



# Watermill School

## Special Educational Need Information Report/Policy

Report Information		
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Date: September 23 Name of reviewer/s: J May/A Clewlow	Amended Clifton Emag to Insight. Amended IEP to pupil progress tracker Updated the Local offer link	<b>September 24</b>

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# Special Educational Need Information Report/Policy

## 1.0 Introduction and Rationale

At Watermill School we strive to support all children to enable them to achieve their full potential as we guide them through their learning journey. It is an all age and generic special school which meets the needs of a range of learners with special needs (as described in a child's Education Health and Care Plan).

Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their learning goals.

The types of SEN the school caters for is primarily Cognition and Learning; Pupils may have secondary areas of need in one or more of the follow areas:

- 1) Speech, Language, Communication
- 2) Learning, cognition
- 3) Social, Emotional, Mental Health Difficulties
- 4) Physical, Sensory

**Watermill School SENCO: Emma Harrington, 01782 883737**

## 2.0 Definitions

Below is a glossary of the most common SEN terms:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
EHCP	Education, Health and Care Plan
HI	Hearing Impairment
MLD	Moderate Learning Difficulty
PS	Physical, Sensory
SEMHD	Social, Emotional, Mental Health Difficulties
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCo	Special Educational Needs Co-ordinator
SLCN	Speech, Language, Communication Needs
SpLD	Specific Learning Difficulty
VI	Visual Impairment

### **3.0 Identification**

#### **Polices for identifying children and young people with SEN and assessing their needs**

A child has special educational needs and/or disability if he or she has a learning difficulty or disability which calls for special education provision to be made for him or her. Children may have a specific learning difficulty in one or more area, or their needs may be more generalised. Their ability to learn at the 'normal' rate may also involve problems in the following categories:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional, Mental Health Difficulties
- 4) Physical and/or Sensory

There may be a variety of reasons for a child's inability to progress, some of which we may need help from other professional agencies to support with; it is our role as teachers to manage issues which present themselves to us in the classroom. Knowledge of a child's background is always useful to us and we must always take this into account. A child's EHCP is a vital document in recognising the needs of a child and how best to provide a safe, nurturing, academically challenging learning environment.

### **4.0 Consultation**

#### **Arrangement for consulting young people with SEN and parents, and involving them with their education**

Watermill School has regard to;

- the views, wishes and feelings of the child or young person, and the child's parents/carers
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

### **5.0 Assessment, Review and Evaluation**

#### **Arrangements for assessing, reviewing and evaluating the effectiveness of the provision for children and young people and their progress towards outcomes**

Making higher quality teaching normally available to the whole class is our goal. Individual needs are identified and assessed through:

- daily assessments by teachers and support staff (Insight)
- the use of standardized tests
- discussions among staff in departmental meetings as needed
- progress reports, through pupil progress trackers -pupil progress meetings
- parental meetings
- concerns expressed by pupils through discussion
- EHCP annual reviews

- Assessment through teaching and a range of tests including baseline assessment, diagnostic reading tests, phonic check lists, sight vocabulary lists, social language skills, letter formation and number formation.
- recommendations or advice from external agencies.

## **6.0 Support**

### **Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood**

Pupils usually remain at Watermill until they are 16. Some do make a move back to mainstream before this time and others might move on to even more specialised provision if their need dictates this.

Extensive planning from Year 8 of the review process allows transition at 16 to be a smooth and worry free as possible, by identifying children's strengths and family desires. An extensive college taster programme from Year 10 is enough in most cases to alleviate any uncertainty around post 16 placements.

## **7.0 Approach to Teaching and Learning**

### **The approach to teaching children and young people with SEN with adaptations to the curriculum and the learning environment**

Watermill has developed its own curriculum based on several key learning pathways. Our pupils follow a specific pathway based on their area of need, these include: Early Years Hub, Sensory Pathways, Communication Pathways, Primary Pathways and Secondary Pathways. Watermill School has adopted the use of Insight to monitor progress and assess pupils based on our own progression points, developed within the school. Teachers evaluate their own data and adapt the lessons accordingly in line with the progression points. Pupils who can access mainstream national assessments have the availability to do so. Pupils are also assessed and given accreditation through ASDAN and Entry Level assessments.

Each pupil's education programme will be planned by the class teacher and reviewed constantly. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. specific interventions will be used to support them. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If appropriate specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy to use scissors. As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- a single level and one lift in the school make the building accessible to all.
- disabled toilets and hygiene suites are plentiful.

- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. This might also be accessed through Pupil Premium
- During their school life, if further concerns are identified due to the pupil's lack of progress or wellbeing then other interventions will be arranged.

All staff at Watermill School have received training relating to SEND. This could be through specific intervention programs or general SEND.

- Developing Literacy and Numeracy
- Physical interventions
- Child Protection
- The new Code of Practice

Watermill School follow a multiagency approach and work in collaboration with outside agencies (identified in section 11.0 Multi-agency working below).

We evaluate the effectiveness of the provision made in the following ways:

- In school monitoring such as learning walks and scrutiny
- OCT Reviews and external scrutiny
- Assessment trackers
- EHCP review of Pupil outcomes/targets
- OFSTED visit
- Regular review of care plans, pupil progress trackers, behaviour plans etc.

## **8.0 Engagement**

### **How children and young people with SEN are enabled to engage in activities**

Activities and school trips are available to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate. Please see our School's Accessibility Plan.

## **9.0 Pupil Wellbeing**

### **Support for improving emotional and social development**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include members of staff such as the class teacher, teaching assistants and mentors readily available for pupils who wish to discuss issues and concerns. We have an onsite resource called the Lodge.

## **10.0 Medical Needs**

### **Pupils with medical needs**

- If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers and the school nurse. These are discussed with all staff who are involved with the pupil.

- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medication agreement in line with the medication policy is in place to ensure the safety of both child and staff member.

### **11.0 Multi-agency working**

How the school involves other bodies including health and social care bodies, local authority support services, and voluntary sector organisations in meeting children and young people's SEN and supporting their families

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- SENDS (Specialist advisors including Autism, Specific learning difficulties, Visually and hearing impaired)
- CAMHS (Child & Adolescent Mental Health Service)
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Paediatricians and medical professionals (such as school nurses and physio therapy teams) • An Educational Psychologist

Watermill School staff engage in the ePEP process as part of ensuring the above points meet the needs of our Pupils looked after by the Local Authority.

### **12.0 Complaints**

Arrangements for handling complaints from parents of children with SEN about the provision made at school

Complaints Procedure (Please see in addition the school's complaints policy). Any complaint is dealt with sensitively and promptly.

1. The initial point of contact is the child's class teacher
2. Appointments may also be made with the Senior Leaders or Headteacher
3. If any person feels that their complaint has not been dealt with adequately by the school staff, they are able to contact the Chair of Governors, Mrs Louise Riley via a sealed envelope at the school office.
4. In addition the Local Education Authority provides a disagreement resolution service. The LA also provides a parent partnership service (SENDIASS).

#### **Local Offer**

The local authority's website can be found at [www.stoke.gov.uk/localoffer](http://www.stoke.gov.uk/localoffer)

If parents require any further support please contact one of the following agencies;

SEND Information, Advice & Support Service (SENDIASS)

Tel: (01782) 234701 or 234847

E-mail: [iass@stoke.gov.uk](mailto:iass@stoke.gov.uk)

Web: [www.sendiass-stoke.co.uk](http://www.sendiass-stoke.co.uk)

Stoke-on-Trent Safeguarding Children Board

Tel: (01782) 235100

Web: <http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/>

Special Educational Needs Monitoring and Assessment Service (SENMAS)

Tel: (01782) 232740

Web: [Senmas@stoke.gov.uk](mailto:Senmas@stoke.gov.uk)

An updated list of the Local offer information can be found on our school website:

[www.watermillschool.co.uk/the-local-offer-sen/](http://www.watermillschool.co.uk/the-local-offer-sen/)