



SEND Policy

Adopted by:	Walthamstow Academy	
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Signed off by:	Emma Skae	Geoff Skewes
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Introduction

Walthamstow Academy is a fully inclusive school, which ensures that all students 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 need. At Walthamstow Academy we aim to ensure that all students receive a broad, balanced and differentiated curriculum and are committed to providing a curriculum and teaching which:

- effectively provides for subject matter appropriate for the ages and aptitudes of students including those students with an Education, Health and Care Plan (EHCP);
- all students, including those with Special Educational Needs and Disabilities, have the opportunity to learn and make progress.

Our SEND Policy is that all students, including those with learning difficulties or disability or with Special Educational Needs (including students with an EHCP) have access to all aspects of the curriculum and the extra-curricular programme as far as is reasonably possible. We are committed to raising achievement by removing barriers to learning and ensuring that curriculum planning and assessment for our students takes account of the type and extent of the difficulty experienced by the student. This policy fits alongside other documents at the academy, for example, the Accessibility plan.

Statutory Framework

The Academy SEND policy is written in line with the following areas of legislation and guidance:

- Special educational needs and disability code of practice: 0-25 years September 2015
- Supporting students at school with medical conditions April 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- GDPR 2018

Walthamstow Academy School Aims

The school aims to give every child, including those with Special Educational Needs and Disability, equal opportunities to develop in the fullest sense and realise their full potential. To help ensure this is achieved for children with Special Educational Needs and Disability, we will ensure that:

- students with SEND are identified as early as possible and that early action is taken to meet those needs
- students with SEND are involved in the decision-making processes regarding their own learning
- parents are informed when their child is identified as a student with SEND
- parents are involved in the programme of support for their child

- there is collaboration between all professionals involved
- clear, relative, informative records follow a student through school

Our Special Educational Needs Co-ordinator

Our SENCo will have responsibility for the policy development and implementation, as well as assessment and provision for individual students. The SENCO will oversee work with other professionals (if necessary) who may be able to help, e.g. speech and language therapist, medical professional etc.

Our SENCO is Lisa Hostick, available via email at lisa.hostick@walthamstow-academy.org, or by calling the school reception and asking to speak to her.

Identification and Assessment

WHAT IS SEND?

Children have Special Education Needs and/or Disability if they have a learning difficulty and/or disability which requires special educational provision to be made for them. Children have a learning difficulty if they:

- 1) Have a significantly greater difficulty in learning than the majority of the children of the same age
and/or
- 2) Have a disability or other condition which either prevents or hinders the child from making use of the educational facilities of a kind provided for children of the same age.

Teachers are asked to make referrals to the Inclusion department if they are concerned about the rate of progress a child is making. The Inclusion department will then work with the Head of Year to discuss any concerns about the child in question and undertake a screener which may identify and learning difficulties. The results of this screener will be discussed with parents who will be told of any further actions taken, including adding children to the SEN register and strategies that will be shared with parents.

Some students may have Social, Emotional and Mental Health Needs which are preventing them from making consistent progress. In these cases, the Inclusion department works with parents, Heads of Year, and the safeguarding team to decide the impact of these needs and how to best support students.

FOUR MAIN AREAS OF NEED

The SEND Code of Practice 0-25, 2015 outlines four main areas of need:

Area of Need	Definition	Examples
Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Cognition and learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning.</p>	<p>Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD)</p> <p>Dyslexia, Dyscalculia, Dyspraxia.</p>
Social, Emotional and mental health difficulties	<p>Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>	<p>Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders), Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)</p>
Sensory and/or physical needs	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with sensory and/or physical needs will require specialist support and/or equipment to access their learning.</p>	<p>Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)</p>

ACCESS TO THE CURRICULUM

All students have the entitlement to a broad, balanced and relevant curriculum. All teaching staff ensure their planning, teaching and assessment meets the needs of all students, including those with SEND. The majority of students with SEND are taught, with their peers, in mainstream classes by their class teacher and study the curriculum appropriate for their age. This includes:

- Providing suitable learning challenges
- Providing suitable learning environments e.g. Nurture groups
- Meeting the students diverse learning needs
- Removing barriers to learning.

ALLOCATION OF RESOURCES

The kinds of SEND for which provision is made at the school is likely to change over time.

In addition to the resources that all students use, there are special resources for SEN provision provided at Walthamstow Academy:

- We have a full time Special Education Needs Co-ordinator
- Using specialist intervention programmes within the waves of provision
- Support and involvement from outside agencies including the services offered by Waltham Forest and from United Learning
- In class support from Learning Support Assistants
- The department also has a full time Special Education Needs Administrator

INCLUSION

Walthamstow Academy is fully inclusive and as such strives to ensure all students receive a broad and balanced curriculum. As part of this students have access to out of school educational visits, sports competitions, residential visits, breakfast clubs and after school clubs. Walthamstow Academy ensures that all students have access to these activities regardless of SEND requirements. The school uses a range of strategic planning, such as risk assessments to ensure that SEND students are fully included in all curriculum and extra curricula activities. Parents/carers are consulted on any special provision required to enable their children to participate in such activities

EARLY IDENTIFICATION

As a school, we will prioritise early identification of students' needs. Meeting all learning needs is crucial to students progressing effectively in school. If needs are met effectively during the early years of secondary education students will progress to succeed at GCSE and beyond.

IDENTIFICATION AND ASSESSMENT

A child's special educational needs may have been identified before they arrive at Walthamstow Academy, or may be identified once they arrive, often by class teachers or parents. Parents/carers, as

experts on their child, are involved in every step of the identification and assessment process. Identification of special educational needs is part of the continuous cycle of assessment. To help identify children who may have special educational needs, the school measures children's progress by:

- their performance as monitored by the teacher as part of ongoing observation and assessment
- regular meetings with in-school professionals to discuss student progress
- the results of baseline assessments and subsequent monitoring of progress
- progress and performance against their peers after every set of school exams
- screening or assessments of reading, spelling etc. using nationally recognised standardised tests.
- staff may complete an initial concern form if they feel the child is making less than expected progress in their learning.

Working with Parents

There are many opportunities for parents to meet teachers at Walthamstow Academy to build relationships and exchange information. Children with additional needs will have support before their child starts at Walthamstow Academy, personalised to the child's needs. Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways. These include:

- Informal meetings with teachers
- Meetings with the Special Education Needs Coordinator for students on the SEN register
- Formal parents' afternoons/evenings
- Annual Review meetings, for children with an Education, Care and Health Plan
- Multi-agency meetings, for children that have support from external agencies e.g. Speech and Language, Occupational Therapy, Educational Psychologist.

If there is a concern about a student, the Special Education Needs Co-ordinator and Head of Year will speak to parents, discuss the concern and together form a plan to help the child. At each stage of the SEND staged approach, parents are involved in planning how to meet the child's needs.

A Graduated Approach

QUALITY FIRST TEACHING

At Walthamstow Academy, we are passionate about providing excellent provision for all our students. Children learn in many different ways and all children find strengths and difficulties with learning. At Walthamstow Academy, we celebrate these differences and provide opportunities for all children to succeed.

Teachers use a range of resources, strategies, curriculum organisation (i.e. small group work/learning support assistants) and high quality teaching to meet the needs of all children in their class. We believe every class teacher is a SEND teacher. This is called Quality First Teaching.

Teaching staff and school leaders are rigorous and consistent in their approaches to improving conditions of learning for each and every student. This is provided by a four stage cycle: assess, plan, do and review.

TRACKING PROGRESS

The progress of all children is closely tracked and carefully monitored regularly throughout the school year. Any children (with or without special educational needs) who are not making adequate progress are targeted, appropriate interventions are put in place using our waves of provision and are then tracked using the whole school provision map. This is a graduated approach to supporting children's learning and progress. Any interventions which are implemented to support a child are carefully tracked and monitored to ensure that they are having a positive impact. Interventions may include speech and language groups, academic mentoring or homework clubs and will happen in addition to lessons taught in class. Interventions or targets may be set with support from external agencies.

Regular reports are provided to governors who oversee the progress of all students, including those with Education, Health and Care Plans.

EDUCATION, HEALTH AND CARE PLAN PROCESS

Where students' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty or interventions, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the student, as well as from teachers and assessments. Advice and support will be requested from other professionals, with the parent's consent. This might involve Speech and Language Therapy services, an Occupational Therapist, a Physiotherapist, an Advisory Support Teacher, an Educational Psychologist or health services such as a Paediatrician. The Local Authority then gathers information from all the professionals concerned with the student and from the parents. If appropriate, an Education and Health Care Plan is then applied for and drawn up. In this plan, the needs, targets, and the provision to support the student are clearly outlined.

External support services play an important part in helping Walthamstow Academy identify, assess

and provide appropriate provision for students with SEND. Multi-agency liaison and planning meetings are held as appropriate to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable students.

Provision

All students in the school with Special Educational Needs will benefit from:

- Early identification of their needs, beginning at their admission and continuing as the child's career at Walthamstow Academy unfolds
- An on-going dialogue between staff at the school and involving the student and their parents to identify needs as they develop through a student's career at the school
- Access to specialist support where needed, including Educational Psychologists, Speech and Language Therapists, Student support team, Academic mentoring, and other specialist provision where required
- Other additional support, including from a teacher or learning support assistant, or in the form of additional time or resources, to enable the child to realise their potential and make progress
- Protocol for students who 'shut down' and need time out

Below is the list of interventions offered by Walthamstow Academy within the school for students with additional needs. This list is not exhaustive:

- Quality First Teaching
- LSA in-class support
- Dyslexia screening (Lucid LASS)
- Access Arrangements Screening
- Literacy intervention (Lexia/Direct Instruction/Sound Training/Reading Recovery)
- Reading comprehension group
- Study Skills
- Numeracy

- Social skills (either one-to-one or in small groups)
- Restorative Justice meetings
- Student support workers
- Homework club
- Y11 mentoring
- Speech and Language therapy

STAFF TRAINING

Staff at Walthamstow Academy are given ongoing training to enable them to meet the needs of their students. Every student on the SEN register has a Student Strategy Sheet to outline their needs and the strategies that teachers should implement in order to best support them. Regular CPD is provided throughout the year across a range of SEN specialities. The SENCO and Senior Leadership Team also conduct 'Learning Walks' daily, observing students with SEN and advising teachers on how best to meet their needs.

EXAMINATION ACCESS ARRANGEMENTS

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments for students when sitting their exams. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments:

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

At Walthamstow Academy we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the awarding bodies.

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>.

CARING FOR OUR STUDENTS

We put the happiness and well-being of our students at the heart of everything we do and ensure the highest quality personalised support.

During a student's academic career, they may be unfortunate enough to experience emotional difficulties (such as bereavement or parental separation). At Walthamstow Academy we will endeavour to support the student's needs. This may include support such as participation in our academic mentoring programme which allows for students to have one to one support from an LSA who will focus on developing their literacy and numeracy and/ or support from our student support team who may work on anger management, mindfulness or the development of a student's wellbeing.

Bullying (Peer on Peer Abuse): We take bullying seriously in our academy and will not tolerate it. We work proactively to address the issue explicitly with students and provide opportunities to develop understanding, empathy and self-esteem. We understand the impact on well-being that bullying can have and deal with concerns immediately to prevent escalation. We involve parents in our approach to preventing or addressing bullying behaviour. More information can be found in our Anti Bullying Policy.

Some children will need additional support to manage their behaviour when they are experiencing emotional difficulties. Where it becomes clear that a student is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. Such strategies are most effective when parents/carers are involved in the planning and decision-making stages. Support systems may include:

- Increased communication between home and school
- Reporting daily to the Head of Year or tutor or a member of the Inclusion team
- Additional support from the class teacher, learning support assistants, students support team, and Special Education Lead
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, conflict resolution
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour
- Referral to outside agencies such as Educational Psychologist, Child and Adolescent Mental Health Services, Behaviour Specialists etc.
- Access to 'the Sanctuary' at break or lunch
- Reasonable adjustments implemented

REASONABLE ADJUSTMENTS

Schools have had a duty to provide reasonable adjustments for disabled pupils since 2002, originally under the Disability Discrimination Act 1995 and from October 2010, under the Equality Act 2010. The duty is to take such steps as is reasonable, to avoid substantial disadvantage to a disabled person. The Equality Act 2010, states that a person has a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities.

There are three elements to the reasonable adjustments duty outlined in the Equality Act 2010. These relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features

The duty in relation to provisions, criteria and practices covers the way in which a school operates on a day to day basis, including its decisions and actions. The duty in relation to the provision of auxiliary aids and services generally means anything that constitutes additional support or assistance for a disabled pupil.

The Equality Act 2010 does not refine what is 'reasonable', which allows flexibility for different sets of circumstances. Therefore, what is reasonable in one set of circumstances, may not be reasonable in another. Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.

Walthamstow Academy is an inclusive school. To secure best outcomes for our students, it is essential we personalise reasonable adjustments to meet individual need. The effectiveness of the reasonable adjustment needs to be carefully monitored.

Without intending to be exhaustive, the following are some examples of reasonable adjustments:

- Allowing students to use the lift
- Allowing students to type instead of hand writing an extended piece of work
- Handouts to be printed in large font
- Handouts to be printed on coloured paper
- Toilet passes
- Specific and personalised adjustments to the school's behaviour policy
- Seating plans

- Report cards
- Pass to support movement around school site at quieter times
- Examination arrangements

Behaviour Management

At Walthamstow Academy there is a clear and consistent behaviour policy. The fundamental aim of the policy is to ensure all students are able to learn in a disruption free environment in all their lessons. The system provides very clear boundaries which are consistently maintained in a calm, focused and respectful manner.

There are students who struggle to regulate and control their behaviour in the classroom. This may be because of specific, diagnosed needs identified by outside agencies or it may be because of specific known needs that impact the student.

There is a list of students who have a diagnosed need which affects their ability to regulate and control their behaviour. This list is circulated to staff with generic strategies relating to the needs of the child and specific strategies to support the individual. This list is fixed.

There is also a list of students who have a known need, for instance due to family difficulties. This list is also circulated to staff regularly and time bound updates are sent through so as to support the student in class.

Students on both lists are supported through the pastoral and SEND teams. Their care, provision and support is discussed regularly at weekly VSP meetings. Referrals to outside agencies are made to access specialist support. The reasonable adjustment plan will be decided on a case by case basis by the SENCO or Vice Principals. This plan will be communicated internally to staff and also to parents / carers.

MEDICAL NEEDS

Walthamstow Academy has a designated member of staff who is available to support students with medical needs. Referrals will be made to the school nurse if there are concerns around a child's health. The school health adviser carries out routine health checks as well as consulting with parents in order to write care plans and train staff to support children with severe medical needs. Required medical information is available for class teachers in order to ensure awareness of students' medical needs in the form of tailored Health Care Plans.

Students who have life threatening medical needs have individual health care plans. The plans are collaboratively written with the parent/carer and shared with all staff.

Lifesaving medication is located in reception, of which all staff are aware.

Further Support

SEND TRAINING AND RESOURCES

Walthamstow Academy aims to meet the needs of all students and ensure the provision is appropriate. This means that we adapt our support and training schedule to meet the needs of the individual children in the school at any given time. All staff delivering interventions are appropriately trained. Sometimes, this training might involve other professionals such as speech and language therapists or attending courses. If additional training is required, the Special Educational Needs Co-ordinator will contact the appropriate body to deliver the training. In a similar manner, Walthamstow Academy SEN resources are regularly audited and reviewed to ensure that they meet the needs of the students in our school.

PREPARING FOR NEXT STEPS – IMPROVING OUTCOMES

At Walthamstow Academy we foster high aspirations and expectations for our students with SEN. We want our students to experience a smooth transition throughout their learning to ensure that the students continue to make the very best progress and to have confidence to look forward to future year groups with enthusiasm. Our students and parents are actively involved in the process and their perceptions about transition are valued.

Throughout their academic career, children will make several transitions; this may include moving to a new school, to/from a specialist provision school, to a new Key Stage or to a new class. We recognise that transition is an important time for all children, but especially so for a child with SEN.

Walthamstow Academy employs many strategies to ensure that the transition from Key Stage 2 to Key Stage 3 is managed effectively and students are sufficiently prepared for such changes.

Strategies include:

- Visits from/to new settings with familiar staff (whenever possible)
- Transition day to give children a clear image of the upcoming changes
- Primary to Secondary handover meetings
- Information sharing/gathering for students with a Statement of Special Educational Need or Education, Health and Care Plan
- Transition meetings with parents/carers, class teachers, Learning Support Assistants, SENCo and all other professionals involved in the transition process.

The transition process develops as students' continue their journey through the key stages to KS5 and beyond. To prepare our students for further education and the workplace we undertake the following:

- Work related learning
- PSHRE/SMSC curriculum
- Professional Interview Day
- Career Advisor
- College trips
- University trips

SEN students are supported during this process to ensure they find the right pathway to suit their academic qualifications, skills and interests to ensure they have the best possible outcomes when they leave.

SUPPORT AND TRAINING FOR PARENTS

The collaborative planning and target setting systems that are in place at Walthamstow Academy for SEND students mean that parents and carers are consistently involved and supported in order to both help their children reach their targets and with any needs that arise due to target setting or multi-agency planning meetings. We aim to support the family with a focus on meeting the child and family-centred objectives that are set within those meetings. This might mean that the training needs are met after the meeting concludes, or that the family is referred to an additional support network.

In addition, Walthamstow Academy hosts a number of parents' evenings throughout the year. Please see newsletters and bulletins or check the school website for upcoming events.

Waltham Forest also provides support and additional training for parents. You can find more information on the Waltham Forest Local Offer here:

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/localoffer.page?directorychannel=1-2>

OUR PLEDGE

We take learning, development, and attainment very seriously at Walthamstow Academy and will strive to meet our students needs to give them the best possible outcome when they leave for further education. However, in extenuating circumstances we are not always able to support the diversity of everyone's specialised needs. In such instances we work together with the SEN team at Waltham Forest and specialised schools in the borough, such as Whitefield Outreach, to look into the best option for the individual to ensure they are able to learn, achieve and make progress.

COMPLAINTS

If you have any questions, concerns or complaints, please discuss these with the SENCo or Principal. If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, please follow the school's complaints procedures