

## **SEND Information report 2023-2024**

### **The kinds of SEN that we provide for**

At Waterfront UTC we provide for a whole range of SEND needs. These include: students with a statement/EHCP and other additional SEND related needs. For students with a statement or EHCP, the amount of support is determined through the Local Authority SEN panel. This panel determines the level of funding that can be offered to the child. Within the UTC, support is matched to need. This is determined through discussions with parents, Head of Key Stage and students. See consultation advice below. This arrangement is the same for children and young people who are looked after by the local authority and have SEN. The nature of the resource/provision allocated will depend on the individual needs of the child. Discussions with students, parents, Head of Key Stage, external agencies and teaching staff enable us to allocate provision. Resources can include: TA's support in the curriculum, Social time support, Social skills, literacy skills, mentoring, working alongside external agencies and curriculum pathways.

Waterfront UTC has adopted our own admissions policy for students with SEND. The admissions arrangements are for all students except students with an EHCP. Where the Local Authority have named Waterfront UTC on a child's Education Health and Care Plan, after consultation with the college, if Waterfront UTC can meet the need, provision will be made, and a place may be offered. In addition, Waterfront UTC complies with the requirements of the Disability Discrimination Act. All applicants must have a demonstrable interest in Construction and Engineering, as WUTC is a mainstream specialist college, and the curriculum foci completely reflects this.

Our SENCO is Miss Stevens. She can be contacted through Waterfront UTC on 01634 505800. All our policies regarding SEND are available on our website [www.waterfront-that.org.uk](http://www.waterfront-that.org.uk).

Further information on our school and our admissions policy is also available on our website. If you have any concerns regarding the arrangements for a young person with SEN, you can contact us through our SENCO. We will aim to provide the best support and provision possible.

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

At Waterfront UTC, we work closely with parents to identify children and young people who have SEN. If you have any concerns regarding your child, you should contact our SENCO Miss Stevens. Where possible, we encourage parents to come into school to discuss concerns directly. In addition, parents' evenings are held throughout the year where you can see individual members of staff directly. Heads of Departments and the Senior Leadership Team track and monitor data through the report cycle system. This enables us to highlight any areas of underachievement within SEN and put into place the necessary support through our strong intervention package. Consultation will also take place with parents either through an annual review, ECHP or through the Curriculum Learning Plan. As a part of this process, parents will be included in the development of the Curriculum Learning Plan. This enables you to give your views on the progress and support available to your child.

### **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 short-term outcomes. This is conducted alongside consultation with students, parents and stakeholders. Our SENCO reviews provision frequently, making changes and adapting where necessary. This is reported to the senior leadership team and Local Waterfront UTC Board where we have a named SEN Governor. All our students will be asked to complete a survey at least once per academic year. Within this survey, the opportunity is given for students to comment on how effective the provision has been. This survey is also available to parents and colleagues.

### **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 parent's evenings and report cycles. If a form tutor, teacher or Head of Key Stage has concerns about a child, they will contact the parents to arrange a meeting or have a discussion. Most subjects hold regular assessment points as part of their monitoring and tracking of progress. These enable us to frequently review young peoples' progress towards their outcomes. If a child has a statement of special educational needs or EHCP, parents will also be invited to a review. During this, progress will be discussed, and parents and students have the opportunity to contribute to the review. Outcomes for a Curriculum Learning Plan or EHCP will also be reviewed three times per year. The review process will also include the views of parents/carers as well as students. Students will be consulted as part of the review.

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

When students join us, students are placed into ability groups for the core subjects of English, Maths and Science. This is determined using data from KS2 assessments and baseline tests which are completed during the Induction within the school. Our SENCO work closely with SLT to ensure that students are placed into groups that are appropriate for their individual needs. In all other subjects, students are taught in mixed ability groups and work is differentiated by the classroom teacher where needed.

All work will be scaffolded in line with our teaching and learning policy so that all students can access the curriculum. We will also make sure that the group is the correct teaching group for the child. In some lessons, some students may find they also have support from a Teaching Assistant. This is in line with the child's needs and recommendation from our SENCO. Students may also have access to specialist equipment to ensure they are to engage in the activities of the school. In addition, if we think a child may need extra help in exams, we can test for access arrangements. This is in line with the exam board specifications although we cannot guarantee that all students will be given access arrangements.

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

We employ a graduated approach to meeting pupil's needs through waves.

Wave one – Quality first teaching

Wave two – Small group additional intervention depending on type of need

Wave three – Individual or very small group intervention or links with external agencies

Physical materials are also used to enable students to access the school. These include the use laptops, overlays, specialist curriculum materials and our accessibility plan. Please see accessibility plan on our website.

Equipment and facilities to support children and young people with SEN will be secured where possible through the SEN notional budget and additional funding will be sought where applicable.

### **Additional learning support for students with SEN**

A wide range of support is available to students with SEN. This is allocated on a needs basis and where appropriate.

Support can include

- Small group and individual intervention
- Social Skills
- In class support
- Social time support
- Physical resources and equipment
- Mentoring
- Working with external agencies
- Support from our inclusion resource base

### **Supporting the emotional and social development of students with SEN**

Emotional and Social development is supported through our pastoral support system.

All students will be given the opportunity to engage with non-SEN students. This will take place at social times, classroom activities and extracurricular programmes.

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

Our TAs receives a programme of training throughout the year to promote independence with individual students. This is led by Miss Stevens (SENCO) and the education psychology service. Teaching staff receive ongoing CPD on the different types of needs, teaching strategies and effective use of TAs in lessons. Information on individual students and their needs is shared with colleagues through Curriculum Learning Plans. Individual support is secured referrals to external agencies and working with the SEN team at Medway Council.

### **Arrangements for consulting young people with SEN**

A young person with SEN will be the main person involved in planning for their needs. If they have a Statement or an EHC plan, the students and their parents/guardians will be invited to a review every year to look at the support and intervention that may be needed to enable the pupil to make the best progress. A child's view is very important to us. At every stage, we will explain the support we can offer and the decision will be made together. All students with a statement or EHCP will have an annual

review. During this process, students will be given the opportunity to give their views about the support they receive and the progress they have made. In addition, the school reporting cycle will allow you to opportunity to look at your progress across each subject area. Students with a Curriculum learning plan will also be consulted towards their outcomes three times per year. Students may be allocated a key person. You can arrange to see your key person during day starts, break/lunch times or after school should you wish to and discuss any additional help you may need. Students with an EHCP will be monitored weekly. All students will also complete a pupil survey annually. Part of this survey seeks opinions on SEN provision and its effectiveness.

### **Arrangements for transition**

For students with a statement of educational need or EHC plan, the students will be supported through the transition phases in years 11 and 13. Colleagues from further education are also invited to attend the reviews for children in year 11.

### **Working with external agencies**

Waterfront UTC will aim to work with external agencies where appropriate. This will be done through the referral process depending on the needs of the pupil and the resources available. In addition, a planning meeting will also be held where advice on individual students and individual services can be sought. Examples of external agencies we work with are: Educational psychology, Medway SEN team, Access team, Sensory team and Occupational Therapy amongst others. Parents and students may also be asked to give their views to external agencies.

### **Handling complaints from parents of children with SEN**

Wherever possible, we ask that parents remain in close contact with us in order to resolve any concerns quickly and effectively. However, in the rare case that we cannot resolve the issue, please refer to our complaints policy which can be found on our website.