



SEN Information Report

Signed	M. Palmartsuk
Position	Maria Palmartsuk
Date Agreed	September 2025
Next Review	September 2026

Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

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1. Provision at CAL

1.1 What kinds of Special Educational Needs do we make provision for at Centre Academy London?

Centre Academy London (CAL) is an independent day school for children and young people aged 11–19.

We welcome students who learn in different ways and may need extra help with:

- Cognition and learning, for example mild to moderate learning difficulties.
- Communication and interaction, including speech and language needs.
- Neurodivergence such as ADHD, Dyslexia, and Autism.

Some students may also have sensory, physical, emotional, or behavioural needs. At CAL, we provide a safe and supportive environment where every student is encouraged to achieve their potential.



1.2 What is our approach to teaching pupils with Special Educational Needs?

Our aim is to provide all our pupils with an excellent academic education together with the necessary life and social skills to ensure that when they leave the school, they can confidently look forward to enjoying a happy, fulfilling and rewarding life in the wider society. Throughout their time with us therefore, we focus strongly on a curriculum that helps pupils to gain the skills and qualifications they are likely to need to have choices at the next stage of their education or in their working life.

To achieve our aims, we want all our pupils to feel happy, comfortable and secure in the school and for them and their parents to have trust and belief in our teaching staff, all of whom are dedicated and committed to helping pupils realise their full potential.

At the heart of our mission is the drive to provide excellent teaching at all levels and to deliver learning experiences both inside and outside the classroom that are at all times challenging motivational and inspiring. Above all we want our pupils to develop a love for learning that they can carry through life. We cannot always remove the barriers which many of our pupils face in their learning and development, but we can help them to overcome these barriers.

At CAL we have fostered an inclusive ethos and our community of staff, therapists, teachers, parents, and pupils work together collaboratively to develop and implement our policies and practices. We operate a pupil centred approach to teaching whereby teaching strategies, the curriculum and any specialist provisions are tailored to the pupil, based on a careful assessment of his or her individual strengths and needs. These are kept under constant review and amended as required.

Central to our approach to teaching is our aim to provide a culture in the school and a learning environment in which all pupils achieve the confidence to develop to the maximum of their ability.

We seek to ensure this by:

- Planning and implementing a broad, balanced and differentiated curriculum according to need
- Offering a broad range of academic subjects at examination and accreditation level
- Recognising the difficulties some pupils may encounter and putting in place intervention strategies to help them progress further
- Attending promptly to all issues of their care, health and wellbeing in the school

1.3. How do we identify additional needs and implement additional interventions?

The needs of most pupils who attend the school are identified before their enrolment at CAL; especially those supported by a Statement of SEN or an Educational, Health and Care Plan (EHCP).

When this is not the case, the school will carry out its own baseline assessment, which is not diagnostic, and will make a referral, or guide the parents to the appropriate services if necessary.

We will have an early discussion with the pupil and their parents to identify whether they need any other special educational provisions put in place besides those mentioned in the EHCP plans. Our Therapy Team often enhance the provision outlined in the EHCP.

1.4 Who is the specialist team at CAL, what do they do and how can I contact them?

The specialist team at CAL provides range of 1:1 and group-based interventions to identified students, contributes into Annual Review meetings and monitors the progress of the students. SENDCo is managing specialist team, overseeing the provision across CAL, coordinates referrals and conducts Annual Review meetings.

The Specialist Support Team at CAL includes:

Who?	How to contact?
SENDCo Maria Palamartsuk (BA in Special and Inclusive Education, PGDip in Special and Inclusive Ed; PGCert in SEN Coordination)	mpalamartsuk@centreacademy.co.uk 0207 738 2344
Dani Lund Speech & Language Therapist (BA in Speech & Lang Therapy, HCPC Reg. Cert MRCSLT)	dlund@centreacademy.co.uk 0207 738 2344
Mrs Michelle Rivera Occupational Therapist (BSc. (Hons), PG Cert)	ot@centreacademy.co.uk 0207 738 2344
Ms Neema Narshall (currently on maternity leave) School Counsellor (BSc Counselling, ELSA trained)	nmarshall@centreacademy.co.uk 0207 738 2344
Ms Lya Mbakadi School Counsellor -maternity leave cover	LMb@centreacademy.co.uk
Mr M Ahmed Mr H Hussein Support teachers, Maths and Literacy Interventions	mah@centreacademy.co.uk

1.5. How do we access and review effectiveness of provision for our students?

CAL follows the graduated approach and the four-part cycle of assess, plan, do, review.

Assess

SENDCo will ensure that all teachers, therapists and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. CAL reviews its assessment regularly to ensure support and interventions are matched to need and barriers to learning identified and overcome.

Plan

When it is decided to provide a pupil with additional SEN support, the parents will be informed. A plan will be constructed by the class teacher and SENCo and the Provision Map will be updated to reflect this. The Provision Map will be shared with the parent and student when amended. Interventions and support provided will be selected to meet the outcomes identified for the student based on reliable evidence of effectiveness and will be provided by staff with skills and knowledge in that area. The School will draw upon parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher will remain responsible for working with a student on a daily basis. When the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the student. When specialist staff are involved in working with the student, their work will be linked to classroom teaching and learning. Throughout the intervention or support, progress will be monitored closely to assess the impact of any provision.

Review

The effectiveness of the support and interventions and their impact on student progress will be reviewed. Short term interventions will be reviewed throughout, and reassessment will take place. Provision Maps are reviewed three times a year to effectively measure progress and embrace the four-part cycle of the graduated approach. Where a student has an EHCP, the local authority, working with the school will review the plan at least every twelve months.

Annual review

In order to track the progress of our pupils and evaluate the provision, the school implements a rigorous system of ongoing assessment. Central to this is the annual review process.

All EHCPs are subject to this process at least annually. Parents, Pupils, the Local Authority and other agencies are able to assess and discuss progress made and consider the need for any changes to the provision. Before an Annual Review, all parties involved will be invited to supply a written report as well as being invited to attend the review meeting.

The Annual Review Statement sets out the level and type of provision that each child needs together with expected outcomes. It identifies the progress that the pupil has made during the previous 12 months and if outcomes have not been achieved, recommends additional provisions or interventions as necessary.

Provision Plans for each pupil are set at the beginning of each academic year. These include a personal profile of the pupil and set out:

- The type of interventions and provision required
- Individual learning targets
- Progress achieved, results of assessments (when applicable)

These are reviewed at termly intervals and if adequate progress is not being made, strategies are put in place to secure an improvement. Evidence of the level of progress is gained from a range of routine tests and marking of pupil's work.



Provision maps

A provision map is an overview of student strengths, needs as well as educational and therapeutic provisions put in place in order to meet those needs. At CAL provision maps also reflect the progress made towards individual targets, which are set up and reviewed termly or more often when needed.

This is a crucial document which informs the service we provide for students, and also provides key evidence around provision and progress for each student, for outside stakeholders such as parents and local authorities.

All pupils have individual targets across core curriculum areas that are reviewed termly. Pupils are also set social and behavioral targets which are shared and agreed with parents and the pupils.

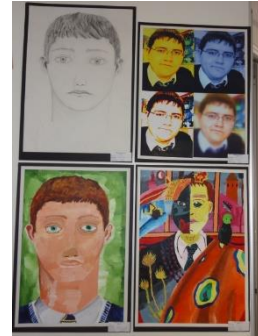
1.6 How do we support students between transition phases and how do we prepare them for an adulthood?

The Head of School, the SLT (Senior Leadership Team), Teachers and Therapists all work collaboratively to guide and prepare the students for the transition, be it future education, college, university, apprenticeship or employment. The Parents and pupils' are involved in these discussions and their opinions are noted through parent feedback and student feedback. These are reflected on the EHCP forms and discussed at Annual Reviews.

Transition Annual Review uses person centred planning tools to engage the young person and their family in sharing aspirations for their future and in drawing up a Transition Plan. These focus on education, employment, independent living and participation in society. We work across agencies to ensure education, care and health needs are all articulated in the plan.

To further support transition into adulthood CAL is working with the number of local organizations and colleges to organise work experience and to support transition to the post -16 or higher education setting.

To ensure our students are prepared for adulthood CAL provides life skills lessons to the identified students. These include road safety, budgeting, cooking and housekeeping.



1.7 What do we do to work in partnership with students and parents?

The school operates an 'open door' policy and parents are encouraged to make an appointment at any time to discuss their child's progress or air any worries as they arise. The school endeavours to create a caring and supportive environment for both pupils and their families. The school strives to keep parents fully informed via emails, letters, phone calls, the school's website and face to face meetings. We take into account the wishes, feelings and knowledge of parents at all stages.

The class mentor is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

Where problems emerge in a family's life, the school will be working together with the families to identify where additional help from external agencies may be needed. This might include: supporting parents to access services within their borough, behavioural advice, parental guidance, practical support such as financial guidance and referrals to specialist agencies. This Team Around the Family approach aims to facilitate positive and successful interaction between home, school and community services, in order to support the family's needs.

1.8 How do we monitor and evaluate quality of SEND?

CAL is striving to ensure it maintains the quality of its input to students with SEN. Therefore, as part of the ongoing monitoring and evaluation of all areas of provision we conduct an annual review of the SEN Policy and SEN Information Report to evaluate the effectiveness of:

- systems for identifying and assessing students with SEN, including those who are more able

- the provision made to meet students' SEN, including new resources, staff development and training
- the allocation of resources to meet the SEN of students
- regular observations
- close monitoring of individual learning targets



1.9. How do we enable our students to engage in extra-curricular activities?

At the CAL are encouraged to participate in all activities and extra-curricular activities. These include:

- Extra-curricular activities like school clubs, swimming, PE, movement and school visits are available to all our pupils.
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability.



1.10 What support is available for improving emotional and social development?

At CAL the Form Tutors are the first point of pastoral support. The Head of school, SENDCo, therapist team, teaching staff and office staff all work collaboratively to ensure that the pupils are supported by listening to the views of the pupils. The Student Council have a strong voice in our school and their views echo the student body. There are supportive measures put in place to prevent bullying.

We provide support for pupils to improve their emotional and social development in the following ways:

- The school counselor oversees PHSE to support the students' emotional and mental well-being.
- Some students are allocated mentor, who is providing an additional layer of emotional support
- Pupils have 1:1 sessions and group sessions with the school counsellor, Occupational therapist and the Speech and Language therapist
- All pupils are encouraged to participate in mental health day
- All students are encouraged to be part of the school assemblies
- All students are able to join various clubs such as cooking, art, movie, board-games, Lego/model-making, mindfulness, sport etc. clubs ,which promote teamwork and support them in building friendships



2. Concerns and Complaints

As part of CA London's 'open door' policy, parents or students are requested to initially direct their concerns to class mentors who will liaise with other staff including the Head of School when required. The School's Complaints Policy is available on the school website.

3. Contact details of support services

CAL caters for students and families throughout the different local authorities of London. CAL is based in the South London Borough of Wandsworth.

Wandsworth's local offer is available at the following website: [WANDSWORTH LOCAL OFFER](#).

Each local authority has its own local offer, outlining the provision and support available to students with SEN and their families.

Some of the available services **in Wandsworth**:

1. SEND in Mind (SEND family support service)

Support families with children who have SEND needs (0-19 years old) with anything related to the health, education, and overall wellbeing of their child and family members.

https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=G6ZSS4p_vu4&familychannel=0

2. Preparing for Adulthood Service

<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?newfamilychannel=2-7&localofferagebands=1>

3. Disability and Social Care Advice Service (DASCAS)

The Disability and Social Care Advice Service (DASCAS) offers an independent information service on disability and social care. This includes benefits, advocacy and support.

https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=dTfwoXe_cLE

4. Autism Central offers a wealth of resources for parents, carers and personal assistants of autistic people in England – from articles and learning materials to signposting you to services and support in your local area.

<https://www.autismcentral.org.uk/>

5. ADHD Embrace a charity supporting parents and professionals who live and work with kids and teens with ADHD.

<https://adhdembrace.org/>

6. Talk Wandsworth –mental health support

<https://swlstg.nhs.uk/>



For more information about available services please contact the school SENDCo Miss Maria Palamartsuk mpalamartsuk@centreacademy.co.uk