

Special Educational Needs Information report 2026-2027

SEN Information Report	
Assistant Principal/SENCO: Sadiya Chaudhri Deputy SENCO: Melanie O'Brien Deputy SENCO: Cassidy Nelson	SEN Governor: Leon French
Contact: 0208 5273750	
Local Offer: Waltham Forest	
SEN Policy	
Number of students with an EHCP: 49 Number of students receiving SEN support: 139	
Who can I talk to about my child's Special Educational Needs or Disability? Who is in charge of SEND at the school? If you have any questions about your child's SEN needs, you can contact their Head of Year or the Deputy SENDCo or the Assistant Principal for Inclusion (SENDCo).	
How does the school identify and assess students with Special Educational Needs? The Academy identifies students with SEND in a number of ways: • Transition information from Primary School • Meetings with parents, students and any relevant agencies working with the child/family • KS2 SATS results, baseline tests for reading, literacy and ability and aptitude for learning in Yrs. 7&8 • Concerns raised by parents, teachers, the pastoral teams Once students have been identified the Inclusion team will carry out further observations, involve parents and the student, and put appropriate strategies in place. If required, a Learning Plan is drawn up outlining the students' needs and the strategies for teachers to use. These are distributed to all the teachers of that student. Where needed the school may involve outside agencies or seek further professional advice.	
What provision is available to support students with Special Educational Needs?	

As an inclusive school we believe in high quality teaching for all, deliver the universal offer with appropriate, adaptations in place to meet students' needs.

All students identified as SEND are placed on our SEND Register which outlines their cognitive, communication, social, emotional, physical and sensory needs and strategies for teachers and other staff. All teaching and non-teaching staff have access to our comprehensive SEND Register which is a live shared document with links to strategies / EHCPs / Learning Plans / relevant information and provision in place.

As well as this we also have:

- A team Learning Support Assistants
- Safeguarding team who also supports students' welfare
- Educational Psychology Service - bought in by the Academy
- Speech and Language Therapy for students with an EHCP – bought in by the Academy
- Speech and Language Therapy for students without an EHCP
- We work closely with the boroughs Visual Impairment, Hearing Impairment and Autism Outreach teams
- A range of intervention groups for students to support with needs identified- these include:
 - Key worker
 - Targeted groups on exam stress, study skills and friendship skills run by LSA's
 - Literacy programmes for phonics and comprehension
 - Small group teaching for Core subjects: English, Maths and Science
 - Behaviour mentoring

How do you adapt the curriculum and learning environment for those who have SEN?

- At Walthamstow Academy all students benefit from the Universal offer where teachers adapt their teaching to meet the diverse range of pupils' needs and. Lessons are planned with a focus on students' needs. The universal offer is something we expect to see in all lessons.
- Teachers use the graduated approach and are given a range of strategies that can be used for this when planning.
- Additional adults in the classroom are used resourcefully and effectively to help groups and individual students make progress and develop independent learning skills.
- Where students have visual or hearing impairments these are taken into consideration and appropriate aids are used.
- We have wheelchair access and a lift for students who have physical disabilities which affect their mobility.

What training and development is there for staff supporting students with SEND?

Teachers are trained to support students with SEND through the following:

- INSET for all staff on adapting the curriculum to meet student needs,
- INSET for all new and trainee staff on SEND, run by the Assistant Principal for Inclusion and Deputy SENCO
- Specialist INSET sessions by relevant professionals or agencies working with our students with SEND.
- All teachers are expected to identify how they support students with SEND in their planning.
- In addition to this 'Spotlight on the Child' INSETs are run by the Assistant Principal for Inclusion and where we may also invite the relevant professionals working with some of our higher need students.
- Advice and support from the Inclusion and Pastoral teams regarding individual students.
- All teachers have a bank of strategies for each of the SEND categories to meet student needs.
- Weekly SEND Updates and Learning Profiles of the week in Staff Briefings.
- Learning walk feedback

- Support and guidance with the centralised, comprehensive SEND register
- Collaboration in designing Learning Profiles which explain the student's needs, recommend strategies and identify targets.

How will I know my child is doing well and how will you help me support my child's learning?

Your child's progress is regularly monitored and formally assessed four times each year. Assessment information, along with attitude to learning, classwork and homework, is recorded for each subject. Where appropriate, a judgement will be made against the expected standard for your child's year group. Reports provide information on attainment, progress and engagement in learning.

What opportunities will there be for me to discuss my child's progress?

We have one Parent teacher meeting a year which will allow you to discuss how well your child is doing and to discuss any support needed in each subject

Additionally, any parent can request an appointment to discuss their child's progress with a member of the Pastoral/Inclusion team.

What support will there be for my child's overall well-being, emotional and social development?

All staff at Walthamstow Academy value the happiness and well-being of young people and understand the impact this has on progress, attainment and personal development. We have an experienced pastoral team, and offer targeted interventions for students.

The Head of Year is responsible for the overall progress and well-being of students in his/her year group. Form Tutors also monitor their students' progress and well-being through daily interactions and observations.

Students are also supported by key workers, pastoral support, CAMHS workers, a teaching assistant mentor and a member of staff who oversees students' welfare, including medical needs. This team of professionals work closely together, and their support is matched to the needs of individual students.

How will my child be able to communicate and contribute their views?

All students on the SEND register are assigned to a teaching assistant mentor who checks in with them informally and formally at least fortnightly, in order to monitor and discuss their successes, concerns, and any barriers in the way of progress and well-being.

Students also contribute their views to their learning profile – a document outlining their needs and strategies for Academy staff to meet these needs.

Each year group has a student council and the Junior Leadership Team has representatives from Sixth Form.

What other agencies work in partnership with the school to improve progress and support my child with Special Educational Needs?

The Inclusion team and Pastoral team work closely with any external agencies that we believe to be relevant to our students' needs at any given time, some of the external agencies we currently work closely with are:

- Whitefield Deaf and Hearing-Impaired Outreach service
- Flourish Learning Outreach service
- Words First Occupational therapy
- Waltham Forest Early Help
- Words First Educational Psychology Service
- Words first Speech and Language Therapy Service
- Social Services – including locality teams, and social workers
- LAC – Virtual School
- CAMHS

How are students supported in making a positive transition to their next school or phase of education?

We understand that transitions can be challenging for students with SEND.

- All Year 6 students are visited by a member of SLT, and Year 6 students with EHCPs are interviewed by the Assistant Principal for Inclusion
- There is a Year 6 Induction Day in summer prior to Year 6 joining the Academy.
- We also run additional transition mornings for students with EHCPs and students who are vulnerable in the summer term.
- The Inclusion team meets with SENDCos of our feeder primary schools, and visits all students with EHCPs in the Summer term at their Primary school, attending Year 6 Annual Reviews where possible.
- In Year 9 all students are interviewed, by members of the Senior Leadership Team, with their parents when choosing their KS4 options in order to ensure they are on a suitable Pathway that matches their needs.
- In Years 10 and 11 students with SEND are interviewed by our Careers team and supported and guided in choosing Post 16 Pathways.
- We work closely with the schools and colleges/Local Authority to ensure relevant information is received/passed on in order for a smooth transition to take place.

How will my child be included in activities outside the classroom, including school trips?

As an academy we are committed to offering all our students as many opportunities as we can. All students are included in trips and we provide the necessary support to suit individual students' needs.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety. In the unlikely event that a student cannot join in with any activity we will provide activities that cover the same curriculum areas in school.

How is the school accessible to students with Special Educational Needs or Disabilities?

- All areas of the building are accessible to those with physical disabilities, for example, lifts to reach each floor of the building.

- Entrance to the building is through external doorways with wheelchair access.
- Classrooms are accessed by corridors from which there is also wheelchair access or via the lift.
- There are disabled toilets on each corridor.
- There are disabled parking bays
- Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, blinds, quiet areas).
- Students requiring equipment due to impairment will be assessed in order to gain the support that they require.

Please see our Accessibility Plan – which is available on the school website.

How are the Academy's resources allocated and matched to children's SEN needs?

- The Academy receives funding from the local authority. This includes funding to support the learning of students with SEND.
- The Principal, in consultation with the School's Governors, decides how this funding for SEND should be spent, based on the needs of the students in the school.
- The Principal, Assistant Principal Inclusion evaluate the effectiveness of the Academy's current intervention and provision yearly. This evaluation informs their development plan, objectives, and actions for the year, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those students who require additional support to learn.
- We ensure that all children who have special educational needs have their needs met to the best of the Academy's ability with the funding available. The children who have high level and complex needs are given the most support.

What is the Local Offer? Where can I get information on the Local Authority's Local Offer?

A Local Offer gives children and young people with special educational needs or disabilities, and their families, information about what support services the local authority think will be available in their local area.

You can find more information on the Bi-Borough Local Offer here:

RBKC: <https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-special-educational-needs-and-disability-send/local-offer>

Who can I contact for any further information?

Parent and Carer Forums:

link: [Local Offer](#)

SEND Information, Advice and Support Service:

<https://www.sendiass.org/>

What support is there for behaviour, avoiding exclusion and increasing attendance?

As an academy, we hold all our students to very high standards and we approach this with a warm strict approach. We believe that this is the way to help students develop habits over time which will allow them to be successful. We are patient in accepting that this can take time, but our response is not that we lower our standards or expectations. Instead, we ensure that the correct support is in place to enable students to meet our standards. We make reasonable adjustments depending on the need of the student, which may include the use of devices to aid concentration, such as a fiddle toy, a movement break in lesson directed by the teacher or ensuring that specific strategies are known, understood and implemented.

Exclusion is used as a disciplinary measure and, in the majority of cases, it serves its purpose in preventing further poor behaviour. We try to avoid exclusion by being very clear about our instructions and consistent in our implementation of school rules so that students always know what is expected of them. We use key work as a strategy to provide ongoing support. We deliver key messages to students and parents about why high attendance is important at every opportunity and celebrate it too.

How can I raise concerns if I need to and with whom?

If you have any questions or concerns, please discuss these with the Assistant Principal for Inclusion or the Principal. If you do not feel that your concern has been dealt with appropriately and you wish to make a formal complaint, please follow the school's Complaints Procedure which can be found on the school's website.