



Amwell View School SEN Information Report September 2025

An SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Amwell View School.

Amwell View School is a specialist setting catering for 195 pupils with a profound and complex special educational need and severe learning disability.

Vision

Amwell View School firmly believes that whoever we are, whatever we do, we can get better in the context of our own ability. We give our young people a huge range of opportunities to learn, progress, celebrate success and achievement, and ensure that they have all the support they need to help them make the most of these opportunities. The range of facilities available mean that both pupils and members of staff work and learn in an environment that inspires creativity and achievement, and creates an array of avenues for development through learning.

What types of SEN do we provide for?	Amwell View School is an all age special school (2-19) designated to meet the needs of pupils with severe and profound learning difficulties.
What is our approach to teaching pupils with SEN?	The pupils are taught in small groups with classrooms on average having 9 pupils with one teacher and 3-4 teaching assistants. We use a child centred approach providing focused learning opportunities which are highly differentiated and modified to meet pupils' needs. A broad and dynamic curriculum enables pupils from Early Years through to Post 16 to engage in their education. The curriculum offers clear and extensive learning opportunities which enable all pupils to engage and make progress from their starting point. Amwell View uses a primary based model with specialist teachers in the areas of PE, Science and Music. The curriculum style, model and delivery includes a wealth of exciting routes for learning and far-reaching opportunities. These include lunch-time and after-school clubs, which provide high levels of skilled staffing to continue to educate and support learners in specific areas. A feature of the style of curriculum coverage is repetition, which enables pupils to capture and assimilate the information and skills taught through a kinaesthetic approach. This approach includes the development of life skills through personalised work-related

	learning, accreditation, travel training and transition to Further Education. Timetables and lessons are responsive to the needs of pupils. The full National Curriculum offer is achieved through a flexible approach to delivery, style and creative organisation of lessons and timetables. A highly personalised approach achieves this goal. Included in this offer is the assurance that personal care and attention to all basic needs are met. Most pupils make significant progress on entry to school and continue to achieve leaving school as confident young people. Teaching is solution-focused and responsive to the identified needs, conditions and interests of the pupils. Due to degenerative conditions and diagnosis, some pupils may lose skills and their progress may be impeded. Teaching for these pupils therefore needs to focus on maintaining the skills that they have for as long as possible. <u>Resources</u> Staff are the greatest resource in the school and are expert in using strategies for overcoming barriers to learning. SLD schools provide expertise in a number of associated areas which impact on the education of the pupils. There are fully trained staff in Moving and Handling, Hertfordshire Therapeutic Thinking (Physical Intervention), CPR, First Aid, TEACCH, Elklan and emergency medical interventions (including the management of gastrostomy feeds, oxygen). These are routine aspects of training for school staff. All staff are skilled in the use of a wide range of communication systems to include Picture Exchange Communication strategies, signing (Makaton), use of True Object Based Icons (TOBIs), Alternative Augmentative Communication (AAC), Voice Output Communication Aids (VOCA) activity cues and a variety of visual systems to support learning. This coverage enables staff to provide each child with access to functional communication at an appropriate level. SLD schools are unique in their provision and we offer a wide range of specialist resources, which include: • Specialist Music, PE and Science teaching spaces • Swimming pool (therapy) • Music Therapy • State of the art Sensory Studio • Dance/drama studio • Soft Play area • Fitness suite • Outside fitness equipment
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- Adventure playground
- Climbing Wall
- The Dell – Wooded area which provides a cross curricular learning space
- Hair Salon
- Food Technology
- Charity Shop
- The Hatch
- Rebound Therapy Room

These areas are supported by specialist expertise to further increase learning opportunities.

Trans-disciplinary Approach

Within the school a range of professionals work with pupils, parents and staff to ensure that the best possible guidance is provided to encourage and support educational development. These professionals include Physiotherapists (NHS), Occupational Therapists (NHS - including wheelchair services of technicians, engineers and associated professionals), Therapy Assistant (TAP) (OT and PT assistant), Music Therapists, Speech and Language Therapists (NHS), Educational Psychologists, Clinical Psychologists, School Nurses (NHS), Consultant Community Paediatricians (NHS), Orthoptists, Mental Health Support Team Practitioners (MHST) plus Advisory Teachers for Autism, Visual, Hearing and Multisensory Impairment. The Educational Audiologist adds to the rich and expert advice that is available in an SLD school.

The interventions and experience of a variety of professionals enable families to be fully supported and consulted, which provides an inclusive wrap around service model with the school at the centre of it.

The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) currently consists of one class group in Foundation 1. In Foundation 1 there are 2 Reception age pupils and 6 pupils are year 1 age. The EYFS curriculum is taught to all pupils in Foundation 1. A wide variety of resources are available to the pupils in the classroom. These include a reading and writing area, a sensory corner, a home corner and role play area, sand and water play, construction, topic trolley and a Maths corner.

In Foundation 1, children take part in adult directed activities including Food Technology, stories, Soft Play, Sensory room and visiting the Library. As well as adult directed activities, the children are taught and encouraged to make choices of their own during Child Initiated Learning (CIL). The children use symbols and activity

	cues to help them to understand and begin to anticipate the different activities that are made available to them. There is a member of class staff present within each of the chosen areas to support, model and interact with the pupils to maximise learning opportunities. The CIL choices are organised into the Prime and Specific areas of learning as outlined within the EYFS Curriculum. This means the pupils have access to a broad and balanced curriculum. The outside play area has a canopy allowing access to outside play provision all year round. Sand, water, bikes, and trikes are available to pupils at all times. Early communication outcomes are embedded into learning across EYFS based on individual pupil need and staff work closely with the speech and language team. Early reading skills and pre-phonics are embedded into the Literacy curriculum and are taught based on individual pupil need. Pre-Phonics is taught throughout the school and Phonics is taught to a small number of identified individual pupils in the lower school. It is delivered through 1:1 booster sessions and class teachers. Parents are invited in for 'Stay and Play' sessions throughout the academic year. Regular contact is made with parents on a weekly basis to update on progress through Tapestry, phone calls and email. The EY Lead works closely with KS1 teachers and specialists to support an effective transition from EYFS to KS1. <u>Key Stage 1-4</u> The school uses all the National Curriculum subjects to provide high quality education for the children. The curriculum is designed and delivered using practical experiences and emphasises these experiences through kinaesthetic learning. This has been a growing feature and outcome of the school's expertise and success, which in turn has proved to be a very positive curriculum model resulting in greater pupil enjoyment and achievement. <u>Post-16 Provision</u> Amwell View's Post 16 curriculum is designed to provide an emphasis on transferable skills which are used in future provision and adult life. This includes developing important life and social skills needed for becoming members of the community. Students utilise the school charity shop where they can practise work related skills along with visiting local shops to practise money handling,
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	shopping, road safety and travel training where appropriate. Students are not expected to wear school uniform for their last two years at school. This is to help with a gradual transition towards college and adulthood. Following the principles of the Gatsby Benchmarks. The objectives for the careers programme are as follows: • Helping students to understand the changing environment • Facilitating meaningful encounters with employers for all students • Supporting positive transitions post-16 and post-19 • Enabling students to develop the research skills to find out about opportunities • Helping students to develop the skills, attitudes and qualities to make a successful transition into the next steps in life • Encouraging participation in continued learning, including further and higher education and apprenticeships • Supporting inclusion, challenging stereotyping and promoting equality of opportunity • Contributing to strategies for raising new opportunities, particularly by increasing pupils confidence Community Classroom The Community Classroom is a satellite provision based in the local village of Stanstead Abbots. Located next door to our existing charity shop, the Community Classroom allows its pupils to be in the heart of their local community. The space consists of a large classroom, fully functioning kitchen, a social diner area and an art studio. The newly renovated building contains all new equipment with vibrant colours and resources. By being off-site, pupils are granted with a sense of trust and responsibility, where they know they are representing their school whilst in the community. The Community Class curriculum comprises of areas that are important for the transition from Amwell View to life after school. Pupils are given the opportunity to complete work experience placements, learn home management skills, cater lunches for themselves and peers, allow their creative capabilities to shine and generalise these skills in various off-site contexts. The Community Classroom still remains closely linked to the main site; Music, Science and Dance lessons are delivered at school and pupils return for assemblies. The Community Classroom frequently hosts classes from the main site in their village classroom to share what they have been up to and practise new skills they have learnt. Pupils arrive and depart from the main school building for continuity, with transport to and from the village classroom and to any off-site trips being provided for in the new Community Class minibus.
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	Tonwell Satellite The Tonwell satellite is based in the small village of Tonwell which is in the Bengeo Rural parish in East Hertfordshire and is bypassed by the A602 a short way north of Ware and Hertford. From September 2025 there will with 21 secondary age pupils at this satellite. Pupils have the opportunity to complete their learning with all of the resources, equipment and space they may need. We have resourced the new site with everything essential to provide the same level of outstanding provision that Amwell View provides. Pupils will have the opportunity to use the different areas of the school within their learning. For example; the PE hall, cooking area, playground and field, their classroom, library area and nature reserve area. The environment is risk assessed, maintained and utilised in the same way as the main site. The specialist curriculum is delivered through outsourced companies and individuals: • Inclusive United deliver a weekly sports session • Amy Gregg continues to deliver the Dance curriculum • Sally Squiggles delivers a weekly topic session • Range Stu delivers an animal care session each week Pupils also access Mudlarks and Offsite swimming at Hartham as well as accessing local Libraries as part of the English curriculum. Pupils also have access to two nights of after-school clubs (Monday and Tuesday). Allotment Amwell View have recently gained their own allotment in Stanstead Abbots. A community day was held where volunteers came and supported the initial development of the allotment by weeding, painting, cutting grass etc. Following this, the Community Class and Tonwell satellite pupils access the allotment to develop gardening skills through planting, nurturing and harvesting the fruit and vegetables that they grow. It also creates an opportunity for pupils to use what they grow within their own cooking lessons. AQA Unit Award Scheme For all pupils in Post 16, they are enrolled onto the AQA Unit Award Scheme (UAS). It is not a qualification, but UAS allows all pupils to have their achievements formally recognised. Pupils are rewarded with a certificate of achievement each time they successfully complete a unit of learning. This allows us to build up a portfolio of certificates to evidence their skills, knowledge and experience over time. We then share these portfolios with college to help them
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	identify a starting point for when the pupils join them at Post 19. The UAS we use alongside our bespoke curriculum and teachers identify units in which pupils have achieved the necessary criteria as part of their day to day learning. Arts Award Amwell View's Music teacher supports a group of students to achieve the Bronze Arts Award which is a Level 1 national qualification. Students take part in a creative activity they enjoy, go to an arts event, research their arts inspiration and share their skills with others. A selection of students will verbally present their Arts Award portfolio to an external moderator as part of their assessment. Students plan their work with teachers on a weekly basis and keep a record by creating their own Arts Award portfolio. Amwell Enterprise (as part of Careers Week) Amwell Enterprise aims to inspire students to work together as they set up and run their own company. Activities are differentiated for all students to access and the activities aim to encourage students to work together, interact with each other and adults, building their confidence as they set up and run their own business out of the classroom or the Hatch. Pupils both make and sell the items as part of the whole process. Mudlarks All students have the opportunity to work with 'Mudlarks Forest School at Panshanger Park. Some pupils access the Mudlarks Community Garden in Hertford. Mudlarks is employed by the school to deliver a weekly horticulture programme of active learning to the students. Students visit Mudlarks once a week throughout the year to gain further experience outside of the school environment, further developing their community links for life beyond school. Students enjoy maintaining and creating new features and resources in their own part of the allotments at Mudlarks. They have opportunities to weed, prepare and water several flowerbeds, as well as plant and grow their own vegetables and seeds. At the Forest school, pupils learn creatively about wildlife, cooking outdoors, making artwork using the environment and also how to find and identify different things from the natural environment. It is also a great opportunity for students to make links with a community group who can support them in the future. The Mudlarks team has extensive experience of working with young people with learning difficulties. They develop relationships with each of the students and take great pleasure in supporting their learning.
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	Work Experience and Community Links Additional opportunities for work experience have been created through the careers curriculum which utilises Amwell View Charity Shop and the curriculum opportunities created both on the school site and at the shop itself. Students also use Food Technology, The Hatch and The Salon to provide creative and challenging learning opportunities linked to the world of work. Pupils are encouraged where possible to generalise skills learnt within the school environment off-site in context. For example, pupils that are confident navigating the school library can be challenged to transfer these skills in a community library. Work experience and community links that have been made with local business/services include; • Local care home- Boccia, delivered cards and sang, delivered dance workshops • Digswell Garden Centre • Appleby Cottage • Alliance Cleaning • Carpentry workshops • Balloon shop • Talisman CrossFit gym • Anytime Fitness Hertford • Van Hage Garden Centre • Leaflet delivering with Peter Cuffaro Estate Agents • Amwell View Charity Shop • Crews Hill Garden Centre • Community Libraries- Hoddesdon, Goffs Oak, Cheshunt, Welwyn, Ware • Hosted Christmas table setting workshop for local business owners • Hosted wreath making for transition services and parents • Waste not Want not Community Nursery
How do we adapt the curriculum and learning environment?	A far reaching and broad curriculum enables pupils from Early Years through to Post 16 to engage in education. The curriculum offers clear and extensive differentiation and personalisation, which enables all pupils to engage in the learning process. Teachers will plan and set termly personalised learning objectives, for all curriculum subject areas, that are challenging and meaningful for all pupils. Pupils are assessed from their starting points in each lesson and progress is evidenced over time.
How do we enable pupils with SEN to engage in activities	Amwell View has forged links with mainstream schools which enables some shared interschool sports competitions and festivals. Through buying into the Hertford and Ware Sports Partnership we can access

with other pupils who do not have SEN?	Athletics, Dance, Gymnastics and Games Competitions or Festivals, in which we take part alongside pupils from mainstream primary schools. This also provides us with the platform to run our "Building Bridges" Scheme, whereby pupils from the primary schools within the partnership are invited to take part in our PE and Dance lessons and participate alongside pupils from Amwell View. In addition to this we collaborate with a range of Secondary Schools who have the opportunity to complete their HSLA volunteering hours whilst supporting our young people in their Dance, PE and Swimming lessons as well as after school clubs. These leaders also engage with our pupils by officiating and running the SLD Boccia tournament and assisting at the school Sports Day. By using the facilities within the local community including Cheshunt Young Mariners base and Hemel Hempstead Snow Centre we ensure our pupils access and complete activities alongside pupils from other schools in the area.
How do we consult parents of pupils with SEN and involve them in their child's education?	Across the whole school we use an online learning journal: Tapestry. This enables teachers and practitioners to capture pupils' experiences as well as monitor their development and learning. This unique journal is shared online with parents, who are able to see special moments and view their child's progress. Text, images and videos can be easily uploaded via PC, tablet or mobile app - anywhere there's an online connection for parents to view and comment on. Every entry helps to create a complete story of a child's time at Amwell View School. Parents are invited to contribute to the Educational Health Care Plan (EHCP) annual review in written format and through their attendance at the meeting. Timetables and an overview of the curriculum are sent with ideas of how a parent might help their child to engage and develop. Ultimately, the school operates an open door policy which enables parents and carers to come in to share any concerns or to telephone staff. Parents are included in training opportunities such as Makaton and to hear external speakers on training days. They are also invited to special events such as Singing around the Christmas Tree, transition events and meetings, School Show, to watch lessons such as Swimming/Horse Riding/Dance, Achievement Assemblies, Remembrance assembly, Harvest Festival, Sports Day, Dance and Choir performances and Sporting competitions.

How do we consult pupils with SEN and involve them in their education?	Pupils are supported to complete pupil view forms for their EHCP review. Pupils are involved in ongoing learning conversations in lessons which link to the assessment and monitoring of individual progress. Pupils use photographs and video as they are supported to review their learning and to support their understanding of both that they have learnt and the next steps. Pupils are actively involved in assemblies and share news and achievements daily.
How do we assess and review pupils' progress towards their outcomes?	The school uses the B-Squared Engagement and Progression Steps Assessment Tool which is documented in our assessment policy. Teachers within the EYFS department complete planning, child observations and EYFS assessment cycle half termly to assess the progression of the individual pupils in the class. The use of Tapestry helps teachers to identify the small-step progression of the pupils, by taking photographs, video and observations. These highlight the progression of individual skills, as they are taken daily. Once the cycle is complete the use of Tapestry enables parents and teachers to see the progression of each skill from starting point to finish. Across the school all pupils will be set personalised priority objectives for each subject every term. The priority objectives set link directly to lesson and half-termly plans. The progress of pupils is assessed and recorded daily in lessons through the use of videos and photos and then recorded on each pupil's individual success criteria proforma. This information is used to inform planning and next steps in learning. Progress is shared with parents throughout the school using Tapestry. Teachers within Post-16 create personalised objectives based on developing independence, self-help and life skills. The Unit Award Scheme allows all pupils to have their achievements formally recognised. Pupils are rewarded with a certificate of achievement each time they successfully complete a unit of learning. This allows us to build up a portfolio of certificates to evidence their skills, knowledge and experience over time. An Education, Health and Care Plan (EHCP) review meeting is held with the parents annually to discuss their child's progress against the EHCP outcomes. These outcomes focus on the child's individual needs and are in relation to personal development, social and emotional aspects.

How do we support pupils preparing for adulthood?	Pupils throughout the school are encouraged to be as independent as possible using the skills they have. This will include aspects of personal care, personal organisation, learning to be independent of full adult attention, moving around independently and much more. The Post-16 curriculum is designed to focus on teaching students transferable skills. Access to career opportunities includes the school Charity Shop, The Salon, the Dell and visits to and from Mudlarks Community Garden and Forest School. At Post-16 level, pupils begin the transition to FE and into social care providers. To support our young people through this transition, FE colleges visit pupils at school to see them in an environment where they are confident and successful. Pupils also attend their preferred college for assessment, meeting staff and seeing the college campus that they will be attending. Some colleges then facilitate day visits to further support their transition. In Year 14, pupils leaving school have a group Music Therapy session once week for the duration of the Summer term. This focuses on their impending departure from school. Pupils then perform the song they have created during their Leavers Service. Social care providers visit pupils at school prior to them beginning at a new service. A collaborative approach from FE, 0-25 service, Hertfordshire Services for Young People and social care providers support our young people with life after school.
How do we support pupils with SEN to improve their emotional and social development?	The school views relationships and emotional wellbeing as vital to learning. There are good ratios of staff to pupils so that they can feel nurtured, valued and have their needs met. All pupils have a communication plan. Behaviour and anxiety management plans are created if required and staff meet regularly to maintain levels of awareness and training. The school has a significant focus on communication as many problems arise out of frustration at not being able to speak or express their feelings. The school provides specific work in the curriculum or bespoke 1:1 Sessions. For some identified pupils there are opportunities to engage in music therapy.
What expertise and training do our staff have to support pupils with SEN?	There is a highly skilled workforce that consists of a range of professionals, teachers, Level 4 Teaching Assistants, Teaching Assistants, therapists and instructors. Some staff are qualified CPD trainers so that the school can provide an in-house training programme to ensure that all staff have basic skills in the aspects of meeting SEN that are universal across the school i.e. Makaton, behaviour management (Hertfordshire Therapeutic Thinking), Total communication, gastrostomy feeding managing epilepsy and other first aid issues.

	The Senior Leadership Team (SLT) are trained safeguarding officers to ensure that pupils are effectively protected from harm. SLT ensures all other staff are aware of their duty of care to keep children safe. The teaching team consists of skilled primary practitioners and specialist Secondary practitioners who focus and extend learning opportunities in Music, Physical Education and Science. Many of the teaching team have higher level qualifications and Masters degrees. Teachers regularly engage in research and further studies which encourages a thirst for knowledge and life-long learning. Through this approach teachers have gained greater expertise in Leadership, Autism, Multi-Sensory Impairment, child development and many other specialist areas. Teachers work closely with other professionals such as Speech and Language Therapists, Physiotherapists and Occupational Therapists who provide support and guidance to school staff. Knowledge, skills and practice is shared within the school and the school is closely involved with special schools across the region so that we keep abreast of ideas and practice that we could use. Members of the teaching team who hold specific qualifications or have accessed specialist training are also running small bite size training sessions for teaching assistants to access throughout the academic year:
How will we secure specialist expertise?	Some specialist expertise is provided through commissioned services i.e. therapy and part funded school nurses. The Senior Leaders also bring others in to supplement the skill base across the school. We also grow our own expertise by utilising the passion, skills and knowledge of the workforce.
How will we secure equipment and facilities to support pupils with SEN?	The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils. The school has completed over 4 million pounds of building projects over the last 15 years. Some specific resources come through other agencies i.e. equipment such as standing or walking frames to support those with significant physical difficulties. Sometimes the school will secure resources through making applications to charitable organisations.
How do we involve other organisations in meeting the needs of pupils with SEN and	The school is well supported by the Children's Disability Team, the VI and HI Services and Children's Safeguarding services to meet pupils' needs. Some of these services attend reviews and visit pupils in school to monitor their progress/needs and to share information with the school. For Key Stage 1-4 aged pupils and their families, PALMS offers support with communication and behavioural needs.

supporting their families?	When pupils transition into adult services, many are referred to the Community Assessment and Treatment Service (CATS). This service provides Psychology, Psychiatry, Occupational Therapist, Speech and Language Therapy, Clinical Nurses and the Adult Epilepsy Service. Hertfordshire Services for Young People provide a traded service from Year 9 until pupils leave in Year 14. This includes meeting and observing Children Looked After (CLA). The Personal Advisor to the school uses their time to meet with parents to gain significant knowledge and understanding of their young person as well as seeing the young person in an educational setting. The 0-25 Service usually attend EHCP meetings for Year 14 pupils. At this point in the transition social care packages are reviewed along with carers' assessments. Respite services are essential for some families and their needs are highlighted through this process.
How do we evaluate the effectiveness of our SEN provision?	The school evaluates its own effectiveness and this is monitored through a variety of processes. The Head Teacher reports on all aspects of the school to governors and identified governor leads independently monitor and test out information they have been given. The school buys external monitoring once a year to provide governors with an independent view of the school and the Head Teacher's performance. The school is subject to an Ofsted Inspection every 3-5 years with the next one being due 2028-2029.
How do we handle complaints from parents of children with SEN about provision made at the school?	There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either their Class Teacher or the Head Teacher. A parent might also contact a governor. If a concern is more formal then the parent would be directed to the Complaints Procedure which is found on the school's website. We would hope that through early intervention any complaints would be resolved without the need for this stage.
Who can young people and parents contact if they have concerns?	Pupils may raise a concern with their class teacher or support staff. Parents may wish to address the class teacher directly or take their concern directly to the Head Teacher or Deputy Headteacher.
What support services are available to parents?	As the school is a specialist provision everything we do provides a level of support. We are able to listen to parents' concerns and needs providing sign posting service and making referrals if required i.e. early help referrals to support parents to access the disability service.

	The school provides some training for parents in Makaton and behaviour management. Guidance is provided for E-safety. Within the school foyer we display relevant posters and have leaflets available to parents as and when they visit the school. This includes services for parents, clubs for their young person or newsletters published by us, the school.
Where can the LA's local offer be found? How have we contributed to it?	https://www.hertfordshire.gov.uk/microsites/local-offer/send-strategy.aspx