



Ralph Butterfield Primary School SEND report

September 2021

Support for your child at Ralph Butterfield Primary School

Ralph Butterfield Primary school aims to provide a caring and supportive environment where all pupils are valued equally and every child is able to achieve excellence.

We believe that all children should have their needs recognised and identified at the earliest possible opportunity so that they can meet their potential. Children with Special Educational Needs or Disabilities (SEND) are an integral part of our school community.

What are our aims for pupils with SEND?

- To identify and assess the needs of children with SEND and to make provision for these needs accordingly, following the statutory guidance set out in the government's Special Educational Needs and Disability Code of Practice: 0 to 25 Years, which can be found at:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>;
- To offer children with SEND equal access to a broad, balanced and relevant education;
- To identify pupils who may have special educational needs at an early stage and provide educational provision bespoke to their needs;
- To involve parents/carers as partners in the education of their children, providing and encouraging appropriate support and participation;
- To provide resources and teaching methods appropriately matched to the development and needs of all children;
- To provide a graduated response to pupils by assessing needs, planning and implementing provision and frequently reviewing progress and development.

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 Needs

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 make regular assessments of progress for all pupils. We know when pupils need extra help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress
- We have received information from other agencies who may already be working with the child.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the

views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional or different is needed.

Consulting and involving pupils and parents/carers

We will have discussions with the pupil and their parents/carers when identifying whether special educational provision is needed. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and need
- We take into account everyone's concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

All pupils identified as having SEND will be added to the school SEND Register. This will be done in consultation with parents/carers, the class teacher and Inclusion Leader. We will notify parents/carers when it is decided that a pupil will be placed on or removed from the SEND register.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of 'assess, plan, do, review'.

Teachers use detailed information from their tracking of children's progress to ensure that they are making progress at their level. Within individual lessons, chances for reflection and assessment take place. Progress is also checked through regular and termly assessments. Our Senior Leadership Team also analyses and tracks the data for every child to ensure that they are making appropriate progress.

At Ralph Butterfield Primary School, children with identified needs work with the class teacher and teaching assistants to create a 'SEND Profile', which parents/carers are also invited to contribute to. This contains details of the pupil's strengths and needs, and targets which are reviewed termly with the child and parent/carer. It also outlines ways of supporting the pupil in class.

Children with an 'Education, Health and Care Plan' (EHCP) or 'My Support Plan' (MSP) may have additional targets or outcomes drawing on advice from external support professionals (e.g. a Speech and Language Therapist), which will be reviewed regularly.

Our approach to teaching pupils with SEND

Class teachers are responsible and accountable for the progress and development of pupils with SEND in their classes, including where pupils access support from teaching assistants or specialist staff.

High-quality daily classroom provision is our first step in responding to pupils who have SEND. This takes into account the specific needs of these children and any difficulties in accessing the curriculum and is differentiated for individual pupils. Teachers, through their continual assessment of children's learning, are able to adapt their lesson plans to ensure that specific resources, additional adult assistance or adapted activities are put in place.

A child with SEND may be identified as requiring additional support beyond that which can be provided within normal lessons. This might take the form of an 'intervention' which could take place outside the classroom as part of a pair, small group or 1:1.

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 differentiated 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:

- Differentiating 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 from Mrs Mountain, our ELSA (Emotional Literacy Support Assistant)
- SEND Profile with supportive information and personalised targets, reviewed as appropriate
- 'My Support Plan' with individual outcomes
- 'Education, Health and Care Plan' with individual outcomes

Ralph Butterfield Primary School is a fully accessible, single storey site, with appropriate accessible toilet 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.

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

The school is extremely inclusive and approaches every child's learning on an individual basis. Members of staff are highly experienced, skilled and receive regular training and professional development.

In consultation with parents/carers, it may at times be necessary to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, or through their GP/Health Professional or local Children's Centre.

The agencies currently used by the school and our families include:

- Educational Psychology Service
- 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 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 Authority's Local Offer at:

<https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Gathering pupil voice
- Regularly carrying out monitoring activities
- Holding annual reviews for pupils with EHC plans

Supporting pupils moving between phases and preparing for adulthood

For children entering or leaving Ralph Butterfield Primary School, we believe that transition is a crucial point of the education experience. We will share information with the school or other setting the pupil is moving to.

We have close links with local nurseries, Primary Schools and Secondary Schools and can send and receive information to and from schools further afield.

Transition to secondary school is planned in advance. Discussions around this may start with parents/carers up to 1-2 years in advance of the transition date, depending on the circumstances and identified needs of the child. Where a young person is on the SEND Register, members of staff will work closely with parents/carers to manage transition to Secondary School in an appropriate way. Members of staff from the new school will be invited to key meetings, in order to plan appropriate transition activities. This may include additional visits to the relevant school.

Support for improving social and emotional development

The school has dedicated considerable resources to Social, Emotional and Mental Health.

We have a specially trained Teaching Assistant, Mrs Mountain, who is our school's Emotional Literacy Support Assistant (ELSA). Mrs Mountain can support pupils with a variety of issues, such as anxiety, friendships, bereavement and emotional

regulation. Trained ELSAs in York access regular supervision and support from an Educational Psychologist. Pupils can be referred for ELSA support by school staff, in consultation with parents/carers.

Social and emotional support is further reinforced through the use of specific social communication interventions. Currently in school we have groups across KS1 and KS2 taking part in Time to Talk, Socially Speaking, Friendship Formula, Lego Club and Play Doh Therapy.

The school also works closely with the School Wellbeing Service and accesses regular support from a dedicated 'Wellbeing Worker', assigned to work alongside pupils, parents/carers and staff in local schools. This may involve a consultation with school and/or the family to provide advice and resources, or direct work with a young person.

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.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>



Visit the Local Offer to find out what is available in York for children & young people with special educational needs/disability

<http://www.yor-ok.org.uk/families>

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 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 contact the Headteacher, Mrs E Clark, 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 Inclusion Leader, 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 Service
CP	Child Protection
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
ERP	Enhanced Resource Provision
EP	Educational Psychologist
HI	Hearing Impairment
HV	Health Visitor

KS	Key Stage
MLD	Moderate Learning Difficulties
MSP	My Support Plan
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