



SEND Information Report

September 2026

At William Booth School, we are proud to be a fully inclusive mainstream school for children aged 3 to 11. We believe that every child should feel valued, supported, and able to thrive within our school community. We have high expectations for all our pupils and are committed to helping every child reach their full potential. We do this by identifying and removing barriers to learning and participation, ensuring that all children can access opportunities to succeed. We recognise the importance of listening to children and valuing their views. Their thoughts, feelings, and opinions are taken seriously and help to shape the support and experiences we provide.

Children with Special Educational Needs and/or Disabilities (SEND) are entitled to a broad, balanced, and ambitious curriculum and to learn alongside their peers. We understand that some children may need additional support at different points in their school journey, and we are committed to working closely with families to ensure that the right support is in place when it is needed.

Children can need extra support at school for many different reasons. The SEND Code of Practice groups needs into four broad areas to help schools understand and provide the right support:

Communication and Interaction

Some children may find it difficult to understand what others are saying, express their own thoughts and feelings, or interact with other people. They may need support with speaking, listening, understanding language, or social communication. Examples include Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN).

Cognition and Learning

Some children may learn at a different pace to their peers or find certain areas of learning more challenging. They may need additional support with skills such as reading, writing, maths, memory, concentration, or processing information. Examples include Specific Learning Difficulties (SpLD) such as dyslexia, Moderate and Severe Learning Difficulties, and Profound and Multiple Learning Difficulties (PMLD).

Social, Emotional and Mental Health

Some children may need support with managing their emotions, behaviour, relationships, or wellbeing. This can affect how they feel about themselves, interact with others, and engage with learning. Examples include attachment difficulties and Attention Deficit Hyperactivity Disorder (ADHD).

Sensory and/or Physical Needs

Some children may have hearing, vision, physical, or sensory needs that affect their access to learning and everyday school activities. They may require adaptations, specialist equipment, or additional support to help them fully participate in school life.

At William Booth School we have children with a range of difficulties and needs encompassing all the areas outlined above. It is important to remember that every child is unique, and some children may have needs that fit into more than one of these areas. We work closely with children, families, and other professionals to ensure that the right support is provided so that every child can achieve their full potential.

Special Educational Needs Co-ordinator

The SENCO at William Booth School is Claire Roberts and she can be contacted by calling the school office on 0115 9155821 or by emailing claire.roberts@williambooth.nottingham.sch.uk.

If you have any concerns about your child 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.

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. If this cannot be resolved informally, parents/carers can follow the school's formal Complaints Policy. This sets out the stages for raising a complaint and how complaints will be considered by the school and governing body. Our Complaints Policy is available on the school website.

The Local Offer

It is important that parents and carers know about the services and support available in the local area for children and young people with special educational needs and/or disabilities (SEND).

Nottingham City Council also provides a Local Offer, which brings together information about the services, support and opportunities available locally for children and young people with SEND and their families.

You can find the Nottingham City Local Offer here:

[Nottingham City Local Offer](#)

The Local Offer includes information about education, health, social care, activities, support services and other resources that may be helpful to children and families.

SEND Information Report

This report outlines how the Special Educational Needs and Disabilities (SEND) policy is implemented at William Booth School, detailing the specific provision, facilities, and accessibility measures in place for pupils with SEND. By addressing key questions in a clear and accessible format, this document fulfils all statutory requirements for the annual SEND Information Report.

These statutory requirements can be found at: <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>.

How will the school know if my child needs extra help, and what steps will you take to assess them?

When your child first joins William Booth School, we will talk with you about your child's needs during their admission meeting. Our Special Educational Needs Coordinator (SENCO) will join this meeting or can see you at a follow-up appointment. You can also talk to your child's class teacher at any time if you have concerns. The teacher will share this info with the SENCO.

During your child's time at William Booth School, we will check and review their progress regularly. We look closely at learning, behaviour, emotional well-being, and social and communication skills. We spot a need quickly if a child's progress:

- Is much slower than other children of the same age.
- Drops below their own usual pace.
- Fails to close the learning gap between them and their classmates.
- Falls further behind their classmates.

If your child is struggling in any area, we will step in with extra help. If they still do not make enough progress, we may decide that they require SEND support. This support is "additional to or different from" our usual high-quality classroom teaching. You will be informed of this decision and together, we will agree on clear goals for their learning, social, or sensory needs.

William Booth School works closely with the Nottingham City SEND and Inclusion Services. These services work alongside the support already in place within school and can offer additional advice, assessment, training and guidance to help us meet the needs of individual children.

For a small number of children with significant, long-term difficulties, we may request a multi-agency Education, Health and Care (EHC) assessment. Following an EHC needs assessment, the Local Authority will decide whether an Education, Health and Care Plan (EHCP) is necessary. Where an EHCP is issued, it sets out the child or young person's special educational needs, outcomes and the special educational provision required to meet those needs. We will host a formal review meeting every year to check this plan, and William Booth School is fully committed to carrying out every legal requirement inside it.

How does the school know that the SEND provision is effective and that my child is making progress?

We regularly review the support provided to children with SEND to make sure it is helping them to make progress and access school life successfully. We use a range of information to understand the impact of our SEND provision, including children's progress and attainment, their individual targets, observations, assessment information, engagement in learning, attendance and wellbeing.

Class teachers and the SENCO work together to review the progress of children receiving SEND support and consider whether the strategies and interventions in place are having the intended impact. We also value the views of children and their parents/carers when reviewing support, as these provide important information about what is working well and what may need to change. We track children's progress throughout the year using the national "Assess, Plan, Do, Review" framework. The following actions and strategies are incorporated within this.

When reviewing your child's progress, we look at the whole picture by gathering a wide range of information including:

- The class teacher's daily observations.
- Your child's personal growth, behaviour, attainment levels and past progress.
- Your views as a parent, alongside your child's own feedback.
- Expert advice from our school Behaviour Lead and external teams such as the Autism Team.

Where support is provided by external professionals, we consider their advice and recommendations and review the impact of any strategies or interventions they have suggested. If a child is not making the expected progress, we will work with the child and their family to consider what changes or additional support may be needed.

The SENCO also monitors SEND provision across the school through activities such as reviewing Learning Plans and provision maps, observing practice, speaking with staff and pupils, and analysing progress and assessment information. This helps us to identify what is working well, where further support may be needed, and how we can continue to improve our SEND provision.

How will I be involved in my child's provision and learning?

If your child receives SEND support, we write a Learning Plan detailing their targets, teaching strategies, and classroom adjustments. We meet with you every term to review the plan and its impact.

You will receive formal updates three times a year through two parents' evenings and a final end-of-year written report. If your child receives extra HLN funding, we will hold a deeper, more detailed annual meeting. Together, we will set clear long-term goals and map out specific specialist activities.

What is the school's overall approach to teaching children with SEND?

At William Booth School, we believe that excellent daily classroom teaching is the most important tool for helping your child succeed. Extra support groups can never replace the value of a brilliant, high-quality lesson. Our teachers know each child's learning style, strengths and needs exceptionally well and use this knowledge every day to design lessons that celebrate your child's strengths and support their needs.

If your child needs support that is "additional to or different from" our usual lessons, we will adapt their provision using these methods:

- Making tasks, reading materials, or worksheets more accessible or more challenging to match your child's exact level.
- Giving your child extra support from the teacher or a Teaching Assistant (TA) during small group work.
- Providing helpful tools like visual timers, writing slopes, pencil grips, or sensory resources.
- Making changes to the daily timetable, classroom layout, or the school behaviour system if needed.
- Ensuring our teachers and TAs receive regular training to understand specific learning differences.
- Running targeted 1-to-1 or small group sessions outside the main classroom to boost specific skills.

If you would like to see the full list of extra support options we offer, you can find our complete provision menu in Appendix 2 of our SEND Policy on the school website.

How does the school adapt the curriculum and classroom environment to support my child?

Most children with SEND at William Booth School access the main school curriculum alongside their classmates. Teachers adapt their teaching, resources, activities and learning environment to ensure that children can access learning and make progress from their individual starting points. The support provided will depend on each child's strengths, needs and stage of development.

For some children, additional or more individualised support may be needed. This could include structured 1:1 learning with a member of staff, focused small-group activities or planned opportunities for sensory breaks away from a busy classroom environment. These adaptations are considered as part of our graduated approach and are reviewed regularly.

For a small number of children with more complex SEND, we have a dedicated Inclusion Base. The Base provides a safe, supportive environment where children can access a bespoke and specialised curriculum alongside opportunities to engage with the wider school. The curriculum is carefully designed around each child's individual needs, with a particular focus on developing communication and interaction, independence and self-help skills, and supporting their sensory, physical and emotional needs.

We welcome children with physical disabilities and make reasonable adjustments to ensure that they can access school safely and participate fully in school life. Disabled children are admitted to William Booth School in accordance with our published admission arrangements. We do not treat disabled pupils less favourably because of their disability and make reasonable adjustments where required to remove barriers to participation and access. Our building is largely on one level and includes a school lift for children who are unable to use the internal steps, as well as a hygiene suite with a ceiling hoist and changing bed. Where required, we work closely with specialist services, including Oak Field Support, to ensure that staff have the appropriate training and that specialist equipment or adaptations are available. This may include portable ramps, specialist writing equipment or other resources tailored to an individual child's needs.

We are committed to creating an environment where children with SEND feel included, valued and able to participate in all aspects of school life. Our Accessibility Plan, available on the school website, provides further information about how we identify and address barriers to accessibility and continue to improve our school environment.

What additional learning support is available for children with SEND?

Children with SEND are supported through a graduated approach, with the aim of ensuring that they can access the curriculum, develop their independence and make progress from their individual starting points. Our first approach is always high-quality, inclusive teaching within the classroom. Teachers adapt their teaching, resources and learning activities to meet children's individual needs and use assessment and ongoing observation to identify when additional support may be needed.

Where a child requires support beyond the usual adaptations made within the classroom, we may provide additional or targeted support. This could include short-term interventions, additional opportunities to practise and consolidate learning, or specific approaches to support areas such as reading, writing, maths, vocabulary, memory or processing. The support provided is based on the individual child's needs and is reviewed regularly to ensure that it is having a positive impact on their learning and progress.

We also recognise that children with SEND may need support to develop their confidence, independence and ability to engage in learning. Staff use a range of strategies, resources and approaches to help children overcome barriers to learning and participate as fully as possible in the wider curriculum and school life.

Where appropriate, we seek advice from specialist services and use their recommendations to further develop the support we provide. Staff also receive training and guidance to strengthen their understanding of SEND and ensure that effective strategies are used consistently across the school.

We work closely with children and their parents/carers to understand what helps each child to learn best. Progress is monitored through assessment, observations and review of individual targets, and support is adapted when needed. Our aim is not simply to provide additional support, but to identify and remove barriers so that children with SEND can become increasingly confident, independent learners and achieve their potential.

What activities and clubs are available to my child? How will I find out about these activities and clubs?

All events, activities and clubs are open to all children at William Booth School. We have a range of activities and clubs, including breakfast club, after school club, 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 our Eid Party and our Christmas Fair, cinema nights and book events. Children in Years 2 – 6 have the opportunity for a residential visit and all children are encouraged and supported to go on these.

We make reasonable adjustments where necessary to enable children with SEND to take part in school activities, including PE, sports, educational visits, residential visits, assemblies, performances and other whole-school events. The adjustments provided will depend on the individual child's needs and may include additional adult support, adaptations to activities or equipment, visual preparation, changes to the environment, additional preparation or a personalised approach to participation.

Details of school events are shared with families via our online communication platform, Class Dojo. After school enrichment clubs are called 'Experience Life Clubs' and are advertised within school as well as via a letter home and on Dojo, 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.

What support is there for my child's overall well-being?

At William Booth School, we take our pastoral duties seriously and place the highest importance on supporting your child's social and emotional well-being. We know that every child is unique, so we carefully plan our emotional support to match each student's individual needs. Our children tell us they feel safe and happy at school through surveys taken annually.

To help children with SEND feel safe, happy, and confident, we use a wide range of targeted support strategies. This includes direct guidance from our Senior Safeguarding Lead and our Behaviour Lead, as well as advice from external specialists. Inside the classroom, we use practical tools like individual reward charts, personalised behaviour systems, and customised social stories to help children understand daily routines. We also run friendly small-group sessions, including nurture groups, social skills interventions, and life skills groups. We believe that open communication between school and home is vital, and we will work very closely with you to support your child's emotional journey.

We work with external agencies including the Mental Health Support Team (MHST) and the Educational Psychology Service to provide individualised support as required. This can include 1:1 or small group work.

We are committed to building an inclusive and kind school community. All of our pupils are taught about special educational needs and disabilities, focusing closely on the specific needs of children within our own school family. This helps us promote positive attitudes, celebrate differences, and prevent bullying. We recognise that some children with SEND may need extra support and personal strategies to handle difficult peer situations, and we are always here to guide them. If any incidents of bullying do occur, our team takes immediate action in strict accordance with the school's Anti-Bullying Policy.

What training have staff supporting children with SEND had or are having?

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 Solutions, Intensive Interaction, counselling, music interaction, dyslexia friendly methods, workstations, Precision Teach, physical intervention, attachment, trauma informed approaches and aspects of mental health.

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.

As a school we can call on support from specialist agencies from the Local Authority SEND and Inclusion Services as well as Health and Social Care services.

What happens if my child needs specialist equipment or other facilities?

The school is allocated funding for children with SEND. The Senior Leadership Team regularly reviews this budget and its impact, making adjustments whenever necessary while listening closely to the views of parents and class teachers. If a child requires extra specialist resources, the school can also apply for top-up Higher Level Needs (HLN) funding.

The school works closely with SEND and Inclusion Services provided by Nottingham City Council to gain additional advice, assessment, training and guidance to help us meet the needs of individual children. This can include support around specialist equipment and facilities.

If you believe your child requires specialist equipment or facilities please contact the SENCO, Claire Roberts on 0115 9155821 or claire.roberts@williambooth.nottingham.sch.uk.

How will I be involved in discussions about and planning for my child's education? How will you help me support my child's learning?

We aim to promote a strong partnership between parents/carers, school staff and any external professionals involved in supporting a child by:

- Ensuring that all parents/carers are aware of the school's approach to supporting children with SEND, including opportunities to meet with staff to discuss their child's needs and progress.
- Informing parents/carers as soon as concerns about a possible SEND need are identified and working closely together throughout the graduated approach to support.
- Encouraging parents/carers to share information about their child's development, health, strengths, progress, behaviour, interests and any factors that may impact their learning or wellbeing.
- Helping parents/carers to understand advice and recommendations from external agencies and how these can be used to support their child.
- Involving parents/carers in setting, reviewing and evaluating targets within their child's Learning Plan.
- Holding regular review meetings for children receiving SEND support that is additional to, or different from, the high-quality teaching and personalised learning available to all pupils.
- Co-ordinating Annual Review meetings for children with an Education, Health and Care Plan (EHCP).

During review meetings, we will discuss your child's progress towards agreed outcomes, review the support and strategies in place, celebrate successes, identify any next steps, and agree how parents/carers, the child and school staff can work together to support continued progress.

How will my child be involved in his/her own learning and decisions made about his/her education?

We encourage all children to play an active role in their learning and, where appropriate, in decisions about their education. We work closely with pupils to understand their strengths, interests and views, and involve them in setting and reviewing their learning targets. Children are encouraged to share their thoughts about what helps them to learn best, and we use this information to develop teaching and learning approaches that support their success. Where appropriate, pupils may be invited to attend review meetings and contribute to discussions about their progress and future goals. Throughout their time at William Booth School, we also promote independence and help children develop the confidence and skills they need to take increasing ownership of their learning.

What specialist services and expertise are available at or accessed by the school?

Where appropriate, the school may seek advice and support from specialist SEND and Inclusion Services provided by Nottingham City Council. These services work alongside the support already in place within school and can offer additional advice, assessment, training and guidance to help us meet the needs of individual children. Access to these services is discussed with parents/carers as part of our graduated approach to SEND support.

Specialist services available include:

- Educational Psychology Service
- Autism Team
- Early Years SEND Team
- Learning Support Team
- Sensory Team
- Oak Field Outreach Service
- Mental Health Support Team (MHST) and MHST Improving Attendance Team (MIAT)
- INclude Service

These services provide expertise across a range of areas, including learning, communication and interaction, social, emotional and mental health needs, sensory and physical needs, attendance, and inclusion. Their involvement helps us to ensure that children receive the most appropriate support and that staff are equipped with the knowledge and strategies needed to help every child succeed.

Who should I contact to find out about support for parents and families of children with SEND?

[Nottingham City SEN Service](#) – Information about SEND support, the Local Offer, and Education, Health and Care Plans (EHCPs).

[Ask Us Nottinghamshire](#) – Free, impartial information, advice and support for children and young people with SEND and their families.

[Autism East Midlands](#) – Support, advice and services for autistic children, young people and their families.

[Contact](#) – National charity providing information, advice and support for families of disabled children.

[Rainbow Parents Carers Forum](#) – A parent-led forum supporting families of children and young people with disabilities and additional needs across Nottingham and Nottinghamshire.

How will the school prepare and support my child when joining your school or transferring to a new school?

Transitions into school, between year groups and key stages, and transitions to secondary school or another setting are carefully planned for. We understand the significance of these transitions for children and their families, and we aim to make these changes as smooth as possible.

When a child joins William Booth School, we will work closely with parents/carers to understand their child and what will help them to settle and feel successful. Where appropriate, we will also liaise with professionals involved in supporting the child and, if needed, arrange discussions with the SENCO or relevant staff from their previous school or setting. Information about a child's SEND needs and the support they require will be shared with the relevant staff, including the class teacher and SENCO, so that appropriate provision can be planned from the start.

When children move between classes within William Booth School, the current and new class teachers will work together, alongside the SENCO and parents/carers where appropriate, to share important information and ensure continuity of support. We will consider what information and preparation each child needs to make the transition successful.

When a child moves to another school, we will work closely with the receiving school to share relevant information and records, helping to ensure that appropriate support continues. Where needed, we will work with the receiving school and family to develop a personalised transition programme, which may include additional visits, opportunities to meet new staff, or other support to help the child become familiar with their new environment.

The SENCO will liaise with the receiving school about children who require additional or different provision, so that there is a clear understanding of their needs and the support that should continue. Where relevant, the appropriate Nottingham City Council services will also be informed when a child receiving additional Local Authority funding transfers to or from the school.