

Waterfront UTC

SEND Information Report 2026–2027

SENCO: Mrs Shelly Bridger
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Mrs Bridger is a qualified teacher and experienced senior leader and headteacher. She holds the National Professional Qualification for Headship (NPQH) and is the named SENCO at Waterfront UTC. She is currently completing the mandatory National Professional Qualification for SENCOs (NPQ for SENCOs).

This report explains how Waterfront UTC identifies and supports students with special educational needs and disabilities (SEND). It should be read alongside the school's SEND Policy and Accessibility Plan.

The kinds of special educational needs we provide for

Waterfront UTC is a mainstream University Technical College for students in Years 9 to 13, with a specialist focus on Engineering and Construction.

We are committed to ensuring that students with SEND can access an ambitious curriculum, participate fully in school life and prepare successfully for adulthood, further education, training and employment.

We provide support across the four broad areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

Students may have needs across more than one area and support is based on the individual student rather than solely on a diagnosis or label.

Waterfront UTC supports students receiving SEN Support and students with an Education, Health and Care Plan (EHCP). Provision may include adaptations within the classroom, targeted intervention, mentoring, literacy support, support at social times, specialist resources or equipment and involvement from external professionals.

Our aim is always to remove barriers to learning while maintaining high expectations for every student.

How we identify and assess students with SEND

Early and accurate identification is important.

As students normally join Waterfront UTC in Year 9, transition information from previous schools forms an important part of our identification process. We work with feeder schools, parents and carers, students and other professionals to understand existing needs and support.

We use a range of information including:

- Information from previous schools
- Education, Health and Care Plans
- Key Stage 2 and prior attainment information
- CAT4 assessment information
- Reading and literacy assessment, including NGRT
- Teacher observations and assessment
- Progress, attendance and pastoral information
- Information from parents and carers
- Student voice
- SEND referrals from teaching and pastoral staff
- Screening or diagnostic assessment where appropriate
- Information and advice from external professionals.

A student does not need a formal diagnosis before support can be put in place.

Where concerns are identified, we use the graduated approach of **Assess, Plan, Do, Review (APDR)**. This allows us to identify barriers, put appropriate support in place, monitor its impact and decide what should happen next.

The SEND register is reviewed regularly by the SENCO and changes are made where the evidence indicates that a student requires SEN Support or no longer requires additional SEN provision.

Working with parents and carers

Parents and carers are important partners in identifying and supporting students with SEND.

If a parent or carer has concerns about their child's learning, progress or access to the curriculum, they can contact the SENCO directly.

Parents and carers may be involved through:

- Meetings and telephone conversations
- The Assess, Plan, Do, Review process
- Reviews of SEND support
- Parents' evenings and school reports
- EHCP annual reviews
- Transition meetings

- Meetings with external professionals where appropriate.

We aim to work openly with families and involve them in decisions about significant changes to their child's SEND provision.

Working with students

Students' views are central to our SEND provision.

Students are encouraged to explain what helps them to learn, what they find difficult and what support makes the greatest difference.

Student voice may be gathered through:

- SEND reviews
- Student passports
- The Assess, Plan, Do, Review process
- EHCP annual reviews
- Individual meetings
- Surveys and wider pupil voice activities
- Conversations with trusted adults.

Students with an EHCP are supported to contribute to their annual review and to discussions about their aspirations and preparation for adulthood.

How we assess and review progress

Students' progress is monitored through the school's normal assessment and reporting systems alongside SEND-specific review processes.

We consider academic progress, attendance, engagement, pastoral information and progress towards individual outcomes.

For students receiving SEN Support, provision is reviewed through the graduated approach. This includes considering whether adaptations and interventions are having the intended impact.

Students with an EHCP have a statutory annual review. Parents or carers, the student and relevant professionals are invited to contribute.

Support is not kept in place simply because it has always been provided. We review whether it is effective and whether provision should continue, change, increase or reduce according to the student's needs and progress.

Teaching students with SEND

High-quality, inclusive teaching is the starting point for students with SEND.

Teachers are expected to know the needs of the students they teach and to make appropriate adaptations so that students can access the same ambitious curriculum as their peers.

Teachers have access to SEND information, including student passports and SEND information within school systems and Grab Files, to help them understand individual needs and appropriate strategies.

Adaptations may include, for example:

- Clear and chunked instructions
- Modelling and worked examples
- Scaffolding
- Checking understanding
- Appropriate seating and classroom positioning
- Visual support
- Support with vocabulary and disciplinary literacy
- Additional processing or thinking time
- Adapted resources
- Assistive technology
- Support with organisation
- Appropriate use of teaching assistants.

Adaptation does not mean lowering expectations. Students with SEND are supported to become increasingly independent and to participate fully in the academic and technical curriculum.

Our graduated approach to SEND support

Waterfront UTC uses a graduated approach to meeting need.

For most students, needs can be met through high-quality inclusive classroom teaching and appropriate reasonable adjustments.

Where a student requires support that is additional to or different from that normally available to their peers, targeted support may be introduced.

This may include:

- Targeted literacy intervention
- ReadingWise
- Handwriting support
- Small-group or individual intervention
- Support from our SEND team
- Support from our primary specialist teacher
- Social, emotional or pastoral support
- Specialist assessment or advice
- Involvement from external agencies.

Provision is based on assessed need. Not every intervention is appropriate for every student and students may enter or leave interventions following review.

Literacy and reading

Literacy is an important part of our SEND and inclusion provision.

Students' reading needs are identified using transition information, NGRT and other available assessment information alongside teacher evidence.

Year 9 students receive dedicated literacy provision as part of the curriculum. Where additional needs are identified, students may receive targeted support such as ReadingWise or other literacy intervention.

We recognise that reading difficulties can arise for different reasons. Assessment and teacher evidence are therefore used to identify the nature of the barrier and inform the most appropriate response.

All curriculum areas also have responsibility for supporting disciplinary literacy and helping students access the specialist vocabulary and texts required within their subjects.

Teaching assistants and additional adult support

Teaching assistants are deployed according to identified need. Their role is to support access, participation and independence rather than routinely completing work for students or creating dependency.

Students with an EHCP will receive the provision specified within their plan. This does not necessarily mean continuous one-to-one adult support unless this is specified and required to meet identified need.

Supporting emotional and social development

Students with SEND have access to the school's pastoral and inclusion systems alongside SEND support.

Depending on individual need, this may include:

- Access to a trusted adult
- Pastoral support
- Support at social times
- Reasonable adjustments
- Targeted intervention
- Referral to external services where appropriate.

SEND and safeguarding are closely linked. Where staff have concerns about a student's safety or wellbeing, the school's safeguarding procedures are followed.

Exam access arrangements

Some students may be eligible for access arrangements in examinations.

Access arrangements are not automatically provided because a student has a diagnosis or is on the SEND register.

Arrangements must reflect the student's normal way of working and meet the requirements set by the relevant awarding bodies and the Joint Council for Qualifications (JCQ).

Assessment and evidence are gathered by appropriately qualified staff and applications are made where the required criteria are met.

Facilities and accessibility

Waterfront UTC is committed to ensuring that disabled students and students with SEND are able to access education and participate fully in school life.

Reasonable adjustments are considered according to individual need and may include changes to classroom arrangements, specialist resources, assistive technology, enlarged or adapted materials and other appropriate support.

The school's **Accessibility Plan** sets out how Waterfront UTC works to:

- Increase participation in the curriculum
- Improve access to the physical environment
- Improve access to information for disabled students.

We seek to prevent disabled students from being treated less favourably than other students and make reasonable adjustments in accordance with the Equality Act 2010.

Parents and carers are encouraged to discuss specific accessibility requirements with the school before admission or as soon as a need becomes known.

Admissions and students with an EHCP

Waterfront UTC's published admissions arrangements apply to students who do not have an Education, Health and Care Plan.

Admissions for children and young people with an EHCP are managed through the statutory EHCP process.

Where a Local Authority is considering naming Waterfront UTC in an EHCP, the school will respond to the Local Authority consultation and provide relevant information about the student's needs, the provision required and the school environment.

Where Waterfront UTC is named in a final Education, Health and Care Plan, the school will admit the student in accordance with its statutory duties.

Once a student is admitted, we work with the student, family, Local Authority and relevant professionals to secure the educational provision specified within the EHCP.

Transition into Waterfront UTC

Transition is particularly important at Waterfront UTC because students normally join us in Year 9 rather than Year 7.

For students with SEND, we seek information from feeder schools and liaise with parents, carers and relevant professionals so that we understand needs before or as soon as possible after a student joins us.

Depending on need, transition support may include:

- Information sharing with the previous school
- Meetings with parents and carers
- Student visits
- Additional transition opportunities
- Review of existing SEND documentation
- Liaison with external professionals
- Creation or updating of a student passport
- Planning reasonable adjustments before entry.

For students with an EHCP, the SENCO may attend transition or annual review meetings where appropriate.

Transition from Waterfront UTC and preparation for adulthood

Preparation for adulthood is an important part of SEND provision, particularly given Waterfront UTC's focus on technical education, employment and progression.

We support students to consider:

- Further and higher education
- Apprenticeships
- Employment and training
- Independence
- Community participation
- Health and wellbeing.

For students with an EHCP, preparation for adulthood forms part of the annual review process.

Where appropriate, we work with colleges, training providers, employers, apprenticeship providers, Local Authority services and other professionals to support successful transition.

Staff expertise and training

SEND is a whole-school responsibility.

The SENCO provides advice, guidance and professional development for staff throughout the year. Training is informed by the needs of our students and priorities identified through monitoring and quality assurance.

Staff development includes areas such as:

- Identifying SEND
- The graduated approach
- Classroom adaptation
- High-quality inclusive teaching
- Use of student passports and SEND information
- Literacy and reading
- Effective deployment of additional adults
- Specific areas of need where appropriate.

Teaching assistants and other support staff also receive training relevant to their roles.

Where specialist knowledge is required, we seek advice from appropriately qualified external professionals.

Working with external agencies

Where appropriate, Waterfront UTC works with external professionals and services to help assess needs and inform provision.

These may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Sensory Support
- Child and Adolescent Mental Health Services and other mental health services
- Medway SEND and Inclusion services
- health professionals
- social care
- other specialist services.

Referral to an external service will depend on the student's individual circumstances and the referral criteria of the service concerned.

Advice received from professionals is considered alongside school evidence and the views of the student and their family when planning provision.

Looked-after and previously looked-after children with SEND

Waterfront UTC recognises the particular importance of coordinated support for children who are looked after or were previously looked after and who also have SEND.

The SENCO is also the school's Designated Teacher for Looked-After Children and other professionals to ensure that SEND provision, Personal Education Plans and, where applicable, EHCP provision work together effectively.

Evaluating the effectiveness of SEND provision

We regularly evaluate the impact of SEND provision.

This may include:

- Analysis of academic progress
- Intervention entry and review information
- Reading and assessment information
- Attendance and engagement
- Progress towards individual outcomes
- Lesson visits and quality assurance
- Review of classroom adaptations
- Student voice
- Parent and carer feedback
- Staff feedback
- EHCP annual reviews
- Assess, Plan, Do, Review records.

The SENCO uses this information to identify strengths, areas for development and changes required to provision.

SEND provision and priorities are reported to senior leaders and the Local Governing Body.

Complaints about SEND provision

We encourage parents and carers to contact the SENCO if they have concerns about their child's SEND provision so that issues can be discussed and, wherever possible, resolved quickly.

Where a concern cannot be resolved informally, parents and carers should follow Waterfront UTC's published **Complaints Policy**, available on the school website.

Parents, carers and young people can also access independent information, advice and support through **Medway SENDIAS**.

Medway SEND Local Offer

Medway Council publishes information about SEND services and support available to children and young people aged 0 to 25 and their families through the **Medway SEND Information Hub (Local Offer)**.

This includes information about education, health, social care, preparing for adulthood, support services and Education, Health and Care Plans.

Medway SEND Information Hub:

<https://www.medway.gov.uk/localoffer>

Further information

Parents and carers who would like to discuss their child's SEND needs or provision should contact:

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Further information is also available in the following documents on the Waterfront UTC website:

- SEND Policy
- Accessibility Plan
- Admissions Policy
- Complaints Policy
- Safeguarding and Child Protection Policy

Date reviewed: September 2026

Next review: September 2027