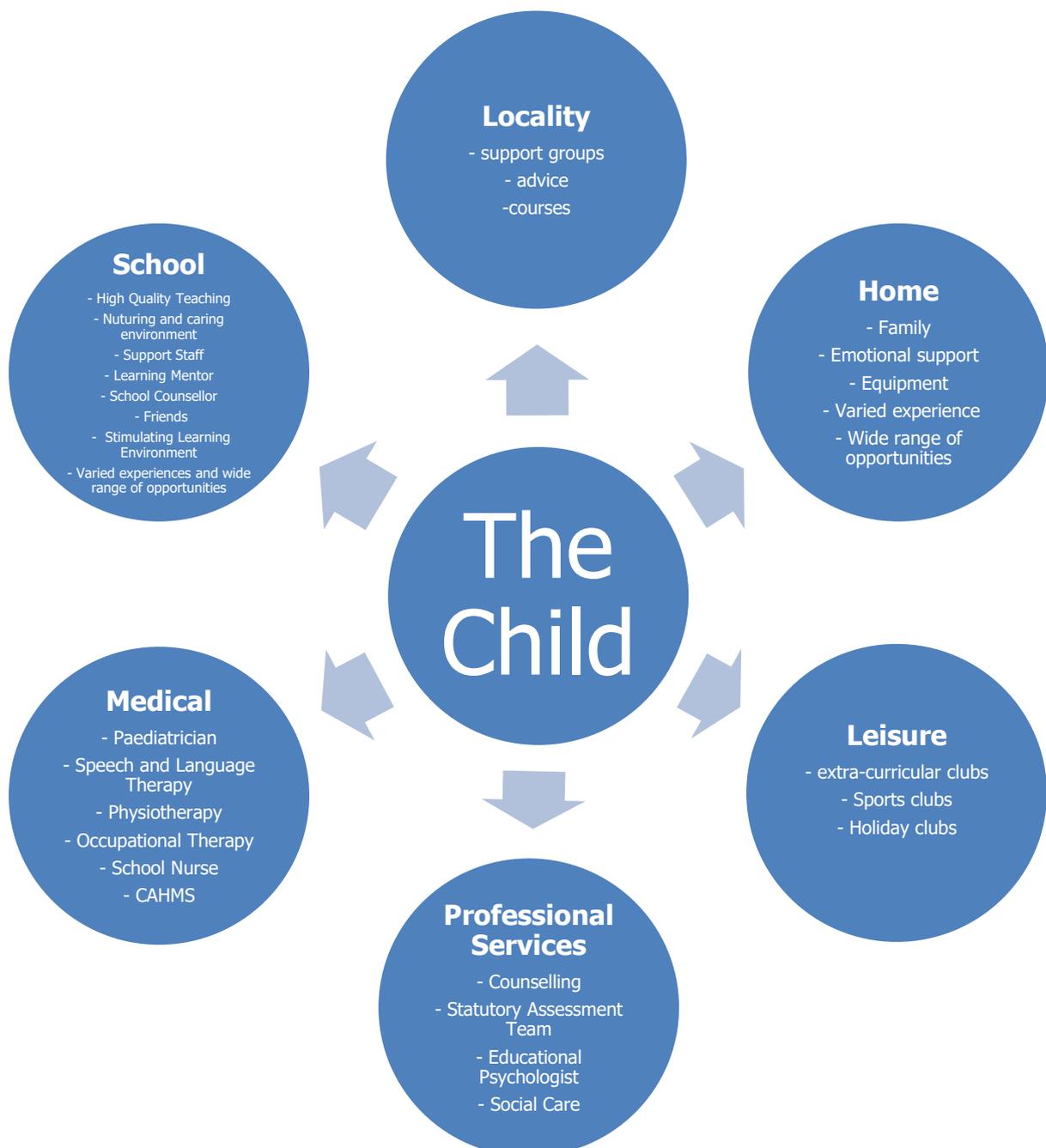


R A Butler Academy SEND Information Report September 2023



“Our vision is to create a community where children, supported by home and school, belong, participate, excel and are proud of their achievements”



Who should I contact if I think my child has Special Educational Needs?

The first person that you should speak to is your class teacher. They will know your child well and will be able to talk through your concerns with you. They will know your child's strengths and difficulties, how they are progressing in school and whether this is in line with their classmates. You will find that if there are any concerns your class teacher will usually approach you before you approach them.

You can also contact the school's Deputy Head teacher and SENCO, Sarah Spaxman. She oversees the provision for children with special needs or disabilities in school and will speak to your child's teacher if you have any concerns.

How will the school know if my child has Special Educational Needs?

To make sure that each child in our school reaches their full potential, teachers are constantly assessing children and planning for their needs. It is a continuous cycle.

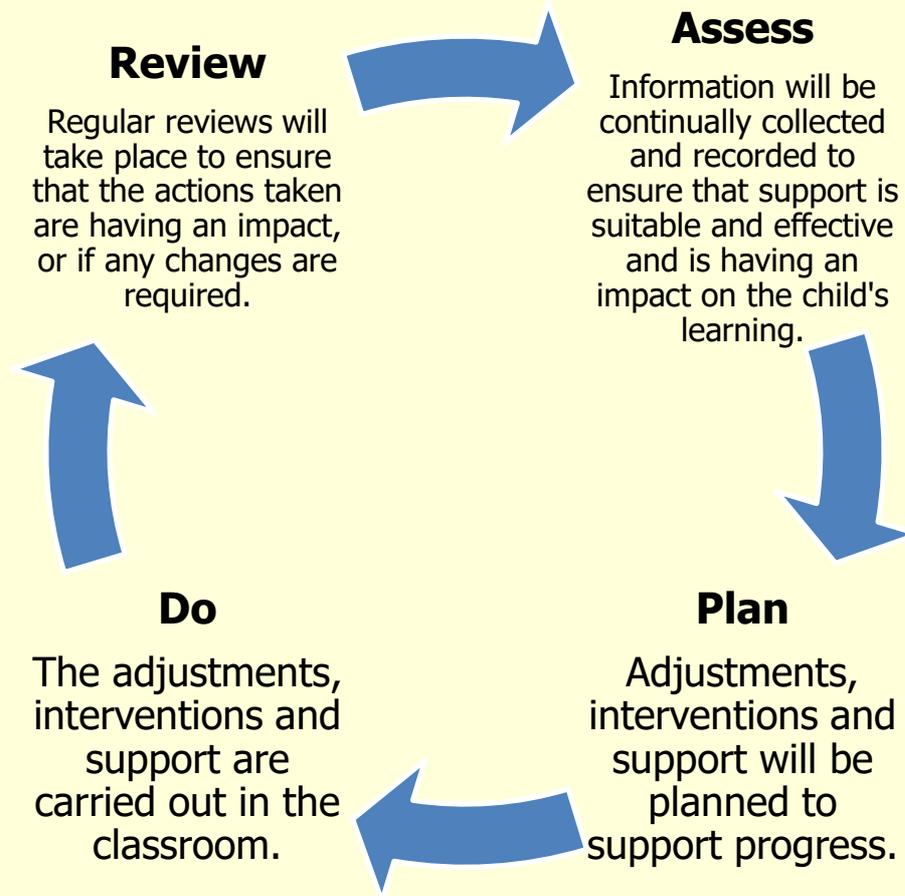
There are termly meetings (Pupil Progress Meetings) with the Head teacher, SENCO, Deputy Head teachers and class teachers to identify children who may need extra help. During these meetings they look for children who:

- Are making slower progress than other children who started at the same starting point
- Have changed their rate of progress, i.e. if their progress has suddenly slowed down
- Do not catch up with their classmates
- Are falling further and further behind their classmates

First of all, we will address any weaknesses through High Quality Teaching. For some children targeting these areas will see their learning improve. If your child continues to make less than expected progress, we will gather further information and hold a meeting with you, your child's teacher and a member of the SEND team. Of course, we like to make sure your child is involved and so will gather their views before the meeting. If it is decided that your child has special educational needs, SEN support will begin.

SEND Support in School

Like all teaching, SEND support takes the form of a cycle. This diagram shows the steps involved in providing SEN support in school.



You are invited to take part in every review so that you always know how well your child is doing. We will consider your child's views too.

What kinds of Special Educational Needs can the school help my child with?

R A Butler Academy School is a fully inclusive school, where every child matters and which makes sure that all children achieve their very best. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.

Additional and or different provision is currently being made for children with a range of needs, including:

- Cognition and Learning
- Communication and Interaction
- Sensory, Medical and Physical
- Social, Emotional and Mental Health

How do teachers adapt their teaching, curriculum and learning environment for children with SEND?

Class teachers have a responsibility for enabling all pupils to learn.

To achieve this they:

- Plan appropriate work / activities for their pupils
- Ensure that support is available for all children
- Differentiate the curriculum to take account of differing learning styles, interests and abilities
- Ensure that all children can be included in tasks or activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who require additional support in order to make progress
- Set targets and ensure pupils know the next steps in their learning.

Intervention is carried out by the school and is additional to or different from the usual differentiated curriculum.

It may take the form of:

- Using different learning materials
- Making reasonable adjustments to routines or to the physical environment
- Support staff in the classroom
- A more focused level of support in a small group withdrawn from the class

What support is available for ensuring the emotional and social development of children with SEND?

At R A Butler School we have a full time Learning Mentor who is available to all children and who they can talk to concerning any aspect of school. If necessary, we refer to our school counsellor. In addition to this, each year group has a member of the support staff who oversees the pastoral needs in the year group and support children in their emotional and learning development.

We use a self-regulation and emotional control curriculum – Zones of Regulation. Children may be supported through social skills groups or by the use of social stories.

We are a Rights Respecting School so we provide clear structure and boundaries throughout the school day as well as a whole school house reward system.

Visual timetables are displayed in every classroom so that children know what to expect.

What extra activities are there?

At playtime we have Midday Assistant-led areas for positive play. There are plenty of opportunities for extracurricular clubs. In KS2 the children are invited to 3 residential visits.

How will the school let me know my child's needs and the help they are receiving?

Partnership with parents plays a key role in enabling children with SEND to achieve their very best. We recognise that parents hold key information, knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

Your child's teacher will discuss their progress with you regularly. If you or the school has concerns about your child, we will arrange to meet with you.

For some children it may be necessary to arrange for specialised assessments and support from an outside agency. **This will always be discussed with you before we contact any agency.**

Drop-in Café style sessions are offered to parents each half term. This is an opportunity for parents to meet each other and offer a forum for mutual support and sharing of ideas.

How will the children themselves be involved?

Children with SEND often have a unique knowledge of their own needs and their own views about what sort of help they would like to enable them to achieve well. They will be encouraged to talk about their learning and their next steps, as well as the type of support they find helpful.

What happens when my child moves between classes or moves schools?

As your child progresses from class to class, they will continue to receive SEND support. Teachers make sure that SEND records are passed on and hold transition meetings to discuss all children's needs. All children have the opportunity to visit their new classroom and meet the new staff who will be working with them. This process is adapted to the individual child, as some will need a longer transition time. The children receive transition books with photographs so that they can look at these during the summer break.

When your child leaves our school, we ensure that all records are transferred and, where necessary, we will make a phone call to speak to the new staff too. For children moving on to secondary school, additional visits are offered and we liaise as closely as we can with the SEND department at the new school.

If your child joins us part-way through their school journey, the teacher will use the information received from their previous school to identify how to support your child's learning in school and help plan their next steps.

Your child will continue to receive SEND Support in school and be part of the Assess, Plan, Do, Review process. If your child already has an EHCP, it will transfer with your child and any additional provision will continue along with the continued cycle of reviews.

How does the school evaluate how effective the support is for children with SEND?

The way that children are supported will be reviewed continuously to ensure that we are meeting the needs of the children in school.

A number of areas are considered including:

- Staff awareness of procedures for assessment, identification and provision for children with SEND
- Early identification of children with SEND
- Partnership work with parents and children
- Academic progress of children identified with SEND
- How staff are deployed to meet the needs of children with SEND
- The involvement of children in reviewing their progress
- The relationship with outside professionals and the effectiveness of their involvement
- The various intervention programmes used and their impact

Every class teacher adds to a Provision Map showing any additional support children are receiving, the frequency of such support and detailing the impact this is having.

Pupil Progress Meetings take place each term where teachers, the Head teacher, SENCO and Deputy Head teachers look at pupil progress and identify where support is needed.

What happens if I am not happy with the support my child is getting?

At R A Butler we aim to work in partnership with parents to ensure a joint approach to meeting your child's needs. Any complaints regarding SEND provision should initially be discussed with the pupil's Class Teacher or raised with the SENCO and then the Headteacher. If a satisfactory outcome cannot be agreed, you should follow the steps outlined in the schools' Complaint Procedures and Policy document which is available in the school office and on the website.

Where can I get extra help and advice?

There are many organisations that will provide support for families with children who have special educational needs or a disability. You might find some of these links helpful:

Help and Advice understanding the new SEND code of Practice 0-25

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Essex Local Offer

<http://www.essexlocaloffer.org.uk/>

Key Members of Staff

Deputy Head teacher and SENCO – Sarah Spaxman

Assistant SENCO – Gill Sarginson

SEND Support Assistant – Jax Jackson

Learning Mentor – Debbie Jenkins

School Counsellor – Maria Furlong

Lead First Aider – Frances Jones

Admission There is no difference in the admission arrangements for pupils with Special Educational Needs who do not have an EHCP to the arrangements from other pupils. All students on admission are assessed individually to identify specific needs, talents, abilities and challenges.