



## SEND Information Report

July 2021

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 know 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/uksi/2014/1530/schedule/1/made>

Regulation	Question	School Response
<p>1. The kinds of Special Educational Needs for which provision is made at the school.</p>	<p><i>What kinds of special educational needs and/or disability do children have in your school?</i></p>	<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"> <li>• Communication and interaction (including speech, language and communication needs and Autism Spectrum Disorder)</li> <li>• Cognition and learning (moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties and specific learning difficulties including dyslexia)</li> <li>• Social, mental and emotional health (including ADHD, attachment disorder)</li> <li>• Physical and/or sensory needs (for example visual impairments, hearing impairments, processing difficulties)</li> </ul> <p>At William Booth School we have children with a range of difficulties and needs encompassing all of the areas outlined above.</p>
<p>2. Information about the school's policies for the identification and assessment of pupils with special educational needs.</p>	<p><i>How do you know if a child needs extra help and support?</i></p>	<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.</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. We will identify children whose progress:</p> <ul style="list-style-type: none"> <li>• Is significantly slower than that of their peers starting from the same baseline</li> <li>• Does not match or better the child's previous rate of progress</li> <li>• Does not close the attainment gap between the child and their peers</li> <li>• Widens the attainment gap</li> </ul> <p>The areas in which we monitor progress are linked to:</p> <ul style="list-style-type: none"> <li>• Learning</li> <li>• Behaviour and emotional well-being</li> <li>• Personal and social skills, including communication.</li> </ul>

If a child is not progressing at an adequate rate in any of these areas, action will be taken. Monitoring takes place regularly throughout a child's time at William Booth School and therefore enables special educational needs to be identified swiftly.

If a child is identified as being in danger of not making adequate progress in their learning, in the first instance 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 support programme for a short period of time, with the aim of promoting accelerated progress to ensure they meet Age Related Expectations.

Interventions and support will also be provided for children not making progress in other areas: behaviour and emotional well-being, and personal and social skills, including communication.

If these actions do not result in the child making adequate progress, we will consider whether the child requires SEND support. This decision will be made in conjunction with the child and their parent/carer, and the support that is required will be determined. We will start with the desired outcomes for the child including expected progress and attainment, as well as outcomes in other areas as appropriate such as social or sensory related outcomes. The decision about the identification of an SEND will then be made, which may then mean that the child is supported in a way that is additional to, or different from, the differentiated approaches that are part of our core offer of high quality personalised learning.

Information gathered during initial assessments and consultations with teachers, parents/carers, the child and external professionals where appropriate will be used to:

- Provide starting points for the development of an appropriate curriculum
- Where applicable, ensure transition into school is well managed and accessible to the pupil and parents
- Carry out appropriate assessments for the identification of any learning difficulties or other areas of need
- Identify specific support within the classroom for the child
- Plan and implement additional interventions as necessary
- Create a Personalised Provision Plan to outline the support required and how this will be implemented
- Where appropriate, facilitate involvement from external professionals

		<p>We have good relationships with external agencies within the Nottingham City SEN Team including the Inclusive Education Service (Learning Support Team, Physical and Sensory Team and Autism Team), 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. You can also speak to the SENCO, who is Claire Roberts, and can be contacted by calling the school office on 0115 9155821 or by email: <a href="mailto:senco@williambooth.nottingham.sch.uk">senco@williambooth.nottingham.sch.uk</a>.</p>
<p>3a) How the school evaluates the effectiveness of its provision for pupils with special educational needs.</p>	<p><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>	<p>Personalised Provision Plans are created for children who receive additional to, or different from, SEND support. The Personalised Provision Plan will detail targets for the child, the provision in place for the child and the impact of this provision. Each term, class teachers will review the Personalised Provision Plan alongside the child and parents/carers, and the school SENCO where appropriate.</p> <p>In addition to Personalised Provision Plans, we evaluate the effectiveness of SEN provision by:</p> <ul style="list-style-type: none"> <li>• Reviewing the impact of interventions</li> <li>• Using pupil questionnaires</li> <li>• Monitoring by the SENCO</li> <li>• Holding review meetings</li> </ul>
<p>3b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The progress of all children at William Booth School is monitored and assessed throughout the year. The graduated approach of 'Assess, Plan, Do, Review' enables us to assess and review the progress of children with SEND and adapt provision based on its effectiveness.</p> <p>In addition to the school assessment systems for all children, the class teacher and SENCO use the following information to assess and review the progress of children with SEND:</p> <ul style="list-style-type: none"> <li>• The class teacher's assessment and experience of the child</li> <li>• Assessment and information from other professionals including internal staff (eg Behaviour Lead) and external agencies (eg Autism Team)</li> <li>• The child's previous progress, attainment and behaviour</li> <li>• The child's development in comparison with their peers and national data</li> <li>• The views and experiences of parents</li> <li>• The child's own views</li> </ul>

		<p>Children's progress is reported to parents formally three times throughout the year.</p> <p>For children with a Special Educational Need/Disability, Personalised Provision Plans will be reviewed formally at these meetings, as well as regularly throughout the year alongside the child and parents/carers, and the school SENCO where appropriate.</p> <p>For parents/carers of children who are in receipt of Higher Level Needs (HLN) funding, a more detailed meeting will also take place. The purpose of this meeting will be to set clear outcomes, discuss activities and support, review progress and identify the responsibilities of the parent/carer, child and school.</p>
3c) The school's approach to teaching pupils with special educational needs.	<i>How do teachers help children with SEND?</i>	<p>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> <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.</p> <p>Children identified as requiring SEND support may be supported in a way that is additional to, or different from, the differentiated approaches that are part of high quality personalised learning, for example:</p> <ul style="list-style-type: none"> <li>• Further differentiation of work.</li> <li>• Teacher or TA support in small group situations.</li> <li>• The provision of different learning materials and/or specialist equipment.</li> <li>• Staff development and training.</li> <li>• Interventions delivered in 1:1 or small group situations outside of class.</li> <li>• Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.</li> </ul> <p>The possible provision available at William Booth School for children with identified SEND can be found on the school website.</p>
3d) How the school adapts the curriculum and learning	<i>How will the curriculum be matched to my child's needs?</i>	<p>The very large majority of children in our school follow our school curriculum with their class group, which is differentiated as necessary to the needs of the learners in the class. However,</p>

<p>environment for pupils with special educational needs</p>	<p><i>How accessible is the school environment?</i></p>	<p>a small number of children have personalised provision according to their individual needs, abilities and interests.</p> <p>We have a small focused group for children with a high level of SEND who require an alternative curriculum based on developing social skills; communication; and personal skills such as independence and self-help skills, as well as ensuring the children's individual needs in relation to their learning, sensory and physical development are met.</p> <p>Other personalised provision and timetables may include 1:1 time, group time or time out of the classroom environment. This provision is 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 'Oak Field Support' to ensure all children with physical disabilities can access all aspects of school life. Where appropriate, 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> <p>The SEND Accessibility Plan is available on our school website.</p>
<p>3e) Additional support for learning that is available to pupils with special educational needs.</p>	<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. This includes: staff who deliver specific interventions focused on learning and social, behavioural and emotional needs; staff with experience or expertise in a particular area of need, and staff who work with children with SEND within the classroom environment. This work carried out by the staff team is led, monitored and reviewed by the school SENCO and the school Behaviour Lead.</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. Throughout the year, the Senior Team reviews 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>
<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>	<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>All events, activities and clubs are open to all children at William Booth School. We have a wide range of activities and clubs, 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. Children in Years 2 – 6 have the opportunity for a residential visit and all children are encouraged to go on these. No child is ever excluded from taking part in any of these events, activities or clubs because of their special educational need and/or disability.</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 accordingly.</p> <p>Some of the ways we support the social and emotional well-being of children with SEND include: support via the highly skilled Safeguarding and Behaviour Lead; external agency involvement; individual reward charts; personalised behaviour systems including rewards and sanctions; social stories; social group interventions; nurture groups; life skills groups. We work very closely with parents and recognise that communication between school and home is key to supporting the social and emotional well-being of the pupils in our school.</p> <p>All children at William Booth School are educated about special educational needs and disabilities, with a 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</p>

		bullying. In any cases of bullying, the school will take action in accordance with the Anti-Bullying Policy.
4) The name and contact details of the Special Educational Needs Co-ordinator.	<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 or by emailing <a href="mailto:senco@williambooth.nottingham.sch.uk">senco@williambooth.nottingham.sch.uk</a>.</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>
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><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, Adverse Childhood Experiences (ACES), moving and handling, physiotherapy, pupil voice, play therapy, Lego therapy, sensory circuits, sensory diets, counselling, music interaction, dyslexia friendly methods, physical intervention and positive handling, attachment, trauma informed approaches and aspects of mental health.</p> <p>Training is provided to all staff, including teachers, teaching assistants and midday supervisors, 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 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 Team, Physical Team, Sensory Team and Autism Team), Community Educational Psychology Service, 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 or <a href="mailto:claire.roberts@williambooth.nottingham.sch.uk">claire.roberts@williambooth.nottingham.sch.uk</a>.</p>
<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>	<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>During the process of identifying a special educational need and/or disability, we will have discussions with the child and their parents/carers to ensure that:</p> <ul style="list-style-type: none"> <li>• Everyone develops a good understanding of the child's strengths and difficulty.</li> <li>• The child and parents' views, concerns and wishes are taken into account.</li> <li>• Everyone understands the agreed outcomes for the child.</li> <li>• Everyone is clear on what the next steps are.</li> </ul> <p>We aim to promote a culture of co-operation and partnership with parents/carers, school and external agencies by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Inviting parents/carers to contribute evidence of their child's health, development, performance, progress, behaviour and any other factors contributing to difficulties.</li> <li>• Supporting parents/carers understanding of external agency advice and support.</li> <li>• Involving parents/carers in the setting and reviewing of their child's targets on their Personalised Provision Plan.</li> <li>• 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.</li> <li>• Co-ordinating annual reviews for children with Education, Health and Care Plans.</li> </ul> <p>During review meeting, clear outcomes will be set, activities and support will be discussed, progress will be reviewed and the responsibilities of the parent/carer, child and school will be identified.</p>
<p>8) The arrangements for consulting young people with special educational needs about,</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>We encourage pupils to participate in their learning where possible by:</p> <ul style="list-style-type: none"> <li>• Involving the pupil in the setting and reviewing of their targets.</li> <li>• Inviting the pupil to attend review meetings where appropriate.</li> </ul>

<p>and involving them in, their education.</p>		<ul style="list-style-type: none"> <li>• Identifying with the pupil teaching and learning strategies that work with them.</li> <li>• Soliciting the pupil's views about their learning.</li> <li>• Encouraging independence.</li> </ul>
<p>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>	<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.</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>
<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 supporting the families of such pupils.</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</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 Team, Physical Team, Sensory Team and Autism Team), Community Educational Psychology Service, 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 information between the SENCO and external support agencies through regular discussions and meetings throughout the year.</p>
<p>11) The contact details of support services for the parents of pupils with special educational needs.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>Special Educational Needs Service, Nottingham City Council. Includes links to information for parents and Education Health and Care Plans:  <a href="https://www.nottinghamcity.gov.uk/information-for-residents/education-and-schools/special-educational-needs-service/">https://www.nottinghamcity.gov.uk/information-for-residents/education-and-schools/special-educational-needs-service/</a></p> <p>Ask Us Nottinghamshire. Information, advice and support for children and young people with a disability or special educational needs and their parents/carers:  <a href="https://askusnotts.org.uk/">https://askusnotts.org.uk/</a></p> <p>Support for parents and siblings of children on the autistic spectrum:  <a href="https://www.autismeastmidlands.org.uk/">https://www.autismeastmidlands.org.uk/</a></p>

		<p>Contact A Family - supporting the families of disabled children:  <a href="http://www.cafamily.org.uk/">http://www.cafamily.org.uk/</a></p> <p>Rainbows - Support group for parents and carers in Nottinghamshire who have a child with a disability or additional needs:  <a href="http://rainbowparentscarersforum.org.uk/">http://rainbowparentscarersforum.org.uk/</a></p>
<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.</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school?</i></p>	<p>Detailed information is collected when pupils are admitted to school. This is achieved by:</p> <ul style="list-style-type: none"> <li>• Talking to parents/carers about their child's needs.</li> <li>• Liaising with other professionals who may be working with the child.</li> <li>• Arranging a meeting with the SENCO of the previous school if appropriate.</li> </ul> <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. Transition from class to class within school will involve current and new class teachers, the school SENCO and the child's parents/carers. 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 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:  <a href="http://www.nottinghamcity.gov.uk/localoffer">http://www.nottinghamcity.gov.uk/localoffer</a></p>