



SEND Information Report

Academic Year

2025-2026

Report Date: September 2026

Renewal frequency: Annual

Renewal Date: July 2027

The SEN Information Report details how Stebon implements its SEND Policy. Please refer to our SEND Policy on our website for further information.



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What kind of school is Stebon?

Stebon is a three-form entry primary school with nursery and two year old provision serving a multicultural, predominantly Bangladeshi community near Canary Wharf in the East End of London.

We welcome all children.



What kind of school is Stebon?

Our Vision

At Stebon 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:

To all the pupils at Stebon Primary School,
The staff and governors at Stebon promise you 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.

What kind of school is Stebon?

The type of school we are

Stebon is a community primary school for the 3-11 age range. We have a Foundation Stage (Nursery and Reception) for children aged 3-5. There are 3 classes in each year group with 667 children in the school altogether.

We encourage all our pupils to 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. 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 is SEND?

SEND stands for Special Educational Needs and Disabilities.

Children have SEND when they:

- Don't make sufficient progress despite specially planned work.
- Have literacy and numeracy difficulties impacting learning in other subjects.
- Have ongoing emotional or behavioural difficulties disrupting their and others' learning.
- Have sensory or physical differences affecting their learning.
- Struggle with communication or interaction.
- Have a disability hindering their use of mainstream school facilities generally provided for their age.

Who has responsibility for SEND?

Special Educational Needs and Disabilities Coordinators (SENCo): Rozy Ahmed and Mafia Begum

How to Contact Rozy and Mafia:

- Rozy and Mafia are often available for informal discussions at the school gate and in the EYFS playground at the start and end of the school day.
- They can also be contacted via the school office at or by emailing: admin@stebon.org.uk
- **Rozy and Mafia's Key Responsibilities Include:**
 - Liaising with external agencies to secure advice and support
 - Providing specialist guidance
 - Coordinating training to meet diverse needs
 - Ensuring parents are actively engaged in the support and planning for their child

Addressing Concerns:

If you have concerns about your child, please speak with their class teacher first. Following this initial discussion, the class teacher may direct you to speak with Rozy or Mafia .

How do we identify 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 may include looking at samples of work, classroom observations or the use of screening tools.
- Following this assessment, the SENCo and class teacher 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 are 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.

The prevalence of need at Stebon

Specific categories of need

Hearing impairment - **1**

Severe learning difficulties - **1**

Speech, language and communication - **199**

Visual impairment - **0**

ADHD - **4**

Other (not yet diagnosed) - **2**

Moderate learning difficulties - **1**

Multi-Sensory Impairment - **4**

ASD - **27**

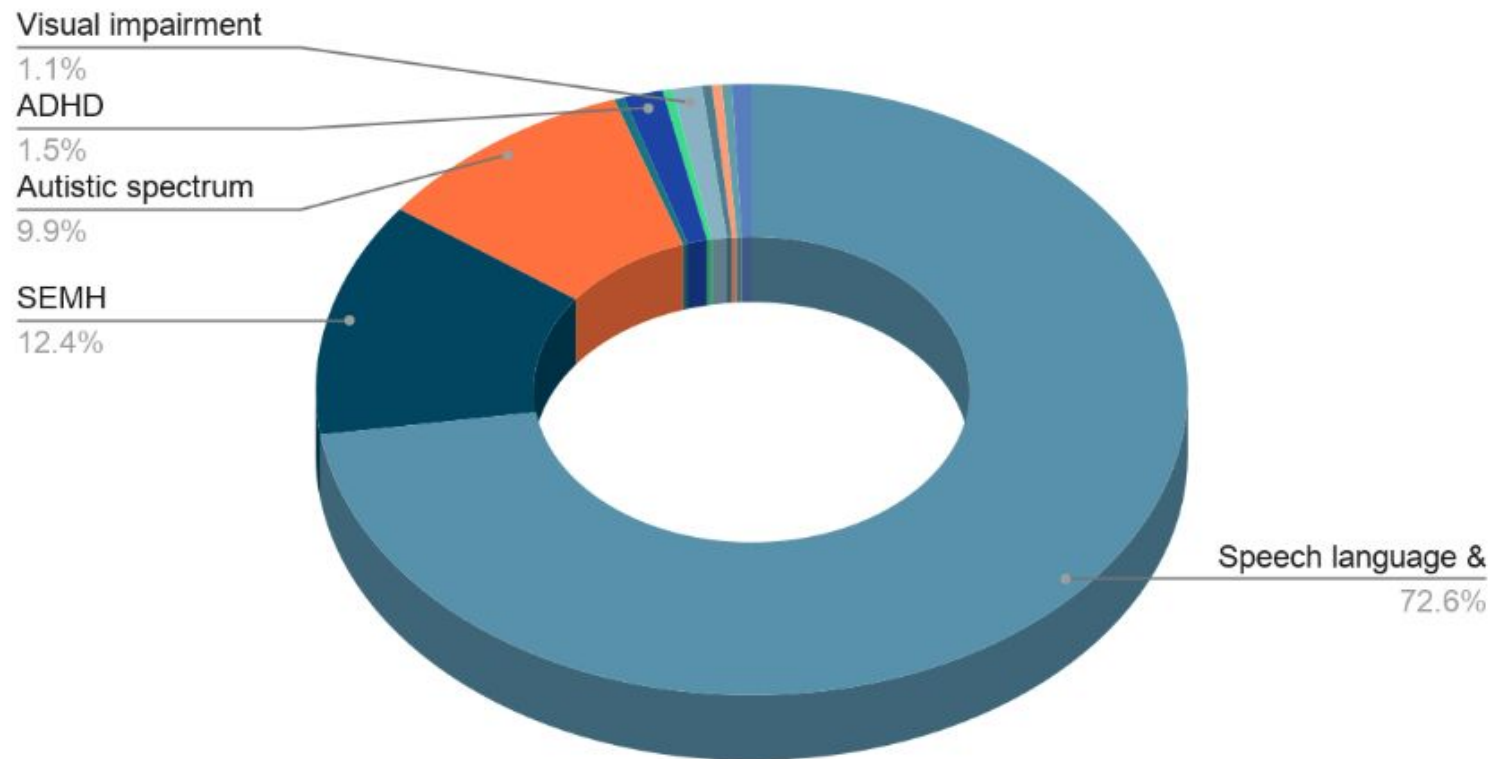
Dyslexia - **1**

SEMH - **34**

The prevalence of need at Stebon

This year, the most prevalent primary area of need is Speech Language and Communication and Interaction.

Many of our children with SEND have additional areas of need beyond their primary need.



SEN Support and EHCPs

SEN Support

SEN Support is the first stage of support for most children with SEN.

This support is primarily focused on educational needs and is provided by the school, including things like small group work, individual learning programs or extra help from a teaching assistant. The needs of most children with SEN will be met through this support.

There are many more children with high level needs who need an alternative curriculum; the focus in previous years has focused on provision across the school, to make sure that these children are being well planned for and have their needs met both within and outside of the classroom.

This year, the SENCOs and Inclusion lead have worked alongside the Trust's specialist provision lead to continue to shape provision in our own inclusion base. This is extremely complex work & while there have been many successes, the provision is still very much iterative.

Education, Health and Care Plan (EHCP)

An EHCP is a legal document for a child with complex needs that cannot be met by SEN Support.

It is reserved for a minority of children with very complex or severe needs.

Education, Health and Care Plans (EHCPs)

Stebon's SEND Profile

Number of pupils with an EHCP or whose applications have been submitted: **79** (63 in 2025)

Number of pupils receiving school support: **206 - 11 of whom are awaiting EHCPs to be finalised** (194 in 2025)

Total number of pupils with SEND: **274** (257 in 2025)

These assessments have been supported by reports from our Speech and Language Therapist and our Educational Psychologist.

What is an EHCP?

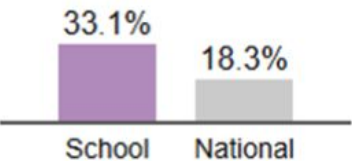
(Information from the Council for Disabled Children)

% of children with Educational Health and Care Plan (EHCP) or SEN Support (2025-2026 compared to 2024-2025)

2024-2025

Pupils with SEND

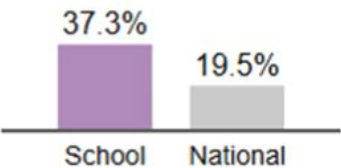
	# Pupils	% Pupils	National
SEN Support	159	24.3%	14.8%
EHC Plan	57	8.7%	3.5%



2025-2026

Pupils with SEND

	# Pupils	% Pupils	National
SEN Support	178	27.1%	15.4%
EHC Plan	67	10.2%	4.1%



How are children with SEND taught?

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 aim for children with SEND to remain in the class unless there is a need for them to receive a bespoke curriculum. 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 are children with SEND taught?

This year, a small number of pupils have been supported through our specialist learning space, the Campbell room.

This provision has provided the children with a tailored curriculum and environment to support the development of their engagement, communication, and sensory needs.

- Four TAs, who have received specific training throughout the year, have run the provision on a daily basis.
- SENCos and Maggie, the Letta Specialist Provision Lead have overseen the planning and delivery of the curriculum in the Campbell room and has been supported in this by:
 - Josh (Phoenix Outreach Teacher)
 - Maggie (Athena Unit)
 - Nisha (Speech and Language Therapist)

How is learning adapted?

Teachers at Stebon are reflective practitioners who regularly adapt their teaching to cater to the needs of children in their class. We make the following adaptations to ensure all pupils' needs are met:

1. Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
2. Adapting our resources and staffing
3. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
4. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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

Communication and Interaction

Text-to-speech software
Touch typing
Visual timetables
“Now and Next” boards
Small group work
Widgets

Cognition and Learning

Pre teaching
Revisiting prior learning
Concrete resources
Small group work
Widgets
Sensory stories
Task planners

Social, Emotional and Mental Health

Brain breaks
Sensory areas
Small group work
ELSA support
Books of success

Physical and/or Sensory Needs

Seating arrangements
Large text
Fine motor skills interventions
Typing
Ear defenders

Who have we worked with this year?

Some children with SEND needed specialist support this year. The services and experts who supported us include:

- **Speech and Language Therapist** (Nisha)
- **Educational Psychologists** (various)
- **Phoenix Outreach Team** (ASC) (Josh)
- **Letta Specialist Provision Lead** (Maggie)
- **Stephen Hawking Outreach Team** (Rachel)
- **THEWS**
- **CAMHS (Child and Adolescent Mental Health Service)** – assessment after referral
- **Occupational Therapist** – assessment after referral
- **School Based Social Worker** – (Nicola)
- **BASS** - assessment after referral
- **QToTD** (Kris)

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



How do we support children new to the school?

Starting in Nursery and Reception (Early Years)

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 they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

Starting in Years 1 – 6

Families have an admissions meeting before starting.

The SENCo also meets with parents if requested or deemed necessary by the Headteacher. Children transferring from Year 1 upwards are informally assessed in reading, writing, and maths upon entry. We contact the previous school for information on any concerns or special educational needs.

How do we assess and review SEND pupils?

- We follow the graduated approach of Assess, Plan, Do, Review (APDR) set out in the [2014 SEND Code of Practice](#) to address children's specific needs.
- Children's needs are regularly assessed and reviewed every term.
- Parents receive learning plan copies and are encouraged to share thoughts in parent consultations.
- Progress and attainment are monitored through termly pupil progress meetings where teachers and senior staff review every child's progress and plan interventions.
- Behaviour records are monitored to identify and support children with social or emotional difficulties.
- Parents can meet with the class teacher or SENCo at any time regarding concerns; interpreters are offered when needed.

How do we obtain Pupil Voice?

We value pupils' opinions on their education and want to know if they are finding learning difficult and what support would help.

We gather pupil voice through various methods:

- Annual reviews
- Learning walks
- One to one discussions
- School council

What support do we provide for specific needs?

The following few pages give information on the support that has been provided for children with specific needs.

- Communication and Interaction
- Autistic Spectrum Condition (ASC)
- Cognition and Learning
- Physical and Sensory Needs
- Medical Needs
- Social, Emotional and Mental Health

Communication and Interaction



We continue to focus on the early identification of speech, language and communication needs of pupils and their families. **60%** of the children on the SEND register are identified solely as having speech and language needs. **84%** of the children on the SEND register are identified as having SALT needs as well as an additional need such as ASD, ADHD, SEMH etc.

Our speech and language therapist, Nisha, trained teachers, teaching assistants, HLTAs and nursery nurses across the school and monitored delivery and progress. She focused on assessment and interventions in the EYFS, so that the children start the new academic year ready to begin their SALT interventions.

The school has embedded the Talk for Writing approach to English lessons, which has enabled a focus on oracy for SEND children.

Whilst early identification is key, this has created its own problems, as the caseload has risen beyond a manageable number (currently **156** children on the speech and language therapy caseload), for both the speech and language therapist as well as the school. Due to a change in how teaching assistants are now being deployed, due to the high level of need of our most vulnerable children, a new model for implementing SALT groups has been designed and implemented this year.

Autistic Spectrum Condition (ASC)

- For children already identified as autistic, we partnered with Josh, our Phoenix Outreach teacher. He supported SENCOs, class teachers and support staff.
- We also received regular visits from Maggie, head of the Athena Unit @ Hermitage, another Letta Trust school.
- Staff have attended training at Phoenix School.



Cognition and Learning

- All classes receive high-quality teaching.
- Teachers use ongoing formative assessment to adapt planning to meet children's needs.
- Interventions, planned and monitored by **SENCOs**, have supported children with specific needs, including Precision teaching for spelling/reading, intensive phonics and number awareness support.
- Rachel (Stephen Hawking Outreach) visited termly to support specific children on the outreach caseload.
- Our Educational Psychologists, worked with specific children on strategies and interventions, supported teachers in evaluating provision and consulted with parents on home learning strategies.



Physical and Sensory Needs

- Children with hearing impairments have been supported by the qualified teacher of the deaf.
- Sensory circuits are planned in 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 see our [Accessibility Plan](#).)



Medical Needs

- Children with identified medical needs such as asthma, allergies, epilepsy and diabetes have health care plans.
- We work with our school nurse to support children with medical needs when necessary.



Social, Emotional and Mental Health



The social and emotional wellbeing of pupils and their families has continued to be a focus for inclusion this year. The cost of living crisis and aftermath of the pandemic continue to significantly impact our families and therefore their children.

We continue to use the behaviour log for children who need support to manage their emotions. We have used Educational Psychologist time to train support staff to learn about emotional coaching and how their responses can impact a child's ability to regulate and in the future, manage their feelings independently.

We have also worked closely with THEWS, the Tower Hamlets Education Wellbeing Service, to provide early intervention for families identified to be struggling at home, before they reach crisis point.

CPOMS, our safeguarding database, continues to ensure robust safeguarding procedures across the school for our families. Cases of domestic violence, parents' poor mental health and children experiencing physical chastisement have resulted in:

- 1** children on CP plans
- 2** children on CIN plans
- 7** children with TAC/TAF plans at an early help level; these plans are led by our school based social worker or Inclusion lead
- 6** children looked after and **1** child under Temporary Foster Care

How are children with SEND included in school life?

- We strive to ensure that every child is able to access trips. We aim to provide additional adults or alternative transport where required.
- Children with SEND take part in swimming lessons, workshops and year group performances.
- We have a school council for children in Years 1-6. There is a SEND representative on the school council.

How do we involve the parents of children with SEND?

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 tracking meetings each term for all classes and half termly for Reception and 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 highlighting meetings each term with the class teacher and the inclusion leader. Children with statements or 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 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 areas of strength and difficulty
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 SEN support.

How do we support the transition of pupils with SEND to secondary school?

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:
 - Mulberry Stepney
 - St Paul's Way Trust

What training have staff at Stebon received?

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:

- 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.

Where can I find the school's policies?

- Our school's policies are on the school website.
- Information about inclusion and SEND can be found: here.
- A list of all the school's policies can be found here.

Where can I find more information?

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
- Phone: 020 7364 6489 (Monday to Friday, 9am- 5pm)
- SEND IASS is at the Parents Advice Centre which is located at 30 Greateorex Street, London, E1 5NP
- <https://www.towerhamletsandcitysendiass.com/>

What is the Local Offer?

The Local Offer helps you find information about what is available in Tower Hamlets for families, children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND).

<https://www.localoffertowerhamlets.co.uk/>

How do I make a complaint?

- If you have concerns about your child's provision, the initial step is to discuss these with the class teacher.
- If the class teacher's response is unsatisfactory, you should then arrange a meeting with the SENCos (Rozy Ahmed and Mafia Begum)
- Should the issue remain unresolved or if you require further details, the SENCo will refer you to the head teacher.
- If a satisfactory resolution is still not found at this stage, the complainant will be advised to consider submitting a formal complaint in writing to the head teacher.
- The school's complete complaints procedure is available on the school website.