

# Butlers Court School



## Special Educational Needs (SEN) Information Report 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.*

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [SEND | Butlers Court School](#)

Note: If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## **1. What types of SEN does our school provide for?**

The children with SEND who attend Butlers Court have needs which fit into the four broad areas of need as outlined by the SEND Code of Practice 2014 which are communication and interaction, cognition and learning, social, emotional and mental health challenges, and sensory and physical needs. We also support the medical needs of children which can affect their education.

## **2. Which staff will support my child, and what training have they had?**

Our special educational needs co-ordinator, of SENDCo is Mrs Cantwell-Wilkinson. 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).

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

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

In the last academic year, staff have been trained in Supporting children with speech and language difficulties, ASD awareness, ELSA (Emotional, Literacy, Support Assistants) and Occupational Therapy.

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work

with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists

- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

### 3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact them via their email address. They will pass the message on to our SENDCO, who will be in touch to discuss your concerns. You can also contact the SENDCO directly [cantwell@butlerscourt.bucks.sch.uk](mailto:cantwell@butlerscourt.bucks.sch.uk)

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, we will formally seek your agreement to add your child to the school's SEND register.

### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. The identification of SEN is built into our overall approach to robust monitoring of the progress and development of all our pupils.

We discuss pupils during termly pupil progress meetings including the head teacher, deputy head teacher and SENDCO.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The class teacher may complete a school Initial Concerns Checklist which they will share with the SENDCO.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and

development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO and class teacher will work with you to create a SEN learning plan for them.

## **5. How will the school measure my child's progress?**

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of 'assess, plan, do, review'. The cycle will be recorded on the child's learning plan.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These will be created collaboratively with parents, schools and the pupil.

Whenever appropriate we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

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 areas of development
- 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. Teachers will share children's targets, provision and progress with parents, and these will be reviewed termly.

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.

## **7. How will my child be involved in decisions made about their education?**

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. How will our school adapt its teaching for my child?**

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

We make the following adaptations 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. The accessibility plan can be found here.\* [hyperlink](#)
  - 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 our pupils with SEND have the same opportunities as other pupils.

## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## **11. How will our school make sure my child is included in activities alongside pupils who don't have SEN?**

Our school approach is to ensure that there are no barriers to learning for our pupils with SEND. It is important to us that our pupils with SEND have the same opportunities as other pupils.

No pupil is ever excluded from taking part in school activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All of our pupils are encouraged to take part in sports days, school plays and workshops.

## **12. How does our school make sure the admissions process is fair for pupils with SEN or a disability?**

We follow the school admissions guidelines as set out by Buckinghamshire Council.

We invite prospective parents of pupils with SEND to visit our school and meet with our SENDCo.

## **13. How does our school support pupils with disabilities?**

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 including the use of resources such as handrails and ramps.

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.

Our school approach is to ensure that there are no barriers to learning for our pupils with SEN and disabilities. Our curriculum is designed so that disabled pupils can participate and have the same opportunities as other pupils. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **14. How will the school support my child's mental health, and emotional and social development?**

As a school we are acutely aware of the impact that emotional, social and mental health difficulties can have on a child's education and wellbeing. We pride ourselves with our approach to supporting these children in our school.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take a wider role within the school community including pupil roles such as school council
- Pupils with SEND are included within our wellbeing groups and are provided with extra pastoral support
- Trained ELSA staff support our children with SEND
- Access to The Bubble sensory space.

We have a zero-tolerance approach to bullying. Please see our behaviour policy.

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

### **Between years**

To help pupils with SEN be prepared for a new school year we:

- Hold handover meetings with the current teacher and the next year's teacher to discuss a pupil's SEN
- We hold a transition session for pupils to meet their next year's class teacher
- Enhanced transition support for some pupils
- The new class teacher contacts parents of pupils with SEND to introduce themselves.

### **Between Schools**

When your child is moving on from our school, we will share relevant information with their new setting.

### **Between phases**

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Transition days and enhanced transition sessions
- Support with timetables and organisation
- Specific secondary sessions in class with pupils moving to secondary placement

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

The SENCO; Sarah Cantwell-Wilkinson is also the designated teacher who ensures

that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

Complaints and concerns regarding SEN 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 you are not satisfied with the school's response, you 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 SEND Code of Practice.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## **18. What support is available for me and my family?**

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Please look at our website for local information including support groups.

The following organisations can be contacted for support:

Buckinghamshire Family Information Service - 01296 383 293

SEND Information, Advice and Support (SENDIAS) -01296 383 754

Chiltern and South Bucks EHCP Coordinators - [sencsb@buckinghamshire.gov.uk](mailto:sencsb@buckinghamshire.gov.uk)

Butlers Court Local Offer and the authorities local offer can be found at:  
<https://familyinfo.buckinghamshire.gov.uk/send/>

National charities that offer information and support to families of children with SEN are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

## 19. Glossary

- Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams
- Annual review – an annual meeting to review the provision in a pupil's EHC plan
- Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- CAMHS – child and adolescent mental health services
- Differentiation – when teachers adapt how they teach in response to a pupil's needs
- EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan.
- The local authority will do an assessment to decide whether a child needs an EHC plan
- EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

- Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- SENCO – the special educational needs co-ordinator
- SEN – special educational needs
- SEND – special educational needs and disabilities
- SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND
- SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- SEN support – special educational provision that meets the needs of pupils with SEN
- Transition – when a pupil moves between years, phases, schools or institutions or life stages

**Sarah Cantwell-Wilkinson**

**September 2025**