SEND PARENT LEAFLET

BUTTSBURY PRIMARY SCHOOL

AN ACADEMY SCHOOL

Approved by:	Full Trust Board
Last reviewed on:	Autumn 2026
Next review due by:	Autumn 2027

What is Special Educational Needs and Disabilities?
Many children require special educational provision at some time during their school lives. These needs can be over an extended period or a shorter period of time, these may be:

- academic,
- physical,
- social, emotional, behavioural,
- moderate or specific learning difficulties

We appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. We have an "open door" approach where parents are encouraged to maintain close communication links with school staff.

This leaflet is to provide parents with a clear understanding of SEND and the procedures involved, more detailed information can be found within our school offer, policies and Essex Local Offer which are all available on the school website.

At Buttsbury Primary School we create a happy, caring community where we all feel valued and secure. We value the contributions made by all pupils, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise and fulfil their maximum potential.

We provide a broad, balanced and stimulating curriculum for every child.

At our school, we aim to promote positive learning for our pupils with SEND by:

- Ensuring they feel a valued part of the school community
- Providing a safe and supportive environment
- Having access to a range of teaching and learning strategies to suit their individual needs
- Promoting independence and resilience as a learner, without over reliance on adult support
- Identifying and addressing needs promptly to ensure early intervention
- Communicating their needs appropriately throughout the school
- Encouraging parents/carers to maintain close links with the school to help support their child throughout their learning development – for example, through attendance at Parent-Teacher Consultation appointments, and following up on recommendations made with input at home.

Support and Guidance
All our pupils' needs are met through quality first teaching, lessons are adapted by providing scaffolded tasks. These are adaptions to the learning which enable all children to access the task.

If it is felt that a greater level of support is required, following discussions with the Class Teacher, Inclusion Manager, Parents and Headteacher then this will be supported through the child being placed on the Inclusion Register.

What can this support look like?

- Small group sessions in English and Maths
- Daily reading
- Specific interventions e.g. phonics, Lexia or Units of Sound.
- Gym Trail
- Use of Specific equipment or resources e.g radio aid, laptop, writing slopes or 'Task Planners'
- Touch Typing
- Speech activities

- ‘Support and Run’ in class – where support is given initially and the children is checked on as they work independently.

What are the stages of support for pupils with SEND?

In school monitoring:

Monitoring

We monitor all children’s progress each half term and identify anyone who is not making the expected progress.

Record of Concern - One Page Profile

If after monitoring the pupil is not making the expected progress then they may receive some small group interventions. The one-page profile will highlight any reasonable adjustments that are in place for the child. This will be shared at parents’ evenings or when concerns are first raised.

Recorded on SEND register:

Additional Support (AS)

If a pupil is significantly below their age expected level then they are placed on AS and will receive a variety of support to address their needs, this can be on a 1:1 basis or in a small group. Again, this is monitored each half term.

Your child’s progress will be monitored and discussed with you at a review meeting each term with the Class Teacher and sometimes the Inclusion Manager. If progress is not made then advice may be sought from outside agencies such as:

- Inclusion Partner
- Occupational Therapists
- Speech Therapists
- Educational Psychologists

(This list is not exhaustive)

Medical (M)

Medical relates to pupils receiving a diagnosis, but does not require any additional intervention or support by school at that time. It enables staff to be aware of the diagnosis and ensure monitoring is completed each half term.

Statutory Assessment (EHCP)

A small number of pupils may need further support and we may suggest applying for an Education Health Care Plan (EHCP) from The SEND Operations Service. This is a long process, which may involve a detailed assessment of your child’s needs from the Local Authority (LA). The LA may make recommendations about the best provision for your child. Outside agencies may also become involved and you will be invited to a review meeting with your child’s Class Teacher and the Inclusion Manager each term where progress will be celebrated and actions agreed for further areas of development.

Contact details of the SENDCo

SENDCo - N Robinson
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