

SEND Information Report



This report was updated Sept 2025
This report will be reviewed Sept 2026
Statutory report – Yes
Source: LA School

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Head teacher Rachel Hallam
SEN Link Governor Kevin Rostance

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

1. What kinds of special educational needs does the school make provision for?

1.1 At Butler's Hill Infant and Nursery School we aim to provide a fully inclusive curriculum, where every child is provided the opportunity to reach their full potential.

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

We aim to:

2.1 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.

2.2 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.

2.3 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.

2.4 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.

2.5 Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

2.6 Work in partnership with the Family SENCO, SBAP, SIS, 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.

2.6 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

All staff have a responsibility for the identification and assessment of pupils with SEND.

However Mrs Cunnington, our school SENCO in partnership with Rachel Hazeldine, our Family SENCO, oversees this.

2.7 The class teacher and SENCO will hold details of all SEN Support records such as provision maps, IEP's or notes, reports, bids and agency documents and subject targets for individual pupils.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

3.1 The SLT, SENCO and also TAs and Teachers work together termly to look at quality of provision and what impact additional support has had and what needs to continue or change. Resources and support staff are then deployed effectively.

3.2 There are regular review meetings between parents/carers and staff to discuss pupil progress, review provision in place and any additional support that may be requested. This is in addition to the Parent/Teacher meetings which happen during the academic year.

3.3 The SENCO works closely with the family SENCO's to moderate the provision of SEN pupils.

3.b) How will both the school and I know how my child/young person is doing and how will the school help me to support their learning?

3.4 The school evaluates progress termly, by tracking the progress of SEND pupils, both against national expectations, and also against the pupil's own learning targets. This tracking is shared with all staff and governors.

3.5 Information about a child's individual progress is shared with parents at regular review meetings which have an agreed date. Parents will be provided with clear information regarding the impact of support.

3. c) What is the school's approach to teaching pupils with special educational needs?

3.6 The staff in school are responsible for the teaching of SEN pupils. All staff are responsible for differentiating the curriculum to meet the needs of all learners. Provision maps are used to make clear the pupils targets and the provision they need to receive.

3. d) How will the curriculum and learning be matched to my child/young person's needs?

3.7 The school aims for all children to access the curriculum at a level appropriate for them to reach their full potential, and the expectation is that teachers and support staff plan their curriculum accordingly. We aim to provide a learning environment that all pupils can access and can feel supported in their learning regardless of any barriers they might be faced with.

3. e) How are decisions made about the type and amount of support my child/young person will receive?

3.8 Any pupil who is falling behind the range of age-related expectations will be monitored closely by the class teacher. Once a pupil has been identified as possibly having SEN they may receive additional support in school, this is decided by the class teacher in discussion with the SENCO, TAs and parents if appropriate. Some pupils with SEND may access additional funding from outside the school budget. For those with the most complex needs, additional funding can be received from the local authority.

3. f) How will my child/young person be included in activities outside the classroom, including school trips?

3.9 All pupils with SEND can access our extra-curricular activities such as after school clubs, educational visits and residential visits.

3.10 Staff leading these clubs and visits will be made aware of any individual needs of SEND pupils and these pupils can be planned for accordingly.

3:11 Detailed risk assessments are provided depending on the type of activity and discussions with parents occur to ensure all details are suitably addressed.

3. g) What support will there be for my child/young person's overall well-being?

3:12 The school ensures it meets all statutory expectations regarding safeguarding, including for pupils with SEND. Pupils can also access social and emotional development opportunities through programmes run by our learning mentors or through programmes run by outside providers such as the Healthy Family Team.

3:13 The school has clear policies and procedures for the administration of medicines and for providing personal care. Pupils may also have an individual healthcare plan if appropriate. These will be created in partnership with SENCO, parents/carers and medical professionals.

4. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details.

4:1 The people responsible for overseeing the provision for children with SEND are our Head Teacher, Mrs Rachel Hallam, SENCO Mrs Emily Cunnington (ecunnington@butlershill.notts.sch.uk) and our SEND Governor Kevin Rostance.

5. a) What training have staff supporting special educational needs had and what is planned?

5:1 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 SEND. The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENCO also has designated time release to monitor and assess the impact of provision and progress made.

5:2 This academic year the staff have received training on the following:

- Bsquared assessment tool and the Engagement Model to support the wider curriculum
- Autism and adaptations in the classroom
- Pathological Demand Avoidance training
- Sensory circuits
- Adaptions to SEND in the Curriculum
- Quality First Teaching and meeting the needs of children with SEND.
- Creating Language opportunities
- Lego Therapy
- Drawing and Talking

- Supporting children with SEND and Phonics
- Visits to Special Schools
- Attention Autism
- Colourful Semantics
- Use of Communication Boards
- Foetal Alcohol Syndrome
- Interoception

5. b) What specialist services and expertise are available or accessed by the school?

5:3 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 Inclusion Team who will then inform the child's parents.

5:4 Butler's Hill Infant and Nursery school invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Inclusion Team are the designated people responsible for liaising with the following: • Education Psychology Service (EP). • Holgate family of SENCOs. • Communication and Interaction Team. • Cognition and Learning Team. • Schools Inclusion support (SIS). • Healthy Family Team • Primary Mental Health Team. • CAMHs • Early Help • Social Services. • Speech and Language Service (SALT). • PDSS support. • THINK children counselling services. Occupational Health (OT) Social, Emotional, and Mental Health Team (SBAP)

5:5 In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and be kept informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

6.6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

6:1 The school is fully accessible for pupils with SEND including wheelchair users. The school has a disabled toilet and two toilets with changing facilities. Any further equipment needed can be accessed through our links with the Physical Disability Support Service or other support services.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

7:1 At Butler's Hill we believe having strong parent to school links can aid with pupils learning at all levels. All parents will be able to access visits to the school before their child

enters the setting. They will also have consultations with their child's teacher about progress as well as a written report.

7:2 In addition to this, parents of pupils with SEN will have a termly review meeting to discuss progress, provision and targets for their child. The school operates on an open door policy, and if parents have any concerns in between these meetings they can easily access their child's teacher, the SENCO or the Head Teacher.

7:4 Upon their return following national lockdown, provision and intervention was risk assessed and implemented again. Phased returns were offered to families and a reintegration plan discussed with parents and the SENCO and Headteacher.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

8:1 Where appropriate, pupils have an involvement in their decisions about learning. Pupils will regularly be asked to review their own progress in order to celebrate achievements and also to discuss what their future targets should be, at a level appropriate to their age group.

9. What do I do if I have a concern or complaint about the SEN provision made by the school?

9:1 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 Mrs Cunnington, SENCO, who will be able to discuss and resolve any concerns. In the event of any issue not being resolved, parents will be advised on formal procedures for complaint, in line with our School's Complaints procedure. (Please see the school's website.)

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

10:1 The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Organisations involved with our school include: • Education Psychology Service (EP). • Family SENCO. • Communication and Interaction Team. • Cognition and Learning Team. • Schools Inclusion Service (SIS). • Primary Mental Health Team. • Social Services. • Speech and Language Service (SALT). Occupational Health (OT) Social, Emotional, and Mental Health Team (SBAP)

11. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

11:1 Any parent wishing to contact support services, can access contact details through Mrs Cunnington SENCO. Alternatively, they can access information through the County's Local Offer, through this link.

<http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/directory/home.page>

12. How will the school/setting prepare my child/young person to join the school?

12:1 Our School is part of The Holgate family of schools. The SENCO attends regular family of schools' meetings regarding SEN provision, and this is an opportunity to disseminate good practice as well as seek advice or training.

12:2 The SENCO will arrange any additional transition arrangements required for any pupils changing year group or leaving our school, including those moving to Junior School at the end of Year 2.

12:3 In the run up to Year 2 transition, the school SENCO and the Year 2 team will meet and speak with staff from Broomhill Junior school to allow information to be transferred across. This is essential to allow a smooth transition between Key Stage 1 and Key Stage 2 for all pupils, and will also provide the Junior school with any information regarding specific learning needs. Transition packs, including photos of key staff were given to children as appropriate.

13. Where can I access further information?

13:1 The Local Authority's Local Offer can be found at

www.nottinghamshire.sendlocaloffer.org.uk or

<http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/directory/home.page>

13:2 The School's and Family of School's Local Offer can be found on this website.