

Special Needs Policy



This report was updated Sept 2025

This report will be reviewed Sept
2026

Statutory report – Yes Source: LA School

SENCO Emily Cunnington

Head teacher Rachel Hallam

SEN Link Governor Kevin Rostance

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our School Vision

Vision Statement

At Butler's Hill we seek to inspire children to, 'Dream big, aim high', to have high aspirations and believe that they can make a difference in this ever changing world. Our vision is to ensure that our pupils receive the very best education, to realise their potential, in a supporting and caring environment, enabling them to lead a full, purposeful and happy life. Through our vision, we aim to EQUIP our pupils with the best set of key skills and knowledge, delivered by 'High Quality, High Impact' teaching and learning. EMBEDDING this through an engaging, purposeful and challenging curriculum. ENRICHING pupils' learning experiences by providing a wealth of opportunities to motivate and inspire them to become life- long learners.

Mission Statement

We believe that high expectations, respect and a love of learning, contributes to success in school and in later life. Through our engaging curriculum, personalised learning and supportive community, we enable our pupils to flourish, feel safe and believe in themselves.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Butler's Hill Infant & Nursery School Aims:

Dream Big, Aim High

The 3 C's – Caring, Creative and Confident

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services [and feeder schools or early years settings – where applicable] prior to the child's entry into the Nursery/school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Work in partnership with the Family SENCO, SBAP, PCA, SALT, Health Care Professionals**
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Teachers /TAs to gain the views of pupils when reviewing IEP targets. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.
- **Utilise and develop the skills and resources available and accessible to the school.** Rainbow Room, Nurture Groups, Sensory Room, Family Centre, Sensory Swimming, Group Room etc

Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Emily Cunnington who is the SENCO in partnership with the Family SENCO Rachel Hazeldine
- The person co-ordinating the day to day provision of education for pupils with SEN is the Class Teacher in partnership with the SENCO and TA

Arrangements for coordinating SEN provision

The Class Teacher and SENCO will hold details of all SEN Support records such as provision maps, IEPs or notes, reports, bids and agency documents and subject targets for individual pupils.

All staff can access:

- The SEN Policy on the Staffroom Intranet
- A copy of the full SEN Register – available on request from the office or the SENCO
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEN provision on Staffroom Intranet
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date

information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission arrangements

For applications for all Nottinghamshire community and voluntary controlled schools the following groups of children will be given special consideration in their application for a particular school:

“Children whose particular medical needs, mobility support needs, special educational needs or other social circumstances are supported by written evidence from a doctor, social worker or other relevant professional stating that the school is the only school which could cater for the child’s particular needs. **The evidence must be presented at the time of application.**”

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Specific transition plans will be developed with parents/other agencies to support pupils moving into Butler’s Hill or on to another school when a need is identified.

Specialist SEN provision

Staff at Butler’s Hill have a range of skills, experiences and expertise supporting pupils with SEN.

We are committed to whole school inclusion and will do our utmost to make reasonable adjustments to ensure that all pupils’ education, health and care needs are appropriately catered for.

Facilities for pupils with SEN

The whole school site has been assessed and is reviewed as new pupils join us to ensure all areas are accessible.

Where possible we provide equipment or complete necessary funding applications to provide any equipment that is deemed necessary in order to support children in school. We contact the Physical Disability Support Services (PDSS), who provide specialist advice. We aim to ensure that activities and equipment are accessible to all children, parents/carers and visitors to our school and reasonable adjustments are made to facilitate this where necessary.

Reasonable adjustments have been made to improve accessibility. Our school site is wheelchair accessible. There are x 2 disabled toilet facilities plus space to accommodate changing in F1, F2 and KS1. Risk assessments, PEEPs and safe systems of work are in place to ensure the safety of all staff and children.

We use visual timetables in all classrooms alongside Now/Next Boards, Pecs, signs and symbols as required.

A few children who struggle to access the standard curriculum have their needs met through provision in our Rainbow Room.

We have an Enhanced Provision Unit at Butler’s Hill Infant School for children with Communication and Interaction needs. Places are allocated through a successful application and panel recommendation. Children from other schools can also access the provision via this process.

Allocation of resources for pupils with SEN

All pupils will have access to Element 1 and 2 of a school’s budget which equates to £6,000. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision, made by the appropriate professional, will be added to the pupil’s school record. The aim of formally identifying

a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

Some pupils with SEND may access additional funding. This additional funding will be from a budget which is devolved to and moderated by the Family of Schools and is accessed by a bid made by the SENCO and moderated by the Family - AFN (Additional Family Funding). SEND pupils with the most complex needs may access further funding - High Level Needs allocations (HLN), moderated by the Family of Schools, from the LA. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Resources, including additional TA time, within school are allocated on a needs basis by the SENCO/Head Teacher. Where appropriate, other funding streams/sources of support will be accessed eg pupil premium, continuing care packages, equipment provided through inclusive technology etc

Identification of pupils needs

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as a *concern* will be closely monitored by staff in order to assess their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, by school staff or an appropriate professional, parents will be formally advised of this and the information will be added to the pupil's school record. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school in conjunction with the parent/s. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents

- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting Ask Us Nottinghamshire on:

08001217772

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

School will give consideration to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.

- Any decision to provide group teaching outside the classroom will involve the SENCO and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEN

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Reasonable adjustments and detailed risk assessments are created, dependent on the type of activity, to enable all pupils to be included. There will be discussions with parents prior to a trip or activity to ensure all reasonable adjustments are put in place.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub, SBAPs.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO/Head Teacher/SEN governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the class teacher/SENCO, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

The Family SENCO draws up a Family of Schools Training plan to support the needs of the local schools including TAs and NQTs.

The SENCO and Teaching Assistants attend relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision mapping.

All key members of staff are CRB trained and access this course annually.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is responsible for liaising with the following:

- Education Psychology Service (EP)
- Schools Inclusion Service (SIS)
- Social Emotional Mental Health Team (SBAP)
- Personal Social Emotional Development Team (PSED)
- Physical Disability Support Services (PDSS)
- Social Services
- Speech and Language Service (SALT)
- Healthy Families Team
- Small Steps

We also work closely with the Children's Centre, which is based on our site. This provides us with access to other agencies and support for parents.

Working in partnerships with parents and children

Parents/carers are involved in every step of the way in Special Needs education. They are welcome into school anytime to speak to the Head Teacher, class teacher, teaching assistant and special needs coordinator about their child's progress and IEP. They are encouraged to actively support their child's learning and progress. If problems should arise, they should feel free to discuss the situation with any member of staff. We view parents as a very important part of the partnership between child, school and home and hope they will take an active part in supporting their child.

We believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

All children are involved in decisions about their education. They are aware of personal targets and the progress they have made in lessons as well as intervention programmes completed.

Where possible, children are asked to give their views prior to each IEP review so that personal successes can be celebrated. When children can't express their views a judgment is made based on how responsive a child is to the intervention in place.

Links with other schools

The school is a member of The Holgate Family; this enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition and Links

Butlers Hill School has good links with other mainstream schools and is part of the Holgate family of schools. We have very good links with the Butlers Hill and Broomhill Children's Centre. We also have links with Fountaindale Special School, Carlton Digby Special School and Brackenhill Special School. All Children will have a planned transition into Nursery and Infant school, which includes home visits, parent meetings and visits to the environment to experience the daily life at the named school and meet staff.

Children with more complex needs will be offered additional visits.

Some children may require additional planning meetings with agencies, passports and visual prompts to be made to support transition.

The majority of our children transfer to Broomhill Junior School at the end of Key Stage One. Visits are arranged for children to see their new school and meet their teachers. Written assessments and records are passed to the receiving school prior to the transition of any Special Needs child. Additional visits are often arranged for children with special needs and also a book of photographs ('a passport') made for some children who need it. As liaison is good between local schools the Special Needs child's transfer is

usually smooth and uneventful. When pupils leave Butlers Hill School for a school outside of the catchment area all records etc. are forwarded as soon as possible.

Parents of all pupils with SEN will be included in the decision making and planning process.

Links with other agencies and voluntary organisations

The school continues to build strong working relationships and links with external support services, we invite and seek advice and support in the identification and assessment of and provision for SEND in order to fully support our SEN pupils and aid school inclusion. The SENCO/Designated Teacher are responsible for creating and maintaining those links.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO/Designated Teacher who will then inform the child's parents.

We also work closely with the Children's Centre, which is based on our site. This provides us with access to other agencies and support for parents.

The Nottinghamshire County council Local Offer is a comprehensive directory of local services, opportunities and access for children and young people with SEN and disabilities. This can be accessed at www.nottinghamshire.sendlocaloffer.org.uk.

The SEND Local Offer aims to bring together helpful and useful information for children and young people with special educational needs and disabilities (SEND) and their families. It is a comprehensive guide to services and support all in one place. Please watch the video to find out more. https://youtu.be/W90gvdBgl_U

