

BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL



Special Educational Needs (SEN) Information Report Sept 2024

As an inclusive Christian school, our vision is to provide a safe, happy, loving and nurturing environment where individuals feel valued and are encouraged to fulfil their hopes and aspirations. Through an inspiring and enriched curriculum, pupils are given the best opportunities to flourish and develop their God given talents.

'With God all things are possible' Matthew 19:26

Together Everyone Achieves More

Approved by:	Emma Raybould	Date:	13.10.25
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Last reviewed on:	13 th October 2025
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Next review due by:	13 th October 2026
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website [Butterwick Pinchbeck's Endowed Church of England Primary School - Policies](#)

You can ask a member of staff to make a copy or send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

In school, depending on your child's needs, they will be supported by their Class Teacher and Class TA. They may also be supported by a One to one and/or our learning mentor and SENCo.

Over the last 2 years our staff have undertaken the following training in order to support our children: -

Whole School

- AET good autism practice - Whole Staff
- Understanding Behaviour as communication – Whole Staff
- Supporting a Profile of Demand Avoidance – Whole School
- Whole School Nurture Approach– Whole Staff
- Dyslexia Training – Classroom Adjustments – Whole School

Individuals

- Autism and anxiety training – Mrs Raybould
- AET Exclusions – Mrs Raybould
- AET Leadership Inclusion and Structural Reasonable Adjustments– Mrs Raybould
- AET Progression Framework– Mrs Raybould
- De-escalation and regulation – Mrs Raybould
- Primary to secondary Transition training - Mrs Raybould
- EHCP Annual Review Training – Mrs Raybould
- Tier 1 – Four Areas of Need – Mrs Raybould and Mrs Marshall (Mentor and 1:1)
- Supporting Interventions – Mrs Raybould and Mrs Clark (Mentor and 1:1)
- Sensory Processing and Integration – Mrs Raybould and Mrs Clark (Mentor and 1:1)
- SEND Workforce Development Tier 1 Introduction to attachment – Mrs Raybould, Mrs Marshall and Mrs Clark (Mentor and 1:1)
- SEND Workforce development Tier 1 – Restorative Practice – Mrs Raybould and Mrs Marshall
- Makaton – Mrs Rigby and Mrs Clark
- Inclusion Training – Mrs Raybould
- Diabetes Training – Mrs Raybould, Mrs Towers, Miss Taylor, Mrs Weil, Mrs Marshall, Mrs Bell, Miss Rush
- Emotional Regulation – Mrs Clark
- Tier 1 – Developmental Language Disorder – Mrs Clark
- Tier 1 – Understanding neurodiversity
- Level 2 TQUK Certificate Understanding Children and Young People's Mental Health. – Mrs Sedgewick
- Attachment Aware and trauma responsive practice- Mrs Sedgewick
- ADHD Awareness – Mrs Raybould and Mrs Sedgewick
- Supporting a dual diagnosis of ADHD and Autism – Mrs Raybould
- Tier 1 Nurture Principles – Mrs Raybould

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Raybould has 6 years' experience in this role and has worked as a teacher at Butterwick Primary School for 9 years. Mrs Raybould is also a qualified teacher and achieved the national Award in Special Educational Needs Co-ordination in 2019. Mrs Raybould is allocated two and half days a week to manage SEN provision.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of TAs who are trained to deliver SEN provision.

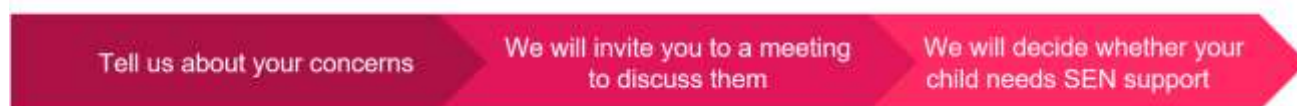
We have teaching assistants who are trained to deliver interventions such as Precision Teaching, Power of 1, Power of 2, Word Wasps, Beat Dyslexia, Rainbow Readers, IDL Math and IDL Literacy.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Specialist Teaching Team
- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › Lincolnshire Sensory Services Team
- › Autism Outreach Service
- › Behaviour Outreach Service
- › Specialist School Outreach Services
- › Physiotherapists
- › GPs or paediatricians
- › School nurses
- › Mental Health Support Team
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations
- › School nurses and health visitors
- › Lincolnshire Parent Partnership service
- › Grief and Loss counselling service
- › ESCO – early support care coordination service
- › EMTET – Ethnic Minority and Traveller Education team
- › EWO – Education Welfare Officers

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher. Please contact the teacher through our school's main contact number 01205 760256 to arrange an appointment.

They will pass the message on to our SENCO, Mrs Raybould, who will be in touch to discuss your concerns.

You can also contact the SENCO directly on our school's main contact number 01205 760256.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

In addition to that, if your child is on the SEN register, your child's class teacher will review your child's additional support plan three times a year this will:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these reviews, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis the best way to do this. This may include a direct conversation with the child, through artwork or music or observing your child in the setting.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when appropriate
- Teaching assistants will support pupils in small groups when appropriate

We may also provide the following interventions (this is not an exhaustive list):

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
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Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Emotional Literacy Support Communication Aids Sensory Circuits Sensory Room Weighted blankets
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Supportive Technology Coloured Overlays Pencil grips/Ergonomic pens IDL Literacy Word Wasps Precision Selling Phonics Intervention
	Moderate learning difficulties	All of the above as appropriate
	Severe learning difficulties	All of the above as appropriate
Social, emotional and mental health	ADHD, ADD	Quiet workstation Standing desks Wobble Cushions Sensory Circuits Fiddle Toys Chair bands Chew toys
	Adverse childhood experiences and/or mental health issues	Nurture groups Mental Health support through learning mentor or outside agencies
Sensory and/or physical	Hearing impairment	See our accessibility plan Butterwick Pinchbeck's Endowed Church of England Primary School - SEN Accesibility Plan
	Visual impairment	See our accessibility plan
	Multi-sensory impairment	See our accessibility plan

	Physical impairment	See our accessibility plan
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These interventions are part of our contribution Lincolnshire County Council’s local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions on a regular basis
- Use of formal and informal assessment
- Using pupil questionnaires
- Monitoring by the SENCO
- Using additional support plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don’t have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including our residential trip(s) to PGL and all pupils are encouraged to take part in sports day, school plays and any special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our school undertakes fair access to all by;

- Ensuring that all the children are admitted to the School, in accordance with the Admissions Policy.

- The level of ability of a child or any special educational need that he or she may have plays no part in the admissions policy of this school.
- In accordance with the Special educational Needs Code of Practice 2014, the allocation of school places for pupils with a Statement of Special Educational Needs or an Educational and Health Care Plan will take place before the school allocates other places as a part of the normal admission process.
- Discussions with previous schools, parents and pupils with SEND, including other professionals occur during the transition phase. This is in order to meet the best interests of the child. As best we can, we therefore implement strategies before a child is admitted.
- Making every effort to provide any necessary adaptations possible within the constraints of the School's funding arrangements.

13. How does the school support pupils with disabilities?

The school is fully accessible to wheelchairs and there is an accessible disabled toilet.^[1]^[SEP] We carry out an accessibility survey annually to ensure that there are no problems, and this is carried out more regularly should the need arise.^[1]^[SEP]

For further information on how we support children with disabilities please see our Accessibility Plan [Butterwick Pinchbeck's Endowed Church of England Primary School - SEN Accessibility Plan](#)

14. How will the school support my child's mental health, and emotional and social development?

The emotional and social well-being of your child is of great importance this is led by our Wellbeing Lead – Miss Taylor. Our school mentors Mrs Clark and Mrs Marshall, offer support and advice to children with emotional and social difficulties. Small group work and 1:1 support is available in school. External agencies including the Mental Health Support Team also come into school to offer support to pupils. The school has a clear anti-bullying and behaviour policy and the rewards and sanctions are used to support your child's behaviour. The class teacher, head teacher and SENDco will always liaise and work in unison with the family when implementing and dealing with social and emotional problems in school and at home.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term
- › Where we know children may struggle with transition we will arrange additional activities to support transition to familiarise children for the new school year

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. Prior to them starting the school SENCo will have meetings with the new school to ensure they are fully aware of your child's needs.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. We will also share your child's additional support plan including their one-page profile,

16. What support is in place for looked-after and previously looked-after children with SEN?

Miss Taylor is the designated teacher for looked-after children and previously looked-after children here.

Miss Taylor will work with Mrs Raybould, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lincolnshire County Council's local offer. The council publishes information about the local offer on their website:

<https://www.lincolnshire.gov.uk/send-local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://www.lincolnshire.gov.uk/liaise>

Local charities that offer information and support to families of children with SEN are:

<https://www.autism.org.uk/autism-services-directory//lincolnshire-autisticsociety>

<https://www.adhdlincs.org/>

<https://www.lincspcf.org.uk/>

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs

- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages