SEND Information Report

Old Palace Primary School
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About us

We are a two form entry primary school with a maximum of 420 places for children from Reception class to Year 6. Our current Ofsted rating is Good. We are an inclusive school which can cater for children with a wide range of special educational needs or disabilities (SEND) within a mainstream context. The ground floor of the school is fully accessible and includes accessible toilet facilities. Key Stage 2 and the school assembly hall do not have step-free access, as the school does not currently have a lift.

Our Vision/Mission Statement

'Everything we do at Old Palace is intended to ensure that the children are happy at school, love learning and become the best that they can be. We appreciate that every child has unique talents, abilities and preferences in learning and we constantly strive to help each child develop the learning skills they will need to prosper in later life.'

'At Old Palace we want our pupils to develop socially, emotionally, morally, creatively, physically, spiritually, academically- to equip them with skills and attitudes they will need to succeed in life and to make a positive contribution to society.'

How we ensure children and parents have a voice?

We believe that it is important that children and parents are listened to and have a part in understanding and forming the provision at our school. We therefore offer a person centred approach through which it is expected that, with support, children attend and make a significant contribution to their Review meetings, which are conducted in child-friendly and child-centred language. Through this process the children help to form their own targets, enabling them to help identify their strengths and areas of difficulty.

Parents are invited to attend parent consultation meeting three times a year and are welcome to request more regular meetings with the class teacher and school's SENDCo. The school also has a Parent Council, made up of two parent representatives for each class. We hold weekly coffee mornings, some of which are target at supporting parents SEND pupils.

What should a parent do if they think their child may have special educational needs?

If a parent has a concern about their child, they can raise it with their child's teacher, the year leader or directly with the SENDCo.

Parents of any child with special educational needs may also contact SEND IASS by email at: TowerHamlets&City.SENDIASS@towerhamlets.gov.uk or call 020 7364 6489

How do we ensure that children who need extra support are identified early?

We aim to identify any difficulties a child is having as early as possible. In many cases, addressing difficulties early helps children to overcome them and to then be able to access the curriculum in the same way as their peers. Sometimes, a child may have a specific need

which will need ongoing special provision. This needs to be fully identified and understood as early as possible so that provision can be tailored to the child and no time, learning opportunities or confidence is lost. Our Early Years staff are very experienced and capable in this area, arranging to meet all pupils before they start at the school and carrying out regular observations and assessments as part of their everyday practice.

As children move through the school they receive quality first teaching as part of our universal offer and are regularly assessed. Where there may be a concern that a child is not making progress in their learning, social development or wider needs a carefully targeted intervention may be considered and put into place. In most cases this will allow the child to catch up, however where more long term support is required the following will take place to gather information on whether the child has special educational needs:

- the parent and class teacher will meet to discuss the cause of the concern
- the class teacher will continue to monitor and assess the child's progress
- the class teacher will speak with the child to find out how they feel about their learning
- the class teacher will seek advice from the SENDCo
- further assessments or observations will take place
- strategies will be put in place or a child may get extra help through an intervention
- the impact of the support will be monitored and shared with parents
- it may be necessary, with the agreement and support of parents, to seek specialist support and advice, for example from the Speech Therapist or Educational Psychologist.

How we help children with SEND at Old Palace?

When a child receives SEND support parents will be formally notified. The child, parents, class teacher and the SENDCo will set targets and put a plan in place. This might consist of:

- adapted teaching and targeted class support
- a time limited intervention programme
- use an IPP (Individual Pupil Passport) to set time bound targets
- a personalised curriculum for pupils working significantly below age expectations, whose needs are very different to those of their peers

Additional help does not necessarily mean receiving 1 to 1 adult support. The school has a provision map which details the individual and group provision that we are able to provide. Some examples of this provision include: 1:1 reading, phonics, speech and language, lego therapy, sensory awareness, sensory circuits and motor skill. The school has a Creative Therapist on site for one day a week, who provides 1 to 1 and group therapy.

Even where it is appropriate for a child to receive some 1 to 1 adult support, it is important to provide some opportunities for the child to develop their independence, for example through the use of scaffolded independent learning for either part of the lesson or part of the day.

Any child on an intervention will be assessed at the beginning and the end of the programme so we can make sure the programme is working. Parents will be expected to support the aims of the programme by putting in place similar strategies in the home. At the end of the intervention, progress and outcomes will be reviewed with parents. As part of the review process, it may be felt by parents and/or school staff that further support is needed. This could be:

- An alternative type of provision in school
- Specific assessments that could be carried out by staff in school
- A referral made with parental consent to an external agency to carry out more specialized assessments and/or support.

Alternatively Resourced Classroom (ARC)

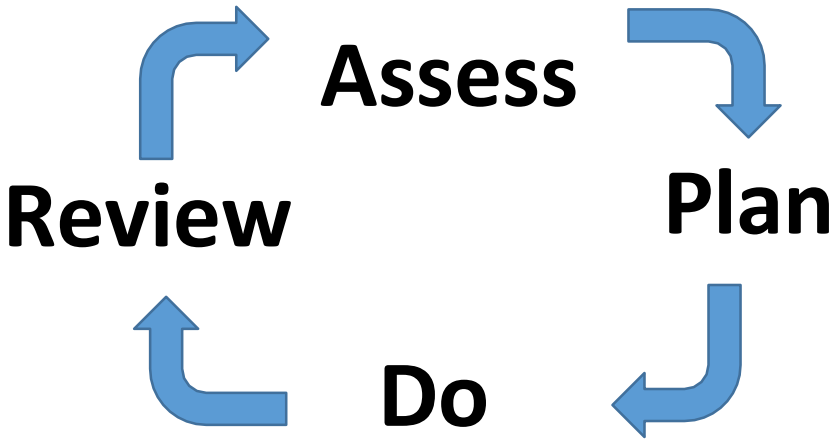
The school has two alternative classrooms where children have access to high quality provision that is bespoke to the pupils' needs and development.

An alternative classroom is a structured and supportive learning environment within the school, designed to meet the needs of pupils who may experience barriers to accessing learning successfully within the mainstream classroom. It provides a smaller, calmer and more predictable environment, where teaching and support can be adapted to individual needs.

Within the alternative classroom, staff can provide smaller-group or individualised teaching, differentiated activities, additional repetition and overlearning, visual supports, sensory or movement breaks, and opportunities to develop communication, social and emotional regulation skills. Staff can also provide additional scaffolding and explicitly teach routines, organisation, independence and appropriate behaviours for learning.

The environment may have reduced sensory distractions and a clear, predictable structure, helping pupils who become overwhelmed by noise, busy environments, transitions or the demands of a larger classroom. Staff work closely with class teachers, the SENCO and other relevant professionals to ensure that strategies and approaches used in the alternative classroom are consistent with the pupil's wider support plan.

The purpose of the provision is not simply to remove pupils from the mainstream classroom, but to provide targeted support that addresses their individual barriers to learning. Pupils follow the Engagement Curriculum developed by Phoenix Special School which better suits their needs and their learning is recorded and shared with parents using Tapestry. This approach allows pupils to develop their engagement, confidence, independence and self-regulation. Their progress is monitored regularly so that the level and type of support can be reviewed and adapted according to need.



Schools use the Assess–Plan–Do–Review cycle as part of the graduated approach to identify pupils' additional needs, put appropriate support in place, and monitor whether that support is having an impact.

1. Assess

The school gathers information to develop a clear understanding of the pupil's strengths, needs and barriers to learning. This may include:

- Observations of the pupil in different settings.
- Assessment data and progress information.
- Work samples and evidence of learning.
- Information from the class teacher, SENCO and support staff.
- Pupil and parent/carer views.
- Previous interventions and their outcomes.
- Information from external professionals, such as Educational Psychology, Speech and Language Therapy or Occupational Therapy.
- Consideration of the pupil's social, emotional, communication, sensory and physical needs.

The school uses this information to identify what the pupil's needs are and what may be preventing them from making expected progress.

2. Plan

Once the pupil's needs have been identified, the school plans appropriate support and sets clear, measurable targets. The plan should identify:

- The pupil's specific area of need.
- What the school aims to achieve.
- The provision or intervention that will be provided.
- Who will deliver the support.
- How frequently the support will take place.
- What strategies should be used in the classroom.
- How the pupil and parents/carers will be involved.
- When the provision and targets will be reviewed.

For example, a pupil experiencing difficulties with reading may receive a targeted phonics or precision teaching intervention several times a week, alongside classroom strategies such as visual prompts, repetition and additional modelling.

3. Do

The planned provision is then implemented consistently. The class teacher remains responsible for the pupil's progress, even when additional support is delivered by a teaching assistant or external professional.

Staff monitor how the pupil responds to the support and collect evidence of progress. This might include intervention records, assessment information, observations, work samples or evidence recorded on the school's assessment system.

The school also ensures that strategies are incorporated into everyday classroom practice rather than relying solely on separate interventions.

4. Review

The school reviews the impact of the support against the agreed targets. This involves considering:

- Has the pupil made progress?
- Has the pupil achieved the target?
- Which strategies or interventions have been effective?
- What has had limited impact?
- Does the pupil still require additional support?
- Should the provision be continued, adapted, increased or reduced?
- Are further assessments or advice from external professionals required?

The pupil and parent/carer views should also contribute to the review.

The findings from the review then inform the next Assess–Plan–Do–Review cycle, making the process ongoing and responsive to the pupil's changing needs.

Monies from the Government to the Local Authority provide the school with funding in its budget to meet the needs of children with special educational needs. The school plans for children from it delegated budget. The school spends this money on:

- Funding leadership time for one of our Deputy Heads to oversee Inclusion
- employing support staff to provide additional support through delivering interventions and 1 to 1 support
- whole school training for all teachers and support staff so that they can meet the general needs of SEND pupils
- tailored training for teachers and support staff who work with pupils with specific needs, such as ASD
- Buying in specialist services, such as EP and Speech Therapy provision
- Specialist resources & equipment and reasonable adjustments to the environment

Monitoring and assessments?

The progress of all pupils is regularly monitored. For pupils receiving universal and/ or targeted support, normal classroom procedures will apply such as marking, testing and benchmarking.

For pupils attending the ARC, daily learning and key achievements linked to the child's individual targets are recorded on Tapestry. This is a digital learning journal platform that includes a specific framework to support children with Special Educational Needs and Disabilities (SEND). This SEND framework helps teachers and families monitor small steps of progress, create bespoke activities for individual children, and link observations to specific outcomes or an Education, Health, and Care Plan (EHCP). Parents are able to access the online journal and have the opportunity to contribute towards their child's journal and to add their own comments. This supports the home-school partnership to their child's journal.

How we support the children's overall health and wellbeing?

Medical needs:

We have an allocated school nurse. Parents can book appointments with the school nurse via the school office, who will then arrange for the SENDCo to contact them. Care Plans are written for children with medical conditions and training is provided before the child starts at the school so that all staff involved are aware of how best to monitor their health needs and how to administer any medication as necessary. The school has qualified first aiders and staff trained to deliver emergency first aid care.

Behaviour Support:

The school's Behaviour Policy sets out the support provided to support positive behaviour. Support Plans are used to help pupils who require additional support with managing their behaviour. When necessary we work closely with external agencies, such as the Behaviour & Attendance Support Service.

Access to specialist health agencies:

When appropriate, the SENDCo can refer children to external agencies who are able to provide specialist support. Again, this is done in conjunction with parents, as referrals can only be made with parental written consent. Where professionals from these agencies support a child, they are invited to Annual Reviews and Team Around the Child meetings.

Some of the agencies we can refer to include:

- Physiotherapy
- Occupational Health
- Speech and Language Therapy
- Educational Psychology
- Creative Therapist
- CAMHS (Children and Adolescent Mental Health Services)
- Behaviour & Attendance Support Service
- School Social Worker
- School Nurse
- Hearing & Visual Impairment Teams
- Child Development Team
- ASDAS (Autistic Spectrum Disorder Assessment Services)
- Phoenix Outreach Team
- Tower Hamlets Education Wellbeing Service (THEWS)

How we make the curriculum and environment accessible for pupils with Special educational Needs and Disabilities?

Our universal offer entitles all pupils to quality first teaching and the class teacher is responsible for adapting learning to meet the child's needs, often through the use of high quality verbal, visual or written scaffolds and prompts. The school is well resourced in terms of technology and a range of specialist programs are used to support SEND pupils. The school is also able to provide some specialist equipment.

The school carries out reasonable adjustments to ensure that the building meets the needs of the majority of SEND pupils, although only the ground floor is fully accessible. Pupils need to climb several flights of stairs to reach the key stage 2 classes and the assembly hall.

How we include children on activities and school trips?

For every trip we create a detailed risk assessment, plan and site visit to judge how accessible certain activities are. As an inclusive school we aim to ensure that venues/ activities can be accessed by all children with some modifications, such as reconsidering the route, adapting/differentiating the activity or bringing a specialised member of staff along. Children with an EHCP or specific SEMH needs will have an individual risk assessment. Where there are concerns that the child's needs will place them and/or their peers at risk, we will meet with the child's parents to discuss the concerns and agree a way forward.

After school clubs are designed to be accessible to all pupils. When required, the SENDCo will liaise with the club leader to consider any adaptations or reasonable adjustments which may be needed. Club attendance is monitored to ensure equal access.

How we include children in Remote Learning

In the event of a year group or the whole school having to closed, remote learning will be provided. For SEND pupils who struggle to access the remote learning provided to the class, the following additional support will be provided:

- A personalised weekly home learning pack will be provided. This will include activities differentiated to support the child's individual needs in Maths and English
- A general pack containing suggested activities to support areas of need, such as Speech & Language and Sensory Development. The pack has been devised in collaboration with specialist external agencies, such as the Speech & Language Therapist (SALT) and the Phoenix Outreach Team.

If the child receives specific support from an external agency, such as the SALT, Phoenix Outreach Worker or Educational Psychologist this will continue virtually, either via phone call or Zoom. The Phoenix Outreach Worker will provide online sessions to support parents.

How we prepare children for starting and leaving Old Palace?

We recognise that joining a new school or moving to secondary can be both an exciting and an anxious time for both children and parents especially for some children who have special educational needs.

For children joining us in Reception:
All children are invited to an open morning and are observed in their nursery setting, or if this is not possible, at their home. For pupils already identified as having special needs, the SENDCo contacts the child's nursery school to discuss the child's needs with their SENDCo. For children with Educational Health Care Plans, a transition meeting is arranged with parents and staff from both the nursery and Old Palace. The child's needs are discussed in detail, helping to identify any reasonable adjustments and staff training needed to support a smooth transition.

For children joining us in Years 1-6:
For children joining us, the SENDCo will contact the SENDCo at the child's previous school. Whenever possible, we will arrange a transition meeting at the child's previous school so we can meet parents and any professionals who have been supporting the child. This will ensure we have all the information we need.

For children leaving us in Years 1-5:
The SENDCo will contact the child's new school, if known, and will attend any transition meetings arranged by the new school.

For children leaving us at the end of Year 6:
Advanced planning begins in Year 5 to allow appropriate options to be considered and visits to potential schools to be carried out. In the Summer term of Year 6, a transition programme will be put in place. The SENDCo will liaise closely with the SENDCo at the child's secondary school and invite them to attend the child's Annual Review meeting. Additional transition visits will be arranged if required and are supported by the use of social stories and 'All About Me' books. All records will be transferred to the new school.

For children moving to a new class in the school in the next academic year:
Transition meetings are held at the end of the academic year to support effective information sharing. These are attended by the SENDCo, current and future class teacher and any support staff who have been, or will be involved in directly supporting the child. The new class teacher and any teaching assistants, who will be regularly involved in providing direct support, will have an opportunity to meet the child and to observe them in their current classroom setting.

Contact

The class teacher has daily contact with the child and is the first person to speak with if there is a concern or difficulty. If there continues to be a concern then a parent can speak with the SENDCo, who is available at the school gate most mornings. Longer appointments can be arranged by contacting the school office.

Parents thinking about sending their child with SEND to Old Palace are encouraged to contact the school office to arrange a visit before they apply. The SENDCo will be able to show you around and answer any questions you may have.

Should a parent wish to raise a complaint, the 'Concerns and Complaints Policy' sets out the process to be followed. This is available on the school website and from the school office.

Under The Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014 parents may seek advice on resolving a disagreement about an Educational Health Care Plan with the LA through the Disagreement Resolution or Mediation Service. The school will make further information about this process available on request.

Independent information, advice and support for families

Tower Hamlets and City SEND Information, Advice and Support Service (SENDIASS) provides free, confidential and impartial information, advice and support to parents and carers of children with special educational needs and disabilities (SEND). The service can help families understand their rights, access appropriate support and make informed decisions about their child's education and development.

Families can contact SENDIASS directly:
Website: Tower Hamlets and City SENDIASS **Telephone:** 020 7364 6489
Email: TowerHamlets&City.SENDIASS@towerhamlets.gov.uk

Further information about SEND services and support available to families can be found through the Tower Hamlets Local Offer (www.localoffertowerhamlets.co.uk)

Adopted: October 2026