



SEND Information Report

This report forms part of the Tower Hamlets Local Offer for learners with SEN. The Tower Hamlets Local Offer website can be accessed here: <https://www.localoffertowerhamlets.co.uk/>.

Introduction

This Special Educational Needs and Disability (SEND) information report describes the help, support and services which are available for children, young people with SEND and their

families. This report explains how we implement the SEN policy and how SEN support works in our school. It will be updated annually to ensure that it contains accurate and up to date information.

What types of Special Educational Need are provided for?

Our school provides additional and or different provision for a range of needs, including:

Area of Need	Including (not exhaustive)
Communication and Interaction	Speech and Language needs, Autistic Spectrum Disorder (ASD)
Cognition and Learning Needs	Moderate learning difficulties (MLD), Dyslexia, Dyspraxia and Dyscalculia
Social, Emotional and Mental Health Needs	Including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), and Anxiety Disorders
Sensory or Physical Needs	Physical disability, hearing or visual impairment

We provide for our SEN learners with school based support and help from outside agencies.

How does the school identify SEN?

The school will work in a number of ways to identify whether or not they may be special educational needs. This includes:

- At admissions, due to information being shared by parents and carers
- Through close liaison with the student’s primary or previous school
- Due to referrals from the student’s parent or carers, teachers, the pastoral team or the student themselves which leads to an assessment of need
- Through data gathered from screeners such as CATS or the NGRT Reading Assessment, academic work and reports that leads to an assessment of need
- Through information shared with the school by Health and Care Partners (such as Doctors or Social Workers)

What should a parent or carer do if they think their child may have a special educational need?

If a parent/carer thinks that their child may have SEND, they please discuss this with the child’s tutor or the Pastoral Team in the first instance. This may result in a referral to the SENCO. Parents may also refer directly to the SENCO or a member of the Inclusion Team. Key contact details can be found below:

The Inclusion Team

Deputy Headteacher	Mr Mehmet Emin	eminm@bow-school.org.uk
Assistant Headteacher for Inclusion	Mr Jack Weston	westonj@bow-school.org.uk
SENCO	Ms Charlotte Powell	powellc@bow-school.org.uk
SEN Teacher	Ms Nadine Stuart	stuartn@bow-school.org.uk
SEN Teacher	Ms Masuma Begum	begumm@bow-school.org.uk

Pastoral Teams

Year Group	HOY/Assistant HOY	Contact details
Y7	Ms Alesa Rahman Ms Halima Rob	rahmana@bow-school.org.uk robh@bow-school.org.uk
Y8	Mrs Samantha Miah Ms Nima Khanom	miahs@bow-school.org.uk khanomni@bow-school.org.uk
Y9	Mr Shams Shams Mr Kenny Aileru	shamss@bow-school.org.uk aileruk@bow-school.org.uk
Y10	Mr James Parsliffe Ms Dipa Khatun	parsliffej@bow-school.org.uk khatund@bow-school.org.uk
Y11	Mr Paul Wheatley Ms Sharmin Alam	wheatleyp@bow-school.org.uk alams@bow-school.org.uk
Y12-Y13	Mr Atif Khan Mr Melvin Shoyeju	knaha@bow-school.org.uk shoyejum@bow-school.org.uk

How does the school involve students and their parents in learning and support?

When we meet with a student and their parents or carers to discuss their special educational need, we will make sure that:

- Everyone develops a good understanding of the student's strengths and difficulties
- We take into account the concerns of the parent and student
- Everyone understand what we are trying to achieve
- We all understand what happens next

We will notify parents if it is decided that a student will receive SEN Support and share details of the support and intervention available to the student.

How does the school assess and review students' progress towards their outcomes?

Class teachers, curriculum leads, and pastoral leaders monitor the progress of students using the school's tracking systems. We will also consider progress in areas other than attainment, for example, a student's social needs. Parents will be informed if the data shows that special educational provision may be required. The school will follow the graduated approach and the four-part cycle of **assess, plan, do, review model** as detailed below:

Assess	We collate all data held on the student and review these to make an assessment of student's needs. If it is clear that the student needs support that is 'additional to or different from' their peers then we move on to the planning stage.
Plan	During the planning stage there is a focus on what we want to achieve rather than the provision which will be put in place. The views of all involved, including the parent and student, will be obtained as appropriate support is identified, recorded and arranged.
Do	The agreed plan is then put into action. High quality teaching that is differentiated is the first step in responding to pupils who have or may have SEND. Teachers will be made aware of students' needs. Teaching Assistants or other key external agencies may also provide additional intervention to students. These will be time limited, between 6 – 10 weeks, in most cases.
Review	We will regularly review the effectiveness of the support and interventions as well as their impact on the student's progress through review of book work, lesson observations and progress data.

If progress is not sufficient then the school will plan for other additional support, which could include external agencies. For a very small number of students with significant and complex needs, the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources. When this is the case, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

How do we support students to move from one phase to another and or in preparation for adulthood?

There are a number of actions that we take to ensure that students are well supported when moving from one school to another, moving to another Key Stage and when preparing students for adulthood. These include:

- Before starting with us, our admissions procedures are used to gather information relating to a child's needs
- We arrange meetings with the parents of incoming students to discuss how we can best support their child in school
- Inclusion staff seeks to attend Annual Reviews for Year 6 students with EHCPs, who will be joining us at Bow School
- Year 6 students with significant SEN needs or those with an EHCP are invited to our transition programme in the summer term before they start with us to familiarise them with staff members and the school
- For students in Year 9, we offer a bespoke advice and guidance session for the parents of students with SEN so that they receive additional information on how best to guide the option choices for their child.
- From Year 9 onwards, the Keyworkers of students with EHCPs support the students with accessing key sites such as the national careers service website to explore future career aspirations. EHCP reviews also focus on goals and outcomes preparing students for adulthood which includes employment, independent living and participation in society.
- Year 11 learners with an EHCP are offered Study Skills support to discuss revision strategies and independent learning strategies which will be helpful in Sixth Form
- When a student is moving to a new setting, we will ask the student and their parent what information they would like us to share.

What is our approach to teaching students with SEND?

Teachers are responsible for all the students they teach, including those identified with SEN. High quality teaching that is differentiated is the first step in responding to pupils who have or may have SEND. This means that all teachers are expected to assess, plan and teach all students at the level which allows them to make progress in their learning. The school aims to put in place all reasonable adjustments necessary to support students. We can conceptualise the support offered to SEND learners in the diagram below which shows the hierarchy of interventions from universal offer to more specialist support for pupils where identified.



We also provide a range of targeted and specialist interventions to support learners whose progress remain significantly slower than their peers despite high quality teaching. Some of these interventions and support include:

Supporting pupils with SEND universal offer to Specialist interventions

Universal Offer	In-Class Interventions	Targeted Interventions	Specialist Interventions
<ul style="list-style-type: none"> • Adaptive teaching strategies and scaffolding 	<ul style="list-style-type: none"> • Teaching Assistant support in lessons 	<ul style="list-style-type: none"> • Lexonik Leap and Lexonik Advanced literacy intervention 	<ul style="list-style-type: none"> • Speech and Language Intervention
<ul style="list-style-type: none"> • Creation of Student Passport for identified students 	<ul style="list-style-type: none"> • Access Arrangements: 25% extra time in assessments 	<ul style="list-style-type: none"> • Small group English, Maths or Science lessons (KS3) 	<ul style="list-style-type: none"> • Therapeutic support from Place2Be and THEWs
<ul style="list-style-type: none"> • Printed handouts, coloured paper, larger prints 	<ul style="list-style-type: none"> • Access Arrangements: Scribe and/or laptops 	<ul style="list-style-type: none"> • Social Thinking Interventions 	<ul style="list-style-type: none"> • Educational Psychotherapy
	<ul style="list-style-type: none"> • Access Arrangements: Rest breaks 	<ul style="list-style-type: none"> • Social Stories Support 	<ul style="list-style-type: none"> • Drama Therapy
		<ul style="list-style-type: none"> • Comic Strip Conversation Support 	<ul style="list-style-type: none"> • Phoenix Outreach Support

Note: Student Passport sits in Universal as a planning/communication tool. Access Arrangements are in-class as they're applied within assessments. Homework Club is listed as Universal on the basis it is open-access.

What adaptations are made to the school environment and school curriculum?

We make the following adaptations to ensure that all student's needs are met:

- Our **Accessibility Plan** describes the actions the school has taken to increase access to the environment and the curriculum. The plan can be accessed on the school's website.
- Adapting our curriculum by ensuring that all students are able to access it for example by grouping, 1:1 work and using key quality first teaching strategies
- To provide specially targeted texts and resources appropriate to an individual student's reading age
- Adapting our teaching by giving longer processing time, pre-teaching vocabulary, reading instructions aloud
- Using recommended aids such as laptops, overlays, larger fonts, task planners and so on
- Securing Access Arrangements for some students for examinations

Statement on Access Arrangements

If a student has a history of need and support as well as concessions to their normal way of working in class and during assessments, then the school will apply for access arrangements for public examinations. This will be in line with the guidance from the Joint Council for Qualifications 2025 – 2026.

How do we evaluate the effectiveness of provision for those with SEND?

We evaluate the effectiveness of the provision for students with SEND by:

- Reviewing the impact of interventions midway through the intervention cycle
- Using pupil questionnaires
- Holding annual reviews for students with EHCPs
- Reviewing progress of our designated priority groups through school data and reporting
- Monitoring by the SENCO and through lesson observations

How will students with SEND be included in activities alongside students who do not have SEND?

- All extra curricular activities and school visits are available to all our pupils, including before and after school clubs
- Students with SEND will be invited to attend all trips and visits related to their learning
- The school ensures that it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for students with SEND to access school provided activities
- All pupils are encouraged to take part in sports days, school plays, house day activities and adaptations are put in place so that they can do so
- The school encourages student leadership for all students so that they can regularly contribute to school extracurricular activities

Bow School has a number of policies that support and aim to ensure that disabled students are treated equally and are not at a disadvantage compared to their peers without SEND.

These policies include:

Equalities Policy	Assessment and Feedback Policy
Accessibility Plan	Behaviour for Learning Policy
Anti-bullying Policy	

How does the school support students' mental health, social and emotional development?

We provide support for students to improve their mental health as well as social and emotional development in the following ways:

- Students at Bow School are supported by their pastoral teams daily. These key members of staff will see and speak to students daily to check on their wellbeing.
- Students with SEN are encouraged to be part for the school council, to be part of student voice initiatives and student leadership roles
- The Pastoral and Inclusion Team work closely together to identify and offer wellbeing support for students with SEN
- Students are either referred for longer term support or able to drop in to our onsite Place 2 Be counsellors for additional mental health support. We also have weekly support in school from the Tower Hamlets Education Wellbeing Service (THEWs).
- Students are referred to CAMHS (Child and Adolescent Mental Health Services) or our onsite Educational Psychotherapist to provide additional support for students with their mental health and wellbeing

- SEN students are encouraged to attend Lunch Club which is a social club where students play games, have discussions and practise social skills

We have a zero tolerance approach to bullying.

What is the expertise and training of staff related to SEND?

The team is overseen by the Assistant Headteacher for Inclusion. Our SENCO has completed the NASENCO qualification and is a qualified Physical Education Teacher. Our Team also includes two Inclusion Teachers. The majority of our Teaching Assistants have completed Level 5 qualifications or above with many being Graduates. Over the last year, members of our team have been trained in delivering speech and language support and interventions, phonics and reading fluency, effective questioning and delivering access arrangements support.

There are times when we may need additional help to offer our pupils the support they need. Whenever necessary, we will work with external agencies to support our pupils and their families. Some of these services are listed below:

External Agencies	
Educational Psychologists	Speech and Language Therapists
Occupational Therapists	Educational Psychotherapists
School Nurse	CAMHS or THEWS
Hearing and Visual Impairment Advisors	Behaviour and Attendance Support Service
Children's Social Care	London East Alternative Provision
Place 2 Be	Spotlight
Step Forward	Phoenix Outreach

How do we secure and allocate funding and resources?

It may be that a student's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for staff
- External specialist resources

If this is the case, we will consult with external agencies to get recommendations on what will best help the student to access learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek this through the Local Authority.

How can parents complain about the school's SEN provision?

The school works, wherever possible, in partnership with parents to ensure a joint approach to meeting students' needs. If you wish to discuss your child's educational needs please contact your child's Form Tutor, Head of Year or Assistant Head of Year. If a parent wishes to complain about the SEND provision or policy, they should raise it with the SENCO in the first instance. The SENCO will always seek to resolve the situation. They will then be referred to the school's complaints policy, which can be found on the school's website.

The parents of students with disabilities have the right to make disability discrimination claims to the First Tier SEND tribunal if they feel that a school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

What support is available for the parents of students with SEND?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. To see what support is available locally, please have a look at Tower Hamlet's Local Offer website: <https://www.localoffertowerhamlets.co.uk/>.

Parents and carers can also get impartial and confidential advice on SEND from Tower Hamlet's Independent Advice and Support Services.

towerhamlets&city.sendiass@towerhamlets.gov.uk Tel: 0207 364 6489

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the Special Educational Needs Co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages