



SEN Information Report
St Paul's Way Primary | 2026-2027

This report is compliant with the Special Educational Needs and Disability Regulations 2014, Schedule 1, Regulation 51. It should be read alongside our SEND Policy and Accessibility Plan.

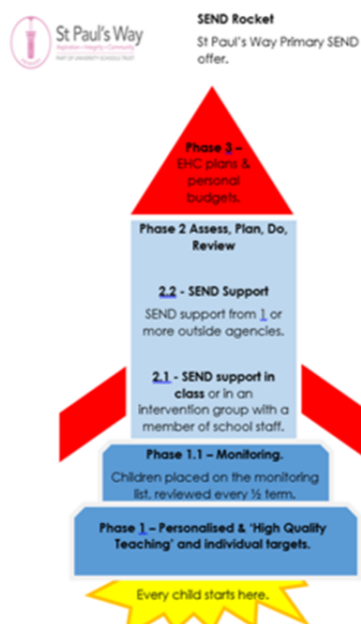
1. Introduction

How does St Paul's Way Primary meet the needs of learners with Special Education Needs (SEN) and Disabilities (D)?

St Paul's Way Primary 'Additional Educational Needs' policy can be found at this Foundation school web address: <https://www.spwt.net/about-us/policies-and-reports>

How are students with SEND supported?

In the current academic year 2025-2026, St Paul's Way Primary provides provision according to our SEND rocket, made specifically for our school. Every child in our school starts on the bottom layer and benefits from 'High Quality Teaching' and 'Personalised targets.'



Who are the key staff supporting students with SEND?

Executive Head Teacher – Siobhan Fehim

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Head of School - Karyce Maitland

Deputy Head Teacher (Inclusion) - David Ash

Assistant Head Teacher SENDCo - Kaylee Harris

Pastoral Coordinator - Naznin Begum

Family Liaison and Wellbeing Officer - Tanisha Rahman

Class Teacher/Phase Leader

Learning Support Assistant

What types of special education needs and disabilities do we cater for?

A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. It is important to note that difficulties related solely to learning English as an additional language are not SEN. A child or compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children may have a special educational need in one or more of the following areas:

Communication and Interaction - children with difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. This includes those with a diagnosis of Autism

Cognition and Learning - children with learning difficulties, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning and include a range of conditions such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health - the range of social and emotional difficulties can include anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory and/or physical - children with a disability which requires SEND provision. Difficulties may be age-related and may fluctuate over time. This includes vision impairments, hearing impairments and multi-sensory impairments.

How do we identify special education needs?

At different times in their school life, a child or young person may have a special educational need. We are committed to the early identification of any additional needs that children might have so that the right support can be put in place early on.

Once in our setting, children are observed, and their progress is reviewed. Any emerging concerns or identified need will be discussed first with that child's parents/carer. If a parent is worried about their child's development, they should initially speak to their child's class teacher, and/or our early year's coordinator. If they feel further discussion is needed an appointment can be arranged with the Special Educational Needs Co-ordinator (SENDCo). These appointments are called SENDCo Surgeries and can be booked through the link online at <https://www.spwt.net/appointments/event?id=42>

The child's class teacher will complete a pastoral referral form, seen in Appendix 1.1, and this will be shared with the pastoral team, which comprises of Deputy Head Teacher Pastoral, Assistant Head Teacher SENDCo, Family Liaison and Wellbeing Officer and Pastoral Coordinator, who will discuss the concerns during the pastoral team meeting. The pastoral team will feed back to the class teacher and/or discuss next steps with the parents, where relevant. The class teacher will also raise concerns during their phase meeting.

Our regular assessment and monitoring procedures, in line with the Graduated Approach of the [SEND Code of Practice \(2015\)](#) continue throughout the children's time at school to look out for any special needs that may develop. We work with outside agencies to provide specialist support and assessment; parents will always be informed about this and involved in the process. We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns.

2. How we support students with special educational needs and disabilities (SEND).

Quality First Teaching

Phase 1

Every child in our school has the right to high quality teaching and individual targets. All pupils will have access to an appropriately adapted curriculum and receive their full entitlement to any support identified (as far as this can be controlled by the school). All pupils are fully integrated into the activities of the school so far as it is reasonably practical and compatible with the efficient education of pupils with whom they are educated. Curriculum planning and assessment takes account of the type and extent of any difficulty experienced by any pupil. Pupils are encouraged to take responsibility for their learning. Pupils' difficulties are identified as early as possible. Parents are informed and involved as partners in their children's learning.

Our school follows the Equality Act 2010 and our accessibility policy can be found on our school website.

Adaptations to the curriculum

A child reaches Phase 1.1 of the SEND Rocket when a staff member or parent approaches the SENDCo with a concern in one or more of the four areas of SEND: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical.

Following this concern the following steps may be made in Phase 1.1:

- Teacher observations/information gathering in class
- Observations/information gathering by the SENDCo
- Teacher/parent/SENDCo meetings
- Progress is discussed by the class teacher and/or the SENDCO at parent evenings and parent drop-ins. Details of which can be found on the school website.
- An IEP is put in place to monitor the impact of interventions

Phase 2

Once a child has been identified as having a difficulty or delay in one or more of the four areas of SEND (Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical), appropriate support for their needs will be put in place. This may involve adjustments to their working in class and/or attending an intervention run by school support staff. Our support staff are highly trained in a range of SEND including Lego therapy, speech and language and understanding autism.

Current interventions include, but are not limited to:

- Colourful Semantics
- Phonological Awareness
- Grammar and Narrative
- Social Interaction
- What's in the Bag?
- Language for Thinking

- Attention Bucket
- Lego Therapy
- Touch Typing
- Power Maths
- Zones of Regulation
- Handwriting
- Music Therapy
- Read Write Inc Phonics.

Regular reviews of these interventions will take place each term alongside the class teacher's formative assessment. Children may be moved from their intervention, the frequency of their intervention may be increased or decreased, and this will be based on their progress.

Phase 2.2

If a child continues to show difficulties in one or more of the four areas of SEND, (Communication and interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical), then a referral may be made to an outside agency. All referrals are made with parent/carer consent.

Phase 3

This type of support is available for children whose learning needs are severe, complex and lifelong and is usually provided via an Education, Health and Care Plan (EHC). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group support. This type of support is available for children with specific barriers to learning that cannot be overcome through interventions on Phase 2. EHC Plans are reviewed annually, where parents are invited into school to discuss their child's progress. The children themselves will also be asked to contribute their views and may attend the annual review meeting, if appropriate.

The school supports a number of pupils through their transition to accessing their learning within the mainstream classroom by making use of intervention centre provisions. There are currently three intervention centre provisions at St Paul's Way Primary: Everest, Amazon and Nile. St Paul's Way Primary works in conjunction with external professionals, such as speech and language therapists and Phoenix Outreach, to deliver high-quality provision.

Everest supports pupils aged from Year 1 to Year 6 with an EHC and diagnosis, or on the pathway for a diagnosis, or autism. Pupils are taught interventions in line with their EHC Plan section F provision, in addition to receiving a broad and balanced curriculum, which has been adapted to meet their individual needs. It is expected that the pupils in Everest transition to their mainstream classes full time over time and that this length of time will be dependent on each individual child.

Amazon supports pupils in Reception, who have an EHC Plan or who may need additional support in the form of bespoke interventions that cannot be delivered within the mainstream classroom. Amazon also supports pupils with a diagnosis of autism, or those who are on the pathway for a diagnosis of autism. The timetable in Amazon is blended so that the pupils are supported within their mainstream classroom with an increased adult ratio.

Nile supports pupils from Year 1 to Year 6 who have social, emotional and mental health needs and need a high level of adult support. The learning in Nile mirrors the child's respective classroom curriculum, however, includes a significant amount of pre-teaching and breaks in the learning. It is expected that the pupils in Nile transition to their mainstream classes full time over time and that this length of time will be dependent on each individual child.

Accessibility to the learning environment

The school is completely accessible for children and adults with mobility issues. We are fully wheelchair accessible and have disabled toilets. Depending on the needs of individual students, the school adjusts the environment where necessary e.g. buying specialist chairs or ordering additional equipment such as walking frames through Occupational Therapy.

Extra-curricular activities

The St Paul's Way Primary offer for children with SEND includes enrichment visits and trips, weekly visits from the school gardener, fortnightly visits from the Trust librarian and after-school clubs.

Staff to children ratios consider the needs of the children attending and staffing adjustments are made to support access. Please contact the SENDCo should you wish to discuss the attendance of your child if they have SEND needs and the support that they need to access their chosen after-school club or enrichment activity.

3. Developing staff expertise

SEND training for staff and support staff (LSA/TA)

There is a programme of regular training for staff at all levels. The SENDCo and external providers deliver training during Inset Days and weekly training sessions. Staff may also attend external training specific to the needs of the students they support, for example, autism training provided by Phoenix School and training updates from our Speech and Language Therapist. Current training provided includes Zones of Regulation, social stories, comic strip conversations and Colourful Semantics.

The SENDCo is a Qualified Teacher of Children and Young People with Vision Impairments and holds the National Award for Special Educational Needs Co-Ordination.

Training for parents

Throughout the academic year, we host SEND workshops for parents and invite external professionals in to share the strategies and approaches that have been delivered in staff training. This includes supporting your child's speech and language at home from the Speech and Language Therapist and managing behaviour in the home from the Phoenix Outreach Teacher. The SENDCo can also arrange for bespoke meetings for parents with external professionals, although it is expected that these meetings are one-offs due to the limited capacity of the external professionals.

Information about courses provided by external partners, such as by Phoenix Outreach, are also shared with parents when possible.

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SENDCo conferences and forums

For information about the Tower Hamlets SENDCo conferences and forums, please visit <https://www.ths4s.co.uk/>

SENDCo bulletin

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UST SEND Leaders Network

SEND leaders from schools in the UST met termly for strategic meetings. The purpose of the network meetings was to share best practice across the Trust and discuss research informed practices. Staff across schools were able to access training that other schools had organised, and school visits took place to support with understanding the transition from Year 6 to Year 7.

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How did we evaluate the effectiveness of our provision?

The planning and review process outlined in the Code of Practice for Children with SEND is followed at St Paul's Way Primary School. This is called the assess, plan, do, review cycle or Graduated Approach.

The SENDCo maps provision for each class/Year group. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the money used in providing them. Each term/year, the needs of the cohort are reviewed and if necessary, changes are made to the provision.

Pupils' individual progress towards their goals is reviewed each term with the use of IEPs. We review the impact of interventions each term by the SENDCo/Speech and Language Therapist / Educational Psychologist and Phoenix Outreach Teacher using the data gathered and observation feedback that may come from the professionals, teachers, parents and children.

Additional methods of evaluation include, but are not limited to:

- Annual reviews are held for pupils with EHC plans ensuring that we take a child centered approach
- Where appropriate, analysis of test results
- Progress discussions at pupil progress meetings
- Regular quality assurance of SEND provision in line with school calendar (including book study/planning monitoring/observations)
- Pupil voice/conferencing
- Regular SEND reviews undertaken by the Trust.

Children with SEND have access to the following emotional, mental and social development opportunities, with additional support being put in place when necessary for the individual.

- We have trained learning support assistants and pastoral support team in school to give classroom support to children who are experiencing emotional difficulties.
- We work with THEWS (Tower Hamlets Education Welfare Service) to offer specialist support to families dealing with childhood anxiety, behavioral issues, sleep issues or who have concerns around eating.

- We refer to the Tower Hamlets NHS service for children with mental health needs (CAMHS), so that expert professionals can offer more extensive care to families in need.
- Personal care can be administered by all staff and those working with children with complex needs in their area will ensure that an individual's needs are met effectively and handled with sensitivity. We have a policy document (Intimate Care Policy) on changing and toileting with more information that may be relevant.

4. Supporting transition

We prepare students for their next stage of learning through the following:

Just before children start in Nursery and Reception we hold 'stay and play' sessions to meet with the child and parent(s) or carer(s). During these sessions we ask about the child and any difficulties parents or carers think they may have. We then work in partnership with parents and carers if any concerns are raised.

Before a child with SEND joins our school, we contact their previous educational setting for an overview of the child's strengths and areas of development. We may also be in contact with outside agencies such as Speech and Language Therapy or the child's GP. If a child has an Education, Health and Care (EHC) plan prior to joining us, this will be reviewed and suitable support put in place prior to the child starting. Members of the Pastoral and EYFS team meet with new parents as part of their EYFS induction to the school. These meetings are 1:1 and take place at school.

The school provides additional support to Key Stage 2 pupils with SEND during their transition to secondary school. This support may include interventions exploring feelings around transition, social stories and comic strip conversations. The SENDCo may support parents to organise and attend secondary school visits.

All pupils are invited to celebrate 'Big Me Day' which focuses on career goals in preparation for adulthood. School staff support all children to become independent in different aspects of their lives, such as toileting, eating and dressing.

Local offer

The Tower Hamlets local offer may be found at:

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

Which support services were used to support the possible identification of special education needs and disabilities where appropriate?

Specialist external services we use include, but are not limited to:

- Educational Psychology Service
- THEWS
- Hearing Impairment Service
- Child and Adolescent Mental Health
- Behaviour and Attendance Support Service
- Children's Social Care

- Attendance and Welfare Service
- Speech and Language Therapy Service
- Occupational Health Service
- Language and Communication Team
- School Nursing Team
- Phoenix School for students with ASD
- Vision Impairment Service
- Play Therapy
- Physiotherapy Service

All available outside agency details can be found within the London Borough of Tower Hamlets SEND Local Offer: <http://www.localoffertowerhamlets.co.uk/>

Listening to students and parents and working with them

St Paul's Way Primary School is a safe, happy and caring school that values the opinions of the child in line with the [Convention on the Rights of The Child, Article 12](#), which outlines every child's right to share their views and for the listening adults to take them seriously. We encourage children to be very active in their learning and the life of the school. Children are encouraged to share their opinions in class, to be proud of their achievements and know what they need to do next. Children are afforded these opportunities using means other than speaking, such as visuals, if appropriate.

We write IEPs for children who have special educational needs, so that all staff and visiting teachers are aware of their needs, what works well for them and what they do or do not respond positively to. These contain targets, which the children are involved in setting for themselves with help from their teacher.

Children with EHC Plans have an annual meeting to review progress. These meetings use the person-centered approach so that the young person, their family and relevant professionals all have the opportunity to contribute fully by identifying what works for the child, what is going well, where improvements can be made and put together Individual Education Plans (IEPs), which will build towards meaningful short-term outcomes for the child and their family.

Children may also be consulted informally throughout the year as and when needed.

At St Paul's Way Primary there is a very good partnership between staff and parents. We involve and communicate with parents in a range of ways, including;

- Parent workshops and coffee mornings
- Well-attended Parent's Evenings
- Annual Review and other meetings held by the SENDCo
- Phone calls and letters home
- Home visits where required

At St Paul's Way Primary, we have developed strong parental relationships, and we are committed to working in partnership to ensure the best outcomes for the children. We promote and support parental involvement through offering courses, workshops, trips and social activities, coordinated by our pastoral team and SENDCo.

We publish a weekly parent update and half termly newsletter so that parents know what is happening in school.

Parents of children with EHC Plans have an annual meeting to review progress. These meetings use the person-centered approach so that the young person, their family and relevant professionals all have the opportunity to contribute fully by identifying what works for the child, what is going well, where improvements can be made and put together Individual Education Plans (IEPs), which will build towards meaningful short-term outcomes for the child and their family.

5. Further information

Who can I contact if I have any questions or complaints?

Parents should talk to their child's class teacher in the first instance. It may be necessary to arrange an appointment to discuss a matter in more detail.

Following this, parents are advised to request an appointment with the SENDCo, Kaylee Harris. Parents should do this by emailing primaryadmin@spwt.net or by telephoning 020 7987 1883

Should parents wish to escalate a complaint, this should be directed for the attention of the Head of School, Karyce Maitland, and Executive Head Teacher, Siobhan Fehim. Parents should do this by emailing primaryadmin@spwt.net or by telephoning 020 7987 1883

Our complaints policy can be found in the policies section of our website: <https://spwft.net/policies/>

What other policies are useful to read?

St Paul's Way School 'Additional Educational Needs' policy can be found at this Foundation school web address: <https://www.spwt.net/about-us/policies-and-reports>

You may also be interested to read:

- Accessibility Plan
- Exclusions Policy
- Equalities Policy
- Behaviour Policy
- Safeguarding Policy
- Intimate Care Policy

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Please contact the SENDCo for more information

The SENDCo is Kaylee Harris and can be contacted by emailing primaryadmin@spwt.net or by telephoning 020 7987 1883

Review & Update By:	[SENDCo, SEN Governor]
Date Approved:	[Day Month Year]
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