



SEND Information Report

Chair of Governors	M Mortiboys	Nov 25
Interim Headteacher	D Marusamy	Nov 25
Next review date	Nov 2026	

SEND Information Report 2025-26

- **The kinds areas of SEND that we provide for**

Butts Primary School is a mainstream school which caters for a wide range of Special Educational Needs. It has strong equal opportunities beliefs. We aim to educate pupils with a Special Educational Need alongside pupils who do not have additional needs, where this is in the best interests of the pupil.

- **How we identify pupils with SEND**

Butts Primary School uses assessment tools to track your child's progress. We discuss each pupil's progress at regular meetings.

If your child is not making expected progress, we will talk to you about it and share what we plan to do to support your child.

We follow the Special Educational Needs Code of Practice, 2015, which describes the Graduated Approach.

Once a concern has been raised and discussed by staff and parents, the class teacher will try to meet your child's needs through quality first teaching and adaptive work.

After this, if your child is not making the progress expected, we will start an Early Response Assess, Plan, Do, Review (APDR) which will have specific targets and strategies to support your child.

This is reviewed each term. Your child may have additional interventions and resources at this level.

If their targets are not met, we may ask for advice from other professionals and start a Butts APDR document. We will use the advice to make our provision "additional to and/or different from" that normally available to other pupils of their age (SEND Code of Practice 2015 6.15). This now means that they have a Special Educational Need (SEND).

We always ask your permission before putting your child's name on the special needs register.

If your child needs more support a Statutory Assessment will be requested which may lead to an Education, Health and Care plan being issued.

We also work with other agencies such as health, educational psychologists, speech and language therapists, school nursing service as well as many others which may help us identify a special need or disability.

Graduated Approach

Assess, Plan Do, Review

The school will usually do at least two cycles of Assess, Plan, Do and Review (APDR) before a pupil is identified as having a Special Educational Need (SEND).

Assess

Assessments might include:

- Information from parents
- Information from any previous settings
- Initial concerns, from staff, observations of pupils
- Early Response APDRs
- Butts APDRs
- Interventions
- Standardised Test Scores
- Data analysis
- Progress meetings
- Referrals from outside agencies
- Recommendations from Safeguarding meetings, PEP meetings

Plan

Where it has been agreed by parents and staff that an APDR is needed, the Plan will include what “adjustments, interventions and support” (SEND Code of Practice 2015 6.48) will be put in place. It will also show what progress we expect your child to make.

Do

The plan will also state who will be supporting your child, for how long and how often. They may work in a small group, or 1:1 with a Teaching Assistant. The class teacher will still be responsible for your child’s progress. Class teachers can ask the SENDCO for support in writing the Early Response APDR, and will be working with the SENDCO when writing Butts APDR.

Review

The class teacher, working with the SENDCO, will assess progress towards these outcomes and discuss progress with the parents/carers and the pupil, where appropriate. New targets may be set at the meeting and we might ask other professionals for advice. The school will ask parents’ permission before making any referral and we will tell you what their advice is.

If your child makes expected progress and no longer needs the support, they will be taken off the SEND register. The SENDCO will monitor them for a half term to check that progress continues.

Our SENDCO is Mrs Stella Wynn, who has the National Award for Special Educational Needs Coordination
01922 721073

- **How we talk with parents of pupils with SEND**

Wherever your child is on the Graduated Approach their progress will be tracked and reviewed each term in a meeting with parents and possibly other professionals.

- **How we talk with pupils with SEND**

Pupils will be made aware of learning targets, appropriate to their needs and encouraged to share their views about them. The children are included in meetings where appropriate. Children are asked what helps them to learn and what they would like to improve upon.

- **How we assess and review progress of pupils with SEND**

Interventions and support for pupils with SEND are reviewed by the child's teacher, parents and, where necessary, the school SENDCO at least once every term. We monitor how much progress has been made towards their targets and will change the targets or the support as necessary.

- **How we support pupils with SEND with transitions**

We liaise closely with secondary schools when it comes to Year 6 transition. The SENDCO, plans for transition early on in the year – making arrangements for pupils who need additional visits. Staffs from local secondary schools visit Butts to meet the children. The SENDCO can go with pupils to visits if necessary.

- **Our approach to teaching pupils with SEND**

We are an inclusive school, and expect that all pupils with SEND will be included in all aspects of the curriculum. If an activity is not suitable for a pupil due to their needs, an alternative experience will be offered to the whole class, or if necessary to the pupil individually. We plan our curriculum with pupils with SEND in mind and their provision is written into weekly and daily timetables. Adults working with pupils with SEND encourage independence where possible and do not allow pupils to become dependent on them.

- **How we adapt our teaching for pupils with SEND**

We begin supporting our pupils with SEND by making sure teachers deliver "Quality First Teaching". This means making the classroom, lessons and opportunities as high quality as possible. Provision that is "in addition to and/or different from" that offered to others of the same age is carefully planned, delivered and evaluated regularly and changes made when necessary.

- **How we train our staff to support pupils with SEND**

Staff are all trained regularly on supporting individual pupils, delivering new interventions, updates on delivering interventions already used and any other Special Educational Needs that pupils might have or develop.

- **How we evaluate the effectiveness of the teaching we offer pupils with SEND**

Staff have regular "Pupil Progress" meetings with SENDCO and Leaders, where they discuss all pupils, with extra attention to those with SEND. The SENDCO is able to support staff at all stages of the Graduated Approach and to ask for help from other professionals.

- **How we support pupils with SEND to take part in all activities in school**

Butts Primary School is fully accessible to wheelchair users. Classrooms are all carpeted and have blinds to reduce noise and glare. We have a disabled toilet with a changing bed for pupils who need intimate care.

Specialist equipment recommended by other professionals can be provided. Every child is supported in their overall learning and wellbeing as stated in the Medical Needs Policy, Mental Health and Well-being policy, Intimate Care Policy and Behaviour Policy.

Across the school we beginning to implement the use of Makaton signs and symbols to enhance our whole-school communication.

- **How we support pupils with SEND with their emotional and social development**

We recognise that pupils with SEND can be more vulnerable than other pupils. We have regular training in Safeguarding pupils with SEND. We are aware that pupils with SEND may find it more challenging to recognise their own feelings and to express them in the right way. Several interventions are available for pupils who are finding it difficult to manage or express their emotions.

Our SENDCO has recently been awarded Attachment Aware Trauma Informed Practitioner status and she supports children, staff and parents in identifying any underlying issues that might be affecting how they present themselves, and how they might interpret other people's intentions, motivations and expectations.

- How we support pupils with SEND with their personal development and well-being

We continue to work to ensure that the personal development of our pupils with SEND remains a priority, and that we are clear in identifying how and where we do so. We will provide a programme of wider opportunities which is expertly designed and balanced to suit our school's context and the needs, ambitions and aspirations of our pupils with SEND. We will track access to these opportunities to ensure that they are enriching, accessible and targeted. We will ensure that pupils with SEND continue to participate enthusiastically in a wide range of artistic, musical, sporting and cultural activities and that they are proud to represent their school and community.

We will provide a programme of personal development that will benefit fully our pupils who are disadvantaged and/or have SEND. This programme will develop pupils' character, motivation, confidence and resilience whilst incorporating pupils' social and health education, according to our existing policies, including in relation to their mental and physical health. We will continue to teach the importance of equality of opportunity and respect for diversity, whilst preparing pupils for the opportunities, decisions, responsibilities and experiences of later life. We plan for these opportunities to broaden pupils' experiences and provide opportunities for them to develop their talents and interests in areas such as the arts, music and sport. We will ensure that we allow pupils to develop spiritually, morally, socially and culturally.

As leaders, we will make sure that staff have the necessary knowledge and skills to teach the personal development programme.

How we work with other services to support pupils with SEND

If despite high quality interventions, more progress is needed, advice will be sought from external agencies. They might include:

- Specialists in other schools
- Educational Psychologist
- Cadmus Inclusive
- Speech and Language
- Teacher of the Deaf
- Teacher of the Visually Impaired
- CAMHS (Child and Adolescent Mental Health Service)
- Paediatrician and School Health
- SEND Assessment Team

- Virtual Schools for Looked After Children
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- **How to let us know that you are not happy with our provision for pupils with SEND**

If you have any worries about how the school is supporting your child with their SEND, please ask at the office for a time to talk with Mrs Wynn, the SENDCO. You can also ask to speak with Mrs Marusamy, Head of School, or Mrs Hill, Executive Head Teacher.

Alternatively, you can contact Walsall Special Educational Needs and Disabilities Information and Advice Support Service (SENDDIASS)



Website: <https://www.family-action.org.uk/what-we-do/children-families/walsall-SENDDiass/>



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Email: WalsallSENDDiass@family-action.org.uk



Facebook: <https://www.facebook.com/familyaction>



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Instagram: https://www.instagram.com/family_action/



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To be reviewed Autumn 2026

Completed by Stella Wynn