SEND Information Report

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1. Introduction

Waterside School 2026 provides specialist, therapeutic, and nurturing education for children and young people with Autism Spectrum Conditions (ASC), Social, Emotional, and Mental Health (SEMH) needs, and other complex special educational needs. Our provision is designed for learners who are unable to access or engage fully with mainstream education due to their individual challenges. We work extensively with learners who may have Education, Health and Care Plans (EHCPs), many have experienced trauma, attachment difficulties, or school refusal, and require a highly personalised and supportive approach to learning.

Our broad and balanced curriculum is delivered in mainly small group, or sometimes one-to-one, settings, carefully adapted to meet individual learning needs and developmental stages. We follow the National Curriculum where appropriate but prioritise flexibility to ensure accessibility and engagement. We also acknowledge that some of our learners are working at pre-formal and early years levels, so we approach our education with *a **'Stage not Age'*** model. Alongside academic learning, our holistic approach integrates social, emotional, and mental health development, preparing learners for independence and successful transitions into adulthood.

Therapeutic interventions form a key part of our offer, including bespoke programmes and access to specialist services, alongside enriching offsite activities tailored to meet learners' specific needs. We work closely with families and a wide range of external professionals to create coordinated, multi-agency support plans that promote wellbeing, progress, and inclusion.

Waterside School 2026 is aspiring to become an Outstanding school, reflecting our unwavering commitment to high-quality, inclusive education that values every learner's potential. Our ethos is grounded in social justice, respect, and the belief that

every learner deserves a supportive environment where they can thrive. All staff share responsibility for delivering excellent, personalised provision. We ensure that collaborative working between staff, families, and external agencies is central to meeting learners' complex needs effectively.

For more detailed information on how we support learners with special educational needs and disabilities, please refer to Waterside School 2026's Inclusion (SEND) Policy, which is available on our website.

2. Names and emails at Waterside School Education

Senior Leadership Team:

Head Teacher: Stuart Henderson Andrews
Deputy Headteacher: Dani

Specialist SEND Agencies:

Education Psychologist (EP)
Occupational Therapist (OT)
Speech and Language Therapist (SALT)

All staff demonstrate a strong and shared understanding of special educational needs and disabilities (SEND) and are committed to ongoing professional development in line with Ofsted and Independent School Standards expectations. The school prioritises a highly skilled workforce and ensures that teachers, Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) receive regular, structured training to support the complex and evolving needs of our learners.

The core SEND training programme is designed to promote inclusive practice, positive behaviour support and effective safeguarding. It includes training in trauma-informed and attachment-aware approaches, including Adverse Childhood Experiences (ACEs); Autism Spectrum Conditions (ASC); Attention Deficit Hyperactivity Disorder (ADHD); the 3 'R's (Regulate, Relate, Reason) and the PACE approach; metacognition and executive functioning; emotional regulation strategies such as Zones of Regulation and Emotion Coaching; and understanding and supporting sensory processing needs.

This comprehensive training enables staff to identify needs early, adapt teaching and support strategies appropriately, and respond consistently and compassionately to learners' social, emotional and behavioural needs. Continuous professional development ensures that practice remains current, reflective and evidence-informed, contributing to a strong culture of inclusion, high expectations and effective safeguarding across the school.

The following information report is set out as Key Questions about our SEND Provision. Key Questions from DfE Guidance and SEND Code of Practice.

Below is a **rewritten, structured and safeguarding-focused version** aligned with **Ofsted expectations, the Independent School Standards (ISS), and the SEND Code of Practice**, adapted specifically for **Waterside School 2026 (a specialist SEND school)** and with **Coventry City Council services** referenced throughout. The language is formal, evaluative and suitable for an Inclusion/SEN Information Report.

3. How does Waterside School 2026 identify when a learner needs additional or specialist support?

Waterside School 2026 is a specialist SEND school and all learners admitted have identified additional needs. Learners typically access the school through the following routes:

- Consultation and placement via **Coventry City Council SEND services**, including placements agreed through the **SEND Statutory Assessment and Review Team** and relevant high-needs panels
- Placement as part of an **Education, Health and Care Plan (EHCP)** or during the **Education, Health and Care Needs Assessment (EHCNA)** process
- Commissioned placements agreed in partnership with Coventry City Council, previous schools and families where learners are unable to access mainstream education

A detailed understanding of each learner's needs is established during the **consultation and pre-admission process**. This includes consideration of presenting needs, professional reports and the day-to-day impact of the learner's difficulties.
On admission, the school works in close partnership with learners, parents/carers, previous educational settings and involved professionals.

Information used to inform baseline understanding and planning includes:

- EHCPs (where applicable) and professional advice (e.g. Educational Psychology, Occupational Therapy, Speech and Language Therapy)
- Information from Coventry City Council services and previous schools
- Referral documentation and learner/family consultation meetings
- Baseline assessments in literacy, numeracy and emotional literacy
- Social communication and sensory profiling where appropriate
- Learner voice activities and structured transition observations

This bespoke transition process enables the school to understand each learner's strengths, needs, triggers and preferred strategies, ensuring provision is appropriately matched from the outset.

Ongoing identification is supported through:

- Continuous staff observation and professional judgement

- Regular review of academic progress, attendance, engagement, behaviour and emotional wellbeing
- Daily communication with parents/carers
- Learner voice approaches, including structured communication tools
- Review meetings and multi-agency collaboration

4. What does the school do once a learner's needs have been identified?

As a specialist SEND setting, **all learners at Waterside School 2026 receive additional and/or different provision**. Therefore, the school does not operate a traditional SEN register. Instead:

- Every learner has a **personalised plan** developed through the **Assess, Plan, Do, Review (APDR)** cycle
- Provision is planned and reviewed in partnership with learners, families and professionals
- Targets are small-step, measurable and focused on academic, social, emotional and functional outcomes

Where further needs are identified:

- Parents/carers are informed promptly and involved in decision-making
- Consent is sought for additional assessments or specialist involvement where required
- The school works closely with **Coventry City Council SEND services** to request advice, assessment or review
- External professionals' recommendations are implemented and reviewed

Teaching and support at Waterside School 2026 is **highly personalised and adaptive**, recognising that many learners have experienced trauma, disrupted education and significant barriers to learning.
Provision may include:

- 1:1 or very small group teaching
- Highly structured routines and predictable environments
- Therapeutic and nurture-based approaches
- Flexible timetables where required
- Outreach or individualised provision for learners not yet ready to access group learning

Learners with EHCPs receive provision guided by **Sections B, E and F** of their plan. EHCP outcomes form the basis of personalised planning and review.

5. What expertise and training do staff have in relation to SEND?

Waterside School 2026 employs a highly skilled, multidisciplinary staff team with extensive experience in specialist SEND education.

- All teaching staff are qualified teachers with experience of working with learners with ASC, SEMH and complex needs
- Support staff are trained to deliver personalised interventions and facilitate access to learning
- Leaders and staff demonstrate a strong understanding of trauma-informed, attachment-aware practice

The SENDCo is a senior leader with appropriate qualifications and extensive experience of SEND leadership, statutory processes and multi-agency working.
Staff training is ongoing and includes:

- Autism Spectrum Condition (ASC)
- SEMH and behaviour as communication
- Trauma, attachment and Adverse Childhood Experiences (ACEs)
- Sensory processing and regulation
- Emotional regulation strategies and therapeutic approaches
- Safeguarding, mental health and wellbeing

Training ensures staff can identify needs early, adapt practice effectively and maintain high expectations for all learners.

6. What exam access arrangements are available?

Where learners are working at KS4 towards formal examinations, the SENDCo works with Coventry City Council services and specialist professionals to assess and evidence the need for **exam access arrangements** in line with awarding body regulations.

Access arrangements may include:

- Additional time
- Rest breaks
- Separate rooming
- Readers or word processors

Decisions are based on EHCPs, specialist assessments and evidence of the learner's **normal way of working**.

7. How does the school support transition and preparation for adulthood?

Transition is carefully planned and highly individualised at all stages.

- Entry transitions are gradual and bespoke
- The school liaises closely with previous settings, families and professionals
- Transition plans are reviewed regularly and adjusted as needed

Preparing for Adulthood (PfA) is a core element of the curriculum and aligns with EHCP outcomes. This includes:

- Development of independence, communication and self-advocacy skills
- Emotional literacy and resilience

- Careers education aligned with the Gatsby Benchmarks
- Supported work-related learning where appropriate
- Individualised careers guidance and transition planning

Learners are supported to progress to further education, training or other appropriate destinations.

8. How are learners involved in decisions about their education?

Waterside School 2026 places strong emphasis on **learner voice**.

- High staff-to-learner ratios ensure support is readily available
- Trusted relationships enable learners to express views safely
- Learners contribute to reviews, target setting and planning
- Communication is adapted to meet individual needs

Parents/carers are partners in this process, and their views are actively sought and valued.

9. How does the school evaluate the effectiveness of SEND provision?

The school uses robust monitoring and evaluation systems, including:

- Regular review of individual progress and outcomes
- APDR reviews and EHCP annual reviews
- Parent, learner and staff feedback
- Quality assurance by senior leaders
- External review and professional challenge

Provision is adapted promptly where it is not having the intended impact.

10. What additional activities are available?

Learners access an enriched curriculum that supports wellbeing and personal development, including:

- Therapeutic and sensory activities
- Outdoor learning and physical activity
- Community-based learning experiences
- Creative and cultural opportunities

Activities are risk-assessed and tailored to individual needs.

11. How does governance oversee SEND provision and complaints?

The Governing Body:

- Monitors SEND provision and outcomes
- Holds leaders to account for inclusion and safeguarding
- Reviews reports, data and stakeholder feedback

Complaints are managed in line with the school's Complaints Policy, which is published on the school website.

12. Coventry SEND Local Offer and Services

- **Coventry SEND Local Offer:** https://www.coventry.gov.uk/send
- **Coventry SEND Information, Advice and Support Service (SENDIASS):** https://www.covsendiass.co.uk
- **Coventry SEND Statutory Assessment and Review Team:** sen@coventry.gov.uk
- **Coventry Family Information Service:** https://www.coventry.gov.uk/fis