




# The LETTA Trust

## Inclusion Policy

Including:

- Looked After Children
- SEN Information Reports
- Accessibility Plans

<b>Approved and adopted on:</b>	Autumn 2024	<b>To be reviewed:</b>	Autumn 2027 (SEN Info Reports TBR annually: Autumn 2026)
<b>Reviewed by:</b>	Trust Board	<b>Signed:</b>	

## Contents

1. Aims	3
2. Legislation and guidance	4
3. Definitions	4
4. Roles and responsibilities	5
5. Designated teacher policy (Previously Looked After Child policy)	6
6. Monitoring arrangements	11
7. Links with other policies and documents	10
Appendix 1 - Bygrove SEN Information Report	12
Appendix 2 - Columbia SEN Information Report	21
Appendix 3 - Hermitage SEN Information Report	31
Appendix 4 - Stebon SEN Information Report	38
Appendix 5 - Virginia SEN Information Report	47
Appendix 5 - Accessibility Plans	55

**UN Convention on the Rights of the Child: Article 23:**

*"A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disabilities."*

At LETTA, we believe that inclusion is all about belonging. Children and adults who feel like this is 'their place' and these are 'their people' are more likely to achieve highly and to lead happy and fulfilled lives.

We will ensure that all children, including those with special educational needs and disabilities are nurtured, challenged and enabled to be the very best that they can be. We give children encouragement, acceptance and respect for their individuality. We make every effort to understand and meet the needs of all the children in our schools.

**1. Aims**

Our Inclusion Policy and SEN Information Reports aim to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for all pupils including those in receipt of the Pupil Premium, those with English as an additional language (EAL), new arrivals to our school and pupils with special educational needs and/or disabilities (SEND).

It is the aim of the policy to reflect the 5 outcomes of Every Child Matters.

**Be Healthy**

Pupils are supported through a variety of measures to ensure that they are mentally and emotionally healthy.

**Stay Safe**

Physical and emotional safety is provided to enable all learners to achieve their full potential.

**Enjoy and Achieve**

Learners of all abilities are supported to achieve personal and social development and are made aware of what constitutes bullying.

Pupils have the opportunity to achieve their full potential whatever their educational needs.

We provide an environment where all pupils regardless of any physical disability can access the social and educational experiences at school.

We encourage and support inclusive learning; gender, cultural, academic, social and emotional needs.

Pupils with EAL have equal opportunities to achieve and reach their potential.

### **Make a Positive Contribution**

Pupils are involved in decisions about their school. We encourage positive behaviour in the community that shows respect for others.

We provide confidence raising opportunities which enable our pupils to deal positively with life's changes and challenges.

### **Achieve Economic Wellbeing**

We provide children with the preparatory life skills to enable independent living and economic well being.

### **Education**

The LETTA Trust is committed to providing outstanding quality education to the children living in our local area. We believe that all children, including those identified as having SEND have an entitlement to a broad and balanced academic and social curriculum which is irresistible and accessible to everyone.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs and disabilities (SEND)
- those who are looked after by the local authority (LAC)
- others such as: those who are sick, those who are young carers, and those who are in families under stress
- any learners who are at risk of disaffection and exclusion

## **2. Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## **3. Definitions**

We use the term 'Inclusion' to encompass provision for all pupils particularly those who may need something 'extra' to succeed. This may include:

- Pupils in receipt of the Pupil Premium

- Those with English as an additional language
- New arrivals to our school, especially from overseas
- Pupils with special educational needs and disabilities

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The Inclusion leader/SENCO

The Inclusion leader/SENCO will:

- Work with the headteacher and SEND governors to determine the strategic development of the provision in the school
- Have day-to-day responsibility for the operation of this policy and the coordination of specific provision made to support individual pupils including those in receipt of the **Pupil Premium**, those with **EAL**, **new arrivals** to our schools and pupils with **SEN**
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that the pupils above receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively (see SEND funding report)
- Be the point of contact for external agencies, the local authority and support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing board to meet responsibilities under the Equality Act 2010 for reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### 4.2 The SEND governor

The SEND governor at each school will:

- Help to raise awareness of SEND and Inclusion at local governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the local governing board on this
- Work with the headteacher and Inclusion Leader/SENDCO to determine the strategic development of provision in the school

### 4.3 The headteacher

The headteacher will:

- Work with the Inclusion leader/SEND CO and SEND governor to determine the strategic development of provision and the implementation of the Inclusion Policy in school
- Have overall responsibility for the provision and progress of learners, including those with SEND

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion leader/SEND CO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this Inclusion Policy

### **5. Designated Teacher Policy - formerly the Looked after Children LAC and Previously Looked after Children (PLAC) Policy**

The following sections cover our approach to the designated teacher role in LETTA Trust schools.

#### **5.1 Aims**

The trust aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children at each school in the trust
- The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
- Staff, parents, carers and guardians are aware of the identity of the designated teacher at their school, how to contact them and what they are responsible for

#### **5.2 Legislation and statutory guidance**

- This policy is based on the Department for Education's statutory guidance on the designated teacher for looked-after and previously looked-after children.
- It also takes into account section 2E of the Academies Act 2010.
- This policy complies with our funding agreement and articles of association.

#### **5.3 Definitions**

**Looked-after children** are registered pupils that are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

**Previously looked-after children** are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:
  - A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
  - A special guardianship order
  - An adoption order
  - They appear to the board of trustees to have:
  - Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
  - Ceased to be in that state care as a result of being adopted

**Personal education plan (PEP)** is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

**Virtual school head (VSH)** is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

#### **5.4 Identity of our designated teacher and other named staff members**

The designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are your initial point of contact for any of the matters set out in the section below.

#### **5.5 Role of the designated teacher**

##### **Leadership responsibilities**

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
  - Working with VSHs
  - Promoting a whole-school culture where the needs of these pupils matter and are prioritised
- Take lead responsibility for ensuring school staff understand:
  - The things which can affect how looked-after and previously looked-after children learn and achieve
  - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of school and trust policies to ensure they consider the needs of looked-after and previously looked-after children

- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children
- Work directly with looked-after and previously looked-after children and their carers, parents, and guardians to promote good home-school links, support progress and encourage high aspirations
- Have lead responsibility for the development and implementation of looked-after children's PEPs
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education

### **Supporting looked-after children**

The designated teacher will:

- Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs
- Have overall responsibility for leading the process of target-setting in PEPs
- Monitor and track how looked-after children's attainment progresses under their PEPs
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
- Ensure the identified actions of PEPs are put in place
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils
- Ensure that:
  - A looked-after child's PEP is reviewed before the statutory review of their care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered
  - PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
  - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan
- Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version

### **Supporting both looked-after children and previously looked-after children**

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium plus funding



- Access training and keep up to date with good practice, to ensure that they and other school staff have strong awareness and training around the needs of looked-after and previously looked-after children, and how to support them
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium funding and other support for these children
- Liaise with VSHs to contribute to decisions about how pupil premium plus funding for looked-after children can most effectively be used to improve their educational outcomes
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium plus funding and other support for these children, including encouraging parents to tell the school if their child is eligible to attract pupil premium plus funding
- Play a key part in decisions on how pupil premium plus funding is used to support previously looked-after children
- Encourage parents' and guardians' involvement in deciding how pupil premium plus funding is used to support their child, and be the main contact for queries about its use
- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like attendance, homework, behaviour and future career planning
- Be aware of the special educational needs (SEN) of looked-after and previously looked-after children, and make sure teachers also have awareness and understanding of this
- Ensure the SEND code of practice, as it relates to looked-after children, is followed
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in looked-after and previously looked-after children, and know how to access further assessment and support where necessary
- Ensure that they and other staff can identify signs of potential mental health issues in looked-after and previously looked-after children and how these can impact on the children and their ability to engage in learning, and understand where the school can draw on specialist services
- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for looked-after children, and use the results of these SDQs to inform PEPs
- Work with senior leaders and other relevant staff to put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children

### **Relationships beyond the school**

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children
- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education

- Proactively build relationships with local authority professionals, such as VSHs and SEN departments
- Consider how the school works with others outside of the school to maximise the stability of education for looked-after children, such as:
  - Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans
  - Ensuring mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action
  - Talking to the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice about the likely impact and what the local authority should do to minimise disruption
  - Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process
- Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians
- Make sure that for each looked-after child:
  - There's an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress
  - School policies are communicated to their carer and social worker and, where appropriate, birth parents
  - Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips
- Where a looked-after child is at risk of exclusion:
  - Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary
  - Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour
- Where a previously looked-after child is at risk of exclusion, talk to the child's parents, carers or guardians before seeking advice from the VSH on avoiding exclusion

## 6. Monitoring arrangements

This policy including the SEND Information Reports appended will be reviewed by the CEO in consultation with Heads **annually**. Reports will also be updated if any changes to the information are made during the year. The policy will be approved by the Trust Board.

## 7. Links with other policies and documents

This policy links to the following policies and procedures:

- Behaviour & Anti-bullying

- Child protection and safeguarding
- Equality information and objectives
- Exclusions
- Medical needs policy (including Asthma and Intimate Care)
- Pupil Premium Strategy and funding report

## Bygrove Primary School SEN Information Report 2025-2026

### How we support pupils with special education needs and/or disabilities

#### Our vision and how we hope to achieve it

*'Everyone belongs. Our pupils love coming to school; they thrive because they feel like they belong and their individual needs are met.'*

The LETTA Trust vision for inclusion, Education Development Plan 2024

At the LETTA Trust, we find it unhelpful to think of inclusion in terms of the few. Nor is it just about the many. Inclusion is about belonging and, as such, involves everyone, every single one. Pupils, staff, parents, and governors feel like Bygrove is their school, like they belong here, and that's why we're successful.

Bygrove's Vision Statement is in the form of a set of promises we make to all our pupils. Every day at Bygrove Primary School, the staff and governors are working to make sure that by the time you leave us:

1. You will love learning new things, feel ready for the future, and want to keep on learning more
2. You will know what it feels like to be good at something and have achieved your very best
3. You will understand just how incredible you are, believe in yourself, and have confidence and resilience to follow your dreams
4. You will have grown healthy and strong, and understand how to look after your body and mind
5. You will have known friendship and learned how to get along well with other people
6. You will feel part of your community, proud of your school, and inspired to make a difference

Our school motto is 'Aiming High '. We encourage all our pupils to aim high and strive to achieve their very best. As teachers, we work hard to support all the children in our school to be the best they can, including all children with special educational needs or disabilities.

At the LETTA Trust, we are committed to helping our pupils overcome any barriers to learning that they may have and have a member of staff designated to organising support for pupils with learning difficulties. The school building is fully accessible for pupils with physical disabilities.

#### What type of school are we?

Bygrove is a primary school for the 3-11 age range. We have a Foundation Stage (Nursery and Reception) for children aged 3-5. There is one class in each year group with 245 children in the school altogether.

Bygrove is an outstanding one-form entry primary school serving a multicultural community, practically in the shadow of Canary Wharf in the East End of London. We are one of two primary schools in The LETTA Trust, a multi-academy trust and SCITT. Together, we run a highly successful initial teacher training programme graded outstanding by Ofsted in 2024. We support other local schools & alongside our alliance partners, training the next generation of outstanding teachers.

### **What others say**

In our last Ofsted inspection in 2024, Bygrove was judged **outstanding** in all areas. The report states:

*'Pupils have a keen and genuine interest in learning. They thrive in this safe and welcoming school, where all pupils are expected to achieve their best. Pupils with special educational needs and/or disabilities (SEND) receive the support and guidance they need to be successful.'*

### **Areas of need**

As detailed in the SEND Code of Practice 2015, special educational needs at the LETTA trust are identified across four broad areas of need:

#### **Cognition and learning:**

Pupils with cognition and learning difficulties usually learn at a slower pace than their peers. This may include difficulties in reading, spelling, learning new concepts, maths, working memory, and concentration. Such difficulties might include Specific Learning Difficulties (e.g., dyslexia, dyspraxia, dysgraphia, and dyscalculia), Moderate (e.g., Global Development Delay), and Profound Learning Difficulties.

#### **Communication and interaction:**

Pupils may have difficulties with communicating and interacting with their peers. This may include understanding or using language and communicating socially. They may have trouble expressing themselves. This might include conditions such as Autism, specific language impairment, and speech sound delays.

#### **Social, emotional, and mental health (SEMH):**

Difficulties in this area can reflect a wide range of underlying disorders like anxiety, stress, depression or anger. These can manifest in different ways, including dysregulated behaviour, which may prevent children from accessing the curriculum.

#### **Sensory and/or physical:**

This might include sensory processing difficulties affecting movement and coordination, physical disabilities, sensory sensitivities, and sensory impairment (e.g., vision and hearing impairment).

Some pupils with SEND may have needs across more than one area of need, and where this is the case, an individualised and tailored approach with reasonable adjustments is used to best provide support for your child.

## **Identification and monitoring of SEND**

During the autumn term, we invite all parents/carers into the school to meet their child's class teacher. We ask parents to let us know if their child has a disability or if they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place. In addition to this, the EYFS team carry out home visits in order to see the child in their own home and discuss any concerns the parents may have.

If a child is joining us from a new setting, the inclusion leader will use the information provided by the setting to plan the best programme of support. When possible, the EYFS team will also visit the child in their setting. The inclusion leader will liaise with professionals who have already been involved with the child in order for an effective transition to take place. This is also the process for children who have transferred in KS1 and KS2.

If a child has special educational needs and/or disabilities, we know how important it is that they get the help they need as soon as possible. To ensure that any special needs not known about before starting the school are picked up early, all pupils are assessed during the first 3 weeks at the school. Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that may develop later.

We hold pupil progress meetings each term for all classes and half-termly for Reception and Years 2 and 6 to discuss pupils' progress and decide on appropriate provision for all pupils, including those with SEND or English as an additional language. The inclusion leader also meets with class teachers every term for SEND highlighting meetings to discuss any concerns about children in their classes.

We work closely with specialist services, such as speech therapists and educational psychologists, who provide expertise in finding out the type and range of the pupil's needs.

We work hard to maintain good home/school links, and parents are always welcome to speak to us if they have any concerns. Our home school liaison officer and school social worker support the needs of families.

## **Support for children with SEND**

Bygrove has developed a wide range of ways in which we support children with different special educational needs or disabilities. This is how we plan support:

- Our primary means of supporting children is through high-quality first teaching, with carefully adapted lessons that are resourced to meet the needs of all our learners. We ensure that classrooms are well-resourced, and we use a range of learning supports such as Chromebooks and visuals to support learners
- First, we identify what the particular barrier is through assessment and discussion. Then, we meet with parents to discuss their child's needs
- We agree on a programme of support that is carefully targeted at the particular area or barrier to learning. This describes what we will do to support a child and what we hope the support will achieve

- To see whether the support is helping, we set a time frame and review how things are going. We set targets for each child with special educational needs. This is reviewed each term with the class teacher and communicated to parents

### **Adaptations to teaching and learning environments for children with SEND**

At Bygrove, we are committed to meeting the needs of all our pupils through quality first teaching. Children with special educational needs are taught alongside other children, but lessons are designed so that all the children in the class learn and make progress. We do this by adapting the learning so that the majority of children are working towards the same learning intention.

Every class teacher is involved in planning, monitoring, and providing support for all pupils within their class, including children with special educational needs. We make the following adaptations to ensure all pupils' needs are met:

1. Adapting our curriculum to ensure all pupils are able to access it, for example, by pre-teaching concepts or providing learning scaffolds,
2. Adapting our resources and staffing
3. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
4. Adapting our teaching, for example, pre-teaching key vocabulary or concepts, using flexible grouping & using assessment for learning to check pupils' understanding.

### **Resources we can give to a child with SEND**

Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount, and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by the inclusion leader in consultation with a child's class teacher and parents /carers.

Parents are invited to contribute to planning through a meeting or, if they are not able to come into the school in whatever way is best for them, e.g., by telephone or email.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds, we will apply to the local authority for additional support for a child. Parents can do this too. We are happy to discuss all of this in more detail with parents.

We have a number of teaching assistants who are trained to deliver specific interventions. These TAs will work mostly with small groups to offer support but promote independence. TAs will work 1:1 with pupils when their specific needs require it.

### **Monitoring the progress of children with SEND**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

1. The teacher's assessment and experience of the pupil
2. Their previous progress and attainment, and behaviour
3. Other teachers' assessments, where relevant
4. The individual's development in comparison to their peers and national data
5. The views and experiences of parents
6. The pupil's own views
7. Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers 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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **How we keep parents informed, consulted, and involved**

We work hard to maintain good home-school links with parents. We have a weekly newsletter, the Byword, with general news about the school. We have a parents'/carers' evening twice a year, and we send all parents/carers a report about their child's progress once a year. We also have a social media account, which is updated regularly.

We hold pupil progress meetings each term for all classes and half-termly for Years 2 and 6 to discuss pupils' progress and evaluate the provision for all pupils, including those with SEND or English as an additional language. For children with special educational needs, we also have SEND highlighting meetings each term with the class teacher and the inclusion leader. Children with Educational Health and Care Plans (EHCPs) have yearly Annual Review meetings, and children under five years old with EHCPs have annual reviews every six months. Parents are invited to the review, and we try as far as possible to arrange it at a time that will allow them to attend.

Parents are always welcome to speak to their child's class teacher or any member of the leadership team if they have any concerns. Our home school liaison officer and school social worker are also available to speak to.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

1. Everyone develops a good understanding of the pupil's strengths and areas for development
2. We take into account the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.



We will formally notify parents when it is decided that a pupil will receive SEND support.

### **Support we offer for children's health and emotional, and social development**

Children need to be happy and be able to behave appropriately to learn well, so all our class teachers work with children in their class on social skills, behaviour, and wellbeing. If a child has a particular difficulty, their class teacher will have help from colleagues e.g., teaching assistants, the inclusion leader, or an emotional literacy support assistant (ELSA) to help support the child.

At Bygrove, we make sure that we listen to the children and respond to what they say through pupil voice conversations about their learning and experiences in school.

Bygrove School has clear anti-bullying and diversity policies.

If a pupil has particular behavioural challenges, a behaviour plan will be designed to identify the triggers and support the pupil to avoid the pupil disrupting his/her own or others' learning and prevent exclusion.

Our School Council has class representatives from each year group. Council representatives meet with the school council leaders regularly to discuss issues that pupils wish to raise or ideas and suggestions they may have about any aspect of school life.

### **Specialist external services we use when we think extra help is needed**

Sometimes a child will have needs that may benefit from additional help from specialists outside the school. Depending on a child's needs, we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Child psychology
- Educational welfare
- Hearing Impaired service
- Visually Impaired Service
- Behaviour Support Service
- Social Care
- Physiotherapist
- Police Community Support
- Phoenix Outreach Team for Autism
- Specific Learning Difficulty Team
- Parent Advice Centre
- Local Authority SEND section
- CAMHS
- ASDAS
- THEWS

We always communicate with parents if we think additional support is required and before we contact other specialists.

### **Staff training and support**

Here at the LETTA trust, every year, all staff attend 5 training days. In these training days, we incorporate special educational needs to make sure that every teacher:

- understands the different special educational needs
- knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- knows how to support the emotional needs of children with special educational needs
- understands how important it is to work closely with parents/carers

Additionally, as part of the staff training and support package, the following is also included:

- Weekly meetings based on the current staff development focus
- Specialist training
- Phase meetings
- Regular line management meetings

### **Enabling children with SEND to engage in the wider curriculum**

Any trips or outings we plan always include children with special educational needs and/or disabilities. We use part of our budget to make sure that any support needed can be provided. We always risk assess, consult with parents/carers before arrangements are finalised to ensure that each opportunity is meaningful and supportive of the child within their learning journey.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their additional needs.

Please see also the school's accessibility plan, available from the website.

### **How parents are involved in school life**

At Bygrove, we believe in working with parents and carers as partners, and we hope that our parents share that belief. We are always ready to speak to parents about any concerns they may have about their child. The headteacher sees or speaks with parents and carers by appointment, although she is available to speak to parents at other times.

When we write to parents and carers, we always try to write in plain English. We have a group of bi- and multilingual staff who offer translation and interpretation in Arabic, Somali, Sylheti/Bengali, and Urdu for parents and carers who need help with English.

We hold a yearly 'Have Your Say Conference' for parents to offer feedback on all aspects of school life, and we also issue a report for parents, Parent Power, to explain how the school has responded to their ideas and suggestions.

Parents are welcome to attend regular coffee mornings and workshops.

### **Our school environment**

All of our classrooms are fully accessible for children.. There are accessible toilets with a changing bed available close to the staffroom and a medical/therapy room in which all peripatetic therapies can take place.

In school, we have a range of equipment designed to support the development of children's coordination and motor skills in class, but if any child needs additional equipment, we will get this through specialist services, e.g., through Occupational Therapy.

### **Transition for children joining and leaving our school**

Children joining our school from the nursery visit their new classroom several times before the start of the new school year. Reception class teachers introduce the children to the school once they start, to make sure they are confident in their new surroundings.

We have close working relationships with other pre-school providers and services in the local area, and we encourage them also to visit to help prepare children who will be joining Bygrove. We invite all the parents and carers of children joining the school to meet their child's class teacher during the summer term before their children start at the school. We also ask parents to let us know if their child has a disability or if they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

We help older children prepare for secondary school through a class project in Year 6 called the Identity Project. This helps the children understand, for example, how a typical day works in a secondary school, what their timetable might look like, and how to find out who to go to for help if they need it. As part of the culmination of our 'Identity' project in Year 6, we invite our most recent alumni (current Year 7) back to school for a small ceremony and question-and-answer session with our current Year 6.

### **Evaluating the effectiveness of our SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

1. Reviewing pupils' individual progress towards their goals each term
2. Reviewing the impact of interventions half-termly
3. Using pupil questionnaires
4. Monitoring by the SENDCo
5. Using provision maps
6. Holding annual reviews for pupils with EHCP plans

### Who to contact for more information or to discuss a concern

- Your child's class teacher
- Your child's phase leader
- The inclusion leader
- The headteacher or CEO at the LETTA Trust
- Parent governors

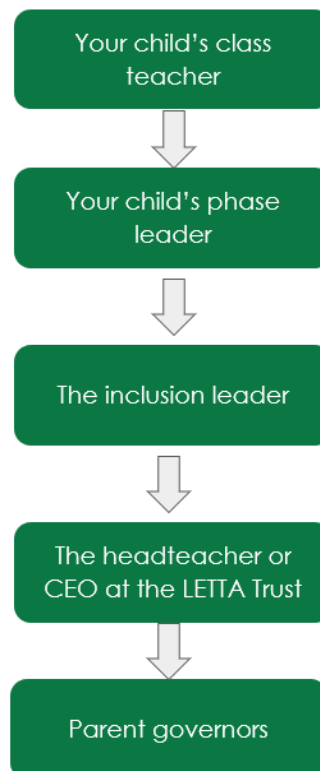
If in doubt, ask at the school reception. The school telephone number is 0207 538 4925 or email [admin@bygrove.org.uk](mailto:admin@bygrove.org.uk)

### If you'd like to make a complaint:

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make claim about alleged discrimination regarding:

1. Exclusions
2. Provision of education and associated services
3. Making reasonable adjustments, including the provision of auxiliary aids and services



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**Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets.** More information about the local offer and about support services available can be found at:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

**This SEND Information report was reviewed in Autumn 2025**

**It will be reviewed again in Autumn 2026**

## Columbia Primary School SEN Information Report 2025-2026

### How we support pupils with special education needs and/or disabilities

#### Our vision and how we hope to achieve it

We celebrate diversity and difference, and believe that it enriches everyone's learning. We challenge any attitude or behaviour that discriminates against groups or individuals in our school community. We take time to think about our own practice in relation to this, and we help children to do the same. All children at Columbia have equal rights to the opportunities offered by education. We have high expectations for every child's attainment. We are committed to inclusion. This means that at Columbia, our children all learn together in and out of class. This, in turn, means that we often make changes to the school environment, the curriculum, and teaching in order to include individual children. We expect all children to think of themselves as learners and to do their best. We encourage them to aspire. We teach creatively so that children want to learn for themselves. We teach them the skills they need to learn independently. We involve children as much as possible in decisions that are made on their behalf. There are many diverse needs among the children at our school, in addition to the children with special educational needs and disabilities. All children are welcomed, valued, and included at Columbia. We know that parents' involvement with their children's education is vitally important, so we work with them as partners. Parents are consulted at every stage of action taken by the school. We ask parents to support us in helping their children to achieve their potential.

Our vision for Columbia is *"we are active learners who work well with each other, understand our feelings, and enjoy challenging ourselves. We are ready to thrive, contribute, and be responsible for our world. We are kind to each other and love that we are all different."*

#### What type of school are we?

We are a community primary school with 2 classes in each year group. We admit children from the ages of 3 - 11. We have a Victorian building. The school has an early years' unit on the ground floor where nursery and reception children learn together in an open-plan setting. Years 1, 2, and 3 classrooms are on the middle floor, and years 4, 5, and 6 work upstairs on the top floor. Each phase (foundation, years 1 & 2, years 3 & 4, years 5 & 6) is supported by a phase leader to make the quality of teaching and learning as high as possible. We have good links with our surrounding community. Visitors to our school notice that relationships among children and adults are respectful and friendly. Adults and children enjoy talking to one another. We all use first names. We believe in the power of collaboration, so all our staff are organised into teams. Everything we achieve depends on good communication, so we concentrate on communicating as well as possible. We talk to each other, we talk to children, and we talk to parents. We listen to what children, parents, and teachers say.

## **Support for children with SEND**

Teachers assess children constantly, so concerns are usually picked up quickly and can be raised at termly SEND Planning Meetings.

At these meetings, teachers identify the barriers to learning for a child and what has already been done to support them. Teachers also discuss this in line management and weekly planning meetings. During line management and weekly planning meetings, suggestions are made for possible next steps. This might include adjustments to planning, one-to-one tutoring, or a change of teaching group.

At the SEND Planning meetings, we discuss children who continue to make slow progress or have other barriers to their learning that are preventing them from thriving in different aspects of school and during lessons. These meetings typically involve the SENCo and class teachers, phase leaders, and subject leaders.

A teacher can also raise a concern at any time by talking to the SENCo, who might observe the child and will talk to the other adults involved with the child in school. If parents have their own concerns about their children's learning needs, they can contact the SENCo at any time through the school office.

At first, the strategies we use with children within and beyond the classroom to support these identified needs are called SEN support. Then... Some children receiving SEN support will make good progress simply because talking about what a child needs and putting a plan in place has helped the teacher work out how to support the child successfully. A typical classroom will have all the practical materials and adult support a child needs to make good progress.

Our school is increasingly accessible. There is a ramp into the playground from the street. The playground has been modified to make a better play environment for children with mobility difficulties. Inside the building on the ground floor, there is an accessible toilet. There is a lift which makes it possible for wheelchair users to reach the first and second floors. On the first floor, the children's toilets are accessible for walking-frame users. There is also an accessible toilet on the top floor. Some classrooms have been fitted with acoustic boards to help reduce background noise for hearing-impaired children. We are continuously working to improve accessibility.

## **Adaptations to teaching and learning environments for children with SEND**

Children with special educational needs and disabilities are mostly taught alongside other children, but lessons are designed so that all children in the class learn and make progress. This means that all children in the class are working on the same topic, but the activities and questions teachers ask are different, so that they suit the attainment level of the child.

Teachers make lessons lively and interesting. They don't overload children with too much talk, but use lots of visual support to explain and remind. Children have time to think and ask questions.

Some teachers use signing to support their children's understanding. They plan work that is manageable but challenging so that children make progress.

While pupils usually work in the classroom, there are times when they may be withdrawn for 1:1 or group work to focus on learning a particular skill. Teachers adapt their talk, the classroom, and the equipment used by the children so that every child is able to learn. We follow our specialists' recommendations when planning how to adapt teaching for individual children with SEND. Several children use ICT and specialist software to support their learning.

Sometimes individual children have 1:1 support from an adult for part or all of every day. Some examples of classroom adaptations we have made are: acoustic ceiling boards to help children with hearing impairment, height-adjustable tables and chairs, individual work-stations, space for physiotherapy, hoists and other equipment to enable movement, and individual sensory classrooms. When children have physical or sensory disabilities, we might need to differentiate PE lessons for them.

We have specialist equipment for ball skills, for example, and our sports instructor is skilled at making team games inclusive for children with mobility difficulties. We have sometimes asked for help with planning for PE from a Tower Hamlets SEN specialist and in this way our skills have improved. We would ask for advice again in the future.

### **Resources we can give to a child with SEND**

Part of the school's budget is set aside to support pupils with special educational needs and disabilities. This is a fixed amount so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it.

It pays for:

- support services like Speech and Language Therapy and Educational Psychology
- practical resources like specialised PE equipment and software, and
- the extra adults who support children with SEN in school, such as 1:1 TAs.

We are costing all the ways we support children in order to have a good overview. Decisions about which support to put in place for a child are made by the Inclusion team (SENCo, Headteacher, and Inclusion Manager) after talking to everyone involved (including specialists, teachers, the child, and the family).

Sometimes children need a high level of support for their special educational need/s. When this happens, we ask the local authority for an EHCP (Education Health Care Plan) to help support the child's health and learning in school. This includes some extra funding for the provision required. EHCPs have replaced Statements of SEN. Parents can apply for an EHCP themselves. If you would like to talk about this in more detail, please contact the SENCo directly.

## **Monitoring the progress of children with SEND**

Because we know that children with SEND are among the most vulnerable people in society, staff are constantly alert to changes in their presentation, mood, and behaviour and are skilled at recognising causes for concern.

We know that they are more likely to be bullied than other children, so staff are vigilant in class and during less structured times. We recognise that playtimes and lunchtimes can be difficult for some children with SEND and have therefore increased staffing in the playground at these times.

Depending on a child's specific SEN or disability, he or she might find it difficult to communicate. We will make adjustments for this so that the child is able to access classroom discussions. But in addition, it's important for us to gather children's views about their experiences so that we can continue to improve things for them in school.

When we find it difficult to gather a child's views because of their SEN or disability, we will take advice and work creatively to find a solution for that child. We know some children who find communication a challenge are more comfortable in small groups or pairs. We will facilitate this so that every child is able to have his or her voice heard.

Our weekly assemblies address difference, fairness, bullying, and growth mindset (amongst other things) on a rolling programme. In them, we teach explicitly about our values and challenge stereotypes and prejudices. Where a child or parent has a sensory or physical disability, we may need to deliver information differently, for example, by using an enlarged font or by engaging a BSL interpreter. Columbia's everyday approach to communication is 'safety-netted' for children, i.e., teachers support everything they say with visuals, language is clear, and children are given time to think. Practice that is supportive for children with SEND is also good for all children.

## **How we keep parents informed, consulted, and involved**

If your child has an Education Health Care Plan, you and your child will meet the SENCo and class teacher regularly, and in between times, parents or carers will have everyday contact with the class teacher and can choose to contact the SENCo any time by asking at the school office. We do our best to involve parents and children in the decisions that we make about them. We are constantly working to improve the way we speak and listen to children so that what we communicate is meaningful.

Teachers follow a cycle of assessing, planning, doing, and then reviewing for all children, including those with SEND. Informal assessment goes on all day in class and feeds into what the teacher plans for the next day. Formal assessments are made every half-term, and all children are tracked carefully. If they're not making good progress, it shows up quickly so that we can act quickly. Parents of SEND children are kept 'in the loop' through the regular meetings mentioned above, but they can contact the school in between times to talk about any concerns. If a child has an EHCP, the SENCo will invite everyone involved to a review meeting once a year. The child will be present, and it will be a person-centred meeting.



### **Support we offer for children's health and emotional, and social development**

We know that children thrive and learn best when they feel safe and well. We value good, respectful communication, and we encourage openness. We have a strong, positive behaviour policy and an anti-bullying policy, which we talk about regularly with the children.

We teach and support children to sort out their own conflicts and give them a language to do it with. We follow the Golden Rules, and children are rewarded for following them with Golden Time every Friday afternoon. Children explore issues that arise in their school lives through planned PSCH lessons. Children are taught explicitly about SEN and disability. They learn to accept and value differences so that children with all kinds of additional needs feel included here.

As a result of COVID-19 and lockdown measures, children have been under increasing physical and mental health pressures over recent years. Consequently, we have put extra measures in place to support children's mental health and well-being.

We have a learning mentor who is trained to support children with everyday social, emotional, and mental health concerns. In addition, there is a children's counsellor working 1:1 in school for one day a week and an art therapist who runs 1:1 therapeutic sessions once a week. In Year 6, children apply to become members of Friendship Squad which is a team of buddies who help younger children to feel safe and happy in the playground.

### **Specialist external services we use when we think extra help is needed**

Here is a list of the specialist services we use:

- Educational Psychology
- Barts and the London Children's Speech and Language Therapy
- Blossom Tree Speech Therapy
- Child and Adolescent Mental Health
- Social Services, Children's Occupational Therapy
- Children's Physiotherapy
- Child Development Team
- Hearing Impaired Service
- Visually Impaired Service
- Literacy Support Team
- Behaviour Support Team
- School therapists and counsellors
- Children with Physical and Medical Needs Advisory Team
- Stephen Hawking School and Phoenix School

### **Staff training and support**

All teachers and teaching assistants at Columbia have 1:1 meetings with their line managers at least once a half term (once every two weeks for teachers). These meetings have been invaluable in developing our understanding of what each of us needs to do next to make our work with children as good as it can be. Experienced phase leaders and subject leaders work alongside

teachers in class and in planning sessions to raise the standard of their teaching and children's learning.

We hold weekly staff meetings for teachers to develop their practice. All staff are included in the whole-school INSET days at Columbia. In addition to this, if teachers and TAs need to understand more about a specific type of SEN, or develop the way they work with a child, we can arrange for them to attend training outside school. Some members of staff are trained by the outreach teachers who visit from Phoenix and Stephen Hawking special schools. Our Education Psychologist and Speech and Language Therapist also work alongside staff to support their practice.

### **Enabling children with SEND to engage in the wider curriculum**

School trips are an important part of children's learning, and everyone is included. Teachers plan trips carefully with all their children's needs in mind. We make risk assessments to be sure we've thought of everything and these include what we need to do for the children who have additional needs. If a child needs close supervision, an extra adult accompanies the group. Sometimes parents are invited to come on trips to support their own children. Breakfast, lunchtime, and after-school clubs are open to everyone. The school will make all possible adjustments to include children with additional needs. This might mean providing adult support, altering the environment, adapting the plans, or using adapted tools.

### **How parents are involved in school life**

We want parents to be interested and involved in their children's education. There is a Family Friday session every week when parents are invited to come and learn about an aspect of their children's education. These sessions often involve the children working alongside their parents. We run high-quality parenting courses. There is a group of parents called 'Friends of Columbia' who run monthly coffee mornings and organise the summer and winter fairs, amongst other inclusive activities. Parents are also able to run clubs at Columbia. We have an increasingly wide range of home languages, and because we want Columbia to be accessible for everyone, we provide translators for parent meetings and some workshops. We are constantly looking at how we can communicate and consult with parents as much as possible.

### **Our school environment**

At Columbia, we have children with speech and language difficulties, autism, global developmental delay, social, emotional, and mental health difficulties, learning disabilities, specific literacy difficulties, visual impairment, hearing impairment, and developmental co-ordination disorder. We have previously included a child with Down syndrome and children with cerebral palsy. We celebrate neurodiversity and encourage awareness and discussion around this with our children and families.

### **Transition for children joining and leaving our school**

When a child with a disability joins Columbia (either from another school or at the beginning of his or her education), we will make reasonable adjustments in order to include the child meaningfully. To date, we have made a wide range of modifications for individual children, which range from the size of a font and colour of writing paper, all the way through tweaks in the timetable and to buying specialist furniture, hoists, and modifying the playground structures.

Modifications are decided on in partnership with the children themselves, the parents, and the specialist professionals from external agencies who advise us.

All modifications are made with the aim of maximising opportunities for learning alongside peers and developing meaningful relationships. Sometimes children with SEN or a disability join Columbia from another school. When this happens, we find out as much as we can by meeting the child and his or her parents or carers, and we talk to the SENCo from the previous school. If necessary, we modify the learning environment (see previous paragraph). We might ask a TA to support him/her to begin with. We'll find him/her a buddy and help him/her get used to our routines. We'll make sure all the adults involved and in the wider school are briefed about what s/he need. When children move from one year group to another, information about SEND is shared between the old and new teachers. TAs also hand over what they know to their colleagues. Towards the end of the year, some children with SEND might spend time visiting their new classrooms and teachers. In this way, they can get used to the changes before they happen. Children with disabilities can contribute to planning adjustments for their new classrooms. When children with EHCPs are in year 5 we think about their secondary schools.

We encourage parents to visit as many as possible, and we can help them to do so. Our learning mentors can contact schools, arrange appointments, and go with parents to visit. They support the parents to ask useful questions.

The secondary SENCo is invited to the child's year 6 annual review meeting. The transition process is the same as it is for younger children - the child may visit the new school before s/he leaves Columbia. There will be plenty of time given to asking questions and getting used to the idea of change. Once s/he starts at the new school, our learning mentors might visit him/her there, and we will encourage him/her to visit us sometimes.

### **Evaluating the effectiveness of our SEND provision**

Teachers follow a cycle of assessing, planning, doing, and then reviewing for all children, including those with SEND. Informal assessment goes on all day in class and feeds into what the teacher plans for the next day. Formal assessments are made every half-term, and all children are tracked carefully. If they're not making good progress, it shows up quickly so that we can act quickly. Parents of SEND children are kept 'in the loop' through the regular meetings mentioned above, but they can contact the school in between times to talk about any concerns. If a child has an EHCP, the SENCo will invite everyone involved to a review meeting once a year. The child will be present, and it will be a person-centred meeting.

### **Who to contact for more information or to discuss a concern**

- Your child's class teacher is usually the best person to ask first, but the person responsible for SEND at Columbia is Julie Fountain - Assistant Head responsible for Inclusion (SENCo is part of this role)
- You can contact her by asking at the school office.

If you have a complaint about any aspect of the school's SEN provision, it's best to contact the headteacher, Olly Woodward, in the first instance and follow the steps in the LETTA Complaints Policy.

The school Governor with responsibility for special needs is Anita Barzey. Telephone: 0207 739 3835  
Other useful contacts: The Early Help Hub- this is the easiest route to accessing information about organisations that can help you in Tower Hamlets.

They will advise and help to put you in touch with appropriate services. 020 7364 5006 The Local Offer- This document sets out everything that's provided by Tower Hamlets to support children, young people, and families. [towerhamlets.gov.uk](http://towerhamlets.gov.uk) 020 7364 6495

**Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets.** More information about the local offer and about support services available can be found at:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

**This SEND Information report was reviewed in Autumn 2025**

**It will be reviewed again in Autumn 2026**

## Hermitage Primary School SEN Information Report 2025-2026

### How we support pupils with special education needs and/or disabilities

#### Our vision and how we hope to achieve it

*'Everyone belongs. Our pupils love coming to school; they thrive because they feel like they belong and their individual needs are met.'*

The LETTA Trust vision for inclusion, Education Development Plan 2024

At the LETTA Trust, we find it unhelpful to think of inclusion in terms of the few. Nor is it just about the many. Inclusion is about belonging and, as such, involves everyone, every single one. Pupils, staff, parents, and governors feel like Hermitage is their school, like they belong here, and that's why we're successful.

At Hermitage, we are Caring, Clever, Courageous, and Creative. These values form the foundation of everything we do, guiding our students to become thoughtful, confident, and resourceful members of society.

The staff and governors promise that by the time you leave us:

1. You will have had the chance to help others.
2. You will be a kind, friendly, and respectful person.
3. You will have learnt how to take care of your body and your mind.
4. You will enjoy learning and always try to be the best you can be.
5. You will have explored both near and far.
6. You will be brave and adventurous.
7. You will have had the opportunity to express yourself in many different ways.
8. You will have the confidence to speak up and to speak out.

At the LETTA Trust, we are committed to helping our pupils overcome any barriers to learning that they may have and have a member of staff designated to organising support for pupils with learning difficulties (the SENCO). The school building is accessible to pupils with physical disabilities.

#### What type of school are we?

Hermitage is a primary school for the 3-11 age range. We have a Foundation Stage (Nursery and Reception) for children aged 3-5. We have 280 children in the school altogether.

Hermitage is a primary school in Tower Hamlets serving a multicultural community very close to the Thames, the Tower of London, and St Katharine's Docks. We are one of four primary schools in The LETTA Trust, a multi-academy trust and SCITT. Together, we run a highly successful initial teacher training programme graded outstanding by Ofsted in 2024. We support other local schools & alongside our alliance partners, training the next generation of outstanding teachers.

**What others say:**

It has been a pleasure working with the staff at Hermitage School. I have spent some time in the Nursery, and it has been positive to observe the thoughtful adjustments that have been made to create a more supportive and inclusive environment, which has led to a noticeable impact. All staff, whether that is staff in senior management, teaching staff, and staff who work as interpreters for families, have consistently demonstrated positive regard for the children at Hermitage and their parents. Their respectful, empathetic, and proactive support helps build trust and ensures that all families feel valued and understood. This culture of care and inclusion is a real strength of the school and makes a meaningful difference in the lives of the children and families it serves.

*(LBTH Educational Psychologist)*

I've had great experiences collaborating with class teachers at Hermitage to support SEN children in their classrooms. They have been open to my recommendations, and we have problem-solved together to find solutions that help children communicate and engage at school.

*(LBTH Speech and Language Therapist)*

I think one of the strengths of SEN at Hermitage is how staff plan and differentiate for their pupils. There's also a willingness to reflect and improve, with staff being open to feedback and responding well to training. Parents are also well supported and included in the process, which really helps build strong and positive relationships.

*(Phoenix Outreach)*

**What the children say:**

- I really enjoyed this year the most as I had the most supportive teacher.
- The honesty and respect.
- The school ensures that everyone fits in.
- Hermitage is always fun and gives us so many opportunities.
- Everybody is caring, welcoming, and kind.

**Areas of need**

As detailed in the SEND Code of Practice 2015, special educational needs at the LETTA trust are identified across four broad areas of need:

**Cognition and learning:**

Pupils with cognition and learning difficulties usually learn at a slower pace than their peers. This may include difficulties in reading, spelling, learning new concepts, maths, working memory, and concentration. Such difficulties might include Specific Learning Difficulties (e.g., dyslexia, dyspraxia, dysgraphia, and dyscalculia), Moderate (e.g., Global Development Delay), and Profound Learning Difficulties.

**Communication and interaction:**

Pupils may have difficulties communicating and interacting with their peers. This may include understanding or using language and communicating socially. They may have trouble expressing themselves. This might include conditions such as Autism, specific language impairment, and speech sound delays.

**Social, emotional, and mental health (SEMH):**

Difficulties in this area can reflect a wide range of underlying disorders like anxiety, stress, depression or anger. These can manifest in different ways, including dysregulated behaviour, which may prevent children from accessing the curriculum.

**Sensory and/or physical:**

This might include sensory processing difficulties affecting movement and coordination, physical disabilities, sensory sensitivities, and sensory impairment (e.g., vision and hearing impairment).

Some pupils with SEND may have needs across more than one area of need, and where this is the case, an individualised and tailored approach with reasonable adjustments is used to best provide support for your child.

**Identification and monitoring of SEND**

During the Autumn term, we invite all parents/carers into the school to meet their child's class teacher. We ask parents to let us know if their child has a disability or if they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place. In addition to this, the EYFS team carry out home visits in order to see the child in their own home and discuss any concerns the parents may have.

If a child is joining us from a new setting, the SENCO will use the information provided by the setting to plan the best programme of support. The SENCO will liaise with professionals who have already been involved with the child in order for an effective transition to take place. This is also the process for children who have transferred in KS1 and KS2.

If a child has special educational needs and/or disabilities, we know how important it is that they get the help they need as soon as possible. To ensure that any special needs not known about before starting the school are picked up early, all pupils are assessed during the first 3 weeks at the school. Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that may develop later.

If the staff identify a possible special educational need, they will complete an Initial Concern form and send this to the SENCO. The SENCO will observe the child and decide on appropriate next steps. This may be a suggestion of different strategies for the staff to try, or a parent meeting to see if parents also have concerns.

We hold regular pupil progress meetings for all classes and decide on appropriate provision for all pupils, including those with SEND or English as an additional language. The SENCO also meets regularly with class teachers to discuss specific needs.

We work closely with specialist services, such as speech therapists, educational psychologists, and Phoenix Outreach, who provide expertise in finding out the type and range of the pupil's needs.

We work hard to maintain good home/school links, and parents are always welcome to speak to us if they have any concerns. Our Home School Liaison Officer and Pastoral Lead support the needs of families.

### **Support for children with SEND**

Hermitage has developed a wide range of ways in which we support children with different special educational needs or disabilities. This is how we plan support:

#### Universal support

All pupils have access to inclusive, quality first teaching at Hermitage, using a range of best-practice strategies. This level of support will involve a range of evidence-informed strategies, including adapted tasks, flexible grouping of pupils, supporting pupils to develop independent thinking and learning strategies, clear, precise instruction and explanation, use of technology, and visual 'scaffolding' of work to allow pupils greater access to learning.

#### Targeted support

Group-based interventions are offered to those pupils identified as needing a more personalised approach to specific areas of learning, in addition to inclusive teaching. These interventions, run by teaching assistants or teachers, include support for difficulties across the 4 broad areas of need and aim to enable children to make accelerated progress against their targets.

#### Specialist support

For a small number of pupils, a highly personalised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SaLT), Educational Psychologist (EP) or therapists from other services. This type of support will vary hugely between individuals depending on strengths and difficulties. Children who might benefit from the highest level of support will most often have or require an Education, Health and Care Plan (EHCP). All support across the school is monitored and evaluated every term during Pupil Progress meetings. This is to ensure that the support in place is meeting the needs of individual pupils.

### **Adaptations to teaching and learning environments for children with SEND**

Children with special educational needs are taught alongside other children, but lessons are designed so that all the children in the class learn and make progress. We do this by adapting the learning so that all children are working towards the same learning intention.

Every class teacher is involved in planning, monitoring, and providing support for all pupils within their class, including children with special educational needs. We make the following adaptations to ensure all pupils' needs are met:

1. Adapting our curriculum to ensure all pupils are able to access it, for example, by pre-teaching concepts or providing learning scaffolds,
2. Adapting our resources and staffing
3. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.



4. Adapting our teaching, for example, pre-teaching key vocabulary or concepts, using flexible grouping, and using assessment for learning to check pupils' understanding.

### **Resources we can give to a child with SEND**

Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount, and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by the inclusion leader in consultation with a child's class teacher and parents /carers.

Parents are invited to contribute to planning through a meeting or, if they are not able to come into the school, in whatever way is best for them, e.g., by telephone or email.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds, we will apply to the local authority for additional support for a child, in the form of an Education and Health Care Plan (EHCP). Parents can do this too. We are happy to discuss all of this in more detail with parents.

We have a number of teaching assistants who are trained to deliver specific interventions. These TAs will work mostly with small groups to offer support but promote independence.

### **Monitoring the progress of children with SEND**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

1. The teacher's assessment and experience of the pupil
2. Their previous progress, attainment, and behaviour
3. Other teachers' assessments, where relevant
4. The individual's development in comparison to their peers and national data
5. The views and experiences of parents
6. The pupil's own views
7. Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers 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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **How we keep parents informed, consulted, and involved**

We work hard to maintain good home-school links with parents. We have a weekly newsletter with general news about the school. We have a parents'/carers' evening twice a year, and we send all parents/carers a report about their child's progress once a year.

We hold pupil progress meetings each term for all classes to discuss pupils' progress and evaluate the provision for all pupils, including those with SEND or English as an additional language. Children with Educational and Health Care Plans (EHCPs) have yearly Annual Review meetings. Parents are invited to the review, and we ensure that we arrange it at a time that will allow them to attend.

Parents are always welcome to speak to their child's class teacher or any member of the leadership team if they have any concerns. Our home school liaison officer and Pastoral Lead are also available to speak to.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

1. Everyone develops a good understanding of the pupil's strengths and areas for development
2. We consider the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. Everyone is clear on what the next steps are

## **Support we offer for children's health and emotional, and social development**

Children need to be happy and be able to behave appropriately to learn well, so all our class teachers work with children in their class on social skills, behaviour, and wellbeing. If a child has a particular difficulty, their class teacher will have help from colleagues, e.g., teaching assistants or the Inclusion Lead.

At Hermitage, we make sure that we listen to the children and respond to what they say through pupil voice conversations about their learning and experiences in school.

Hermitage Primary School has clear anti-bullying and diversity policies.

If a pupil has particular behavioural challenges, a behaviour plan will be designed to identify the triggers and support the pupil to avoid the pupil disrupting his/her own or others' learning and prevent exclusion.

Our School Council has class reps from each year group. Council representatives meet with the School Council Leader (the SENCO) regularly to discuss issues that pupils wish to raise or ideas and suggestions they may have about any aspect of school life.

## **Specialist external services we use when we think extra help is needed**

Sometimes a child will have needs that may benefit from additional help from specialists outside the school. Depending on a child's needs, we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Child psychology
- Educational welfare
- Hearing Impaired service
- Visually Impaired Service
- Behaviour Support Service
- Social Care
- Phoenix Outreach Team for Autism
- Local Authority SEND section
- CAMHS
- ASDAS

We always communicate with parents and gain their consent if we think additional support is required before we contact other specialists.

### **Staff training and support**

Here at the LETTA trust, every year, all staff attend 5 training days. In these training days, we incorporate special educational needs to make sure that every teacher:

- understands the different special educational needs
- knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- knows how to support the emotional needs of children with special educational needs
- understands how important it is to work closely with parents/carers

In addition to this, as part of the staff training and support package, the following is also included:

- Weekly meetings based on the current staff development focus
- Specialist training
- Phase meetings
- Regular line management meetings

### **Enabling children with SEND to engage in the wider curriculum**

For all school trips or outings, we take the needs of children with special educational needs and/or disabilities into account. We always risk assess, consult with parents/carers before arrangements are finalised to ensure that each opportunity is meaningful and supportive of the child within their learning journey.

All of our extra-curricular activities and in-school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their additional needs.

Please see also the school's accessibility plan, available from the website.

### **How parents are involved in school life**

At Hermitage, we believe in working with parents and carers as partners, and we hope that our parents share that belief. We are always ready to speak to parents about any concerns they may have about their child.

When we write to parents and carers, we always try to write in plain English. We have a group of bi- and multilingual staff who can offer translation and interpretation for parents and carers who need help with English.

Parents are welcome to attend regular coffee mornings where a representative from a Specialist service also attends so that parents can ask questions in a less formal situation.

### **Our school environment**

All of our classrooms are accessible to children. There are accessible toilets with a changing bed available and a hygiene room in which all personal care needs can take place.

In school, we have a range of equipment designed to support the development of children's coordination and motor skills in class, but if any child needs additional equipment, we will get this through specialist services, e.g., through Occupational Therapy or the school nursing service.

### **Transition for children joining and leaving our school**

Children joining our school in the nursery visit their new classroom for a Teddy Bears picnic before the start of the new school year. They then have a phased transition, attending for one hour, then two hours, and then three, before attending full-time when they are ready. Reception class teachers introduce the children to the school during transition visits with parents to make sure they are confident in their new surroundings. We do home visits for all new Nursery and Reception children.

We have close working relationships with other pre-school providers and services in the local area, and we encourage them also to visit to help prepare children who will be joining Hermitage. We invite all the parents and carers of children joining the school to meet their child's class teacher during the summer term before their children start at the school. We also ask parents to let us know if their child has a disability or if they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

We help older children prepare for secondary school through work in their PSHE lessons in the Summer term. This helps the children understand how a typical day works in a secondary school, what their timetable might look like, how to find out who to go to for help if they need it, and life

skills like how to tie their school tie. Many Secondary Schools offer additional school visits for pupils with SEN, and all Secondary Schools are invited to the Annual Review of pupils with EHCPs who will be transitioning to their schools.

### **Evaluating the effectiveness of our SEND provision**

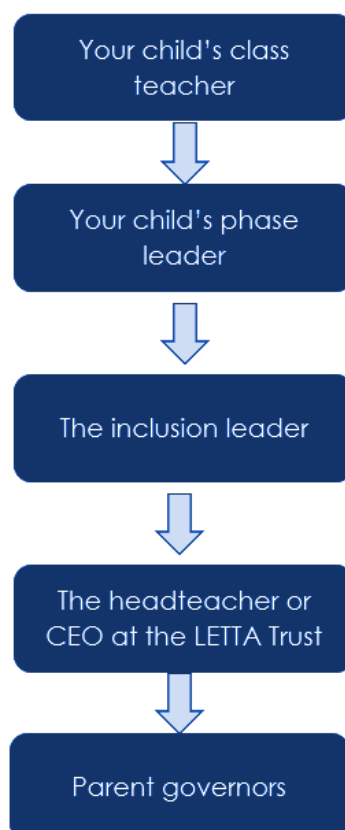
We evaluate the effectiveness of provision for pupils with SEND by:

1. Reviewing pupils' individual progress towards their goals each term
2. Reviewing the impact of interventions half-termly
3. Using pupil questionnaires
4. Monitoring by the SENCO
5. Using provision maps
6. Holding annual reviews for pupils with EHCP plans

### **Who to contact for more information or to discuss a concern**

- Your child's class teacher
- The SENCO
- Headteacher or CEO at The LETTA Trust

If in doubt, ask at the school reception. The school telephone number is 020 7702 1037 or email [admin@hermitage.towerhamlets.sch.uk](mailto:admin@hermitage.towerhamlets.sch.uk)



**If you'd like to make a complaint:**

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

1. Exclusions
2. Provision of education and associated services
3. Making reasonable adjustments, including the provision of auxiliary aids and services

**Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets.** More information about the local offer and about support services available can be found at:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

**This SEND Information report was reviewed in Autumn 2025**

**It will be reviewed again in Autumn 2026**

## STEBON Primary School SEN Information Report 2025-2026

### How we support pupils with special education needs and/or disabilities

#### Our vision and how we hope to achieve it

*'Everyone belongs. Our pupils love coming to school; they thrive because they feel like they belong and their individual needs are met.'*

The LETTA Trust vision for inclusion, Education Development Plan 2024

At the LETTA Trust, we find it unhelpful to think of inclusion in terms of the few. Nor is it just about the many. Inclusion is about belonging and, as such, involves everyone, every single one. Pupils, staff, parents, and governors feel like Stebon is their school, like they belong here, and that's why we're successful.

Stebon's Vision Statement is in the form of a set of promises we make to all our pupils. Every day at Stebon Primary School, the staff and governors are working to make sure that by the time you leave us:

1. You will have had fun, discovered your talents, and celebrated many successes along the way.
  2. You will love learning, believe it can take you anywhere, and want to keep on learning more.
  3. You will know that life is a fantastic adventure, have dreams for your future, and the confidence to take on the challenges that await you.
  4. You will have grown healthy and strong and understand how to look after your body and mind.
  5. You will have made friends and learned to treat other people with fairness, compassion, and respect.
  6. You will understand that the world is a wondrous place and be inspired to make a difference.
- We encourage all our pupils to strive to achieve their very best.

At the LETTA Trust, we are committed to helping our pupils overcome any barriers to learning that they may have and have a member of staff designated to organising support for pupils with learning difficulties. The school building is fully accessible for pupils with physical disabilities.

#### What type of school are we?

Stebon is a primary school for the 2-11 age range. We have a Foundation Stage (2-year-old Nursery, Nursery, and Reception) for children aged 2-5. There are two classes in each nursery year group and 3 classes in each year group from Reception to year 6, with 716 children in the school altogether.

Stebon is an outstanding three-form entry primary school serving a multicultural community in the East End of London. We are one of five primary schools in The LETTA Trust, a multi-academy trust and SCITT. Together we run a highly successful initial teacher training programme graded outstanding

by Ofsted in 2024. We support other local schools & alongside our alliance partners, training the next generation of outstanding teachers.

#### **What others say:**

In our last Ofsted inspection in July 2023, Stebon was judged **outstanding** in all areas. The report states:

*"The provision for pupils with special educational needs and/or disabilities (SEND) is exceptional. Leaders identify pupils with SEND at the earliest opportunity. Adults who support pupils with SEND are experts at what they do. They know the needs of pupils with SEND very well. Staff encourage pupils with SEND to become confident and independent learners. All pupils with SEND access the same curriculum as other pupils."*

#### **Areas of need**

As detailed in the SEND Code of Practice 2015, special educational needs at the LETTA trust are identified across four broad areas of need:

##### **Cognition and learning:**

Pupils with cognition and learning difficulties usually learn at a slower pace than their peers. This may include difficulties in reading, spelling, learning new concepts, maths, working memory, and concentration. Such difficulties might include Specific Learning Difficulties (e.g., dyslexia, dyspraxia, dysgraphia, and dyscalculia), Moderate (e.g., Global Development Delay,) and Profound Learning Difficulties.

##### **Communication and interaction:**

Pupils may have difficulties with communicating and interacting with their peers. This may include understanding or using language and communicating socially. They may have trouble expressing themselves. This might include conditions such as Autism, specific language impairment, and speech sound delays.

##### **Social, emotional, and mental health (SEMH):**

Difficulties in this area can reflect a wide range of underlying disorders like anxiety, stress, depression or anger. These can manifest in different ways, including dysregulated behaviour, which may prevent children from accessing the curriculum.

##### **Sensory and/or physical:**

This might include sensory processing difficulties affecting movement and coordination, physical disabilities, sensory sensitivities, and sensory impairment (e.g., vision and hearing impairment).

Some pupils with SEND may have needs across more than one area of need and where this is the case, an individualised and tailored approach with reasonable adjustments is used to best provide support for your child.



### **Identification and monitoring of SEND**

During the autumn term, we invite all parents/carers into the school to meet their child's class teacher. We ask parents to let us know if their child has a disability or if they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place. In addition to this, the EYFS team carry out home visits in order to see the child in their own home and discuss any concerns the parents may have.

If a child is joining us from a new setting, the inclusion leader will use the information provided by the setting to plan the best programme of support. When possible, the EYFS team will also visit the child in their setting. The inclusion leader will liaise with professionals who have already been involved with the child in order for an effective transition to take place. This is also the process for children who have transferred in KS1 and KS2.

If a child has special educational needs, we know how important it is that they get the help they need as soon as possible. To ensure that any special needs not known about before starting the school are picked up early, all pupils are assessed during the first 3 weeks at the school. Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that may develop later.

We hold pupil progress meetings each half term for all classes to discuss pupils' progress and decide on appropriate provision for all pupils, including those with SEND or English as an additional language. The inclusion leader also meets regularly with class teachers for highlighting meetings to discuss any concerns about children in their classes.

We work closely with specialist services, such as speech therapists and educational psychologists, who provide expertise in finding out the type and range of the pupil's needs.

We work hard to maintain good home/school links, and parents are always welcome to speak to us if they have any concerns. Our home family engagement officer and school social worker support the needs of families.

### **Support for children with SEND**

Stebon has developed a wide range of ways in which we support children with different special educational needs or disabilities. This is how we plan support:

- Our primary means of supporting children is through high-quality first teaching, with carefully adapted lessons that are resourced to meet the needs of all our learners. We ensure that classrooms are well resourced and we use a range of learning supports such as Chromebooks, and visuals & to support learners
- First, we identify what the particular barrier is through assessment and discussion. Then, we meet with parents to discuss their child's needs
- We agree on a programme of support that is carefully targeted at the particular area or barrier to learning. This describes what we will do to support a child and what we hope the support will achieve
- To see whether the support is helping, we set a time frame and review how things are going. We set targets for each child with special educational needs. This is reviewed each term

with parents, the class teacher, other professionals and the child themselves if they are old enough

### **Adaptations to teaching and learning environments for children with SEND**

At Stebon, we are committed to meeting the needs of all our pupils through quality first teaching. Children with special educational needs are taught alongside other children, but lessons are designed so that all the children in the class learn and make progress. We do this by adapting the learning so that all children are working towards the same learning intention.

Every class teacher is involved in planning, monitoring, and providing support for all pupils within their class, including children with special educational needs. We make the following adaptations to ensure all pupils' needs are met:

1. Adapting our curriculum to ensure all pupils are able to access it, for example, by pre-teaching concepts or providing learning scaffolds,
2. Adapting our resources and staffing
3. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
4. Adapting our teaching, for example, pre-teaching key vocabulary or concepts, using flexible grouping & using assessment for learning to check pupils' understanding.

### **Resources we can give to a child with SEND**

Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount, and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by the inclusion leader in consultation with a child's class teacher and parents /carers.

Parents are invited to contribute to planning through a meeting or, if they are not able to come into the school in whatever way is best for them, e.g., by telephone or email.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds, we will apply to the local authority for additional support for a child. Parents can do this too. We are happy to discuss all of this in more detail with parents.

We have a number of teaching assistants who are trained to deliver specific interventions. These TAs will work mostly with individual children or small groups to offer support but promote independence.

### **Monitoring the progress of children with SEND**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

1. The teacher's assessment and experience of the pupil
2. Their previous progress and attainment, and behaviour
3. Other teachers' assessments, where relevant
4. The individual's development in comparison to their peers and national data
5. The views and experiences of parents
6. The pupil's own views
7. Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers 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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **How we keep parents informed, consulted, and involved**

We work hard to maintain good home-school links with parents. We have a weekly newsletter, the Burdette Gazette, with general news about the school. We have a parents'/carers' evening twice a year, and we send all parents/carers a report about their child's progress once a year. We also have a Twitter account, which is updated daily.

We hold pupil progress meetings each term for all classes and half-termly for Years 2 and 6 to discuss pupils' progress and evaluate the provision for all pupils, including those with SEND or English as an additional language. For children with special educational needs, we also have SEND highlighting meetings each term with the class teacher and the inclusion leader. Children with Educational Health and Care Plans (EHCPs) have yearly Annual Review meetings. Parents are invited to the review, and we try as far as possible to arrange it at a time that will allow them to attend.

Parents are always welcome to speak to their child's class teacher or any member of the leadership team if they have any concerns. Our Inclusion lead, home school liaison officer, and school social worker are also available to speak to.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

1. Everyone develops a good understanding of the pupil's strengths and areas for development
2. We take into account the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### **Support we offer for children's health and emotional, and social development**

Children need to be happy and be able to behave appropriately to learn well, so all our class teachers work with children in their class on social skills, behaviour, and wellbeing. If a child has a particular difficulty, their class teacher will have help from colleagues, e.g., teaching assistants, the inclusion leader, or a learning mentor, to support the child.

At Stebon, we make sure that we listen to the children and respond to what they say through pupil voice conversations about their learning and experiences in school. Pupils also complete a termly online survey for governors. Stebon School has clear anti-bullying and diversity policies.

If a pupil has particular behavioural challenges, a behaviour plan will be designed to identify the triggers and support the pupil to avoid the pupil disrupting his/her own or others' learning and prevent exclusion.

Our School Council has class reps from each year group. Council representatives meet with the school council leaders regularly to discuss issues that pupils wish to raise or ideas and suggestions they may have about any aspect of school life.

### **Specialist external services we use when we think extra help is needed**

Sometimes a child will have needs that may benefit from additional help from specialists outside the school. Depending on a child's needs, we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Child psychology
- Educational welfare
- Hearing Impaired service
- Visually Impaired Service
- Behaviour Support Service
- Social Care
- Physiotherapist
- Police Community Support
- Phoenix Outreach Team for Autism
- Stephen Hawking Outreach Team
- Beatrice Tate Outreach Team
- Specific Learning Difficulty Team
- Parent Advice Centre
- Local Authority SEND section
- CAMHS
- THEWS
- ASDAS

We always communicate with parents if we think additional support is required and before we contact other specialists.

### **Staff training and support**

Here at the LETTA trust, every year, all staff attend 5 training days. In these training days, we incorporate special educational needs to make sure that every teacher:

- understands the different special educational needs
- knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- knows how to support the emotional needs of children with special educational needs
- understands how important it is to work closely with parents/carers

In addition to this, as part of the staff training and support package, the following is also included:

- Weekly meetings based on the current staff development focus
- Specialist training
- Phase meetings
- Regular line management meetings

### **Enabling children with SEND to engage in the wider curriculum**

Any trips or outings we plan always include children with special educational needs and/or disabilities. We use part of our budget to make sure that any support needed can be provided. We always risk assess, consult with parents/carers before arrangements are finalised to ensure that each opportunity is meaningful and supportive of the child within their learning journey.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their additional needs.

Please see also the school's accessibility plan, available from the website.

### **How parents are involved in school life**

At Stebon, we believe in working with parents and carers as partners, and we hope that our parents share that belief. We are always ready to speak to parents about any concerns they may have about their child. The headteacher sees or speaks with parents and carers by appointment, although he is available to speak to parents at other times.

When we write to parents and carers, we always try to write in plain English. We have a group of bi- and multilingual staff who offer translation and interpretation in Arabic, Somali, Sylheti/Bengali, and Urdu for parents and carers who need help with English.

We hold a yearly 'Have Your Say Conference' for parents to offer feedback on all aspects of school life, and we also issue a report for parents, Parent Power, to explain how the school has responded to their ideas and suggestions.

Parents are welcome to attend regular coffee mornings and parent outings.

### **Our school environment**

All of our classrooms are fully accessible for children.. There are accessible toilets with a changing bed available close to the staffroom and a medical/therapy room in which all peripatetic therapies can take place.

In school, we have a range of equipment designed to support the development of children's coordination and motor skills in class, but if any child needs additional equipment, we will get this through specialist services, e.g., through Occupational Therapy.

### **Transition for children joining and leaving our school**

Children joining our school from the nursery visit their new classroom several times before the start of the new school year. Reception class teachers introduce the children to the school once they start, to make sure they are confident in their new surroundings.

We have close working relationships with other pre-school providers and services in the local area, and we encourage them also to visit to help prepare children who will be joining Stebon. We invite all the parents and carers of children joining the school to meet their child's class teacher during the summer term before their children start at the school. We also ask parents to let us know if their child has a disability or if they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

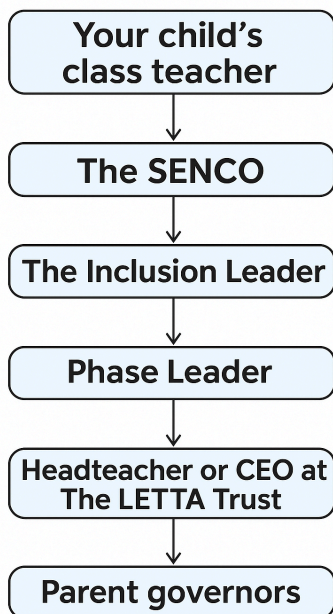
We help older children prepare for secondary school through a class project in Year 6 called the Identity Project. This helps the children understand, for example, how a typical day works in a secondary school, what their timetable might look like, and how to find out who to go to for help if they need it. As part of the culmination of our 'Identity' project in Y6, we invite our most recent alumni (current Y7) back to school for a small ceremony and Q&A session with our current Y6.

### **Evaluating the effectiveness of our SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

1. Reviewing pupils' individual progress towards their goals each term
2. Reviewing the impact of interventions half-termly
3. Using pupil questionnaires
4. Monitoring by the SENDCo
5. Using provision maps
6. Holding annual reviews for pupils with EHCP plans

## Who to contact for more information or to discuss a concern



If in doubt, ask at the school office. The school telephone number is 020 7987 4237 or email [admin@stebon.org.uk](mailto:admin@stebon.org.uk)

### If you'd like to make a complaint:

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

1. Exclusions
2. Provision of education and associated services
3. Making reasonable adjustments, including the provision of auxiliary aids and services

**Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets.** More information about the local offer and about support services available can be found at:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

**This SEND Information report was reviewed in Autumn 2025**  
**It will be reviewed again in Autumn 2026**

## Virginia Primary School SEN Information Report 2025-2026

### How we support pupils with special education needs and/or disabilities

#### Our vision and how we hope to achieve it

Virginia Primary School is a one-form entry community primary school with nursery provision. We welcome children of all abilities, faiths, and nationalities.

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners.

We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge, and enable each and every one to be the very best they can be in all areas of school life.

#### What type of school are we?

At Virginia Primary School, *everyone belongs*. We are a community of happy, confident, motivated lifelong learners. Our children are nurtured, challenged, and enabled to be the very best they can be in all areas of school life.

We are a Rights Respecting School, committed to the principles of the UN Convention on the Rights of the Child, including:

- Article 12: the right to be listened to and taken seriously
- Article 23: the right to special care and education if you have a disability
- Article 28: the right to an education
- Article 29: the right to an education that develops personality, respect for others, and care for the environment

Our values guide us to be caring, respectful, and ambitious for every child, ensuring inclusion is about everyone, not just the few.

#### Areas of need

This year, we have had pupils whose primary area of need falls within three of the four broad areas:

- Cognition & Learning – e.g. dyslexia, dyspraxia, global learning delay
- Communication & Interaction – e.g., autism, developmental language disorder
- Social, Emotional & Mental Health (SEMH) – e.g., ADHD, emotional regulation difficulties
- Sensory & Physical – e.g., visual/hearing impairments, epilepsy



**Virginia's SEND by year group and primary area of need  
(July 2025)**

<b>Year Group</b>	<b>Communication &amp; Interaction</b>	<b>Cognition &amp; Learning</b>	<b>SEMH</b>	<b>Physical/Sensory</b>
Nursery	7	0	0	0
Reception	7	0	1	0
Year 1	4	2	0	0
Year 2	4	0	2	0
Year 3	8	0	3	0
Year 4	2	3	2	0
Year 5	5	3	2	0
Year 6	3	1	3	0

**Identification and monitoring of SEND**

- Initial concerns around a potential barrier to learning are raised by teachers or parents.
- Teachers will start to complete an initial assessment (with the support of parents) to help identify the specific needs.
- This then leads to children being assessed by teachers, the SENCo, or maths and literacy leaders who, after consultation, devise a plan of additional in-house intervention programmes and in-class adjustments /quality personalised teaching.
- This initial assessment, alongside the child's and parents' views, is used to decide whether the child needs personalised teaching and in-class adjustments, in addition to the high-quality teaching that is already provided.

- This programme is reviewed termly (Assess, Plan, Do, Review) and judgements are made on the effectiveness of interventions and in relation to the child's progress.
- Parents are informed prior to referrals to outside agencies

#### **How we monitor SEND**

- Children's needs are regularly assessed and reviewed on APDR grids; this happens a minimum of every term.
- Pupils' views are taken into account when reviewing their progress.
- Parents are sent a copy of the reviews and are encouraged to share any thoughts and concerns.
- Children's progress and attainment are monitored through termly pupil progress meetings. During these meetings, class teachers meet with senior members of staff to review the progress of every child and to plan for interventions to accelerate progress where appropriate.
- Behaviour records are monitored to identify children who might have a social or emotional difficulty so that we can plan to help them overcome this.
- Parents who have concerns about their child can make an appointment to meet with the class teacher or SENCo at any time. Translators are offered when required.

#### **Support for children with SEND**

- Our primary means of supporting children has been through quality first teaching, with carefully differentiated lessons and resources to meet the needs of all our learners.
- We have aimed for children with SEND to remain in the class unless there has been a real advantage to them. This has ensured they are working under the supervision of their teacher and continue to develop relationships with their peers.
- This year, no children have had a 1:1 teaching assistant. We have done this by carefully planning activities so that children with SEND work with a range of adults within the classroom. This ensures their needs are being met while also building their independence and resilience.

#### **How have we obtained Pupil Voice?**

- It matters to us what children think or feel about their education.
- We want to know if they are finding learning hard and what they feel will help them.
- We obtain pupil voice in a variety of ways
  - Half-termly topic reviews are held for each class; over the course of the year, all children, regardless of their level of SEN, are included in these. The feedback from these meetings is implemented into the next term's planning.
  - Termly pupil voice meetings with children in KS2 who are on the SEN register. These meetings provide the children with the opportunity to share which strategies or support they think are supporting them. In 2025-2026, we hope to extend this to KS1.
  - Pupil voice interviews with children on the SEN register, where the focus is on whole class teaching and the learning environment.

#### **Adaptations to teaching and learning environments for children with SEND**

- The school places a high priority on training and developing staff so that all children receive high-quality learning experiences that enable them to succeed. This includes:
- Our SENCo holds the National Award for Special Educational Needs Coordination from UCL.

- Two HLTAs, one in Early Years and one in KS2 are trained in ELKLAN, the speech and language accreditation.
- We have an HLTA and a TA who are qualified Emotional Literacy Support Assistants (ELSA).
- Two staff members are accredited in positive handling with Team Teach.
- Our Speech and Language Therapist provided whole school training on Blanks Level Questioning and Developmental Language Disorder (DLD).
- Teaching assistants who work closely with key children receive training either in-house or from external professionals to help them meet the needs of the children they work with.
- The SENCo advises class teachers on successful approaches for the children in their classes with special educational needs.
- Specialist services who work with us often provide training on specific areas.

#### **Resources we can give to a child with SEND**

- This year, a small number of pupils in KS1 and LKS2, who have both a diagnosis of Autism and an EHCP, have been supported through our Sunflower Room.
- This provision has been run each morning and has provided the children with a tailored curriculum and environment to support the development of their engagement, communication, and sensory needs. In the afternoon, the children continue to be part of their main class where their class teachers have planned and adapted lessons to meet their specific needs.
- Three TAs, who have received specific training and CPD throughout the year, have run the provision daily. Ruth has overseen the planning and delivery of the curriculum in Sunflower Room and has been supported in this by Marie, our Phoenix Outreach Teacher, and Ellie, our Speech and Language Therapist.

#### **Monitoring the progress of children with SEND**

- In accordance with the [2014 SEND Code of Practice](#), we use the graduated approach of Assess, Plan, Do, Review to help us focus on children's specific needs.
- Children's needs are regularly assessed and reviewed on APDR grids; this happens a minimum of every term.
- Pupils' views are taken into account when reviewing their progress.
- Parents are sent a copy of the reviews and are encouraged to share any thoughts and concerns.
- Children's progress and attainment are monitored through termly pupil progress meetings. During these meetings, class teachers meet with senior members of staff to review the progress of every child and to plan for interventions to accelerate progress where appropriate.
- Behaviour records are monitored to identify children who might have a social or emotional difficulty so that we can plan to help them overcome this.
- Parents who have concerns about their child can make an appointment to meet with the class teacher or SENCo at any time. Translators are offered when required.

#### **Support we offer for children's health and emotional, and social development**

- We have a positive behaviour policy that enables the school to have a calm and positive ethos.
- We use the Zones of Regulation throughout the school to support children's emotional literacy.
- Our PHSE programme fosters emotional literacy, conflict resolution skills, and self-awareness.

- Where children have additional difficulties, they may be referred to our Emotional Literacy Support Assistant (ELSA) for small group or 1:1 additional support. This year, over 20 children have accessed ELSA support.
- We have employed a play therapist to work with children requiring longer and more intensive support; she has worked with us one day a week.

### **Communication and Interaction**

- Ellie, our Speech and Language Therapist, has supported us one day a week. She has worked with Ruth and a range of support staff to deliver and develop interventions to support specific children.
- Ellie and Ruth have run sessions to help parents understand how to support their children at home, including support around DLD and Autism.
- Ellie has continued to provide support for Shape Coding, which is both an intervention and whole-class approach to support sentence structure.
- Children with stammering or other speech production difficulties have been referred via Barts to specialist clinics and offered therapy.
- Rich opportunities for speaking and listening have been planned for and provided.
  - In the early years, the environment is planned to ensure children have stimulating opportunities for free play, supporting language development.
  - In Years 1-6, children routinely work collaboratively and with learning partners

### **Physical and Sensory Needs**

- Children with visual impairments have been supported by the qualified teacher of the visually impaired. Mark Longman has visited us termly this year.
- Sensory circuits are planned for children who might find them advantageous.
- Where there is an area of concern, children are referred to the occupational therapy or physiotherapy services. The school puts any advice given into practice.
- Where children have identified physical needs, we have worked with the local authority specialist teacher to support children in accessing the curriculum, in meeting their personal care needs, and providing training for staff.

Please note that the school is an old Victorian building and as such is set over three levels. We are unable to install a lift. (Please see our [Accessibility Plan](#).)

The school is equipped with an EVAC chair on the first and second floors.

The Nursery and Reception classes, as well as the ground floor of the Welcome Space, are wheelchair accessible.

There is a fully accessible toilet on the ground floor.

### **Cognition and Learning**

- High-quality teaching is provided in all classes.
- Through ongoing formative assessment, teachers continually adapt planning to meet children's needs.

- Children with specific areas of need have received interventions to support them. These have been planned and monitored by Ruth. They include precision teaching to support spelling and reading, intensive phonics interventions, and support with number awareness.
- Maddie Outram, from Stephen Hawking Outreach Service, has visited termly to support specific children on the school's outreach caseload.
- Patrick, our Educational Psychologist, has worked with specific children to help identify strategies and interventions to support them. He also provided support to specific teachers to help them evaluate the provision in their classes, as well as consultations with parents to help them develop strategies to support their children's learning at home.

### **Specialist external services we use when we think extra help is needed**

Some children with SEND have needed specialist support. Here is a list of the services and experts who have supported us this year.

- Speech and Language Therapist (Ellie Alexander) – one day a week
- Educational Psychologist (Patrick Sullivan) – 10 sessions over the year
- Phoenix Outreach Team (ASC) – half-termly visits by Marie Dixon
- Stephen Hawking Outreach Team – termly visits by Maddie Outram
- Physical disabilities specialist team – support from Claudine Rausch
- Sensory Impairment team – termly visits by Mark Longman
- CAMHS (child and adolescent mental health service) – assessing children after referrals
- Occupational Therapist – assessing children after referrals
- Behaviour Support team – whole class support and specific children

The SENCo has organised the work of these professionals in the school. They usually work closely with the child for a short time and then provide recommendations about how to work with the child.

### **Staff training and support**

Teachers at Virginia are reflective practitioners who regularly adapt their teaching to cater to the needs of children in their class.

Below are some examples of how this has been done this year.

<b>Communication and Interaction</b> Text-to-speech software Touch typing Visual timetables “Now and Next” boards Small group work Widgets Shape Coding	<b>Cognition and Learning</b> Pre teaching Revisiting prior learning Concrete resources Small group work Widgets Sensory stories Audio books
<b>Social, Emotional and Mental Health</b> Brain breaks Sensory areas Small group work ELSA support Books of success	<b>Physical and/or Sensory Needs</b> Seating arrangements Large text Fine motor skills interventions Typing Ear defenders Silent clapping in assemblies

#### How have we made sure children with SEND are included in school life?

- All our trips are inclusive
- We will always ensure that every child is able to access a residential or day trip. We provide additional adults or alternative transport where required. No activity would be planned that could not include all children in the class
- We have a school council for children in Years 1-6. We ensure that there is always a SEND representative on the school council
- As part of the graduated approach cycle, we have sought pupils' views on how they think interventions and approaches to their learning are going

#### How parents are involved in school life

We have an open house culture. Parents are welcome to make an appointment to see their class teacher or a member of the senior leadership team to discuss any issue regarding their child at any point during the school year.

- Parents can contribute their views about their child's education at parent evenings, annual reviews (for children with EHCPs), and when their child's APDR grid is sent home.
- Parent agreement is sought before making any referrals to specialists.
- We have run coffee mornings to offer advice to parents of children with specific needs. This year, these coffee mornings have included information about DLD, Intensive Interaction interventions, and Autism.
- When we have worked with [Flute Theatre](#) ([see Autistic Spectrum Condition page for more information](#)), parents are encouraged and invited to take part alongside their children.

#### Transition for children joining and leaving our school

##### Starting in Nursery and Reception (Early Years)

- We visited children who started in nursery and reception at home before they started. At this meeting, we asked parents if they had any specific concerns about their child.

- Children new to the early years are assessed closely through observation during their first half term with us. These observations contribute to our ongoing assessment of every pupil, and during them, we have been able to highlight previously unidentified barriers to learning.

### **Starting in Years 1 - 6**

- When children join from other schools from Year 1 upwards, their families have had an induction meeting with the head prior to starting school. When requested by the family or deemed necessary by the head, our SENCo has also met with parents.
- When children with EHCPs have transferred from other schools, Ruth has visited them in their previous setting to identify ways in which they have been successfully supported.
- Children who transfer from other schools from Year 1 upwards are informally assessed on entry in reading, writing, and maths. Contact is made with the previous school to find out about any concerns or special needs.

### **Secondary school transition**

We work closely with our feeder schools to ensure that children have a smooth transition from primary to secondary. This includes the following activities:

- Initial meeting with parents when the child is in Year 5 to discuss secondary options.
- Meetings during Year 6 to plan transition activities.
- Individual/small group visits with key staff members.
- Parent/child meetings with primary/secondary staff to discuss needs.
- This year, we supported the transition of Year 6s with SEND to the following schools:



**Haggerston**  
**School**

**Who to contact for more information or to discuss a concern**

The SEND information, advice and support service (SEND IASS) is a self-referring service which offers advice, information, and support to parents or carers of children and young people with SEND. They can be contacted in the following way:

- Email: [towerhamlets&city.sendiass@towerhamlets.gov.uk](mailto:towerhamlets&city.sendiass@towerhamlets.gov.uk)
- Phone: 020 7364 6489 (Monday to Friday, 9 am- 5 pm)
- SEND IASS is at the Parents Advice Centre, which is located at 30 Greatorex Street, London, E1 5NP
- <https://www.towerhamletsandcitysendiass.com/>

**Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets.** More information about the local offer and about support services available can be found at:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

**This SEND Information report was reviewed in Autumn 2025**

**It will be reviewed again in Autumn 2026**

**Appendix 5: Accessibility plans**

## **Accessibility Plans**

**Rationale**

This Accessibility Plan is compliant with current legislation and requirements specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the SEND Code of Practice 2014.

We value and include all our pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. As such, we make sure the environment enables full curriculum access for everyone. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion within the school. Through training we raise awareness of equality issues within our school community.

The LETTA schools' Accessibility Plans show how access will be improved for disabled pupils, staff and visitors in a given timeframe at each school. The Accessibility Plans contain actions to:



- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life, (if a school fails to do this they are in breach of duties under the Equalities Act 2010). This includes the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers provision of specialist or **auxiliary aids and equipment**, which may assist pupils in accessing the curriculum
- improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities, examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats.

### **Related documents**

The Accessibility Plans should be read in conjunction with the following school policies and documents:

- Curriculum Policy
- Equalities Policy
- Educational Visits Policy
- Health and Safety Policy
- Inclusion Policy
- Behaviour Policy
- Anti-Bullying Policy
- School Development Plan
- School Brochure

Equality Impact Assessments are undertaken when school policies are reviewed and the terms of reference for all Trust Board committees include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan for physical accessibility was put together following an audit undertaken by the school's Inclusion Leader. It may not be feasible to undertake all of the works listed during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covered by this plan in order to inform the development of a new Accessibility Plan.

## Bygrove Primary School Accessibility Plan

### 1. Improving curriculum access

Aim	Activity	Deadline	Outcome	Evaluated by
Training for staff to support and assess learning for children with additional needs.	<ul style="list-style-type: none"> <li>Gather staff feedback on strengths &amp; areas for development to inform professional learning plan for 24/25</li> <li>Training to ensure all staff are able to delivery quality first teaching</li> <li>Training to support children with ASC</li> <li>Training to support children with SEMH needs</li> <li>Adaptive teaching training</li> <li>Restorative approaches training</li> </ul>	Autumn 2024  On-going	Children with additional needs are supported appropriately and successfully included in all aspects of school life.  Provision reflects value for money	Termly by Inclusion Leader  Headteacher
Learning environments effectively organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> <li>Develop a new learning space to meet the needs of pupils with SEND</li> <li>Inclusive learning environment checklist</li> <li>Learning walks</li> <li>Additional training</li> <li>Develop the sensory room</li> </ul>	24/25	Children have ready access to effective learning environments & a range of resources to support their learning	Termly by Inclusion Leader  Headteacher
All children can access the curriculum during and after school through effective adult support	<ul style="list-style-type: none"> <li>Adult support is available during key times that individual children may need support i.e. lunchtimes, after school clubs, residential visits, PE lessons.</li> </ul>	On-going	Children who need individual adult support to participate in some activities have access to this support	Termly by Inclusion Leader  Headteacher

To make available IT resources which enhance pupils' learning	<ul style="list-style-type: none"> <li>• Train staff to use Widgit Online</li> <li>• Train staff to use Mathletics</li> </ul>	24/25	Pupil get access to the curriculum	Termly by Inclusion Leader  Headteacher
Improve pupil voice for children with SEND	<ul style="list-style-type: none"> <li>• Pupil survey to find out their views of inclusion at Bygrove and how they think things could be developed</li> <li>• Continue to ensure that a range of pupils, including those with SEND, participate in the pupil voice section of subject health checks</li> <li>• Ensure that pupils with SEND have the opportunity to experience pupil leaderships roles such as dining hall helpers or leaders in Explorers</li> </ul>	24/25	Pupils help shape provision at Bygrove	Termly by Inclusion Leader  Headteacher

## 2. Improving Physical Accessibility

Aim	Activity	Deadline	Outcome	Evaluated by
The school is aware of the access needs of disabled pupils, staff, governors and parents or carers	<ul style="list-style-type: none"> <li>• Create individual access plans</li> </ul>	On-going	All individuals can safely access the school building	Termly by Inclusion Leader  Headteacher
Staff can safely move children	<ul style="list-style-type: none"> <li>• Staff to attend Team TEACH</li> <li>• Organise staff moving and handling training</li> <li>• Work with OT to create individual moving and handling plans</li> </ul>	24/25	All staff can safely and confidently move children in order to meet their physical needs. Risks are minimised	Termly by Inclusion Leader  Headteacher

	<ul style="list-style-type: none"> <li>• Work with OT to create risk assessments</li> </ul>			
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### 3. Improving provision of information

Aim	Activity	Deadline	Outcome	Evaluated by
<p>Availability of written material in alternative formats</p> <p>Make available school prospectus, newsletter and other information to parents in alternative formats</p>	<ul style="list-style-type: none"> <li>• More school information to go on school's website so it can be enlarged</li> <li>• Letters emailed to parents</li> <li>• Support available to parents in reading newsletters</li> <li>• Situations dealt with case by case.</li> <li>• HSLO to support</li> </ul>	On-going	The school will be able to provide written information in different formats when required for individual purposes	Office team Head teacher
Seek parental views about the quality of communication to seek their opinions as to how to improve	<ul style="list-style-type: none"> <li>• Parent survey</li> <li>• Include communication in Have Your Say parental questionnaire</li> <li>• Ask parents how the school can improve the provision of information</li> </ul>	On-going	The school will improve provision of information in accordance with the views of parents	Leader- ship team Head teacher

## Columbia Primary School Accessibility Plan

### 1. Improving curriculum access

Aim	Activity	Deadline	Outcome	Evaluated by
Strategic direction, monitoring and evaluation.	Evaluate the curriculum to ensure that it includes positive images of people with disabilities.	July - ongoing	Curriculum reflects the school demographic.	DHT
	Monitor assemblies/ newsletters/ performances to ensure pupils with disabilities are given equal opportunities to take part.	Ongoing	Clear plan in place to address imbalance	AHT resp for Inclusion
	Monitor children's work to ensure pupils with disabilities are being challenged sufficiently	Termly	Feedback given where necessary and reported to Head.	DHT
	Monitor frequency of bullying related to discrimination and adjust assembly plans accordingly.	Half Termly	Underlying discrimination is tackled at whole school level	HT
Improving access to the school curriculum for pupils with disabilities.	Review pupil tracking to ensure pupils working at P levels are making good progress.	Termly	All children are making good progress.	AHT resp for Inclusion
	Ensure the new school curriculum is accessible and relevant to all pupils.	Half Termly	New curriculum reflects the school demographic.	DHT
	Train new staff effectively so they are confident supporting pupils with disabilities.	Ongoing	Pupils are well supported in class and are making good progress.	AHT resp for Inclusion

## 2. Improving Physical Accessibility

Aim	Activity	Deadline	Outcome	Evaluated by
Improving access to the physical environment of school for pupils with physical disabilities.	Improve the playground so there is more to do for pupils with physical disabilities.	Ongoing	Pupils with physical disabilities are engaged throughout lunchtime.	HT

## 3. Improving provision of information

Aim	Activity	Deadline	Outcome	Evaluated by
Improving the delivery of information for pupils with disabilities	Set up parent led support groups for pupils with differences.	January	Parents feel well supported. A greater number of differences are supported.	AHT resp for INclusion
	Improve our procedures for early identification of differences.	Ongoing	Pupil progress meetings show that pupils are flagged up early for additional/ specific support.	AHT resp for INclusion

## Hermitage Primary School Accessibility Plan

### 1. Improving curriculum access

Aim	Activity	Deadline	Outcome	Evaluated by
To increase the staff confidence and expertise about how to enable disabled pupils to fully participate in the school's curriculum	<ul style="list-style-type: none"> <li>-Specific training in speech and language support</li> <li>-Training in VAK &amp; learning style learnings</li> <li>-All staff to receive disability training</li> <li>-Continue the development of the common language</li> </ul>	<p>Start from Autumn</p> <p>ongoing</p>	More staff confident to support individual pupil's needs	HT and CoG
To set suitable learning challenges for all pupils	<ul style="list-style-type: none"> <li>-Adults deployed according to the needs of pupils</li> <li>-The school offers a differentiated curriculum for all pupils</li> <li>-Resources tailored to the needs of pupils who require support to access the curriculum</li> <li>-Curriculum resources include examples of people with disabilities</li> <li>-Curriculum progress is tracked for all pupils, including those with a disability</li> <li>-Targets are set effectively and are appropriate for pupils with additional needs</li> <li>-The curriculum reviewed to ensure it meets the needs of all pupils</li> </ul>	Each term	<p>All pupils have; access to curriculum, relevant targets according to their needs, work differentiated in pace, style and content. Resources are purchased used effectively. Curriculum policies updated regularly. Policies reflect the inclusive practice</p>	SENCo/ all staff

To respond to pupils diverse learning needs and overcome potential barriers to learning	<ul style="list-style-type: none"> <li>-To ensure that all teachers are effectively planning for children with disabilities</li> <li>-CPD planned and delivered to ensure staff knowledge and understanding meet all children's needs.</li> <li>-Effective forms of communication to be used to inform parents and others</li> </ul>	<p>All year round</p> <p>Once a term</p> <p>Review dates</p> <p>On request</p>	<p>A broad range of teaching styles and strategies are observed in lessons.</p> <p>Improved access to learning for all pupils throughout school.</p> <p>Enhanced pastoral support for specific pupils. Parent survey completed annually on pupils learning</p>	SEN governor + SENCO
To involve pupil in target setting and IEPs	<ul style="list-style-type: none"> <li>-Pupils involved in target setting with teacher</li> <li>-Pupils attend PCARand/or other SEN meeting as appropriate to take part in sharing their success/ achievement</li> </ul>	<p>Termly</p> <p>Annually</p>	Pupils know, understand and achieve their targets	SENCO
To make available computing resources which enhance pupils' learning	<ul style="list-style-type: none"> <li>-Use computing and SEN budget to buy suitable resources</li> <li>-Train LSAs to make effective use of computing resources to help the pupils with whom they work</li> </ul>	Termly	Pupil get access to the curriculum	SENCO
To make effective and accurate assessments of individuals and groups of pupils	<ul style="list-style-type: none"> <li>-Termly pupil progress meetings for all pupils</li> <li>-NFER tests for Key Stage 1 and 2</li> <li>-SATs tests for Years 2 and 6</li> <li>-Target Setting for all pupils</li> </ul>	<p>Termly</p> <p>Summer</p> <p>Each term</p>	<p>Pupils achieve at their level.</p> <p>Up-to-date assessment data available for all pupils which is used effectively to ensure good or better progress.</p>	AHTs
To ensure that	-Children with specific	ongoing	All children have	All staff /



all school trips fully consider the needs of all children	medical and behavioural needs given full consideration at planning stage -Where reasonable adjustments are required this is specified in the risk assessment.		access to trips	SENCO
To ensure that all classrooms have resources that include positive images of people that reflect the whole community	-New resources are monitored for positive images and references	ongoing	All classrooms have resources that include positive images of people that reflect the whole community	HT
CPD access for all Staff	-Reasonable adjustments are made when needed	ongoing	CPD opportunities are accessible to all staff with disabilities	HT
To embed the playground buddy system to support vulnerable and newly arrived pupils	-Newly arrived pupils will be paired with an existing pupil for 1/2 weeks	From Summer When a new child arrives	-Newly arrived pupils settle quickly -Everyone enjoys school life.	Learning Mentor
Admission form to have information about additional need	-To include specific questions about additional needs on the admissions form' used at all admission meetings	April	Detailed information included on admissions form	Office
Medical file reviewed and storage of medication reviewed	-To ensure that the medical register is up-to-date and that relevant pupils have a medical care plan which is reviewed in line with statutory requirements	Feb	Medical register is up to date	SENCO/ DH

## 2. Improving Physical Accessibility

Aim	Activity	Deadline	Outcome	Evaluated by
<b>2.1</b> Progressive planned improvements to the physical environment of the school to improve accessibility	-All 3 Playground to be redevelopment -Ensure wheelchair access throughout ground floor via outside doors and ramps -Provision of external & internal ramps for access around site (classrooms and hall) -Redevelopment of the DT room and the computer suite -Cooking facilities to be accessible to all -The development of ASP for children with Autistic spectrum condition meets the needs of children with ASC -Classroom environment clearly labelled and organised -Hall to have curtains for better acoustics -Tea-boiler need to be adjusted according to the wheelchair person level	Sep	Ensure it is safe for use for all Wheelchair access to the whole ground floor. Complete ramps in use. Dining hall to have wheelchair access The redeveloped space to be used by parents, wider local community Disable toilet upstairs Children with specific medical and behavioural needs given full consideration at planning stage Improved accessibility for specific children. Improved accessibility for all users of the premises.	HT  PM    HT   HT / Governors  Key phase leaders/ SENCO PM  PM
	-Renovate the KS2 pupils' toilets on the ground floor (Years 3/4)	SEP	Better access to toilet facilities for KS2 pupils	PM

### 3. Improving provision of information

Aim	Activity	Deadline	Outcome	Evaluated by
To improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled.	<ul style="list-style-type: none"><li>-Improved provision of information</li><li>Identify materials</li><li>-Identify providers of 'translation' services</li><li>-Information about the school to be made available in large print or on computer disc on request</li></ul>	On request	Pupils and parents able to access information in different formats. Register of use of service and satisfaction survey.	Office Manager

## Stebon Primary School Accessibility Plan

### 1. Improving curriculum access

Target	Strategy	Outcome	Time	Achievement	Evaluated by
Revised training for all staff in teaching children with a hearing impairment	Attendance at LA training and continued support from the Hearing Support Teacher	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them	Ongoing as required by pupil needs	Hearing impaired child is successfully included in all aspects of school life	Termly by INCO and specialist services  Annual review of EHCP  Head Teacher
Revised training for all staff in teaching children with a visual impairment	Attendance at LA training and continued support from the Visual Support Teacher including Braille teaching	All staff have clear understanding of the needs of visually impaired children and how to ensure the curriculum is fully accessible to them	Ongoing as required by pupil needs	Visually impaired child is successfully included in all aspects of school life	Termly by INCO and specialist services  Annual review of EHCP  Head Teacher
Training for staff to support and assess learning for children with additional needs	Staff attend appropriate training to match the needs of children  Children families and staff have outreach support and provision from external agencies	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom Children with additional needs are successfully included in all	Ongoing as required by pupil needs	Children with additional needs or are identified appropriately and successfully included in all aspects of school life.	Termly by INCO and specialist services  Annual reviews of EHCPs  Head Teacher

		aspects of school life			
Learning environments are effectively organised to promote the participation and independence of all pupils	<p>Staff attend appropriate training to match the needs of children</p> <p>Staff use inclusive environment checklists</p> <p>Use of personal work spaces where appropriate.</p>	Children have ready access to a range of resources to support their learning	Ongoing as required by pupil needs	Increase in access to the National Curriculum	<p>Termly by INCO and SENCO</p> <p>Head Teacher</p>
All children can access the curriculum through effective adult support	<p>Deployment in review meetings with all adults.</p> <p>Establish where support is to be deployed</p>	Adult support is available during key times that individual children may need support i.e. lunchtimes, after school clubs, residential visits, PE lessons	Ongoing as required by pupil needs	Children who need individual adult support to participate in some activities have access to this support	<p>Termly by INCO and SENCO</p> <p>Head Teacher</p> <p>Phase Leaders</p>
IT resources are available to support and enhance pupils learning	Continue to research and evaluate new and existing IT resources.	<p>IT resources are available to support identified pupils access and engage with the curriculum</p> <p>Staff attend relevant IT training to</p>	Ongoing	Pupils get access to the curriculum	<p>Termly by INCO and SENCO</p> <p>IT Leader</p> <p>Head Teacher</p> <p>Phase Leaders</p>

		enhance learning for all			
Improve pupil voice for children with SEND	Pupil surveys are used to explore children's views of inclusion at Stebon and how things could be developed	Pupil voice for children with SEND is collected and shared  All staff have clear understanding of the views of children with SEND	Autumn 2021	Pupils help shape provision at Stebon	Termly by INCO  Head Teacher  Phase Leaders

## 2. Improving access through the physical environment

Aim	Activity	Time	Outcome	Evaluated by
Acoustics improved to ensure acceptable level to maximise inclusion of ASD, HI and VI children	Audio and visual equipment are serviced to ensure they working appropriately  Equipment (such as ear defenders) are available to students as and when required.	Autumn 2021  Ongoing as required by pupil needs	To improve provision for hearing impaired pupils when in the hall	Termly by INCO and SENCO  IT Leader  Head Teacher
Children with a visual impairment can move around the school safely	Visibility strips on staircases and other steps are installed	Autumn 2019  Ongoing as required by pupil needs	To safely increase the independence of children with visual impairments, when moving around the school.	Termly by INCO and SENCO  Premises Team  Head Teacher
The school is aware of the access needs of disabled pupils, staff, governors and parents or carers.	Individual access plans are created	Ongoing	All individuals can safely access the school building and playground	Termly by INCO and SENCO  Head Teacher

Staff can safely move children	<p>Staff attend appropriate training to match the needs of children (such as, Team TEACH and positive handling).</p> <p>Individual access plans are created in conjunction with specialist services</p>	Ongoing as required by pupil needs	All staff can safely and confidently move children in order to meet their physical needs. Risks are minimised	Termly by INCO and Head Teacher
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### 3. Improving the delivery of written information

Target	Strategy	Outcome	Time	Achievement	Evaluated by
<p>Availability of written material in alternative formats</p> <p>Make available school prospectus, newsletter and other information to parents in alternative formats</p>	<p>More school information to go on school's website so it can be enlarged.</p> <p>Support available to parents in reading newsletters.</p> <p>Situations dealt with case by case</p>	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to pupils and parents will be improved as the school will be able to provide written information in different formats when required	Office Team  Head Teacher
Parental voice is enhanced	Parents are surveyed to evaluate the quality of communication and to seek their opinions as to how to the school can improve	School is more aware of the opinion of parents and action taken accordingly	Termly	The school will improve provision of information in accordance with the views of parents	Head Teacher and Leadership Team

## Virginia Primary School Accessibility Plan

### 1. Improving Curriculum Access

Target	Strategy	Outcome	Time	Achievement	Evaluated by
To increase staff expertise on supporting disabled pupils and those with complex medical needs	Whole-school training (e.g. allergies, asthma, communication) according to pupil needs	Staff confident to support needs of individual pupils	Ongoing	Pupils with medical needs successfully included in school life	Medical Lead, SLT
To support pupils with emotional, social and behavioural difficulties	Employ school counsellor 1 day per week; Train two support staff as ELSAs; Zones of Regulation embedded across school; KS2 self-referral to "The Space"	Children can identify and regulate emotions, and recognise triggers	All year round	Improved emotional wellbeing and self-regulation	AHT Inclusion, SENCo, Emotional Wellbeing Lead
Learning environments promote participation and independence	Staff consider furniture layout, line of sight, and avoid overstimulation; Year group changes if needed; Use inclusive environment checklist	All pupils able to access learning and resources	Ongoing	Inclusive classrooms enable greater access to curriculum	SLT, SENCo
Lessons provide opportunities for all pupils to achieve and be challenged	Differentiated and challenging activities; AfL strategies; Adults deployed by pupil need	Pupils receive appropriate targets and challenge	Ongoing	Broad range of strategies observed; Work differentiated by pace, style and content	All staff



All pupils access the curriculum during and after school	Adult support provided during key times; Risk assessments consider pupil needs	Pupils needing support can access activities	Ongoing	Inclusive participation in curriculum and extracurricular activities	Head, SENCo
Resources enhance learning	Provide concrete resources; Staff access to Widget and Clicker with training; Chromebooks for all pupils; Computer processing for writing support	Pupils can access learning and select resources that support them	Ongoing, monitored termly	Wider access to curriculum through resources	All staff
School visits accessible to all pupils	Consider needs before trips confirmed; Risk assessments include whole class; Parents may support on trips if needed	All pupils access trips and adventure learning opportunities	Ongoing, during planning	All children included in trips	SLT, SENCo
Improve pupil voice for SEND	Ensure SEND pupils represented in Pupil Voice forums and School Council	SEND pupils help shape school provision	Ongoing	SEND voice informs school decisions	SLT, SENCo, School Council

## 2. Improving Access Through the Physical Environment

Aim	Activity	Time	Outcome	Evaluated by
School aware of access needs of disabled pupils, staff, governors, parents	Create individual access plans	Ongoing	All individuals can safely access building	SENCo, Head

Staff can move children safely	Work with OT to create moving/handling plans; Staff attend Team TEACH; Moving & handling training; OT risk assessments	Ongoing	Staff safely and confidently move children; Risks minimised	SENCo, Head
Parents able to access meetings	Meetings arranged in accessible spaces according to need	Ongoing	All parents/carers can access meetings	Head, Class Teachers
Make upstairs floors fully accessible	Investigate funding for lift installation (Tower Hamlets Disability Team)	Long term (3+ years)	Pupils/adults with physical disabilities can access all parts of school	Head, School Support Lead

### 3. Improving the Delivery of Written Information

Target	Strategy	Outcome	Time	Achievement	Evaluated by
Written material available in alternative formats	Prospectus, newsletter, and other info made available in alternative formats; Website provides enlarging options; Support available for reading newsletters	Parents/carers can access information in a way that suits them	Ongoing	School can provide written info in formats suited to individual needs	SENCo, Head, Support Lead, IT Lead
Website accessible for VI and mobile users	Ensure website is accessible on phones and with immersive readers; Ensure VI users can navigate on devices	Those with VI can access website independently	By Dec 2023	Inclusive access to school information online	SENCo, Head, IT Lead
Enhance parental voice	Survey parents on quality of communication and improvements	School better informed of parental views and takes action	Termly	School improves provision of info in line with parental feedback	Head, Leadership Team