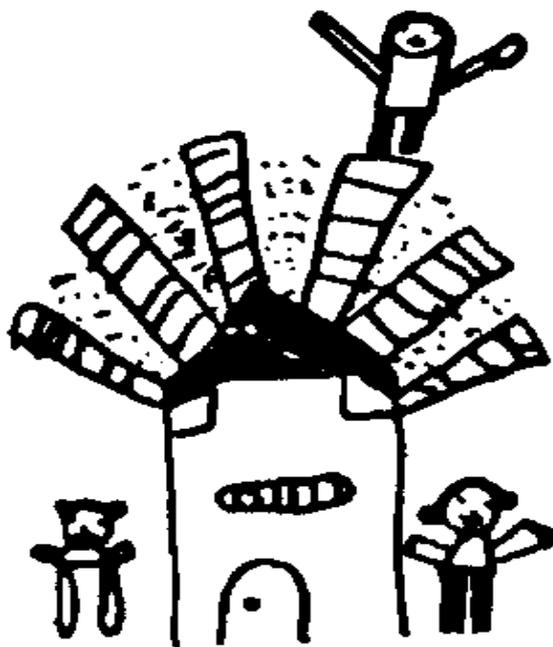


WILLIAM BOOTH
PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY
POLICY
JULY 2021

Policy to be reviewed July 2022

Principles and Objectives

At William Booth Primary School we believe that all children benefit from mixing with a wide variety of children and adults, from all cultures and backgrounds, including those who are disabled and those with a special educational need(s).

In line with national guidance, William Booth endorses the 5 outcomes of the Every Child Matters programme (2005). The 5 areas are: Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Achieving Economic Well-being.

We have high expectations of all our children. We 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.

We believe that parents and carers have a vital role to play in supporting their child's learning. We will endeavour therefore to work in partnership with the parents/carers of all pupils.

Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

"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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."

Children must not be regarded as having a learning difficulty solely because the language or form of language is different from the language in which they will be taught.

Aims

William Booth Primary and Nursery School is a mainstream school for pupils aged between 3 and 11. This policy explains how William Booth School makes provision for pupils with SEND, in line with the school ethos and current legislative requirements. (SEND Code of Practice 2014, Children and Families Act 2014, Equality Act 2010)

The aims of the policy are:

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure the special educational needs and/or disabilities of children are assessed and provided for.
- To identify the roles and responsibilities of staff in providing for children's special educational needs and/or disabilities.
- To ensure that the needs of children with SEND are met through a curriculum that is successfully adapted, designed and developed to be ambitious and give all pupils the knowledge and cultural capital they need to succeed in life.
- To ensure that children with SEND are supported to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- To ensure access for all children to extra-curricular activities and inclusion in all aspects of school life.
- To promote self-worth, enthusiasm and a sense of achievement in all children.
- To work in partnership with parents/carers and other external agencies to provide an integrated approach to a child's special educational needs and/or disabilities.
- To give children the opportunity to have a voice in the process.
- To monitor and record the progress of children with special educational needs and/or disabilities.

Roles and Responsibilities

Management of Special Educational Needs and Disability

The governing body, in co-operation with the Head Teacher, determines the school's general policy and approach to the provision for children with special educational needs and/or disabilities, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEND policy and reporting to parents annually.

Helen Hicks is the governor who has a particular responsibility for SEND and monitors the school's work with respect to children with special educational needs and/or disabilities.

The Head Teacher has responsibility for overseeing the provision for children with special educational needs and/or disabilities and keeping the governing body informed. In conjunction with the special educational needs co-ordinator (SENCO) and the senior leadership team, the Head Teacher is responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

Co-ordination of Special Educational Needs and Disability Provision

The SENCO for our school is Claire Roberts, who is a qualified teacher and holds the National Award for Special Educational Needs qualification.

The SENCO is responsible for:

- The daily implementation of the SEND policy, with regard to systems and procedures.
- Co-ordinating provision and collecting, recording and updating information for children with SEND.
- Requesting additional support for pupils with complex SEND through element 3 LA funding (HLN).
- Ensuring and monitoring support for those children requiring provision through element 2 funding.
- Requesting and/or contributing to Education, Health and Care assessments where appropriate.
- Ensuring the effective implementation and review of Education, Health and Care Plans.

- Ensuring there is liaison with parents/carers and external agencies in respect of children with SEND.
- Liaising with, advising and supporting all staff with SEND matters.
- Managing teaching assistants working with children with SEND.
- Contributing to the CPD of the staff.
- Ensuring that the appropriate planning, provision and reviewing documents are in place.
- Co-ordinating the implementation and monitoring of interventions.
- Producing the online annual SEN information report.

The Role of Staff working with Children with Special Educational Needs and Disability

All members of the school community work towards the school aims by:

- Using the school procedures (as outlined in this policy) for identifying, assessing, making provision for and reviewing pupils with SEND.
- Sharing a commitment to inclusion and a partnership approach to provision.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the principles for inclusion as emphasised in the inclusion statement in the National Curriculum 2013:

- Setting suitable learning challenges
- Responding to pupils' needs
- Overcoming potential barriers for individuals and groups of pupils.

Class Teachers will ensure these principles are implemented by:

- Working closely with parents/carers, external agencies, SENCO and support staff to gather information, plan and review learning for children with special educational needs and/or disability in their class.
- Providing learning opportunities and interventions, and/or resources and support that are additional to, and different from, the rest of the class.
- Devising and reviewing Personalised Provision Plans for all children on the SEND register, in partnership with parents/carers, pupils, TA's and the SENCO.
- Monitoring progress using the school assessment system, PIVATs and/or the Autism Education Trust toolkit as appropriate.
- Attending review meetings.

In some cases, children with complex special educational needs and/or disability may have a named support TA or access to an alternative provision and curriculum. In these cases, the class teacher remains responsible and accountable for the progress and development of the child. Some of the ways this will be achieved include the class teacher and support staff having regular meetings and conversations, jointly planning the child's provision, working together to assess the child's progress and set new targets, meeting parents/carers to report on progress and ensuring the child spends time with his/her class group as appropriate. The SENCO will work closely with class teachers and support staff in these cases.

Identification of SEND and the Graduated Approach

Early identification, assessment and intervention are recognised as the key to meeting the needs of individual children. The SEND Code of Practice (2014) recognises four broad areas of need:

- Communication and interaction (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)
- Social, mental and emotional health (including ADHD, attachment disorder)
- Physical and/or sensory needs (for example visual impairments, hearing impairments, processing difficulties)

Procedures for identification of SEN (See Appendix 1 for a one page copy of these procedures)

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:

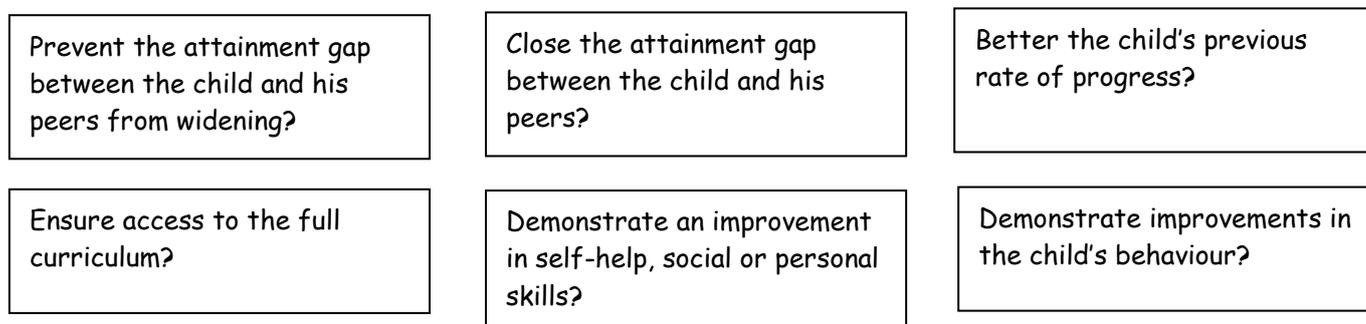
- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the child's previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap

The areas in which we monitor progress are linked to:

- Learning
- Behaviour and emotional well-being
- Personal and social skills, including communication.

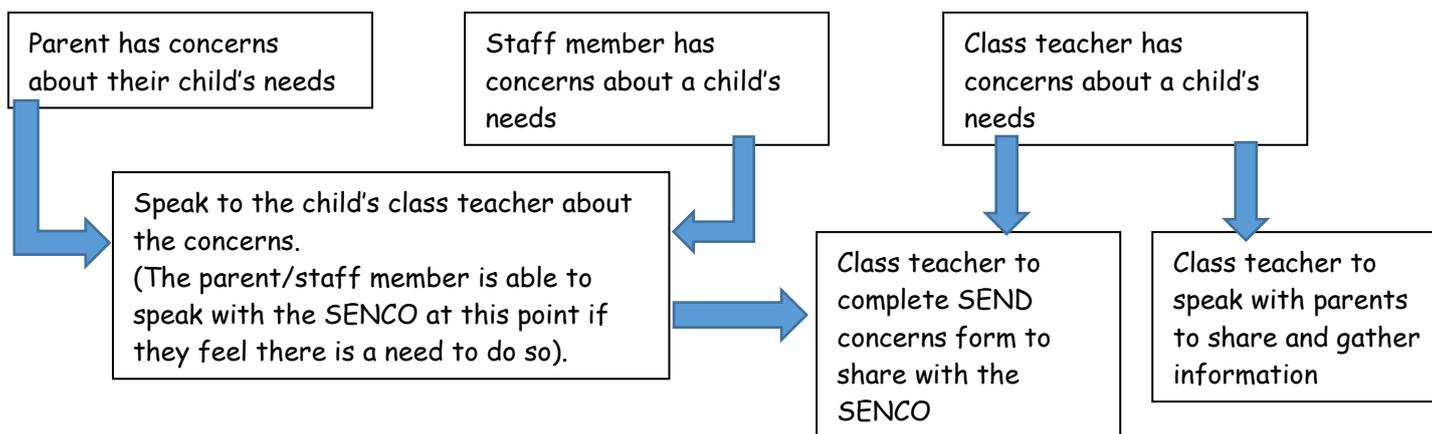
When assessing progressing and identifying potential areas for inadequate progress, teachers will ask:

Does current progress:



The key test of the need for action is that current rates of progress are inadequate.

Therefore, if the answer to the questions above is no, the following steps should be taken:



When an SEND concerns form (Appendix 2) is received, 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.

When a decision is made that a child requires special education provision, the graduated approach, as outlined in the SEND Code of Practice 2014, will be followed:

Assess - the class teacher, SENCO and parents/carers will work together to assess the child's needs. This will include gathering information from the teacher about the child's progress, attainment and behaviour, as well as information from parents/carers. With parental agreement, external agencies may be contacted if appropriate.

Plan - in consultation with parents/carers and the child, the class teacher and the SENCO will agree upon the adjustments, interventions and support to be put in place. 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

Expected progress will be agreed upon and a review date set. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will all be recorded by the class teacher on the child's Personalised Provision Plan (see Provision for children with SEND (including Personalised Provision Plans) section for more information about these Plans)

Do - the agreed support will be put in place. The class teacher will remain responsible for the child's progress and will work closely with other professionals involved in the child's education to monitor and track this progress. The SENCO will support the class teacher and other professionals in the ongoing assessment related to the agreed support.

Review - the effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the child and their parents/carers. Next steps for the child will be agreed in collaboration with the child and parents/carers and the child's Personalised Provision Plan will be updated.

Identifying the area(s) of special educational need

Cognition and Learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation (CoP 6:30)

The following situations may lead to a child being identified as having a special educational need in the area of cognition and learning:

- Not making expected progress (no progress over 2 terms, limited progress over 3 terms). However, other circumstances must be taken into account i.e. other identified SEND, significant life events.
- Working significantly below ARE (More than 1 year behind peer group). However, other circumstances must be taken into account i.e. a child starting school for the first time in Year 3, a child who is new to English, the progress the child has made.
- An identified Specific Learning Difficulty i.e. dyslexia

- Children may be identified as having a cognition and learning need in one subject area i.e. English reading & writing, but be making expected progress and/or achieving ARE in maths.
- Children who are identified as having a cognition and learning need and then make expected progress and/or achieving ARE will be reviewed along with parents and class teacher and potentially removed from the SEND register.

Social, Emotional and Mental Health difficulties:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. (CoP 6:32)

The following situations may lead to a child being identified as having a special educational need in the area of social, emotional and mental health difficulties (SEMH):

- A child's difficulties impacting on their progress in their social, emotional or mental health development, and/or on their academic learning
- A child's difficulties impacting on the social, emotional or mental health development and/or academic achievements of their peers
- Concerns around a child's SEMH development raised by parents or members of staff
- Data from behaviour, attendance and/or safeguarding records
- Information from observations and assessments (internal and/or external)
- A diagnosed disorder such attention deficit disorder, attention deficit hyperactive disorder or attachment.

Communication and Interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others (CoP 6:28)

The following situations may lead to a child being identified as having a special educational need in the area of communication and interaction:

- A child with difficulty saying what they want to and/or understanding what is being said to them
- A child who does not understand or use social rules of communication
- Communication and interaction difficulties impacting on social, emotional or mental health development, and/or academic learning
- A child receiving a regular package of Speech and Language Therapy support
- A diagnosis of an Autistic Spectrum Disorder

Sensory and/or Physical Needs:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided (CoP 6:34)

The following situations may lead to a child being identified as having a special educational need in the area of sensory and/or physical needs:

- A diagnosed sensory impairment (such as vision or hearing)
- A diagnosed physical disability
- A child who requires additional ongoing support and equipment to access all the opportunities available to their peers.

SEN and EAL (English as an Additional Language)

The SEND Code of Practice explains that:

"Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their

command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN".

At William Booth School, all staff members understand that good SEN practice is also good EAL practice, and both of these are good 'quality-first teaching' practice. If a member of staff has a concern that a child with EAL may have SEN, we will follow the same procedures as with a child who does not have EAL. One difference in this case would be the involvement of an interpreter with parental consent to ascertain whether the child has any difficulties in their home language.

Provision for children with SEND (including Personalised Provision Plans)

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.

If a child is identified as being in danger of not making adequate progress, 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 to support accelerated progress.

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:

- 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.

Whole School Provision Maps for the four broad areas of Special Educational Needs outline the provision available at William Booth School for children with identified SEND. (See Appendix 3)

If adequate progress is not made after a substantial period of intervention and review at this stage, the teacher in consultation with parents/carers and SENCO may conclude that further support and advice is needed. This may include the Inclusive Education Service (Learning Support Team, Physical and Sensory Team and Autism Team), the Behaviour Support Team, the Educational Psychologist Service and Health Services.

The provision here remains as the provision outlined above, as well as:

- Active and ongoing advice from external agencies.
- Provision of specialist assessment.
- Provision of Local Authority additional resources allocated through element 2 funding, and requests for further support through the High Level Needs element 3 funding where appropriate.
- Review Meetings in which parents/carers, school staff and external agencies share information and plan for the future provision for the child.

Personalised Provision Plans will be used for all children on the SEND register. The Personalised Provision Plan will outline the key information regarding the child's needs. It will state the child's targets for each term and detail the provision including support and/or intervention that is in place for the child, along with the impact of the provision. Class teachers will regularly review the Personalised Provision Plan; this will be done alongside the child and parents/carers where appropriate. (See Appendix 4 for an example Personalised Provision Plan).

Education, Health and Care Plans

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.

Assessment and Monitoring

(See Appendix 5 for detailed information and guidance on assessing children with SEND)

The progress of children receiving SEND support that is additional to, or different from, differentiated approaches that are part of high quality personalised learning will be monitored using the systems outlined in the section 'Identification of SEND'. This monitoring is in addition to the school assessment system which is used to record and monitor the progress of all children in school. In the Foundation Stage, all children's progress is assessed and monitored using the Early Years Foundation Stage Profile (EYFSP). Details of the school assessment systems can be found in the Assessment Policy.

In the primary phase (Key Stages 1 and 2) children's progress is assessed using the school assessment system which monitors progress against age related expectations. Children in Year 1 who are working below Year 1 age related expectations will continue to be assessed using the EYFSP. Children in Year 2 - 6 who are working significantly below their peers and/or making no or limited progress will be assessed using BSquared. For some children, BSquared will be used to monitor progress from Year 1. The decision to use BSquared to assess progress will be made by the class teacher, teaching assistant where applicable, and SENCO and parents/carers will be informed. BSquared ensures that small increments of progress are recorded and celebrated.

The Autism Education Trust Progression Framework is used to identify learning priorities and measure progress in areas which fall outside the national curriculum. The decision to use the AET Progression Framework to assess progress in these areas will be made by the class teacher, teaching assistant where applicable, and SENCO and parents/carers will be informed.

By following the graduated approach and four-part cycle of 'Assess, Plan, Do, Review' we are able to assess and review the progress of children with SEND and adapt provision accordingly based on its effectiveness.

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:

- The class teacher's assessment and experience of the child
- Assessment and information from other professionals including internal staff (eg Behaviour Lead) and external agencies (eg Autism Team)
- The child's previous progress, attainment and behaviour
- The child's development in comparison with their peers and national data
- The views and experiences of parents
- The child's own views

External Support Services

Advice and support from external support services is available if requested by the school. These services include: the Inclusive Education Service (Learning Support Team, Physical and Sensory Team and Autism Team), the Behaviour Support Team and the Educational Psychologist Service. The school has arrangements for securing access to these services for pupils with special educational needs and/or disabilities and 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 multi-agency review meetings and agency planning meetings, as well as regular discussions and meetings through the year.

Partnership with Parents/Carers

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.

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:

- Everyone develops a good understanding of the child's strengths and difficulty.
- The child and parents' views, concerns and wishes are taken into account.
- Everyone understands the agreed outcomes for the child.
- Everyone is clear on what the next steps are.

We aim to promote a culture of co-operation and partnership with parents/carers, school and the Local Authority by:

- 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 and encouraging parents/carers to share information about 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 Personalised Provision Plan.
- Holding review meetings for children who receive Higher Level Needs funding.
- Co-ordinating annual reviews for children with Education, Health and Care Plans.

Children's progress is reported to parents formally three times throughout the year. Meetings will be held with the class teacher and/or SENCO. 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. 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. A record of the meeting 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.

The Local Offer

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 Whole School Provision Maps for the four broad areas of Special Educational Needs (Appendix 3) outlines the support available for children with special educational needs and/or disabilities whilst they are at school. 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, in our SEND information report on the school website and using the website address below: <http://www.nottinghamcity.gov.uk/localoffer>

The Voice of the Child

We encourage pupils to participate in their learning where possible by:

- 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.

Supporting the social and emotional well-being of children with SEND

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.

The Whole School Provision Map for social, emotional and mental health difficulties outlines the ways that we support children with this area of need through the curriculum, quality first teaching, interventions, wider curriculum opportunities and CPD for staff.

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.

Accessibility

As outlined in our Accessibility Plan and Equality Statement, our vision is to increase the extent to which people with special educational needs and/or disabilities can participate in the school curriculum and access education and associated services.

When admitting a child with special educational needs and/or disabilities, the school and family work together to assess the child's strengths, needs and potential barriers to accessing school life. The school also involves external support services when appropriate to ensure high quality care is provided. We then use the information gathered to put appropriate support into place. We also recognise that the needs of the children may change during their time at school and we work with parents/carers and external agencies to ensure we adapt our support accordingly as appropriate.

In addition to supporting children in the ways outlined in the 'Provision for children with SEND' section, and the Whole School Provision Maps for sensory and/or physical needs found in Appendix 3, 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.

Our school curriculum intent states that 'we aim to develop every child as an individual and strive for excellence for all'. The curriculum has been designed in collaboration with children, staff, parents, Governors and the wider school community and is ambitious in its aim of ensuring all children meet their full potential. The Whole School

Provision Maps for the four broad areas of Special Educational Needs outlines the ways in which our curriculum, along with quality first teaching, interventions, wider curriculum opportunities and CPD for staff, meets the needs of all children in our school.

In addition to the school curriculum that the vast majority of children access in the mainstream classrooms, we provide an alternative curriculum for children with higher levels of communication and interaction needs. This curriculum has been designed and adapted alongside the Local Authority's Autism Team. Our Alternative Curriculum Provision Map outlines the intent and implementation of this curriculum (Appendix 6)

Admissions and Transition

No pupil will normally be refused a place at William Booth Primary School on the grounds of special educational need and/or disability. The parent/carer of a child with an identified and professionally supported special educational need and/or disability may present a case for prioritisation. If a child has an Education, Health and Care Plan, his/her application will be given priority, in accordance with the SEND Code of Practice. The only time admission will be refused is if William Booth School is unsuitable for the child's "age, ability, aptitude or special educational needs" or "the placement would be incompatible with the efficient education of the other children with whom the child would be educated, or with the efficient use of resources" (Code of Practice p107, reference to Schedule 27, Education Act 1996).

Detailed information is collected when pupils are admitted to school. This is achieved by:

- Talking to parents/carers about their child's needs.
- Liaising with other professionals who may be working with the child.
- Arranging a meeting with the SENCO of the previous school if appropriate.

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.

On transition all pupil records will be updated and passed on. Class teachers, along with the SENCO where appropriate, 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 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 William Booth School.

Professional Development and Training for Staff

We recognise the value of ongoing training and when possible, staff members are encouraged to attend relevant school based external courses provided by other agencies. The SENCO works closely with Local Authority services to ensure that procedures and provisions are relevant and effective. This is then disseminated to the rest of the staff accordingly. Any information about special educational needs and disabilities gathered by the SENCO is made available to all relevant staff.

Reviewing, Monitoring and Evaluating the Policy

The effectiveness of our policy will be reviewed every 3 years or after any significant changes. We will look to seek the opinions of parents/carers and staff when reviewing the policy. Amendments will be made to ensure it reflects our current practice and any local or national developments.

Procedures for Queries and Complaints

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.