Park Academy West London

Special Educational Needs and Disabilities (SEND) Information Report

Date of last review	September 2026	**Review period**	1 year
Date of next review	September 2027	**Owner**	Park Academy West London
Type of policy	Statutory	**RB or Board approval**	Regional Board

Introduction

Park Academy West London is committed to providing an ambitious, inclusive education for every pupil. We work to identify and remove barriers to learning so that pupils with special educational needs and disabilities (SEND) can participate fully in academy life, make strong progress and prepare successfully for adulthood.

This report explains how the academy identifies, assesses and meets pupils' special educational needs. It should be read alongside the academy's SEND Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Behaviour Policy, Safeguarding and Child Protection Policy, and Complaints Policy.

Our provision is informed by:

- The Children and Families Act 2014;
- The SEND Code of Practice: 0 to 25 years;
- The Special Educational Needs and Disability Regulations 2014;
- The Equality Act 2010; and
- Statutory guidance relating to supporting pupils with medical conditions.

Leadership and Accountability

The academy's SEND provision is led by R. Matharu, SENDCo, who is a qualified SENDCo and the first point of contact for SEND enquiries.

Strategic oversight is provided by D. Morrison, Assistant Principal. The designated governor for SEND is M. Lancy. K. Rogers is the designated teacher for looked-after and previously looked-after children.

All teachers are responsible and accountable for the progress and development of the pupils they teach, including pupils with SEND. The SENDCo works with senior leaders, teachers, pastoral staff, support staff, parents, pupils, governors, the local authority and external professionals to oversee the quality and impact of SEND provision.

Our SEND context

As of September 2026, academy records showed:

- 114 pupils receiving SEN Support;
- 28 pupils with an Education, Health and Care Plan (EHC plan); and
- 28 pupils being monitored through the academy's internal early-identification arrangements.

Pupils who are being monitored are not automatically recorded as receiving statutory SEN Support. Monitoring is an internal process through which emerging needs are identified, appropriate classroom strategies are implemented and pupils' progress is reviewed.

The types of SEND supported by the academy

The academy supports pupils across the four broad areas of need identified in the SEND Code of Practice.

Communication and interaction:
This may include pupils with:

- Speech, language and communication needs;
- Autism; and
- Difficulties with social communication or interaction.

Cognition and learning:
This may include pupils with:

- Specific learning difficulties, including dyslexia and dyscalculia;
- Moderate learning difficulties;
- Difficulties with literacy, numeracy, memory or processing; and
- Needs that affect the acquisition or application of knowledge and skills.

Social, emotional and mental health:
This may include pupils experiencing:

- Anxiety or emotionally based barriers to attendance;
- Difficulties with emotional regulation;
- Attention deficit hyperactivity disorder;
- Difficulties with relationships or social interaction; and
- Other mental-health needs affecting learning, attendance or participation.

Sensory and physical needs:
This may include pupils with:

- Hearing or visual impairment;
- Physical disabilities;
- Sensory-processing needs;
- Medical conditions affecting access to education; and
- Difficulties with fine or gross motor skills.

A pupil may have needs across more than one area. The purpose of identification is to determine the barriers a pupil is experiencing and the provision required, rather than simply to assign a label.

Identifying and assessing SEND

The academy seeks to identify additional needs as early and accurately as possible. Information may be gathered through:

- Transition information from previous settings;
- Assessment and progress information;
- Literacy and numeracy screening;
- Reading-age and standardised assessments;
- Classroom observation and work scrutiny;
- Attendance, behaviour and pastoral information;
- Teacher or pastoral referrals;
- Discussions with pupils and parents or carers;
- Information from health or social-care professionals; and
- Specialist assessment, where appropriate.

Assessment data is considered alongside a pupil's wider circumstances. A lack of progress does not automatically mean that a pupil has SEND. Leaders consider factors such as prior teaching, attendance, mobility, English as an additional language, health, wellbeing and other potential barriers.

Where concerns are identified, teachers first implement appropriate classroom strategies and monitor the pupil's response. If concerns remain, the SENDCo may arrange further assessment, seek parental and pupil views, or request advice from an appropriate specialist.

Parents who are concerned about their child's learning or development should contact R. Matharu, SENDCo, through the contact details at the end of this report.

The graduated approach

The academy follows the graduated approach of Assess–Plan–Do–Review.

Assess:

The pupil's strengths, needs and barriers are identified using available evidence. This may include assessments, observations and information from the pupil, parents, teachers and other professionals.

Plan:

Clear intended outcomes are agreed, alongside the teaching approaches, reasonable adjustments or additional provision required. Responsibilities and review arrangements are identified.

Do:

The pupil's teachers remain responsible for implementing the agreed support. Targeted intervention or specialist provision may supplement, but does not replace, high-quality classroom teaching.

Review:

The pupil's progress and the impact of provision are reviewed against the agreed outcomes. Support is continued, amended or discontinued according to the evidence.

Pupils receiving SEN Support are normally reviewed formally with their parents or carers twice each year, with additional meetings arranged where necessary. Progress for pupils with EHC plans is monitored throughout the year and the plan is formally reviewed at least annually in accordance with statutory requirements.

Targeted interventions are normally delivered for a defined period, commonly six to eight weeks, and evaluated through baseline and follow-up assessment, attendance, pupil work, teacher feedback and pupil or parental views.

Levels of support and academy recording

The academy uses the following categories to support the organisation and review of provision.

E – Education, Health and Care Plan:

Pupils with an EHC plan receive the provision specified in their statutory plan. Support is planned and reviewed against the outcomes contained within the plan.

K – SEN Support:

This is the statutory code used for pupils who require special educational provision that is additional to or different from the provision ordinarily available to pupils of the same age.

M – Monitoring:

Monitoring is an internal academy category. It is used where a pupil has an emerging need or where the academy is assessing the pupil's response to classroom strategies. An M code does not, by itself, mean that the pupil is receiving statutory SEN Support.

Placement on or removal from the statutory SEND register is based on evidence, consultation and the pupil's response to support. Parents are involved in decisions about SEN Support.

Personal Profiles and provision planning

Where appropriate, a Personal Profile or equivalent provision document is used to communicate:

- The pupil's strengths and aspirations;
- Identified barriers to learning;
- Relevant information about the pupil's needs;
- Reasonable adjustments;
- Effective classroom strategies;
- Agreed outcomes; and
- Any targeted or specialist provision.

Profiles are informed by the pupil, parents or carers, teachers, pastoral staff, the SEND team and relevant professionals. They are made available securely to staff who work with the pupil and are reviewed when needs or provision change.

For pupils with EHC plans, provision is mapped directly against the requirements and outcomes in Section F of the plan.

High-quality and adaptive teaching

High-quality teaching is the first response to pupils with SEND. Pupils should ordinarily access the same ambitious curriculum as their peers, with appropriate adaptations that enable them to participate and succeed.

Depending on need, classroom practice may include:

- Clear routines and predictable lesson structures;
- Explicit instruction and teacher modelling;
- Breaking information and tasks into manageable steps;
- Checking understanding regularly;
- Pre-teaching and reinforcing important vocabulary;
- Visual supports, worked examples and writing frames;
- Additional processing time;
- Retrieval practice and opportunities for overlearning;
- Appropriate seating arrangements;
- Movement or sensory breaks;
- Assistive technology; and
- Carefully planned adult support that promotes independence.

Teachers use information contained in pupil profiles and provision plans when planning lessons.

Support should be responsive and proportionate, without unnecessarily narrowing the curriculum or lowering expectations.

Senior and subject leaders evaluate inclusive classroom practice through learning walks, work scrutiny, assessment information and professional discussion. Findings inform staff training, coaching and improvement planning.

Additional and targeted provision

Where high-quality teaching alone does not adequately address an identified barrier, the academy may provide additional support. This is determined by assessed need and may include:

- Structured reading, phonics and spelling intervention;
- Reading-fluency and comprehension support;
- Targeted numeracy provision;
- Speech, language and communication programmes;
- Pre-teaching and reinforcement of vocabulary;
- Precision teaching;
- Social-communication and social-skills work;
- Emotional-literacy and emotional-regulation support;
- Key-adult check-ins or mentoring;
- Support for anxiety or emotionally based barriers to attendance;
- Study, organisation or independence skills;

- Sensory or movement programmes;
- Assistive technology;
- Targeted support in English, mathematics or other subjects;
- Preparation-for-adulthood activities; and
- Personalised transition support.

Provision is selected according to the pupil's needs and intended outcomes. Participation in an intervention does not necessarily mean that a pupil has SEND.

The SENDCo and relevant leaders monitor whether interventions are delivered as intended and whether they are improving pupils' access, independence, engagement or achievement.

Education, Health and Care plans

An EHC plan is a statutory document for a child or young person whose needs require provision beyond that ordinarily available through SEN Support.

The academy delivers the educational provision specified in each pupil's EHC plan and works with the pupil, family, local authority and relevant professionals to monitor progress towards the agreed outcomes.

Each EHC plan is reviewed formally at least annually. The review considers:

- The pupil's and parents' views;
- Progress towards the specified outcomes;
- The appropriateness and effectiveness of provision;
- Any changes in need or circumstances;
- Preparation for the next phase of education or adulthood; and
- Whether amendments to the plan should be recommended.

An early or emergency review may be requested where a pupil's needs or circumstances have changed significantly.

Evaluating the effectiveness of SEND provision

The academy evaluates SEND provision through:

- Progress and attainment information;
- Baseline and follow-up assessments;
- Reading, literacy and numeracy information;
- Attendance and persistent-absence data;
- Behaviour and suspension information;
- Progress towards Personal Profile or EHC plan outcomes;
- Intervention attendance and completion;
- Classroom observations and work scrutiny;
- Reviews with pupils and parents;
- Feedback from teachers and external professionals; and
- Reports to senior leaders and governors.

Provision is adapted or discontinued where there is insufficient evidence of impact. Where progress remains limited, the academy considers whether further assessment, a different intervention or specialist advice is required.

Evaluation takes account of pupils' starting points and the complexity of their needs. Progress may include academic attainment, but may also be demonstrated through improved communication, independence, emotional regulation, attendance, participation or preparation for adulthood.

Working with pupils and parents

The academy recognises that effective SEND provision depends on meaningful partnership with pupils and their families.

Parents are involved through:

- Discussions when concerns are first identified;
- SEND Support and EHC plan reviews;
- Progress reports and parent meetings;
- Consultation about outcomes, support and referrals;
- Communication with the SEND and pastoral teams; and
- Opportunities to contribute evidence and raise concerns.

Pupils are supported to contribute their views in a way that is appropriate to their age, understanding and communication needs. Their strengths, aspirations and views about the support they receive inform profiles, reviews and transition planning.

Parents should inform the academy if they believe provision is not being delivered as agreed or if their child's needs have changed.

Supporting social, emotional and mental health

The academy recognises that some pupils with SEND may require additional support with emotional regulation, relationships, attendance, behaviour or mental health.

Support may include:

- Access to a trusted adult;
- Key-person check-ins;
- Pastoral or mentoring support;
- Social-skills or emotional-literacy work;
- Calm spaces or agreed time-out arrangements;
- Individual regulation strategies;
- Structured reintegration following absence or suspension;
- Work with families; and
- Referral to an external professional or service where appropriate.

The academy maintains high expectations for conduct while making reasonable adjustments for disabled pupils and considering whether SEND has contributed to a behaviour concern.

Adjustments are determined individually and do not remove the academy's responsibility to maintain a safe and orderly environment.

Following significant or repeated incidents, staff consider whether further assessment, changes to provision or earlier intervention are required.

The academy takes appropriate action to prevent bullying and supports pupils who may be particularly vulnerable because of SEND.

Staff expertise and professional development

The SENDCo provides advice, guidance and professional development for staff. Training is informed by the needs of pupils and findings from the academy's quality-assurance processes.

Professional development may include:

- Adaptive teaching and scaffolding;
- Speech, language and communication;
- Literacy and reading difficulties;
- Autism and social communication;
- Attention, memory and processing;
- Social, emotional and mental-health needs;
- Sensory and physical needs;
- Effective deployment of teaching assistants;
- Reasonable adjustments; and
- Supporting positive behaviour and attendance.

Where a pupil has a complex or less common need, the academy seeks guidance or training from an appropriately qualified professional.

External agencies and specialist support

With parental involvement and consent where required, the academy may seek advice or support from external professionals, including:

- Educational psychologists;
- Speech and language therapists;
- Occupational therapists;
- Physiotherapists;
- Sensory-support services;
- Child and adolescent mental-health services;
- Community paediatricians and other health professionals;
- The local authority SEND service;
- Social-care professionals;
- Alternative or specialist education providers; and
- Careers and transition services.

Access to external support is based on assessed need and the referral criteria of the relevant service. A referral does not guarantee that an external service will accept the pupil or provide a particular assessment.

The SENDCo coordinates professional advice and ensures that relevant recommendations are communicated to staff and incorporated into provision where appropriate.

Access arrangements and examinations

The SENDCo works with the examinations officer, teachers and appropriately qualified assessors to identify pupils who may require access arrangements.

Arrangements may include:

- Supervised rest breaks;
- Additional time;
- A reader or reading support;
- A scribe or word processor;
- Assistive technology;
- A smaller or separate room; or
- Modified examination materials.

Access arrangements are made in accordance with current Joint Council for Qualifications requirements. They must be supported by appropriate evidence, reflect the pupil's normal way of working and provide access without changing the skills being assessed.

Not every pupil with SEND will qualify for examination access arrangements, and an identified diagnosis does not automatically confer an arrangement.

Supporting pupils with medical conditions

The academy supports pupils with medical conditions so that they can access education, including educational visits and extracurricular activities, as fully as possible.

Where required, an Individual Healthcare Plan is developed with the pupil, parents and relevant health professionals. It records the pupil's medical needs, agreed support and emergency arrangements.

Some pupils may have both an Individual Healthcare Plan and an EHC plan. Where this occurs, the plans are coordinated and reviewed to avoid duplication or gaps in support.

Where a pupil cannot attend school because of a health need, the academy works with the family, medical professionals and local authority to secure appropriate educational support. Online learning may complement provision but is not treated as an automatic substitute for suitable education.

Accessibility and inclusion

The academy makes reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage.

Adjustments may relate to:

- Teaching and curriculum access;

- Communication;
- The physical environment;
- Academy routines;
- Educational visits;
- Extracurricular activities;
- Behaviour arrangements;
- Assessment; and
- The provision of auxiliary aids or services.

The academy's Accessibility Plan sets out how it intends to improve access to the curriculum, physical environment and information over time.

Pupils with SEND are encouraged and supported to participate in the wider life of the academy, including clubs, visits, performances, leadership opportunities and enrichment activities. Individual risk assessments and reasonable adjustments are used where necessary.

Transition and preparation for adulthood

The academy plans carefully for transition:

- From primary school to Year 7;
- Between year groups or key stages;
- When a pupil joins or leaves the academy during the year;
- Into post-16 education, employment or training; and
- Between mainstream, alternative or specialist provision.

Support may include:

- Communication with the previous or receiving setting;
- Additional visits and orientation activities;
- Meetings with pupils and parents;
- Transition profiles or visual information;
- Sharing relevant SEND and safeguarding information;
- Liaison with external professionals;
- Careers interviews;
- College or provider visits;
- Work-related learning; and
- Support with applications and next-step planning.

Preparation for adulthood is considered from the earliest appropriate stage and becomes an increasingly important part of EHC plan reviews from Year 9. Planning may include education and employment, independent living, community participation, health and the development of independence.

Looked-after and previously looked-after children

K. Rogers, the designated teacher for looked-after and previously looked-after children, works with the SENDCo where a pupil is both looked after or previously looked after and has SEND.

The academy seeks to ensure that SEND provision, Personal Education Plans and EHC plan arrangements are coordinated. Relevant professionals and carers are involved so that plans are coherent and the pupil's educational needs are addressed without unnecessary duplication.

Funding and resources

The academy uses its delegated SEND funding to provide ordinarily available and additional support. This may include staffing, professional development, assessment materials, specialist resources, assistive technology and targeted intervention.

Where a pupil has an EHC plan, the local authority may provide additional funding according to its arrangements. Resources are allocated according to assessed need and reviewed in relation to their effectiveness.

An EHC plan or additional funding does not necessarily provide continuous one-to-one adult support. Support is organised to meet the provision specified in the plan while promoting the pupil's independence and inclusion.

Raising concerns and making a complaint

Parents are encouraged to raise concerns at the earliest opportunity.

The usual stages are:

1. Contact R. Matharu, SENDCo, to discuss the concern.
2. If the matter remains unresolved, request a meeting with the SENDCo and the relevant senior leader.
3. If the concern cannot be resolved informally, use the academy's published Complaints Policy.

Complaints about the implementation of SEND provision are considered through the academy's complaints procedure. Different arrangements may apply to complaints about statutory EHC plan decisions or local-authority services. Information about these routes is available through the local authority and its SEND Information, Advice and Support Service.

Contact information

SENDCo and first point of contact: R. Matharu
SENDCo status: Qualified SENDCo
Email: send@park-aspirations.org
Telephone: 01895 430066

Acting Principal: D. Morrison
Designated SEND governor: M. Lancy
Designated teacher for looked-after and previously looked-after children: K. Rogers

Assistant or Deputy SENDCo: T. Sheriff

Further information

Further information is available through:

- The academy's SEND Policy;
- The academy's Accessibility Plan;

- The academy's Complaints Policy;
- The Hillingdon Local Offer; and
- The local SEND Information, Advice and Support Service.

This report is reviewed annually and updated sooner where there are significant changes to the academy's SEND provision.