

SEN Information Report (May 2025)



All schools are required to publish and review information for parents and carers about the support and provision for children with special educational needs or disabilities. The questions and answers below represent our values and practices.

What types of special educational needs do we provide 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.

We currently have 44 children receiving SEN Support and 10 children have an Education, Health and Care plan (EHCP), based on our May census.

% of children on the SEND Register	% of Pupils receiving SEN Support (SEN Stage K)	% of Pupils who have an EHCP (SEN Stage E)	% of children on the SEND register identified as having SEN linked to			
			Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
18% 44 Pupils	14% 34 Pupils	4% 10 Pupils	79% 35 Pupils	7% 3 Pupils	9% 4 Pupils	5% 2 Pupils

Who is our special educational needs co-ordinator (SENCo)?

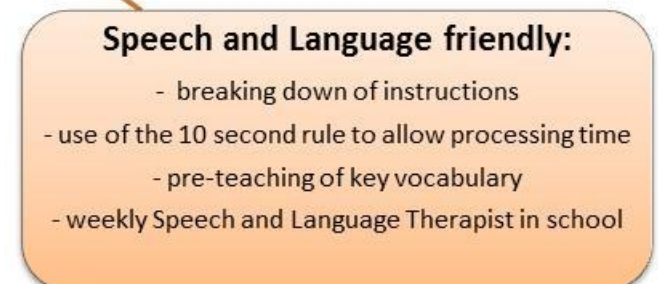
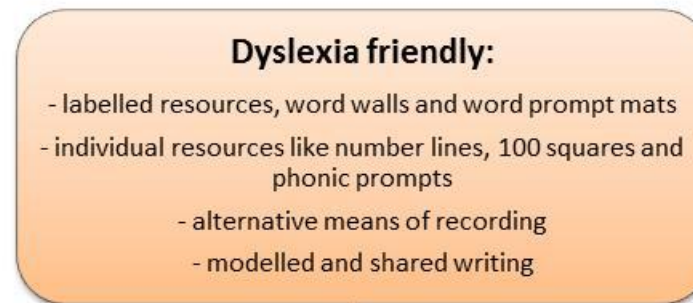
The first point of contact for parents and carers is usually your child's class teacher. However, you can also contact our school Inclusion/Well-Being Leader and SENCo, Rumina Bibi. You may be able to catch her at the beginning or the end of the day for an

and how can she be contacted?	informal chat. If you have any concerns that you wish to discuss further, you can request a meeting with Rumina by calling/emailing the school or by asking at the school reception. Kobi Nazrul Primary School Settles Street London E1 1JP Tel: 0207 375 3626 admin@kobinazrul.towerhamlets.sch.uk
How do we identify and assess children with special educational needs?	We are committed to early identification of special educational needs. A range of evidence is collected through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress or is having a difficulty, the class teacher will consult with you, your child and the school SENCo in order to decide whether additional or different provision is necessary. We may use specialist assessment tools to explore the reasons for any difficulties. If you have a concern about your child's progress or believe they have a special educational need, this should be first raised with the class teacher. Additional assessment or support can then be discussed with the SENCo.
What is our approach to teaching children with special educational needs? How do we adapt the curriculum and learning environment?	Our school strives to provide an engaging and exciting curriculum for all children. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks to consolidate and extend children's learning. We are committed to narrowing the attainment gap between children with a special educational need and those without. 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.

Where a child requires specific support, this may be through short-term intervention programmes and skills groups. Small group rooms are available across the school to provide quiet working areas for one to one or small group work.

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. We actively encourage all children to participate in sporting activities. We ensure that all children attend school trips and residential visits with support as appropriate. The school will meet with parents and carers to discuss individual needs prior to any visit or activity.



How do we consult parents and carers of children with special educational needs and involve them in their child's education?	In addition to the regular parent/carer meetings and annual school report, you will be kept regularly informed of your child's progress by agreeing and sharing your child's targets with the class teacher. This will identify the next steps for your child to make progress and how the school and you can help them. Progress will be monitored and reviewed termly to ensure that both you and your child can express your views and are fully involved in decision-making. Regular contact may be communicated through a home/school link book, telephone calls or meetings, or a simple chat at drop off and pick off times. Our parents and carers appreciate the 'open door' policy whereby the SENCo is easily contactable and happy to meet face to face. Parents and carers may be invited into school to discuss their child's progress at any time and additional meetings are set up as required; we particularly welcome information from parents and carers about how their child learns best so this can be shared with staff who teach the child. Where assessment and support by external agencies (e.g. Educational Psychologist, Advisory Teachers) has been requested by the school, the outcomes are discussed at consultation meetings with parents and carers. A written report is normally produced which records the discussion and any actions for home and school to follow-up. For children holding an EHCP, there is an Annual Review meeting which looks at all aspects of provision for the child. The meetings follow a 'person-centred approach' and we actively seek the views of parents and carers and children to agree the next steps. At Year 5 Annual Review meetings, transition to secondary school is considered. At Year 6 Annual Reviews, the SENCo of the receiving secondary school is invited to attend. Parent/carer survey forms are used during the year to obtain your views about educational provision in the school.
How do we consult children with special educational needs and involve them in their education?	Regular 'next step' targets are set for all children, including those with special educational needs and disabilities. These are reviewed regularly in discussion with the child. Children are aware of their own progress and the challenging targets set to support their development. Child survey forms are used during the year to obtain children's views about their strengths and needs, the support in place and any modifications which children feel may be helpful for them. In autumn 2019 we asked children in Y4, Y5 and Y6 to take part, anonymously, in a survey of mental well-being run by the Anna Freud Centre. This provided us in spring 2020 with a report, which is supporting us to implement suitable mental health provision based on our data. We have adapted this provision further in the light of issues resulting from the Covid pandemic. We are part of the Tower Hamlets Education Well-being Service, and, as such, have one allocated Education Well-being practitioner. She is available half a day a week to support parents who have concerns about their children's behaviour or anxiety, and runs

	workshops for parents, children and teachers. We also have a trained learning mentor, who runs sessions for, and offers support to, children who are experiencing emotional difficulties, or issues relating to friendships.
How do we assess and review children's progress towards their outcomes?	We adopt the assess, plan, do, review (APDR) cycle and graduated approach as described in the SEN Code of Practice (2015). This involves identifying any specific needs (assess); agreeing on the support/interventions and expected outcomes (plan); implementing the support and making adjustments (do); evaluating the effectiveness and impact of the intervention or support and whether outcomes have been met (review). This continual process ensures that support is constantly reviewed and adjusted where possible so that pupils can make good progress and secure good outcomes. In most circumstances the Local Authority expects evidence of more than one cycle of the graduated approach alongside professional involvement before making a referral for an EHC Needs Assessment request. Our school's Assessment Policy (available on request) outlines the range of assessments regularly used throughout the school. Children are assessed at the end of each term to measure the progress that they are making. Those working significantly below their age expectation are tracked using a system called 'PIVATS', and detailed evidence is gathered through the year to make a judgement on their progress. Following each assessment period, the SENCo meets with every class teacher to discuss the children with additional needs, any interventions that are currently underway and any new interventions that need to be set up. Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by our Speech and Language Therapist. For any children under the Educational Psychology Service, a cycle of consultation meetings takes place throughout the year to review their progress. An Annual Review is held for children with an EHCP; interim reviews can also be arranged throughout the year if deemed necessary.
How are the school's resources allocated and matched to children's individual	The school receives money from the local authority on an annual basis to support provision for special educational needs. The money is allocated annually by the Governing Body when setting the school's budget and used to pay for staffing and resources.

special educational needs?	On top of this funding, there may be additional money from the Government and the local authority to support individual children on specific programmes. This includes 'Pupil Premium' money and specific funds for children with an Educational, Health and Care Plan.
How is the decision made about the support my child will receive?	High-quality teaching is our first step in responding to pupils who have SEN. Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. Our SENCo will work closely with you, your child and all staff to discuss relevant interventions, adult support and advice from specialist services to make the best use of available resources. We regularly assess the impact of any additional support to ensure they are providing value for money. Interventions undertaken, often led by Assistant Teachers or our Inclusion Assistant and overseen by our SENCo and Speech & Language Therapist or Phoenix Outreach Teacher have included: • WellComm • Early Years Talk Boost • Colourful Semantics • Language for Thinking • Sensory Circuits • Bucket Time • TACPAC • Intensive Interaction • Musical Interaction • Friendship Group • Lego Therapy • Drawing & Talking • SEAL Group • Lunchtime Eating Club
How do we support children moving	When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

between different phases of education?	When your child moves up to a new year group within the school: • information is passed on to the new class teacher in advance and a planning meeting takes place with the new teacher. • all assessment, intervention and other relevant information is shared with the new teacher. • depending on the needs of the child, additional visits to their new classroom are provided to help them in their understanding of moving to a new class. • ‘transition books’ are made containing photographs of the child’s new teachers and classroom. Your child can take this home with them over the summer holidays so that they can prepare for their return to school and new teacher/class. If your child moves to another school: • contact is made with the new school SENCo to ensure that they know about any special arrangements or support that need to be made for your child. • A transition planning or Team Around the Child meeting to draw up a clear transition plan is held for children with EHCPs. This may include provision of social stories, arranging a visit to the new school and handover meetings between professionals. • all records about your child are passed on as soon as possible. In Year 6: • parents and carers are supported by our staff in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from Key Stage 2 to Key Stage 3. • the SENCo makes contact with each secondary school to discuss the specific needs of your child with the new SENCo • your child has opportunities to learn about aspects of transition and understanding the changes ahead. • where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
How do we support children and young people preparing for adulthood?	We actively encourage all children to be as independent as possible throughout the school day. We encourage children to be healthy in body and mind, and have run assemblies and workshops for children and parents on this theme, looking at, for example, how to develop resilience, the links between physical and mental health, and how to manage asthma.

How do we support children with special educational needs to improve their emotional and social development?	We aim to develop children’s emotional and social well-being in partnership with parents and carers. In some cases this may be provided through our support staff who follow a specific intervention to support friendship building or to build children’s self-confidence. Healthcare plans and pastoral support plans can be used to meet specific needs. These plans are created in collaboration with parents/carers and children, and they are monitored and reviewed at agreed intervals. We have a zero-tolerance of bullying in school and we run an annual ‘Anti-Bullying Week’ with activities to promote a safe and secure environment free from all kinds of bullying behaviour. Alongside this, each class has a weekly PHSE lesson which supports children in their social and emotional development. Our whole school assembly themes celebrate diversity, and recent themes related to special educational needs have included the importance of self-care and strategies to maintain good mental health, and awareness and understanding of autism. Over the last 5 years, we have included several children who have been given diagnoses of autism, staff are well-trained to meet their needs, and the whole school culture is positive and supportive with regard to children’s differing learning and social needs. In May 2016, the school was awarded 1st place for our entry to the Autism Awareness Competition organised by the Phoenix School (a Tower Hamlets special school). This followed a week of activities around the theme ‘It’s ok to be different’. See the film of our awareness raising events here.
What expertise and training do our staff have to support children with special educational needs?	We undertake an annual audit of training needs for staff, taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children’s specific needs. In recent years our training programme has included a variety of subjects like the SEND Code of Practice, speech and language needs, the use of visuals to support communication and learning, opening up conversations about mental health, autism awareness, emotional regulation, and specific phonics and maths interventions. We make use of internal expertise to mentor colleagues alongside requests for training and support from local authority advisory teachers. We also send staff on external training courses to develop their expertise. One member of our support staff team has successfully completed the ELKLAN speech and language qualification. Training undertaken in the last two years include: • Phoenix Steps for assessment & planning • MeLSA training • AET Leadership Module – Developing an Autism Friendly School

	• Team Teach Training • Transactional Supports • Colourful Semantics • Learning Village • ICT based Apps including Clicker training • Top Tips for Supporting Autistic Children • Behaviour, emotional regulation and well-being • Supports for Social Understanding • Play & Sensory Strategies for Pre-verbal Children • Supporting communication in EYFS • Supporting Pre-verbal Autistic Pupils • Intervention training e.g. Language Bags, Intensive interaction, Musical Interaction, Bucket Time, Sensory Circuits & TACPAC Staff are also trained annually by the School Health Team with regard to asthma, epilepsy, diabetes and anaphylaxis and are able to administer certain medical interventions such as EpiPens and asthma pumps, and may receive additional training where necessary. Our Inclusion & Wellbeing Leader is an experienced SENCo who leads on inclusion across the school and part of her role is to provide advice to staff and work alongside them, so that they can meet children's special educational needs.
How will we secure specialist expertise?	External support services play an important part in helping the school identify, assess and make provision for children with special education needs. We have worked with a number of external agencies this year. These include: • Advice and support from the Speech and Language Therapist and contributions to the reviews of children with significant speech and language difficulties. We have one allocated therapist on site half a day a week. Her role includes assessing children and training staff to carry out specific programmes. • Regular visits (currently 10 each year) from the nominated Educational Psychologist for the school. • Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties, or from services like Visual Impairment Team, Occupational Therapy or Physiotherapy.

	• Support from schools like Phoenix Outreach Team (Autism specialists) and Stephen Hawking School Outreach (SLD & PMLD specialists). • Advice and support from the local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs. • Referring to Autism Spectrum Disorder Assessment Service (ASDAS) or contributing towards the autism assessment process. • Advice and support from the school nurse and community paediatrician (Specialist Children's Health Service) • Multi-agency meetings with representatives from the Children's Social Care Team. These are held to ensure effective collaboration in identifying and making provision for vulnerable children. • Referral to the Attendance and Welfare Service where appropriate. Before the school make any referral to a specialist service we will always gain your permission.
How will we secure equipment and facilities to support children with special educational needs?	Equipment and facilities to support children with special educational needs and disabilities are non-negotiable at our school; whatever our children require, within reason, is provided. Examples would include access to our sensory room on top of the playground bus, another area of quiet retreat for children with a diagnosis of autism and social, emotional and mental health difficulties; access to a range of ICT based resources such as Clicker and accessible texts from the RNIB Bookshare website for children with a visual impairment or dyslexia; equipment like personalised sensory boxes for children with sensory issues or coreboards for children with language and communication needs. Our school has an accessibility policy which is reviewed regularly. We ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language. We have an intimate care facility for toileting and hygiene for children who need this assistance. A lift allows access to the first floor, with wide corridors enabling wheelchair access throughout the building. An evacuation chair is sited beside the main staircase in case of electrical failure or emergency. We strive to meet the care needs of children with on-going medical needs so that they fully participate and are included in school life.
How do we evaluate the effectiveness of our SEN provision?	We regularly use assessment and progress data for children with special educational needs across the school to identify whether they are making progress or otherwise. We also use this information to evaluate the effectiveness of different intervention programmes.

	Senior leaders, including the SENCo, alongside subject leaders, regularly review the provision of teaching and learning for children with special educational needs through observations of teaching and our termly monitoring cycle. We also involve other professionals from local schools and the local authority to evaluate our provision. All staff work to ensure that any actions are followed up comprehensively in a timely manner. We evaluated our provision in November 2017 and again in February 2019. Our Educational Psychologist commented: <i>“The SENCo and SEN staff are always approachable and helpful. Children are supported through a variety of interventions, the offer made by the school to children with additional needs has developed and grown over recent years. In my experience the majority of children make progress following intervention. I have been particularly impressed by the school’s commitment to support the emotional wellbeing and mental health of their children.”</i> OFSTED also evaluate the effectiveness of our provision. Our November 2019 report states: <i>“Teachers carefully adapt their teaching to support pupils with special educational needs and/or disabilities (SEND) to make sure that these pupils achieve as well as others”</i>. The full OFSTED report can be found here.
How do we handle complaints from parents and carers of children with special educational needs about provision made at the school?	It is in everyone’s interests for complaints to be resolved as quickly and at as low a level as possible. Our complaint procedure is as follows: • The complaint is dealt with by the class teacher – parents and carers need to feel that they have been listened to and that all points raised have been addressed. • If the matter remains unresolved, the complaint is dealt with by the SENCo. • If there is still no resolution, the Head teacher will become involved. • If the matter is still not resolved, parents and carers should write to the Chair of the Interim Executive Board who will deal with the matter through their agreed complaint resolution procedures. • In the unlikely event that the matter is still not resolved, a parent/carers can take the complaint to the Local Authority or request independent disagreement resolution. The school will make further information available about this process on request.
Who can young people and parents and carers	The Tower Hamlets and City SEND Information, Advice and Support Service based in the Parents’ Advice Centre (PAC) is a self-referring service which offers advice, information and support to parents and carers of children and young people with Special Educational Needs (SEN) from birth to 25 and young people aged 16 to 25 independent of their parents.

contact if they have
concerns?

Parents' Advice Centre

30 Greatorex Street

London E1 5NP

Tel: 020 7364 6489

Email: TowerHamlets&City.SENDIASS@towerhamlets.gov.uk

What other support services are available to parents and carers?	Special Education Needs Children's Services Directorate Tower Hamlets Council Tower Hamlets Town Hall 160 Whitechapel Road London E1 1BJ Tel: 020 7364 4433 SpecialEducational.Needs@towerhamlets.gov.uk Educational Psychology Service Tower Hamlets Town Hall 160 Whitechapel Rd London E1 1BJ Tel: 020 7364 2886 Email: admin.eps@towerhamlets.gov.uk
Where can the Local Authority's 'Local Offer' be found? How have we contributed to it?	Tower Hamlets Local Offer is a searchable database of all the support that is available for children and young people with special educational needs or disabilities, and their families. It provides you with information about what is available and where to get further information.