



Anchored in Christ

Special Educational Needs and Disabilities Policy

Approved by Governor Committee:
n/a

Date to be reviewed:
Autumn 2026

Responsibility of:
Vice Principal

Date ratified by Governing Board:
11th December 2025

Compliance

This Special Educational Needs and Disabilities Policy takes into account:

- The Special Education Needs and Disability (SEND) Code of Practice: for 0-25 years (September 2015)
- The Equality Act 2010
- The Children and Family Act (April 2014)
- Teachers' Standards 2012 Section 5
- CA Accessibility Plan
- CA Supporting Students with Medical Conditions Policy
- JCQ (Joint Council for Qualifications) Access Arrangements and Reasonable Adjustment Guidelines

1. Introduction

Chelsea Academy is a Christian community and as such believes that all members of its community are of equal value and invaluable worth. The values and ethos of the Academy are central to our SEND (Special Educational Needs and Disabilities) policy.

The Academy recognises that provision for students with SEND is the responsibility of the whole Academy and that all teachers are teachers of students with special educational needs. It is recognised that some students will require additional, specific provision to meet their individual needs and it is our aim to provide this support as required. Therefore, in keeping with the Equality Act (2010), the non-statutory guidelines within the SEND Code of Practice (2015) and the Children and Families Act (2014), the Academy will strive to make all reasonable adjustments to support students with SEND, in order that they can flourish.

Our Policy is informed by the SEND Code of Practice 0-25 years: Statutory Guidance May 2015. The SEND Code states that:

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

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

It is the policy of the Academy, wherever possible, to provide all students with a broad and balanced curriculum which will stretch and challenge them at accessing their learning. While recognition will be given to the SEND of any student, all students are expected as outlined in our vision: Learning together to flourish, and our mission to 'work hard, be kind and have no excuses.' Adherence to the Academy's Code of Conduct as presented in the Chelsea Academy Way for Behaviour Policy (CAW4B) is a requirement of all students.

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

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional Language)
- Being in receipt of Pupil Premium funding
- Being a Looked After or Previously Looked After Child (LAC/ PLAC)

2. Definitions of Special Educational Needs

A student is said to have special educational needs if the student's learning difficulty or disability calls for special educational provision to be made for them:

A student has a learning difficulty or disability if:

- a) *They have a significantly greater difficulty in learning than the majority of their peers or*
- b) *Has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

(Section 6) Equality Act 2010.

The above definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy, cancer and mental health concerns.

It should be noted that under the Equalities Act 2010 'hidden' impairments such as Dyslexia, Autism, ADHD may qualify as a disability and are therefore subject to reasonable adjustments as a duty of care. At the Academy this usually comes in the form of SEND support in the classroom (ratio of 4:1) or small group targeted interventions (wave 2 support), or internal referrals to one of our specialist pastoral provisions if it is felt the student's needs require further support outside of in the classroom in order to flourish.

The SEND Code of Practice four areas of need:

- **Communication and Interaction**

This includes students who are on the autistic spectrum, and/or students with speech, language and communication needs (SLCN)

- **Cognition and Learning**

This includes students with specific learning difficulties, including Dyslexia, Dyspraxia and Attention Deficit Hyperactivity Disorder (ADHD)

- **Social, Emotional and Mental Health Difficulties**

This may include students who have a wide range of social and emotional and/or mental health difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained

- **Sensory and/or Physical needs**

This includes students with a physical disability (e.g. vision impairment (VI) hearing impairment (HI)). Students with such needs may require additional, on-going support and equipment to access the curriculum

Please note, a student might fall into one of more of the above categories listed above. It should be noted that the Academy will make best endeavours to meet the requirements of any student within the context of 'reasonable adjustments' as required by the Equality Act (2010).

Chelsea Academy provision for students with SEND is informed by our understanding of these four areas.

The Academy defines its categories for SEND as per the SEND Code of Practice. Students defined as having SEND are either identified within the school-based category under SEND Support, or have an Education Health and Care Plan (EHCP).

This policy specifically addresses our objectives for special educational needs and disabilities (SEND).

2. Aims

'Every teacher is a teacher of SEND' - The best available evidence indicates that great teaching is the most important lever that the academy has to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly those, inclusive of SEND, with identified barriers to learning.

Chelsea Academy believes that the education of each student is of equal importance. All our students should be encouraged to develop their full potential. We recognise that this is best achieved through full access to a broad, balanced, and diverse curriculum, including the National Curriculum, and in active partnership with parents/carers, students and external agencies. It is the responsibility of all staff to respect and acknowledge the abilities and attainments of all students; to know which students have SEND and the nature of their needs and how best to meet them. The Academy promotes the development of good practice and quality first teaching. We aim to ensure that all students are appropriately supported and challenged. We will do this by:

- Providing every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice
- A focus on adaptive teaching
- Ensuring systems are in place for early identification of potential barriers to learning.
- Actively looking to reduce barriers to learning and participation and to aim to narrow the progress gap between different groups within the Academy
- Promoting high expectations with suitable targets and adjustments for all students
- Ensuring all students make consistent progress which will help address disparities and promote equity, giving every student the opportunity to succeed.
- Providing an education which enables students to make a successful transition into adulthood, whether into employment, further or higher education or training
- Promoting independence, equality and consideration for others
- Ensuring that we celebrate the wide range of our students' achievements
- Supporting all students to excel by offering multiple pathways (where possible) for progression
- Reviewing and monitoring students' progress and working with curriculum areas to support students with appropriate interventions
- Regularly reviewing the impact of interventions
- Creating a welcoming atmosphere for all parents while also seeking their views in the planning of any support offered
- Regular collaboration between the Academy and home to build confident, capable, and resilient young students that can flourish in the future.

3. Implementation

The responsibility for meeting the needs of SEND students lies with all staff, teaching and non-teaching, but the leadership of implementation lies with the Special Education Needs and Disabilities Co-ordinator (SENDCO). Any alterations made to the SEND policy are discussed with the Leadership Team and the SENDCO and approved by governors and then shared with staff and parent/carers on the Academy website.

4. Roles and responsibilities

The Principal retains overall responsibility for ensuring that day-to-day management of SEND provision happens in line with this policy, and that SEND provision and systems are kept confidential. The Principal is also responsible for keeping the Governing board fully informed on any SEND issues.

The Vice Principal is responsible for the line management of the SEND department, including supporting the SENDCo with the strategic development of provision for students with SEND, evaluation of the impact of agreed initiatives, oversight of the The Flourish Centre and, where appropriate, reporting to Governors on the progress of these students.

The Governing Board is responsible for supporting the Academy to evaluate and develop the quality and impact of provision for students with SEND across the Academy and ensure that the Academy meets its statutory obligations to SEND students and their parents /carers. There is a named SEND Governor.

The SENDCO (Special Needs Co-ordinator) assisted by the SEND Team, has responsibility for the day-to-day operation of the policy.

The role of the SENDCO

- To work with the Vice Principal and to determine the strategic development of SEND provision at the Academy.
- Be responsible for the daily implementation of the SEND policy and the specific provisions made to support students with SEND including those with Education Health Care Plans and K students.
- Line manage and coordinate the SEND Team, made up of HLTA (Higher Level Teaching Assistants) and TAs (Teaching Assistants) to make sure all students receive a consistent, high quality response to their needs through in class support and high quality intervention programmes.
- To identify and monitor those students with special educational needs in the Academy.
- To ensure high quality teaching and intervention for all students with SEND.
- Further develop the SEND provision within the Academy.
- Advise on the graduated approach to providing SEND support.
- Ensuring the Academy records of all students with SEND are up to date.
- Monitor and track the progress of all students on the SEND register.
- Review and audit interventions for all SEND students.
- Work with the Principal and the Governing Board to ensure the Academy's responsibilities are met under the Equality Act [2010] with reference to reasonable adjustments and access arrangements for exams.
- Work with the Principal and Governing Board to advise on the deployment of the Academy's delegated budget, other resources, and the 'graduated approach' to providing support to ensure the needs of students are met.
- Work closely with parent/carers, other educational establishments, educational psychologists, health and social care professionals and independent and voluntary bodies
- To have an awareness of the Local Offer and provision within it, able to work with other professionals to provide a supportive role to families to ensure students with SEND receive appropriate support
- Liaise with prior (KS3 transition) and potential next (in year movement / KS5 transition) providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and quality first teaching.
- Where looked-after children have SEND, the SENDCo will liaise with the designated safeguarding lead teacher

The role of the Second in Charge of SEND:

- To deputise for the SENDCo as required
- Assist with the leadership of SEND including timetabling (students and TA staff), planning and delivery of appropriate CPD for the team.

- Line Management of identified members of the TA team - including leading on performance management processes.
- Monitoring interventions alongside the SENDCo to ensure they are planned and delivered effectively and impact is assessed.
- Supporting the SENDCo with communicating with external agencies.
- Supporting the SENDCo with coordinating with the pastoral team in planning KS 3/4 transitions with our E students.
- Being responsible for organising the delivery of all Individual Education Plans for K students.
- Working with the SENDCo in coordinating the running of Annual Reviews across KS3 and KS4.
- Supporting an agreed cohort of students via one to one and / or small group intervention.

The role of the SEND Team (HLTAs and Teaching Assistants):

- Keep the SENDCo up to date with all relevant information and day to day learning for those SEND students whom they support
- Liaise, as appropriate, with all the other people who may be involved with the student's learning, e.g. Speech and Language Therapists, Educational Psychologists and other specialists
- Provide specialist support for teachers and other staff in the school so they can help students with SEND in the Academy achieve the best possible progress
- Taking a lead role in attending key attendance and safeguarding meetings with the DSL, HoY and Mental Health Lead
- Ensure teachers and pastoral staff are aware of the needs of individual students and know how to meet these needs
- Advise teachers and pastoral staff on intervention strategies to support students with SEND within class and around the Academy
- Provide high quality interventions to SEND students as directed by the SENDCO and ensure they are monitoring and tracking these interventions to ensure progress is being made
- Keeping up to date on all SEND issues through training and INSET

The role of the Learning Coach (LC):

- To be aware of the students in their group who have special educational needs
- To maintain regular, open communication with families about each student's progress and needs.
- To liaise with subject teachers to ensure appropriate accommodations and strategies are in place.
- Promote understanding and awareness of special needs among peers and staff.
- To liaise with the SEND Team in relation to students in their group with special educational needs.
- To refer any possible unidentified SEND concerns to the SENDCO

The role of the Curriculum Leader:

- To ensure the curriculum is inclusive and accessible to SEND students, incorporating scaffolding techniques and assistive technology.
- To ensure the staff in their curriculum area are aware of students who have been identified as having special educational needs.
- To ensure quality first teaching and make appropriate use of adaptive teaching in line with their IEPs in order to support the achievement of students with special educational needs
- To liaise with the SENDCO and SEND Team in order to develop strategies to help students learn as effectively as possible
- To ensure information about students with special educational needs is passed on to all members of the curriculum area, particularly when students have a change of teacher during the Academic year

The role of the class teacher:

- To stay updated on SEND best practices, including attending relevant training.

- To maintain regular communication with parents or carers, providing updates on progress, challenges, and strategies to support learning at home.
- To be responsible for the progress and development of every student in their class
- To understand and implement strategies outlined in students' EHCPs (Education, Health, and Care Plans) or IEPs (Individual Education Plans).
- To work with the SENDCO to review each student's progress and development, and decide on any changes to provision.
- To have knowledge of the students who have been identified as having special educational needs and refer to information provided through the CALC
- To deliver quality first teaching and use adaptive teaching, appropriate grouping and seating within the classroom and *other Wave 1 interventions and strategies*, in order to maximise the achievement of all students including those with special educational needs
- To monitor the progress of individual students in order to identify areas where a student is not progressing even when the teaching style has been adapted
- To contribute to the reviews of students with special educational needs by providing detailed information of student progress for their subject
- To inform the SENDCO if they consider a student has special educational needs not already identified
- To ensure they follow this SEND policy

The role of the Head of Year (HoY):

- To have knowledge of students in their year group who have been identified as having special educational needs
- To ensure Learning Coaches in their year group are aware of the students with special educational needs
- To liaise with the SENDCO to ensure all students in their year group with special educational needs have been identified and that appropriate strategies have been put in place for them
- To inform the SENDCO of students who have ongoing behavioural issues so that relevant outside agencies can be accessed
- To inform the SENDCO of students who are seriously underperforming so that additional *strategies* can be put in place for them or further investigation required
- To liaise with the SENDCO and appropriate external agencies to implement wave 3 specialist targeted support

5. Identification and Management of students with SEND

Upon application to the Academy, parents/carers are required to inform the Academy of any specific learning or educational needs that their child may require. This will include sending copies of relevant professional reports, such as an assessment by an Educational Psychologist (EP) or medical professional. It is important that full details are provided so that the Academy can appropriately assess whether or not it can implement any required arrangements for assessments carried out e.g Cognitive Age Test (CAT). While the Academy will pay due care to a student's requirements upon application, should a place be offered and accepted any subsequent adjustments will be based upon evidence of need as it is presented within the context of the Academy and the student's learning at Chelsea Academy. Please note that Access Arrangements awarded for exams do not automatically carry forward.

Baseline Assessment: Whole year screening takes place in the first term of Year 7 through way of the CAT assessments assessing: Verbal, non-verbal, quantitative and spatial skills. In addition to upon entry for in year admissions, informal assessments which measure ability within spellings, reading and comprehension skills. Such assessments form part of the Academy's monitoring and tracking of students' progress, and

further helps the Academy to identify potential needs in order to further support students. Please note, there is no additional preparation work to be done for these assessments.

Gathering information: The Academy recognises that potential underlying difficulties might only emerge as a student progresses through the Academy. Teachers can raise SEND concerns about a student's learning via the Academy's internal 'SEND concern' referral system to the SENDCO. In addition, the Learning Support department holds regular meetings with the Heads of Year (HOY), Pastoral Leads and Senior Lead of Inclusion to review student progress. Students can also make self-referrals to the SENDCO and parents can raise concerns directly to the department or via their child's LC or HOY.

Quality First teaching: Scaffolding for all students, is the first step in responding to students who have or may have an identified need of SEND at Chelsea Academy. This is what is known as Quality First Teaching (QFT). With high quality and adaptive teaching we strive to meet the needs of all our students. All of our teachers are responsible for monitoring the progress of all students, and identifying, planning and delivering any additional support required by students with SEND. Teachers will know the needs of their students and will work with and take advice from the SENDCO and Learning Support team to support students effectively. Teachers are also responsible for communicating with Parents and Carers as appropriate at Progress Evenings and Learning Coach Consultation Days (LCCD) providing them with informed feedback on the progress of students with SEND.

For those students who need a more specialised approach, we draw on a range of appropriate strategies and interventions. We will listen to the views of the student and value working in partnership with parents and carers when making decisions about SEND and meeting the additional needs of individuals. Where QFT and skilled adaptive teaching do not have the required impact on the progress of all students, including those with known SEND, the class teacher, working with the Learning Coach/Head of Year and SENDCO, will assess whether the child has a learning difficulty requiring further support/intervention. A meeting will be set up involving student, parent/carer, Learning Coach/Head of Year or SENDCO which will generally lead to further assessment (it is also possible that further professional advice would be sought at this stage, as appropriate).

Academy SEND Support

When a student has been identified as having SEND, the Academy will take action to remove barriers to learning and put effective special educational provision in place. As per the SEND Code of Practice the Academy adopts a 'graduated response' to identification and support of students with SEND through the 'Assess, Plan, Do, Review' (APDR) model:

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

Following the above APDR model or close monitoring and tracking over two to three terms, it is at this point that the student will be placed on the SEND Register. The intervention agreed upon will be closely monitored by the SENDCO, and will be reviewed at the end of the time frame. If it is clear that there is a learning difficulty which will require long term intervention both in terms of in-class support and on-going withdrawal then the student will remain on the register with the view of possibly exploring the need for additional funding and support by way of applying for an Educational, Health and Care Plan (EHCP) in order to meet the the students 'high' level of need. If, following appropriate intervention and strategies progress is

being made and a student no longer requires a high level of input, this student will have their SEND status within the register removed at the start of the new academic year to ensure the census is updated. The class teacher will then continue to monitor progress in line with the Academy's monitoring and evaluation systems in providing QFT.

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

- Individual Education Plan : a document in which a student, staff and parents collaborate to agree targets and learning strategies.
- Targeted Teaching Assistant (TA) wave 2 support in the classroom
- Speech and Language Therapist (SALT) support
- Bi-Borough outreach support, advice and intervention
- Intervention groups e.g. Literacy, Numeracy, SEMH, ELSA n, Sensory Circuits, Lego Therapy, KS4 Exam Skills, Post-16 destinations.
- Referral to CAMHS
- Further specialised scaffolded support, according to the needs of the student
- Teachers will include the recommendations of each student's intervention plan in their teaching
- High quality teaching

Education Health and Care Plans (EHCPs)

If a student does not make expected progress, even with all the additional SEND Support, then the Academy will work with the student and parent to request a statutory assessment from the Local Authority. This will also require other external professionals' involvement in terms of assessment eg. Educational Psychologist, Speech and Language Therapist amongst others.

If an EHCP is given by the Local Authority, it will define the student's needs and the specialist help and provision required to meet those needs. The Academy will then ensure that the special educational provision specified in Section F is implemented. This could include;

- Support of a teaching assistant, tailored to the unique needs of a group of students
- Specialist equipment or resources to enable full access to learning and Academy life
- Speech and Language Therapist intervention sessions
- Targeted Wave 3 interventions according to their EHCP outcomes
- 1:1 outreach support from the Bi-Borough SEND team including specialists in visual and hearing impairment, ASD, SLCN, occupational therapy, physiotherapy

All students with an EHCP will be placed on the SEND register.

As per the Children and Families Act (2014) it is the legal responsibility of the student's Local Authority to arrange the provisions specified in a Plan.

6. Training for staff

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

- Advice and support from the SEND team regarding individual students
- INSET for all staff regarding students with EHCPs or identified needs run by the SENDCO and other teaching staff
- INSET for all staff on skilled adaptive teaching led by teaching staff and leaders

- INSET for all new and trainee staff on SEND specialist INSET sessions by relevant professionals or agencies working with students on our roll with SEND
- Opportunities for staff to further develop their knowledge and expertise relating to the most up to date, research informed SEND provision facilitated by leaders within the Academy

7. Monitoring

Students' progress is continually monitored by subject teachers. Those on SEND Support and EHCPs are also tracked and monitored closely by the SEND team every term. If any of the students are highlighted as a concern the SEND team will communicate this with Curriculum Leaders and Class Teachers.

Recommendations may be made for further intervention.

The SEND team also keeps a record of students who may have received support or intervention from the department but who no longer meet the criteria for the direct learning support list. This list may also include students with SEND who responded well to intervention and as a result their needs are no longer a significant barrier to their learning. The progress of these students may be monitored for a period of time before being completely removed from the tracking lists.

As the Academy adopts a 'APDR' approach to its work, these lists are reviewed and updated regularly.

- Progress is reviewed formally every term and a teacher-assessed level given for that subject
- A Learning Coach Consultation Day and one Progress Evening for each student are held every year.
- Students with an EHCP also have an IEP which is reviewed two times a year with the collaboration of key stakeholders (SEND team & LC) depending on the student's level of need. This one page document identifies the student's specific challenges and learning needs. It provides details of adjustments, and teaching strategies to be used in order to be able to succeed academically and socially in the Academy. (e.g., level of need and scaffolding techniques).
- The student profile is regularly reviewed and updated, in line with guidance from the Code of Practice.
- Students who have an EHCP will also have an Annual Review of their needs once a year. This could involve outside agencies, Local Authority Representatives, appropriate therapists and careers support.

External Specialist Reports: In some cases, an external Educational Psychologist (EP) or other professional may be required to assess a student. The Academy may advise parents/carers of the benefits of such support and the benefits of the Academy liaising closely with such professionals. Parents/carers should share professional reports with the Academy in order to establish and agree support of the student within the Academy.

Please refer to the Access Arrangement section for further information on the use of specialist teacher/EP reports for access arrangements.

8. Support for Parents/Carers

- The SENDCO is available to discuss any concerns regarding students' SEND or any of the intervention programmes that they may be accessing
- External specialist support can be employed by the Academy and are available to give feedback if a student is attending or being assessed.
- The SENDCO and SEND team also offer guidance as appropriate to parents/carers about strategies or activities which can be done at home to support students' learning
- Parents/carers may also have an opportunity to meet with other professionals involved in supporting their child

- All information from external professionals will be discussed with parents/carers as appropriate, either in person or in a written report, according to the nature of the feedback
- Students with an EHCP, their Individual education plans (IEPs) will be reviewed with parents once a year
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- Transitions – Chelsea Academy has a specific programme for students moving from Year 6 to Year 7 and also for students' transition between the Key Stages, 3-4 and 4 – 5. (Please see our SEND report on our Website for specific details)
- For those students who also have a medical condition along with special educational needs the school will follow the SEND Code of Practice (2015) in order to make sure that those needs are met. Please see the Academy's policy on managing students with medical conditions

9. Accessibility

All of the building is accessible to children with physical disabilities. There is a lift to each floor from the main reception area. Please see our Accessibility Policy on our website. The teaching resources and equipment used in school are accessible to all children regardless of their needs. Any specialist equipment, hearing aids, visual aids, adapted furniture, will usually be made available through the various agencies such as Hearing and Visually impaired teams at the LA. All after-school and extracurricular provision is accessible to the students, including those with disabilities.

10. Exam Access Arrangements

The regulations for Access Arrangements for public examinations are determined by the Joint Council for Qualifications (JCQ) and other relevant Awarding Bodies, such as Cambridge International.

The regulations are designed to ensure no candidate is placed at a substantial disadvantage in comparison to her peers as a result of a specific need or learning difficulty and equally, that no candidate should be unreasonably advantaged by the provision of an arrangement for which significant evidence of need is not apparent.

In order to justify the requirements for a specific access arrangement, evidence has to be presented to demonstrate a history of need and how a candidate would be at a substantial disadvantage in comparison to someone who is not disabled if the arrangement were not in place.

As an Examination Centre, the Academy is required to ensure that any adjustments are based upon evidence of need. Permitting access arrangements which are not supported by appropriate evidence constitutes malpractice by the Centre, and could ultimately lead to the recall of certificates.

While careful attention will be paid to the contents of historically commissioned external reports from Educational Psychologists, these will not, in themselves, constitute definitive evidence of need nor enable automatic eligibility for access arrangements to be granted.

Equally, external assessments commissioned by parents may not be used as evidence for access arrangements by the Academy unless there is an established working relationship between the external assessor and the Academy. Prior to assessment, the Academy should have provided background information to the external professional such that the Academy and the assessor are working together to ensure a joined up and consistent approach.

It is important to recognise that Access Arrangements awarded at previous schools are not automatically carried forward and do not guarantee eligibility for exam Access Arrangements at Chelsea Academy. All

students that arrive with external reports must be made aware that the Academy will, in most cases, re-assess irrespective of previous recommendations.

If a student's performance within the Academy suggests that they may require specific AA to be made for public examinations, the views of the student, parents/carers and their subject teachers as well as evidence of performance within the Academy will be collated in order to demonstrate a clear picture of need. With permission, one of the Academy's assessors will carry out an assessment using a range of national standardised tests from those approved by JCQ. Only with the appropriate evidence can an application be made for specific access arrangements. Where necessary parents / carers will be provided with assessment results, and if necessary, an application for a specific access arrangement will be made.

Where Access Arrangements are required as a result of a long term medical condition, the professional diagnosis should ensure there is clear and substantial evidence for an arrangement to be made as a direct result of the candidate's long term and continuing medical needs presenting a persistent and significant barrier to learning.

Students with Exam Access Arrangements are awarded such arrangements as their standard way of working in the Academy (classwork, internal assessments, and tests) as well as in public examinations.

The use of a word processor is one type of Access Arrangement. Please refer to the Exam policy for further information on the use of word processors at Chelsea Academy.

Final decisions about examination concessions for internal and public examinations rest entirely with the Academy in its capacity as an examination centre. For more details please contact our SENDCO.

11. Medical Conditions and SEND

The Academy recognises that students at the Academy with medical conditions should be properly supported so that they have full access to education, including Academy trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have a EHCP which brings together health and social care needs, as well as their special educational provision. For further information, please see our Medical Conditions Policy

12. Attendance – Awareness of SEND / mental health related barriers

The Academy is particularly mindful that in some cases students may be absent due to mental ill health or their special educational needs and/or disabilities. We recognise that students may experience normal, but difficult emotions that make them nervous about attending the Academy, such as worries about friendships, Academy work and examinations. In these instances, we are committed to providing the additional support required that will allow students to attend regularly.

13. The Academy's Specialist Resource Provision

The Academy's Flourish Centre supports the learning and progress of a small number of students with EHCPs for Autism. Students access a blended purposeful curriculum, spending some of their time in carefully supported mainstream lessons (e.g., practical subjects) and certain lessons in our Flourish Centre. The curriculum within the Flourish Centre is highly individualised and flexible, meaning each student's timetable and learning focus is uniquely tailored based on their EHCP outcomes, specific sensory needs and communication profile provision allows for:

- Specialist expertise, provision and support, including trained staff in Autism-specific strategies
- Sensory friendly spaces to allow for self or co-regulation and support.

- A tailored curriculum - scaffolded lessons and materials
- Planned 'over teaching' sessions in Literacy and Numeracy
- Emotional literacy groups - structured programmes and peer support to foster a positive self-image and understanding of their own neurodiversity.
- Transition support - additional support with daily and yearly transitions
- A bespoke space for breaks and lunchtimes
- Clear, consistent, and structured communication, daily communication logs sent to parents.

14. Mental Health

The Academy has specific legal responsibilities towards students whose mental conditions fall within the definition of disability under the law. This requires us to ensure that students with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning. Please refer to the Mental Health Policy for further information

15. Evaluation of SEND Provision

The Academy's SENDCO liaises regularly with the Vice Principal, Curriculum Leaders, Heads of Years, the Pastoral team, internal and external professionals and the Exams Officer.

The Academy's SEND policy is updated regularly and adjustments made appropriately and when necessary.

SEND support of students is monitored, adjusted and reviewed with students, parents/carers and relevant staff.

Currently SEND support is measured in the following ways:

- Subject assessments
- Internal and external assessments
- End of term reports
- Progress Evenings
- IEPs
- Book looks
- Learning walks
- School leavers destinations
- Link Governor visits
- External Reviews

16. Transition into Post 16, Universities, Training and the Workplace

Students entering post-16 education should have access to supportive provision allowing them to build on their achievements.

Before the student approaches post-16 the SENDCO will liaise with the Head of Sixth Form and Director of Careers to best support the students further education (FE) pathway. The SENDCO will also liaise with students and parents/carers at sharing any relevant educational providers or employers.

The students Local Authority will also be available to offer advice on financial support available to students in higher education and how to claim it, including the Disabled Students Allowance (DSA).

DSAs are available to help in higher education with the extra costs they may incur on their course because of their disability. Applications for DSA can be made to Student Finance application services.

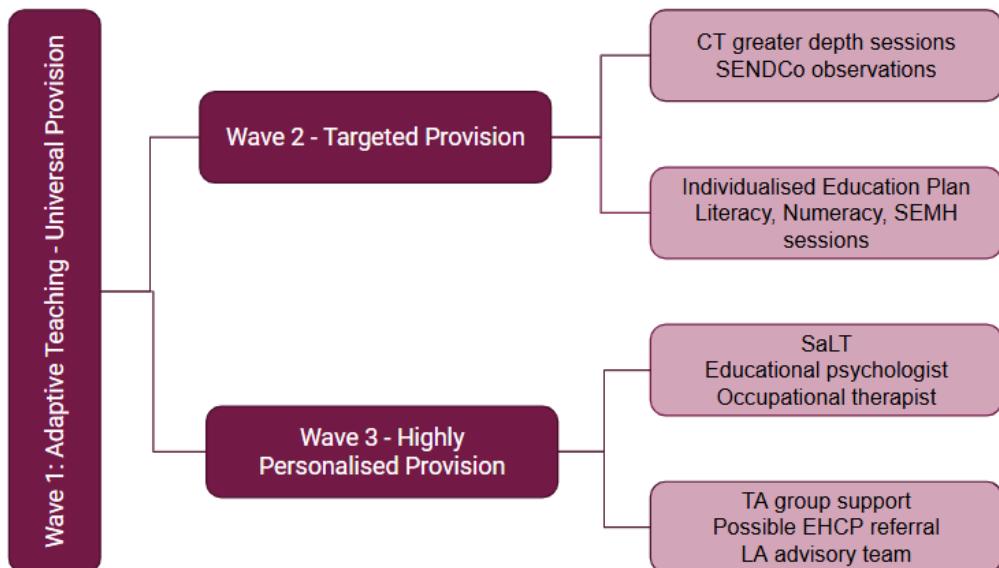
17. Arrangements for Dealing with Complaints

Parents/carers or others who have concerns about our provision for SEND should contact the Learning Coach or SENDCO in the first instance. Please refer to the Complaints Resolution Policy on the website. Most complaints are likely to be minor and to arise from misunderstanding, which can quickly be resolved by conversations involving the SENDCO, staff, parents and students as appropriate.

18. Chelsea Academy's Local Offer

For information on Chelsea Academy's Local Offer please click [here](#)

Appendix A



Appendix B

Area of Need	Wave 1 - Adaptive Teaching	Wave 2 - Targeted Provision	Wave 3 - Highly Personalised Provision
Cognition and Learning	<ul style="list-style-type: none">Adaptive teaching with scaffolding, assessment for learning, support strategies, and student groupings, visual aids.Termly SENDCo Learning Walks.Coaching time reading sessionsAssessment for identification of specific needs.Extra-curricular activitiesAwareness Weeks, assemblies, trips, cultural days, coachingtime, and activities to develop inclusive culture.Revision Sessions and Prep – exam preparation.Careers Advisor, events, and trips for transition.SEND Transition Day and transition meetings.Sharing Best Practice - SEND focusRegular training and INSET for staff.	<ul style="list-style-type: none">Identification, assessment, and tracking of learning needs.Targeted TA support within the classroomIEPs - set targets, share strategies that support learning.Year Team meetings with Key Staff.Small group intervention sessions to develop specific cognition and learning areas.Literacy Target Groups.Support from an external agency where appropriate.Regular meetings with parents and students to review and set personalised targets.Access Arrangements for examinations.Sharing student information sessions with key staff.	<ul style="list-style-type: none">Educational Psychologist referrals and input.On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review).Individually targeted learning outcomesTA support in some mainstream lessons.Targeted I.L support.LA advisory team support

Area of Need	Wave 1 - Adaptive Teaching	Wave 2 - Targeted Provision	Wave 3 - Highly Personalised Provision
Communication and Interaction	<ul style="list-style-type: none"> Adaptive teaching with scaffolding, assessment for learning, support strategies, and student groupings, visual aids. Termly SENDCo Learning Walks. Coaching time reading sessions Assessment for identification of specific needs. Extra-curricular activities Awareness Weeks, assemblies, trips, cultural days, coaching time, and activities to develop inclusive culture. Revision Sessions and Prep – exam preparation. Careers Advisor, events, and trips for transition. SEND Transition Day and transition meetings. Sharing Best Practice - SEND focus Regular training and INSET for staff. Oracy Champions across the maths, english and languages department. 	<ul style="list-style-type: none"> Targeted adult support within the classroom. Team Around the Family (TAF) Meetings with Key Staff. Targeted group work in speaking, listening and language with LSA or SaLT. Observation and classroom support with external Speech and Language Therapist/Autism Advisory Service. Staff training from Speech and Language Therapist, Autism Advisory Service. Individual Education Plan and video – specific SLCN targets Small group intervention sessions - to develop communication and interaction skills. Access Arrangements for examinations. Laptop Use. Sharing student information sessions with key staff. 	<ul style="list-style-type: none"> Support from an external agency where appropriate. Speech and Language Therapist – individual support. 1:1 sessions with specialist staff in the school. On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). Referral to RBKC Team for specialist support. Sessions with Literacy and SEMH HLTAAs. Communication Skills Group with Second in Charge of SEND.

Area of Need	Wave 1 - Adaptive Teaching	Wave 2 - Targeted Provision	Wave 3 - Highly Personalised Provision
Social, Emotional and Mental Health	<ul style="list-style-type: none"> Adaptive teaching with scaffolding, assessment of learning, support strategies, and student groupings, visual aids. Termly SENDCo Learning Walks. Coaching time reading sessions Assessment for identification of specific needs. Extra-curricular activities Awareness Weeks, assemblies, trips, cultural days, coaching time, and activities to develop inclusive culture. Revision Sessions and Prep – exam preparation. Careers Advisor, events, and trips for transition. SEND Transition Day and transition meetings. Sharing Best Practice - SEND focus Regular training and INSET for staff. Learning Coach Consultation Days 	<ul style="list-style-type: none"> Identification, assessment, and tracking of SEMH needs. Targeted LC/DoY/ HoY/Mentor support. Targeted Place2Be sessions (1:1 and/or group). Training for teachers. Timeout Pass Reduced timetable tailored to suit needs. Peer Mentoring Programme. CAMHS referral where needed. Support for transition. Daily Check-in with ISC Team Around the Family (TAF) Meetings with Key Staff. Individual Education Plan – set specific targets and share strategies that support learning. Small group intervention sessions in the ISC/SEND base. Support from external agencies (e.g. anxiety courses). Sharing student information sessions with key staff. 	<ul style="list-style-type: none"> Counselling service – Place2Be, AllChild, Kick Sessions with ISC key staff Mind referral On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). Educational Psychologist referrals and input. CAMHS support – Tier 1 or 2. Jamie's Farm

Area of Need	Wave 1 - Adaptive Teaching	Wave 2 - Targeted Provision	Wave 3 - Highly Personalised Provision
Sensory and/or Physical	<ul style="list-style-type: none"> Adaptive teaching with scaffolding, assessment for learning, support strategies, and student groupings, visual aids. Termly SENDCo Learning Walks. Coaching time reading sessions Assessment for identification of specific needs. Extra-curricular activities Awareness Weeks, assemblies, trips, cultural days, coaching time, and activities to develop inclusive culture. Revision Sessions and Prep – exam preparation. Careers Advisor, events, and trips for transition. SEND Transition Day and transition meetings. Sharing Best Practice - SEND focus Regular training and INSET for staff. Learning Coach Consultation Days 	<ul style="list-style-type: none"> Resources to support fine and gross motor sensitivities. . Support from external professionals (e.g. Visual Impairment, Hearing Impairment, Physical Disability Specialist). Training and feedback to staff. Specialist technology. Laptop use Early Departure passes. Transition Support – multiple visits in Y6 to the Academy for acclimatisation. Targeted TA support in some lessons Team Around the Family (TAF) Meetings with Key Staff. Individual Education Plan and video – set sensory/ physical targets. Regular meetings with parents and students to review and set personalised targets. Access Arrangements for examinations. Sharing student information sessions with key staff. Time out pass to support regulation 	<ul style="list-style-type: none"> First Aiders. Occupational Therapist support. Intervention and Support from external professionals (e.g. Hearing Impairment Specialist, Visual Impairment Specialist). RBKC Advisory Team observations and support. Sensory circuits Emotional Regulation Support plan Sensory Diet Plan Safety Pan

APPENDIX 3 – SEND Students - Laptop Guidance

1. Guiding Principles:

- **Individualised Needs:** Laptop provision must be based on a thorough assessment of each student's specific needs, not a blanket approach.
- **Least Restrictive Environment:** Explore all other reasonable adjustments and support strategies that can be used in the classroom.
- **Developing Independence:** The provision of a laptop should aim to promote independent learning and reduce reliance on adult support where possible. Please note we should be confident that using a laptop in lessons will not cause over-reliance.
- **Collaboration:** Decisions should be made in consultation with parents/carers, teachers, the SEND department and the student.
- **Regular Review:** The effectiveness of the laptop should be regularly reviewed to ensure it's meeting the student's needs and not hindering the development of other essential skills. Removing access to a laptop can be decided at any time by the SENDCo.

2. Criteria for Issuing a Laptop:

All KS4 and KS5 students are issued with a laptop. Use of these is integrated into the curriculum.

A laptop may be considered for a Key Stage 3 SEND student if *all* of the following criteria are met:

1. **Significant Learning Need:** The student's needs significantly impact their ability to access the curriculum and make progress *despite* other reasonable adjustments being in place. This might include:
 - Specific Learning Difficulties (e.g., dyslexia, dysgraphia) where assistive technology is deemed essential for accessing learning materials and completing written work.
 - Physical disabilities that impact handwriting or the manipulation of traditional learning materials.
 - Visual impairments that are significantly aided by screen magnification or text-to-speech software.
2. **Demonstrated Benefit:** Evidence must show that a laptop demonstrably improves the student's learning outcomes and engagement in the classroom. This could include:
 - Observations from teachers demonstrating improved engagement and progress when using technology.
 - Reports from therapists or educational psychologists recommending assistive technology.
 - Successful trials of similar technology in the classroom.
 - Improved quality and quantity of written work when using a laptop.
3. **Alternative Strategies Exhausted:** All other reasonable adjustments and support strategies must have been explored and found insufficient. This includes:
 - Modified worksheets and resources.
 - Access to writing aids and other assistive equipment.
 - Additional support from teaching assistants.
 - Occupational therapy or other specialist interventions.
 - Use of alternative recording methods (e.g., dictaphones).
4. **Digital Literacy:** The student must possess the basic digital literacy skills required to use the laptop effectively for learning. Training and support will be provided as needed.

5. **Home Support (if applicable):** Parent/carer agreement and capacity to support the use of the laptop at home, if required, is essential. This includes understanding responsible use, online safety, and screen time limits. Families must understand and support any decisions to remove laptop access in situations where it is proving a hindrance to learning.
6. **ICT Infrastructure:** The school must have the necessary ICT infrastructure to support the device, including Wi-Fi access, software compatibility, and technical support.

3. Exclusions:

A laptop will *not* be issued solely for:

- General access to technology.
- Behavioural needs (unless directly linked to a specific learning difficulty and where the laptop is part of a wider support plan).
- Parental preference.
- Where other, less costly, assistive technology would be equally effective.

4. Limitations:

A subject teacher has the right to veto the use of a laptop in particular situations.

These include:

- Where calculations are required without the assistance of computer functions, e.g. in Maths.
- Where particular exercises should not be done with computer assistance, e.g. drawing maps and diagrams.
- Where its use might be dangerous or problematic, e.g. in a particular experiment in Science
- If an individual student, in any lesson, is using a laptop in such a way as to cause a distraction or disturbance to the learning of themselves or others
- Some classwork and homework may still be required to be handwritten to support the development of handwriting skills

5. Process for Issuing a Laptop:

1. **Referral:** Teachers, parents/carers, or the student themselves can refer a student to the SENDCo for consideration.
2. **Assessment:** The SENDCo will conduct a thorough assessment of the student's needs, including observations, teacher input, existing reports, and student voice.
3. **Trial:** A trial period with a loan device may be considered to assess the laptop's effectiveness.
4. **Decision:** The SENDCo, in consultation with relevant staff, parents/carers, and the student, will make a decision regarding the provision of a laptop.
5. **Agreement:** A clear agreement outlining responsibilities for the student, school, and parents/carers regarding the use and maintenance of the laptop will be put in place.
6. **Review:** The use of the laptop will be reviewed regularly to ensure its continued effectiveness and appropriateness.

6. Access Arrangements for Exams:

The use of a laptop for exam access arrangements will be considered separately and will be based on JCQ regulations, evidence of need, and assessment by a qualified assessor. The provision of a laptop for general classroom use does not automatically guarantee its approval for exam use.

7. Review and Monitoring:

The SENDCo will monitor the student's progress and the effectiveness of the laptop. Regular reviews will be conducted with parents/carers, teachers, and the student to ensure the device is being used appropriately and is contributing to the student's learning. The school reserves the right to withdraw access at any time.