PLASHET

CITY OF LONDON ACADEMY

SEND Information Report 2026-2027

1. What kinds of special educational needs are provided for at Plashet, City of London Academy?

Plashet, City of London Academy is an inclusive academy where high expectations, ambition and belonging underpin all aspects of academy life. We are committed to ensuring that all students, including those with Special Educational Needs and/or Disabilities (SEND), are able to access a broad, balanced and ambitious curriculum within a supportive and inclusive environment.

We believe that all students should feel safe, valued and successful within academy life and that barriers to learning and participation should be identified early and addressed effectively. Support is planned carefully so that students are able to achieve their full potential academically, socially and emotionally whilst also developing increasing confidence and independence over time.

Plashet provides for students across the four broad areas of need identified within the SEND Code of Practice (2015). These include communication and interaction needs, cognition and learning needs, social, emotional and mental health difficulties and sensory and/or physical needs. Students may present with a range of needs including Autism Spectrum Condition, speech and language difficulties, dyslexia, dyspraxia, ADHD, anxiety, emotional regulation difficulties, hearing impairment, visual impairment, medical needs and physical disabilities.

At the time of publication, the academy has **156 students on the SEND register,** including **23 students with Education, Health and Care Plans**.

Plashet recognises that every student is an individual with their own strengths, interests and barriers to learning. We therefore work collaboratively with students, families and outside agencies in order to ensure that support remains responsive, appropriate and ambitious.

2. What are the policies for identifying children and young people with special educational needs and assessing their needs?

Plashet is committed to the early identification of Special Educational Needs and/or Disabilities and recognises the importance of identifying barriers to learning as early as possible so that appropriate support can be implemented.

Information regarding students with SEND is gathered during transition from primary school through liaison meetings with primary SENDCos, Year 6 teachers, outside agencies and parents/carers. Additional transition visits and meetings may also be arranged for students who may require further support moving into secondary education.

Students are assessed on entry to Plashet using a range of baseline assessments, including reading, spelling and Cognitive Ability Testing, alongside information provided by primary schools and KS2 data. Teachers monitor students' progress, participation and wellbeing carefully throughout the academic year in order to ensure that any students who may require additional support are identified at an early stage.

Some students may require support with aspects of learning, communication, emotional wellbeing, sensory needs or social interaction at different points throughout their time at the academy. Where concerns arise, staff work closely with students, parents/carers and subject teachers in order to develop a fuller understanding of a student's strengths and any barriers which may be affecting progress or wellbeing.

Plashet follows the graduated approach outlined within the SEND Code of Practice through the cycle of Assess, Plan, Do and Review. Support strategies and reasonable adjustments are reviewed regularly to ensure that students are able to access learning successfully and participate fully within academy life.

Where appropriate, the academy works collaboratively with outside agencies and professionals using a multi-agency approach in order to ensure that students and families receive appropriate support and guidance. This may include Educational Psychology, Speech and Language Therapy, CAMHS, social care and Local Authority services where appropriate.

Where a student is identified as requiring provision that is additional to or different from that normally available within the classroom, they may be placed on the SEND register as SEND Support. Some students may also have an Education, Health and Care Plan (EHCP).

Plashet recognises that identifying SEND is about understanding individual needs and ensuring that students are supported to make progress, develop confidence and achieve positive outcomes both within education and beyond.

3. What is the name and contact details of the SENDCo?

SENDCo: Mrs Sagree Naidoo
Email: sagree.naidoo@plashet.newham.sch.uk
Telephone: 0208 471 2418

4. What are the arrangements for consulting parents/carers of children and young people with SEND and involving them in their education?

Parents/carers are essential partners in supporting students with SEND and Plashet aims to maintain positive and collaborative relationships with families throughout a student's time at the academy. Parents/carers receive two written reports and are invited to attend a parents' evening each academic year in line with the academy's reporting cycle. In addition, parents/carers of students with SEND may be invited to attend review meetings, planning meetings or meetings with outside agencies where appropriate in order to discuss progress, wellbeing, support arrangements and future aspirations.

Students with Education, Health and Care Plans (EHCPs) will have a statutory Annual Review involving academy staff, parents/carers, the Local Authority and outside professionals where appropriate. These meetings review progress towards outcomes, evaluate current provision and consider any changes required to support the student moving forward successfully. Preparation for adulthood forms an important part of the review process, particularly from Year 9 onwards, and discussions may include independence, future education, employment and long-term aspirations.

Plashet values the views and experiences of parents/carers and aims to communicate openly, respectfully and supportively at all times.

5. What are the arrangements for consulting young people with SEND and involving them in their education?

Student voice is an important aspect of SEND provision at Plashet, City of London Academy and students are encouraged, where appropriate, to participate in review meetings, reflect on their progress and contribute to discussions regarding their learning, support and future aspirations.

We recognise the importance of helping students to develop increasing confidence, self-awareness and independence over time. Students are encouraged to understand the strategies that support successful learning and to develop the confidence to advocate for themselves as they move through education and towards adulthood.

6. What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

The progress of students with SEND is monitored regularly through teacher assessment, progress data, attendance monitoring, intervention outcomes and ongoing discussion between academy staff, students and parents/carers. Plashet recognises that progress should be considered holistically and therefore considers not only academic outcomes, but also emotional wellbeing, confidence, independence, engagement and participation within wider academy life.

Support strategies and reasonable adjustments are reviewed regularly in order to ensure that students continue to access learning successfully and make positive progress. Where appropriate, adjustments to provision may be made in response to students' changing needs and levels of independence.

Students with Education, Health and Care Plans (EHCPs) will have a statutory Annual Review involving academy staff, parents/carers, the Local Authority and outside professionals where appropriate. Where outside agencies are involved, their recommendations contribute towards planning, provision and future support arrangements.

7. What are the arrangements for supporting children and young people in moving between phases of education and preparing for adulthood?

Plashet recognises that transition points can be particularly important for students with SEND and therefore careful planning and communication are essential. Enhanced transition arrangements may include additional visits, transition meetings, information sharing with primary schools and liaison with outside agencies where appropriate in order to support students moving into secondary education successfully.

Students receive personalised information, advice and guidance throughout their time at Plashet, including support with GCSE options and curriculum pathway decisions where appropriate. The academy works closely with students and families to ensure that curriculum pathways remain ambitious, supportive and appropriate to individual strengths, interests and future aspirations.

Transition reviews take place in Years 9 and 11 and Careers Information, Advice and Guidance staff work closely with students and families to support preparation for post-16 education, employment and future pathways.

Preparation for adulthood forms an important part of SEND provision and students are supported to develop increasing independence, confidence and readiness for future education and adult life.

8. What is the academy's approach to teaching young people with SEND?

At Plashet, City of London Academy we believe that inclusive, high-quality teaching is the foundation of successful SEND provision. We recognise that students with SEND are entitled to ambitious teaching, meaningful participation in learning and full access to the wider life of the academy. Our approach is rooted in the principle that every teacher is a teacher of SEND and that adaptive, responsive teaching is central to ensuring successful outcomes for all learners.

We recognise that students learn best when they feel safe, known, valued and included. Relationships are therefore central to our approach. Staff work hard to build positive, trusting relationships with students and families so that students feel confident to participate in lessons, take risks in learning and develop increasing independence over time. We understand that behaviour, attendance, emotional wellbeing and engagement are closely connected and that difficulties in one area may indicate unmet need or barriers to learning.

Teachers are responsible and accountable for the progress and development of all students in their classes, including those with SEND. High-quality teaching remains the first response to any emerging need and additional intervention does not replace effective classroom practice.

Teaching across the academy is carefully planned and sequenced so that students are able to build knowledge gradually over time. Staff are encouraged to reduce cognitive overload, model learning explicitly, revisit prior knowledge regularly and scaffold learning carefully so that students experience success and develop confidence as learners. Therefore, teachers use a range of adaptive teaching approaches including explicit instruction, visual supports, modelling, chunked instructions, guided practice, retrieval practice, structured routines and carefully planned questioning. Staff regularly check for understanding and adapt teaching responsively to address misconceptions and barriers to learning as they arise.

Plashet recognises that students with SEND do not require lower expectations. Rather, they may require carefully scaffolded support and reasonable adjustments in order to access learning successfully. Support is designed to promote increasing independence and confidence over time. Most students with SEND are fully included within mainstream lessons wherever possible and access a broad and balanced curriculum. Some students may also access additional targeted interventions, small group provision or bespoke pathways where appropriate and identified through the graduated approach.

9. What adaptations are made to the curriculum and learning environment?

Plashet is committed to ensuring that students with SEND are able to access a broad, balanced and ambitious curriculum and participate fully in wider academy life. Therefore, learning is personalised where appropriate and provision may include in-class support, one-to-one support, specialist intervention, adapted resources, assistive technology, visual supports, sensory adjustments and exam access arrangements.

Plashet recognises that some students may require a more personalised pathway in order to access learning successfully and achieve meaningful outcomes. Decisions regarding curriculum pathways are made carefully in collaboration with students, families, subject staff and outside professionals where appropriate. Pathways are reviewed regularly to ensure that provision remains ambitious, appropriate and supportive of long-term outcomes, including further education, employment and independent living.

Plashet offers personalised and supported curriculum pathways for some students with SEND where this is appropriate to their individual strengths, needs and future aspirations. These pathways are designed to provide meaningful accreditation whilst maintaining ambition and supporting successful progression into further education, employment and future pathways. Pathways may include AQA Unit Awards, ASDAN Personal and Social Development qualifications, Edexcel Entry Level Mathematics qualifications, elements of the Equals curriculum and the Prince's Trust Achieve programme in order to support communication, independence, confidence, personal development and preparation for adulthood. Students may also access wider intervention, enrichment and employability opportunities designed to develop resilience, social skills, independence and readiness for further education, employment and adult life.

Students accessing personalised pathways remain fully included within wider academy life and are encouraged and supported to participate in enrichment opportunities, educational visits, sports activities, performances and leadership opportunities alongside their peers.

Plashet works in accordance with current JCQ regulations to identify and implement appropriate exam access arrangements for eligible students. Arrangements may include extra time, readers, scribes, rest breaks, use of a laptop or modified examination materials where appropriate and where this reflects a student's normal way of working.

10. What are the expertise and training of staff to support children and young people with SEND, including how specialist expertise can be secured?

The SEND team includes highly qualified staff, including staff qualified up to Master's Degree level, and the SENDCo has achieved the National SENDCo Qualification. Staff receive ongoing training and professional development relating to SEND and inclusive practice. Training may include adaptive teaching, autism, dyslexia, SEMH, speech and language needs, emotional regulation, trauma-informed practice and effective classroom support strategies.

Plashet works collaboratively with outside agencies and specialist services in order to access advice, assessment, training and specialist support where appropriate. These services may include specialist SEND teachers, Educational Psychology, Speech and Language Therapy, Occupational Therapy, sensory services, physiotherapists and CAMHS.

11. How does the academy evaluate the effectiveness of provision made for children and young people with SEND?

Plashet has a range of self-review and quality assurance processes in place to monitor the quality of teaching and learning for students with SEND across all curriculum areas. These processes may include lesson drop-ins, learning walks, work scrutiny, curriculum reviews, assessment analysis and student voice activities. Subject leaders are responsible for monitoring the progress and participation of students with SEND within their curriculum areas and work collaboratively with the SEND department to ensure that students are able to access learning successfully across the curriculum.

Plashet regularly reviews the quality and effectiveness of SEND provision through progress monitoring, intervention reviews, attendance and behaviour analysis, student voice, parent/carer feedback and governor oversight. The academy carefully tracks students' progress and gathers feedback from teachers, support staff, students and parents/carers in order to evaluate the impact of support arrangements and identify next steps.

Plashet recognises that successful outcomes for students with SEND include not only academic progress, but also emotional wellbeing, confidence, participation, independence and successful preparation for adulthood.

12. What extracurricular activities are available for students with SEND?

Students with SEND are encouraged and supported to participate fully in wider academy life. Students are able to access sports clubs, enrichment activities, educational visits, performing arts opportunities, lunchtime clubs and wider academy events. The academy has also worked closely with Newham Disability Sports and students are able to participate in lunchtime sports activities organised through the PE department. The academy works to ensure that reasonable adjustments are made where appropriate so that students are able to access activities safely, confidently and successfully.

13. How are students with SEND enabled to engage with activities available to students without SEND?

Plashet is fully inclusive and students with SEND are supported to participate in all aspects of academy life wherever possible. Students participate in educational visits, work experience, residential trips, enrichment opportunities, sports activities, musical performances and wider academy events alongside their peers. Where appropriate, reasonable adjustments, risk assessments and additional planning are implemented in collaboration with families and outside agencies in order to support safe and successful participation.

14. What support is available for improving emotional and social development?

A strong pastoral system supports students throughout Plashet life and includes form tutors, Year Coordinators, Assistant Year Coordinators, Wellbeing Mentors, safeguarding staff, the Wellbeing & Mental Health Coordinator and members of the Leadership Team. Students may also receive support from named SEND teachers, Learning Support Assistants, counselling services, school nurses and outside agencies where appropriate.

Plashet recognises the close relationship between emotional wellbeing, behaviour, attendance and learning and is committed to creating a safe, supportive and inclusive environment in which students feel respected, listened to and valued. We recognise that positive relationships, a strong sense of belonging and early intervention are central to successful inclusion and wellbeing.

All students participate in Learning for Life, Plashet's PSHE and Citizenship curriculum, which supports students' personal, social and emotional development. Through this curriculum, students explore topics including emotional wellbeing, healthy relationships, online safety, diversity, resilience, mental health, citizenship and preparation for adult life. Elements of careers education and preparation for future pathways are also incorporated within the programme in order to support students in developing confidence, independence and readiness for further education, employment and adult life.

The wellbeing team works closely with pastoral staff, safeguarding staff, the SEND department, families and outside agencies in order to provide joined-up support for students where appropriate.

For some students whose SEND needs relate to social, emotional and mental health needs, more targeted support and intervention may also be provided. This may include mentoring, emotional literacy work, social stories, speech and language interventions, emotional regulation strategies, personalised behaviour support, social skills development, counselling, wellbeing intervention and external therapeutic support where appropriate.

Plashet recognises the importance of understanding individual needs and aims to ensure that support strategies are personalised, strengths-based and responsive to the needs of each student.

15. How does Plashet involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations?

Plashet recognises the importance of strong interdepartmental and multi-agency working in ensuring that students and families receive appropriate, coordinated and holistic support. The SEND department works closely with the Designated Safeguarding Lead (DSL), safeguarding team, pastoral staff, wellbeing team and outside agencies in order to support students' educational, emotional and social development and to ensure that barriers to learning and wellbeing are identified and addressed appropriately.

Plashet works collaboratively with a range of outside agencies and professionals where specialist advice or support is required. This may include Educational Psychology, CAMHS, Speech and Language Therapy, Occupational Therapy, sensory impairment services, physiotherapists, social care and Local Authority SEND services.

Outside agencies may contribute towards assessment, intervention planning, review meetings, staff training and specialist support arrangements. Parents/carers are informed and involved where outside agencies are supporting their child.

Plashet recognises that some students with SEND may be more vulnerable to safeguarding concerns and staff work collaboratively to ensure that appropriate support, monitoring and early intervention are in place where required.

16. What are the contact details of support services available for parents/carers of children and young people with SEND?

SENDIASS / IASS:
Newham SEND Information, Advice and Support Service (SENDIASS)

Telephone: 0203 373 0707
Email: sendiass@newham.gov.uk
Website: Newham SENDIASS

Local Authority SEND Team:
Newham 0–25 SEND Service
Telephone: 020 3373 6472
Email: SEND0-14Team@newham.gov.uk (0–14 years)
Email: SENDPFA@newham.gov.uk (14–25 years)
Website: Newham SEND Service

Local Offer Website:
Newham SEND Local Offer

17. What is the academy's SEND offer?

Plashet's SEND offer is rooted in the principle that all students are entitled to an ambitious, inclusive and responsive education which enables them to thrive academically, socially and emotionally. Plashet is committed to ensuring that students with SEND are fully included within the academic and wider life of the academy community and are prepared successfully for adulthood, further education, employment and active citizenship.

Plashet uses a graduated and tiered approach to SEND provision in order to ensure that support is responsive, proportionate and matched appropriately to students' strengths and needs. For many students, needs can be met successfully through high-quality adaptive teaching within the mainstream classroom. Teachers are responsible and accountable for the progress and development of all students in their classes and adaptive teaching forms the foundation of inclusive practice across the academy.

Some students may require additional targeted support alongside mainstream teaching. This may include in-class support, small group intervention, literacy and numeracy intervention, speech and language intervention, emotional literacy support, social communication support, mentoring, wellbeing intervention and reasonable adjustments in order to support successful access to learning and wider participation within academy life.

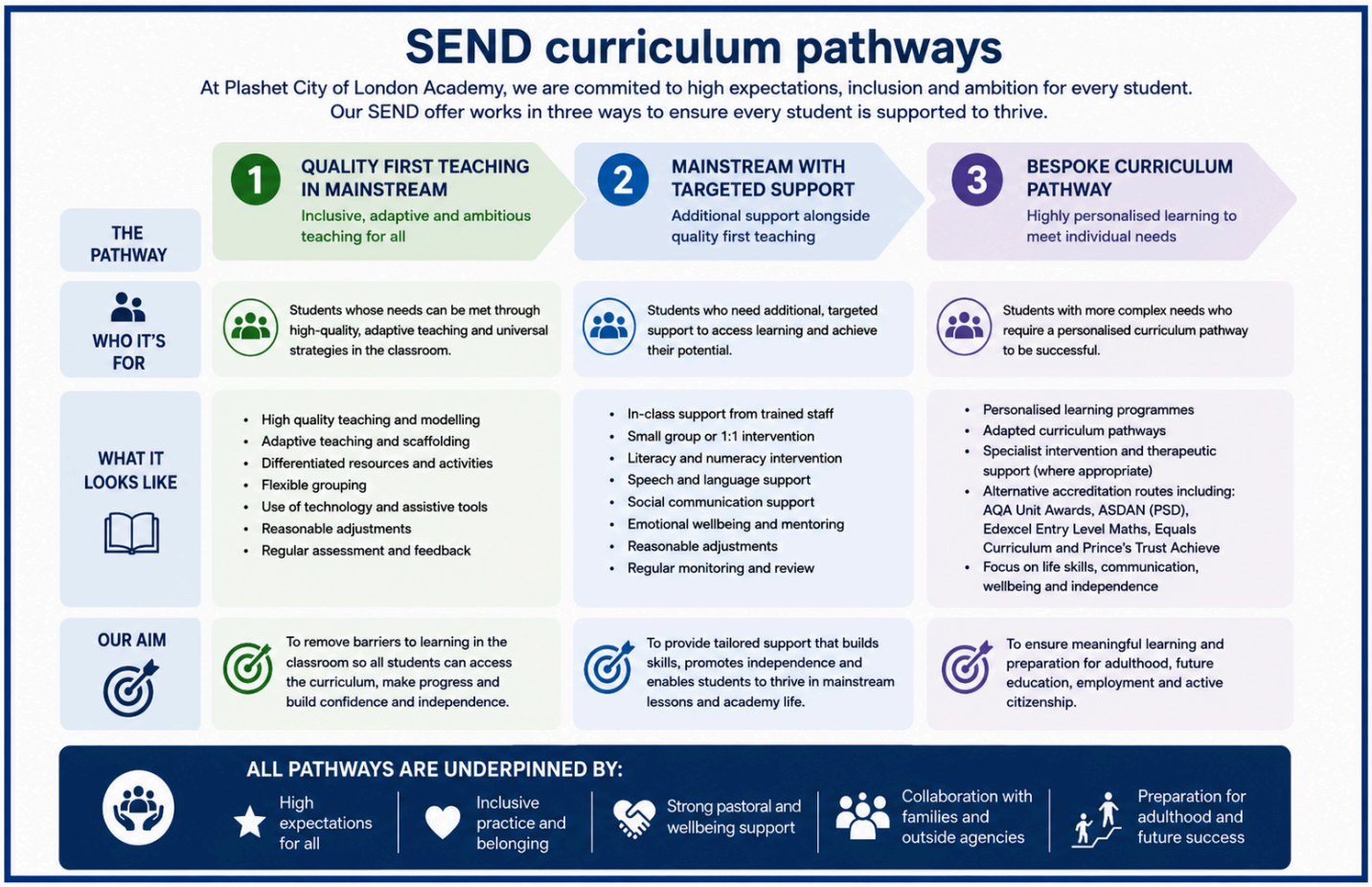
A smaller number of students may require a more personalised or bespoke curriculum pathway in order to support successful engagement, participation and preparation for adulthood. Plashet offers an inclusive broad curriculum and each subject area provides supported learning pathways where appropriate. Teaching is personalised to enable students to develop understanding, confidence and mastery of key knowledge and skills before moving on to new learning. Assessment opportunities are embedded throughout learning and students receive regular feedback through teacher assessment, verbal feedback, self-assessment and ongoing review.

Where appropriate, students may access adapted curriculum pathways, specialist intervention, personalised learning programmes and alternative accreditation routes including AQA Unit Awards, ASDAN Personal and Social Development qualifications, Edexcel Entry Level Mathematics, elements of the Equals curriculum and the Prince's Trust Achieve programme. These pathways are designed to support communication, independence, emotional wellbeing, employability, confidence and preparation for adulthood whilst maintaining ambition and meaningful accreditation.

Plashet recognises the importance of celebrating and monitoring small steps of progress as well as longer-term outcomes. Students' progress is reviewed through assessment information, teacher observation, coursework, intervention outcomes and wider participation within academy life. Provision is designed to support successful progression into further education, employment, training and independent living.

Students accessing personalised pathways remain fully included within wider academy life and are encouraged and supported to participate in enrichment opportunities, educational visits, sports activities, performances and leadership opportunities alongside their peers.

These SEND curriculum pathways demonstrate the academy's graduated approach to provision and illustrate how support is tailored to ensure that all students are able to access an ambitious, inclusive and meaningful education appropriate to their individual strengths and needs.



18. What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEND?

Plashet recognises the importance of strong interdepartmental and multi-agency working in supporting students who are looked after and have SEND. The SEND department works closely with the Designated Safeguarding Lead (DSL), safeguarding team, pastoral staff, wellbeing team, social care, the Virtual School and outside agencies in order to ensure that students' educational, emotional and safeguarding needs are appropriately understood and supported.

Plashet maintains regular communication with the Virtual School and contributes to a range of multi-agency meetings and review processes where appropriate, including Personal Education Plan (PEP) meetings, Team Around the Family meetings, safeguarding meetings, SEND reviews and wider professional planning meetings.

Collaborative planning and ongoing communication between professionals help to ensure that support remains coordinated, responsive and centred around the individual needs of the student.

Plashet recognises that students who are looked after may experience additional vulnerability and therefore aims to provide consistent support, positive relationships, effective advocacy and high levels of pastoral care in order to promote stability, wellbeing, engagement and successful outcomes.

19. What additional support for learning is available to children and young people with SEND?

Plashet uses a graduated and tiered approach to provision in order to ensure that support is responsive, proportionate and matched appropriately to students' individual strengths and needs. High-quality adaptive teaching within the classroom remains the foundation of SEND provision and teachers are responsible and accountable for the progress and development of all students in their classes.

Some students may require additional targeted support alongside mainstream classroom teaching. This support may be delivered within lessons, through small group intervention, short-term personalised support or more specialist provision where appropriate. Additional support may include literacy and numeracy intervention, speech and language intervention, mentoring, emotional literacy work, wellbeing support, social communication support, sensory support, assistive technology, emotional regulation strategies, social stories and personalised curriculum arrangements.

Students may receive support from subject teachers, Learning Support Assistants, named SEND teachers, pastoral staff, wellbeing staff and outside professionals where appropriate. Support strategies and reasonable adjustments are informed by SEND profiles, assessment information, classroom practice and advice from external agencies where involved.

For a smaller number of students, additional support may include personalised or bespoke curriculum pathways designed to support successful engagement, independence and preparation for adulthood. This may include AQA Unit Awards, ASDAN Personal and Social Development qualifications, Edexcel Entry Level Mathematics, elements of the Equals curriculum and the Prince's Trust Achieve programme.

Plashet recognises the importance of promoting independence, confidence and self-regulation and therefore support is carefully planned to enable students to become increasingly successful and independent learners over time. Support and scaffolding are reviewed regularly so that students continue to access ambitious learning whilst developing resilience, participation and readiness for future education, employment and adult life.

20. What are the arrangements for providing equipment and facilities for children and young people with SEND?

Where appropriate, students may be supported through assistive technology, specialist seating, sensory equipment, modified resources and exam access arrangements. Plashet works collaboratively with outside agencies where specialist equipment or facilities are required and continues to review accessibility across the site in line with the Accessibility Plan.

21. What are the arrangements for handling complaints from parents/carers of children with SEND about provision made at Plashet?

We aim to resolve concerns through open communication and collaborative working. In the first instance, parents/carers should contact the SENDCo so that concerns can be discussed and addressed promptly.
If concerns remain unresolved, complaints should follow Plashet's Complaints Policy. Parents/carers may also seek advice and support through the Local Authority SENDIASS service.

22. What are the arrangements for the admission of disabled students?

Plashet complies with the Equality Act 2010 and does not discriminate against students on the basis of disability or SEND. Admissions are managed in accordance with the academy Admissions Policy and Local Authority procedures.

23. What steps are taken to prevent disabled students from being treated less favourably than other students?

Plashet is committed to inclusion, equality of opportunity, diversity and high aspirations for all students. We are committed to creating a culture in which all students feel safe, respected, valued and able to participate fully within academy life regardless of disability, special educational need or additional need. This commitment is reflected within the academy's SEND Policy, Accessibility Plan, Equality objectives and wider inclusion practices.

Plashet recognises that inclusion is achieved not through reduced expectations, but through high-quality teaching, adaptive practice, effective support and appropriate reasonable adjustments. Staff are expected to maintain ambitious expectations for all students and to focus on removing barriers to learning and participation rather than defining students by difficulty.

Reasonable adjustments are made where appropriate in order to ensure that students with SEND and disabilities are able to access learning, enrichment opportunities, educational visits, wider academy life and safeguarding support successfully. Adjustments may include adaptive teaching strategies, modified resources, assistive technology, sensory support, personalised support arrangements, accessibility adaptations and exam access arrangements where appropriate.

Plashet also recognises the importance of fostering a culture of belonging, respect and inclusion across the whole academy community. Students are encouraged to value diversity, respect difference and contribute positively to academy life through the curriculum, Learning for Life programme, assemblies, student leadership opportunities and wider pastoral systems.

Plashet complies with its duties under the Equality Act 2010 and works proactively to ensure that disabled students are not disadvantaged or treated less favourably within any aspect of academy life.

24. What facilities are provided to assist access to Plashet by disabled students?

Plashet continues to review and improve accessibility across the site in line with the Accessibility Plan and Equality Act 2010 responsibilities. Facilities include ground floor disabled access on the South Site, lift access on the North Site and South Annexe, accessible toilet facilities and access to appropriate learning environments across the academy.

Where appropriate, students may also be supported through specialist equipment and resources recommended by outside professionals, including Occupational Therapists and Physiotherapists. This may include specialist seating, stools, cushions, wheelchairs, large screen iPads, assistive technology and other adaptive equipment designed to support safe access to learning and wider participation within academy life.

Plashet works collaboratively with families and outside agencies to ensure that reasonable adjustments and accessibility arrangements are responsive to students' individual needs and support successful inclusion across all aspects of academy life.

25. The Accessibility Plan

Plashet's Accessibility Plan outlines how the academy continues to improve access to the curriculum, the physical environment and information and communication systems in line with the Equality Act 2010 and statutory guidance.

Plashet is committed to continually improving accessibility for students with physical disabilities, sensory needs and additional learning needs. Facilities across the academy include lift access on the North Site and South Annexe, ramps, handrails, accessible toilet facilities, appropriately marked signage and stairs to support visibility and safe movement around the site. The bridge linking the two main buildings also supports accessibility across the academy environment. Some curriculum areas, including specialist teaching spaces, may also hold specialist equipment to support students with disabilities where appropriate.

Plashet continues to review the accessibility of the site, classrooms, resources and wider learning environment and incorporates areas for development within ongoing academy improvement planning. Further details can be found within the academy Accessibility Plan and Public Sector Equality Duty documentation.

26. Details of Plashet's contribution to the Local Offer

The Local Authority Local Offer provides information regarding services, support and provision available for children and young people with SEND and their families within the London Borough of Newham.

Plashet contributes to the Local Offer through publication of its SEND Information Report, SEND Policy, Accessibility Plan and wider information regarding SEND provision and support available within the academy.

The Newham SEND Local Offer can be accessed here:

Newham SEND Local Offer