



SEND Information Report 2025-2026

A place of learning,
laughter and friendship

www.thomasbuxton.towerhamlets.sch.uk



**“The school helps me when I need help.
I have lots of people who protect me and
I feel very safe.”**

Thomas Buxton pupil





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Introduction

Dear Parents and Carers

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it here on our website:

[SEND - Special Educational Needs & Disabilities - Thomas Buxton Primary School](#)

Our School

Thomas Buxton Primary School is a two-form entry community primary school with a nursery. It is maintained by the London Borough of Tower Hamlets and there are up to 415 pupils on roll aged 3 - 11. Our current Ofsted rating is 'Outstanding'.

School Vision

Our community prepares our children for a future that they will create.

School Values



Contribute We can all make this an exciting place to learn, discover and create.

Respect Treat everyone in our school equally, in everything we say and do.

Enjoy Celebrate our love of learning and recognise effort and achievement.

Aspire Aim high to ensure that everyone fulfils their potential.

Team Work Our collaborative culture ensures children, families and staff learn together.

Enquire Ask questions, take risks, nurture curiosity and make discoveries.

"The teachers are always interested in my views and ideas."

Thomas Buxton
pupil

Which staff will support my child, and what training have they had?

Our Special Educational Needs and Disabilities Co-ordinator, or SENDCO

Our SENDCO is Emma Rogers.

She has 20+ years' experience as a qualified teacher, has 7 years' experience in this role and holds the NASENCO (National Award in Special Educational Needs Coordination) Award.

Class Teachers

All our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of children who have SEND.

Teaching Assistants

All our teaching assistants receive in-house SEND training and are supported by the SENDCO to meet the needs of children who have SEND. They are also trained in several interventions.

In the last academic year, TAs have been trained in Precision Teaching, Colourful Semantics, Blanks Levels, SCERTS, TastEd, Phoenix Steps and Sensory Circuits.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our children with SEND and to support their families. These include:

- Speech and Language Therapist
- Educational Psychologist
- Occupational therapists
- Physiotherapists
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- THEWS
- PAIS
- Phoenix Outreach Service
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

What should I do if I think my child has SEND?

Tell us about your concerns

If you think your child might have SEND, the first person you should tell is your child's teacher.

They will speak to our SENDCO, Emma Rogers, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly. Call the School Office and ask to speak to her.

We will invite you to a meeting to discuss them

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

We will decide whether your child needs SEN support

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, maths, difficulty making and maintaining friendships, or poor concentration.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they find any gaps, these are addressed in lesson planning to ensure that the gaps are filled. Pupils who don't have SEND usually make progress quickly once the gaps in their learning have been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has SEND. With your consent, an internal referral is made and the SENDCO will action these within 10 working days.

The SENDCO will observe the pupil both in and outside the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress,

attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

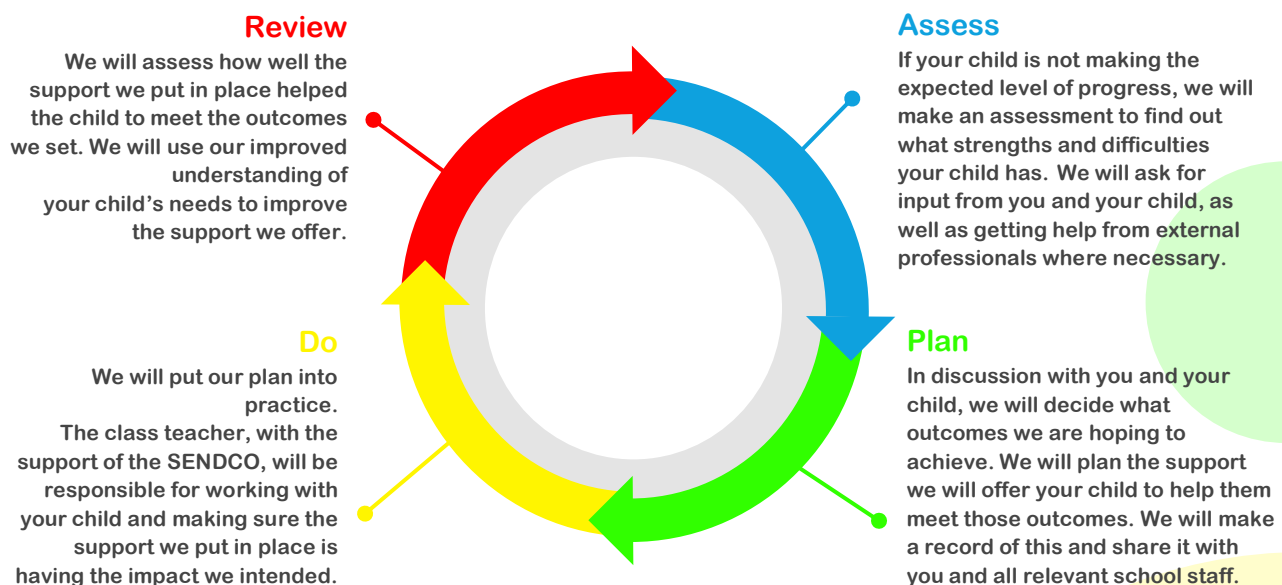
The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a physiotherapist.

Based on all this information, the SENDCO will decide whether your child needs SEND support. You will be informed of the outcome.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with relevant parties to create an IEP (Individual Education Plan) for them.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess**, **plan**, **do**, **review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we use their current data or where relevant, we may carry out an additional assessment before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.



We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows that a pupil has made progress, they may no longer need the additional provision made through SEND Support and may be removed from the SEND Register. For others, they will continue to receive support and remain on the register.

How will I be involved in decisions made about my child's education?

We will provide you with an Annual Report (Spring Term), but will discuss progress at the termly Parents' Evenings.

At these meetings, your child's class teacher will discuss their IEP and:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible, so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away, so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. You will have access to their current IEP via our Inclusion Portal called Provision Map.

If you have concerns that arise between these meetings, please contact your child's class teacher either in person at the end of the school day, or call the school and leave a message for the teacher to call you when they are free.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff
- Complete a survey

How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as assistive technology, laptops, coloured overlays, visual timetables, larger font, etc.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of interventions every half term
- Using Pupil Voice
- Monitoring by the SENDCO
- Using our Inclusion Portal, Provision Map to evaluate IEPs and interventions to measure progress
- Holding an Annual Review if they have an Education, Health and Care Plan (EHCP)

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Schools receive money to help support children with special educational needs and disabilities (SEND). This money is called the "notional SEND budget," and it's part of the school's overall budget. It's used to provide the right support to help your child learn and succeed.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Wales in Year 5 and Gorsefield in Year 6.



All pupils are encouraged to take part in Sports Day, Thomas Buxton's Got Talent, assemblies, special workshops and any other school event which is taking place. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Thomas Buxton, we ask parents to complete a SEND section on their application form to indicate if their child already has any diagnosed needs or if they are concerned that they might. The SENDCO will call the parents to discuss these needs and explain how these needs can be met.

During the Admissions interview, there will be further opportunities to discuss how the needs will be supported and the SENDCO will make recommendations for next steps as soon as the child is on roll.

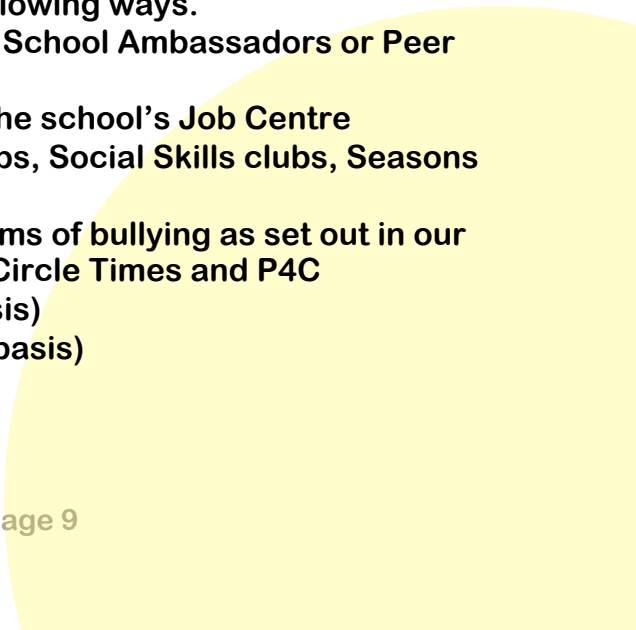
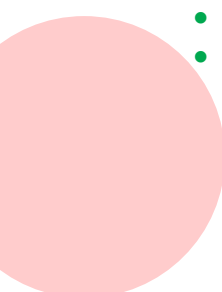
How does the school support pupils with disabilities?

Please read our Accessibility Plan which can be found here [Policies - Thomas Buxton Primary School](#).

How will the school support my child's mental health and emotional and social development?



We provide support for children with SEND in the following ways.

- Encouraging them to become Class Monitors, School Ambassadors or Peer Mediators
 - Encouraging them to apply for termly jobs in the school's Job Centre
 - Providing interventions such as Nurture Groups, Social Skills clubs, Seasons for Growth and Lego Therapy
 - We have a 'zero-tolerance' approach to all forms of bullying as set out in our Anti-Bullying Policy and through assemblies, Circle Times and P4C
 - Play Therapy (provided on a case-by-case basis)
 - THEWS support (provided on a case-by-case basis)
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What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND to be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to meet in the Summer Term, when the pupil's SEND is discussed
- Hold a 'Meet the Teacher' afternoon towards the end of the Summer Term
- Provide a social story, which will be read with the child every day at the end of term to support their transition; this story then goes home with them, so that the parents can read the story with their child during the summer holiday
- Provide additional opportunities for children with SEND to visit their new classes and meet staff several times before the end of the year

Between schools

When your child is moving on from our school, we will provide the new school with the SEND file and our SENDCO will call the new school's SENDCO to discuss their current IEP and SEND file.

Between phases

The SENDCO of the secondary school will meet with our SENDCO. They will discuss the needs of all the children who have EHCPs and who are receiving SEND support.

Pupils will be prepared for the transition by:

- Attending sessions at a local feeder secondary school when in Year 5 and in Year 6
- Having specific transition lessons in Year 6
- Extra transition groups for pupils who need them
- Plugging any gaps in knowledge through Quality First Teaching

What support is in place for Looked After and Previously Looked After Children with SEND?

Amelia Chau, our DHT Inclusion and DSL, is also the Designated Teacher for Looked-After children and Previously Looked-After Children. She works closely with Emma Rogers, our SENDCO to ensure that all teachers understand how a looked-after or previously looked-after child's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will

also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans (IEPs) or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEND support?

- A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.
- Concerns should, in the first instance, be raised with either the class teacher, Senior Leader or Headteacher. If the issue remains unresolved, the next step is to make a formal complaint. Please find the school's Complaints Policy here [Policies - Thomas Buxton Primary School](#)
- If you are not satisfied with the school's response, you can escalate the complaint.
- To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).
- If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>
- You can make a claim about alleged discrimination regarding:
 - Admission
 - Exclusion
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. For Local Authority support and services, please click here: [What if I do not agree with decisions about SEND provision?](#)

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at London Borough of Tower Hamlets Local Offer [Tower Hamlets Local Offer :: Home](#)

Our local special educational needs and disabilities information, advice and support (SENDIASS) services [What do we mean by impartial information, advice and support?](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)



“Pupils thrive in this welcoming and supportive school. Pupils are happy and say they feel safe here. Staff take time to get to know pupils and their families well. Parents and carers say they value the additional support that staff provide.”

Ofsted

Glossary

Access arrangements

Special arrangements to allow pupils with SEN to access assessments or exams.

Adaptation

When teachers adapt how they teach in response to a pupil's needs.

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 SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

BASS

Behaviour and Attendance Support Service – a Local Authority service designed to support children and families with behaviour and/or attendance issues.

CAMHS

Child and adolescent mental health services.

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 (EHC) 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 SEN.
Graduated approach	An approach to providing SEND 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.
IEP	Individual Education Plan – monthly plan which contains targets that the child is currently working on.
Local offer	Information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area.
Outcome	Target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment.
PEP	Personal Education Plan – similar to an IEP, but specifically for Looked After and Previously Looked After Children.
Reasonable adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
SENDCO	The special educational needs and disabilities 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.

