

SEND Information Report 2026-2027

Sir William Burrough Primary School



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Introduction

The last year has seen our SEND provision take shape and become embedded into the culture of the school. We had a SEND review in June by Laura Page from Schools Supported, which recognised the hard work and dedication the teaching and support staff put into supporting our children with SEND. It also gave some clear and constructive steps for development. Our online records systems are established and being used by teachers and support staff, such as our SEND register, and refinements to these over time will help ensure all staff have easy access to all the information they need.

Special Needs Register

There are currently 79 children on the SEND register which represents 28% of the whole school population. 18 children currently have EHCPs, which represents 6% of the whole school population and 23 % of the SEND register. This compares to a national figure of 5.3% and the Tower Hamlets figure of 5.9% (2023-2024).

61 children receive SEN Support, which represents 22% of the whole school population and 75.6% of the SEND register. This compares to a national figure of 14.2% and the Tower Hamlets figure of 12.4%.

Additionally, we have 5 children who are being monitored, which represents 1.7% of the whole school population and 6.3% of the SEND register.

	Number of children	Percentage of whole school	Percentage of SEND register	Tower Hamlets ¹	National Statistics ²
On SEND register	79	27.8%	-	-	-
With EHCPs	18	6.34%	18.6%	5.9%	5.3%
Receiving SEN support	61	22.4%	75.6%	12.4%	14.2%
Monitoring	5	1.7%	5.8%	-	-

The Areas of Need

The majority of children on the SEND register, 70%, have Communication and Interaction needs. 23% have Cognition and Learning needs, 18% have Social, Emotional and Mental Health needs, and 5% have Sensory and/or Physical needs. It is important to note that a number of children on the register have more than one area of need.

	Whole School
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¹ Tower Hamlets, *Children and young people with SEND in Tower Hamlets: an overview*

² Department for Education, *Special Educational Needs in England: Academic Year 2023/24*, June 2024

		Total	Female	Male
Communication and Interaction	69.7%	55	19	36
Social, Emotional and Mental Health	17.8%	14	7	7
Cognition and Learning	22.8%	18	9	9
Sensory and/or Physical	5.06%	4	2	2

When broken down into more specific needs, Speech, Language and Communication needs is the biggest group with 69.7% of the children on the SEND register. There has been an increase of the number of children on the register with SEMH needs from 11 to 14.

Areas of Need by Phase Groups

Currently, Key Stage One have the highest number of Communication and Interaction Needs across the school, followed by lower Key stage 2. Key Stage 2 has the highest number of Social, Emotional and Mental Health needs. Children with physical and/or sensory needs are spread across Key stage One and Two.

Area of need	Explorers EYFS			Adventurers Years 1 - 2			Pioneers Years 3 - 4			Trailblazers Years 5 - 6		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
Communication and Interaction	4	1	3	26	8	18	15	6	9	11	5	6
SEMH	0	0	0	4	3	1	4	1	3	6	3	3
Cognition and learning	0	0	0	2	2	0	11	4	7	5	3	2
Sensory and /or physical needs	0	0	0	2	1	1	1	0	1	1	1	0

EHCPs

We currently have 18 students with EHCPs, 2 EHCPs pending, 1 applied for and we are gathering evidence for others. There are currently more EHCPs in Pioneers than any other key stage. The majority of children with EHCPs have Communication and Interaction needs.

The new SENDCo will be working this term to identify children who need to be put forward for an Educational Health Care Plan and start to collect evidence using our Individual Support Plans to do this.

Number of EHCPs per phase group

Explorers EYFS			Adventurers Years 1 - 2			Pioneers Years 3 - 4			Trailblazers Years 5 - 6		
Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
1	0	1	5	1	4	8	3	5	3	2	1

Number of EHCPs by Needs and Gender

	EHCPs		
	Total	Female	Male
Communication and Interaction	15	6	9
Social, Emotional and Mental Health	0	0	0
Cognition and Learning	1	0	1
Sensory and/or Physical Needs	2	0	2



Provision Mapping

As well as our SEND offer and provision mapping on our SEND Register, we have a detailed costed provision map that is accurately tracking the spending across the school to meet the children's needs.

We continue to update the SEND Register to reflect the changes we feel are necessary and adapt our provision as required if any of the children's needs change or develop.

External Professionals

We have several external professionals who are working with us across the school to help improve our SEND practice and support our staff, most of whom worked with us last year and will continue to help shape and develop our SEND provision.

Phoenix Outreach

Sean Flynn is our new Phoenix Outreach teacher and he has already been into school this academic year (2026-2027) to work with the new SENCO. They will be working on further development of the SEND Unit, Discoverers, as well as offering support to families of children who are on an autism pathway. He will work with specific children and train LSAs across the school.

Last term, Joshua Price, helped develop the school's Discoverers setting, including the set-up and design of the room itself. Joshua trained the staff on how to deliver sensory stories and this training will be ongoing this year across a range of interventions. We will be working on further developing the outside space this year to make it a sensory learning space that children across the school can utilise when needed.

Speech and Language Therapy

Last year, our Speech and Language Therapist, Samantha Leggett, was instrumental in helping to shape our Speech and Language Therapy provision. She introduced a wide range of interventions to suit the needs of the children on the caseload and regularly reviewed and updated them. She provided weekly updates on her visits and the children's progress which were then shared with teachers so they can see the progress the children were making. This year we have a new Speech and Language Therapist, Kona Rogers who will be in school one day a week. She will be meeting parents regularly to support them in implementing strategies we are using at school with the children at home as well as continuing to work with groups of children across the school. Her caseload is growing to meet the needs of the children and we hope to develop the offer over the coming year.

Educational Psychology

We have two Educational Psychologists working with us again this year. Rosalind Goodwin from Real Psychology is our main EP and Lorna Franey from the Tower Hamlets Educational Psychology team will be providing our basic EP allocation. A meeting has taken place this academic year with both to plan for the year and they have visited the school (September 2026) and conducted assessments on children.



Other Professionals

We have two Physiotherapists and two Occupational Therapists who work with individual children in the school (one in Key Stage 1 and one in Key Stage 2). These therapists have been in to observe the children (September 2026) and have given advice to the class teachers on how best to support these children and provided strategies which can be used to support other children if needed.

We also have a Teacher of the Deaf, Jenny Willets, who continues to support one child with partial hearing loss who provides support for their teacher on how best to support them.

Updates on Areas of Development from 2025 - 2026

Inclusive Practice

Our target setting and IEP writing practices are now embedded across the school, for all children on our Targeted and Specialist provision. This allows us to ensure that all the children are receiving appropriate support and that this is regularly reviewed and updated as necessary. Additionally, adaptive teaching is happening in all phases across the school following CPD from internal and external professionals, and this is having a positive impact on the children's learning. For example, Colourful Semantics are regularly being used to support children's reading and writing skills, concrete items are used to support the learning and understanding of new concepts in maths and visual supports are being used in all lessons. The new SENCO will continue to develop this work.

Assessment

We now have a SEND assessment document (based on the Phoenix Steps from Phoenix school) that is linked to the pre-key stage standards that teachers and SLT can use to assess and track the children's attainment levels and plan for their next steps. Going forward, Read Write Inc levels will be linked in, so the assessment is fully in line with what is being taught in classes.

Parental Engagement

Last year, SEND surgeries were introduced for parents which enabled them to speak to her regarding any concerns they have about their children's learning. These surgeries resulted in us being able to take some positive steps in supporting the children, including making referrals for assessments or inviting our Educational Psychologist in to observe the child. In the year 2026-2027, SEND coffee mornings will be set up so that parents have the opportunity to meet key professionals such as the Speech and Language Therapist as well as create networks and community link together.

Areas of Development for 2026 – 2027

Early Identification

Ensuring we identify needs as early as possible is a key priority to ensure the children get the correct support in a timely manner. Over the last year many children, including those previously on our



register, have been referred to services for assessment and advice. Going forward, our newly created Pastoral Referral Forms will streamline the identification process. They will allow members of staff to alert the Pastoral Team to any concerns regarding a child (including SEND concerns) and these will then be discussed as a team in our weekly meetings and next steps agreed and actioned.

Curriculum

As per a recommendation in our SEND review report, developing clear and progressive curriculum maps for children working below age-related expectations that are connected to the national curriculum is a priority. This has begun with the adaptations to the Adventurers curriculum for Autumn 2 and will soon be rolled out across all key stages. The aim is to have clear, yearly overviews for each subject that shows how the knowledge and skills the children learn will be built up over time.

Quality Assurance

Implementing more formal means of quality assurance (as opposed to informal learning walks and feedback) will help ensure that inclusive teaching practices are consistent across the school and the children are always receiving the correct provision. Setting clear expectations of inclusive practice and providing meaningful feedback will enable teachers and LSAs to feel confident in their ability to support our children with SEND

The school's SEND quality assurance proforma will be used to support classroom drop-ins.