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SEN Information Report

Cyril Jackson Primary School
2025 - 2026

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
September 2022-23	All	Reformatting, updated legal framework, changes to staff
September 2023-24	All	Reformatting, logo update, changes to staff
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This report is compliant with the Special Educational Needs and Disability Regulations 2014, Schedule 1, Regulation 51. It should be read alongside our SEND Policy and Accessibility Plan.

1. How does Cyril Jackson Primary School meet the needs of learners with Special Education Needs (SEN) and Disabilities (D)?

Cyril Jackson Primary School is an inclusive school that has adopted a whole school approach to ensure that the needs of pupils with SEND are met. The school is a Language Resource Provision (LRP), hence pupils with Developmental Language Disorder (DLD) receive support through interventions while learning in mainstream classes with their peers. There is also a class where the learning and teaching is highly personalised to support pupils with complex additional needs and disabilities.

Through carefully planned and high quality continuous professional development (CPD), staff are equipped with the knowledge and skills to meet the needs of learners with SEND. The Assess, Plan, Do, Review (APDR) cycle is used to assess learners' needs and barriers and to plan appropriate provision which is reviewed regularly.

The ambitious and rich curriculum at Cyril Jackson has been carefully designed to meet the needs of all pupils, including the specialist teaching of art, design and technology and physical education. Teaching staff use scaffolding strategies and adapt the curriculum for pupils when required.

External professionals work collaboratively with the Special Education Needs Coordinators (SENDCos) to review provision and advise on strategies to support pupils. Some also provide interventions that are tailored specifically for pupils. These interventions are reviewed regularly. Professionals also consult parents and work closely with teaching staff to ensure that the needs of learners are met.

2. How are students with SEND supported?

Pupils with SEND are supported using the following approach:

Universal	Universal strategies and services are designed to support all pupils, including those with SEND. These involve using visual timetables, small-group teaching, scaffolding strategies and strategies to support learning behaviours.
Targeted	Targeted interventions are provided for a smaller number of pupils and in conjunction with other services. These include TA-led interventions, speech and language therapy and social group interventions.
Specialist	Specialist interventions are for pupils whose needs cannot be met with universal and targeted interventions. These include a personalised plan, direct therapeutic support with a play therapist or drawing and talking therapy.

3. Who are the key staff supporting students with SEND?

INFORMATION AND GUIDANCE *Who should I contact to discuss the concerns or needs of my child?*	
Class Teacher/Phase Leader	Responsible for: • Adapting and refining the curriculum to respond to the strengths and needs of all pupils. • Checking on the progress of pupils and identifying, planning and delivering any additional support. • Directing teaching assistants or specialist staff when supporting pupils. • Contributing to devising personalised learning plans to identify the next steps required for pupils to improve in their learning. • Applying the school's Inclusion policy.
Head of School and Inclusion Lead Maryum Qureshi **Special Educational Needs Co-ordinator (SENDCO):** Mark Wiltshire	If you have concerns about your child, you should speak to your child's Class Teacher and/or Phase Leader. You may then be directed to the SENDCO or other members of the inclusion team. SENDCO is responsible for: • Coordinating provision for pupils with SEND and developing the school's Inclusion policy. • Ensuring that parents are: - Involved in supporting their child's learning and access. - Kept informed about the range and level of support offered to their child. - Consulted and involved in their children's education. - Consulted about planning successful movement (transition) to a new group or school. - Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties. Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Deputy Headteachers with Inclusion Responsibilities: Maryum Qureshi (NB) Joshua Chivers (SB) **Inclusion Officers:** Alex Hunt a.hunt@cyriljackson.towerhamlets.sch.uk Shopna Rani s.rani@cyriljackson.towerhamlets.sch.uk **Safeguarding Lead** Alex Hunt a.hunt@cyriljackson.towerhamlets.sch.uk	-
Headteacher: Hodo Dirir h.dirir@cyriljackson.towerhamlets.gov.uk	Responsible for: • The day-to-day management of all aspects of the school, including the provision made for pupils with SEND
SEND Governors: Darren Millgate **Chair of Governors:** Sue Stollery	Responsible for: • Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

4. What types of special education needs and disabilities do we cater for?

Cyril Jackson Primary School is an inclusive school that caters to pupils with special educational needs and disabilities. As a Language Resource Provision, we have a higher number of pupils with speech, language and communication needs.

We cater for:

Communication and Interaction	Pupils who have speech, language and communication needs including DLD, or those who may have these needs due to conditions such as autism.
Cognition and Learning	Pupils who have specific difficulties and learn at a slower pace than their peers. For example, pupils with moderate or severe learning difficulties.

Sensory and Physical	Pupils who have sensory or physical needs such as hearing impairment.
Social, Emotional, Mental Health	Pupils who have social and emotional difficulties which manifest in different ways. This also includes pupils with attention deficit hyperactive disorder (ADHD)

5. How do we identify special education needs?

Early identification is central to how SEND is identified at Cyril Jackson. Teachers consult with SENDCos as soon as they have concerns or queries. Jointly with parents, referrals are made to appropriate services to support with accurate identification of SEND. The SENDCos implement the graduated approach: assess, plan, do, review (APDR) to plan and implement supportive strategies and interventions. These are monitored and reviewed as part of the cycle. We have a needs based approach to ensure that pupils can access support based on the needs they present rather than waiting for a diagnosis.

6. How we support students with special educational needs and disabilities (SEND).

In the academic year 2023/2024 Cyril Jackson Primary School provided the following provision:

6.1. Quality First Teaching

Through carefully planned continuous professional development (CPD), the teaching staff at Cyril Jackson has acquired the knowledge and skills to deliver a high-quality education to all pupils. Assessment for learning was used effectively to plan according to pupils needs. Teachers used a range of strategies such as scaffolding learning, visual prompts and explicit teaching of vocabulary. Teachers also monitored pupils' work continuously to identify pupils who were not making progress or who had needs which were affecting their ability to engage in learning activities.

Grouping arrangements were organised flexibly and involved ability-streamed and mixed-ability settings to maximise learning opportunities for all. The three teacher model ensured that pupils were taught reading, writing and mathematics in small groups, allowing staff to support pupils with additional needs.

6.2. Adaptations to the curriculum

Teachers and SENDCos planned for adaptations for the curriculum when pupils required a more tailored approach. This involved, personalised planning in subjects for pupils who were working significantly below age related expectations. Some pupils received individualised planning for reading, writing and maths. For some pupils, the SENDCos worked collaboratively with professionals

such as speech and language therapists, to design and deliver sessions to meet specific needs of pupils.

6.3. Accessibility to the learning environment

Cyril Jackson is a split site school. There is step-free access to both buildings.

6.4. Extra-curricular activities

Pupils with SEND participated in extra-curricular activities such as:

- Enrichment visits and trips
- Sports sessions and competitions
- Day trip organised by London Taxi Drivers' Charity for Children
- After-school clubs, such as cooking club

7. Developing staff expertise

7.1. SEND training for teachers and support staff

A range of high-quality CPD was provided to staff, both in-house and by external professionals who are specialists in their respective fields. This included the following:

- Shape Coding
- Scaffolding learning
- Using visuals to support learning (Widgit Online)
- Supporting pupils with emotional regulation
- Supporting pupils with Developmental Language Disorder (DLD)
- Zones of Regulation
- Social Stories
- Strategies to explicitly teach vocabulary
- Strategies to develop pupils' talk
- Supporting pupils with reading
- Bespoke advice and support from professionals such as speech and language therapists
- First Aid training
- Positive Handling training

7.2. Training for parents

We continued our joint work with parents and offered a plethora of workshops throughout the academic year. Workshops covered areas of learning, as well as training to support pupils' personal development.

- Termly coffee mornings to meet other parents and the SEND team
- Termly workshops on the curriculum for specific year groups
- Maths workshops
- Reading workshops
- Workshops delivered by Tower Hamlets Education Wellbeing Service on a range of topics, including support with behaviour
- Sessions with professionals such as speech and language therapists and educational psychologists

Information regarding training courses provided by the local authority, including Phoenix Outreach and the Special Educational Needs and Disabilities Information and Support Service (SENDIASS) were also shared with parents.

7.3. SENDCo conferences and forums

The SENDCos continued to engage and participate in conferences and forums organised by the local authority to ensure they kept abreast of local issues and services.

7.4. SENDCo bulletin

Tower Hamlets published bulletins regularly, providing SENDCos with information about local services, training services and updates on local services.

7.5. UST SEND Leaders Network

SEND leaders from schools in the UST met termly for strategic meetings. The purpose of the network meetings was to share best practice across the Trust and discuss research informed practices. Staff across schools were able to access training that other schools had organised, and school visits took place to support with understanding the transition from Year 6 to Year 7.

8. How did we evaluate the effectiveness of our provision?

The SEND provision was reviewed and evaluated regularly through a range of platforms including:

- School's self-evaluation
- School improvement surveys completed by staff, parents and pupils
- Sought feedback from parents in parent events and workshops
- Feedback from external professionals

9. Supporting transition

We prepared students for their next stage of learning through the following:

9.1. Early Years into Key Stage 1

- Provided time for teachers to handover information about pupils' strengths and needs to their next teacher.
- 'Meet Your New Teacher Day' held before the start of the new term for pupils to spend time with their new teacher.
- Termly workshops for parents to share information about Key Stage 1.
- We provide social stories to prepare pupils for the change.

9.2. Key Stage 1 into Key Stage 2

- Provided time for teachers to handover information about pupils' strengths and needs to their next teacher.
- 'Meet Your New Teacher Day' held before the start of the new term for pupils to spend time with their new teacher.
- Termly workshops for parents to share information about Key Stage 2.
- We provide social stories to prepare pupils for the change.

9.3. Key Stage 2 into Key Stage 3

- Coordinated with secondary school colleagues to arrange additional transition days for pupils.
- Provided social stories.
- Delivered small-group intervention to support with transition.
- Took pupils for travel training in preparation for secondary schools.
- Invited secondary SENDCos to annual reviews.

10. Local offer

Tower Hamlets Local Offer outlines details of specialist services and information regarding processes such as applying for an Education Health Care Plan (EHCP):

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

11. Which support services were used to support the possible identification of special education needs and disabilities where appropriate?

External professionals and support services provided expert advice on identification and diagnosis of special educational needs and disabilities. The school made referrals to the following services:

- Educational Psychology Service (EPS)
- Speech and Language Service
- Children and Adolescent Mental Health Service (CAMHS)
- Autism Spectrum Disorder Assessment Service (ASDAS)
- Occupational Therapist (OT)

12. Listening to students and parents and working with them

Joint work with parents and pupils was an integral part of the SEND approach.

- Pupil and parent views were sought as part of the school's annual survey which informs priorities.
- Parents were able to request meeting with SENDCos and professionals to share their views and concerns.
- Where pupils accessed support from a service, regular meetings were held to provide a platform where pupil and parent views were shared, and the support was reviewed.
- All annual reviews were pupil centred, allowing pupils' and parents' voices to inform the discussion and agreed actions.

13. Who can I contact if I have any questions or complaints?

- If a parent/carer of a pupil with SEND has a complaint about the SEND provision made at the school, they should, in the first instance, discuss the matter with their pupil's class teacher.
- Where a parent/carer is not satisfied with a teacher's response, they can then meet with the Phase Leader or Inclusion Assistant Headteacher. Parents/carers of pupils in Elm Class can meet with the SENDCo.
- In the case of serious concerns, it may be appropriate to address them directly to the Headteacher of the School. If you are uncertain about who to contact, please seek advice from the School or Trust.

We value informal meetings and discussions and encourage parents to approach staff with any concerns they may have and aim to resolve all issues with open dialogue and mutual understanding. If you wish to hold a meeting to discuss your concern or complaint, please explain the nature of your concern or the complaint in advance when contacting the school. Upon receipt of a request regarding an informal complaint the Trust will acknowledge receipt and provide further details within 2 working days. It is anticipated that most complaints will be resolved by this informal stage

within 15 working days of being notified of the complaint. Most matters of concern can be dealt with in this way.

Further details including complaints about the headteacher can be found in the Complaints Policy.

14. What other policies are useful to read?

- SEND Policy
- Accessibility Policy
- Assessment Policy
- Safeguarding Policy
- Equality Policy
- Complaint Policy