

London Academy: Special Educational Needs and Disabilities Policy



Approved By: The Board of Governors
Date: November 2025
To be Reviewed: November 2026

Aim

London 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 needs). High quality and differentiated teaching should meet the needs of the majority of students but some students may need a more specialised approach and may require a range of appropriate interventions to meet their needs. We aim to always listen to the views of the student and value working in partnership with parents and carers when making decisions around SEND and additional needs provision.

Objectives

- To identify and provide for pupils who have special educational needs and disabilities, and additional needs
- To work within the guidance provided in the SEND code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator who will work with the SEND Inclusion Policy
- To provide support, advice and specific strategies for all staff working with special educational needs and disabilities pupils

This document outlines our approach to meeting the needs of SEND students and the range of resources we have. Our offer is informed by the SEND Code of Practice 0-25 years: Statutory Guidance June 2014.

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person is considered to have special educational needs if he/she

- a. has a significantly greater difficulty in learning than the majority of others of the same age, or,
- b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

It is important to note that although the following may impact on progress and attainment, they are not considered a special educational need:

- *Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools, provided under current Disability Equality legislation – these alone do not constitute SEND)*
- *Attendance and Punctuality*
- *Health and Welfare*
- *EAL*
- *Being in receipt of Pupil Premium Grant*
- *Being a Looked After Child*

The SEND Code of Practice defines Special Educational Needs and Disabilities under these four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

Roles and Responsibilities

The responsibility for meeting the needs of SEND pupils lies with all staff, teaching and non-teaching, but the leadership of implementation lies with the Director of SEND and SENDCo who works closely with the Inclusion Lead for Aim Academies Trust. The Principal retains overall responsibility for ensuring that day-to-day management of SEND provision happens in line with this policy, and that SEND provision and systems are kept confidential. The SENDCo and Principal are also responsible for keeping the Governing body fully informed on any SEND issues. The SEND Governor is responsible for supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Inclusion Lead for AIM Academies	Louise Leonard
Director of SEND & Inclusion (SENCo Secondary)	Tara Stowe
SENCo (Primary)	Teresa Bascoe
SEND Governor	Phillip O' Hear

The SEND team co-ordinates the provision for students to make sure all students receive a consistent, high quality response to their needs. This includes:

- ensuring parents and carers are involved in supporting their child's learning, are kept informed and are involved in reviewing their child's progress.
- liaising with all the other people who may be involved with the students' learning, e.g. Speech and Language Therapists, Educational Psychologists and other specialists.
- updating the School's SEND register, which records the needs, progress and important details about students with SEND.
- providing specialist support for other teachers and support staff in the school so they can help students with SEND in the school achieve the best possible progress.
- ensuring teachers and pastoral staff are aware of the needs of individual students and know how to meet these needs.
- advising teachers and pastoral staff on intervention strategies to support students with SEND.

Our Principles

High quality teaching, personalised for individual pupils, is the first step in responding to pupils who have or may have SEND at London Academy. This is what is known as Quality First Teaching (QFT). With high quality and personalised teaching we will meet the needs of most of our students. All of our teachers are responsible for monitoring the progress of all students, and identifying, planning and delivering any additional support required by students with SEND. Teachers will know the needs of their students and will work with and take advice from the SEND Team to support students effectively. Teachers are also responsible for communicating with parents and Carers as appropriate at Parents Evenings providing informed feedback on the progress of students with SEND.

For those pupils who need a more specialised approach, we draw on a range of appropriate strategies and interventions. We will listen to the views of the student and value working in partnership with parents and carers when making decisions about SEND and meeting the additional needs of individuals.

Where high quality teaching and personalisation do not have the required impact on the progress of all pupils including those with known SEND, the class teacher, working with the Director of SEND/SENDCo, will assess whether the child requires further support/ intervention. At London Academy we work with a wide variety of professionals from the local authority. We are happy to look at reports from professionals that parents employ independently but we may not be able to adopt recommendations. It is not always possible for outside professionals to observe in the classroom as this can have a disruptive and disproportionate impact in the classroom.

SEND Support

At this stage, we take the graduated approach of '**Assess, Plan, Do, Review**', as guided by the SEND Code of Practice 2014:

- **Assess:** the need is assessed, understood and communicated as appropriate.
- **Plan:** an evidence-based intervention plan is agreed, including timeframes, expected outcomes, stretching and relevant academic and developmental targets.
- **Do:** the plan is implemented.
- **Review:** the impact of the plan is monitored and evaluated in line with the agreed timeframe. Reviews may include meeting with parents and relevant professionals.

It is, at this point, that the pupil will be placed on the SEND Register. The intervention agreed upon will be closely monitored by the SENDCo, and will be reviewed at the end of the time frame. The pupil will remain on the SEND register while interventions are being carried and or progress is less than expected and concerns still exist. If it is clear that there is a learning difficulty which will require long term intervention both in terms of in class support and ongoing withdrawal then the pupil will remain on the register. If, following appropriate intervention and strategies, progress is evident then the pupil will drop to a category of QFT (quality in class support and teaching) and come off the register. The class teacher will then continue to monitor progress in line with the schools monitoring and evaluation systems.

In addition to the support provided above, pupils at the SEND Support stage may also have access to some of the following, according to their individually identified needs:

- Teaching Assistant (TA)
- Speech and Language Therapist (SALT) support
- Borough outreach support, advice and intervention (Autism Advisory Team, Inclusion Advisory Team)
- Intervention groups e.g. literacy, numeracy, Zones of Regulation
- Referral to CAMHS where needed

Education Health Care Plans (EHCPs)

If a pupil does not make expected progress, even with additional SEND Support, then the School will work with the pupil and parent to request a statutory assessment from the Local Authority. This will also require other external professionals' involvement in terms of assessment.

If an EHCP is given by the Local Authority, it will define the pupil's needs and the specialist help and provision required to meet those needs. All pupils with an EHCP will be placed on the SEND register. The School will then ensure that the educational recommendations of EHCP are implemented as we do now.

This could include:

- SEND strategy meetings – admin/coordination time for SENCo or staff to review, track, and evidence impact of support
- Additional monitoring (SENDCo EHCP learning walk)
- TA in class, suited to the needs of the student
- Specialist equipment or resources to enable full access to learning and school life
- Speech and Language Therapist intervention sessions
- Access to Educational Psychology Assessments
- Access arrangements (Form 9 completion and application to JCQ)
- Home school liaison
- Teacher led intervention sessions
- 1:1 outreach support from the Borough SEND team including specialists in visual and hearing impairment, ASD, SLCN, occupational therapy, physiotherapy.
- KS4 & 5 Careers Advice
- Support for transitions across key stages

Training for staff

London Academy teachers are trained throughout the year to support students with SEND through the following, according to staff and student needs:

- Advice and support from the SEND team regarding individual students
- SEND handbook which includes strategies and student information for all pupils with an EHCP
- Collaboration in designing personalised intervention plans which detail the student's needs, recommend strategies and identify targets
- INSET for all staff regarding students with EHCPs or Statements, run by the SENDCo
- INSET for all staff on skilled differentiation, run by the SEND and Teaching & Learning teams
- INSET for all new and trainee staff on SEND, run by the SEND team
- Specialist INSET sessions by relevant professionals or agencies working with students on our roll with SEND

Monitoring

Pupils' progress is continually monitored by subject teachers. Those on SEND Support and EHCP's are also tracked and monitored closely by the SEND team every term. If any of the pupils are highlighted as a concern the SEND team will communicate this with Subject leaders/teachers and Heads of Departments. Recommendations may be made for further intervention.

- Progress is reviewed formally every term
- Parents' Evening for each student are held every year
- Pupils who have EHCP's will also have an Annual Review of their needs once a year. This could involve outside agencies, Local Authority Representatives, appropriate Therapists and Careers (KS4)

Support for Parents/Carers

- The SENDCo is available to discuss any concern regarding pupils' SEND or any of the intervention programmes that they maybe be accessing.
- Specialists such as Speech and Language therapist, Educational Psychologist, employed or commissioned by the school are available to give feedback if your child is attending or being assessed by them.
- The SENDCo and SEND team also offer guidance as appropriate to parents about strategies or activities which can be done at home to support pupils' learning.
- Parents may also have an opportunity to meet with other professionals involved in supporting their child.
- All information from external professionals will be discussed with parents as appropriate, either in person or in a written report, according to the nature of the feedback.
- Those pupils with Educational Health and Care Plans will be reviewed annually.
- Transitions – London Academy has a specific programme for pupils moving from year 6 to year 7 and also for pupil transition between the Key Stages, 3-4 and 4 – 5.
- For those pupils who also have a medical condition along with SEND, the school will follow the SEND Code of Practice (2014) in order to make sure that those needs are met.

Accessibility

All of the main school buildings are accessible to children with physical disability. There is a lift to each floor from the ground floor from the reception area in the main school building. The SEND space can also be accessed via a lift.

The teaching resources and equipment used in school are accessible to all children regardless of their

needs. Any specialist equipment, hearing aids, visual aids, adapted furniture, will usually be made available through the various agencies such as Hearing and Visually impaired teams. All after school and extra-curricular provision is accessible to the pupils including those with disabilities.

Access Arrangements (secondary)

'Access Arrangements' are reasonable adjustments made to the conditions under which a disabled candidate sits exams. The Equality Act (2010) defines a disability as "a physical or mental impairment which causes substantial, long-term adverse effect on normal day to day activities".

For external exams, any applications will be made in line with the current Joint Council of Qualifications Guidelines. For more detail please contact our SENDCo.

Medical Conditions and SEND

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Compliance

This policy was written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools, DfE, Feb 2013
- SEND Code of Practice 0 – 25 (Sept 2014 – updated 2024)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2014
- Safeguarding Policy
- Teachers Standards