

Tower Hamlets: SCHOOLS SEND REPORT

Chisenhale Primary School

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it

Our vision is 'Learning together for a better future'. The school aims to achieve this vision by developing children as respectful citizens in a world of possibilities. We are committed to providing an appropriate and high quality education to all the children living in our local area (Article 28 of the United Nations Convention on the Rights of the Child – Right to an Education). We believe that all children, including those identified as having special educational needs or disabilities, should be fully included in all aspects of school life (Article 23 – Children with Disabilities).

Staff work hard to support all children in our school to be the best they can be, both academically and socially.

Type of school we are

Chisenhale is a 1.5 form entry community primary school for the 5-11 age range.

We have a Nursery for children aged 3 to 4. Children start school in the year they are 5 in our Reception class.

There are 1.5 classes (45 pupils) in most year group. In the Early Years Foundation Stage children are organised into two Reception and one Nursery class. For part of the day, they are taught in these separate year groups but at other times the Nursery and Reception children have the opportunity to mix freely. In the rest of the school, children in each year group are taught in two single year group classes, so we have two Y1 classes, two Y2 classes etc. However, due to falling number from September 2025, we will have one Y3 class and one Y4 class with 34/ 35 pupils in each. These classes will be staffed by a teacher and two TAs.

Our Ofsted rating

In our most recent Ofsted inspection (June 2024) the school was rated as good in all areas and good overall. The report says that 'The school is determined that pupils with SEND should achieve well and develop independence. There are appropriate processes in place to identify pupils with SEND. The school works closely with external professionals to meet the needs of these pupils. This means that pupils with SEND are able to work alongside their peers.'

How we give pupils/young people a voice

We have Rights' Rangers who are selected from the student body. The Rights Respecting lead teacher meets with the Rangers on a regular basis to discuss a range of concerns and suggestions that the pupils have. In addition, the Rangers work with staff to promote a Rights' Respecting agenda within the school.

Pupils in need of SEND support have a Student Passport, where they have an opportunity to record their views on a number of areas including information they would like adults in the school to know about them, strategies that they find helpful and things that they find difficult. Parents also are invited to contribute to the Passport. There are twice yearly review meetings. The school makes every effort to arrange meetings at times that are suitable for parents and we are happy to communicate with parents over the phone or through email also.

We try to ensure that pupils with Education and Health Care Plans play an active role in reviewing their own progress and deciding on future targets. We hold person-centred annual review meetings where

children are supported in expressing their views in person and through pictures, written presentations or video.

How we know if a child/young person has special educational needs

Just prior to children starting in our Nursery or Reception classes parents are invited to meet with staff. During these meetings we ask parents/ carers if their child has a disability or they feel that their child has any special educational needs so that we can discuss this and make sure that the right support is in place for the child. We offer new pupils the opportunity to attend 'stay and play' sessions in the summer term, where parents also have the opportunity to share any information they feel the school might need to know about their child.

If a child has special educational needs or a disability it is very important that they get help as soon as possible. In order to make sure that any special educational needs not known about before starting in the school are picked up early, all pupils are assessed during the first half-term at the school.

We encourage children to contribute through our 'All about Me' work in the first term.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. Children may be identified as needing additional support at any point during their time in the school.

We see parents/ carers as partners in the education of their children and always welcome parents coming to speak to us with any concerns they might have about their child. Where staff identify concerns regarding a child these will always be discussed with the parents / carers at the earliest possible opportunity.

What we do to help children/young people with special educational needs

Chisenhale has developed a wide range of ways in which we support children with special educational needs or disabilities. This is how we plan support:

- First we complete some assessments in order to identify what the particular problem is and we meet with the parents to discuss their child's needs. We also try to get the views of the child.
- We agree a programme of support that is carefully targeted to the particular area of difficulty. We also agree what we want the support to achieve and set a review date.
- We then implement the support programme.
- Finally, we hold a review to see how things are going.
- This process is then repeated as necessary.

Key information about pupils with SEND is recorded in a Student Passport, which is shared with all adults who work with the child. Pupils, parents and staff contribute to the information on Student Passports.

Class teachers are responsible for ensuring that all the children in their class are receiving appropriate teaching. The Special Educational Needs Coordinator (Senco) supports class teachers in meeting the needs of pupils with special educational needs or disabilities. Pupils are sometimes given additional support in the form of small group or 1:1 work for an agreed period of time. The Senco and other members of the Senior Leadership Team (SLT) regularly monitor this additional support across the school to see how effective it is in helping pupils with additional needs make good progress. Where it is felt necessary, and with parental agreement, the school may seek advice from outside specialists.

How we adapt our teaching for children/young people with special educational needs

Children with special educational needs are taught alongside other children. We have recently started to introduce an adaptive teaching approach, where lessons are designed so that all children in the class learn and make progress. We do this by giving some pupils access to additional equipment or additional

adult support for part or all of the lesson, in order to meet their needs. In some instances, where children have significant needs, they may, for short periods of time, access some parts of the curriculum in a small group, or individually, outside of the classroom or they may have an individualised curriculum, which can be delivered in or outside of the classroom for part of the day.

Every class teacher is involved in planning, monitoring and providing support for pupils in their class, including pupils with special educational needs and disabilities.

How we decide what resources we can give to a child/young person with special educational needs

Part of the school's budget is allocated for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure that we can give help to all the children who need it. Decisions about what support programme is best for a child is made by the Senco and SLT in consultation with the child's class teacher, any relevant support staff and the parents/ carers. Parents are invited to contribute to planning meetings but can give their views by telephone, email etc. if they are unable to come into the school.

We use evidence-based interventions with individual pupils or groups who we feel need additional support. These interventions are closely monitored to ensure that they are effective and that the pupils on them are making good progress.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds and where we have parental agreement, we will apply to the local authority for additional support for a child. Parents can do this too.

We are happy to discuss all of this in more detail with parents.

How we check that a child/young person is making progress and how we keep parents informed

We work to maintain good home/ school links with parents. We have a member of staff who works full-time as a parental engagement officer. We have a weekly newsletter with general news about the schools. We have lots of information for parents on our website, which is regularly updated. We have a texting system in place so that parents are reminded about up-coming events. We have twice-yearly parents'/ carers' evenings and we send parents/ carers a report about their child's progress once a year. In addition, we run regular information/ training events for parents and we have a yearly parent voice event where we try to get parents' views on how we are doing as a school.

We hold termly pupil progress meetings for each year group, attended by staff who work with these pupils and members of the senior leadership team, where we carefully monitor the attainment and progress of all pupils in that year group and identify any pupils who are not doing as well as we would like. For children with special educational needs and disabilities we have an individual progress review twice a year, where we look at the progress and on-going concerns for the child and agree the additional support that the pupil will be given over the next period.

Attainment and progress of pupils with SEND in Chisenhale

Attainment of pupils with SEND in Chisenhale was significantly better in reading and maths this year, than for pupils nationally. Attainment in writing for pupils at school Support (K) was better than for similar pupils nationally but attainment in writing for pupils with EHCPs was not as good as for similar pupils nationally.

KS2 SATs Data – Percentage of pupils at or above the expected level

	Pupils at School Support School 2025	Pupils at School Support National 20240	Pupils with EHCPs School 2025	Pupils with EHCPs National 2024
Reading	80%	48%	57%	19%
Writing	40%	36%	0%	12%
Maths	80%	44%	43%	17%

Progress from KS1 to KS2

Pupils who achieve 12 points of progress between KS1 and KS2 are considered to have made good progress. Pupils with SEND in Chisenhale generally make good progress from their starting points.

Average points of progress from KS1 to KS2 (2021-2025)

	Pupils at School Support (K)	Pupils with EHCPs (E)
Reading	14.6	12.3
Writing	13	10.4
Maths	14.6	18

Pupils with EHCPs mainly make good progress towards the yearly objectives set at their annual review meetings and parents are almost always very positive about the progress made by their children.

Support we offer for children's/young people's health and general wellbeing

Children need to be happy and to be able to behave appropriately in order to learn well so all our class teachers work with children in their classes on social skills, behaviour and emotional wellbeing. Ofsted (2024) said, 'Pupils behave well here....They are respectful to staff, other pupils and visitors and this makes the school a clam place to learn.' As a school, we use the Zones of Regulation programme to help all pupils with understanding and managing their emotions. The school has adopted an emotion coaching approach when dealing with pupils with behavioural or emotional/ social difficulties and all staff have had training on this. If a child has a particular difficulty, their class teacher will have help from colleagues e.g. SLT, Learning Mentor or the Senco to help support the child. Where a child has medical needs or personal care needs, staff have been trained to meet these needs and administer any necessary medication.

We employ a learning mentor whose role is to provide support for pupils' social and emotional needs and help them to access learning. Three members of the support staff have been trained as Emotional Literacy Support Assistants (ELSAs) and they provide time-limited 1:1 support for pupils who need this. We have a counsellor who works one day a week and see a number of individual pupils weekly over a number of terms. In addition, a manager from the counselling services works in the school for one day per week and offers a range of support including: drop in sessions for pupils and for parents, advice and support for staff, training for staff and parents. We are supported by staff from the Tower Hamlets Wellbeing Service (THEWS). They offers support to groups of pupils, along with individualised parenting support for a number of parents along with training sessions for parents.

Chisenhale has clear Positive Relationships and Behaviour, Anti-Bullying, Inclusion and Equalities policies. If a pupil has particular behavioural difficulties, we develop a Support Plan or Green Zone Plan for them, in consultation with parents/ carers and the pupil. The Support Plan/ Green Zone Plan process looks to identify the causes of the problem and the support the child will receive to help them avoid disruption to their own learning or the learning of others and to prevent exclusion. When necessary, and with parental consent, the school will make a referral to an outside agency for advice on meeting the child's needs.

Specialist external services we use when we think extra help is needed

Sometimes a child will have needs that will benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from a range of agencies including:

- Speech and Language Therapy Service
- Occupational Therapy Service
- Educational Psychology Service
- Behaviour and Attendance Support Service (BASS)
- Learning Advisory Service
- Child and Adolescent Mental Health Service (CAMHS)
- Autistic Spectrum Disorder Assessment Service (ASDAS)
- Child Development Team (CDT)
- School Nursing Team
- Children's Social Care
- Specialist Outreach Teams from our local special schools e.g. Phoenix, Stephen Hawkins

We always get parental permission prior to referrals to outside specialists.

We currently employ a Speech and Language Therapist for one day per week.

We pay for an enhanced service from the Educational Psychology Service.

Our Senco has a Masters Degree in Special and Inclusive Education

The Tower Hamlets Local Offer

There are a range of services available locally for children with SEND. These are all listed on-line in what is known as 'The Local Offer'. The Local offer can be accessed on:

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

The training our staff have had or are getting

Every year we have 5 staff training days and weekly staff training meetings. At least some of this training time focuses on special educational needs to ensure that all staff

- understand the different special educational needs
- know how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- know how to support the emotional needs of children with special educational needs
- understands how important it is to work closely with parents

All staff (teaching and non-teaching) are required to attend training. In addition to the training provided within school staff are also sent on training courses with outside bodies. For example, our staff regularly attend training provided by Phoenix Special School.

Staff have recently had training on working with pupils with speech and language difficulties, working with pupils with autistic spectrum disorder, supporting pupils with ADHD, supporting pupils with maths and literacy needs.

How we include children/young people in activities and school trips

Any trips or outings we plan always include children with special educational needs and / or disabilities. We use part of our budget to make sure that any additional support needed can be provided. We always consult with parents/ carers before arrangements are finalised. Detailed risk assessments are completed before any trip to ensure that all pupils have a safe and enjoyable trip.

At Chisenhale we have a breakfast club and an after school childcare club (Night Owls). We try to ensure that these clubs are open to all pupils from the school, including those with Education and Health Care Plans. However, occasionally we cannot meet the needs of a pupil, particularly where this pupil needs access to 1:1 support at all times, in order to be safe, as we do not have access to any additional funding for support outside of school hours. In addition, the school runs a series of after-school clubs, which change on a half-termly basis. These clubs are open to all pupils and attendance is monitored to ensure that there is equality of access for all groups of pupils.

Our school environment

An extension to our school was built in 2005, which included the installation of a lift in order to make the building more accessible for children with mobility issues. Most, though not all of the classrooms and other teaching spaces can be accessed using the lift. We can move our classes if we need to in order to accommodate a child who joins the school.

There is a disabled toilet with shower facilities in the Reception area and a further disabled toilet on the first floor. Both school halls and all the classrooms were fitted with acoustic panels to support the needs of pupils hearing difficulties.

In school we have a range of equipment designed to support the development of children's coordination and motor skills in class but if any child needs additional equipment we will get this through specialist services such as Occupational Therapy.

How we prepare for children/young people joining our school and leaving our school

Children who are due to join our Nursery and Reception classes are invited to come for a series of play sessions in the summer term before they start. In these sessions, parents are provided with ideas for things to do with their children over the summer to prepare them for starting in Chisenhale in September. Our parental engagement officer is present at the stay and play sessions so that links with parents can be established. We invite parents of all children who are due to start in our Early Years Unit to meet with us before their children start here. We have close links with local Children's Centres and Nursery Schools.

When pupils with special educational needs/ disabilities are transitioning between Key Stages within the school, we ensure that they receive the support they need to make the transition as successful as possible. For example, their current staff will meet with the receiving staff in order to share information on how best to support the child. In addition, visits to the new class are organised for the child to ensure that they are familiar with the new space and with any new staff. For some pupil, staff will make social story books for them to take home over the summer holidays, with photos and information about their new class.

Pupils in Y6 are given access to a transition programme in order to prepare them for secondary transfer. The school has strong links with local secondary schools and ensures that these schools are fully aware of the special needs of any of our pupils who are transferring to them. For pupils with high levels of need we organise transition meetings and support pupils in having additional visits to their new secondary in the summer term. For pupils who need it, we complete referrals to the Independent Travel Training Service.

How parents are involved in school life

At Chisenhale we believe in working with parents/ carers as partners. We are always ready to speak to any parents/ carers about any worries/ concerns they may have regarding their child. Class teachers are available to have a quick word with parents at the end of each school day and are happy to make appointments for longer discussions. The Head teacher, Phase Leaders and Senco are happy to arrange appointments to meet with parents to discuss any concerns they may have.

The school has a full-time Parental Engagement Officer. There is an active Parent/ Teacher Association and parents are represented on the Governing Body.

We hold Parent Voice meetings each year, where parents are encouraged to give their views on what is working well in the school and suggestions for how we could become an even better school.

When we write to parents/ carers we always try to write in plain English. We have a number of members of staff who speak Bengali Sylhetti and who can interpret for parents for whom English is not their first language. For parents who speak other languages we try to book interpreters for all important meetings e.g special needs reviews.

The school runs a number of training courses for parents to enable them to better support their children's learning. We run parenting sessions, weekly English language classes for parents, regular workshops on a range of topics ranging from National Curriculum subjects to meeting children's health needs.

Who to contact for more information or to discuss a concern

- Your child's class teacher
- In the EYFS, Tracy Miller, the Phase Leader
- The special educational needs coordinator – Mairead McCarthy
- The Head teacher – Gemma Anidi
- The governor with responsibility for SEND – Neil Cunningham
- The Chair of Governors - Neil Cunningham

If in doubt ask- the school office

The school's phone number is 020 8980 2584

Our offer to children with special educational needs and disabilities was prepared in July 2025

It will be reviewed in July 2026