

Butts Primary School



“One school, one community”

Butts Primary School Annual Report to Parents and Governors on the Implementation of the Special Educational Needs and Disability (SEND) Policy 2025-26

Schools have a duty to report to parents on the provision for pupils with an identified SEND and the implementation of their disability and equality policies. Children with Special Educational Needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need provision that is in addition to, and or different from, that needed by children of the same age. Our SEND and Inclusion Policy complies with the SEND Code of Practice 2015, which sets out the processes and procedures that all organisations should follow to meet the needs of the children. The Code describes a Graduated Approach, which recognises that children learn in different ways and can have different kinds of SEND. Increasing support and specialist expertise are used to put in place strategies to help these children. If further support is required, the school can request a statutory assessment of special needs from the Local Authority. If this is successful, the child may be given an Education Health and Care Plan (EHCP), which considers immediate and future needs of the child.

Policies and Documentation.

The school’s SEND and Inclusion policy, SEND Information Report, Accessibility Plan and Annual Report to Parents and Governors are reviewed annually in September and are available on the school website. Details of the graduated approach, Walsall’s local offer, and contact details for SENDIASS are also available on the school website.

Key Personnel for Inclusion

Mrs Stella Wynn is the school's SEND LEAD and coordinates and oversees provision for children with a Special Educational Need or Disability. She is a member of the Senior Leadership Team and has the National Award for Special Educational Needs Coordination. This year Mrs Wynn has also gained Attachment Aware Trauma Informed Practitioner status.

The External Agencies.

The following agencies and individuals have supported SEN pupils throughout the year:

1. Social Services
2. Education Welfare Service
3. Medical Services - appropriate hospital departments
4. Cadmus Speech and Language Therapy Service
5. Visual and Hearing impairment Services
6. School nursing
7. Cadmus Inclusive
8. Early Years SEN Team
9. Walsall Child Development Centre

School Liaison

Links exist with our local infant, primary and secondary schools as well as local private Nursery providers. Meetings take place between SEND LEADS to ensure accurate and efficient transfer of records and information in order to minimise disruption of support when pupils move schools. Enhanced transition and induction visits are set up for pupils with SEN where required. The SEND LEAD also attends SEND LEAD forum meetings and training to ensure that good practice is shared.

Number of pupils with SEND September 2025

Total SEND: 42

EHCP: 9

This means that 18% of our pupils have identified SEND. This is in line with the current national average. We currently have 3.8% of pupils with an Education Health and Care plan (EHC plan). This is also broadly in line with the current national average of 4%. The cohort that left in July contained one pupils with an EHC plan, and all transferred to mainstream secondary schools.

Neither of the Education, Health and Care Needs Assessments that we submitted were processed beyond the initial stage of application, with both being responded to with "Refuse to Assess".

The required Phase Transfer Annual Reviews will have taken place by the end of this half term.

Pupils in the school have a wide range of needs: cognition and learning, hearing impairment, language and communication and Autism Spectrum Condition. The predominant need has changed due to pupils leaving and new intake arriving with different needs. Our main area of need is now Speech, Language and Communication, with 48% of the pupils on our register having that as their main area of need.

Cadmus Inclusive Speech and Language Therapy Service continue to support us and we continue to have a significant increase in our provision for pupils with Speech, Language and Communication Needs. This includes half a day per half term with a Speech and Language Therapist and an additional half a day per week from a Speech and Language Assistant.

The children receive differentiated work and appropriate adult supporting class as well as interventions to meet their needs. All children have access to the curriculum along with visits and opportunities within school. The SEND LEAD and teachers take and act on advice given by specialist practitioners such as Cadmus Inclusive and Speech and Language Therapists.

Tracking

This year we have again invested in a tracking programme called BSquared and this allows us to monitor smaller steps of progress than the assessment processes used for pupils who do not have a SEN. Targets from this programme feed directly into our termly-reviewed Assess, Plan, Do, Review documents. Pupils are then given new targets according to the progress made. Interventions and support are also reviewed in light of progress made.

Budget

The school's SEND budget has funded Teaching Assistants in all classes. Some pupils have been provided with 1:1 support where necessary. Funding has also been used to buy additional resources to facilitate social communication groups, nurture-style group interventions and individual support where necessary.

Parent Communication

Following on from the success of last year's Parent Coffee Mornings, we will again hold one per term. Parents did value the focus on strategies and processes used in school and how they might be implemented at home, but the most valued session was one that was simply open to parents of children with SEND who wished to connect with other parents. Mutual advice and support was given by the parents to each other. This year we intend to invite more outside support agencies, such as School Nursing Service to these events. The SEND LEAD will be available during these times to support parents and staff in discussing pupils' needs, progress and support.

Disability Duty-Accessibility and Future Plans Under the Disability Equality Duty.

Schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils. Butts Primary is a single-storey building with step-free access throughout. We have an allocated parking space for those who require disabled access and a toilet with facilities for those with additional needs. All pupils on the SEND register have a Personal Emergency Evacuation Plan (PEEP).

Stella Wynn has recently attended Makaton training and has completed both the Level 1 and 2 Makaton accreditation. We will be rolling out the use of Makaton signing and the use of Makaton symbols across the school over the coming year.

Personal Development and Well-being

As Senior Leaders we are working this academic year to ensure that the personal development of our pupils remains a priority, and that we are clear in identifying how and where we do so. To highlight the work we already do in school, 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
- Track access to these opportunities to ensure that they are enriching, accessible and targeted
- Ensure that pupils continue to participate enthusiastically in a wide range of artistic, musical, sporting and cultural activities. They are proud to represent their school and community
- Ensure that disadvantaged pupils, and those with SEND benefit fully

This programme will:

- Develop pupils' character, motivation, confidence and resilience
- Incorporate pupils' social and health education, according to our existing policies, including in relation to their mental and physical health
- Teach the importance of equality of opportunity and respect for diversity
- Prepare pupils for the opportunities, decisions, responsibilities and experiences of later life
- Broaden pupils' experiences and provides opportunities for them to develop their talents and interests in areas such as the arts, music and sport
- 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.

Pastoral support and pupils' well-being

As a staff team we are active and highly vigilant in supporting and caring for pupils. Relevant staff have the necessary expertise to provide high-quality support and care. We continue to draw on strong and sustained relationships with parents and Carers and with external agencies, to provide pupils with the best possible care, guidance and support, especially disadvantaged pupils and/or those with SEND.

With this in mind, we continue to offer a wide range of educational visits which are accessible to all pupils, including those who are disadvantaged and/or have SEND. We continue to use the My Happy Mind programme to support pupil mental health and well-being and we will continue to offer support and advice to pupils, parents, carers and staff, based on the evidence-based insight gained by Mrs Wynn following her recent training programme.

Inclusive opportunities and practice

As Leaders, our personal development programme, including its accessibility and take-up of the wider opportunities afforded to pupils, is expertly designed to meet the aspirations, ambitions and aspirations of disadvantaged pupils and those with SEND. All pupils feel welcome, valued and respected. They feel that they belong within our "One School, One Community". We continue to implement the evidence-based "50 Ways to Feel Happy: Fun activities and ideas to build your

happiness skills: 1” programme, written by Vanessa King. Children who attend are selected based on individual needs and circumstances and progress is actively monitored throughout the programme.

September 2025