



Ralph Butterfield Primary School SEND report

September 2024

Support for your child at Ralph Butterfield Primary School

Ralph Butterfield Primary school aims to provide a caring and supportive environment where all children 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 children 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 children who may have special educational needs at an early stage and provide educational provision adapted 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 children 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 them. 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 or ADHD
- **Sensory and/or physical needs**
e.g. visual or hearing impairments and physical disabilities.

Identifying children with SEND and assessing their needs

Class teachers make regular assessments of progress for all children. We know when children 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 child'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 child 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 child 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 children and parents/carers

We will have discussions with the child 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 child'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 SENDCo. We will notify parents/carers when it is decided that a child will be placed on or removed from the SEND register.

Assessing and reviewing children's 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 Support Plan', which families are also invited to contribute to. This contains details of the child's strengths and needs, and outcomes which are reviewed termly with the child and parent/carer. It also outlines ways of supporting the child in class.

Children with an 'Education, Health and Care Plan' (EHCP) 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 children with SEND

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

High-quality daily classroom provision is our first step in responding to children who have SEND. This provision takes into account the specific needs of these children and any difficulties in accessing the curriculum and is scaffolded for individual children. 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 adapted and scaffolded to suit the needs of individual children. If your child requires extra support they may be supported in one or more of the following ways:

- Scaffolding our curriculum to ensure all children are able to access it
- The delivery, style and length of instructions given
- Specific equipment in the classroom (e.g. coloured backgrounds/overlays, laptop/tablet 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 have a nurture room called 'The Nest' in school which children with a high level of need can access. An integral part of the Nest is a partitioned area which has low lighting, soft furnishings and other sensory supports which children can access, with a teacher or teaching assistant. This supports their emotional regulation by providing a sensory break in a quiet environment for a short time until they are ready to return to the classroom. Across the day, there are also timetabled group intervention sessions, such as Musical Interaction and Sensory Story time, that some children join depending on their needs. 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?

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. We are also able to request support from the Specialist Teaching Teams through a referral to York's Learning Support Hub.

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 the following link:

[Welcome to York SEND Local offer - York SEND Local Offer](#)

Evaluating the effectiveness of SEND provision

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

- Reviewing children's individual progress towards their outcomes each term
- Reviewing the impact of interventions
- Gathering pupil voice
- Regularly carrying out monitoring activities
- Holding annual reviews for pupils with EHC plans
- Inviting external review from the Local Authority

Supporting children 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 share information with the school or other setting the child is moving from or to.

We have close links with local nurseries, primary schools and secondary schools, including specialist settings, 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 work closely with parents/carers to manage transition to secondary school in an appropriate way. Members of staff from the new school are 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 resources to support Social, Emotional and Mental Health.

We have a specially trained Teaching Assistant who is our school's Emotional Literacy Support Assistant (ELSA). The ELSA can support children 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. Children 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 and nurture interventions, such as Play Doh Therapy and Lego Club.

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 child.

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:

[Welcome to York SEND Local offer - York SEND Local Offer](#)

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

Parents/carers are welcome to arrange a visit to 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:

[Starting primary or infant school for the first time - City of York Council](#)

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. In the unlikely event that an issue cannot be resolved in this way, parents/carers should speak to the Head Teacher, Mrs E Clark. The school's Complaints Policy is available on the school 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
ASC	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