



Walthamstow Primary Academy
The best in everyone™
Part of United Learning

Special Educational Needs and Disability Information Report Updated September 2024

Walthamstow Primary Academy Aims

Walthamstow Primary Academy is a fully inclusive school, which ensures that all pupils 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 Primary Academy we aim to ensure that all pupils 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 pupils including those pupils with an education, health and care plan (EHC);
- all pupils, including those with Special Educational Needs and Disabilities, have the opportunity to learn and make progress.

Our SEND Policy is that all pupils, including those with learning difficulties or disability or with Special Educational Needs (including pupils with an EHC) have access to all aspects of the curriculum and the extracurricular 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 pupils takes account of the type and extent of the difficulty experienced by the pupil.

Walthamstow Primary Academy 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:

- the culture, practice, management, training and deployment of resources are designed to meet the needs of all pupils with SEND.
- pupils with SEND are identified, assessed, provided for and regularly reviewed.
- pupils with SEND are involved, where possible and reasonable, in the decision-making processes regarding their own learning.
- parents are informed when their child is identified as a pupil with SEND.
- parents are involved in the program of support for their child;
- there is collaboration between all professionals involved; and clear, relative, informative records follow a pupil through school.

Our Special Education Lead

The SENDCo has responsibility for the policy development and implementation, as well as assessment and provision for individual pupils. She will also train staff as appropriate. The SENDCo will work with other professionals (as necessary) who may be able to help your child, e.g. speech and language therapist, medical professionals such as the educational psychologist.

You may contact the SENDCo by phoning the office or emailing inclusion.send@walthamstowprimary.org.uk

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 for 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 educational facilities of a kind provided for children of the same age.

Four Main Areas of Need

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

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Area of Need	Definition
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.
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. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Behaviour, emotional and social development needs	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.
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 vision impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.

Early Identification

At Walthamstow Primary Academy we will prioritise early identification of students' needs. Meeting all learning needs early is crucial to students progressing effectively in their primary phase. If needs are met effectively during the primary phase, students will arrive at secondary school with an appropriate set of learning skills and knowledge to progress to success at GCSE and beyond.

Identification and Assessment

A child's special educational needs may have been identified before they arrive at Walthamstow Primary Academy, or may be identified once they arrive, often by class teachers or parents. We recognise that you, as your child's parent/carer, are the expert on them and will involve you every step of the way. 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;
- the results of baseline assessments and subsequent monitoring of progress;
- progress and performance against the level descriptors within the Early Years Outcomes/National Curriculum at the end of a key stage; and
- screening or assessments of reading, spelling etc. using nationally recognised standardised tests.

Working with Parents

There are many opportunities for parents to meet teachers at Walthamstow Primary Academy to build relationships and exchange information. Staff will meet parents before their child starts school through home visits, and transition visits to the school (if possible). 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 Special Education Lead;
- formal parents' afternoons/evenings three times a year;
- Individual Learning plans, for SEND children;
- Annual Review meetings, for children with an Education, Care and Health Plan; and
- multi-agency meetings, for children who have support from external agencies e.g. Speech and Language, Occupational Therapy, Educational Psychologist.

If there is a concern about a pupil, the Special Education Lead and class teacher will make an appointment to see 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.

If you are worried about your child's progress or that your child might have special needs you should, in the first instance discuss this with their class teacher. The teacher will be able to discuss this with you further and if appropriate will discuss further with the Special Education Lead. Alternatively, any parents are welcome to make an appointment to meet the Special Education Lead, Anne Smith.

A Graduated Approach

Quality First Teaching

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

Teachers use a range of resources, strategies, organisation (i.e. small group work using Kagan strategies and small group support with Learning and Teaching Assistants. Teaching styles to meet the needs of all children within the class are used. 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 pupil. 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 and appropriate interventions are put in place using our waves of provision and are tracked using the whole school provision map. This is a graduated approach to supporting children's learning and progress. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having a positive impact. Interventions may include phonics and maths tutoring, speech and language groups or social skills groups and will happen in addition to lessons taught in class. Interventions or targets may have been set with support from external agencies. The emotional well-being of pupils is measured using a Boxall profile and areas of development are identified and support is put in place to improve pupil's emotional develop.

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

Education, Health and Care Plan Process

Where pupils' 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 pupil, 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, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician. The Local Authority then gathers information from all the professionals concerned with the pupil and from the parents. If appropriate, an Education and Health Care Plan is then drawn up. In this plan, the needs, targets and the provision to support the pupil are clearly outlined.

External support services play an important part in helping Walthamstow Primary Academy identify, assess and provide appropriate provision for pupils with SEN. Multi-agency liaison and planning meetings are held as appropriate to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable pupils.

Provision

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

- early identification of their needs, beginning at home visits and continuing as the child's education at Walthamstow Primary Academy unfolds;
- ongoing dialogue between staff at the school and involving the pupil and their parents to identify needs as they develop through a pupil's career at the school;
- access to specialist support where needed, including Educational Psychologists, Speech and Language Therapists and other specialist provision required; and
- other additional support, including from a teacher or teaching assistant, or in the form of additional time or resources, to enable the child to realise their potential and make progress.
- Support from outside specialists such as the advisory teachers for hearing and visual impairments

Caring for Our Pupils

We put the happiness and well-being of our pupils at the heart of everything we do. As the pupils will be with us from age 3-18, we will know their strengths, development needs and areas of interest as they grow

up in our community. This all-through approach gives us a unique opportunity to ensure the highest quality personalised support.

Our inspiring learning attributes develop a pupil's character and learning habits and enable them to grow into well-rounded individuals and successful learners in all fields. They are deeply embedded within all areas of school life, including our curriculum, behaviour for learning systems, assemblies and communication strategy. Walthamstow Primary Academy ensures all pupils engage in a variety of experiences that lead to spiritual, moral, social and cultural development and enhancement.

During a pupil's academic career, they may be unfortunate enough to experience emotional difficulties (such as bereavement or parental separation). Walthamstow Primary Academy will endeavour to support the pupil's needs. This may include support such as counselling or drama/art therapy.

Walthamstow Primary Academy is an inclusive, safe environment where any form of bullying is opposed. We take bullying seriously in our school and will not tolerate it. We work proactively to address the issue explicitly with pupils and provide opportunities to develop understanding, empathy and self-esteem. 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 pupil is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. 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;
- Individual Behaviour Plans (IBPs);
- additional support from the class teacher, learning teaching assistants and Special Education Lead;
- small group work or 1:1 support in self-esteem, emotional literacy, anger management, social skills group sessions, etc.
- additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour; and
- referral to outside agencies such as Educational Psychologist, Child and Adolescent Mental Health Services, Behaviour Specialists, and specialist provisions within the local authority, etc.

Medical Needs

Walthamstow Primary Academy has a designated school nurse who can be consulted if there are concerns around a child's health. The school nurse 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. Medication can be administered in school with permission and training. Please contact the school for further information about this.

Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All teaching staff ensure their planning, teaching and assessment meets the needs of all pupils, including those with SEND. The majority

of pupils 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;
- Meeting the pupils diverse learning needs; and
- Removing barriers to learning.

To ensure the school site remains accessible to pupils, parents/carers and staff with disabilities, Walthamstow Primary Academy keeps up to date records in an Accessibility Plan.

Allocation of Resources

The kinds of SEN for which provision is made at the school is likely to change over time. As we are a brand new school with a small cohort of pupils, our provision is increasing as the school grows in size.

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

- We have a full time Special Education Lead;
- Nurture provision to support and develop pupils emotional wellbeing
- An LTA that delivers speech and language programmes that have been set by the Speech and Language Service. This may be in group or 1:1 sessions
- Counselling sessions to support the emotional well-being of pupils.
- An additional provision to support the development of pupils with more complex needs
- We use specialist intervention programmes within the waves of provision;
- We seek support and involvement from United Learning and outside agencies, including the services offered by Barking and Dagenham; and
- Some children with an Education Health Care Plan may receive support from a Learning Support Assistant.

Children's views

At Walthamstow Primary Academy, we recognise the importance of listening to children's views. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning and include children in setting their targets on their Individual Learning Plans and throughout their education. If your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review. The school has a school council and pupils with special educational needs are offered the opportunity to apply for the position, they are represented where possible. All children are encouraged to talk to adults around the school if they have any suggestions and/or concerns and these are acted on where possible.

Inclusion

Walthamstow Primary Academy is fully inclusive and as such strive to ensure all pupils receive a broad and balanced curriculum. As part of this pupils have access to out of school educational visits, sports competitions, residential visits, specialist enrichment teachers, breakfast clubs and after-school clubs. Walthamstow Primary Academy ensures that all pupils have access to these activities regardless of SEND requirements. The Academy uses a range of strategic planning, such as risk assessments and manual handling assessments, to ensure that SEND pupils 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.

Further Support

SEND Training and Resources

Walthamstow Primary Academy aims to meet the needs of all pupils 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 Education Lead will contact the appropriate body to deliver the training.

In a similar manner, Walthamstow Primary Academy SEN resources are regularly audited and reviewed to ensure that they meet the needs of the pupils in our school. Walthamstow Primary Academy only purchases quality, evidenced based resources to support our pupils. This means that the resources we purchase have previously proven effective in improving pupil performance in a range of schools and settings. Parents and carers will always be consulted before their child is included in any intervention that requires them to be taught outside of the classroom for short periods of time.

Preparing for Next Steps

We want our pupils to experience a smooth transition throughout their learning to ensure that the children continue to make the very best progress and to have confidence to look forward to future year groups with enthusiasm. The pupils 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. These changes are imminent and Walthamstow Primary Academy employs many strategies to ensure they are managed effectively and pupils are sufficiently prepared for such changes. Strategies include:

- Visits from/to new settings with familiar staff (whenever possible);
 - Transition visits to give children a clear image of the upcoming changes;
-

- Class handover meetings;
- Individual Profiles for pupils with an Education, Health and Care Plan;
- Transition meetings with parents/carers, class teachers, Learning Teaching Assistants, Special Education Lead and all other professionals involved in the transition process.

When a pupil moves to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Regulations 2000.

Support and Training for Parents

The collaborative planning and target setting systems that are in place at Walthamstow Primary Academy for pupils with SEND mean that parents/carers are consistently involved and supported in order to help children reach their targets. Parents/carers are commonly supported in school via needs that arise due to target setting or multi-agency planning meetings. Walthamstow Primary Academy will then 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.

Please refer to our Special Educational Needs and Disability and Inclusion Policy for more information.

You can find more information on the Waltham Forest Local Offer here:

<https://www.walthamforest.gov.uk/service-categories/local-offer>

London Borough Waltham Forest offers support for parents. You can find out more about services such as the Parent Partnership Service or Waltham Forest parent forum – support group in the Waltham forest Local Offer.

Complaints

If you have any questions, concerns or complaints, please discuss these with the Special Education Lead 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, found in our Complaints Policy.
