



THE LAMMAS
SCHOOL

SEND Information Report

September 2025

Wisdom | Courage | Leadership

How are Special Educational Needs and Disabilities identified?

Many students will have had their needs identified during primary school, and we collaborate closely with primary staff to exchange information as part of our transition process.

For other students, their needs may become apparent during secondary school through various means, including:

- Concerns raised by parents, carers, or the students themselves
- Feedback from staff
- Screening tests and assessments
- Ongoing progress tracking against individual targets

In some cases, this could lead to further evaluations by school staff or external specialists, such as a Speech and Language Therapist or Educational Psychologist, to develop a tailored support or intervention plan to meet their needs.



How does the school work with external agencies?

The school works with a range of agencies, including:

- Flourish Specialist Education Services
- Waltham Forest SEND Information, Advice and Support Service (SENDIASS)
- The School Nurse
- Early Help/Family Support Worker
- Child and Adolescent Mental Health Services (CAMHS)
- The Education Psychologist Service
- Speech and Language Therapy (SALT)
- Specialist Teachers for Sensory Impairments
- Waltham Forest Social Care
- Place2Be counselling service

Referrals or input are always communicated with parents or carers, ensuring a collaborative approach is agreed upon to best support the child's needs.



How do we structure teaching, support, and interventions for students with SEND?

Students with SEND will engage with the mainstream curriculum, where teaching methods and grouping strategies are employed to ensure learning at a suitable pace, while accommodating diverse learning styles. Teachers utilise our 5 Group Model approach to plan tailored in-class strategies for individual students. Essential skills for effective learning and personal growth, are integrated throughout the curriculum.

In some cases, students may receive additional support with foundational skills, such as literacy and numeracy. Those with an Education, Health and Care (EHC) Plan may receive additional support from a teaching assistant (TA) and interventions specifically designed to help them meet their objectives.

For students in Years 10 and 11, special arrangements may be made for exams, such as extra time or reading support, to ensure they have the necessary accommodations for success. The school will arrange this through external assessment.



What other types of support and intervention are available?

All students can participate in clubs, extracurricular activities, and trips, with support available for those who need it. Each year group is led by a Head of Year, who works closely with our Student Care Team to encourage inclusion, high achievement and wide horizons.

Our inclusion department offer interventions that address academic, behavioural and emotional challenges including:

- Boxing Clever
- 1-1 Mentoring
- Speech and Language Therapy (SALT)
- Sensory Circuits
- Social Skills Groups
- Reciprocal Reading Groups

Please see our website for more information.



Safeguarding and SEND

The Lammas School recognises that children with SEND may be more vulnerable to safeguarding risks such as bullying, exploitation, and mental health challenges. We are committed to keeping all pupils safe and supported.

How we support our students:

- We create trusted relationships and safe spaces so pupils feel confident to share concerns.
- We challenge all forms of bullying and discrimination. SEND pupils are supported to participate fully in school life.
- We work closely with social care, health professionals, and specialist services to ensure coordinated safeguarding support.
- All staff receive regular safeguarding and SEND training to ensure they understand how to protect and support vulnerable learners.
- We work with families and external agencies to provide support as soon as concerns arise, including referrals to Early Help, CAMHs, and Place2Be.



How do we involve parents and students?

Collaboration among students, their families, and the school is essential for achieving successful outcomes. We encourage families to reach out to the school anytime to discuss concerns or queries. The appropriate staff member will aim to connect with you as soon as possible to address any issues.

The school's SENDCO is present at parents' evenings and is also available throughout the year for discussions related to SEND. Families of students with EHC plans are invited to visit the school at least once a year for the formal annual review of their child's SEND. However, additional meetings can be arranged as issues arise.

Regular assessments of academic progress and learning approaches are conducted, and the results are shared with students and their families. Students are involved in discussions regarding any interventions they will participate in at school, and they know whom to approach if they wish to discuss their experiences further.

Students with EHC plans or varying levels of need are encouraged to attend their review meetings to contribute to their own learning journey.



What kind of support is available during transition periods?

We have a comprehensive transition program for all Year 6/7 students at The Lammas School. We collaborate closely with the primary school staff who know the students best to collect as much relevant information as possible. The Head of Year 7 and SENDCo make visits to primary schools and participate in review/transition meetings.

We offer an extended transition program that includes a transition day and Summer School initiative prior to the students' official start date.

During the Year 9 GCSE Options process, we provide tailored support for SEND students to help them make informed choices that reflect their interests and future goals, while ensuring they can access a broad and balanced curriculum suited to their individual needs.

As students with SEND approach the end of Year 11 and transition to Post 16 options, we work closely with the staff at their next educational provisions, which typically include local colleges and training providers.



Which staff are responsible for pupils with SEND?

All teachers are responsible for the learning of students with special educational needs and disabilities (SEND) in their classrooms. Staff participate in regular training, both within school and externally, to ensure they have the skills necessary to support these students effectively; this training is ongoing and tailored to meet student needs.

Mr. Aladese serves as the current Special Educational Needs and Disabilities Coordinator (SENDSCO) and is responsible for overseeing the daily provision and effectiveness of SEND initiatives within the school.

Our team of academic mentors and teaching assistants are well qualified and experienced in providing a range of support to help students reach their full potential.



How will the school measure my child's progress?

Assess

If your child is not progressing as expected, we will conduct an assessment to identify their strengths and difficulties. We will seek input from both you and your child, and if needed, we will collaborate with external professionals for additional support.

Review

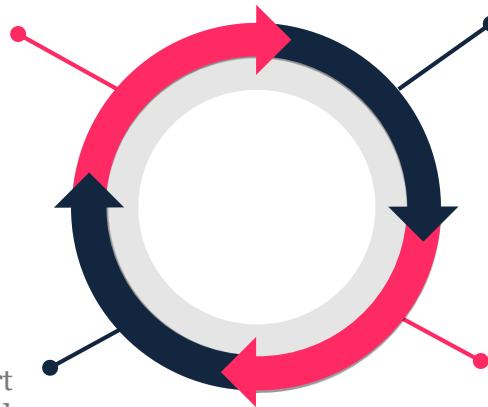
We will evaluate how effectively the support we have implemented has helped your child achieve the established outcomes. Our enhanced understanding of your child's needs will guide us in refining the support we provide.

Plan/Adjust

In collaboration with you and your child, we will determine the desired outcomes we aim to achieve. We will develop a plan which outlines the support your child will receive to achieve these goals.

Do

We will implement our plan effectively. The class teacher, supported by the SENDCO, will be responsible for working with your child on a daily basis and ensuring that the support we have established is achieving the desired impact.



How does the school assess the effectiveness of its SEND provision?

To evaluate the effectiveness of the provision for students with SEND, we will implement a comprehensive review process. This process is part of our ongoing commitment to continuously review our SEND policy and its implementation.

The Senior Leadership Team collaborates with the SENDCo to ensure effective practices align with school policies. Additionally, one of the school governors oversees SEND matters and reports back to the governing body.

To further enhance our understanding and improve our provision, we occasionally consult with specialists in an advisory capacity, enabling us to take an objective view of our strategies and make informed changes to continuous improvement.



How are resources allocated to ensure the school is meeting the needs of SEND learners?

The school allocates resources based on the number of students identified with special educational needs and their prior academic performance. Decisions regarding resource distribution are made by the Head and the school's governors as part of the annual budget planning process. The SENDCO collaborates with the Head and finance officer to ensure that resources are managed effectively to meet the needs of SEND learners throughout the school.

If you have further questions or need more detailed information, please reach out to Mr. Aladese, the SENDCO, at the school.

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Complaints About SEND Provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve the concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Executive Head/Head in the first instance. They will be handled in line with the Trust's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).



To find out about disagreement resolution and mediation services in our local area

Please visit:

[Raising disputes and complaints | London Borough of Waltham Forest](#)

Contact SENDIASS:

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