

SEN INFORMATION REPORT & ACCESSIBILITY PLAN

Reviewed & Amended: May 2023

Reviewed by: Linda Matthews – Headteacher

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Next Review Date: May 2027



WATERGATE SCHOOL

'I Can, You Can, Together We Will'

Watergate School

SEN Information report and Accessibility Plan

This policy is written in line with the requirements of:

- Children and Families Act 2014 SEND
- Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations
- 2014 Part 3 Duties on Schools – Special Educational Needs Co-ordinators
Schedule 1 regulation 51 – Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

Introduction

Watergate School is Lewisham's primary special school for pupils with severe and complex learning needs. Many of our children have additional diagnoses, including: autism, Down Syndrome, epilepsy, visual impairment, cerebral palsy and a wide range of other conditions.

All pupils at Watergate have an Education, Health and Care Plan (EHCP). Lewisham SEN team are responsible for all admissions to Watergate. If you are seeking a place at the school or require information on SEND funding, please contact the Lewisham SEN Team.

Lewisham SEN
Kaleidoscope Child Development Centre
32 Rushey Green
SE6 4JF
Tel: 020 3049 1475
Email: sen@lewisham.gov.uk

For further details on admissions to the school, please refer to Admissions in the School Information section of the website. For further details on provision available at Watergate, please refer to Watergate Local Offer in the About Us section of the website.



Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Need and/or Disability (SEND)?

Your child's class teacher is directly responsible for the progress of each child in their class and has detailed information relating to your child.

Each class has a member of the school's senior leadership team (SLT) assigned to it, to find out who the designated member of the team for your child's class is please contact the school office.

The Headteacher, Linda Matthews has overall responsibility for all children in the school. She is also the Special Educational Needs Coordinator (SENCO).

If your child receives intervention from one of the many specialist who work within the school, such as Speech and Language Therapy, Physiotherapy etc. contact the therapist or other specialist directly. ..The school will always be happy to support you in doing this should you need us to.



What are the different types of support available for children with SEND at Watergate?

The **class teacher** addresses individual learning need and differentiates all learning activities to according to each child's need. The teacher will work in collaboration with specialist school staff such as: the MOVE Lead or ASD Lead Practitioner.

We have a strong trans-disciplinary approach and work closely with a range of specialist services who are based at Kaleidoscope Child Development Centre. Members of the following teams work in the school: **Speech and Language Therapy, Occupational Therapy, Physiotherapy, and Visual/ Hearing and Multisensory Impairment Teachers.** We have a **Music Therapist**, who works with individual children and small groups three days a week.

The school is also supported by the **Inclusion Service (Educational Psychologist)** and the **Attendance Service.**

If the **Children and Adolescent Mental Health Service (CAHMS)** are involved with your child, they will work with the school. They may gain information about/ observe your child at school in order to develop continuity in approaches for meeting your child's needs both at home and at school.

Therapists and other specialists work alongside teachers to identify and address learning, care, health and well-being needs for individual children. They also provide ongoing training and support for class teams to ensure that children have the best possible support in their education.

Community paediatricians from Kaleidoscope hold medicals at the school on the regular basis and work closely with families, the school team and therapists.

A **Senior Special Needs Nursing Team (CNNT) Nurse** supports the school with health education (personal hygiene, healthy eating, and exercise). The CNNT nurse writes

care plans for all pupils requiring regular medication at school; care plans for the management of suctioning and gastrostomy feeding and; care plans for the management of other medical conditions. She coordinates with teams from other health authorities who provide care for our pupils.

The **Children's Epilepsy Nurse Specialist** writes seizure care plans and care plans for the administration of emergency epilepsy rescue medication She also provides training to staff on the administration of emergency seizure medications and seizure management.

The Complex Needs Nursing Team (CNNT) provide **Special Needs Nursing Assistants** (to administer agreed medication, gastrostomy feeds etc.) 5 days a week. .

The CNNT nurse, along with an Occupational Therapist, provide toileting support and advice to families.

If the Multiagency Planning Pathway (MAPP) team is supporting your child, they will work with the school and all MAPP meetings for your child are held at the school.

Staff based at Kaleidoscope Child Development Centre can be contacted on the main Kaleidoscope number: 020 7138 1100



How can I let the school know I am concerned about my child's progress?

Firstly, you should contact your child's class teacher, as they have all of the information about your child's learning. The class teacher is the person most familiar with your child at school. Please feel free to call the school, write in the home/school contact book, email, or talk to your child's teacher directly to arrange a meeting.

Each class has a member of the Senior Leadership Team assigned to it, the school office will be able to tell you who this is and to put them in contact with you.

If necessary, you may wish to contact the headteacher, to do this, please ring the school office.



How will the school let me know if they have any concerns about my child's learning in school?

Your child's class teacher should contact you as soon as possible if this is the case and not wait for a parents' evening/ annual review to discuss concerns. The teacher will call; send a note via the home/ school contact book or; talk to you directly to arrange a meeting to discuss concerns.



How are staff at Watergate School supported to work with children, with SEND, and what training do they have?

Having a trained and experienced workforce is a priority for us. As a special school, all staff have experience of working with children with a range of special educational needs.

A number of teaching staff have advanced qualifications in the education of children with special educational needs, for example we have teachers with postgraduate qualifications in teaching children with Visual Impairment, Hearing Impairment, Autism and PMLD.

The school has a comprehensive programme of Continuing Professional Development (CPD) which includes 5 training days a year for all staff; learning visits to other outstanding schools and sending staff on externally arranged short courses. All staff have receive regular training in Positive Behaviour Support, the Low Arousal Approach and Safeguarding. Staff attend courses on such things as: SEND curriculum and assessment, Makaton signing, creative learning, sensory learning, Attention Autism and Intensive Interaction. There is a rolling programme of 'in-house' professional development, including on-going training, in meeting with needs of pupils with autism. We are a Centre of Excellence for the MOVE curriculum and provide MOVE senior practitioner training for key members of our staff and those from other schools.



How will teaching be adapted for my child with SEND?

Watergate has a specialist curriculum that addresses the key learning needs of our children and is highly motivating. There are three "Golden Threads" which are taught through every activity we do: Communication & Interaction, Independence and Problem Solving & Thinking. The curriculum is divided into six key areas: My Communication & Interaction, My Problem Solving and Thinking, My Independence, My Well-Being, My Creativity and My World. We aim to provide a curriculum that is tailored to the individual needs of each child. Teaching is adapted and differentiated to meet each child's learning needs.

Each pupil has a termly Individual Education Plan (IEP), this identifies the child's current educational priorities and is prepared in collaboration with parents, the speech and language therapist and occupational therapist and/or physiotherapist where appropriate. IEP targets are derived from the child's Education, Health and Care Plan (EHCP) Outcomes and the 'Steps Towards' meeting them. Since the pandemic each child has also had a Personalised Home Learning Plan, which prioritises family's key areas for development and contains activities and strategies to allow families to use with their child at home.

Each child's progress is tracked and monitored on a daily, termly and annual basis. Approaches and interventions are introduced or adapted as needed to ensure your child is making the best possible progress.

Specialist approaches such as: structured teaching (from the TEACCH programme; Intensive Interaction, PECS, Attention Autism and sensory learning are employed and adapted to meet the needs of individuals and class groups.



How will we measure the progress of your child in school?

Ongoing progress (formative assessment) is recorded using Evidence for Learning (EfL), parents have access to EfL via the App and termly reports are shared. Class teams regularly discuss progress made and target any identified area of particular learning need. The senior leadership team monitor children's progress and meet with teachers to plan and put into place any necessary interventions should there be concerns.

Records of ongoing progress are used to formally assess (summative assessment) each pupil's progress at particular times of the year, using MAPP (Mapping and Assessment of Personal Progress).

You will receive informal information about aspects of your child's progress in the home/ school contact book and a copy of their evaluated IEP at the end of each term. We also have a termly parent/carer's meeting where you can discuss how your child is doing with the class team and any therapists who are involved with him/her. You receive an update on your child's progress at each Annual Review of their EHCP

You are very much invited to share with us all aspects of progress your child makes at home and in their community. We welcome photographs and other evidence and will ensure that progress is recognised and celebrated.



What support do we have for you as a parent/carer of a child with SEND?

We are always available to talk to you and will help to find any additional support you may need.

Carol Powell is our Family Support Worker. She is able to provide you with a range of individualised support and also runs group events such as coffee mornings for families. Please contact Carol via the school's main telephone number.

The Educational Psychologist provides a block of workshops each year to support parent(s)/ carer(s) of children with SEND.

Educational and health professionals, working in the school, can signpost parents/carers to further avenues of support.

Parent(s)/ carer(s) are invited to contact the school over any issue.



How is Watergate School accessible to children with SEND?

Watergate School is a purpose-built special school for pupils with severe, profound and multiple learning difficulties. We are currently based on two sites. The main school site is on Lushington Road in Bellingham and it's satellite site is at Ladywell

Children's Centre. The architecture of the main school site, and its design has been tailored to meet the special educational needs of this group of children. The main school is built on a sloping site and has an upper and lower ground floor with flat access into each level and a lift between floors. Internal doors are all at least one metre wide, with each corridor 2.9m wide to enable free movement of wheelchair users.

On the main school site pupil corridors are fitted with a handrail to support those at the early stages of walking.

On the main school site ceiling track hoisting is installed in many toilet areas, the White Room (Sensory Room), Soft Play Room and in the Swimming Pool. There are ceiling track hoists or mobile hoists in all teaching areas that require them.

The site at Ladywell Children's Centre is secure and has an indoor and outdoor environment that meets the physical needs of the children who are placed there. We do not currently have access to hoisting facilities at Ladywell, therefore only pupils who do not have mobility difficulties are placed at our Ladywell site.

There are disabled toilets sited throughout the buildings on both sites (including disabled toilets available for adults/ visitors).

The sites offer safe and secure environments.

The building and sites comply with the requirements of the Equalities Act 2010 (Accessibility Plan).



How will we support your child when they start or leave Watergate School or change class?

Watergate is a primary special school for pupils with Severe and Complex Learning Difficulties. We firmly believe in the importance a smooth transition for children starting at Watergate. Where possible, visits are made to each child's early years provision, prior to admission. If a child is not in an early years setting, parent(s)/ carer(s) are invited to bring their child to Watergate for an initial visit.

The school obtains all information possible, both formal and informal, from early years settings and from you the parent(s)/ carer(s). The EHCP is studied in-depth and any area that is unclear is clarified with you and the other professionals involved with your child. All Health Professionals working at the school are notified of new admissions so that they can liaise with colleagues in early years to ensure that all information and equipment is available to your child when they start at Watergate. An admission meeting for education and health professionals is held in the summer term each year in order to ensure that the school has all relevant information relating to each child. So that the child can become familiar with their new classroom/ staff and so that the staff working with them can begin to get to know the child we aim to offer at least two transition visits to the school.

When children change classes, meetings are held with current teachers and class teams handing over all information about each pupil to the new class teacher. The

new class teachers often spend time observing each pupil in their current class. Where considered appropriate, pupils make visits to their new class.

At the end of Y6, the vast majority of Watergate pupils move to Greenvale School, Lewisham's secondary school for pupils with severe learning difficulties. In the summer term, a transition meeting is held at Watergate, involving all professionals (education and health) from both schools to ensure that all professionals have all required information. Watergate work closely with Greenvale, staff from Greenvale visit Watergate to build relationships with the pupils to facilitate a smooth transition.

Where a pupil is moving to a school other than Greenvale, Watergate arranges transition visits and meetings with relevant staff from the new school to handover all relevant information.



What provision will there be to support my child's overall wellbeing?

Each child is respected and valued for who they are, this ethos can be felt throughout the school. Developing a child's ability to be able to recognise their feelings and emotions and to be able to express these in an effective way is one of our core aims. Pupils are encouraged, where they are able to do so, to come to a familiar member of staff, when they are upset or if they are concerned about anything. Children are enabled to express themselves using their preferred method of communication, which could include eye-gaze computer, symbols, signs, iPads or other technologies. As such this is fundamental to our daily teaching and learning experiences.

We have a Middle Leader with overall responsibility for My Well-Being. The school has a comprehensive My Well-Being curriculum and this is a key area of learning for all pupils.

The school advocates positive behaviour support and this is an integral part of the ethos of the school. We have a low arousal approach, where behaviour is viewed as serving an important function for the child. It our job to be able to identify this function and to teach children to recognise their needs and express themselves in a way that gets these met. Weekly briefings remind staff of how to appropriately support specific pupils where necessary. There is a behaviour section in each pupil's Pupil Profile identifying positive behaviour strategies to support and promote appropriate behaviour. Where necessary children have detailed Relational Support and Co-regulation Plans, written with input from the class team, senior leadership and all relevant professionals. Where additional help is required, the Educational Psychologist provides strategies, following pupil observation with follow up as necessary.

The school works closely with the Children with Disabilities Team and Family Thrive for early help. Social workers from the team often visit the school, request information and work with the school to safeguard your child's welfare and to provide Short Breaks services.

The Headteacher, is the Designated Safeguarding Lead and all safeguarding concerns are reported to her. She is supported by the Deputy Headteachers,

Assistant Headteachers and the Family Support Worker, who has also have Designated Safeguarding Lead training. All staff have Safeguarding training and safeguarding updates are a regular item at staff briefings.

Where necessary referrals to Lewisham's Multi-Agency Support Hub (MASH) are made. In the majority of cases we will only do this having spoken with you first and having obtained your consent to do so. However, occasionally the school may have concerns about a child's immediate safety within the home setting – at these times we may make a referral to the MASH team without your consent. This is always a last resort and we will work to try to ensure that you understand why we have had to do this and to maintain our positive relationship with you.



What support will there be for pupils with medical needs?

Many of our pupils have complex and significant medical needs. As described above we have excellent partnerships with the multi-agency team. Community paediatricians from Kaleidoscope hold medicals at the school on the regular basis. Lewisham Complex Needs Nursing Team (CNNT) provides services from a Special Needs Nursing Assistant (agreed medication administration, gastrostomy feeding). A Special Needs Nursing Team Nurse supports the school with health education (personal hygiene, toileting, healthy eating, and exercise). The CNNT nurse, or the Epilepsy Specialist nurse, write care plans for all pupils requiring medication at school including emergency rescue medication for pupils with epilepsy. There are also care plans for management of suctioning and gastrostomy feeding for pupils who require this.

Staff receive any necessary medical training such as the management of seizures, asthma and EpiPen training. A number of Watergate staff are trained first aiders, including paediatric first aiders. If your child becomes ill/ sustains a minor injury whilst at school, you or a person designated by you will be called to collect them and take them to see the GP/ walk in clinic/ (as agreed in home school agreement). Equally, an ambulance will be called for your child if the school first aider deems this to be necessary.



What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. Watergate's Local Offer is contained on this website. Information about Lewisham's Local Offer can be found on the Lewisham website.

Watergate School accessibility plan 2023-2026

Watergate school is a positive learning community that works together collaboratively to so that all learners reach their full potential. Our community includes learners with severe and profound learning difficulties and complex needs. A number of children also have Autism in addition to their learning difficulties.

This Accessibility plan is drawn up in compliance with current legislation and requirements specified in Schedule 10, relating to Disability, of Equipment Act 2010. School governors are accountable for ensuring the implementation, review and reporting progress of the Accessibility Plan over a agreed period of time. This plan focuses on the statutory areas of:

- Access to the environment
- Access to communication
- Access to the curriculum
- Admissions
- Behaviour

All learners who attend Watergate School have a disability as defined by the Disability Discrimination Act 1995

Definition of disability

According to the Equality Act 2010 a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long term adverse effect of their ability to carry out normal day to day activities

The Accessibility Plan should be read in conjunction with the following policies

- Equality
- Health and Safety
- Curriculum
- SEN Information

The purpose and direction of the school's plan: vision and values

At Watergate School we are committed to ensuring that our children leave us as happy, independent, confident young people engaging in the community and continuing their learning journey into secondary school. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Watergate School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- Girls and boys

- Minority ethnic and faith groups
- Children who are vulnerable

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The leadership team has an overview of the needs of the pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Plan – May 2023 to May 2026

Area	Action	Resources	Timescale	Success Criteria
Provide braille signage throughout the school.	Liaise with the VI team on the provision of braille around the school	Price of braille signage to be confirmed Headteacher/ VI teacher	Spring term 2024	VI students will be able to work on navigating around school more independently
Improve the accessibility in the playground areas and sensory garden	Liaison with outside play providers on appropriate equipment. School council meetings	Sensory Garden Bid £43,000 Pupil premium money £37,560 Headteacher and identified teacher	2023/ 2024	The school playground and sensory garden will be accessible to meet the needs of all the children at Bellingham
All-purpose accessible play facilities	These works will be carried out as part of the expansion at Bellingham	Funding to be provided as part of the expansion	2025/ 2026	All weather accessible play area for all children, greater links with the community
Increase children's access to accessible, inclusive and innovative extra-curricular activities	Provide regular opportunities for children to access inclusive extra-curricular activities rock climbing, circus skills, paddle boarding etc.	Hire of additional school transport £30,000 Business Manager £30,000 on activities Physical Lead	Ongoing	All children will have access to exciting and risk taking activities that builds their physical skills, confidence and well being.