



Butleigh

Church of England

Primary School

Special Educational Needs Information Report

2026-2027

This policy has been written in accordance with our school's Christian ethos

Galatians 5:22-23

'God's Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled'

'Love thy neighbour as thy self'

Designated Person responsible for managing the provision for children with SEND:

Sophie Shields

Contact details: 01458 850511

senco@butleigh.ppat365.org

Head Teacher: K.Moth

Chair of Governors: W. Jenner

Approved Date: April 2026

Review Date: April 2027

Butleigh Church of England Primary School is set in the centre of the rural village of Butleigh, 4 miles from Glastonbury. We value the benefits of working together in a small, caring community whose values are rooted in the Christian faith. We aim to educate children in a happy, caring and stimulating environment which promotes their spiritual, moral, emotional and physical development. As a maintained school, we are supported by the Local Authority to ensure that all pupils, regardless of their specific need, make the best possible progress in school. We aim to be as inclusive as possible, with the needs of pupils with Special Education Need(s) being met in a mainstream setting where possible, where families want this to happen.

Somerset's Local Offer, which can be found at <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>, has a range of information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 to 25 and how to access them.

| People who support children with special educational needs / difficulties with learning in this school | | |
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| Question | Staff | Summary of responsibilities |
| <p>Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs (SEN)?</p> | <p>Class Teachers:</p> <p>Hedgehog Class (Mrs Shields)</p> <p>Badger Class- (Mrs Moth or Miss Heaney)</p> <p>Fox Class (Miss Mayne)</p> <p>Otter Class (Miss Potter)</p> | <p>Please contact your child's class teacher in the first instance.</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> • Planning, teaching/delivering high quality lessons suited to your child's needs. • Assessing/monitoring progress and identifying the next steps to take them forward in their learning. • Using and drawing up, with the support of the SENDCO, Assess Plan Do Review (APDR) Cycles (Graduated Response) for children with SEN. ADPRs have individual targets, these are very specific to the individual child and may be small steps, working towards a bigger overall target. These will be shared with you. • Identify when additional support is needed. • Ensuring that all staff working with you child are supported to deliver planned work so that they can achieve the best possible progress. This may involve the use of additional adults (teaching assistants). At times the SENDCO will work with the teacher to ensure all staff are fully skilled to work with children with SEN. • Ensuring the SEN policy is followed in their classroom. |

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| | Special Educational Needs Co-ordinator (SENDCo), Mrs Sophie Shields | <p>Responsibilities include:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and developing/implementing the SEN policy to make sure all children get consistent, high-quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them • Liaising with all the other people who may be coming into school to help support your child's learning etc. Speech and Language Therapy, Educational Psychologist etc. Completing and sending off any referral forms for these services (which will be done with your permission). • Updating the school's SEN record of need (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in school) achieve the best possible progress in school. |
| | Head Teacher, Mrs Kristin Moth | <p>Responsibilities include:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, this includes the support for children with SEN. • She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN. |
| | SEN Governor, Mrs. H. Tolhurst | <p>Responsibilities include:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends school who has SEN. |

Knowing when extra help is needed and identifying SEN

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| <p>How does the school know if my child needs extra help?</p> | <p>There are a variety of ways of knowing if a child needs extra support and all children are monitored daily. Some of these ways of knowing if a child needs additional support may be through:</p> <ul style="list-style-type: none"> • Day to day work in class, observing the child, talking to the child about their difficulties • If lesson objectives are being achieved • If a child is performing below age expected levels • Concerns raised by a parent/carer, child or the teacher <p>Teachers will discuss any concerns with you, including if it may be a self-esteem issue. Additional support, quite often, can be a short-term boost to get them back on track.</p> |
| <p>How do they identify SEN?</p> | <p>Again, it would be similar to above, but may also involve:</p> <ul style="list-style-type: none"> • Liaison with external agencies (with carer/parental permission) • Diagnosis (possibly from a health professional, i.e. paediatrician, visual/hearing services) • Liaison with pre-school/previous school • The child may be significantly below age expectations for academic levels (please note that not all SEN may affect academic abilities – i.e., some physical difficulties) • Specific assessments by the SENDCo) (alongside teacher assessments). • Discussions/observations |
| <p>What kinds of SEN are provided for in the school?</p> | <p>There are four broad areas of SEN outlined in the SEND Code of Practice:</p> <ul style="list-style-type: none"> • <u>Communication and Interaction</u> This covers children with speech, language and communication needs that have difficulty communicating with others (e.g. difficulties saying what they want to, understanding what is being said to them, or understanding social rules of communication). • <u>Cognition and Learning</u> This covers children that require support to learn effectively because they have learning difficulties. They may be learning at a slower pace to their peers, despite appropriate intervention. Learning difficulties cover a wide range of needs (e.g. moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD such as dyslexia, dyscalculia and dyspraxia)). • <u>Social, Emotional and Mental Health</u> |

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| | <p>This covers children that are experiencing a range of social and emotional difficulties. These difficulties may manifest themselves in many ways, such as becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour.</p> <ul style="list-style-type: none"> • <u>Sensory and / or Physical</u> <p>This covers children who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided (e.g. vision impairment (VI), hearing impairment (HI), multisensory impairment (MSI) or physical disability (PD)).</p> <p>Many children fit under more than one area of SEND e.g. a child may have speech and language problems, as well as dyslexia, so would fit within the Communication and Interaction and Cognition and Learning areas of SEN.</p> <p>If we feel that your child has a SEN that needs investigating, the area that it falls under helps us to determine the strategies and outside agencies to use to provide support.</p> | | |
| <p>What should I do if I think my child may have special educational needs (SEN)? Who do I raise my concerns with?</p> | <p>Class teacher</p> <p>SENDO</p> <p>Head teacher</p> | <p>Come into school and talk to us!</p> <p>The first point of contact is your class teacher. Your opinion is very important to us to help understand from different perspectives/situations and build up an overall picture of your child's needs. We take pride in building positive relationships with parents/carers. We are open and honest with parents/carers and hope that you feel comfortable being so with us too. Your view is very much valued and important to us.</p> <p>Tell the teacher/SENDCO you would like to arrange a meeting to discuss your child, and we will arrange a convenient time for all of us.</p> | |
| <p>Support in School</p> | | | |
| <p>Question</p> | <p>Types of support available</p> | <p>What would this mean for your child?</p> | <p>Who can get this kind of support?</p> |
| <p>What are the different types of support available for children with SEN in this school?</p> | <p>Class teacher input via excellent targeted classroom teaching also known as High Quality Teaching.</p> | <ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all the pupils in the class (so they can reach their full potential). • Ensuring that all teaching is based on building on what your child already knows, can do and understands. | <p>All children in school should be getting this as a part of excellent classroom practice.</p> |

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| | | <ul style="list-style-type: none"> • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like more practical learning etc. • Putting in place specific strategies (which may be suggested by the SENDCO or outside staff) to support your child's learning. • Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: Somerset's Graduated Response Tool <p>Discover more at Somerset's SEND Local Offer.</p> | |
| | <p><u>Specific</u> group work within a smaller group of children. This may be:</p> <ul style="list-style-type: none"> - Run in or outside of the classroom. | <ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/ learning and needs some extra support to help them make the best possible progress. | <p>Any child who has specific gaps in their understanding or a subject / area of learning.</p> <p>This may be a 'booster group' with children who are not on the SEN register.</p> |

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| | <p>- Run by the teacher or another member of staff who has had guidance / training to run these groups.</p> | <ul style="list-style-type: none"> • He/she will plan group sessions for your child with targets to help your child to make progress. • A learning support assistant (LSA) may run these sessions using the teacher's plan and under their guidance. • Some group work may be planned by the SENDCO. If the LSA is to run these sessions, again, it will be under the class teacher/ SENDCO's plans and guidance. | <p>Or it may be for children with SEN and linked to their individual targets (on their APDR Cycles), who have a slightly higher level of need and difficulty.</p> <p>Children at this stage (relating to the Code of Practice) will be under 'SEN Support'.</p> |
| | <p>Individual support</p> | <ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENDCO (or you may have raised concerns) as needing more specialist input instead of, or in addition to, intervention groups or work within class. This may be following a literacy/numeracy programme on a 1:1 basis for short (20 min etc) daily sessions. The member of staff will be under guidance from the teacher or SENDCO and may also have specific training relating to the programme. • Your child's progress will be discussed with you and ways of moving them forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them better in school. | <p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p> <p>Children at this stage (relating to the Code of Practice) will be under 'SEN Support', it will also be noted if they have additional professional support.</p> <p>In some cases where a significant amount of support is needed for complex SEN needs, the school may need to complete an EHC Plan.</p> |

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| | | <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> - Making changes to strategies to how they are supported / taught in class. - Set targets which will include their specific expertise. • - Group/individual programme under the guidance of the outside professional. | |
| | <p>Specific individual support (usually of more than 20 hours in school).</p> <p>Usually, your child will also need specialist support from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> - Local Authority services such as the Autism and Communication Team or Sensory Support Service (for hearing, visual, physical, medical needs) - Outside agencies such as the Speech and Language Therapy Services. | <ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which you can find out more from the Local Authorities' 'Local Offer' (or speak to your SENDCO). After the school has sent in a lot of information about your child, including some from you, they will then decide if the child's needs are complex enough to carry out a full assessment. If so, more information/reports will be gathered from various professionals (which would usually already be involved with the child's needs). The authority will then review the case again and decide if an EHCP (Educational, Health, Care Plan) needs to be written. • The EHCP will outline the provision needed to support your child. It will have long and short-term goals for your child. | <p>Children whose needs are severe and complex and often need more than 20 hours support a week in school. These needs may also be lifelong.</p> <p>In the Code of Practice they will have a EHCP 'Educational, Health and Care Plan' and status (if this is agreed and written up by the authority). This means your child will have been identified by the class teacher and SENDCO as needing a particular high level of individual or small group teaching (more than 20 hours per week), which cannot be provided from the budget available to the school.</p> <p>Children at this stage (relating to the Code of Practice) will be under 'High Needs / EHCP Funding.</p> |

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| | | <ul style="list-style-type: none"> • The additional funding which may come with an EHCP, is to ensure the provision is in place. • Funding may be spent in various ways, however best to meet your child's needs – i.e. LSA, equipment, training etc. • The school will meet with parents and professionals once a year to review the EHCP. | |
| <p>How is extra support allocated to children and how do they move between the different categories in the Code of Practice?</p> | <ul style="list-style-type: none"> • The school budget, received from Somerset County Council (local authority), includes money for supporting children with SEN. • The head teacher decides on the budget for special education needs in consultation with the school governors, based on needs within the school. • The head teacher and the SENDCO discuss all the information they have about SEN in the school including children who need or are getting support and children which are not making expected progress. They then decide what resources/training are needed. <p>This is reviewed regularly.</p> <p>It will also depend on your child's level of need and how they manage in school. Also, strategies and interventions will be monitored for their impact and effectiveness. We may need to refer to get outside support and their perspective on how best to meet your child's needs and how to help them reach their full potential.</p> | | |
| <p>Making progress and concerns</p> | | | |
| <p>Question</p> | | | |
| <p>How will you measure the progress of my child in school?</p> | <ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her teachers and the head teacher. • His/her progress is reviewed formally every term and a Year Group expected attainment grade is given and tracked on the school tracking systems. • If your child is below ARE (Age related expectations), your child may be assessed using another scale of attainment to measure progress. Children on the SEN register will have an APDR Cycle or maybe a Pastoral Support Plan. These will set out your child's individual targets, strategies that will help them and the criteria for achieving these targets. These will be reviewed at least 3 times a year. | | |

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| | <ul style="list-style-type: none"> • The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education. • The class teacher will also check that your child is making good progress within any individual/group work and collect data during discussions with the staff member running the support. The SENDCO will support class teachers to monitor this progress. |
| What access arrangements will be made for my child in assessments? | <ul style="list-style-type: none"> • For in class assessments, such as spelling tests or reading quizzes, your child's class teacher will make adaptations to the classroom provision to meet your child's needs. This could involve having a quiet working space, extra time or adult support. • For statutory assessments such as the Year 4 multiplication check and the Year 6 SATS, the SENDCO, class teacher and Head teacher will ensure that access arrangements are put in place where appropriate. These arrangements will be individualised to your child's specific needs. If access arrangements are being put in place, we will discuss these with parents if appropriate. • If you have any questions or concerns about access arrangements for your child, please speak to their class teacher in the first instance. |
| How will the school let me know if they have concerns about my child's learning? | <p>When a teacher or a parent/carer has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher should raise this with the head teacher and SENDCO (often at termly progress meetings).</p> <p>If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail. This will also be a time to listen to any concerns you may have, plan any additional support and consider with you a referral to outside professionals for their advice (if needed).</p> <p>Remember, if you have any concerns, please come in and raise it with the child's class teacher and/or SENDCO. If your concerns have not been met, then the head teacher is your next point of contact.</p> |
| The curriculum | |
| Question | |
| How will the teaching be adapted for my child with learning needs (SEN)? | <ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Work will be adapted to suit the ability of each child. • Support staff will support your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted daily if needed to meet your child's learning needs. |
| Can I request reasonable adjustments for my child? | <ul style="list-style-type: none"> • If you have a concern about your child, and you think that a reasonable adjustment to classroom practice, the school environment or school policy could help, please ask your class teacher in the first instance. |

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| | <ul style="list-style-type: none"> • The school will need to consider the reasonableness of the adjustment: <ul style="list-style-type: none"> ○ Will it benefit the child to improve access and participation? ○ Will it be effective to meet their needs and enable them to participate fully and equally in a situation? ○ Is it practical without causing significant disruption to the activity or environment? ○ Do the school have the resources required and is it financially feasible? ○ Will it have an impact on the health or safety of the child, other children or adults? ○ Does the adjustment have a negative impact on other children? ○ Will the adjustment be sustainable over time? • If you still have concerns after discussing this with your class teacher, please contact the SENDCO or Head Teacher. |
| How are teachers in school supported to work with children with an SEN and what training do they have? | <ul style="list-style-type: none"> • The SENDCO's job is to support the teacher in planning for children with SEN. • The school plans training for all staff to improve the teaching and learning of children including those with SEN. This may also include whole school training. • The SENDCO and the Head Teacher identify training needs depending on the needs of the children within the school and plan for these accordingly. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class (e.g. Somerset's Virtual School Core Training Offer, Educational Psychology Service, SPOT etc.) |
| How will my child/young person be included in activities outside the classroom including school trips? | <p>We are an inclusive school and will make sure all children are given the option to take part in school trips, whatever their need(s). All school trips will have a risk assessment completed prior to the trip. Some children with a higher level of need may also have their own individual risk assessment too. Staff involved in the trip will have carefully planned and considered what may need to be adapted, what they need to be aware of and any other factors which will affect your child. Information/letters will be sent home about any trips and in some cases, we will have a meeting to also discuss the details with you in person, so as to make sure your child has a positive experience and gets a fulfilling learning experience from it!</p> |
| Will he or she be able to access all of the activities in school and how will you help him or her to do so? | <p>We aim to provide an inclusive learning environment to support all our children whether they have exceptional abilities and talents or face particular challenges in their learning, or have medical or emotional needs. Certain activities may be differentiated or adapted so they can access it at their level. All activities are carefully planned. Making sure all children can be fully involved is essential and carefully thought through.</p> |
| Parental views and involvement | |
| Question | |

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| <p>What support do you have for parents/carers of children with SEN?</p> | <p>We are here for your child, and we are here for you! A positive experience for both parent/carer and child is very important to us. If there is anything you want to discuss with us, please come in and make us aware. We will arrange an appropriate time when we can sit down and talk.</p> <p>We can signpost you to different sources of information and support. We can make referrals to services and seek additional support for parents. In addition, our Parent and Family Support Advisor (PFSA) can provide support and advice about challenges that you may have outside of school.</p> | |
| <p>How and when will I be involved in planning my child's education? Do you offer any parent training or learning events?</p> | <ul style="list-style-type: none"> • Children with complex/higher level of needs will have annual review meetings. This is formal documentation that the SENDCO completes and will involve views from different adults involved in the child's education (including the parents/carers). • Children at the SEN Support and High Needs level will receive an APDR meeting once a term (more frequently if necessary). This is a chance for parents to meet with the class teacher (and / or SENDCO) to discuss how your child is getting on and what they will be concentrating on next. • School will have various events throughout the year which parents are invited to. This will help celebrate your child's learning and build stronger community links. • Details of training events specific to SEND will be sent out as and when they are scheduled. • We are always looking for parent/carer volunteers to help out in school. Become part of your child's learning and see how topics are taught! | |
| <p>What opportunities will there be for regular contact about things that have happened at school? (such as a home school book).</p> | <p>There are various different ways for setting up regular contact, this may be through:</p> <ul style="list-style-type: none"> • Class dojo • Home-school reading record • Email (office@butleigh.ppat365.org) • Short catch up with the teacher at the start/end of the day • Meetings with the SENDCO | |
| <p>Additional services available to school</p> | | |
| <p>Question</p> | | |
| <p>Who are the other people providing services to</p> | <p>Directly funded by the school</p> | <ul style="list-style-type: none"> • Learning support assistants • Intervention groups • Pastoral support including ELSA (Emotional Literacy Support Assistant) |

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| children with an SEN in this school? | Paid for centrally by the Local Authority but delivered in and out of school | <ul style="list-style-type: none"> • Autism and Communication Team • Social, Emotional, Behavioural Support Services • Learning Support Services • Educational Psychologist • Parent Family Support Adviser (PFSA) • Social services • Disabled Children and Young People’s Service • Somerset’s Local Offer, which can be found at https://www.somerset.gov.uk/children-families-and-education/the-local-offer/ has a range of information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 to 25 and how to access them. |
| | Provided and Paid for by the Health Services (NHS) but can also be delivered in school | <ul style="list-style-type: none"> • Speech and Language Therapy (https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/) • Occupational Therapy (https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/) • Physiotherapy (https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/) • School Nurse/Health Visitors (https://www.somerset.gov.uk/children-families-and-education/school-life/school-nurses/) • Child, Adolescence Mental Health Services (CAMHS) (https://www.somersetft.nhs.uk/camhs/) • Sensory Support Service (for hearing, visual, physical, medical needs – (https://choices.somerset.gov.uk/025/send/sensory-physical-and-occupational-therapy-service-spot/) |

School building and accessibility

| Question | |
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| How have you made this school accessible to children with SEN? | <ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • Resources are used across the school to support learning. • There are classrooms downstairs, access to the school with no steps, disabled toilet, ramps. • Other specific access arrangements have been made based on children’s individual needs. <p>Please see the school Accessibility Plan for further detail. https://butleighprimary.co.uk/school-policies/</p> |

Medication and personal care

| Question | |
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| How does the school manage the administration of medicines and providing personal care? | <p>We are an inclusive community that aims to support and welcome children with medical conditions. We aim to provide all children with medical conditions the same opportunities as others. Depending on the medical need we may seek outside health services to support us if necessary and provide the staff with training. We feel it is important that the child is encouraged to take control of their condition once they feel confident and supported to do so. Parents/carers will be closely involved with the schools planning for this.</p> <p>Please see our Medical Conditions Policy, which will give more detail. https://butleighprimary.co.uk/school-policies/</p> |

Exclusion and attendance

| Question | |
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| What support is there for behaviour, avoiding exclusions and increasing attendance? | <p>Unwanted behaviour can be a sign of other needs – usually emotional and/or social difficulties. Our aim is to meet the needs of the child, which then reflects on the behaviour. There are various support services/strategies/programmes that can be put in place to help. The last thing we want to do is to exclude as this will not solve the underlying issues. However, we have a duty to keep the child and other children and staff in school safe.</p> <p>Support may include:</p> <ul style="list-style-type: none">• External support – such as ‘Social, Emotional, Behavioural Support Services’, ‘Parent Family Support Advisor’, ‘Welfare Advisor’, ‘Young Somerset’• Personalised Learning Plan – time in class, time out, individual lesson plan etc.• Understanding social situations/social skills, anger management strategies, developing friendships, building self-esteem etc. – programmes and strategies in school.• Breakfast club (this has helped some with attendance issues).• ELSA trained member of Staff.• Forest School Trained staff• Lego Therapy trained staff. <p>Any external support will only be if you have given consent for their involvement.</p> <p>Throughout, we will keep regular contact with you through meetings, quick catch up, telephone etc. We recognise that parents/carers also find it a struggle at times with a child displaying unwanted behaviour, therefore it is important that school and homework together to support the child and we will also make sure there is support for the family when needed. We aim to have a positive, trusting and understanding relationship between school and home. For more</p> |

information, please see our Relationships and Behaviour Policy, available on our website:
<https://butleighprimary.co.uk/school-policies/>

Moving On

Question

How will you support my child when they are leaving this school? Or moving to another year?

We recognise that ‘moving on’ can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will ensure that all records about your child are passed on as soon as possible.
- In some cases (usually when transferring to secondary school), there are visits organised for the child to go to the new school prior to transition, also secondary staff may visit the child(ren) at their current school before transition.

When moving years in school:

- Information about your child will be shared with their new teacher(s)
- Your child will have a transition visit to their new class/teacher prior to September start.
- If your child would be helped by a personalised plan for moving to another year, we will put this in place.

Child views and involvement

Question

How will my child be able to contribute their views?

Any strategies put in place will be explained and discussed with your child. Their opinion is very important and we will ask their views on matters. We will work together with you and your child to find strategies that best support your child to ensure that they are gaining in confidence and making progress on their individual goals.

For children at the High Needs / EHCP level of SEND, additional views will be sought prior to the annual review meeting to find out what the child likes / dislikes, what they feel is going well / not going well and new experiences that they would like to try. If appropriate, the child will also attend part of the meeting.

Arrangements for handling complaints

Question

What do I do if I am not happy about the support

If you are unhappy with the level of support that your child is receiving, the first point of contact would be your child’s teacher who can outline the strategies in place and discuss how your child is progressing.

that is being provided for my child?

If you have further questions after these discussions, arrange to meet with the school SENDCO, Sophie Shields (senco@butleigh.ppat365.org), or the Head Teacher.

If your issue is not resolved after both discussions, please refer to the Complaints Procedure and Guidance Policy.

Policy developed by Kristin Moth (Head Teacher) and Sophie Shields (SENDCO) in consultation with staff, governors and parents.

Policy approved by Governing Body –

Policy reviewed by Sophie Shields (SENDCo) & Hilary Tolhurst (SEN Governor) –

Signed: Sophie Shields (SENDCO)

Date: April 2026

Signed: Hilary Tolhurst (SEN Governor)

Date: April 2026