



Kelmscott School

"Putting Learning First"

Special Educational Needs & Disability (SEND) Policy

November 2024



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The person responsible for the provision we make for students with SEND at Kelmscott:

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This is an updated version of the January 2019 policy and complies with the statutory requirements laid out in the SEND code of practice 0 – 25 (01.09.14) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act (2010 Schedule 10 paragraph
- SEND Code of practice 0 -25 (2014)
- Schools SEN Information Report Regulations (2019)
- Part 3 of the Children and Families Act (2014) which sets out school's responsibilities for pupils with SEN and disabilities
- Special Education Needs and Disability Regulations (2014) Schedule 1 Regulation 51
- Statutory guidance on supporting students at school with medical conditions April 2014
- Safe guarding policy 2019
- Accessibility plan 2019
- Teacher's standards 2012

This policy is created by the school's SENDCo with the SEND Governor in liaison with SLT, all staff and parents of students with SEND.

1. Introduction

1.1 Our philosophy

Kelmscott School is an inclusive school, students come to school with a variety of needs and each student has a right to have those needs recognised and met. Students are taught in an environment where they receive equal respect and in which their individuality is valued. It is our policy to recognise those needs and ensure that learning is supported and differentiated to ensure good progress is made by all students.

We encourage and nurture the highest achievement possible from all students, celebrate their success, foster their development as independent learners and responsible citizens in partnership with families and the wider community.

1.2 Objectives

- Every student has access to a broad and balanced curriculum
- To ensure that every teacher has the knowledge, skills and understanding to support students with learning needs in the short term and long term as required
- To ensure the students identified as having SEND are promptly and accurately assessed and their needs addressed
- To monitor and evaluate the progress of students with SEND and the impact of intervention
- To ensure regular consultation with parents and outside agencies to develop opportunities for working in partnership

1.3 Definition of Special Educational Needs (SEND)

A student has SEND when they have either a learning difficulty or a disability and they need special educational provision to be made for them. This means that provision is in addition to or different from that of other students the same age. They have a learning difficulty or disability when they have significantly

greater difficulty in learning than other students who are of the same age. They have a disability if they have a physical or mental impairment which prevents them from making use of educational facilities provided for others of the same age.

The SEND Code of Practice (2015) identifies four broad areas of SEND:

- Communication and Interaction: Speech language and communication needs, Autistic spectrum Disorder
- Cognition and Learning: Learning difficulties, specific learning difficulties, (eg dyspraxia, dyslexia, dyscalculia) moderate learning difficulties, severe learning difficulties
- Social Emotional and mental health: Behaviour reflecting underlying mental health difficulties, anxiety, depression, ADHD, ADD
- Sensory and/or physical: Hearing Impairments, physical disability

1.4 What is not SEND but may affect progress and attainment

- Students are defined as being EAL (English as an Additional Language) if they come from a language background other than English and require additional support in learning English as an additional language
- Attendance and Welfare
- Health and Welfare
- Being at risk of permanent exclusion
- Being in receipt of pupil premium
- Being a looked after child (LAC)
- Being a child of a serviceman/woman

Kelmscott School will identify the special educational needs of a student to work out what action it will take. We will identify needs alongside the parents, carers and other health and educational professionals and ensure that due consideration is given to the whole child not just the special educational needs.

2. Structural Arrangements

2.1 Structural arrangements

Bobby Nelson

SENDCo

Assessment Coordinator for EHC plans

2.2 Roles and responsibilities

SEND Governing body:

- To regularly meet with the SENDCo
- To review and agree the SEND policy and provision annually
- The current SEND Governor is Mr Peter Kiln

The Headteacher:

- Work closely with the SENDCo and SEND governor to set objectives and priorities in the school development plan which includes SEND
- Line managing day to day provision for students with SEND including setting a budget for supporting students within the school's overall financial resources

The SENDCo:

- To be responsible to the Head teacher and SEND governor for the management of SEND issues throughout the school
- To effectively liaise with all stakeholders including parents and carers, the local Authority and other professionals

- To establish systems that are statutory requirements as set out by the SEND Code of practice 2014/15 are met for SEND
- To deploy staff and resources according to the needs of the student
- To maintain and update the SEND register
- To ensure a smooth transition from primary to secondary school for students with SEND
- To effectively manage direct and manage SEND administration
- To oversee and manage the TA team
- To oversee and manage BTec Work skills
- Regular tracking and monitoring of student progress
- To work collaboratively with the pastoral teams to ensure the social, mental and emotional needs of SEND students are met
- Line managing day to day provision for students with SEND including setting a budget for supporting students within the school's overall financial resources in collaboration with Kelmscott School's business manager
- Screening and identifying students with SEND
- To support, coach and manage staff to develop effective provision for students with SEND
- Keeping accurate and up to date records of students with SEND
- To review and monitor the one page profile sheets for those students with SEND and others as required
- To liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- To liaise with the school and borough careers advisor

Students:

- To be fully engaged in their learning at every stage by participating in the setting of targets for improvement and engaging positively with the systems in place

Parents and Carers:

- To be actively involved in working with Kelmscott School to support their child's learning, academic and social progress
- To regularly communicate and become involved on the systems in place to support the child

Teachers:

- To plan teaching effectively to allow for the diverse learning needs of the individual student
- To ensure that student specific strategies are used in the lesson planning process
- To monitor the progress of students with SEND against agreed targets and objectives
- To work in collaboration with the SEND department to develop resources and ensure effective use of support including partnership teaching
- To work with the SENDCo to review each students progress and development and decide on any changes to the provision
- To ensure they follow this SEND policy
- To ensure they deliver Quality First Teaching to all students

Heads of department:

- To ensure fully differentiated schemes of work and resources are in place to support lesson planning and delivery across all key stages
- To ensure that literacy and numeracy policies are embedded in subject areas working practices in order to support all students working below expected standard
- To monitor and evaluate the quality of teaching and learning across the subject areas
- To monitor the academic progress of students with SEND across the curriculum ensuring that identified strategies are in place
- To plan and monitor the delivery and impact of interventions in collaboration with the SENDCo

- To make or support referrals to the SENDCo where there is any concern identified

Other:

- Communicate SEND issues to and from college
- Raise awareness of SEND issues at departmental meetings
- Keep departmental documentation up-to-date
- Attend meetings as required

*Designated safeguarding Lead: Lucy Dalton Deputy Headteacher.

Other staff:

"All teachers are teachers of special needs"

Teaching Assistants:

All students with an EHC plan will be assigned a lead TA who is responsible for managing their provision. The TA is expected to be proactive in gaining feedback from teaching staff, parents and the student.

TAs will:

- Have a timetabled classroom commitment. Teaching Assistants are expected to communicate in advance with the subject teacher to agree the work that is required (for example, do they work with an individual, group etc.)
- Ensure that homework is recorded in the students' planner
- Support subject teachers with their differentiation of lesson materials and resources
- Support students with SEND and the wider school
- Plan and deliver personalised programmes where appropriate
- Plan and implement intervention programmes e.g. literacy, numeracy, and speech and language for individual students or a small group of students
- Liaise with outside agencies when directed
- Other activities will be directed by the SENDCo.

2.3 Admissions arrangements

Admission arrangements are outlined in the school prospectus.

2.4 Accessibility

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of students. The school wants to ensure that the physical environment in and around our school is accessible to all students, especially those with Special Educational Needs and Disabilities.

The school have ensured that every entrance has ramped wheelchair access. There are accessible toilets in both of our buildings. The classrooms are able to house specialist desks, chairs and standing frames with ease.

Each SEND child has a risk assessment of their access needs carried out by our SENDCo and we purchase or borrow any equipment needed to remove an access barrier e.g. an exercise table, a raised chair, dietary modifications, IT hardware with appropriate software etc.

All classroom resources are made accessible by making personalised modifications as necessary e.g. coloured overlays, enlarged type, dyslexic dictionaries, proximity to whiteboards.

Physical activity planning is personalised to the needs of each child through liaison with specialist services e.g. wheelchair throwing activities.

Trip sites are visited beforehand to ensure any barriers are removed or alternate provision is put in place e.g. suitable travel arrangements, road crossing safety measures, keys for accessible toilets.

We work hard to ensure there are no barriers to students with SEND enjoying the same activities as other students at Kelmscott School, however, where there are barriers we ensure solutions are found in order to be as inclusive as possible. All of our extra-curricular activities and school visits are available to all students including our before and after school clubs. Our students are encouraged to take part in sports days, plays or special workshops.

No student is ever excluded from taking part in these activities because of their SEN or Disability

2.5 Support for improving emotional and social development

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

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of the YHC/Prefect/School ambassador to promote team work/building and friendships

We have a zero tolerance approach to bullying.

2.6 Inclusion

At Kelmscott, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers and education. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- The needs, rights and entitlements of individual students are the focus of both an educational and social environment
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice
- The family and community should work together

2.7 Complaints procedures

Initially, all complaints from parents or carers about their child's provision are made to the SENDCo, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined in the school's complaints policy may be followed.

Arrangements for the Consideration of Complaints over SEND Provision within the School:

The school takes very seriously any complaints by parents/carers or students (see Complaints Policy). Parents/carers also have a right to appeal to the Special Educational Needs and Disability Tribunal (SENDIST), where the claim is that a child has been discriminated against because of a disability.

In the unlikely event of any complaint being made, the SENDCo should be contacted in the first instance; should any matter remain unresolved, the case will be passed to the Headteacher for further investigation.

If needs are not being met the governor representative and Chair of Governors can be contacted via the school office.

For independent advice contact Waltham Forest SENDIASS (formally Parent Partnership) Tel: 020 3233 0251, Freephone: 0800 587 2521, Email: wfsendiass@citizensadvicewalthamforest.org.uk

2.8 Monitoring and evaluation of this policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings
- Recorded views by teachers on student's competence, confidence and social acceptability
- Measurable or observable gains from students particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results
- Evidence of planning and targeted expenditure for SEND
- The SENDCo reviewing procedures in consultation with subject leaders, and outside agencies

- Feedback from departments and outside agencies
- Number of complaints received

3. Identification, Assessment and Provision

3.1a Identification and assessment

Members of the SEND and pastoral team will visit the primary schools during the summer term to meet students with SEND where necessary. Where possible, the SENDCo attends the annual reviews of students with an Education Health Care Plan who are transferring to Kelmscott School.

An additional induction day is arranged for all students with SEND and vulnerable students in order to continue the smooth transition in September.

In October the school has a 'settling in' evening and as part of the evening the SEND department will have an opportunity to meet Year 7 parents/carers of students with SEND.

See provision for identifying and assessing in detail.

3.1b How do we know if a young person has special educational needs?

How does Kelmscott School ensure that young people who need extra help are identified early? Students who have special educational needs are identified and their needs determined in a number of ways:

1. Records from previous schools, including KS2 information- SATs and CATS test
2. Literacy screening of year 7-9 and spelling test
3. Individual assessments of casual intake
4. Information provided by teachers, parents and external agencies
5. Termly data collection collated and analysed

Assess

When a concern is raised about a student by a teacher or parent, the SEND team will carry out analysis of the student's needs. This will include:

- Teacher's assessment and experience of the student
- The student or young person's previous progress and attainment
- The assessments of other staff where relevant
- The student or young person's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- If relevant, advice from external support services

The assessment will be monitored and reviewed as an ongoing process. This will ensure that support and intervention are matched to the child or young person's need, barriers to learning are identified and overcome and strategies and intervention that support a child's learning are in place.

Plan

Where it is decided to provide a student with specific SEN support their parents will be formally notified. The SEND team will consult with the parents and students about adjustments, interventions and support that will be put in place, along with expected impact on progress, development or behaviour.

All teachers, and support staff who work with children and young people with specific needs, will be made aware of their needs and provide with specific strategies that support their individual needs.

Do

The class or subject teacher is responsible for the teaching and learning for every child in their class. Teachers work closely with teaching assistants and/or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo then further supports the class or subject teaching in further assessment and implementation of support.

Review

As part of the review phase, the effectiveness of the support and interventions will be reviewed at an agreed date. This will be reviewed with parents and children and young people, where appropriate. Progress and areas for development will be shared at the review meeting to aid next step planning.

Where a student has high needs funding or an Education, Health Care Plan, an annual review will be completed and documentation will be shared with relevant school staff, parents and the local authority.

The legal framework

The SEND policy is written with regards to:

- Education Act 1996
- Equality Act 2010
- SEND Code of Practice 2014/15
- Children and families Act 2014
- Safeguarding policy
- Accessibility plan
- Statutory guidance on supporting students at school with medical conditions 2014

The policy is created by the school's SENDCo in liaison with send Governor, SLT, all staff and parents/carers of students with SEND.

The school recognises that students with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All students at Kelmscott whether they have SEND needs or not are encouraged to report any incidents of bullying to any member of school staff whom they feel comfortable talking to. Through careful monitoring of bullying incidents and regular review of behaviour policy and practices with the school community we ensure our effectiveness in reducing and responding to bullying

3.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Kelmscott learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff. The school uses the graduated response as outlined in the Code of Practice (2015).

The Code of Practice states that high-quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. The DfE believes that the majority of students can make progress through such teaching. Additional intervention and support cannot compensate for a lack of good-quality teaching.

Teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff. Where a student is not making adequate progress, teachers, the SENDCo and parents should collaborate on problem-solving, planning support and teaching strategies for individual students.

Pages 73-75 of the Code of Practice explains that once a potential SEND is identified, four types of action are needed to put effective support in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the student's needs and of what supports the student in making good progress.

If appropriate we may record a student's need on our SEND register and any additional information will include the following:

- What work has been done before and by who

- What high quality teaching approaches have been used in class
- How classroom strategies and differentiation have been personalised for the child
- How reviews are carried out, how often and by whom
- What training is required and for who
- How we decide whether to make SEND provision
- How we will draw on external agencies and professionals for more specialised assessments
- How and when our **ASSESS – PLAN – DO – REVIEW**. The cycle will take place and the impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with students when this is appropriate. Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meeting
- How we will involve parents and the child in the process
- What documentation we need to keep
- What procedure we will use when a child exits the SEND register

Graduated Response 1 – Quality First teaching by all teaching staff

Graduated Response 2 – Is initiated where students have failed to make adequate progress as identified by the SENDCo through the assessment arrangements as in 3.1

Criteria for **Graduated Response 2** includes:

- Low numeracy/literacy scores
- Level 3 or below
- Key Stage 2 assessment teacher's observations
- Primary teacher's comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- One Page Profile summarising needs and reasonable adjustments
- Allocation of a key worker, who oversees an Individual Education Plan, meets regularly with student and liaises with key staff and family regarding their schooling
- In class support – targeting core subjects at KS3/KS4.
- Academic interventions at KS3 - phonics-based literacy intervention, reading comprehension intervention, numeracy intervention
- Academic interventions at KS4 - phonics-based literacy intervention, reading comprehension intervention, numeracy intervention, bespoke tutoring or small group interventions for students preparing for exams
- Speech and language interventions - delivered 1:1 or in small groups - zones of regulation, language for behaviour and emotions, autism awareness, lego therapy, girls group for students who are neurodivergent
- Appropriate teaching groups/sets
- Group support on a regular basis
- Additional staff training

Graduated Response 3 – Where students fail to make adequate progress, despite additional provision at Graduated Response 2, the school seeks advice and involvement from external support services. They are requested to:

- Provide specialist assessments
- In class support beyond core subjects

- Specialist speech and language, mental health or academic intervention
- Use of outside agencies or alternative provision (eg. CAMHs PCT, CAMHs, SIT, OT, Teacher of HI, Teacher of VI)
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff

Statutory Assessment/Statements

If students fail to make adequate progress and have demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan. Where a student with SEND is failing to make progress, despite high quality teaching and support through their SEND support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Students with current Statements of Special Educational Need will continue on these until the Local Authority reviews their provision to decide if they fulfil the criteria for an Education, Health and Care Plan. There is a transition period for reviewing all students by the Local Authority.

Students with SEND who have Education, Health and Care Plans will receive a higher level of support than other students, and such support is co-ordinated by the SENDCo. Their Education, Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carer, student and appropriate outside agencies

The review procedures are as follows:

- Date is set at the beginning of the school year. /LA is informed.
- Two weeks before the set date parents/cares and other professionals are invited.
- Follow up phone calls are made where appropriate.

The SENDCo is responsible, on a daily basis, for providing support and mentoring, allocates students with statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Graduated Response 2 and Teaching Assistants are fully involved.

3.3 Monitoring students on the SEN register

The SEN register is reviewed termly. We review and record progress for all students on the SEN register in four ways:

- their academic progress against age-related expectations
- their academic progress against their own flight paths
- their attendance and punctuality
- their achievement and consequence points

All school staff are invited to offer individual feedback about any student on the SEN register. We also consider progress against other school factors, such as mental health wellbeing, engagement in wider school life and friendships.

If a student is making good progress against these measures for two terms, and no further concerns are raised to the SEN team, then the student may be removed from the SEN register. In this instance, parents and carers are informed and are welcome to further discuss this action if they disagree with it.

3.4 Individual Education Plans

Many students on the SEN register will have their needs met through 'Quality First Teaching' and through their One Page Profile, which details their needs and any reasonable adjustments staff may need to make. The review of their provision is outlined above.

Some students on the SEN register, and almost all of those with EHC Plans, will have an Individual Education Plan. This is created with the student by their key worker, and is used to review progress, to document the views of the student and their parents or carers, to review and amend provision and to set individual targets for students. This review happens termly, and meets the requirements of 'Assess, Plan, Do, Review'.

3.5 Provision of an appropriate curriculum

Through their department development plans, the SEF and in conjunction with SEND, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SEND Dept.

3.6 Provision of curriculum support

A) SEND support

Subject teachers are responsible and accountable for the progress and development of all the students in their classes.

Heads of department are responsible and accountable for the progress and development of all students in their subject areas.

High Quality First Teaching, differentiated for individual students, is the first step in meeting the needs of any students who have special educational needs.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and to increase their access to the taught curriculum.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes including:

- Classroom observation by the leadership team and SENDCo
- Ongoing assessment of progress made by students with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to student need
- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of students with SEND
- Student and parent feedback on the quality and effectiveness of interventions provided

B) Individual staff development needs can be addressed informally or through performance management targets and lesson observations. The SENDCo can provide or suggest courses to attend. Newly qualified teachers are made aware of school policy and have time with the SENDCo to discuss school procedures and their training needs. Specific training for NQTs and those on the Teach First route into teaching is also provided by the SEND consultant/school SENDCo.

SEND related training will be provided throughout the year. This will be done either via whole school insets or smaller structured workshops that run regularly on allocated afternoons, throughout the academic year.

Adaptions to the curriculum and learning environment

We may make the following adaptions to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping 1:1 work, teaching style content of the lesson
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font etc.
- Differentiating our teaching, for example giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

3.7 Allocation of resources

The special Educational Needs Disabilities (SEND) budget is managed by the Headteacher, Business Manager and SENDCo.

All additional funding, including High Needs Funding, is carefully allocated to meet the needs of students and to ensure the best value for money. Funding is allocated to staffing, outside professionals, resources, specialist equipment and educational visits. All funding decisions are signed off by the Headteacher. The use of funding is carefully monitored and evaluated.

4. Partnership and Liaison with Outside Agencies

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. The new legislation requires each school to write a SEND offer which sets out a range of additional services and provision and provides information about what is available to support. The school SENDCo will help students and parents to identify appropriate provision that may be available through the SEND offer and be able to signpost parents to the Special Educational Needs and Disabilities Information and Advice Support Service who may offer specific advice, guidance and support. Where possible, students and parents/carers will be involved in target setting at Annual Reviews and Parent evenings. Students are encouraged to identify teaching and learning strategies which work for them. Their views will be considered in every aspect of their education.

We value and welcome the perspectives of parents/carers on their children's special educational need. We also welcome any help parents/carers can give to their children at home; the SEND Department is always available to advise on the ways that parents/carers might help their children and to discuss any worries or give information on progress. Parent/carers are invited to visit the school at any time during the working day, subject to prior agreement with the SENDCo (020 8521 2115 ext. 2152).

The school aims to work in partnership with other agencies in order to provide an integrated support based on needs of the student. The main external support agencies used by Kelmscott include (this is not an exhaustive list):

- The Educational Psychologist
- The Child and Adolescent Mental Health Service (CAMHS)
- The School Nurse
- The Educational Welfare Officer
- Speech and Language Service
- Occupational Service
- Physiotherapy
- SENDIASS (formerly Parent Partnership)
- Early Help Team 11-18

The school also maintains professional links with special schools, where mainstream students integration programmes are functioning between the two institutions. There are links with the Adult Training Centre to use curriculum resources at Kelmscott School.

4.1 Consulting and involving students and parents

We have an early discussion with the student and their parents/carers when identifying whether they need SEND provision. These conversations will make sure that:

- Everyone develops a good understanding of the students areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5. Linked Documents and Policies

- Assessment Policy
- Behaviour (including anti-bullying) Policy
- Complaints Policy
- Curriculum Policy
- Supporting Students with Medical Conditions at School
- Equalities Statement
- Kelmscott School SEND offer
- Literacy Policy
- Safeguarding Policy
- SEND Code of Practice
- Waltham Forest SEND Local Offer: The local offer is a guide to all the services that are available for children and young people in Waltham Forest with special educational needs and/or disabilities aged from birth to 0- 25

6. Local Authority SEND Contact Details

SEND Team
First floor Wood Street Health Centre
Linford Road
Walthamstow
E17 3LA
Tel: 020 8496 6505/6503
Email: senteam@walthamforest.gov.uk