Watling View

Our Special Educational Needs and Disability (SEND Report) 2026 -2027

Reviewed	Approved by Governing Body	Date of next review
October 2026	October	October 2027

All Schools Must:

- Ensure provision is made in accordance with the SEND and Disability Codes of Practice 2015
- Invest in whole school and targeted training for staff
- Ensure inclusive teaching and support are embedded throughout the school
- Provide information on school arrangements for SEND to parents and Governors
- Consider pre-emptive (appropriate in advance) arrangements for pupils present and future with a disability
- Publish on a school website the school SEND policy and a description of the arrangements with specialist provisions made for children with SEND.

Our commitment and aspirations

Watling View is a good school (OFSTED April 2025). It is a fully inclusive school for learners who have severe and profound learning difficulties. Whatever the level of need we aim to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils in order that they can reach their full potential. It may not list every skill resource and technique we employ, in order to achieve this, we are continually developing and modifying our provision to meet the changing requirements for individual children.

We aim to ensure that the learners at Watling View make good progress. We ensure effective communication with parents and carers, in order to work collaboratively to secure the best possible outcomes for all our learners. Our learners' views are also critical in ensuring the right provision to meet their needs. Accordingly, we strive to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies including the Educational Psychology Service who assess children and advise parents, schools and the Local Authority.

Children and young people requiring a sensory approach to their learning have access to a wide range of specialist teaching resources both within and outside of the classrooms. The environment is structured to allow appropriate 'access' for all pupils. A multidisciplinary, multi professional approach to supporting children's needs ensures that the education and development of the pupils is viewed in its broadest sense.

Other useful documents such as our Special Educational Needs and Disability (SEND) policy are available on the school website. If you would like further information about what we offer here at Watling View, then please do not hesitate to contact us directly.

Who are the best people at school to talk about my child's SEND?

- Head teacher –responsible for: All requirements of the SEND Code of Practice 2015 and to ensure these are met in school with relation to teaching and learning and the administration of the Educational Healthcare Plans. The Head teacher must make sure that the Governing Body is kept up to date about any issues in the school regarding SEND. The Head teacher has to report to the Governing Body of all aspects of school provision.
- The Deputy Head and Assistant Heads –responsible for: The day-to-day management of the provision. The assessment, planning and implementation and review of the SEND provision. Keeping parents informed. Ensuring an outstanding educational experience for all pupils. Liaising with agencies for your child. Leading on the management and development of provision across the school for an identified group of learners. Leading on assessment processes throughout the school ensuring the effective management of all data to support school improvement. Monitoring and evaluating standards of teaching, learning and pupils' progress.
- Class teacher- responsible for: Planning and delivering, within the context of the school's curriculum framework and school improvement plan, an appropriate curriculum for the pupils of Watling View School. Providing ongoing assessment of pupil's progress in line with the procedures and practice as described within the policy for Assessment, Reporting and Recording. Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and ensuring high quality teaching and learning. Providing reports on pupil's progress annually and as required by school leadership, which meet both statutory and school requirements e.g. Annual reviews. Planning for children's differentiated learning within the school's planning framework using a variety of approaches

and strategies. Maintaining good order and discipline and a positive approach to the management of behaviour in keeping with the ethos promoted in the schools' policy on positive behaviour. Writing Personalised Learning Goals (PLGs) and sharing and reviewing these with parents at least once a half term in order to inform planning for the next term. To have a positive approach to involving parents and carers in your child's education. To engage parents in partnerships that will enhance the pupils' cognitive, emotional and social development. Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress, this may involve the use of additional adults, outside specialist help and specially planned work and resources.

- SEND Governor –responsible for:
  Making sure the necessary support is made for every child who attends school
- Family Liaison and transition advisor responsible for:
  Providing information and support to families to ensure that they get the support they need in the local community, particularly at times of transition.

The school also work with a number of other professionals and organisations including

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Paediatricians
- Special School Nursing Team
- Positive behaviour, autism, learning disability and mental health service
- Mental Health Support Team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers

- Social services and other LA-provided support services
- Voluntary sector organisations

Leadership of SEND Provision

Our Deputy Head Co-ordinates support and interventions across the school, and from outside agencies. They will ensure that provision is made in accordance with SEND and Disability Code of Practice.

The code sets out the following expectations:

- High quality teaching, differentiated for individual pupils, should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where a Special Educational Need is established, the school, in partnership with parents/carers and pupil will work through a four-step graduated response: assess, plan, do, review, which is cyclical – half termly reviews leading to revisions in plans and interventions.
- Where a learner with SEND is reaching a point of transition (from Early years to primary or primary to secondary or secondary to Further education) the school will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a learner's needs are still not being met through graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority re-assessment or an Education Health Care Plan (EHCP).

- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0-25. An EHCP will specify and co-ordinate additional funding and provision transition to adulthood including paid employment and independent living.

- The school will annually monitor and evaluate the effectiveness of its provision for pupils, by reporting on the progress of our learners and the quality of our provision to governors.

How will I know how well my child is doing at school?

In our school we have:

- An open-door policy- We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff are always available to talk outside of teaching hours or an appointment can be made for a drop-in meeting at the end of the school day. Please either telephone or write in the Home School Link book

- Regular updates on your child's progress – this will be in the form of both regular communications within the home school book and termly progress updates in relation to your child's PLGs, annual review reports and end of year report.

- Partnership between parents and teachers –we will communicate regularly via link books, email, and phone.

- Meeting with relevant staff at least once a term

- The EHCP will be reviewed annually at a formal meeting where progress is reported and a report available.

- Assessments of your child's progress are made on a daily, weekly and half termly basis so the teacher always knows what each pupil in his/her class has achieved and what needs to be further developed. Once a term, each class teacher meets with the Therapy team to discuss each pupil's progress.

- Pupils' progress is reviewed formally every term and a termly report will be given to parents The progress of children is formally reviewed at an Annual Review/ Educational Health Plan meeting with adults involved with the child's education.

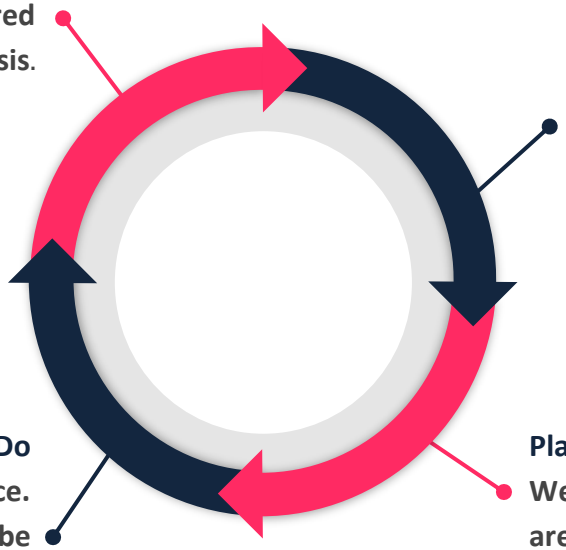
- At the end of each term an individual pupil progress meeting takes place with the class teacher, the Headteacher and Deputy Headteachers. At this meeting each individual pupil's progress and SEND provision is discussed and reviewed.

- Evidence for Learning – Class teachers will regularly provide pictures and videos through this app to show families what their child is learning and how they are learning this.

This process follows the graduated approach and is a 4-part cycle of assess, plan, do, review.

Review

We will assess the progress that the individual has made in relation to the PLGs this progress will be shared with families on a termly basis.



Assess

We assess to find the strengths and difficulties each individual has in the core areas of need and self-help and independence. Alongside this we create targets in relation to the planned curriculum.

Do

We will put our plan into practice. The class teacher, will be responsible for the implementation of this plan and will evidence the progress the individual is making in relation to the PLGs.

Plan

We make termly PLG targets in these areas. These targets are quality assured during pupil progress meetings with senior leaders and shared with families to ensure there is a collaborative process with families.

Preparation for Adulthood

At Watling View, preparation for adulthood is embedded throughout the curriculum and wider school experience. We recognise that developing the knowledge, skills and confidence required for adulthood begins from a pupil's earliest years and is personalised to meet individual needs, strengths and aspirations.

Our curriculum and wider provision support pupils to make progress towards the four nationally recognised Preparing for Adulthood outcomes:

Employment and Meaningful Occupation

Pupils are supported to develop skills that will prepare them for future education, training and employment opportunities. This includes:

- Developing communication and social interaction skills.
- Building independence, resilience and problem-solving skills.
- Participating in enterprise activities and work-related learning opportunities where appropriate.
- Exploring personal interests, strengths and future aspirations.
- Accessing careers education, advice and guidance tailored to individual needs.

Independent Living

We support pupils to develop the practical skills needed for daily life and increasing independence, including:

- Personal care and self-help skills.
- Decision-making and choice making.
- Managing routines and responsibilities.
- Travel awareness and community safety.
- Functional literacy, numeracy and communication skills.

Community Inclusion

Pupils are encouraged to become active members of their local community and develop meaningful relationships through:

- Community-based learning opportunities.
- Educational visits and enrichment activities.
- Social development programmes.
- Developing friendships and positive relationships.
- Participation in local events and community projects.

Health and Wellbeing

Supporting physical, emotional and mental wellbeing is a key priority. We promote:

- Healthy lifestyles and physical activity.
- Emotional regulation and resilience.
- Positive relationships and personal safety.
- Access to therapeutic support where required.
- Development of self-advocacy and self-awareness skills.

Transition Planning

Preparation for adulthood is regularly reviewed through Personalised Learning Goals (PLGs), Annual Reviews and transition planning meetings. Pupils, families and professionals work together to identify aspirations and develop meaningful outcomes that support successful transitions to further education, adult services, community participation and greater independence.

Where appropriate, transition planning begins well before statutory transition points to ensure that pupils and their families are fully supported in preparing for the next stage of education and adult life.

Safeguarding

At Watling View, safeguarding is our top priority. We recognise that children with SEND are particularly vulnerable and may face additional safeguarding challenges. We are committed to creating a safe environment where all pupils can thrive.

All staff understand that safeguarding is everyone's responsibility. Every member of our team is trained to recognise signs of abuse or neglect and knows how to respond appropriately.

Why Children with SEND May Be More Vulnerable

We understand that children with severe and profound learning difficulties may:

- Have difficulty communicating what has happened to them or expressing their wishes and feelings
- Be more dependent on adults for personal care, which can increase vulnerability
- Have fewer outside contacts than other children
- Receive personal care from a number of different carers, which can increase the risk of exposure to abusive behaviour
- Be more vulnerable to bullying and exploitation, including online
- Have communication difficulties that make it harder for them to tell someone what's happening
- Display behaviour that may be misinterpreted or attributed to their SEND rather than recognised as a potential indicator of abuse

For further information regarding safeguarding please read the Schools Child Protection Policy.

The Different types of support that may be available for the Learners at our school are set out in the provision map below:

Watling View Provision Map 2026 -2027

SEND	All Learners	Some	A Few Learners (to close gaps or where needs require highly individualises strategies)
Cognition & Learning	Taught curriculum offer Differentiated learning Visual learning approaches Daily personalised learning sessions Structured teaching Literacy –programme for reading and writing Active learning approach for numeracy Individual Pathways to accreditation & post 19 provision Technology to support active learning Parental workshops to support learning at home. Offsite learning activities Appropriately trained staff Structured day Multi -sensory approach Library	Reading Interventions Multi-sensory curriculum TEACCH Programme Work stations College Links Off-site Work experience On site work experience sensory integration Forest School Numicon Attention Autism Studio Flat Sensory room Dark room Café	Individualised timetables 1 to 1 catch up work for numeracy and literacy.

Communication & Interaction	Personalised Planning, TA support Total Communication (PECS Objects of ref, sign and symbol) Writing with symbols – Widgit SALT Eklan trained staff Communication Profiles Parental/carer workshops to support communication Appropriately trained staff	SALT – Communication Aids e.g. switches Social stories Communication books Visual timetables Personalised SALT programmes Intensive interaction Rebound Therapy Grid 3 Communication lanyards AAC	1 to 1 intervention Dedicated IPad to improve communication Eye Gaze Brick Club
Social, emotional development including behaviour	Social development programme PSHEEC(personal social health and citizenship) curriculum Enrichment activities Therapeutic Thinking approach to promoting positive behaviour Horticultural Specialist Family Liaison Advisor Educational visits Learner profiles Special Yoga Weekly community visits Appropriately trained staff Autism Accreditation Creative Arts room	Behaviour Management Plans Emotional support (Zones of regulation) College Links Off-site work experience On site work experience Travel training Horse riding Residential Trips Music Therapy Forest School Sailing Café Peace Garden Sports trips and visits	CAMHS (Children adolescent mental health services) Behaviour team -PALMS Mental Health Support Team Additional teaching assistant in class 1 to 1 support to meet personal and social needs Thrive Brick Club

	Courtyard Garden Theme days Shows and performances		
Sensory /Physical	PE curriculum Gym Outdoor areas for break and lunchtimes Physical and kinaesthetic strategies used to promote learning Swimming Offsite sporting activities Appropriately trained staff Special Yoga	Walking, standing equipment Hydrotherapy Specialised equipment sensory light and sound rooms Therapies OT Physio Rebound Therapy Jiggle Gym	Sessions to promote readiness for learning sensory circuit Medical care Individual protocol and plans for children with significant physical and medical needs. Meal time management programmes Intimate care VI stimulation programmes Individual OT and Physio from qualified therapists and therapy assistants

What happens if my child with SEND makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.

- There is a school based Family Liaison Advisor whose role is to keep parents informed on new developments and signpost them to relevant agencies.

- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to a member of the Senior Leadership Team. *

- Where a learner continues to make little progress despite the support provided by the school, including external support and advice, and there is increasing evidence that the learner's needs cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory re-assessment of the child's EHCP

- Governor Involvement: All schools have a designated SEND Governors responsible for making sure the necessary support is available for every child who attends school. For the school year 2026 -2027 it is Ginette Trenchfield

If you need to complain

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to the SEND and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEND and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (schools and LAs)