

# SEN Information Report



**WATERMILL  
SCHOOL**

## SEN Information Report – Watermill School Summer 2020

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.

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 are;

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

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
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

### **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) Speech, Language, Communication
- 2) Learning, cognition
- 3) Social, Emotional, Mental Health Difficulties
- 4) Physical, 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 deal 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.

### **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
- 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.

### **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
- the use of standardized tests
- discussions among staff in departmental meetings as needed
- progress reports, through IEP -pupil progress meetings
- parental meetings
- concerns expressed by pupils through discussion
- 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.

### **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.

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

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 well-being then other interventions will be arranged.

The agencies used by the school include:

- SENDS (Specialist advisors including Autism, Specific learning difficulties, Visually and hearing impaired)
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Paediatricians

- An Educational Psychologist is allocated to each school. At Watermill School the EP is Kofi Agyei.

- He would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

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

### **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.

### **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.

### **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.

### **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)
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Paediatricians
- An Educational Psychologist is allocated to each school

**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).

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

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

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

Special Educational Needs Assessment and Monitoring Service (SENMAS)

Tel: (01782) 232740

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