

Emerson Park Academy



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES SEND INFORMATION REPORT 2025-2026

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Approved by	Mr Scott McGuinness
Review date	November 2026
SENDCo	Miss Taylor Johnson
Link Director	Ms Shanze Munir
Chair of Directors	Mr John Luff

Contents

1. Aims
2. Definitions
3. Roles and responsibilities
4. Legislation and guidance
5. SEND Information report
6. Monitoring arrangements

1. Aims

Our Special Educational Needs and Disabilities (SEND) policy and information report aims to set out how our school will support and make provision for all our pupils with Special Educational Needs and Disabilities (SEND) and explain the roles and responsibilities of everyone involved in providing for pupils with SEND:

- At Emerson Park Academy we aim to ensure that every child is given maximum opportunities to fulfil their potential, both in the classroom and with regard to extra-curricular activities. We promote an inclusive ethos in which all students are supported to reach their academic target grades, to build positive relationships with their peers and staff, and to contribute fully to the wider school community. Our policies place an emphasis on equality of opportunity and a commitment to achievement for all.

2. Definitions

'A student is identified as having SEND when he/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 making use of facilities of a kind generally provided for others of the same age.' (SEND Code of Practice 2014).

Therefore, 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 by mainstream schools.

3. Roles and responsibilities

3.1 Class teachers

Class teachers will:

- Ensure they follow this SEND policy
- Monitor the progress and development of every pupil in their class
- Liaise with the SENDCo to review each pupil's progress and development and decide on any changes to provision / reasonable adjustments
- Work closely with learning coaches or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

3.2 The Headteacher

The Headteacher will:

- Work strategically with the SENDCo, Deputy Headteacher (Teaching and Learning), and the SEND link Director to determine the development and provision of the SEND Policy in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or disability

3.3 The SENDCo (Special Educational Needs Co-ordinator)

The SENDCo is Taylor Johnson who can be contacted at:

tjohnson@emersonparkacademy.org

They will:

- Work strategically with the Headteacher, Deputy Headteacher (Teaching and Learning), and the SEND link Director to determine the development and provision of the SEND Policy in the school
- Be responsible for the operation of the SEND Policy including the co-ordination of specific provision made to support individual pupils with SEND, including those who have an EHCP
- Update and maintain systems which ensure the school has up to date records of all pupils with SEND
- Lead and advise on the graduated approach to providing SEN support
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality first teaching
- Be the point of contact for external agencies, including but not limited to the local authority and its support services
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

3.4 The SEND link Director

The SEND link Director will:

- Work strategically with the Headteacher, SENDCo, and Deputy Headteacher (Teaching and Learning), to determine the development and provision of the SEND Policy in the school
- Monitor the quality and effectiveness of SEN and disability provision with the school and update the board of directors on this
- Help to raise awareness of SEND issues at board of director meetings

4. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability](#)

[\(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for Education, Health and Care Plans (EHCP), SEND Co-ordinators (SENDCos) and the SEND information report.

This Policy also complies with our funding agreement and articles of association.

5. SEND Information Report

5.1 Provision for SEND

At Emerson Park Academy we have students across all year groups with a range of SEND issues falling into the four categories outlined in the SEND Code of Practice 2014:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

5.2 Identifying pupils with SEND

We will assess each pupil's current skills and levels of attainment on entry through:

- Our transition process into Year 7, whereby we collect and analyse relevant information and data made available to us on all our pupils, in particular pupils' Key Stage 2 results and teacher assessments/recommendations
- SEND list transference from primary schools. Pupils will usually transfer automatically onto our list unless their rate of progress and levels of attainment indicate that they no longer need additional provision
- Additional baseline tests are conducted at the start of Year7, including Cognitive Abilities Tests (CATs), and subject based tests, particularly in Reading and Spelling in English

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the pupil's previous rate of progress
- Widens the attainment gap between the pupil and their peers

5.3 Consulting pupils and parents/carers

We will explore the data from class teachers and decide if pupils and their parents/carers should be consulted about needing SEND support. It must be noted that slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

If a decision to consult is made then a meeting will be arranged to ensure:

- Everyone shares in the desired outcomes for the pupil, including the expected progress and attainment, including emphasis is placed on the views and the wishes of the pupil and their parents/carers.
- There is a shared understanding of the pupil's areas of strength and areas for improvement

- through support
- Everyone is clear on what the next steps are
- Formal notification is given to parents/carers that the pupil will receive SEND support

5.4 Supporting pupils with SEND

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' (SEND Code of Practice 2014).

Quality first teaching is our first step in responding to pupils who have SEND. Accordingly, the following adaptations would be included to ensure pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Differentiating our teaching, as an example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud
- Using recommended aids, such as Laptops/Chromebooks, Reading pens, coloured overlays and larger font

We will also provide the following adjustments and interventions:

- Differentiated tasks, including homework and/or personalised homework schedules
- Provision in iClass – a flexible learning area for students with additional needs which provides academic support (literacy, numeracy and ASDAN qualifications), pastoral and wellbeing support (Lego therapy, art therapy, social skills groups etc.)
- Specific literacy and numeracy interventions delivered by qualified teachers and/or staff from the Additional Needs Team with responsibilities in these areas of the curriculum
- Hackney Lit (English recovery curriculum) sessions are offered to those pupils who meet the criteria
- Interventions to support emotional and social development (wellbeing initiatives led by our Senior Mental Health Lead Miss A Edwards, access to iClass including blended timetables to support pupils with attendance, counselling, ELSA programme, pastoral programmes)
- Homework clubs
- Access to online programmes including 123 Maths
- Examination access arrangements are put into place for some students with SEND
- Meetings with the Class teacher / SENDCo / Head of Year to monitor progress
- Appropriate care and strategies for support for students with medical needs are put into place and closely monitored by the SENDCo. Day-to-day provision for students with Health Care Plans is managed by *Ms L Haselden, a trained first-aider.*

5.5 Additional support

Learning Coaches offer 'hover' support within the classroom, promoting independent learning and supporting the teacher to deliver differentiated lessons. On rare occasions, 1:1 support may be offered if a pupil has physical or medical needs, as indicated in their EHCP.

5.6 Monitoring and Evaluating

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

We evaluate the effectiveness of provision for pupils with SEND by:

- Having termly communications with parents/carers and pupils. This is an opportunity to review progress and discuss any concerns.
- Reviewing the impact of interventions after an interim cycle of the intervention is complete
- Monitoring by the SENDCo. This includes attending case load meeting with the Educational Psychologist and LA Secondary Advisory teacher
- Holding Annual Reviews for pupils with EHC plans
- Additional meetings, telephone and/or email contact with the SENDCo, iClass Manager, Lead Learning Coaches, Head of Year or Form Tutor
- Liaison with subject staff at Parents' Evenings or by prior appointment
- Communication through the Academy's academic monitoring system (Go4Schools)

5.7 Access to wider school provisions

Pupils with SEND are not disadvantaged in accessing the activities available in the wider school community. Provision is made to support pupils in accessing these through liaison with staff overseeing these opportunities, consultation takes place with parents/carers, discussions with pupils including offering support or making reasonable adjustments, and consultations with health professionals and the completion of risk assessments.

. As such:

- All pupils are encouraged to take part in sports day/school plays/special workshops
- All pupils are encouraged to go on our trip(s), including those which are residential
- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs

5.8 Wellbeing for pupils with SEND

We provide support for pupils to improve their emotional and social development in the following ways:

- Every Year group has a dedicated Head of Year including a static Head of Year 7, Mrs. L. Mallen, who has the expertise and experience to support in the transition period
- We have a two Senior Mental Health Leads leading on wellbeing across the school
- iClass is available from 8.30am – 3.30pm.
- Pupils with SEND are encouraged to be part of the school council and pupil questionnaires
- Pupils with SEND are also encouraged to take part in the various clubs to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying

5.9 Supporting transition phases for pupils with SEND

We have established transition programmes between Years 6 and 7, and between Years 11 and 12.

Year 6 into Year 7

- The SENDCo in conjunction with the Head of Year Mrs L. Mallen communicates with Primary Schools to plan for transferring pupils, this includes Year 6 Induction Days and an Additional Needs Induction morning for key pupils identified in the transition meetings. Additional visits for SEND pupils to visit the academy may be arranged.
- The SENDCo has meetings with the Primary school for some SEND pupils. The SENDCo will work with Local Authority to plan for pupils who need specialist support/equipment.

Year 11 into Year 12

- We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/guardians and pupils which information will be shared as part of this.
- Further information relating to post-16 education and training can be obtained from: Ms C. Hampton.

5.10 Expertise and training of staff

Our SENDCo Miss T Johnson is a fully qualified teacher with a degree in Psychology (June 2016) and is working towards the National Award for SENCo (NPQSENCO) and has over eight years' experience working within SEN education. During her time in SEN education she has completed a number of training courses such as Understanding Autism and Mental Health First Aid.

Our Literacy Intervention Teacher Mrs J. Bailey has completed training to deliver the Hackney Lit Programme

Our Lead Learning Coach Mrs A. Hall has been trained to deliver the ELSA programme

5.11 Outside Agency Support

We have established links with a wide range of specialist services. All external professionals have relevant qualifications in their field of expertise and have safeguarding training. We have links with the following agencies/professionals:

- ABC Counselling Service
- Educational Psychologists
- Specialist advisory teachers from the Havering Learning Support Service, including the areas of Speech, Language and Communication, Hearing Impairment and Visual Impairment
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy Service
- Prospects (careers/college advice)
- SENDIASS – Special Educational Needs and Disability information and support for parents/carers [Havering Sendiass :: Home](#) Telephone: 01708 433885
- Where appropriate, the SENCo also liaises with health professionals from local services and hospitals in London in order to support the medical needs of our students.

5.12 School Accessibility

We aim to promote the involvement of all our students in every aspect of the curriculum and within the wider school community, and to eliminate any barriers to participation. Parents/carers are consulted where there are additional needs with regard to matters of health, safety and access, and we aim to meet these needs as far as possible.

We have a medical room and toilet facilities with wheelchair access, and a meeting room for liaison with the School Nurse. Special arrangements are made for students with injuries where possible, so that they can attend school. Markings on stairs are in line with guidance for students with a visual impairment. There is a lift in the new Humanities block.

5.13 Raising SEND concerns

The SENDCo at Emerson Park Academy is Emma Fuller and they can be contacted by email efuller@emersonparkacademy.com

5.14 Complaints about SEND provision

If you have any complaint about the special educational provision we make for your child, please speak to the Headteacher or to a director. If you speak to a director s/he will, in the first instance, refer the matter to the Headteacher. The Headteacher will investigate and will contact you within 5 school days. If he has not resolved the matter to your satisfaction, it will be referred to the link SEND Director, Ms S..Munir, who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting.

5.15 The Local authority local offer

Information regarding Havering's Local Offer is published here: [Local Offer | Havering Directory](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the academy annually. It will also be updated if any changes to the information are made during the year.