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

Special Educational Needs and Disability Information Report

Updated September 2026

Walthamstow Primary
Academy Aims

At Walthamstow Primary Academy, we are committed to providing an inclusive, ambitious and nurturing environment where every pupil can thrive. We believe that all children, including those with Special Educational Needs and Disabilities (SEND), should have access to a broad, balanced and engaging curriculum that enables them to achieve their full potential academically, socially and emotionally. We are committed to providing subject matter that is appropriate to the age, aptitude and individual needs of all pupils, including those with an Education, Health and Care Plan (EHCP), and to ensuring that every pupil has the opportunity to learn, participate fully in school life and make meaningful progress.

In line with this commitment, we strive to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND) and Education, Health and Care Plans (EHCPs), have access to all aspects of the curriculum and the wider life of the school, including extracurricular opportunities, wherever reasonably possible. We are committed to raising achievement through the early identification of need, the removal of barriers to learning, and the provision of high-quality, inclusive teaching. Curriculum planning, assessment and provision are carefully adapted to reflect the individual strengths, needs and circumstances of each pupil, enabling them to make progress and achieve positive outcomes.

To achieve this, we will ensure that:

- our culture, policies, practices, staff training and deployment of resources are designed to meet the needs of all pupils with SEND;
- pupils with SEND are identified early, appropriately assessed, and provided with support that is regularly monitored and reviewed;
- pupils with SEND are encouraged and supported, where appropriate, to contribute to decisions regarding their learning and provision;
- parents and carers are informed and involved when their child is identified as having SEND;
- parents and carers work in partnership with the school and are actively involved in planning, reviewing and supporting their child's provision;
- effective collaboration takes place between school staff, parents/carers and external professionals to ensure a coordinated approach to support; and
- clear, accurate and informative records are maintained and transferred as appropriate to support continuity of provision throughout a pupil's education

Our Special Education Lead

The SENDCo plays a strategic role in leading and developing SEND provision across the school. They are responsible for overseeing the implementation of the SEND Policy, coordinating support for pupils with SEND, monitoring the effectiveness of provision, and ensuring that pupils' needs are appropriately identified, assessed and reviewed.

The SENDCo works closely with class teachers, support staff, parents and carers, and a range of external professionals to ensure that pupils receive the support they need to achieve positive outcomes. This may include collaboration with professionals such as Speech and Language Therapists, Educational Psychologists, Occupational Therapists, health professionals and other specialist services, where appropriate.

Parents and carers can contact the SENDCo through the school office or by emailing **info@walthamstowprimary.org.uk**

Identification and Assessment

What is SEND?

A child is identified as having Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability which requires special educational provision to be made for them.

A child has a learning difficulty or disability if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age; and/or
2. Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age in mainstream schools

Four Main Areas of Need

The SEND Code of Practice (2015) identifies four broad areas of need. These areas provide an overview of a pupil's primary needs and help schools plan appropriate support and provision.
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) may experience difficulties with understanding and using spoken language, expressing themselves, or understanding and applying the social rules of communication. This area also includes pupils with Autism Spectrum Condition (ASC).
Cognition and learning	Pupils with cognition and learning needs may learn at a slower pace than their peers and may require additional support to access learning. Specific Learning Difficulties (SpLD) may affect one or more areas of learning and can include conditions such as dyslexia, dyscalculia and dyspraxia.
Behaviour, emotional and social development needs	Some pupils may experience difficulties that impact on their emotional wellbeing, social development and ability to engage successfully in learning. These may include anxiety, attachment difficulties, attention deficit disorders, or challenges in regulating emotions and behaviour.
Sensory and/or physical needs	Some pupils require specialist support or equipment due to physical disability or sensory impairment. This may include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), or physical disabilities that affect access to learning and the school environment.

Early Identification

At Walthamstow Primary Academy, we recognise the importance of identifying needs at the earliest possible stage. Early identification and intervention enable pupils to access the right support at the right time, reducing barriers to learning and promoting positive educational, social and emotional outcomes.

Through careful monitoring, assessment and collaboration with parents, carers and external professionals, we aim to identify emerging needs promptly and ensure that appropriate support is put in place. By addressing needs early, we help pupils develop the skills, confidence and resilience necessary to thrive throughout their education and beyond.

Identification and Assessment

A pupil's special educational needs may be identified before they join Walthamstow Primary Academy or may emerge during their time at the school. Identification of SEND is an ongoing process and forms part of our graduated approach to assessing and meeting pupils' needs.

We recognise that parents and carers have a unique understanding of their child and are key partners in the identification, planning and review of support. We are committed to working collaboratively with families throughout this process.

To help identify pupils who may have SEND, we use a range of information and assessment measures, including:

- ongoing teacher observations and assessments;
- baseline assessments and regular monitoring of progress;
- attainment and progress data in relation to Early Years Framework and National Curriculum expectations;
- standardised assessments and screening tools, where appropriate;
- information shared by parents, carers and previous educational settings; and
- advice and assessments from external professionals, where required

Assessment information is carefully reviewed to identify any barriers to learning and determine the most appropriate support for individual pupils.

Working with Parents

We firmly believe that strong partnerships between home and school are fundamental to achieving the best outcomes for pupils with SEND. Parents and carers are valued partners and are actively involved in the planning, implementation and review of their child's support.

There are many opportunities throughout the year for parents and carers to meet with school staff, share information and discuss their child's progress. These include:

- informal meetings and discussions with class teachers;
- meetings with the SENDCo;
- formal parent consultation evenings held three times each year;
- review meetings for pupils receiving additional SEND support;
- Annual Review meetings for pupils with an Education, Health and Care Plan (EHCP); and
- multi-agency meetings involving external professionals, such as Speech and Language Therapists, Occupational Therapists and Educational Psychologists

If concerns arise regarding a pupil's progress or development, the class teacher and SENDCo will work closely with parents and carers to discuss these concerns and agree appropriate next steps. Parents and carers are involved throughout the Assess, Plan, Do, Review cycle to ensure that support remains effective and responsive to their child's changing needs.

A Graduated Approach

Quality First Teaching

At Walthamstow Primary Academy, high-quality teaching is the foundation of our approach to meeting the needs of all pupils, including those with SEND. We recognise that every pupil learns differently and that all pupils have individual strengths, interests and areas for development. We celebrate this diversity and are committed to providing an inclusive learning environment in which every pupil can succeed.

Teachers use a range of adaptive teaching strategies, resources and approaches to support pupils' learning, including targeted questioning, scaffolding, visual supports, collaborative learning opportunities and carefully planned support from Learning and Teaching Assistants (LTAs). This approach, known as Quality First Teaching, ensures that learning is accessible, challenging and ambitious for all pupils.

Where additional support is required, we follow the graduated approach outlined in the SEND Code of Practice through a continuous cycle of:

- Assess
- Plan
- Do
- Review

This process enables staff to identify needs, plan targeted support, implement appropriate provision and regularly evaluate its effectiveness to ensure positive outcomes for pupils.

Tracking Progress

The progress and attainment of all pupils are carefully monitored throughout the academic year. Through regular assessment and review processes, staff identify pupils who may require additional support in order to achieve their full potential.

Where pupils are identified as requiring additional support, appropriate interventions are implemented and recorded through the school's provision mapping systems. The impact of all interventions is closely monitored and evaluated to ensure that provision is effective and responsive to individual needs.

Interventions may include:

- phonics support;
- mathematics support;
- speech and language programmes;
- social communication groups;
- social, emotional and mental health interventions; and
- targeted support programmes recommended by external professionals

Where appropriate, pupil wellbeing is assessed using recognised tools, such as Edukey Provision Map, to identify strengths and areas for development and inform suitable support strategies.

Regular reports are provided to governors, who monitor the progress, attainment and outcomes of all pupils, including those with Education, Health and Care Plans (EHCPs).

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 a pupil continues to experience significant difficulties in learning despite receiving high-quality teaching and targeted interventions, the school may identify that additional assessment is required to better understand their needs.

The school will work collaboratively with parents, carers, the pupil and relevant professionals to gather information regarding the pupil's strengths, needs and barriers to learning. With parental consent, advice may be sought from external agencies and specialists, including:

- Speech and Language Therapists;
- Educational Psychologists;
- Occupational Therapists;
- Physiotherapists;
- Advisory Teachers;
- Health Professionals; and
- Paediatric Services

Where evidence demonstrates that a pupil requires support beyond the resources ordinarily available within the school, a request for an Education, Health and Care Needs Assessment may be made to the Local Authority.
If an Education, Health and Care Plan (EHCP) is issued, it will outline the pupil's identified needs, intended outcomes and the provision required to support their progress and development.

We value the contribution of external agencies and work closely with professionals to ensure a coordinated and holistic approach to supporting pupils with SEND.

Provision

All pupils with SEND benefit from a personalised approach to support that is tailored to their individual strengths and needs. The support provided may include:

- early identification and ongoing assessment of need;
- high-quality inclusive teaching within the classroom;
- adaptive teaching and reasonable adjustments to remove barriers to learning;
- regular communication and collaborative planning involving pupils, parents and staff;
- targeted interventions delivered by trained members of staff;
- access to specialist services and external professionals, where appropriate;
- specialist resources, equipment or programmes to support learning and development; and
- additional adult support where required

Where necessary, pupils may also receive support from specialist services, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and advisory teachers for hearing, visual or physical impairments.

Caring for Our Pupils

The wellbeing, happiness and personal development of our pupils are at the heart of everything we do. As pupils progress through their primary education with us, we develop a detailed understanding of their strengths, interests and individual needs, enabling us to provide personalised support and opportunities for success.

Our learning values and character development programme help pupils become resilient, responsible and confident learners. These values are embedded throughout school life, including within the curriculum, assemblies, behaviour curriculum and wider enrichment opportunities.

We recognise that pupils may encounter challenges that affect their emotional wellbeing, such as bereavement, family changes or friendship difficulties. When this occurs, we work closely with families to provide appropriate support, which may include counselling, mentoring, nurture-based interventions or referrals to specialist services.

Walthamstow Primary Academy is committed to maintaining a safe, respectful and inclusive environment where bullying is not tolerated. We actively promote kindness, empathy and respect and work in partnership with families to prevent and address bullying behaviours. Further information can be found in our Anti-Bullying Policy.

Where pupils experience ongoing social, emotional or behavioural difficulties, we work collaboratively with parents and carers to identify appropriate support strategies. These may include:

- increased home-school communication;

- individual behaviour support plans;
- targeted pastoral support;
- social skills interventions;
- emotional literacy programmes;
- nurture provision;
- mentoring or counselling; and

- referrals to external agencies, including Children's Mental Health Services and Educational Psychology Services

Medical Needs

Walthamstow Primary Academy is committed to supporting pupils with medical needs so that they can participate fully in school life and achieve their potential.

The school works closely with parents, carers, healthcare professionals and the school nursing service to develop and implement individual healthcare plans where required. Staff receive appropriate training to ensure that pupils' medical needs are safely and effectively supported. Medication may be administered in school in accordance with the school's Supporting Pupils with Medical Conditions Policy.

Access to the Curriculum

All pupils are entitled to access a broad, balanced and ambitious curriculum that meets their individual needs.

The majority of pupils with SEND are taught alongside their peers in mainstream classrooms and access the curriculum through high-quality teaching and adaptive practice. This includes:

- providing appropriate challenge and support;
- adapting teaching approaches and resources;
- creating inclusive learning environments;
- meeting individual learning needs; and
- removing barriers to learning and participation

Reasonable adjustments are implemented where necessary to ensure that pupils with SEND can access all aspects of school life and achieve positive outcomes.

The school maintains and regularly reviews its Accessibility Plan to ensure that the environment remains accessible for pupils, parents, carers and staff with disabilities.

Allocation of Resources

Walthamstow Primary Academy regularly reviews its provision to ensure that resources are effectively targeted to meet the evolving needs of pupils with SEND.

Resources available to support pupils include:

- a qualified SENDCo;
- nurture provision to support pupils' social, emotional and mental wellbeing;
- trained staff delivering Speech and Language programmes under specialist guidance;
- counselling and pastoral support services;
- targeted interventions for pupils with additional or complex needs;
- specialist intervention programmes;
- support and guidance from United Learning and external agencies; and
- additional adult support for some pupils with Education, Health and Care Plans (EHCPs)

Children's views

At Walthamstow Primary Academy, we recognise the importance of pupil voice and believe that pupils should be involved, wherever appropriate, in decisions about their learning and support.

Pupils are encouraged to share their views, contribute to target setting and participate in reviewing their progress. For pupils with SEND, their perspectives are considered as part of the Assess, Plan, Do, Review process and, where applicable, during Annual Review meetings.

We encourage all pupils to communicate any concerns, ideas or suggestions and provide opportunities for them to contribute to the wider life of the school through forums such as the School Council.

Inclusion

Walthamstow Primary Academy is committed to ensuring that all pupils are fully included in every aspect of school life.

Pupils with SEND have equal access to educational visits, enrichment activities, clubs, sporting opportunities and residential experiences. Where necessary, the school undertakes appropriate planning, risk assessments and reasonable adjustments to ensure that all pupils can participate safely and successfully.

We work closely with parents, carers and external professionals to identify and implement any additional arrangements required to support inclusion.

Further Support

SEND Training and Resources

We are committed to ensuring that all staff have the knowledge, skills and confidence required to meet the needs of pupils with SEND effectively.

Training is regularly reviewed and planned in response to emerging needs within the school. Staff may receive training from specialist services, external professionals and accredited providers to ensure that provision reflects current best practice.

SEND resources are regularly audited and reviewed to ensure they remain appropriate, effective and evidence informed. Parents and carers will always be informed and consulted regarding any significant intervention or additional support provided for their child.

Preparing for Next Steps

We recognise that successful transitions are important for all pupils and particularly for those with SEND.

To support pupils through periods of transition, we may provide:

- visits to new settings or classrooms;
- enhanced transition programmes;
- transition booklets or visual supports;
- class handover meetings;
- individual profiles and support plans;
- meetings involving parents, carers, staff and external professionals; and
- additional opportunities for pupils to become familiar with new environments and expectations.

Where pupils transfer to another school, records are shared in accordance with statutory requirements to ensure continuity of support.

Support and Training for Parents

We value the important role that parents and carers play in supporting their child's development and learning. Through regular communication, review meetings and collaborative planning, we aim to ensure that families are fully informed and involved in decisions regarding SEND provision.

Where appropriate, families may be signposted to training opportunities, support groups, external services and information networks to help them support their child effectively.

Please refer to the school's SEND and Inclusion Policy for further information.

Information about services available within the local area can be accessed through the Waltham Forest Local Offer 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

We encourage parents and carers to discuss any questions or concerns regarding SEND provision with the class teacher or SENDCo in the first instance. We are committed to working collaboratively with families to resolve concerns as quickly and effectively as possible.

If a concern remains unresolved, parents and carers may follow the school's formal Complaints Policy, which is available on the school website.