

Waterfront UTC

SEND Information Report 2025–2026

SENCO: Mrs Shelly Bridger
Waterfront UTC, 01634 505800

Mrs Bridger is a qualified teacher and headteacher with significant leadership experience. She holds the National Professional Qualification for Headship and is the named SENCO at Waterfront UTC. She is currently completing the statutory requirements for the SENCO role.

The kinds of SEN that we provide for

At Waterfront UTC we provide for a wide range of special educational needs and disabilities. These include students with an Education, Health and Care Plan as well as those identified as requiring SEN Support. We support students across all four broad areas of need set out in the SEND Code of Practice (2015): Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory and Physical needs. For students with an EHCP, the amount of support is determined by the Local Authority through the statutory process. Within the UTC, support is matched to need and this is determined through discussion with parents, students, Heads of Key Stage and external agencies where appropriate. This arrangement is the same for children and young people who are looked after by the Local Authority and have SEN. The resource or provision allocated will depend on the individual needs of the child and may include classroom support, small group or one-to-one intervention, mentoring, support at social times, literacy and numeracy interventions, access to specialist resources or equipment, and work with external agencies.

Waterfront UTC has adopted our own admissions policy which applies to all students except those with an EHCP. Where the Local Authority has named Waterfront UTC on a child's Education, Health and Care Plan, and following consultation, if we can meet the identified needs then provision will be made and a place may be offered. In addition, Waterfront UTC complies with the requirements of the Equality Act 2010.

How we identify and assess children and young people with SEN and how we consult with parents

At Waterfront UTC, early identification is a priority. We use Key Stage 2 information, baseline assessments, screening tools and teacher observations to highlight any concerns. If parents have concerns about their child's progress or access to learning they can contact the SENCO directly. Heads of Department and the Senior Leadership Team also track and monitor data through the reporting cycle to highlight any areas of underachievement. Where concerns are raised, we follow the graduated approach of Assess, Plan, Do, Review. Parents are involved at each stage of this process and student views are sought. For students with an EHCP, consultation will also take place through annual reviews and where appropriate through additional meetings. For students at SEN Support, Curriculum Learning Plans are reviewed with parents and students at least three times per year. We also

signpost parents to Medway SENDIAS for independent information, advice and support.

How the school evaluates the effectiveness of our provision

The school evaluates the effectiveness of its provision against school and national targets, academic progress, pastoral need and progress towards individual outcomes. This is carried out through analysis of data, student and parent surveys, observations, and monitoring of interventions. Provision is reviewed frequently by the SENCO, who makes changes and adaptations as necessary. Findings are reported to the Senior Leadership Team and the Local Governing Body where there is a named SEN Governor. Students complete a survey at least once a year with opportunities to comment on the effectiveness of provision. Parents are also invited to give feedback both formally through surveys and informally through meetings and reviews.

Arrangements for assessing and reviewing children and young people's progress towards outcomes

Parents are informed of their child's progress throughout the year through parents' evenings and reports. Teachers, company tutors and Heads of Phase will contact parents if there are concerns and arrange meetings as required. Most subjects have regular assessment points as part of their monitoring of progress. These assessment points are used to review progress towards outcomes and inform intervention planning. Students with EHCPs have their progress reviewed annually at the statutory review meeting, with parent and student contributions central to the process. Outcomes for Curriculum Learning Plans and SEN Support are reviewed at least three times a year, with parents and students consulted at each review. Students are supported to share their views and reflect on their progress.

Teaching children and young people with SEN, adaptations and engagement with the curriculum

When students join Waterfront UTC they are placed into appropriate groups for core subjects based on prior attainment and baseline testing. In other subjects, students are taught in mixed ability groups with teachers differentiating work according to individual need. Teachers provide scaffolding and adaptation in line with the teaching and learning policy so that all students can access the curriculum. Some students will have additional in-class support from a Teaching Assistant in line with recommendations from the SENCO and individual need. Students may also have access to specialist equipment such as laptops, overlays or enlarged materials. Where appropriate, we apply for exam access arrangements, though these must meet the requirements of the awarding bodies and cannot be guaranteed for all students.

The facilities we provide to help students with SEND access the school

We employ a graduated approach to meeting pupil needs. Wave one is quality first teaching in the classroom, wave two is small group intervention, and wave three is individualised intervention or external agency involvement. We also have physical resources to support students, such as laptops, overlays, assistive technology and specialist curriculum materials. Our Accessibility Plan 2024–2027 sets out how we will continue to improve access to the curriculum, the physical environment and

communication for pupils with disabilities. Funding for provision comes from the notional SEN budget, with additional top-up funding sought where appropriate.

Additional learning support for students with SEN

Support is allocated according to need and may include small group or individual intervention, social skills programmes, in-class support, social time support, mentoring, targeted literacy and numeracy, specialist equipment, or support from our inclusion resource base. We also work closely with external agencies to secure the right support for students.

Supporting the emotional and social development of students with SEN

Emotional and social development is supported through our pastoral system and targeted programmes. Students have access to mentoring, social groups and safe spaces at social times. Inclusion with peers is promoted through classroom activities, social times and extra-curricular opportunities. Where appropriate we refer to external agencies such as counselling services, CAMHS and the Emotional Wellbeing Team.

Expertise and training of staff to support children and young people with SEN

The SENCO leads training for staff throughout the year, supported by external specialists. Teaching Assistants receive training to promote independence and effective support in lessons. Teachers access CPD on types of need, classroom strategies and use of support staff. Information on individual students and their strategies is shared with colleagues through Curriculum Learning Plans. We also secure specialist advice from the Educational Psychology Service, Speech and Language Therapy, CAMHS and the SEN team at Medway Council.

Arrangements for consulting young people with SEN

Students are central to planning their own provision. All students with an EHCP are invited to annual reviews and are supported to contribute their views. Students on SEN Support are consulted through regular Curriculum Learning Plan reviews. Students complete annual surveys and may be allocated a key adult who meets them regularly to review support. Pupil voice is also built into the Assess, Plan, Do, Review cycle.

Arrangements for transition

Students with SEN are supported through all transition points. For students joining in Year 9, we liaise with feeder schools and parents to ensure support is in place from the start. For students moving on at the end of Key Stage 4 or 5, we invite colleagues from colleges, training providers and apprenticeship schemes to annual reviews and support visits are arranged where needed. Preparation for adulthood is included in Year 9 annual reviews and revisited each year until the student leaves.

Working with external agencies

We work with a wide range of external services depending on need, including the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Sensory Support, CAMHS, Medway SEN and Inclusion teams and others. Referrals are made with parent and student consent and advice is used to shape provision.

Handling complaints from parents of children with SEN

We encourage parents to remain in close contact with the SENCO and staff so that concerns can be resolved quickly. If an issue cannot be resolved informally, parents should refer to the school's Complaints Policy which is published on our website. Families can also access advice through Medway SENDIAS.