

# Butlers Court School



## Special Educational Needs and Disability Policy 2025-2026

*Our Butlers Court family nurtures kind, resilient, ambitious and curious children. Our caring environment supports well-being and self-belief, encouraging **everyone** to flourish. Through a wide range of experiences and opportunities, **every** child has the chance to shine, developing a love of learning and prepared for the ever-changing world and a future of possibilities.*

Butlers Court School

## **Special Educational Needs and Disability Policy**

The staff and governors of the school have developed and approved this Special Educational Needs policy.

### **1. Aims and Objectives**

Our special educational needs and disabilities (SEND) policy and information report aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Support and make provision for pupils with special educational needs and disabilities ensuring equality of educational opportunities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations, achieve their best and have the chance to shine
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make successful transitions from pre-primary to secondary placement
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

**Special Educational Needs and Disabilities Coordinator:** Sarah Cantwell-Wilkinson (National Award for SEND) member of Senior Management Team.

**Governor with SEND responsibility:** Alison Howman

The head teacher and the SENDCo have the responsibility to make sure that the SEND policy is understood and implemented consistently by all staff.

## 2. Vision and Values

*'Our Butlers Court family nurtures kind, resilient, ambitious and curious children. Our caring environment supports well-being and self-belief, encouraging **everyone** to flourish. Through a wide range of experiences and opportunities, **every** child has the chance to shine, developing a love of learning and prepared for the ever-changing world and a future of possibilities.'*

At Butlers Court school we provide all pupils with access to a broad and balanced curriculum which includes opportunities for outdoor learning, specialist art lessons, various sporting events.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

## 3. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#) including section 69 which set out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDcos) and the SEN information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governor's responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## **4. Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## **5. Definitions**

### **5.1 Special educational needs**

A pupil has Special Educational Need if they have a learning difficulty or disability that calls for special educational provision to be made for them.

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 for making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

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### **5.2 Disability**

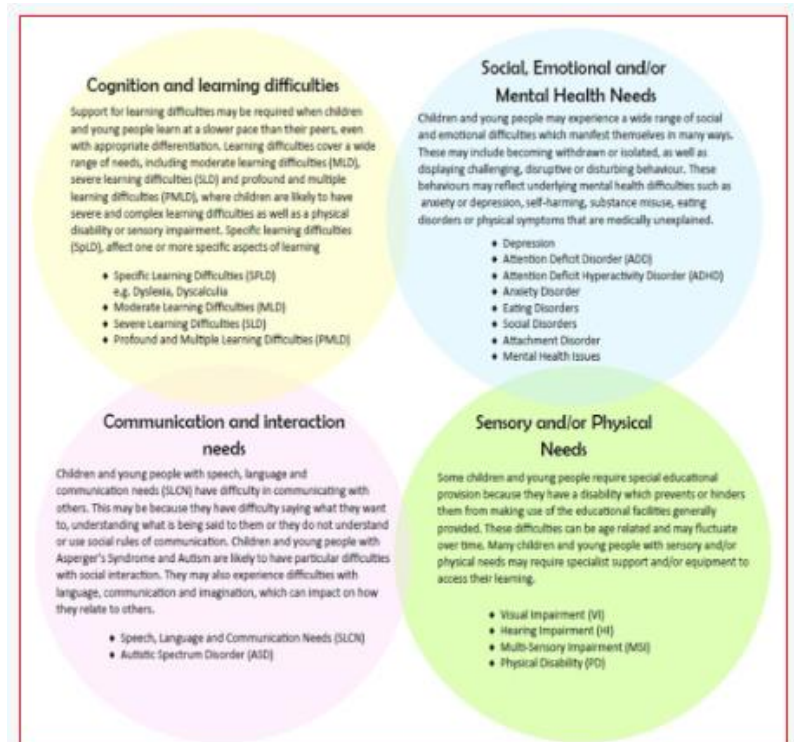
Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.



## 6.Roles and Responsibilities

### 6.1 The SENCO

Our School SENDCO is Sarah Cantwell-Wilkinson

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school and to ensure that all staff implement the school's policy consistently
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of special provision made to support individual pupils with SEND and to meet their individual needs, including those who have EHC plans
- Implement National and Local Special Educational Needs and Disabilities (SEND) recommendations including the SEN Code of Practice, 2015.
- Keep up date on local and national initiatives, research and strategies.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- To ensure that all parents of children with SEN are treated as partners and supported to play an active and valued role in their children's education
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with the potential next providers of education to ensure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Ensure the school keeps the records of all pupils with SEN up to date and accurate

## **6.2 The governing board and SEND Link governor**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Help to raise awareness of SEND issues at governing board meetings
- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support that they need by monitoring the effectiveness of SEN and disability provision within the school and update the governing board on this
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **6.3 The Headteacher**

The Headteacher will:

- Work with the SENDCO and SEND Link governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

#### **6.4 Class teachers**

As a school, and in line with the SEND Code of Practice, we believe that every teacher is a SENCO within their classroom.

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
  - ◆ Set clear outcomes and review progress towards them

- ◆ Discuss the activities and support that will help achieve the set outcomes
- ◆ Identify the responsibilities of the parent, the pupil and the school
- ◆ Listen to the parents' concerns and agree their aspirations for the pupil

### **6.5 Parents and Carers**

Parents and carers should inform the school if they have any concerns about their child's progress or development.

Parents and carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

### **6.6 The Pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **7.SEND Information Report**

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8.Our approach to SEND support**

### **8.1 Identifying Pupils with SEND and assessing their needs**

We identify the needs of pupils by considering the profile of the whole child, not just their special educational needs. The identification of SEND is built into our overall approach to robust monitoring of the progress and development of all our pupils. We recognise that early identification is key.

We adhere to the statutory SEND Code of Practice 2014 when identifying special needs which defines SEND as follows:

‘A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of others the same age, or
2. have 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 or mainstream post 16s institutions.’

We recognise that this may include progress in other areas other than attainment, for example, social, emotional or mental health needs.

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

Our school assesses each pupil’s current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. This includes liaison with feeder schools, preschools and nurseries. It also includes sharing concerns raised by a parent, class teacher, a diagnosis or advice by external agencies.

- . We also assess and review progress of pupils with SEND through;
  - o progress against individual targets which is measured regularly with teachers, teaching assistants and the SENDCO and learning plans adjusted accordingly
  - o Our learning plan cycle follows the SEN Code of Practice (2014) and uses a graduated approach of ‘Assess, Plan, Do, and Review’ which is demonstrated in our learning plans and tracking sheet documents.
  - o Pupil Progress meetings which closely monitor and analyse children’s attainment and progress.

We aim for the early identification of a child by using our Butlers Court Initial Concern Checklist, this will be in conjunction with observations by the SENDCO, which allows us to plan for next steps to help support the child.

## **8.2 Consulting and Involving Pupils and Parents**

Butlers Court School values the important role of our parents and our pupils with SEND. The unique knowledge, views and first-hand experience that parents have regarding their children is highly valued for the contribution it makes to their children's education. Butlers Court School sees parents as partners in the education process. We recognise that our parents are the 'experts' of their children and we aim to have early discussions with parents and pupils and work collaboratively with them throughout their learning journey through school.

When working collaboratively with parents and pupils, we ensure that:

- everyone develops a good understanding of the pupil's areas of strength and challenges
- we consider the parent's concerns and views
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are.

We do this through regular meetings, school reports, assessment and collaborative creation of learning plans and pupil passports. Teachers will share children's targets, provision and progress with parents, and these will be reviewed termly.

We will formally notify parents when it is decided that a pupil will receive SEN support. All parents and pupils are welcome to contact the SENDCO if they have any concerns about special educational provision.

The health, safety and well-being of all the children are a top priority. We listen to our pupils and take seriously what they tell us. Our aim is that children will be safe and enjoy their time as pupils in this school. We will work in partnership with our parents to help their child to achieve their full potential.

On rare occasions, our concern about a child may mean that we have to consult other agencies even before contacting parents. The procedures which we follow have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a Child Protection Policy in line with this for the safety of all. It is available on the school website and a hard copy can be obtained from the School Office.

We recognise the value of the views, preferences and concerns raised by pupils themselves and these are taken into consideration when deciding upon the support and provision of services within the special educational needs area. This practice is embedded within teaching as well as at review meetings of learning plans and EHC plans.

### **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Edukey, and will be made accessible to staff in a pupil passport and learning plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

#### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes

- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **8.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

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

- Tracking pupils' progress, including learning plans, pupil progress meetings, assessment data
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voices and speaking with our pupils regularly
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

- We have access to additional assessment testing, if required, including Salford Reading Age Test, WRAT Assessment, LASS Diagnostic Assessment, Dyslexia Portfolio and Neale Analysis, (comprehension, reading, spelling, maths) and Sandwell Early Numeracy Test.

Pupils working significantly below age expectations can be assessed using the Autism Education Framework assessment tool and Cherry Garden assessment.

## **9. Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

## **10. Safeguarding**

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support, we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

## **11. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Our SENDCO was awarded the NASEN SENDCO Award in 2014 and has 10 years' experience of working with children with SEN and disabilities. She has allocated time to manage SEN provision. The SENDCO is also the school's Designated teacher for Looked After Children (LAC).

We have a team of teaching assistants and higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Recent staff training has included supporting children with speech and language difficulties, ASD awareness, Step On and Step up training, ELSA (Emotional, Literacy, Support Assistants) and Occupational Therapy.

We use specialist staff for Wellbeing Groups.

## **12. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## **13. Admission and accessibility arrangements**

### **13.1 Admission arrangements**

We follow the guidance regarding admissions for children with SEND given to us by Buckinghamshire LA.

We comply with section 69 (2) of the Children and Families Act 2014. By making reasonable adjustments for the admission of disabled pupils. Please see our school accessibility plan for further information on how we identify and remove barriers to learning. This includes improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and the services we provide.

### **13.2 Accessibility arrangements**

We make the following adaptations and access arrangements to ensure all pupils' needs including those with SEN and/or a disability are met:

- We differentiate our curriculum to ensure all pupils are able to access it
- We adapt our resources and staffing
- We use recommended aids, such as laptops, visual timetables, larger font, steps and recommended seating

- We differentiate our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- We comply with section 69 (2) of the Children and Families Act 2014 by making reasonable adjustments for the admission of disabled pupils including the purchase of equipment and facilities to access the school within our means considering our school layout, these include highlighted steps and some ramps to entry points.
- The school's accessibility plan is reviewed regularly and we ensure that it allows disabled pupils to participate in the curriculum.
- We consider the delivery of information to our disabled pupils through training and specialist advice.
- It is our school approach to ensure that there are no barriers to learning for our pupils with SEND. It is important to us that pupils with SEND have the same opportunities as other pupils.
- We recognise other factors such as disability, attendance and punctuality, health and welfare, Pupil Premium, EAL, Looked After Child, being a child of Serviceman/woman, and may or may not have SEN but may impact on progress and attainment.
- Our school approach is to ensure that there are no barriers to learning for our pupils with SEND. It is important to us those pupils with SEND have the same opportunities as other pupils.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs. Pupils with SEND hold many of our pupil roles including school councillors, eco warriors and reading ambassadors.
- All pupils are encouraged to take part in residential and day school trips, sports day, special plays and assemblies and workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **14.Complaints about SEND provision**

Complaints and concerns regarding SEND provision in our school should be made to the class teacher and SENDCO in the first instance. They will then be referred to the school's complaints policy.

SENDCO - Mrs Cantwell-Wilkinson - [cantwell@butlerscourt.bucks.sch.uk](mailto:cantwell@butlerscourt.bucks.sch.uk)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, Bucks SENDIAS [Information, advice and support on all matters related to SEND | Buckinghamshire Council](#)

## **15. Monitoring and evaluation arrangements**

### **15.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### **15.2 Monitoring the policy**

This policy will be reviewed by Sarah Cantwell-Wilkinson (SENDCO) every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## **16. Links with other policies and documents**

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy

- Safeguarding / child protection policy
- Complaints policy

Sarah Cantwell-Wilkinson

**Reviewed: September 2025**

**Next review: September 2026**