



SEND Information Report

July 2017

William Booth School is a fully inclusive mainstream school for pupils aged between 3 and 11. We have high expectations of all our children and aim for all children to achieve their full potential through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community; therefore the feelings and opinions of the child are listened to and responded to. Children with special educational needs and/or disabilities (SEND) have a right to a broad and balanced curriculum and to be educated alongside other children. We respect the fact that all children may have a special educational need and/or disability at some time during their lives.

This report explains how the SEND policy has been implemented at William Booth School and the measures and facilities in place to assist access for disabled pupils.

The information required to be included in the SEND Information Report is stated in the **Special Educational Needs and Disability regulations 2014 SCHEDULE 1: Information to be included in the SEN Information Report**. This can be found at:
<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Regulation	Question	School Response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of special educational needs and/or disability do children have in your school?</i>	<p>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 him or her.</p> <p>The SEND Code of Practice recognises four broad areas of need:</p> <ul style="list-style-type: none"> • Communication and interaction (including speech, language and communication needs and Autism Spectrum Disorder) • Cognition and learning (moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties and specific learning difficulties including dyslexia) • Social, mental and emotional health (including ADHD) • Physical and/or sensory needs <p>At William Booth School we have children with a range of difficulties and needs encompassing all of the areas outlined above.</p>
2. Information about the school's policies for the identification and assessment of pupils with special educational needs.	<i>How do you know if a child needs extra help and support?</i>	<p>We work closely with parents and carers to ensure your knowledge of your child is shared with the school. At your child's admission meeting, we will discuss any additional needs your child may have, or any concerns you may have regarding your child's needs. If appropriate, the SENCO will attend the admissions meeting, or an additional meeting will be arranged with the SENCO prior to your child starting school.</p> <p>The school's monitoring and assessment system for individual children will inform school staff about areas in which a child is not progressing at an adequate rate. The areas in which we monitor progress are linked to learning, self-help, personal and social skills and behaviour. If a child is not progressing at an adequate rate in any of these areas, action will be taken. This monitoring takes place regularly throughout the children's time at William Booth School and therefore enables special educational needs to be identified swiftly.</p> <p>We have good relationships with external agencies within the Nottingham City SEN Team including the Inclusive Education Service, the Behaviour Support Team and the Educational Psychologist Service. We will work with these agencies to identify and assess the needs of your child if necessary.</p> <p>If you have any concerns about your child's needs during their time at William Booth School, you should speak to your child's class teacher, who will share the concerns with the SENCO.</p>

		You can also speak to the SENCO, who is Claire Roberts, and can be contacted by calling the school office on 0115 9155821.
3a) How the school evaluates the effectiveness of its provision for pupils with special educational needs	<i>How do you know that the provision you put in place is effective and how will I know that it is effective?</i>	<p>Provision maps are created for children who receive additional to, or different from, SEND support. This may take the form of an individual or group provision map. The provision map will detail the support in place for the child, the intended outcomes and the review date. Class teachers will review the provision map alongside the child and parents/carers.</p> <p>All intervention programmes are monitored by the intervention provider, the class teacher and the SENCO or Learning Mentor, depending on the intervention, to ensure the effectiveness of the intervention.</p> <p>Teaching Assistants, Class Teachers and the SENCO communicate regularly regarding all children on the SEND register. We follow the graduated approach of 'Assess, Plan, Do, Review' and adapt provision accordingly based on its effectiveness.</p>
3b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<i>How do you check and review the progress of my child and how will I be involved?</i>	<p>The progress of all children at William Booth is monitored and assessed throughout the year. If a child is identified as being in danger of not making adequate progress in their learning, they will be provided with differentiated work in class and their progress will be monitored closely by the class teacher. They may require a targeted group or 1:1 intervention as part of the whole class intervention programme for a short period of time to support accelerated progress in order to ensure they will meet Age Related Expectations.</p> <p>If these actions do not result in the child making adequate progress and the child is identified as requiring SEND support, they may be supported in a way that is additional to, or different from, the differentiated approaches that are part of high quality personalised learning.</p> <p>Children's progress is reported to parents formally three times throughout the year, twice at parents meetings and once in an end of year written report. Children requiring high levels of SEND support also have an annual SEND review meeting. Parents and carers, class teachers, the SENCO, external agencies, and where appropriate the child, attend these meetings.</p>
3c) The school's approach to teaching pupils with special educational needs	<i>How do teachers help children with SEND?</i>	At William Booth School, we recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

		<p>The teachers at William Booth School have an excellent knowledge of all of the children in their class. This knowledge is used effectively to enable all children to access the curriculum in a suitable and appropriate way, taking into account their strengths and needs. Children who are in danger of not making adequate progress are supported through differentiation and/or a targeted group intervention as part of the whole class intervention programme. If these actions do not result in the child making adequate progress and the child is identified as requiring SEND support, they may be supported in one or more of the following ways:</p> <ul style="list-style-type: none"> • Further differentiation of work • Teacher or TA support in small group situations. • The provision of different learning materials and/or specialist equipment. • Staff development and training. • Interventions delivered in 1:1 or small group situations outside of class. • Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness. <p>The possible provision available at William Booth School for children with identified SEND can be found on the school website.</p>
<p>3d) How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Most of the children in our school follow a traditional curriculum with their class group, which is differentiated as necessary to the needs of the learners in the class. However, a small number of children have personalised provision according to their individual needs, abilities and interests. We currently have a small provision group for children in Upper Key Stage 2. Within this group, the children are taught literacy and maths skills, social and emotional skills and life skills. Other personalised provision and timetables may include 1:1 time, group time or time out of the classroom environment based on the particular needs of the child.</p> <p>William Booth School has facilities and equipment for supporting children with physical disabilities. The school site is largely on one level although there are a small number of steps within the school building. A lift is available for children who are physically unable to use these steps. We have a fully equipped hygiene suite, with an overhead hoist, changing bed and shower. We are committed to working with the City's Physical Team to ensure all children with physical disabilities can access all aspects of school life. This includes named staff accessing Moving and Handling Training and the purchasing of equipment such as portable ramps and specialist writing equipment as recommended by the Team.</p>

		The Disability Equality Scheme, Disability Action Plan and Inclusion and Equality Plan are all available on our school website.
3e) Additional support for learning that is available to pupils with special educational needs	<p><i>Is there additional support available to help children with SEND if needed?</i></p> <p><i>How are school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child receives?</i></p>	<p>We have a wide range of staff to support children and address additional needs they may have. These staff include: Teaching Assistants who deliver specific interventions; Teaching Assistants with experience or expertise in a particular area of need; Teaching Assistants who work with children with SEND within the classroom environment; the Learning Mentor who is very skilled in supporting children with emotional and social needs; and the school SENCO.</p> <p>Funding from the Local Authority is available to the school for children with SEND. This is allocated within school based on evidence of need and effectiveness. The Senior Team meets regularly to review the support in school and the impact of this support. Adaptations to support are made whenever necessary and the views of parents/carers and class teachers are taken into account. The school can also request additional funding for specific children through the Higher Level Needs funding if required.</p> <p>A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Education, Health and Care Assessment) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of an Education, Health and Care Plan is necessary, then the pupil's needs and provisions will be summarised in this document. This will be reviewed annually. The school undertakes to carry out specific requirements as outlined in the Education, Health and Care Plan.</p>
3f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs	<p><i>What activities and clubs are available to my child?</i></p> <p><i>How will I find out about these activities and clubs?</i></p>	<p>There are a wide range of activities and clubs at William Booth School, including breakfast clubs, sports clubs and creative clubs. These take place before and after school and during the lunch break. We also hold social events throughout the school year such as the summer and Christmas fair, cinema nights and book events. All events, activities and clubs are open to all children at William Booth School.</p> <p>Newsletters are sent home each half term with details of school events. Activities and clubs are advertised within school and children are invited to attend. You can speak to your child's class teacher to find out more about the activities and clubs available to your child.</p>

<p>3g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p><i>What support is there for my child's overall well-being?</i></p>	<p>At William Booth School we take our pastoral responsibilities seriously. Supporting and developing the social and emotional well-being of our pupils is of utmost importance. Children's individual needs are taken into account and provision is planned according to these needs.</p> <p>Some of the ways we support the social and emotional well-being of children with SEND include: buddy systems; Learning Mentor support; external agency involvement; individual reward charts; personalised rewards and sanctions; social stories; social group interventions; nurture groups; life skills groups.</p> <p>All of the children at William Booth School are educated about special educational needs and disabilities, with specific focus on needs and disabilities that are particularly relevant to the school. We aim to promote positive attitudes towards special educational needs and disabilities and eliminate cases of bullying in school. We recognise that some children with SEND may need additional support to develop and use strategies to deal with incidents of bullying. In any cases of bullying, the school will take action in accordance with the Anti-Bullying Policy.</p>
<p>4) The name and contact details of the Special Educational Needs Co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how William Booth School supports children with SEND?</i></p> <p><i>What should I do if I think my child may have a special educational need?</i></p>	<p>The SENCO is Claire Roberts and she can be contacted by calling the school office on 0115 9155821.</p> <p>If you have any concerns about your child's needs during their time at William Booth School, you should speak to your child's class teacher, who will share the concerns with the SENCO. You can also speak to the SENCO if you wish at this point.</p>
<p>5) Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p><i>What training have staff supporting children with SEND had or are having?</i></p>	<p>The SENCO is a qualified teacher and holds the National Award for Special Educational Needs qualification. Staff in school are currently trained in areas including, but not limited to: ASD, ADHD, moving and handling, physiotherapy, pupil voice, play therapy, counselling, CAFs, music interaction, Clicker 6, dyslexia friendly methods, positive handling and attachment issues.</p> <p>Training is provided to all staff, including teachers and teaching assistants, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. The SENCO works closely with Local Authority services to ensure that procedures and provisions</p>

		<p>are relevant and effective. Any information about special educational needs and disabilities gathered by the SENCO is made available to all relevant staff.</p> <p>As a school we can call on support from specialist agencies from the Local Authority as well as Health and Social Care services.</p>
6) Information about how equipment and facilities to support children and young people with special educational needs will be secured	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>Advice and support from external support services is available if requested by the school. These agencies include: Inclusive Education Service Teams (Learning Support, Autism and Sensory), Multi Agency Locality Team (Education Psychology and CAMHS), Behaviour Support Team and Health Services. The school has arrangements for securing access to these services for pupils with special educational needs and/or disabilities.</p> <p>If you believe your child requires specialist equipment or facilities please contact the SENCO, Claire Roberts on 0115 9155821.</p>
7) The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me support my child's learning?</i></p>	<p>The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but it is especially important in the case of those whose children have special educational needs and/or disabilities. We accept and value the contribution that parents and carers make and we encourage their participation. We shall make every effort to identify how parents/carers prefer to work with us. We realise that some families will need both practical help and emotional support if they are to play a key role in the education of their children.</p> <p>We aim to promote a culture of co-operation and partnership with parents/carers, school and the Local Authority by:</p> <ul style="list-style-type: none"> • Ensuring all parents/carers are made aware of the school's arrangements for special educational needs and/or disabilities including the opportunities for meetings between parents/carers and staff. • Informing parents/carers as soon as a concern regarding a special educational need and/or disability has been raised and working collaboratively with parents/carers as outlined in the graduated approach. • Inviting parents/carers to contribute evidence of their child's health, development, performance, progress, behaviour and any other factors contributing to difficulties. • Supporting parents/carers understanding of external agency advice and support. • Involving parents/carers in the setting and reviewing of their child's targets on their provision map.

		<ul style="list-style-type: none"> • Holding review meetings for children who receive high levels of SEND support that is additional to, or different from, differentiated approaches that are part of high quality personalised learning • Co-ordinating annual reviews for children with Education, Health and Care Plans. <p>School will meet with the parents/carers of children with special educational needs and/or disabilities three times a year. The purpose of these meetings will be to set clear outcomes, discuss activities and support, review progress and identify the responsibilities of the parent/carer, child and school. These meetings will be held with the class teacher and/or SENCO. A record of the meetings and agreed actions will be shared with all staff involved in the child's education, and parents/carers will be given a copy of the record.</p>
8) The arrangements for consulting young people with special educational needs about, and involving them in, their education.	<i>How will my child be involved in his/her own learning and decisions made about his/her education?</i>	<p>We encourage pupils to participate in their learning where possible by:</p> <ul style="list-style-type: none"> • Involving the pupil in the setting and reviewing of their targets. • Inviting the pupil to attend review meetings. • Identifying with the pupil teaching and learning strategies that work with them. • Soliciting the pupil's views about their learning. • Encouraging independence.
9) Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>For more information regarding SEND, please contact the SENCO, Claire Roberts.</p> <p>We value the partnership between parents/carers and school, but should a problem arise, parents/carers are encouraged to discuss this fully with the class teacher, SENCO or Head Teacher. Any complaints will be treated in accordance with our complaints procedure.</p>
10) How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in	<i>What specialist services and expertise are available at or accessed by the school?</i>	<p>Advice and support from external support services is available if requested by the school. These agencies include: Inclusive Education Service Teams (Learning Support, Autism and Sensory), Multi Agency Locality Team (Education Psychology and CAMHS), Behaviour Support Team and Health Services. The school has arrangements for securing access to these services for pupils with special educational needs and/or disabilities.</p> <p>We believe that effective action on behalf of these children depends upon close co-operation between the school and other professionals. There is regular liaison and sharing of</p>

supporting the families of such pupils		information between the SENCO and external support agencies through multi-agency review meetings, as well as regular discussions and meetings through the year.
11) The contact details of support services for the parents of pupils with special educational needs.	<i>Who should I contact to find out about support for parents and families of children with SEND?</i>	<p>Special Educational Needs Service, Nottingham City Council. Includes links to information for parents, the Inclusive Education Service and Education Health and Care Plans: http://www.nottinghamcity.gov.uk/article/22025/Special-Educational-Needs-Service</p> <p>Parent Partnership: http://www.ppsnotts.org.uk/</p> <p>Support for parents and siblings of children on the autistic spectrum: http://indigokids.webs.com/ http://www.autismeastmidlands.org/</p> <p>Contact A Family - supporting the families of disabled children whatever their condition or disability: http://www.cafamily.org.uk/</p> <p>Rainbows - Support group for parents and carers in Nottinghamshire who have a child with a disability or additional needs http://rainbowparents carers forum.org.uk/</p>
12) The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.	<i>How will the school prepare and support my child when joining your school or transferring to a new school?</i>	<p>Detailed information is collected when pupils are admitted to school. This is achieved by:</p> <ul style="list-style-type: none"> • Talking to parents/carers about their child's needs. • Liaising with other professionals who may be working with the child. • Arranging a meeting with SENCO of the previous school if appropriate. <p>Class teachers and the SENCO will be fully informed if there is any information regarding a pupil with a special educational need and/or disability.</p> <p>On transition all pupil records will be updated and passed on. Class teachers will have detailed discussions as pupils move from class to class. Close liaison between schools will take place as pupils move from school to school and records will be sent to the receiving educational establishment for their attention. If deemed appropriate, staff at William Booth School will work to liaise with the receiving school to develop a transition programme, suited to the child's needs. The SENCO endeavours to discuss with receiving staff any children</p>

		<p>identified as needing additional or different provision to enable continuity of support. The Inclusive Education Services within the City of Nottingham LA will be informed if any pupil receiving additional financial support from the LA via HLN funding is to transfer to or from our school.</p>
<p>13) Information on where the local authority's local offer is published.</p>	<p><i>Where can I find out about other services that might be available for our family and my child?</i></p>	<p>It is important for parents/carers to have knowledge about services in the local area that may be able to offer support to families and children with special educational needs and/or disabilities. The school's provision map (on the school website) outlines the support available for children with special educational needs and/or disabilities whilst they are at school.</p> <p>The local authority has published information about services in the local area, known as the Local Offer. The link to this can be found on the school website and below: http://www.nottinghamcity.gov.uk/localoffer</p>