



Ralph Butterfield Primary School SEND report

September 2025

Support for your child at Ralph Butterfield Primary School

At Ralph Butterfield Primary School, we provide a caring and supportive environment where every pupil is valued equally and given the opportunity to achieve excellence.

We are committed to recognising and supporting children's individual needs at the earliest possible stage so that they can reach their full potential. Children with Special Educational Needs or Disabilities (SEND) play a central and valued role within our school community.

What are our aims for pupils with SEND?

- To identify and assess children's needs at the earliest opportunity, providing support in line with the government's Special Educational Needs and Disability Code of Practice: 0 to 25 Years
(see: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>);
- To ensure that children with SEND have equal access to a broad, balanced and meaningful education;
- To provide adapted provision that responds to each pupil's individual needs;
- To work in partnership with parents/carers, encouraging their support and active involvement in their child's learning;
- To provide resources and teaching strategies that are carefully matched to children's stages of development;
- To take a graduated approach to support by assessing needs, planning provision, putting strategies into practice, and reviewing progress regularly together.

What are special educational needs?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The SEND Areas of Need

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**
e.g. autistic spectrum condition or speech and language difficulties
- **Cognition and learning**
e.g. difficulties processing and understanding information; specific learning difficulties, such as Dyslexia
- **Social, emotional and mental health needs**
e.g. emotional regulation difficulties, ADD or ADHD
- **Sensory and/or physical needs**
e.g. visual or hearing impairments and physical disabilities.

Identifying pupils with SEND and assessing their needs

Class teachers regularly check the progress of all pupils. We know a child may need extra help if:

- Concerns are raised by parents/carers, teachers, or the child themselves.
- Progress is slower than expected.
- There are changes in behaviour or learning.
- Information is shared from other professionals or agencies already working with the child.

This can include progress in areas beyond academic attainment, such as social and emotional needs.

It's important to note that slow progress or low attainment alone does not necessarily mean a child has SEND.

When considering whether special educational provision is needed, we start by looking at the outcomes we want for the child, their expected progress, attainment, and personal goals. We also take into account the views and wishes of both the child and their parents/carers. From there, we decide what support is needed, whether this can be provided through our usual classroom approaches or if something additional or different is required.

Consulting and involving pupils and parents/carers

When we are identifying whether special educational provision is needed, we will always talk with both the pupil and their parents/carers. These conversations ensure that:

- Everyone has a clear understanding of the pupil's strengths and areas of need.
- All concerns are listened to and taken into account.
- We agree together on the outcomes we are aiming for.
- Everyone is clear about the next steps.

If a pupil is identified as having SEND, they will be added to our school SEND Register. This is simply a way of recording which children need additional support, so that we can plan carefully,

monitor progress, and make sure their needs are met. The decision will always be made in consultation with parents/carers, the class teacher, and the SENDCo. Parents/carers will be kept informed whenever a child is placed on, or removed from, the SEND Register.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach, which is a four-part cycle of 'assess, plan, do, review'. This means we regularly look at what a child needs, plan the right support, put it into place, and then review how well it is working.

Teachers use ongoing assessments and tracking to check that children are making progress at their own level. Within lessons, there are frequent opportunities for reflection and assessment, and progress is also checked more formally through termly assessments. Our Senior Leadership Team carefully monitors this information to make sure every child is progressing appropriately.

For children with identified needs, the class teacher and teaching assistants work closely with the child to create a 'SEND Support Plan', which families are invited to contribute to, so that their insights and perspectives are included. The plan sets out the child's strengths and needs, along with clear outcomes, and explains how the child will be supported in class. Outcomes are reviewed every term, so we can celebrate successes and agree next steps together.

Children with an Education, Health and Care Plan (EHCP) may have additional targets or outcomes based on advice from external professionals (for example, a Speech and Language Therapist). These targets are reviewed regularly to make sure support stays relevant and effective.

Our approach to teaching pupils with SEND

Class teachers are responsible for the progress and development of all pupils in their class, including those with SEND. This responsibility remains the same whether support is provided directly by the teacher, by a teaching assistant, or by specialist staff.

Our first step in supporting pupils with SEND is always high-quality classroom teaching. Lessons are carefully adapted (or 'scaffolded') to meet individual needs and to make sure every child can access the curriculum. Teachers continually assess children's learning and adjust their plans so that specific resources, additional adult support or adapted activities can be put in place as needed.

Sometimes, a child with SEND may benefit from additional support that goes beyond what can be provided in everyday lessons. This might take the form of an intervention, which is a targeted programme designed to help with specific areas of learning or development. Interventions can happen in pairs, small groups or one-to-one, sometimes outside the classroom for short periods of time.

Adaptations to the curriculum and learning environment

At Ralph Butterfield Primary, we provide a fully inclusive environment, with a focus on high quality first teaching which is adapted and scaffolded to suit the needs of individual pupils. If your child requires extra support they may be supported in one or more of the following ways:

- Scaffolding our curriculum to ensure all pupils are able to access it
- The delivery, style and length of instructions given
- Specific equipment in the classroom (e.g. coloured backgrounds/overlays, laptop/iPad use, sensory resources, visual supports, etc.)
- Additional adult support in class
- Individual or small group intervention programmes
- Emotional or pastoral support
- SEND Support Plan with supportive information and personalised outcomes, reviewed as appropriate
- 'Education, Health and Care Plan' with individual outcomes

Ralph Butterfield Primary School is a fully accessible, single storey site, with appropriate accessible toilet, hygiene suite and facilities. If further equipment or support is required, we are able to support this through staff expertise and the wide variety of equipment that is available through the local authority Specialist Teaching Teams.

We also have a dedicated space in school called The Nest. This is an adapted classroom, designed to provide a communication-rich environment where children can develop their language, social and interaction skills in a supportive setting. In the mornings, The Nest is used for our 'Building Blocks' group provision, which focuses on supporting communication needs through targeted work within a small group setting. Across the day, there are also other timetabled group intervention sessions, such as 'Musical Interaction' and 'Sensory Story' that some children are invited to depending on their needs.

Obviously, we recognise that there are other children in school who also benefit from having a quiet space available to work and, by setting up the Nest, other spaces in school have been made available for use by all children across the school. These are 'Field View', the 'Rainbow Room', the 'Phonics Zone', the 'Upper Junior Snug' and the 'Nurture Nook' which are used for a mixture of learning support and nurture groups.

What specialist services and expertise are available at or accessed by the school?

We strive to be an extremely inclusive school, where every child's learning is approached on an individual basis. Our staff are highly experienced and skilled, and they receive regular training and professional development to make sure support is up to date and effective.

Sometimes, in consultation with parents/carers, it may be helpful to involve outside agencies who can provide more specialised expertise. Referrals for support may be made through school, through a child's GP or health professional, or via the local Children's Centre. We can also request support from the Specialist Teaching Teams through York's Learning Support Hub.

We currently work with a wide range of services, including:

- Educational Psychology Service
- York Learning Support Hub
- Speech and Language Therapy Services
- Danesgate Outreach (Behaviour Support)

- CAMHS (Child and Adolescent Mental Health Service)
- Vision Support Team
- Deaf and Hearing Support Team
- Autism Specialist Teaching Team
- Haxby Road Speech and Language Outreach
- St. Oswald's Dyslexia Outreach
- School Wellbeing Service
- MASH Early Help Team
- Social Services
- York Hospital
- York Healthy Child Service
- Bereavement Support
- York Carers
- The Island Project (mentoring service)
- Family Matters and Bright Sparks (parenting support and other courses)
- York FIS (Family Information Service)
- SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

Contact details for these agencies, and further information, can be found on the Local Authority's Local Offer: <https://www.yorksend.org/>

Evaluating the effectiveness of SEND provision

We regularly review the support we provide for pupils with SEND to make sure it is effective and making a difference. This includes:

- Reviewing each child's progress towards their agreed outcomes every term.
- Checking the impact of any interventions or additional support.
- Listening to the views of pupils (pupil voice).
- Carrying out regular monitoring activities in school.
- Holding annual reviews for children with EHCPs.
- Inviting external review from the Local Authority.

Supporting children moving between phases and preparing for adulthood

For children joining or leaving Ralph Butterfield Primary School, we recognise that transition is a crucial stage in their education. We share key information with the school or setting the pupil is moving from or to, so their needs are understood and supported.

We have strong links with local nurseries, primary schools and secondary schools, and we can also exchange information with schools further afield when needed.

Transition to secondary school is carefully planned in advance. For some children, especially those with additional needs, discussions with parents/carers may begin one to two years before the move. Where a pupil is on the SEND Register, staff will work closely with parents/carers to ensure the transition is managed in an appropriate and supportive way. Staff from the new school are invited to key meetings, and additional visits can be arranged to help the child feel confident and prepared for the change.

Support for improving social and emotional development

The school has dedicated resources to support children's social, emotional and mental health.

We have a specially trained Teaching Assistant who is our school's Emotional Literacy Support Assistant (ELSA). The ELSA works with pupils on a wide range of issues, such as anxiety, friendships, bereavement, and emotional regulation. All trained ELSAs in York receive regular supervision and support from an Educational Psychologist. Pupils can be referred for ELSA support by school staff, in consultation with parents/carers/carers.

Social and emotional support is also strengthened through specific interventions which help children develop communication, resilience, and social skills in a nurturing environment.

In addition, our school works closely with the School Wellbeing Service and benefits from the support of a dedicated Wellbeing Worker who works alongside pupils, parents/carers, and staff across local schools. This support may involve a consultation with school and/or the family to provide advice and resources, or direct work with a young person where needed.

FAQs and Handling complaints

How do I get in touch with the school?

If you would like to be in touch about any comments, queries or concerns please do contact us on 01904 768325.

What if I am unsure about what services are available in my area?

To find out more about the services available in York, please visit the Authority's local offer at:



<https://www.yorksend.org/>

What do I do if my child has SEND and I want them to come to Ralph Butterfield Primary School?

The best thing to do is to arrange to visit the school. A tour of the building, together with a discussion about your child's specific needs, will show you how the school can support you in ensuring that your child has the best possible educational experience within a mainstream school setting.

You can also access information about starting school here:

<https://www.york.gov.uk/PrimaryAdmissions>

What do I do if I have a complaint about my child's education at Ralph Butterfield Primary School?

If any parent/carers is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher as soon as possible. Where an issue cannot be resolved informally, parents/carers should speak to the Head Teacher, Miss L Banbury, or refer to the school's Complaints Policy, available on the website or from the school office.

Further information and contact details:

If you have initial concerns regarding your child and special educational needs/disabilities, please don't hesitate to speak to your child's class teacher.

If you have specific queries regarding SEND needs please contact the SENDCo, Mrs Kath Bennett, by calling the school on 01904 768325 or by emailing ralphbutterfield.school@york.gov.uk

Further information regarding SEND at Ralph Butterfield Primary can be found by viewing our SEND Policy on the school website.

A useful glossary of terms and abbreviations used in relation to inclusion, Special Educational Needs and Disabilities:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD or ASC	Autistic Spectrum Disorder or Autistic Spectrum Condition
CAMHS	Child & Adolescent Mental Health Services
EHCP	Education, Health and Care Plan
ERP	Enhanced Resource Provision
EP	Educational Psychologist
HI	Hearing Impairment
KS	Key Stage
MLD	Moderate Learning Difficulties
OT	Occupational Therapist
PDMN	Physical Disability and Medical Needs
PMLD	Profound and Multiple Learning Difficulties
PRU	Pupil Referral Unit
SalT	Speech and Language Therapy / Therapist
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator

SLCN	Speech, Language and Communication Needs
STT	Specialist Teaching Team
SpLD	Specific Learning Difficulty
SWS	School Wellbeing Service
TA	Teaching Assistant
VI	Visual Impairment