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SEN Information Report

Sir William Burrough Primary School | 2025/26

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 Sir William Burrough meet the needs of learners with Special Education Needs (SEN) and Disabilities (D)?

At Sir William Burrough we value all children equally, irrespective of ability, disability, race, gender, background and other protected characteristics. We firmly believe that all children can develop to their fullest potential and endeavour to give every child inclusive access to the whole curriculum. We want all children to be the best they can be.

How are students with SEND supported?

At Sir William Burrough, we are committed to narrowing the attainment gap between children with a special educational need and those without. In order to successfully do this, we have three distinct offers of support for our children with SEND; our universal offer, targeted offer and specialist offer. When deciding what offer the children will be given, we assess their individual needs, plan for how we will best support them based on one of our three offers, act upon that support and then review that support.

Universal offer

Whilst we acknowledge that children with special educational needs may need specialist support, our primary means of supporting children is always initially through quality first teaching. Our school strives to provide an engaging and exciting curriculum which is inclusive for all children. Class Teachers plan for the variety of needs in the classroom by providing appropriate tasks to consolidate and extend children's learning, as well as providing carefully selected resources, such as fidget toys or colourful overlays, to help support the children in their lessons.

Targeted offer

Our aim at Sir William Burrough is to be as inclusive as possible and children with SEND spend the majority of their day in their classroom. This is to ensure that they are constantly working under the supervision of their Class Teacher and so that they continue to develop friendships with their peers. However, we recognise that some children will benefit from planned, targeted interventions that occur inside that classroom or in a quieter environment. These specific interventions and skills groups are conducted either on a one-to-one basis or in small groups and all are led by trained adults (either school staff or other professionals). Children who have targeted interventions or receive support above quality first teaching are given an Individual Education Plan (IEP). IEPs detail the termly SMART targets (specific, measurable, achievable, relevant and time-bound) set by class teachers, as well as the specific interventions or strategies used to support the children.

Specialist offer

We recognise that some children require specialist support above quality first teaching. This can range from including specialist interventions, specialist support (often overseen by external

professionals including Physiotherapists or Speech and Language Therapist), adapted curriculums or time in our Discoverers Hub.

Discoverers

The purpose of Discoverers is to provide a space for children to engage in personalised, sensory learning activities outside of the standard classroom environment. It is supported by our Phoenix Outreach Teacher and our Speech and Language Therapist who regularly train the team working there.

In Discoverers the children learn through a mix of sensory activities and play-based activities. They take part in daily interventions that support their communication and interaction skills, such as Sensory Stories, Bucket Group and Intensive Interaction and will be supported with visuals throughout the day to aid their understanding. Messy play-based activities and access to our playground are available for the children to explore and learn about the world around them in a sensory way. Reading and writing are taught through daily phonics lessons, mark-making and, when the children are ready, name writing. Mathematical concepts such as exploring, learning and understanding numbers, counting, recognising space, shapes and measures are taught daily in hands-on, practical ways. Children also receive planned, targeted interventions from members of the Discoverers team, based on their individual needs.

Criteria for Learning in Discoverers:

The Discoverers unit is open to any child in the school if they require a quiet space or a sensory break as part of their IEP provision. However, for some children, Discoverers will be where the children spend much of their day. The decision of whether Discoverers is a more appropriate learning environment for a child is based on observations and assessment from their class teacher, the SENDCO or previous school and discussions with parents and carers. The main criteria for on which the decision is based includes:

- If the child is working below the level of the national curriculum and is not engaged in subject-specific study.
- If the child is unable to access learning in a more formal classroom environment for prolonged periods of time
- If the child requires a quieter, smaller space to engage with play-based activities meaningfully
- If the child requires a sensory curriculum to access learning.
- If the child is a social partner on the SCERTS and has significant communication and interaction needs

Assessment in Discoverers

Each child's progress is regularly assessed throughout the year through a triangulation of pupil outcomes. This includes observations by their teachers and the SENDCO, their schoolwork, observations from our Phoenix Outreach Teacher and Speech and Language Therapist, and assessment data. If children are working below the level of the national curriculum, we will not assess them against year group expectations, instead, we will assess their progress using a combination of the following:

- **SCERTS School Targets** – these are used to identify how the child communicates socially (through joint attention and symbol use) and regulates their emotions (through mutual recognition and self-regulation)

- **Phoenix Steps** – this is an assessment model which is used by Phoenix School. It is used to assess what level the child is working at in English speaking, reading (word reading and comprehension), writing (transcription and composition) and Maths (number and space, shape and measure). These steps are measured against:
 - The national curriculum
 - The child's age
 - SCERTS levels
 - Pre-key stage standards
- **Engagement Model** – this model is used to assess at how students engage with their learning. The model assesses students in five different areas:
 - Exploration
 - Realisation
 - Anticipation
 - Persistence
 - Initiation

Who are the key staff supporting students with SEND?

The SENDCo is responsible for coordinating the support for all children with SEND and developing the school's SEND policy to ensure the children receive consistently high-quality provision to meet their needs. They liaise with parents and outside professionals and provide support to Class Teachers and Learning Support Assistants (LSAs) to support the children's learning and help them achieve the best progress possible.

Class Teachers are responsible for the progress of the children in their class and for identifying, planning and delivering any additional help the children may require. They work with Learning Support Assistants, the SENDCo and, where necessary, outside professionals to ensure the children's needs are being met. Class Teachers liaise and consult with parents about their children's learning and progress and are the first port of call for any concerns parents may have about their child.

In some instances, a LSA may be allocated to work alongside children with SEND to deliver targeted interventions or additional learning support in class. They work under the direction of the Class Teacher and SENDCo in order to best support the children.

The school has a dedicated **Speech and Language Therapist** who works closely with Class Teachers and Learning Support Assistants to identify any speech and language needs children might have and decides which speech and language interventions would be best for each child. These interventions can be one-to-one sessions or group sessions, and are delivered by either the speech and language therapist or by school staff with training and support from the speech and language therapist.

There is a dedicated **School Nurse** who visits the school regularly throughout the year to help support children with medical and health related needs and to advise parents and teachers. Parents and carers can request an appointment with the school nurse via the SENDCo (Special Educational Needs and Disabilities Co-ordinator) or Medical Officer.

We have a **Phoenix Outreach Teacher** who supports and trains teachers and LSAs to support children with autism.

We work with **Tower Hamlets Education Wellbeing Service (THEWS)** and have an education mental health practitioner who works with parents and delivers workshops to support children's mental wellbeing.

We have an **Educational Psychologist** who works collaboratively with parents, the school and other professionals to identify strategies to help children who are experiencing a range of difficulties.

Referrals to other agencies will only be done after discussion and consultation with the parent and with their agreement. The results of any observations and reports done in school will be shared as soon as possible with parents. Where necessary, the school can refer children to other agencies such as occupational therapy, visual impairment unit or the Child and Adolescent Mental Health Service.

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

Our school is an inclusive school, and we aim to address all children's individual needs and support their development in the most appropriate way possible. We have experience in providing additional and/or different provision for children with a range of needs, including:

- **Cognition and Learning** – moderate learning difficulties; specific learning difficulties, e.g. dyslexia, dyspraxia.
- **Sensory and Physical** – hearing and visual impairment; physical disability.
- **Communication and Interaction** – speech and language difficulties; autistic spectrum condition.
- **Social, Emotional and Mental Health** – social and emotional difficulties which may lead to challenging behaviour; mental health difficulties like anxiety and depression; attention deficit hyperactivity disorder.

How do we identify special education needs?

We are committed to the early identification of special educational needs. A range of evidence is collected through school assessment and observations and if this suggests that your child is not making the expected progress or is having difficulty, the Class Teacher will consult with the school SENDCo, and with you, to decide whether additional or different provision is necessary. We may use specialist assessment tools to explore the reasons for any difficulties or consultant with outside professionals. Once we have identified the area of need, an Individual Education Plan (IEP) may be drawn up to detail how we will support your child, which might include targeted interventions and support from outside professionals. Your child's IEP will be reviewed regularly and amended where necessary.

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

In the academic year 2024/2025 Sir William Burrough provided the following provision:

Quality First Teaching

Children with SEND spend the majority of their time in their classroom with their Class Teacher and their peers, where they will be working on the same curriculum objective as their peers, but with adaptations to meet their particular need. Class Teachers carefully adapt lessons and resources to meet the needs of all our learners and any specialist advice from external agencies about how we can best support your child is always implemented in the classroom. We strive to enable every child to participate as fully as possible in all elements of the wider curriculum. Staff working with children

who have an EHCP (Educational, Health and Care Plan) will receive support from the SENDCo to ensure their provision and needs are met.

Adaptations to the curriculum

Class Teachers are responsible for planning an appropriate education programme for all children, including children with SEND. For children with special educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible. A lesson may be adapted for individual needs through grouping (e.g., small group, ability, peer partners, one adult to one child); content of the lesson; teaching style; activity (e.g., games, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g., scribing, use of IT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; or provision of alternative location for completion of work.

Accessibility to the learning environment

Our classrooms are well resourced to meet the needs of the children. We use visual resources and IT equipment, amongst other specialist equipment, as advised to support children. Our classrooms are large and spacious, however all classrooms for children in Year 1 to Year 6 are only accessible via stairs. Our EYFS classrooms are based on the ground floor.

Extra-curricular activities

At Sir William Burrough, we actively encourage all children to participate in sporting activities with suitable adaptations if needed, and we aim to ensure that most children can attend school trips and residential visits with support. We understand that educational trips and extra-curricular activities are a valuable, and enjoyable experience for children, and we aim for all children to have access to as many learning experiences outside of the classroom as possible. We support children in preparation for these with social stories that explain the journey to and from the location and provide pictures of the destination. Parents and carers are invited to join their child on the trip to help their child adjust to the change in their routine and to share in their learning experiences. We will always consult with venues to see accessibility arrangements if required and adaptations to trips are made to ensure they are accessible to as many children as possible, e.g., travelling in a taxi rather than walking or taking public transport, using lifts in venues instead of stairs and providing the children with sensory aids such as ear defenders to address sensory needs.

We recognise however, that for some children it may not yet be appropriate or safe for them to join in with trips. A decision as to whether it is appropriate for a child to attend a trip will be made by the class teacher, the SENDCO and a member of SLT and the class teacher will discuss this with parents ahead of the trip.

3. Developing staff expertise

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

All staff who work with our SEND children receive regular advice and support from the outside agencies such as the school Speech and Language Therapist and the Phoenix Outreach Teacher so that they can develop their knowledge and skills to deal with the specific conditions and learning difficulties of the children in their care.

The school provides whole school staff training in areas where we recognise a whole school need e.g., autism and language development. In addition, staff at Sir William Burrough will now have access to a wider range of SEND training from our colleagues in other schools from across the Trust to develop staff skills and knowledge.

Training for parents

At Sir William Burrough we understand that knowing and learning how to support your child can, at times, be difficult. Therefore, we ensure that any advice given by outside professionals of how to support your child is shared with you, along with how this is done. Class Teachers and the SENDCo are available to discuss and demonstrate strategies and techniques with parents to fully support SEND children at home as well as in school.

SENDCo conferences and forums

The SENDCo conferences and forums provided by the Local Authority allow for the SENDCo to receive key updates on local and national developments in SEND, and provides opportunities to identify and discuss strengths and areas for development within the school. They also provide opportunities for the SENDCo to work and connect with SENDCos in other schools.

SENDCo bulletin

The SENDCo has had regular communication with the Local Authority about the children with SEN in the school and SEND provision in general. The SENDCo bulletin provides regular updates regarding training and events that will support children and staff in the school, as well as providing updates, information and announcements about SEND provision in general.

UST SEND Leaders Network

The UST SEND Leaders Network enables the SENDCo to build connections with other schools, and receive advice and support from other experienced SENDCos and leaders from the across the Trust.

This collaboration with colleagues enables the upskilling of practitioners, teachers and support staff at Sir William Burrough and further strengthens our provision through access to multi-disciplinary learning and training. This benefits all children, including those with SEND and enhances their school experiences.

How did we evaluate the effectiveness of our provision?

At Sir William Burrough we use a triangulation of pupil outcomes to evaluate the effectiveness of our provision. In the first instance, the Class Teacher, along with the SENDCo, will look at the progress of the children through the learning in their books, assessment data and learning walks. They will evaluate whether the current provision offered is appropriately supporting the children. Where the provision can be enhanced, alternative methods of support will be explored, this may involve seeking advice from outside professionals, such as speech and language therapists or educational psychologists. We also work closely with parents and seek their views on the effectiveness of the provision offered to the children. We continually review and evaluate our whole-school SEND provision. This involves seeking advice from outside professionals and experienced SENDCos and leaders from across the UST.

4. Supporting transition

We ensure students are appropriately prepared for the next stage in their school career through the following:

Early Years

Children in Early Years are supported in transitions with open days where they have the opportunity to meet their new teacher and see their classroom. We also provide 'Welcome to...' booklets that have pictures of their teachers and classrooms for the children to keep and look at prior to entry into their class.

Additionally, we offer transition meetings held before children return to school, for children who have an EHCP. This will include the child's former teacher and LSA, their new teacher and parents. We also make contact with any previous nurseries the children have attended to ensure we have all the appropriate information about the children with SEND joining our school.

Early Years into Key Stage 1

The transition from Reception to KS1 is sensitively handled and eased through "hand-over" meetings between the current teacher and key workers and the prospective teacher and key workers. The SENDCo will always be available to provide any additional information needed to ensure a smooth transition. Beginning in the Summer term, some SEN children will make visits to their new classes with their current LSAs so that they can become familiar with their new teachers and classrooms.

We offer transition meetings held before children return to school, for children who have an EHCP. This will include the child's former teacher and LSA, their new teacher and parents.

Key Stage 1 into Key Stage 2

The transition from KS1 to KS2 is sensitively handled and eased through "hand-over" meetings between the current teacher and key workers and the prospective teacher and key workers. The SENDCo will always be available to provide any additional information needed to ensure a smooth transition. Beginning in the Summer term, some SEN children will make visits to their new classes with their current LSAs so that they can become familiar with their new teachers and classrooms.

We offer transition meetings held before children return to school, for children who have an EHCP. This will include the child's former teacher and LSA, their new teacher and parents.

Key Stage 2 into Key Stage 3

Throughout the Spring and Summer term of Year 6, the Year 6 teachers and SENDCo liaise closely with the SENDCos of the prospective schools of our SEN pupils. The secondary SENDCo of the receiving school will always be invited to attend the final EHCP annual review of any Year 6 pupil with an EHCP.

We also help arrange for children to attend transition days at their new school and offer transition support workshops with the Phoenix Outreach teacher. Children with EHCPs will also be offered Independent Travel Training with the Local Authority.

Between year groups

The transition between year groups is sensitively handled by ‘hand-over’ meetings between the current teacher and key workers and the prospective teacher. The SENDCo will always be available to provide any additional information needed to ensure a smooth transition. Beginning in the Summer term, some SEN children will make visits to their new classes so that they can become familiar with their new teachers and classrooms.

We also offer a transition meeting held before children return to school, for children who have an EHCP. This will include the child’s former teacher and LSA, their new teacher and parents.

In Year Transfers

When a child with SEND joins from another school, the child’s class teacher will meet with their parents to discuss suitable provision for them. Additionally, the SENDCo will liaise with their previous school to discuss any previous provision given and to ensure a smooth transition into Sir William Burrough.

Local offer

You will find lots of information about how different services in Tower Hamlets which provide help and support to children and their parents on the Tower Hamlets Local Authority ‘local offer’ web site: <https://www.localoffertowerhamlets.co.uk/>

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

The range of special educational needs in our school at any given time dictates the full range of outside agencies involved.

The school funds a **Speech and Language Therapist** from Barts Health Trust who comes into school for one afternoon every week to do one to one and small group speech and language therapy sessions. They also support by doing specialist assessments and report writing.

The **Phoenix Outreach Teacher**, helps our school to support children who are on the autistic spectrum.

The school funds the services of an **Educational Psychologist**. They provide the school with

professional psychological assessments on children with special educational needs, particularly children with social and emotional needs.

A teacher from the **Visual Support Learning Team**, supports children in our school who have a visual impairment.

Partially hearing or deaf children in our school are visited by a teacher from the **Support for the Deaf and Partially Hearing Team**.

Other outside agencies whom the school liaises closely with include: GPs, the school nurse, CAMHS, Physio Therapists and Occupational Therapists.

Listening to students and parents and working with them

At Sir William Burroughs, we want the children to be as involved with their own learning as much as possible. This is done through Class Teachers and staff getting to know the children and their interests and then incorporating these into their learning. They also support the children to express their own thoughts and feelings about how they are supported.

Class Teachers will always report any concerns they may have to parents. This may be done on an informal basis e.g. a 'chat' at the end of the day or a phone call home. More formalised discussions are held with parents during the Parents' Evenings discussions and in the written end of year report. Whenever an outside agency needs to be involved you will be contacted directly and consulted about any strategies and interventions that might need to be put in place.

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

If you have a concern about your child's progress or believe they have a special educational need, this should be raised with your child's Class Teacher. If you have specific concerns regarding your child's needs, the school SENDCo can be contacted via the school: 02079872147 email: sendco@swbschool.net. The school's safe-guarding and child protection officer is Siobhan Fehim. They can be contacted via the school, email: office@swbschool.net. The governor with designated responsibility for Special Educational Needs is Ross Tranter and can be contacted via the school.

What other policies are useful to read?

[Special Needs and Disability Policy](#)
[Supporting Children with Medical Needs Policy](#)
[Accessibility Plan](#)
[Equality Policy](#)

Please contact the SENDCo for more information

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