



Special Educational Needs and Disabilities (SEND) Information Report

Published: Autumn 2026
To be reviewed: Autumn 2027

St Peter's London Docks Church of England Primary School

"Bright Beginnings – Faith for the Future"

OUR L.I.G.H.T VALUES



LOVE



INSPIRATION



GRACE



HOPE



TRUTH

School Contact for Special Educational Needs and Disabilities

Charlotte Young is our Inclusion Lead and **Remi Forrest** is our assistant Special Educational Needs and Disabilities Coordinator (SENCo)

They can be contacted by request via the main office, Monday to Friday (term time)
on **0207 488 3050**

Type of school

St Peter's is a one form entry inclusive, multi-cultural, Church of England Primary School with children aged 3-11 years old. We welcome children of all faiths and none.

The school is on one level, has ramps, disabled toilet access and is wheelchair accessible. For further information, see the Accessibility Policy available to read on our school website.

At St. Peter's, we value each child as an individual and celebrate the qualities that makes us each unique. We endeavor to meet the needs of all our pupils and strive to create a culture whereby all children are included in line with our ethos and LIGHT values. We pride ourselves on including children with a wide range of needs that reflect a modern British society.

Ofsted Rating

May 2025 – Maintained its high standard and strong academic achievement from previous March 2019 judgement of outstanding.

The kind of special educational needs for which provision is made at our school:

At present, the proportion of pupils with SEND within each broad area of need is (based on their main area of need):

Communication & Interaction- 63%

Cognition & Learning- 2%

Social, Emotional & Mental Health- 32%

Sensory &/or Physical- 3%

A number of children have secondary needs that are not presented in the data.

Related Policies

The following school policies provide further detail on the identification, assessment and care of pupils with special educational needs.

- Special Educational Needs and Disabilities Policy (available on the policy page of our school website)
- Accessibility Policy (available on the policy page of our school website)
- Safeguarding and Child Protection Policy (available on the policy page of our school website)

All St Peter's policies have been written with the Equality Act 2010 in mind. We believe that our policies are in line with this act and are therefore fair and do not prioritise or disadvantage any member of our school community and ensure that equality is promoted.

School Admissions

The school welcomes admissions from all families. Applications to our school are made through the Tower Hamlets [e-admissions portal](#) where you are able to provide additional information regarding your child's needs.

To apply to St Peter's C of E Primary School you must also complete a separate Supplementary Form that can be found on our school website admissions page. This form is titled 'Supplementary Information Form' and can be found on our [Admissions page](#).

Our provision for pupils with special educational needs – with and without Educational Health Care (EHC) plans

Provision Overview

- The progress and attainment of all pupils is reviewed every term by the Senior Leadership Team, SEND team and class teacher at our pupil Tracking and Progress meetings following a period of assessment. Children needing further support or intervention in a specific area of the curriculum are identified at these meetings.
- Class teachers in all years have regular contact with the SEND team leaders who are available to advise them regarding support strategies for individual children.
- We regularly monitor our records of behaviour to screen for children who might have a Social or Emotional difficulty so that we can plan appropriate intervention for them.
- The SEND team may carry out observations or in school assessments to gain further information about a child's needs.
- An EHCP assessment may be made for a child if the school's available special educational provision, including purposeful interventions overtime, does not enable the child to make the progress that is expected for him or her.
- The Rainbow Room was introduced in September 2023. The Rainbow Room classroom mimics the routines and structures of a mainstream classroom/school environment. Through intensive therapeutic input, a higher ratio of adults to children and tailored curriculum (based on the engagement model and phoenix steps), the Rainbow Room aims to prepare children for smooth transition into the mainstream classroom.

ASSESS – PLAN – DO – REVIEW

We follow the 'Assess, Plan, Do, Review' model at our school:

- **ASSESS** – We carry out observations and hold discussions with key staff, parents and carers to identify and analyse the child's needs. We arrange assessments from outside agencies where necessary.
- **PLAN** – We hold discussions and meetings with parents, colleagues and any other specialists who are involved to plan for what support will be put in place for the child.
- **DO** – We implement the support as planned with class teachers, EYFS practitioners, support staff members with support from the SENCo. We continue to make observations to monitor the impact.
- **REVIEW** – We discuss with all involved the effectiveness of the current support and the impact on the child in line with the review date. We check back against observations and planned outcomes. We decide upon next steps which are carefully planned with parents, outside agencies and the child themselves.

Early Years Foundation Stage

- Every child who enters Nursery receives a home visit prior to their start date as well as any children who newly join us in Reception class.
- At this meeting we ask parents if they have any specific concerns about their child.
- Pupils might enter school with previously unidentified Special Educational Need or Disability.
- Where children already have an identified need, we liaise with the professionals already working with the family to ensure our provision is appropriate.
- Children are assessed closely during their first term through staff observations. This contributes to our ongoing assessment of every pupil and can sometimes highlight previously unidentified special needs.
- Through the Early Years, staff continue to make regular observations of children's learning and development and work collaboratively with the SEND team where necessary.

School Transfers

Children who transfer from other schools are assessed on entry in reading, writing and mathematics and contact is made with the previous school to find out about any concerns or additional needs.

How we teach pupils with special educational needs

Class teachers are expected to meet the needs of individual children on a day-to-day basis through the use of:

- Adaptive Learning (e.g. visual timetables, key vocabulary, ability grouping)
- Assessment for Learning (e.g. steps to success, self-evaluations)
- Behaviour Management Strategies (Zones of Regulation, rainbow chart, class rules/class charter)
- Inclusive Learning Strategies (physical resources, modelling work, success criteria)
- Quality first teaching

Where children present additional needs, teachers are supported and advised to make reasonable adjustments to include all pupils in day to day lessons.

Communication and Interaction Needs

- Frequent opportunities for speaking and listening are woven into lessons.
- In the Early Years, the environment is very well planned to ensure that the children have stimulating opportunities for free play, with well-trained adults supporting their language development.
- In years 1-6, children routinely work with talk partners and in collaborative groups.
- Our curriculum incorporates many opportunities for drama to help children orally rehearse their thinking before committing it to paper.
- Where staff and/ or parents have any concerns regarding communication, a school speech therapist or NHS speech therapist is available to carry out assessments and provide support strategies and intervention programs.
- Children with more profound difficulties may have an Individual Education Plan (IEP) that outlines key strategies to be used in class and home.
- Teaching assistants may deliver intervention programs outside of the class for part of the school day.
- Children with Educational Health Care Plans which indicate a communication, speech or language need, receive additional assessment from the school speech and language service, who plan for these children and train staff to deliver it.
- Children with stammering or other speech production difficulties are referred to specialist clinics and may be offered therapy by this service.
- Children with other speech and language difficulties may also be referred to the speech and language service for assessment. The school will endeavour to put into practice any advice given.

Sensory difficulties

- Where children are identified as having a hearing and visual impairment, the school will work alongside a teacher of the deaf/ teacher of the visually impaired to support those children in accessing the curriculum and providing training for staff.
- Identified children may work in a small adult led focus group or 1:1 for part of the time.
- Children may be given sensory adjustments should their sensory profile require it.

Physical needs

- The school is on one level, has ramps, disabled toilet access and is wheelchair accessible.
- Children may be referred to the occupational therapy or physiotherapy services if that have a specific physical need. The school will endeavor to put into practice any advice given.
- Where children have identified physical needs, we work with the local authority specialist teacher to support children in accessing the curriculum, in meeting their personal care needs and providing training for staff.

Medical needs

- Children with identified medical needs such as asthma, allergies epilepsy and diabetes have health care plans drawn up by the school nursing team.
- These plans are should be reviewed annually by the child's GP and are kept within classrooms as

well as the central medical tracker.

- More detail can be obtained from the school's Asthma and Allergy Policy and Supporting Pupils with Medicines and Medical Conditions Policy.
- Pupils with an allergy are in receipt of an allergy lanyard that they wear each lunchtime to ensure all staff are aware of their allergy needs.
- The school is an Asthma Friendly schools award holder.

Learning difficulties

- Quality first teaching is provided in all classes and is adapted to meet a wide range of different needs.
- Children in the Early Years and Key Stage 1 learn phonics in class with smaller, target groups where needed for children requiring further input.
- These groups are re-assessed regularly and children change groups as required.
- Our English Lead and EYFS Lead have oversight of the phonics programme to make sure it is delivered as effectively as possible and staff are regularly trained to assess progress.
- Children who are not making expected progress in Mathematics, Reading, Writing and/or Phonics may receive additional support either in a small group or 1:1.
- Children are referred to the local authority specific learning difficulty service as required and the school will endeavor to put any advice into practice.

Autistic Spectrum Condition

- Where concerns are raised about the possibility of a child being on the Autistic Spectrum, then a referral will be made for assessment in consultation with parents.
- A meeting will take place with the SEND team and parents and an Autism screening tool will be used to ascertain the most suitable service to refer to.
- Where a child is already identified as having an ASC (Autistic Spectrum Condition), then the school works in partnership with Phoenix Outreach Team and an educational psychologist to support children in accessing the curriculum, in meeting their personal, communication, learning and care needs and providing training for staff. For example, children might have their own personal visual timetable and might communicate using PECS.
- This may also include specific work with a teaching assistant on their own programme outside of the class for parts of the school day.

Social, Emotional and Mental Health

- We have a behaviour and relationships policy that enables a calm and positive ethos.
- The school ethos and culture celebrates difference, positive relationships, independence and personal responsibility through assemblies, projects and the wider curriculum.
- Children receive regular teaching on fostering emotional literacy, conflict resolution skills and self-awareness through the PSHE Jigsaw Curriculum.
- We have a number of dedicated Nurture Spaces for individualised support outside of the classroom environment.
- Where children have additional social or emotional difficulties, they may be highlighted to receive 1:1 or small group additional support from a member of the pastoral team.
- Where difficulties persist, referrals may be made to Children's and Adolescent Mental Health Service (CAMHS), the Behaviour team (BASS), Docklands Outreach or THEWS (Tower Hamlets Education Wellbeing Service).

- We have a dedicated Pastoral Lead who works with target children with a variety of needs.

EXAMPLES OF INTERVENTIONS AVAILABLE (NOT AN EXTENSIVE LIST)

- Toe by Toe 1:1 reading intervention
- SNIP – reading and spelling intervention
- Colourful Semantics – speaking and writing intervention
- Language for thinking
- Sensory Circuit
- Sensory Story
- Print like a Pro- handwriting
- Bubble writing
- Circle of friends
- Motor skills
- Identify Autism
- HFW practice
- Direct Phonics
- Early Words

Our expertise and training in relation to children with special educational needs

- Training and developing staff is a high priority at our school.
- The Inclusion lead/SENDCo has the SENDCo National Qualification accreditation and attends SENDCo training as well as the termly SENDCo conference.
- Teaching assistants who work closely with key children receive training either in-house, or from external professionals to help them meet the needs of the children they work with.
- The Inclusion Lead and SEND team advises class teachers on successful strategies for the children in their class with special educational needs formally through training sessions and informally 1:1.
- The whole school staff have received Trauma and Attachment training from an external specialist and the school is currently awarded their Trauma and attachment friendly schools Silver Award and awaiting the outcome of their Gold Award.
- We have a number of SEND related staff training sessions timetabled throughout the year including a session on understanding and supporting Young People with neurodevelopmental conditions and learning difficulties.
- CPD opportunities are shared with staff at line management meetings and are decided upon based on the needs of the pupils at the school at that time.
- The school collaborates with local specialists such as Downright excellent, Phoenix outreach, Teacher of the Deaf or The Hamlet outreach service to ensure that staff receive meaningful CPD in response to current needs across the school.

How equipment and facilities to support children with special educational needs is secured

- The Inclusion lead and Headteacher use assessment and observation evidence to decide on what additional resources are needed for children in the school who have additional needs.
- Where needs are complex or have a major impact of a child's learning, development or ability to access the curriculum, parents will be closely involved in deciding precisely what will enable their child to thrive. The school may also draw on the advice of other professionals such as the

Educational Psychologist.

- We buy in a Speech & language therapist who works at our school 1 day per week. She carries out language assessments, and supports the SEND team to set up language groups at school and offers advice and recommendations on how best to support children with speech and language difficulties.
- The school buys into specialist therapists who work in collaboration with the SENCo and class teams to aid the development and progress of children. These include a play therapist, music therapist and drawing and talking therapist.
- Where appropriate the school works in collaboration with the Tower Hamlets Local Offer, using services for example specialist assistive technology advisory service to ensure children have access to equipment and facilities that meet with their needs.

How we consult with and involve parents of children with special educational needs in the education of their child

Parents/carers can make arrangements to speak to or meet with the Inclusion lead or SEND team by phoning the main office or emailing the school admin team and signposting FOA: the SENDCO

Main Office: 0207 488 3050

School Admin Email: admin@st-peters.towerhamlets.sch.uk

- The Inclusion lead and members of the SEND team will signpost parents to services provided locally, for example support for parents who have English as an additional language.
- The school will meet and communicate with parents of children with special educational needs throughout the year as part of the ongoing support.
- For children with more complex needs, an annual review is convened by the Inclusion lead/SEND team with parents and other professionals fully involved in this. The views of the child will also be sought. This review looks at the effectiveness of previous provision and makes changes where necessary, including referrals to other services.
- This information feeds into the school's action plan for Inclusion and is a valuable part of the school improvement process.
- Parents can contribute their views about their child's education at parent evenings, annual reviews, SEND coffee mornings/ workshops and via the annual parental questionnaire.

How we consult pupils with SEN and involve them in their education

- The SEND team/class teaching team carries out pupil voice survey for children on the SEND register to find out what is going well at school and which aspects of their learning are more challenging.
- Pupils' views are sought when an application is submitted to the local authority for a Needs Assessment.
- The SEND team speaks informally with children regarding the interventions and support that they are receiving regularly.
- Children with an EHCP prepare a PowerPoint for their annual review to share what is working well/ likes / dislikes and what they find hard or feel they need help with.

How we give pupils a voice at our school

- There is a school council for children in Years 1 - 6. Children of all abilities, including children with SEND, are part of the school council.

- The senior leadership team carry out regular interviews enabling children to have their say about what happens in school.
- The SEND team uses pupil interviews to gain pupils' perspectives about the intervention groups they take part in.
- We have an open house culture. Parents are welcome to make an appointment to see their class teacher/SEND team to discuss any issue regarding their child at any point during the school year if a child feels unable to do so themselves.

If you are unhappy with the provision made available to your child

- Make an appointment to meet with the class teacher or a member of the SEND team to discuss your concerns
- If you are unhappy with the provision made available following discussion with the class teacher and SEND team, please make an appointment to discuss any concerns with a member of the Senior Leadership team
- If you remain unhappy with the provision following the above informal process, the school's Complaints Policy (found on the school website) details the formal complaints process
- If a formal complaint is made, you may wish to seek support from [Tower Hamlets SEND Information, Advice and Support Service](#)

External services used by the school to support children with special educational needs and their families

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapy
- Physiotherapy
- CAMHS
- THEWS
- Local Authority Behaviour Team (BASS)
- Phoenix Outreach Team (ASC)
- Support for Learning Service
- The Hamlet School
- Visual impairment team
- Teacher for children with complex medical needs
- School nursing specialist medical needs team
- Respite holiday Care
- Social Care
- School Inclusion Panel
- Police
- Play therapist
- Music therapist
- Drawing and Talking Therapist

Contact details of support services for parents and carers of pupils with SEND

For information, advice and support relating to Special Educational Needs and Disabilities', please contact:

Tower Hamlets SEND Information, Advice and Support Service (SEND IASS)

Telephone: 0207 3646489 (Mon-Fri – 9am to 5pm)

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

How we support pupils with SEND as they transition between phases of education (including Year 6 to Secondary transfer and new pupils to the school)

- Each family receives a home visit prior to joining us in Nursery (or if new to the school in Reception).
- At the annual review of Year 4/5/6 children, the school will discuss with parents their options for transfer into secondary provision.
- A team around the child meeting (TAC) including involved professionals and parents may be convened to plan for the transition process where necessary.
- Year 6 children are invited to visit their new school prior to leaving.
- Additional visits are provided for more vulnerable children, accompanied by a learning mentor, teaching assistant or parent.
- Class teams and the SEND teams meet prior to the arrival of any new children with diagnosed special needs to plan and discuss their transition.

Tower Hamlets local offer

Information about Tower Hamlets Local Offer can be found on their website. This provides detail of borough-wide support available for children and young people with special educational needs or disabilities, and their families. [Tower Hamlets Local Offer website.](#)