute resolution services can be obtained through Essex SENDIASS.