

Chapel End Junior Academy's SEND Information Report 2025 to 2026

This report should be read alongside our: Inclusion, Equality and Teaching and Learning Policies.

I am Sheena Smith. I am the SENDCo, Deputy Headteacher, Designated Safeguarding Lead and Virtual School Lead (for children who are Looked After [in care of the local authority]) and SENDCo (Special Educational Needs and Disabilities Coordinator) at Chapel End Junior Academy. As your SENDCo I am responsible for supporting and coordinating provision for children with Special Educational Needs and Disabilities (SEND). This can include working with many different agencies from Education, Health and Social Care.

If you are concerned about your child's progress, development or wellbeing, please do not hesitate to come and speak to me before or after school in the playground. Alternatively, you are very welcome to call me by calling the school office on 0208 5276876 or emailing me directly at Sheena.Smith@chapelendcademy.org





Dream



Believe



Achieve

Our Ethos

At REAch2 and Chapel End Junior Academy (CEJA), we are strongly committed to celebrating the strengths and abilities of all our learners. We have developed a culture where all members of staff and all pupils feel accepted, encouraged and motivated regardless of their background and abilities.

We want to offer all pupils opportunities for emotional, social and educational development. A creative, differentiated and interesting curriculum coupled with skilled and motivated staff help to contribute to a philosophy of accomplishment and achievement. We are committed to adapting our teaching to ensure it is accessible, fulfilling and challenging for all our learners.






We have high expectations of all children; we look for ways to support them as individuals within the classroom, the wider school, in extra-curricular provision and by preparing them for a successful, fulfilling future. All doors are open to everyone at CEJA!



Our Ethos Continued...

First principles: To ensure that EVERY child in EVERY lesson, club or activity, led by ANY adult has the adaptations they need to fully access the lesson (or experience), learn with independence, and make progress whilst having their individual needs fully understood.

Non-Negotiables - the golden threads

-  **1** All staff working with any child fully understand their needs and strengths because only then can we provide effectively for the child.
-  **2** We prioritise securing stable behaviour systems in our classrooms, shared spaces and playground, so our children have the right environment to be successful. Respect and care are everything.
-  **3** We will nurture and celebrate independence, resilience, perseverance, resourcefulness, and self-reflection.
-  **4** We always have high aspirations of our pupils. We are all on the same journey, just on our own path to get there.
-  **5** All staff are committed to ensuring high quality adaptive teaching and this expectation is written in our staff code of conduct.



We run a rigorous programme of training and support for all staff at CEJA to ensure they can successfully deliver our golden threads.

What types of SEND are provided for at CEJA?



We are an inclusive school that aims to meet the needs of ALL learners. A pupil has SEND where their learning difficulty or disability calls for special educational provision; this is provision different from or additional to that which is normally available to pupils of the same age. The types of SEND that are provided for fall under 4 broad areas:



Communication and interaction:

Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.



Cognition and learning:

Learning difficulties covers a wide range of needs, including moderate learning difficulties, severe learning difficulties, through to profound and multiple learning difficulties where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. Specific learning difficulties, affect one or more specific aspects of learning - this encompasses a range of conditions such as dyslexia and dyscalculia.



Social, emotional and mental health difficulties:

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.



Sensory and/or physical needs:

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision or hearing loss or a multi-sensory need will require specialist support.

Meet The Specialist Team

Supporting our SEND children involves every member of staff from our Midday team to our teachers and leaders. We are fortunate to also employ some specialist staff who your child can access with your consent. Speak to us if you feel your child would benefit from support from one of our specialist team.



Gael Birtill
Speech and Language
Therapist

Speech, language, communication and social development support. Gael works directly with children, alongside staff-training and advising and supporting with provision in classrooms. She also works with parents and carers, so they know how to support their children at home. Gael has run many parent training and support sessions so parents and carers can connect with each other.



Katy Goodson
Play Therapist and
Pastoral Support Lead

Emotional and social development support. Katy works directly with children in a therapeutic capacity but also works with individuals and small groups in a more pastoral role. Katy trains and supports staff to best provide for the emotional and mental health needs of our children and works directly with parents around parenting strategies and mental health and wellbeing.



Eucharia Ofoegbu
School Nurse

Health and medical advice and support. Eucharia can also reach out to other health agencies, chase referrals and signpost families to a range of services who support with health and medical needs.



Dr Sue Bennett
Educational Psychologist

Sue supports the school and families to better understand how a child is learning and how best to support them to progress. Sue works directly with children, staff and their families to explore a child's strengths and needs as learners and provides detailed reports with strategies to best support the child to make progress in their learning.



Archie
Our School Dog
Available for love, cuddles and emotional support whenever required. Provider of joy and smiles on demand.



Finding the right help and support



Home About Us What makes Chapel End special? Parent Information Learning Family Support

Curriculum Overview
Curriculum Subjects
11 Before 11
Extra-curricular clubs
British Values
SMSC
Home Learning
SEND

Special Educational Needs and Disabilities (SEND)

My name is Sheena Smith.

I have been a SENCo for eighteen years in four schools and two different local authorities. If you have any questions or queries about your child's special educational or have concerns about your child is learning, communicating and developing, please do not hesitate to contact me. You can email on sheena.smith@chapelendacademy.org or you can come and see me in person- in the playground- before or after school any day.

Please click on the pictures below for information on each service.



The Local Offer details what is normally available in schools to help children with SEND as well as other information regarding support for families who need additional help to care for their child. This includes information about how to access services in Waltham Forest and what to expect from those services. It provides information about the range of educational settings available in Waltham Forest and how schools and colleges can support children and families.

<https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-special-educational-needs-and-disability-send/about-local-offer>

We work with a variety of other agencies to best support our children. Please see our website for links to other agencies within the (SEND area) that we work with. Alternatively, we signpost families to agencies within our family support area. Please email Sheena Smith if you require any support or assistance.



<https://www.chapelendacademy.org/>



Working together open and honestly



The views of our children and our parents and carers and having an open, trusting relationship between child, home and school is the most important aspect of what we do.

We will share information with you and collect your views:

- ✓ In termly Team Around Me meetings
- ✓ Annual Person-Centred Reviews if your child has an EHCP.
- ✓ Parents' Evenings
- ✓ Annual reports
- ✓ On our website
- ✓ By email or by telephone.
- ✓ Most importantly, in person- **whenever you need a catch up**. We do not believe in waiting for formal meetings to share concerns, worries or celebrations!

We talk regularly to your child about their learning and progress and how they most like to be supported. Please tell us if your child is talking about this at home or has any successes, worries or concerns that we may not know about. We are here to listen.

The children are invited to all meetings- as appropriate- and are encouraged to self-advocate for the ways they like to learn best and the strategies that make them feel most successful, safe and happy.

Your child's voice underpins everything we do.



Cognition & Learning QFT Strategies	Communication & Interaction QFT	SEMH QFT Strategies	Sensory & Physical QFT Strategies
Clear targets for 'Next Steps'; building on what pupils can already do	Increased visual aids including use of a visual timetable	Clear, consistent reference to behaviour charts/Life Values with praise/reward	ICT ease of access settings e.g. magnifier
Make explicit links to prior learning and recap key learning points throughout and at end of lessons (overlearning)	Eye contact or pupil's name used to gain attention <u>before</u> giving information or instructions	'Catch' pupil 'being good' and provide regular, specific praise/reward. Use of Brilliant Book	Coloured overlays or different coloured paper. Coloured background on interactive whiteboard screen
Instructions given in small chunks with visual cues	Key words/vocabulary emphasized when speaking and displayed visually	Give classroom responsibility to raise self esteem	Consider lighting – natural and artificial
Opportunities to work with a scribe, in small groups or using ICT.	Minimize use of abstract language, idioms etc	Use of 'now/next' or 'first/then' board with visuals	Ensure appropriate print size photocopies
Ask pupils to explain tasks to clarify understanding	Information or instructions in manageable chunks	Play calming music/sounds where appropriate	Consider seating – in front or close to the board/resources/teacher
Minimize copying from the board: copies for individual pupils where needed	Simple checklist/task lists with visual cues. Start/finished tray	Communicate in a calm, clear, consistent manner	Keep background noise/distractions to a minimum
Additional thinking time or time to complete tasks	Delivery slowed down with time given for processing	Use post-its for questions rather than interruptions	Repeat contributions from children that speak quietly
Key words/vocabulary clearly emphasized and displayed in room	Clear modelling of what is expected to support auditory processing	Interactive strategies e.g. holding up answers, come to front to take a role etc	Face pupils when speaking and keep hands away from mouth
Use alternative ways to record learning – mind maps, voice recorders, ICT, writing frames, sorting, scribe	Non-verbal feedback system to demonstrate whether something has been understood. E.g. thumbs up	Visual timer used to measure and extend time on a task	Left handed and right handed pupils not next to each other with adjacent hands
Learning buddies/talk partners/B's before me	Use of Talking Partners to encourage, but not replace, verbal responses	Quiet area or safe space available for calming/working if needed	Sloping desk stand if appropriate
Aids like phoneme mats/key spellings on desk	Effective use of questioning and encouraging children to ask and answer questions	Alternative seating for tasks/carpet time, or wobble cushions if needed	Lined paper with sufficiently wide spaces
... make notes, try out	Range of multi-sensory approaches used to support spoken language e.g. pictures, concrete apparatus, role-play,	Use of fiddle toys for anxiety/calming	Read aloud ... you write

How do we identify and assess children with SEND?

It is crucial to identify a special educational need as early as possible and quickly implement strategies that support learning to promote achievement and attainment in all pupils. The school recognises that children learn in different ways and may develop at different rates and that a graduated approach is beneficial to its pupils.

First and foremost, we listen to our children and to our parents and carers.

We analyse school-based assessment information and share information with each other as a staff team.

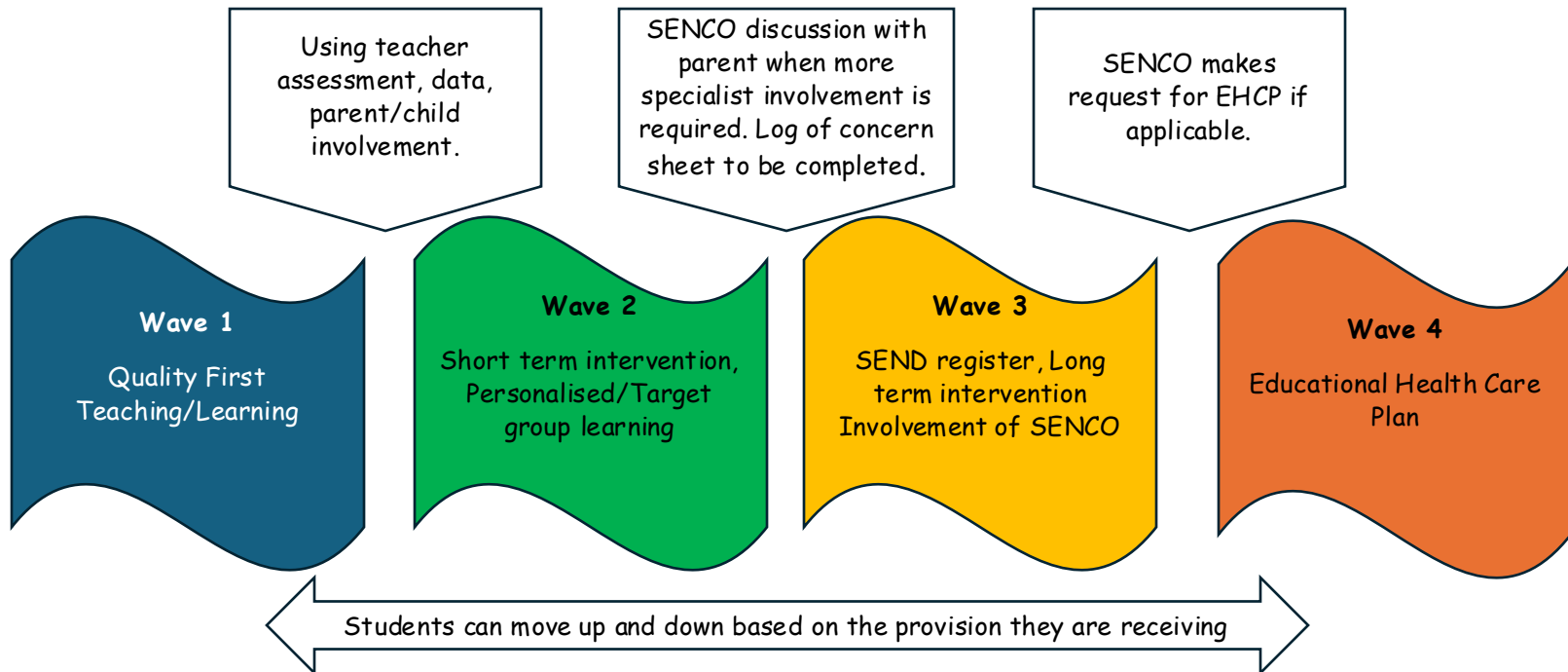
All children have access to quality first teaching. (QFT).

Supporting our children with SEND in the classroom

- We will provide the right support at the right time to enable our children to feel motivated and remain independent and on task.
- We plan together as staff teams. We review all planning and ensure it is personalised to meet the needs of our children in our classes.
- Our children will be fully included in our lessons and our classrooms. Everyone is important and has something to bring to the learning experience.
- Visual vocabulary is on offer at every opportunity however it is carefully considered and selected with the meaning and use of the vocab taught specifically.
- Our pupils are engaged in appropriate activities or direct instruction at all points in a lesson.
- We support our pupils with a range of learning experiences including visual aids, concrete resources, opportunity to 'do', explicit instruction and use of instruction.

- All adults in our classrooms can challenge, support and promote independence.
- We recognise that our children may need repetition as the 'overlearning' experience helps the knowledge or skill to be secured.
- We know our children's barriers to learning and we try to remove them so they can access all subjects with confidence.
- We are creative about the way we capture our learning.
- All our children value self-reflection and can set themselves next steps because we prioritise thinking about learning.
- All children are taught how to use the Zones of Regulation to identify and regulate their emotions. We know that during the school day, we can experience many emotions. We prioritise positive mental health and wellbeing as we know that happy and confident learners secure the best learning.

We regularly review our provision with support from our specialist colleagues.



Intervention - The Graduated Approach

In conjunction with parents/carers and staff, the SENDCo identifies children with SEND through cycles of 'Assess, Plan, Do, Review. (APDR)

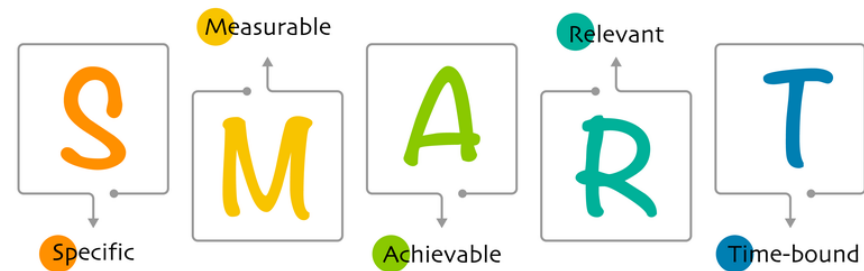
School staff and parents/carers will meet every term (or more often as needed) in a Team Around Me Meeting to review their child's progress, provision and targets. We urge families to reach out immediately with any questions or concerns, never to wait for a formal meeting!

- What every child receives
- All staff responsible for ensuring wave 1 provision is delivered
- Class teacher has implemented Quality First Teaching (QFT) classroom strategies and resources
- Reasonable adjustment are in place

- Not making expected progress despite reasonable adjustment at wave 1
- Quality First Teaching (QFT) and short-term specific intervention required
- Baseline assessments to be completed with recommendations (Included on personalised/group learning)

- In-depth assessment to establish area of need
- Ongoing specific support to address child's SEND. Evidence based intervention monitored by SENCO
- Young person will have an APDR, SMART targets, provision outlined
- Specialist support from outside agency
- SENCO involved in coordinating provision, assessment, measuring impact and liaising with outside agency

- Support over and above, additional and different
- Highly personalised and closely monitored specialist provision
- Specialist support from external services



Seeking support outside of school including complaints



If there are any Chapel End Junior complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher, Mr Sheen.



Steve Hare is the governor with specific responsibility for SEND and may be involved if necessary. Steve is contactable via the school office school@chapelendacademy.org



Keisha Kirk-Martin is our Local Authority SEND Officer oversees our children with Educational Health Care Plans (EHCPs).

She can be reached on: Keisha.Kirk-Martin@walthamforest.gov.uk

The central email for the senteam (front door) is:

senteam@walthamforest.gov.uk



SENDIASS is the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for children, young people, parents and carers within the Waltham Forest area. We work supportively with SENDIASS and refer parents and carers who would benefit from additional advice and support.

<https://www.walthamforestsendiass.org.uk/>
sendiasswalthamf@centre404.org.uk

Referral for an Educational Health Care Plan (EHCP)

EDUCATIONAL HEALTH & CARE PLAN

An EHCP is a document which sets out the education, health and social care needs of a child and the support that is necessary to help them to progress and achieve their outcomes (for some this may be up to age 25). An EHCP will set out the support a child is legally entitled to.



An EHC Needs Assessment can be requested when a child has a learning difficulty or a disability and is not making the progress expected with the support that is being put in place, or the parents of the child believe that the education setting is not able to provide the help and support which is needed.

An EHC Needs Assessment is usually requested by the school but can be requested by a parent.

**You request
an EHC needs
assessment...**

By 6 Weeks
The LA must tell
you if they will or
will not be assessing
your child

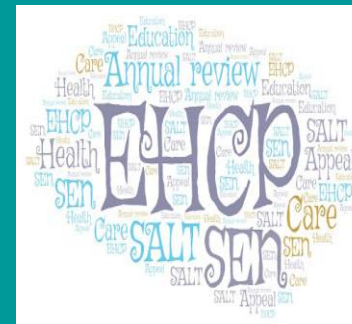
By 16 Weeks
The LA must finish the
assessment and tell you if
they think your child
needs an EHC Plan

**Between
16-20 Weeks**
The LA will send you a
draft EHC Plan. You have
15 days to comment
and request a
specific school

By 20 Weeks
The LA must complete
the final draft of your
child's EHC Plan

Every 12 Months
The LA must review
your child's EHC Plan

An EHC Needs Assessment may result in an Education, Health and Care Plan (EHCP) being issued by the Local Authority (LA). Parents have the right to appeal against a decision not to issue an EHC Plan.



Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil a Person-Centred Review meeting to ensure it is still useful and effective.

Transitions



Chapel End Infant School to Chapel End Junior Academy (CEJA)

SENDCo will meet with prospective parents/carers when requested.

SENCo will attend person-centred reviews for Year 2 pupils as invited.

Yr 2 children can come to the junior school for additional visits, so they feel comfortable and secure before they formally transition.

Bespoke packages of transition support can be put in place as needed.



Year to Year in Chapel End Junior Academy

When children with SEND move from one year level to the next, information is shared between current teachers, support staff and specialist staff.

Where supportive, new teachers will meet with parents/carers before the end of term to forge a relationship and share information before the autumn term starts.



Chapel End Junior Academy to Secondary School.

The SENDCo will discuss these children with their secondary schools.

Additional transition visits will be organised as needed to support a smooth, positive transition. Bespoke packages of transition support can be put in place as needed.

The SENDCo will invite secondary colleagues to join transition meetings wherever they are able.

CEJA has a very positive relationship with its local secondary school colleagues and are on-hand beyond transition for advice and support for colleagues and families.

Testimonials

I am a former student of Chapel End Junior Academy (CEJA) and I am now in year 7. I had been attending CEJA since year 3 and I have nothing negative to say about the school, they give everyone what they need and make everyone feel included. This school is incredible because it has one of the best learning environments that you can't find anywhere else. If you asked everyone that had ever been to this school one thing that they dislike I firmly believe none of them would be able to answer your question. The teachers at this school seem to have thousands of years of experience from how easy they make teaching look. Every day that I came home from CEJA I had learned something new.

In conclusion anyone that comes to this school is truly privileged and will leave this school with enough knowledge to create a universe.

Former CEJA student

CEJA stands out as a school where SALT practice is becoming, overtime, fully embedded within the school culture, in terms of the individual SALT being regarded as part of the school team as well as staff developing best practice for including children with speech, language and communication needs (SLCN).

Christine Rose Highly Specialist Paediatric SALT Managing Director,
Learning Talking Ltd.

I think what impressed us most was how cohesive and embedded your sanctuary efforts are in school and across your staff team. It was clear that this felt very personal for every member of staff we spoke with, who share a sense of responsibility for meeting the holistic needs of every child and every family. Amidst all the pressures on schools at the moment, this person-centred approach should be applauded, and we are thrilled to do so, even in a small way, by awarding you as a School of Sanctuary.

School of Sanctuary Award Assessor

We are parents of two children who have attended/still are attending Chapel End Junior Academy and we cannot praise the school highly enough. The school is warm, welcoming and friendly. Teachers are always available to say hello and know all the children well.

Our children have friends with children in different classes and years and the school has developed a culture where children celebrate each other's successes and differences. Our daughter regularly comes home to tell us about something exciting one of her classmates is doing.

Our eldest has a disability and was supported at the school with the EHCP process. Sheena supported us as a family well during the process, explaining all the steps and what they mean for our son. Most importantly, he was kept at the centre of everything, and all of his needs were met flexibly and straight away, regardless of the EHCP process. Our son excelled at primary because of the support and is now a confident and happy child enjoying secondary school.

Chapel End Junior Academy is a kind and compassionate school, where all children are included and are happy. We know that this was the best possible school for both our children with very different needs and would recommend the school to everyone we know. **Parents of a former and current CEJA pupil**

They are committed to implementing recommended strategies and this is evident in the high-quality teaching I observe on my visits. Due to the whole school engagement to training the high-quality teaching is consistent and effective. Their dedication has allowed the students I support to not only experience success but to thrive in their learning.

Sue Muir

Qualified Teacher of the Deaf
SENDSuccess Deaf Support Service

The children are always first and foremost in your minds and that comes across in all your interactions with them and their parents and carers. I also admire the way your staff show care towards each other as a team, and this culture undoubtedly leads to your special ability to meet the needs of all children, including those with more complex needs, and really quite challenging or traumatic home lives or histories.

Stacy Moore

Educational Psychologist

School would not be the same without Archie. Archie makes me fill up with joy (like the ocean) every time I see him.

Naeem and Laiba
Pupils at CEJA

Seeing my son grow and develop tremendously with the continuous support of such an excellent team is undoubtedly the greatest feeling for any parent. Having the regular termly meetings and workshops has helped both of us and being able to work with the professionals has been hugely beneficial especially now that he prepares for secondary. The staff are wonderful and always understanding which makes a difference. It has been a great pleasure for both me and my son to be amongst the CEJA team.

Year 6 Parent

To read the full testimonials, visit: [SEND Testimonials](#) [Archie](#) [School of Sanctuary](#)

To watch the 'Our Parents Say' video, use the link below and scroll down: [Parents Say](#)