



SEND Information Report

March 2026

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Introduction

At Waltham Leas Primary Academy, we provide for children who have Special Educational Needs and/or disability (SEN/D) and the Governing Body and staff are committed to providing an appropriate, inclusive and high-quality education to all of our children. We believe that all children, including those identified as having SEN/D have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and that they should be fully included in all aspects of school life.

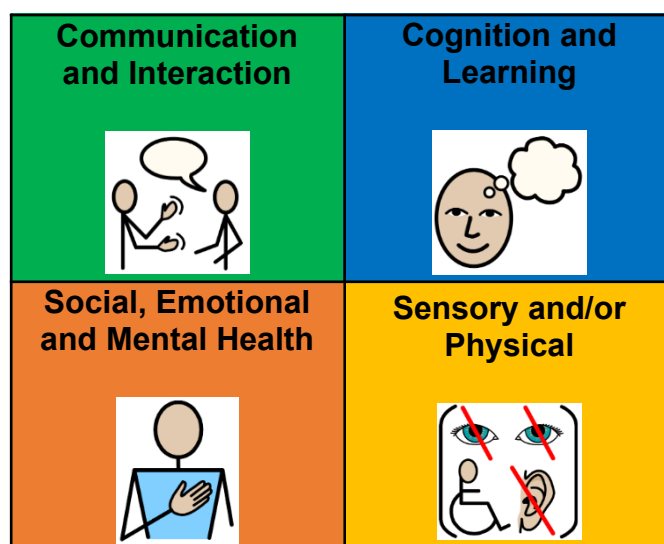
Our Special Educational Needs and Disability Policy reflects the current SEND Code of Practice (2014). In respect to the changes in the SEND Code of Practice (2014), the Government now require all schools and academies to inform parents/prospective parents what support they offer to children who have SEN/D. We also meet the requirements of the Equalities Act (2010).

What is the definition of SEN/D?

A Special Educational Need and/or Disability (SEN/D) is defined in the Code of Practice as children having a learning difficulty or disability that calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Under the Code of Practice (2015), SEN/D is categorised into the following four headings:



At Waltham Leas Primary Academy, we also follow the statutory guidance on supporting children with medical conditions.

- Personal care is provided in a dignified and discrete way to ensure all children feel included.

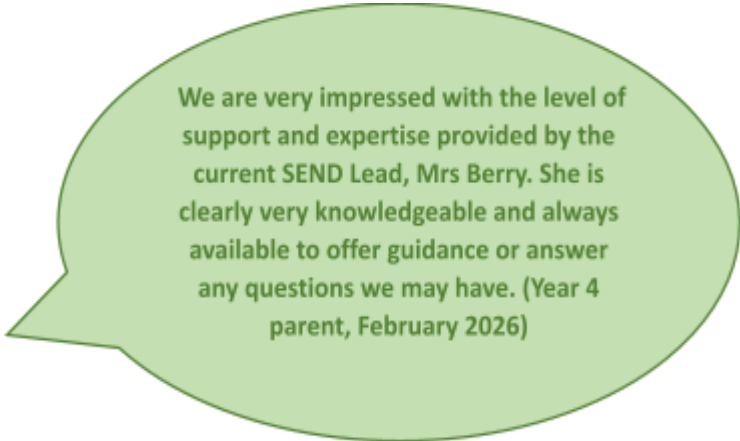
- Medicines are administered by first aiders or a member of staff who is familiar to the child. However, a Health Care Plan for this is always agreed upon with the child's parent.

Where children have medical needs and special educational needs and/or disabilities, we will plan and deliver education provision in a co-ordinated way with their Education Health and Care plan (EHCP) if they have one.

What is the role of the SENDCo in mainstream primary schools?

In line with the Special Educational Needs and Disability Code of Practice (2015) and the mandatory standards identified within National SENCo Award training, the SENCo has '*an important role to play with the headteacher ... in determining the strategic development of SEN policy and provision*' (Section 6:87). The SEN Co-ordinator (SENCO) responsibilities may include:

- Overseeing the day-to-day operation of the school's SEN/D policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support and teaching assistants
- Overseeing the records of all children with SEN/D
- Liaising with parents of children with SEN/D
- Contributing to the in-service training of staff
- Liaising with external agencies including the SEN/D Team, Educational Psychology services, Health and Social services, and voluntary bodies



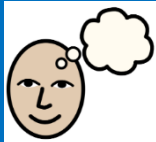
We are very impressed with the level of support and expertise provided by the current SEND Lead, Mrs Berry. She is clearly very knowledgeable and always available to offer guidance or answer any questions we may have. (Year 4 parent, February 2026)

Our SENCo is Mrs Louise Berry. She can be contacted via the school office: 01472 822419 or via Class Dojo.

What kind of SEN/D provision is available at Waltham Leas Primary Academy?

Waltham Leas Primary Academy is an inclusive school, where every child matters. We embrace the fact that the needs of every child are different and aim to address them and support each child's development in the most appropriate way possible. We enjoy celebrating effort as much as achievement.

At Waltham Leas Primary Academy, we have a highly effective inclusion team dedicated to providing outstanding provision for all children with SEN/D, across the four broad areas of need:

Communication and Interaction 	Cognition and Learning 	Social, Emotional and Mental Health 	Sensory and/or Physical 
Children who may have difficulty understanding what is said, saying what they want to say or who may not understand social rules of communication.	Children who may learn at a slower pace than peers, despite appropriate differentiation and scaffolding.	Children who may be withdrawn and isolated, display challenging, disruptive or disturbing behaviour.	Children who may require additional support and equipment to access the same opportunities as their peers.
For example: Speech, Language and Communication needs (SLCN), Developmental Language Disorder (DLD), Selective Mutism, Autism Spectrum Disorder (ASD)	For example: Moderate Learning Difficulties (MLD), Global Developmental Delay, Foetal Alcohol Spectrum Disorder (FASD), Specific Learning Difficulties (SpLD) - Dyslexia, Dyscalculia and Dyspraxia	For example, Attention Deficit Hyperactive Disorder (ADHD), Oppositional Defiant Disorder (ODD), Depression, Anxiety, Eating Disorders, Attachment Disorders	For example, Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Cerebral Palsy (CP)

As of March 2026, we have 52 children who are on the SEN/D register. This equates to 13% of the school population. We have a further 37 children being monitored at cycle 1.

Currently, 15 pupils have an Education, Health and Care Plan. We also have an additional 2 children undergoing the Education, Health and Care Plan assessment process.

What are Waltham Leas Primary Academy's procedures with regards to the identification and assessment of children with SEN/D?

Throughout a child's learning career, a child may have a learning need. These may be identified by school staff, by outside agencies working with the child or by parents/carers. In order to identify these as early and as accurately as possible, we encourage parents/ carers to share information and concerns with us.

At Waltham Leas Primary Academy, we use accurate and focused assessments, as well as standardised testing to identify any concerns at a universal level. We work closely with Lyn Arnold, a Specialist Educational Needs Consultant who carries out the following annual assessments:

- All children receive two Braken Readiness to Learn screeners at the beginning and end of their reception year.
- All children receive an Early Years Dyslexia Assessment at the end of their reception year.
- Children in year 6 who display a possible need for access arrangements may also receive assessments for processing, reading speed and writing speed.



All children also receive a WellComm assessment on entry to school.



Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.

At other times, a range of specific, more specialised assessments may be used to assist in the identification of an individual child's need. These allow us to plan targeted programmes for them and provides us with a benchmark for measuring the impact of subsequent interventions. These assessments may include:

Wide Range Intelligence Test (WRIT)	Junior Dyslexia Screening Test	Scotopic Sensitivity Screening
Test of Memory and Learning (TOMAL2)	Comprehensive Test of Phonological Processing (C-TOPP2)	Wechsler Individual Achievement Test (WIAT-3)
Expressive Vocabulary Test (EVT-3)	Peabody Picture Vocabulary Test (PPVT-5)	Test of Visual Perception Screening (TVPS)

Progress in areas other than attainment are also considered e.g. where a child needs to make additional progress with social or emotional needs in order to be fully integrated into school life or make a successful transition to Secondary school. In this instance, our Pastoral Support and Designated Safeguarding Lead may be involved in identifying additional needs. If behaviour is causing concern, it is always considered whether there are any underlying difficulties, and we would speak to parents/carers about anything that might have happened at home. We would gather information about incidents occurring and use our electronic recording system (CPOMs) to analyse and consider any patterns of behaviour. We also welcome communication from GPs and Paediatricians following their involvement.

Parents/carers are always informed if school staff consider that their child requires additional support. In consultation with the parent/carer, it

They have been very supportive in implementing timely support and strategies to support my daughter. Not only have they been professional in their approach towards implementing appropriate strategies relevant to her needs and challenges, they implement this with values based approach. Their inclusive and caring nature has supported massively. (Year 1 parent, February 2026)

may be decided that the child needs to be placed on the Special Educational Needs Register and a record of this consultation will be kept. We often recommend initially that eyesight and hearing are checked to discount any underlying causes of learning concerns.

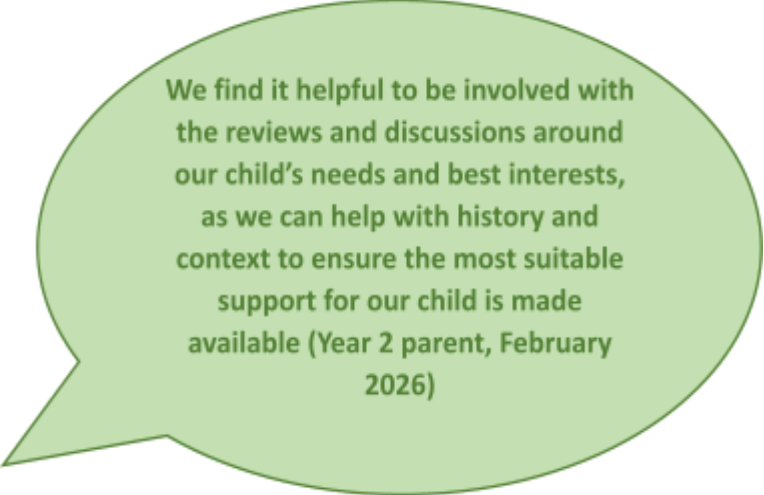
New Pupils:

If a child is new to our school, we identify their special educational needs through the transition process and the Common Transfer Form. We liaise with their previous school or setting to transfer any information and also carry out baseline assessments on entry to identify any initial concerns or highlight any gaps in their learning.

New pupils with no previous records of SEN/D are left to settle in. If their class teacher indicates a concern then advice from the SENDCo would be given. They will then follow the same route as existing students.

How are the parents and carers of children with SEN/D consulted at Waltham Leas Primary Academy?

At Waltham Leas Primary Academy, we recognise the importance of our relationships with the parents / carers of our children, and this is central to our approach. We know that by working together collaboratively, and by sharing information, we allow our children to achieve their full potential. We do this through:



We find it helpful to be involved with the reviews and discussions around our child's needs and best interests, as we can help with history and context to ensure the most suitable support for our child is made available (Year 2 parent, February 2026)

- Parents/Carers are invited to attend Parents' Evening two times a year. These meetings are held by the class teacher and give parents/carers the opportunity to discuss their child's academic progress and wider development. The SENDCo is available to join these meetings or speak with parents/carers separately at these events.

Parents' Evening



- Parents/Carers are invited to attend a termly SEN/D Review meeting with the SENDCo and their child's class teacher to discuss their child's support plan and to review progress towards their targets and their child's individual SEND provision. A child's SEN/D review meetings may be held via phone call or video call.

SEN/D Review Meetings



- Parents/carers of children in receipt of an Educational Health and Care Plan (EHCP) are invited to an Annual Review, where they can become actively engaged in discussing their views, wishes, feelings and future aspirations. The EHCP will be evaluated and recommendations for new short-term and long-term targets are set.

Annual Reviews



- Annual reports and Settling In reports shared between the school and parents/carers on their child's progress. These formal reports will compare a child's attainment with national expectations.

Annual Reports



- Parents/carers of children with SEN/D are invited to complete an annual questionnaire, which is an opportunity to share their thoughts and feelings surrounding their child's education.

Parent Questionnaires



- Parents/carers are invited, where appropriate, to meet with other professionals/external agencies involved with their child to discuss progress and outcomes of assessments.

Outside Agency Meetings

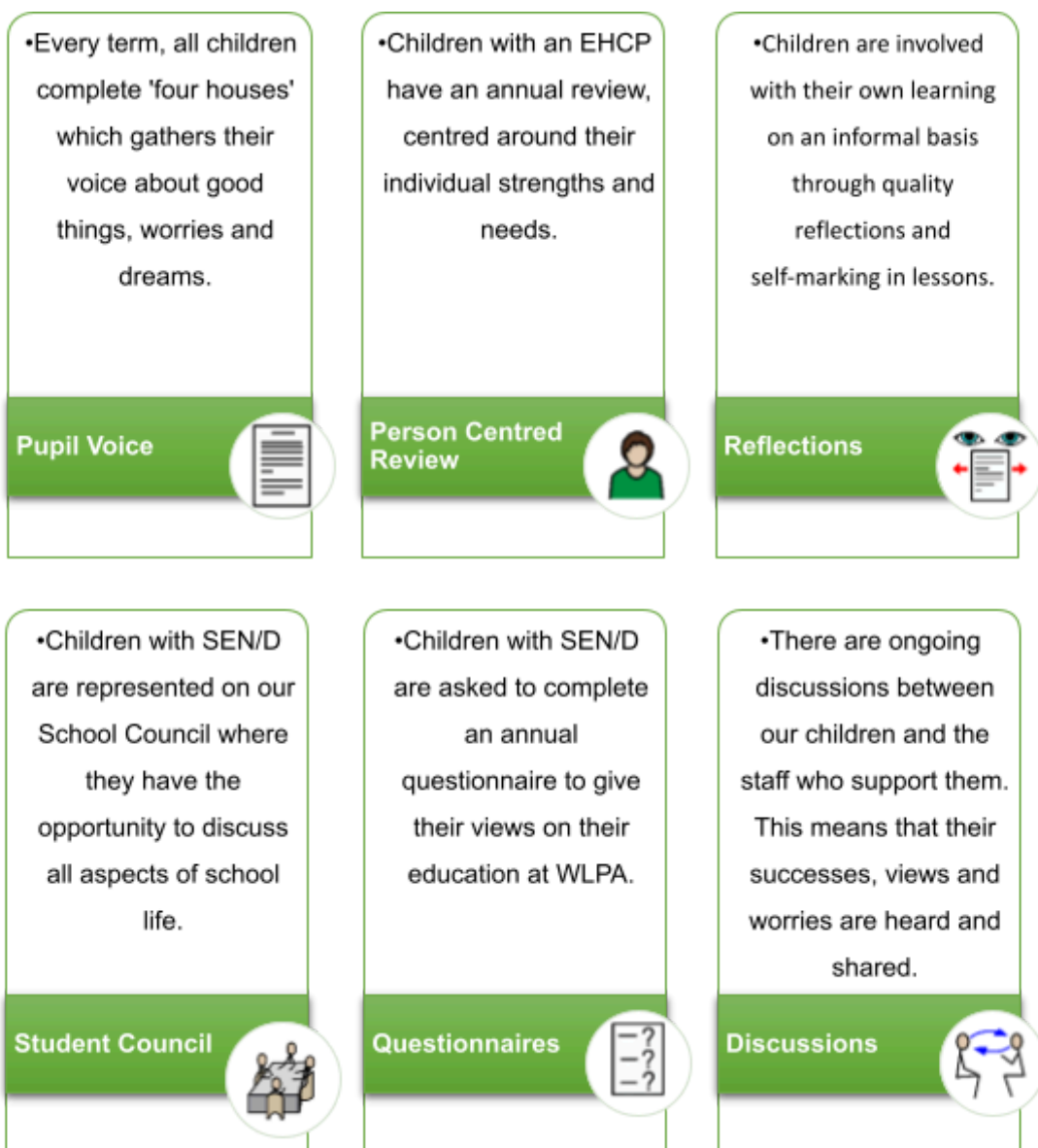


Alongside the above, informal discussions may take place daily to celebrate individual successes. Members of the Senior Leadership Team are available to meet face-to-face at the school gate in a morning as children arrive at school. Our parents/carers appreciate the 'open door' policy whereby the SENDCo is easily contactable via the school office/telephone or Class Dojo.

As parents we have found the whole process very supportive. We feel that we are heard and that the school has provided a voice for our son. (EYFS parent, February 2026)

How are children with SEN/D involved in their education at Waltham Leas Primary Academy?

We believe that it is important for all of our children at WLPA to have a voice to share their thoughts and feelings and to feel empowered to do so. At WLPA, there are a number of ways children with SEND are involved in their education, many of which are outlined below:



How does WLPa make provision for children with SEN/D whether or not they have Education, Health and Care Plans?

a. How do we evaluate the effectiveness of provision for children with SEN/D?

We use a range of processes to evaluate the effectiveness of provision for all children across the curriculum at WLPa. However, as we believe in a holistic education which enables all of our children to reach the highest standard of which they are capable, we also, where appropriate, review and assess children's progress in specific areas of need.

The school are supporting my child to thrive, through constant inclusive updates regarding my child's progress with appropriate achievable individualised plan of learning. (Year 1 parent, February 2026)

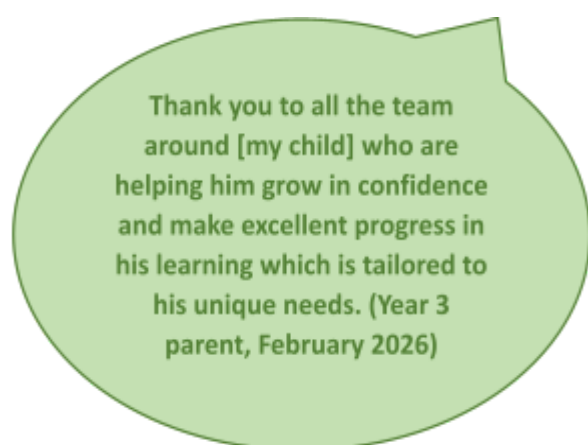
- o Review and evaluate a child's Graduated Approach every term.
- o Use assessment information, progress rates and pre- and post- intervention scores.
- o Use attainment and progress data for children with SEN/D as part of the whole school tracking of children's progress every term.
- o Monitor the SEN/D provision during learning walks.
- o Send out stakeholder questionnaires each academic year to gain alternative perspectives on our SEN/D provision.

b. What are our arrangements for assessing and reviewing the progress of children with SEN/D?

- All children are subject to accurate and focused assessments every term:
 - o All children in KS1 and KS2 complete an assessment in Maths, Reading and SPaG to indicate the progress they are making.
 - If a child is working significantly below their year group, they may be assessed using an assessment from the year group in which they are working.
 - If children are working significantly below their year group they may also be assessed against the Small Steps tool, whereby objectives are broken down. Class teachers will mark off the small steps as children meet them to demonstrate progress.
 - o The progress of children in EYFS is tracked using Tapestry.
 - o Where children have an area of need identified which is not directly linked to cognition and learning, specific tracking documents may be used to assess and review their progress. A baseline assessment is completed. This is repeated at the end of the intervention to review progress.
- We hold pupil progress meetings to track individual pupil progress in terms of depth of learning every term.

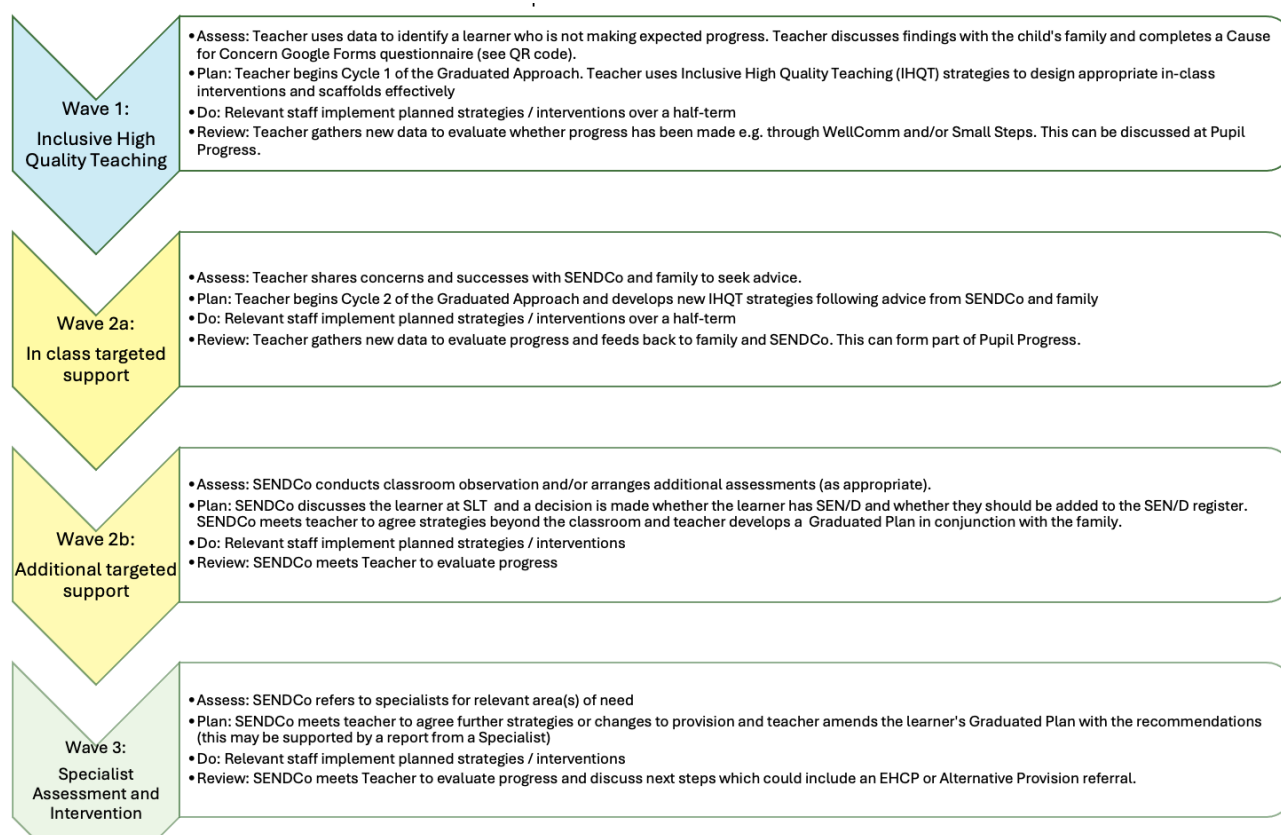


- We carry out a cycle of consultation meetings each term, based on the Graduated Approach and Assess-Plan-Do-Review model. Within this, we review the Graduated Approach documentation and personalised outcomes set for each child.
- We hold Annual Review meetings for SEN/D children who have an Education Health Care Plan (EHCP). Interim reviews are also arranged throughout the year as part of the Graduated Approach.
- When children are assessed by external agencies (e.g. Educational Psychologist), meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address the child's need and meet targets.
- When assessing children with SEN/D, we consider the child's recording need. If a child requires a reader, a scribe, additional time or rest breaks in the classroom environment then it will most likely be permitted during standardised tests and assessments too.
- A SEN/D Supervision meeting is held every term with the Senior Leadership Team to review the SEN/D Register and our SEN/D offer.



c. What is our approach to teaching pupils with SEN/D?

At Waltham Primary Academy we have an extensive SEN/D offer which enables all children to access some level of support through Ordinarily Available Provision regardless of whether they are classed as SEN/D or non-SEN/D. Please see Appendix A for more information of what is offered at each wave.



- At Waltham Leas Primary Academy, all children identified with SEN/D will have full access to and engage in activities available with children and young people in the school who do not have SEN/D. This will take account of all Health/Safety and Risk Assessment etc.
- The fundamental aim of our school is to enable each child to be all that they can be. We encourage them to embrace and fulfil their unique potential and to unlock potential and remove barriers to learning.
- We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- Inclusive High Quality teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.
- Provision for children with SEN/D is a matter for the school as a whole, as all teachers are teachers of children with SEN/D.
- A continuous cycle of assessing, planning, teaching and reviewing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.
- Children with SEN/D will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN/D in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour and emotions in order to take part in learning effectively and safely.
- At Waltham Leas Primary Academy, we aim to identify children with particular needs as early as possible; assessment of need may include an observation of a child's social skills and learning experiences in the classroom or on the playground, specialist assessment or the use of teacher assessments that will enable peer group comparisons to be made.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the school curriculum and statutory assessment arrangements.

I have seen a change in [my child] this year and that's not just down to his diagnosis and medication. It is coupled with support and understanding of his teachers and peers. (Year 3 parent, February 2026)

I have felt thoroughly supported since my child started school. She is genuinely cared for and her best interests are always at the forefront of every decision made by staff (EYFS parent, February 2026)

Potential areas of difficulty are identified and assessed at the outset. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities, where required, for the development of skills in practical aspects of the curriculum.

- We recognise that children who speak English as an additional language may also require additional modified

programmes and adaptations made to the curriculum.

d. How do we adapt the curriculum and learning environment to enable children with SEN/D to engage in all activities?

The curriculum is scaffolded and/or personalised to meet the needs of all our children. This may occur in the classroom by:



Waltham Leas Primary Academy also acts upon advice received from external agencies. Advice that we have acted upon includes:

- Most advantageous positioning of Visually Impaired and Hearing Impaired children within the classroom
- Use of coloured overlays and exercise books for children with scotopic sensitivity
- Alternative means of recording, e.g. laptops / iPads and the use of 'Colourful Semantics'
- The use of writing frames and modelled examples
- The use of physical apparatus to aid handwriting, e.g. writing slopes and triangular pencils
- The use of Makaton to aid communication



We also:

- Ask staff to complete Inclusive Curriculum and Environments checklists to evaluate their own classroom.
- Endeavour to ensure that our classrooms are Autistic Spectrum Continuum friendly including use of visual timetables and personalised timetables as necessary, quiet work stations, areas of retreat and labelled resources.
- Endeavour to ensure that we have dyslexic-friendly environments including use of labelled resources, word walls, word mats, highlighting pens, coloured interactive boards, individual resources – number lines, 100 squares, phonics mats.

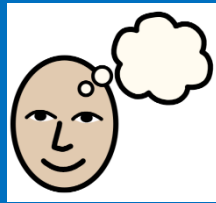
- Endeavour to ensure that all classrooms are speech and language friendly.
- Have additional learning areas available outside of classrooms to provide quiet work areas for 1:1 or small group work.
- Review our Accessibility Plan periodically.

At Waltham Leas Primary Academy a small number of children have an individual risk assessment and / or a Personal Emergency Evacuation Plan (PEEP) to ensure their safety in school and / or in the event of an evacuation.

e. What equipment and facilities are available to support children with SEN/D?

At Waltham Leas Primary Academy, we allocate our SEN/D budget for:

- Staffing, including external agency support e.g. Specialist Teachers
- Training to ensure that staff have up-to-date knowledge and are appropriately equipped to meet the needs of pupils with SEN/D and to deliver interventions effectively.
- Equipment and facilities to meet the needs of all children requiring additional support either recommended by the school or by external agencies supporting a child.
- The facilities our school have to support children with SEN/D include disabled toilet facilities, wheelchair access, on-site disabled parking spaces, a sensory room and The Hive (school-based provision).
- The resources we provide to support children with SEN/D include:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
			
• Checklists • Social Stories • Colourful Semantics • Visual supports – e.g. use of Widgit • Visual timetables • Word banks • Writing frames	• Checklists • Sound buttons • Word banks • Writing frames • Coloured overlays • Coloured exercise books • Assistive Technology e.g. Reading Pens and Clicker	• Emotion cards • Timers • Visual timetables • 5-point scales • Calming corners • Fidget Toys • Weighted blankets	• ChewBuddies • EasyGraph / Triangular pencils • Pencil grips • Ear defenders • Fidget Toys • Individual Workspaces • Writing slopes • Visually impaired work books – thick lines and large print • Wobble cushions • Thera bands • Spin chair

f. What additional support is available to children with SEN/D?

Every child who is identified as having SEN/D in our school will receive support based on their individual needs. This will be designed to support progress within their identified areas of need and will be flexible and may change over time.

- At Waltham Leas Primary Academy, we have a high staff to pupil ratio which maximises learning potential for all our children. Staff receive a range of continued professional development to support pupils with SEN/D.
- We create inclusive classrooms where all children receive Inclusive High Quality Teaching
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologists, speech and language therapists, occupational therapists).
- Children with a behaviour plan or receiving pastoral support may have timetabled sessions with the Nurture team to meet their additional social and emotional needs.

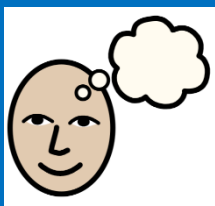
I am very appreciative of the fact the school provides a fun and safe place for my child and works well with me to address issues that may arise.(Year 1 parent, February 2026)

- We teach an adapted curriculum and use a range of information to ensure that the curriculum is matched as closely as possible to the needs of each child. This information includes: summative assessment, outcomes of prior learning - formative assessment, learning styles, engagement and enjoyment - learning behaviour and context - previous learning experiences and personal, social and emotional well-being.

- The allocation of resources will be flexible and responsive to meet the needs of the child during each learning experience. However, if a child

requires specific resources and/or strategies then we will endeavour to provide them for use in school and at home.

- We have effective transition arrangements to help children move between phases of education. Additional transitional arrangements may be made to meet the needs of some children such as the use of Social Stories.
- We follow the Code of Practice for Special Educational Needs and Disabilities (SEN/D). You can find the new Code of Practice for Special Educational Needs and Disabilities (SEN/D) here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Each child on our SEN/D register will have a Graduated Approach document. These will be adhered to in order to meet the current needs of the child and may include the following:

AREA OF NEED	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
				

Wave 1 Provision	• WellComm Screening • Visual Timetables • Chunked and broken down learning tasks • Resources to scaffold thinking: sentence starters, writing frames, etc. • Extra processing time • Modelling • Simple and broken down instructions • Small group support in class • Vocabulary immersion	• Dyslexic friendly strategies • Appropriate scaffolds and modelling • Extra processing time • Multi-sensory learning opportunities • Small group Phonics – KS1 • Same day / Next day interventions • Reading with an adult • Regular assessment and tracking of pupil progress	• Daily Check-in • Sensory / Movement breaks • Restorative conversations • PSHE curriculum • Whole school behaviour policy	• Inclusive Environment and disabled access • Sensory / Movement breaks • Strategic seating plans • Visual, auditory and kinaesthetic methods of learning • Handwriting intervention
Wave 2 and 3 Provision	• Colourful Semantics • Intensive Interaction • Makaton • Pre-Teaching vocabulary • 1:1 Speech and Language intervention (as recommended by care plans)	• Precision Teaching • Toe-by-Toe • Plus 1 / Power of Two Maths • Interventions planned from gaps in the Small Steps assessment • Clicker Sentences • Visual Memory Skills • Specialist assessment (as indicated through Pupil Progress)	• Use of selected nurture interventions, including ELSA and Lego Therapy • Direct work with Fortis or Compass Go	• Dough Disco • Squiggle While You Wiggle • Occupational Therapy intervention (as recommended by care plans) • Physiotherapy intervention (as recommended by care plans) • Intimate Care

As a result of the above provision, the majority of SEN/D children make good progress. The use of personalised planning and individual outcomes also ensures that progress is maintained and allows SEN/D pupils to achieve their academic potential. As a result of this, some SEN/D pupils achieve age-related expectations in their Key Stage assessments.

g. What activities are available for children with SEN/D in addition to those available in accordance with the curriculum?

- All extra-curricular activities are available to all pupils. The activities we usually have to offer at Waltham Leas Primary Academy include:
 - o Football
 - o Dodgeball
 - o Tennis
 - o Lego
 - o Singing
 - o Games
 - o Art
- Opportunities to represent our school as a School Councilor, Sport's Ambassador, Reading Ambassador, Eco Warrior or Online Safety Champion are available to all pupils.
- School visits and residential visits are available to all pupils.
- Swimming lessons are available to pupils in year 4.



h. What support is available for improving the emotional and social development of children with SEN/D?



At Waltham Leas Primary Academy we have a Nurture Team, who provide support to meet the social and emotional needs of our children. Sessions are allocated on a needs basis and may include:

- Lego Therapy
- ELSA
- Bereavement
- Counselling
- Anxiety



An experienced Fortis therapist visits the school weekly to work with children who are struggling with feelings, anxiety, bereavement, trauma (and everything in between) which can affect self-esteem, feeling low and emotional, impact on relationships and friendships.



The Compass GO team work with us to offer their early intervention POD initiative. This is a low intensity support approach in groups up to 6 children to help support them and giving them the tools to effectively manage their emotions, which include; anxiety, low mood, self-harm, relationships, exam stress, strong emotions and transitions.



Our Attendance Lead is responsible for monitoring and supporting attendance alongside our EWO. In order to monitor and support attendance we:

- Carry out first day phone calls to establish pupil absence.
- Call parent/carers on each day that the absence continues without explanation.
- Send the EWO to visit the child on day 3 of the absence, unless the child has been seen by another professional.
- May hold a School Attendance Panel meeting to offer support to the pupil and/or their parents/carers to improve attendance.

We are extremely grateful for the support Miss Sankey has given our son. We appreciate that her time is very valuable, yet she has gone above and beyond to speak with [our child] and support him with the aspects of school he is currently finding difficult. (Year 4 parent, February 2026)

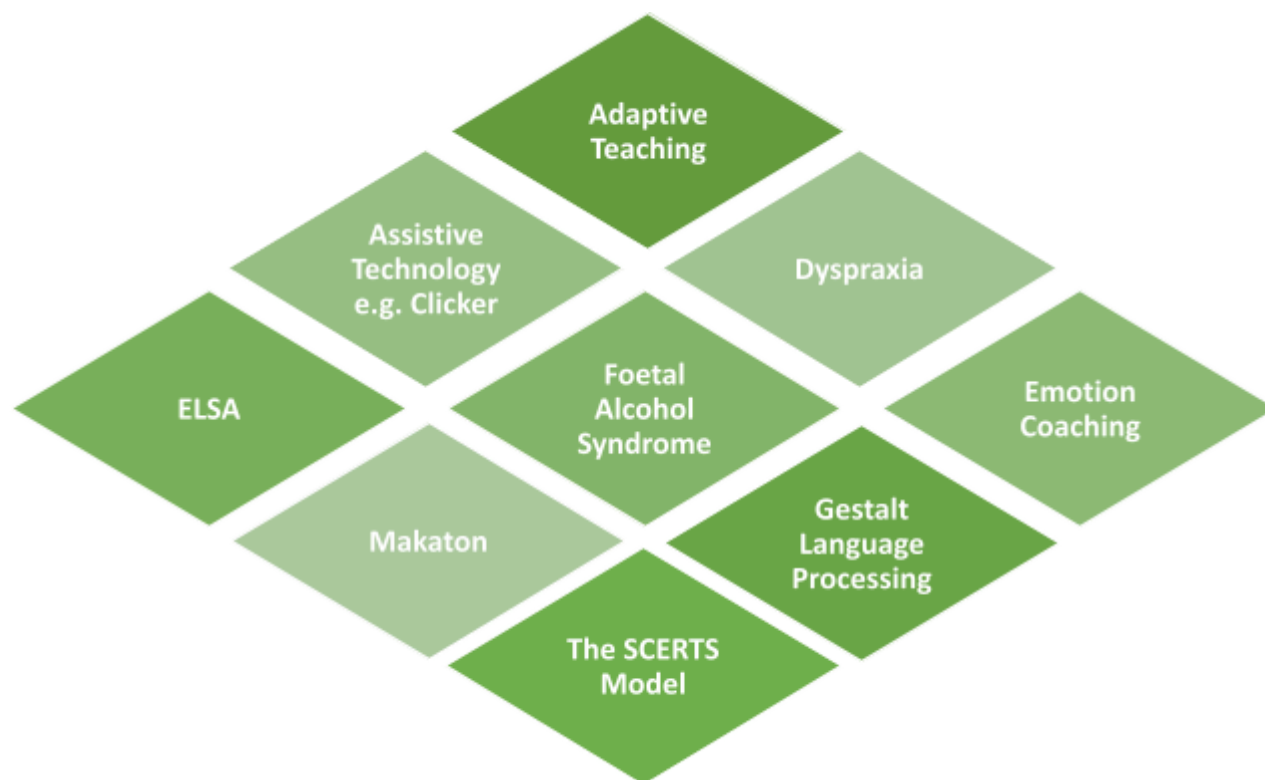


What expertise and training do our staff have to support children with SEN/D?

At Waltham Leas Primary Academy, we are committed to developing the ongoing expertise of our staff. We have:

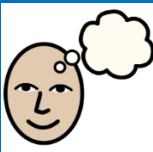


Under the SEN Code of Practice legislation, school and academies need to offer high quality professional development and training to the work force. At Waltham Leas Primary Academy, staff have received Continuous Professional Development in the following:



What external and specialist expertise is available for children with SEN/D?

Whilst we believe Inclusive High Quality Teaching will meet the needs of most of our children, we recognise that some children require specialist support in order for their needs to be met. Children who make limited progress, despite receiving SEN/D support may be referred to an external agency. We engage with a range of professionals and external agencies, including:

Communication and Interaction 	NHS Speech and Language Therapy Chatterbug Jane Razagui, Specialist Teacher for Communication and Interaction Early Years Team
Cognition and Learning 	Lyn Arnold, Specialist Educational Needs Consultant School Nursing Team Early Years Team
Social, Emotional and Mental Health 	Fortis Compass Go Claire Gordon, Specialist Teacher for Social, Emotional and Mental Health Early Years Team

Sensory and/or Physical 	Educational Team for Hearing and Vision Occupational Therapy Physiotherapy School Nursing Team Epilepsy Nurse Early Years Team
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Parental consent will be sought before referrals to any agency or professional are made.

Our child has never been so passionate about school or so keen to share the things he has been learning. We know that he feels safe and valued, and for us that is priceless.
(Year 4 parent, February 2026)

How are children with SEN/D supported through transition at Waltham Leas Primary Academy?

For all children entering or leaving Waltham Leas Primary Academy, transition plans are followed to ensure that everyone involved is informed and prepared.

On entry to Waltham Leas Primary Academy:

- New pupils are welcomed into Waltham Leas Primary Academy for a tour of the school along with their parents / carers.
- New pupils with SEN/D and their parents / carers will have the opportunity to meet with the SENCo prior to and during transition.
- Information is gathered from previous schools/settings and external agencies in order to fully understand any additional needs a pupil has prior to their start date.
- New pupils are paired with a buddy, if they wish, to support them to settle into their new school.
- Children are introduced to key members of staff who are available for support.
- A staggered transition can be offered, if needed, to help children with SEN/D settle into the academy.
- A baseline assessment is carried out during the settling in period.
- All new pupils will receive a copy of our Welcome Social Story prior to starting with us.

On entry to Reception:

In addition to the above:

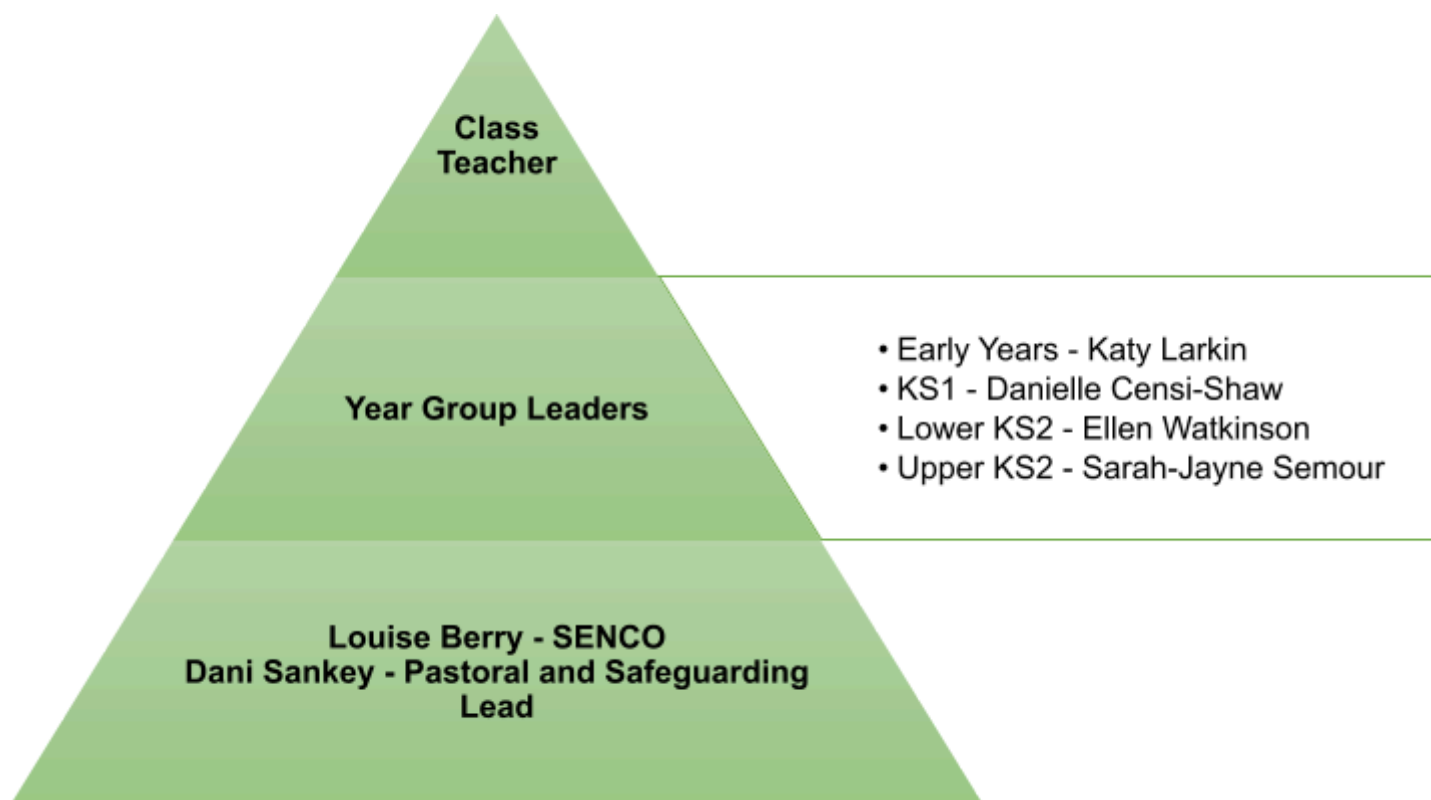
- Parents / carers will have the opportunity to discuss their child's needs with EYFS staff during home visits.
- Children are invited into our Early Years Setting for 'Stay and Play' sessions.
- Parents / Carers are invited to an open evening to meet key members of staff and look around the environment.

Secondary Transition:

- All pupils at Waltham Leas Primary Academy have regular opportunities to visit Tollbar Academy throughout their time in Key Stage Two. This helps to familiarise pupils with the staff, layout of the academy and also the journey to and from the school should they choose to transition there.
- Waltham Leas Primary Academy have established links with all of our main feeder secondary schools. We organise enhanced Secondary transitions for some children with SEN/D. This may include:
 - Additional visits to the secondary setting
 - Meeting with key members of staff from the secondary setting
 - Creating individual Transition books or Social Stories
- Class teachers, the Pastoral Lead and the SENCo will meet with relevant secondary school staff to share information about the needs of our children with SEN/D prior to transition.
- Where a secondary school has been opted for in advance, the SENCo may be invited to the Year 6 Annual Review for those pupils with an Educational Health and Care Plan.

Who can parents or carers contact for further information?

The following people will be able to offer further information and support. In the first instance, this should be sought from the class teacher.



Waltham Leas Primary Academy welcomes the involvement of the Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS) to support families in the school setting.

Any formal complaint must be addressed using the appropriate 'Complaints Procedure' which can be found on the school website www.walthamleas.net under – Key Information – Complaints Procedure.

- This academic year, we have had no formal complaints in the SEN/D arena.

Where is the Local Authority's Local Offer published?

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN/D in the local area.

North East Lincolnshire's Local Offer tells you how to access services in this area and what to expect from these services. You can find the Local Offer on the council website: www.sendlocaloffer.nelincs.gov.uk

How do we plan to develop and enhance the school provision in the next academic year?

Our strategic plans for developing and enhancing school provision in the next academic year include:

- Further developing our universal provision offer and the structure of in-class support to maximise the progress of all children.
- Continuing to address training needs that arise throughout the year.
- Continuing to expand on our use of assessment to measure progress across all areas of need.
- Making amendments to policies and reports in line with the guidance provided by the Local Authority and also changes in our school practice.