

Special Educational Needs and Disability Policy

Adopted by:	Walthamstow Academy	
Date:	May 2025	
Signed off by:	Emma Skae	Leon French
Role:	Principal	Chair of Governors
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Walthamstow Academy SEND Policy

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1. Context

This policy has regard to: • The SEND Code of Practice:0-25 Years – 2015 • Part 3 of the Children and Families Act 2014 and associated regulations
Principal: Emma Skae
Governor with responsibility with SEND – Leon Jacobs
Assistant Principal/SENCO: Sadiya Chaudhri
Deputy SENCO: Lisa Hostick and Cassidy Nelson
SENCO Qualifications: NPQ SENCO (ongoing)
Contact Details: Seninfo@walthamstow-academy.org
This policy will be reviewed annually

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our students. The responsibility for the management of this policy falls to the principal, the day-to-day operation of the policy is the responsibility of the Assistant Principal who is the Special Educational Needs Coordinator (SENCO). The Governing Body, the Principal, and the SENCO will work closely to ensure that this policy is working effectively.

Rationale

The United Learning Trust is committed to ensuring that the necessary provision is made for every student within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all students with a special educational need and/or disability.

High quality teaching which is adapted to meet the needs of the majority of students is the first response to supporting students with SEND. Some students will need something additional to and different from that which is ordinarily available for the majority of students, this is special educational provision and the students in receipt of this provision are classified as SEN Support. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Walthamstow Academy will ensure that the necessary provision is made for any student who has SEND. We will ensure that all staff are able to identify and provide for these students to enable them to partake in all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all students in their class even where students have access support from teaching assistants or specialist staff.

Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, students, local authorities, specialist providers and other external agencies required to meet the individual needs of our students.

2. Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all students and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all students, especially those with SEND.

Objectives

- Improve and provide for students who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a student with SEN gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of students identifies as SEN Support.
- To appoint a teacher responsible for the coordination of SEN provision (SENCO) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every student whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for students with disabilities are met.
- In conjunction with the Medical Policy make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

3. Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A student has a learning difficulty or disability if he or she:
- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

It is important to note that a student who has a disability may not necessarily have a specific educational need. The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for, but we identify the needs of the whole student in order to establish what provision is required to meet their needs not just by the category in which they are placed. Walthamstow Academy will take into account students' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Walthamstow Academy will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all students with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The progress made by all students is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a student's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a student's progress, despite support and high-quality teaching, the class teacher will seek advice from the SENCO. They will then assess if a student has a significant learning difficulty and agree appropriate support.

Where a student is identified as having SEN, the SENCO and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and what supports the student in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The school will notify the parents immediately that SEN Support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year) with the parents, the child and school staff.

3.1 The Graduated Approach to Send

At Walthamstow Academy, the SEN referral process follows a graduated approach, as referenced in the SEND Code of Practice 2015 (Paragraph 6.44) which aims to deliver support in a structured and systematic way:

Assess: In identifying a student as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the student's needs. This should draw on:

- the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the school.
- the student's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the student's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the student responds to an intervention.

Plan: Parents/carers, with their child, will meet with the SENCO or Deputy SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be at least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the student on a daily basis and will work closely with any Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the class teacher in the further assessment of the student's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the student and their parents/carers. Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate, other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the student's needs, then the class teacher, working with the SENCO, will revise the support in light of the student's progress and development, with decisions on any changes made in consultation with the parents/carers and the student.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the student will be removed from the school's SEN register.

3.2 SEND Provision

The provision offered to students requiring SEN support will differ from student to student. They may include:

- Read, Write Inc. phonics
- Reading comprehension group
- Bedrock literacy intervention
- Counselling
- Additional support from another adult in class
- Mentoring
- Homework club
- Lunchtime clubs
- Gardening club
- Cooking club
- Personal care support
- Speech and Language therapy – individual or group
- Social Skills group
- Emotional Literacy groups
- Exam Access Arrangements
- Handwriting intervention

3.3 Statutory Assessment of Needs (EHC)

A small number of students, whose needs are complex and long term, may need a greater level of support that the Academy can provide from its own resources. For these students, all the evidence from the graduated approach process will be gathered and a request will be made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Walthamstow Academy will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning.

4. Monitoring and Evaluation of Send

Regular monitoring of the quality of provision for all students, including those with SEND, follows the Academy's Quality Assurance calendar. In addition, as per the SEND Code of Practice (2015) the cycle of Assess, Plan, Do and Review ensures the Inclusion team regularly review the provision students with SEND receive, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to support students progress and to meet students needs.

The effectiveness of our SEND provision is also monitored via feedback from parents/carers, students and staff and termly reporting to the governing body on SEND provision.

5. Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Walthamstow Academy we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have the opportunity to meet with class teachers at least once a year formally. The Assistant Principal/SENCO and Deputy SENCOs are happy to meet with parents/carers, whenever possible.

More information about the support offered to parents/carers from our local authority can be found within their Local Offer:

[Local Offer Waltham Forest](#)

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has an appointed member of staff for Looked after Children.

6. Student Voice

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, if they are in receipt of an EHC Plan, as part of their review meetings and at the end of a targeted intervention. We ask all students to contribute to the setting of their own targets.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is updated annually.

7. Roles and Responsibilities

The provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing body, Principal, Assistant Principal SENCO, Deputy SENCOs, all members of staff have important responsibilities.

The SEND Governor

The SEND Governor will:

- Help raise awareness of SEND issues at Governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in school

The Principal

The Principal will:

- Work with the SENCO and the SEND governor to determine the strategic development of the SEND policy and provision in school
- Have overall responsibility for the provision and progress of learners with SEND and/or disability

The Assistant Principal/SENCo

The Assistant Principal and SENCO is Ms Sadiya Chaudhri, who can be contacted via email at SENinfo@walthamstow-academy.org.

The SENCO will:

- Work with the Principal and the SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Oversee the implementation of the statutory requirements as per students Educational Health Care Plans
- Oversee the records of all students with Special Educational needs, ensure they are reviewed annually and kept up to date.
- Coordinate specific provisions made to support individuals' students with SEND, including those who have EHC Plans
- Deliver relevant SEN CPD for all staff
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on a graduated approach to providing SEN support – Assess. Plan, Do, Review.
- Advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively.
- Be a point of contact for external agencies, especially the Local Authority and its support services
- Liaise with early-years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- ensure students and their parents/carers are informed about options, and a smooth transition is planned.
- Monitor the impact of interventions provided for students with SEND
- Work with the Principal, Senior Leadership Team and the governing body to strive to meet the Academy's responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Have oversight of the day-to-operation of the Inclusion department, including the work of the Deputy SENCOs and Learning Support Assistants
- Ensure there are up-to-date records of all students with SEND

All Staff

All teaching and support staff will:

- Ensure they are aware of the Academy's SEND policy and procedures for identifying, assessing and making provision for students with SEN
- Class teachers are fully involved in providing high quality teaching, adapting resources for individual students. This includes reviewing and, where necessary, improving their

understanding of strategies to identify and support vulnerable students

- Take responsibility for the progress and development of every student in their class including children with SEND
- Class teachers will strive to support students with SEND with the required support as outlined the SEN referral process.
- Work with the SENCO and the Inclusion department to review each student's progress and development and decide on any changes to provision
- Class teachers will work closely with Learning Support Assistants or specialist staff to plan and assess the impact of support

8. 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 plan 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 specialties. 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

Training needs are identified in response to the needs of all students. We have a number of staff with specific training in speech and language, literacy and numeracy interventions.

All members of teaching staff discuss the progress of all students and the support and provision that is being offered to them through their subject lead. The Inclusion team are involved in these conversations if the progress of a student with SEND is not in line with expectations.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

9. Funding

Funding to support the majority of SEN students in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their students with SEN from their SEN budget, with a notional £6000 per student. Where the school is not able to meet the needs of a student from its budget we will seek "top-up" funding from the local authority. Where a student is in receipt of additional funding allocated via an EHC plan the school will use its best endeavours to ensure it is spent effectively to meet the needs of the student and to deliver the outcomes as set out in the EHC plan.

10. Storing and Managing Information

Student records and SEN information may be shared with staff working closely with SEN students to enable them to better meet the individual student's needs. Students SEN files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our Record Retentions Policy.

11. Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

12. Admissions

No student will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavors to provide effective educational provision.

13. Transition Arrangements

Support for students with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Walthamstow Academy we have a comprehensive package of transitional support that is put in.

This includes:

- Admissions interview
- Transition days
- Visits between SENCOs

14. 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.

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 student.

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.

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 students 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.

To secure the best outcomes for our students, it is essential we personalise reasonable adjustments to meet individual need. The effectiveness of the reasonable adjustment are also carefully monitored to assess the impact of the effectiveness.

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 handwriting an extended piece of work
- 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

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

15. Behaviour Policy

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 to support the student in class.

Students on both lists are supported through the pastoral and Inclusion teams. Their care, provision and support are discussed regularly at weekly Vulnerable Student Progress (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.

16. Medical needs

Walthamstow Academy has a designated member of staff who is available to support students with medical needs. Referrals will be made if there are concerns around a child's health. The school health adviser carries out routine health checks as well as consulting with parents to write care plans and train staff to support children with severe medical needs. Required medical information is available for class teachers 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 in reception, of which all staff are aware.

APPENDIX 1

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	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia.
Social, Emotional and mental health difficulties	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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders), Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)
Sensory and/or physical needs	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.	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)