Paddington Academy
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PADDINGTON ACADEMY

Special Educational Needs (SEN) Information Report

2026-27

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Key Information

Principals: Katie Gillam and Peter Jones
Assistant Head for Inclusion: Lydia Stoddart
SENDCo: Anna Gordon
SEND Administrator: Ruchika Gupta
SEND Governor: Catherine Barker

Link to Local Offer for Westminster:
https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0

Context

As of September 2026, Paddington Academy has 1250 students on roll, of which 47 have an Education, Health and Care Plan (EHCP) and 101 access SEND Support (K).

Students at Paddington Academy have a wide range of additional needs, which fit within the 4 broad areas of need as identified in the Code of Practice 2014:

Cognition and Learning
Communication and Interaction
Social, Emotional and Mental Health
Physical and Sensory

At Paddington Academy, the most common types of need for students are Autistic Spectrum Disorder and Speech, Language and Communication Needs.

Local and National Picture

	Paddington Academy	Westminster	National (Secondary)
Students with an EHCP	3.76%	2.6%	2.7%
SEND Support or EHCP	11.92%	17.6%	17.6%

Admissions

How do students with SEND get a place at Paddington Academy?

- **Admissions Policy**

Students with additional needs will apply to Paddington Academy in the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will apply during their Annual Review process and transfer phase during year 6, with guidance from the home Local Authority SEND team. We are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, and may be invited to attend your child's annual review at Year 5 and/or Year 6. This is to ensure that we are the most suitable environment and offer the most appropriate provision for the young person to succeed and meet their potential.

No student will be refused admission to Paddington Academy based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where Westminster Local Authority proposes to name Paddington Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Paddington Academy will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school will have regard to the relevant guidance issued by the Secretary of State to maintained schools.

Paddington Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification

How are additional needs identified at Paddington Academy?

We use a range of information to identify whether a student may have Special Educational Needs and Disabilities (SEND). This may happen during transition from primary school, when a student joins us, or at any point during their time at Paddington Academy.

We work closely with parents, teachers, pastoral staff and, where appropriate, external professionals to build a full picture of a student's strengths, needs and any barriers to learning.

Additional needs may be identified through:

- Information shared by primary schools and previous settings
- Parent or carer concerns
- Teacher or pastoral staff concerns
- Assessment and screening information
- Academic progress and attainment data
- Attendance, behaviour and wellbeing information
- Discussions with the student
- Advice from external professionals where appropriate

Where concerns are raised, we may carry out observations, review assessment information and use screening tools to help us understand the student's needs and identify the support that may be helpful. The purpose of these assessments is to identify barriers to learning and inform support strategies.

Schools do not diagnose SEND conditions; formal diagnoses can only be made by appropriately qualified health professionals.

Not all difficulties indicate that a student has SEND. For example:

- Lower attainment or slower progress alone does not necessarily mean a student has SEND.
- Behaviour, attendance or emotional difficulties may have a range of underlying causes and do not automatically indicate SEND.
- Difficulties linked solely to learning English as an Additional Language (EAL) are not considered SEND.

When considering whether a student has SEND, we look carefully at all available information and take a holistic view of the student's needs.

The Graduated Approach

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?

If a student is identified as having SEND, we follow a graduated approach to support them. This is a continuous cycle of Assess, Plan, Do, Review, helping us to understand a student's needs, put the right support in place, and evaluate what is working.

Assess

We gather information from teachers, parents, the student, assessments and, where appropriate, external professionals to build a clear picture of the student's strengths, needs and barriers to learning.

Plan

We agree the outcomes we are working towards and the support that will be provided. Parents and students are involved throughout this process. Strategies and adjustments are shared with staff so they can be consistently implemented across lessons.

Do

Teachers remain responsible for the student's day-to-day learning and progress. Support may include adapted teaching, reasonable adjustments and targeted interventions where needed.

Review

At least termly, we review the impact of the support with the student and their parents. We consider progress towards agreed outcomes and decide whether support should continue, be adapted or be increased.

Where a student continues to experience significant difficulties despite targeted support, we may seek advice from external specialists and consider making an application for an EHCP. Parents will always be involved in these discussions.

Students with an Education, Health and Care Plan (EHCP) will also have a formal Annual Review each year.

Exam Access Arrangements

Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications

At Paddington Academy we endeavour to ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working.

Social, Emotional and Mental Health Provision

The Paddington Academy Senior Mental Health Lead is: Daniel Riley-Furse

We are committed to supporting the social, emotional and mental wellbeing of all students. Our graduated approach includes a strong universal offer alongside targeted and specialist support where needed.

All students benefit from a comprehensive PSHE curriculum, a structured tutor programme, clear routines and expectations, and calm, purposeful classroom environments that promote a sense of belonging and wellbeing. We have a consistent behaviour policy and a strong pastoral system, with Heads of Year and Student Support Mentors providing day-to-day guidance and support.

Staff are trained to recognise and respond to wellbeing concerns, and our safeguarding systems ensure that students receive the right support at the right time. Where additional support is needed, students may be able to access targeted interventions and specialist services, including Place2Be counselling, Insight counselling and support from the Mental Health Support Team (MHST).

Belonging

At Paddington Academy, we are committed to ensuring that students with SEND are fully included in all aspects of school life. We believe that every student should have the opportunity to develop their talents, build friendships, experience success and participate in the wider life of the Academy.

We work proactively to identify and remove barriers to participation. Where needed, reasonable adjustments, additional planning or targeted support will be put in place to help students access the same opportunities as their peers.

Rewards and Recognition

Students with SEND are encouraged to participate fully in our rewards programme. All students can earn house points, recognition awards and invitations to reward events and trips through their effort, attendance, progress and contribution to the school community.

Clubs and Enrichment

Students have access to a wide range of lunchtime and after-school activities, including sport, performing arts, creative arts, computing, technology and other enrichment opportunities.

Where additional support is needed, staff work with students and families to facilitate participation. This may include support with organisation, social interaction, confidence-building or attendance at clubs. We also provide opportunities such as friendship groups, games clubs and homework support to help students develop positive relationships and a sense of belonging.

Educational Visits and Residential Experiences

Students with SEND are encouraged and supported to take part in educational visits, cultural experiences, residential trips and character-building opportunities. Where appropriate, reasonable adjustments are made to ensure that students can participate safely and successfully.

Student Voice

We value the views of students with SEND and encourage them to contribute to decisions about their education and wider school experience. Students are supported to share their views, wishes and aspirations so that they can play an active role in school life and in planning the support they receive.
How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

Parent and Student Voice

At Paddington Academy, we believe that parents and carers know their children best and play a vital role in helping us understand their strengths, needs and aspirations. We are committed to working in partnership with families and ensuring that students are involved in decisions about the support they receive.

Parents and students are encouraged to contribute throughout the graduated approach, including during assessment, planning and review meetings. Their views are used to help shape outcomes, support strategies and future planning.

We gather parent and student voice in a range of ways, including:

- Regular reviews of SEND support and student learning profiles
- Discussions with the SENCo and wider Inclusion Team
- Parent evenings and SEND review meetings
- Annual parent and student surveys
- SEND parent forums and information events
- Regular communication with Heads of Year and teaching staff

We place great importance on hearing directly from students about their experiences in school, the support they receive and their aspirations for the future. Students are encouraged to share their views during review meetings and contribute to the development of their support plans.

For students with an Education, Health and Care Plan (EHCP), parent and student views form a central part of the Annual Review process and help inform future provision and outcomes.

The SENCo is always available to provide advice, answer questions and discuss any concerns families may have about their child's progress, wellbeing or support.

Transition

We recognise that transitions can be an exciting but sometimes challenging time for students with SEND. We work closely with students, families, previous settings and external professionals to ensure that transitions are carefully planned and that appropriate support is in place.

Transition from Primary School to Paddington Academy

We begin supporting transition well before students join us. This may include:

- Opportunities for families to meet the SENCo at Open Evenings and transition events
- Information shared by primary schools, including SEND records and support plans
- Attendance by the SENCo at Year 6 Annual Reviews, where appropriate
- Liaison with primary school staff to understand a student's strengths, needs and successful strategies
- Additional visits and familiarisation sessions for students who may benefit from extra support
- Transition resources and information to help students prepare for secondary school

For students with higher levels of need, we may develop an individual transition plan in partnership with families and other professionals.

Transition from Key Stage 3 to Key Stage 4

As students move into Key Stage 4, we provide personalised guidance to help them make informed decisions about their future studies.

This may include:

- Additional support during the options process
- Guidance from the SENCo and wider Inclusion Team
- Support for families at Options Evenings

- Advice on suitable pathways, courses and qualifications
- Preparing for Adulthood and Post-16 Transition

From Year 9 onwards, transition planning increasingly focuses on preparing students for adulthood, including future education, employment, independent living and participation in the community.

Students with SEND receive additional support to explore post-16 pathways, including:

- Careers guidance and college information
- Support with applications and transition planning
- Liaison with colleges, training providers and other destinations
- Sharing of relevant SEND information, with parental agreement, to help ensure appropriate support is in place after leaving Paddington Academy

For students with an Education, Health and Care Plan (EHCP), preparing for adulthood is considered as part of the Annual Review process, helping to ensure that future aspirations and outcomes remain at the centre of planning.

Training

What training do staff undertake at Paddington Academy to support students with SEND?

At Paddington Academy, we believe that every teacher is a teacher of SEND. Ensuring that all staff have the knowledge, skills and confidence to support students with additional needs is a key priority.

All teaching and support staff receive regular SEND training through INSET days, staff briefings, professional development sessions and instructional coaching. Training is informed by the needs of our students and current best practice.

Recent training has included:

- Identifying and referring students who may require SEN support
- Adaptive teaching and removing barriers to learning
- Supporting students who may have unidentified needs
- Adapting resources and curriculum materials to improve accessibility
- Developing literacy, reading and writing across the curriculum
- Ensuring Exam Access Arrangements are students' normal way of working
- Using technology to support learning and independence

The SEND Team undertake additional specialist training and work closely with external professionals, including Educational Psychologists, Speech and Language Therapists and Mental Health professionals. Their expertise helps us continually develop staff knowledge and ensure that support for students is informed by the latest evidence and best practice.

We also regularly quality-assure classroom provision through lesson visits, learning walks and coaching conversations to ensure that strategies are implemented consistently and effectively.

Communication and Complaints Process

At Paddington Academy, we believe it is in everyone's best interests to resolve concerns as quickly as possible. Most concerns can be addressed through open communication and discussion, without the need to make a formal complaint.

If you have any concerns about your child's SEND identification, provision or support, we encourage you to contact us in the first instance. Please email:

Anna Gordon (SENCo): anna.gordon@paddington-academy.org
Ruchika Gupta (SEND administrator): ruchika.gupta@paddington-academy.org

We will work with you to understand your concerns and seek a resolution wherever possible.

If you remain dissatisfied and wish to make a formal complaint, please refer to the Academy's Complaints Policy and Procedure, which can be found on the school website:

Complaints Policy

We are committed to working in partnership with families and value all feedback as an opportunity to improve the support we provide for our students.

Accessibility Plan

Accessibility Plan

Links to other Useful Policies

- SEND Policy
- Safeguarding Policy
- Behaviour Policy