SEND Information Report Academic Year 2025-2026

The SEN Information Report details how Virginia Primary School implements its SEND Policy. Please refer to our SEND Policy on our website for further information.

Report Date: July 2026

Renewal frequency: Annual

Renewal Date: July 2027

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What kind of school is Virginia?

Virginia Primary School is a one form entry community primary school with nursery provision. We welcome children of all abilities, faiths and nationalities.

Our Vision

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners.

We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

Ofsted Outstanding School 2015|2016 2021|2022

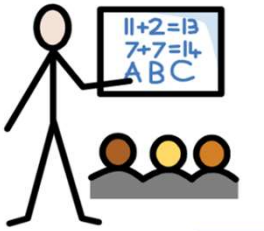
What kind of school is Virginia?

We are a Rights Respecting School and this offer supports the following articles from the United Nations Convention on the Rights of a Child:

Article 12: I have the right to be listened to, and taken seriously

Article 23: If I have a disability, I have the right to special care and education

Article 28: I have the right to an education



Article 29: I have the right to an education which develops my personality, respect for others' rights and the environment

What is SEND?

SEND stands for Special Educational Needs and Disabilities.

Children have SEND when they:

- Don't make sufficient progress despite specially planned work.
- Have literacy and numeracy difficulties impacting learning in other subjects.
- Have ongoing emotional or behavioural difficulties disrupting their and others' learning.
- Have sensory or physical differences affecting their learning.
- Struggle with communication or interaction.
- Have a disability hindering their use of mainstream school facilities generally provided for their age.

Who has responsibility for SEND?

Special Educational Needs and Disabilities Coordinator (SENCo): Ruth Coombe

How to Contact Ruth:

- Ruth is often available for informal discussions at the school gate and in the playground at the start and end of the school day.
- She can also be contacted via the school office at **020 7739 6195** or by emailing **admin@virginia.towerhamlets.sch.uk.**

Ruth's Key Responsibilities Include:

- Liaising with external agencies to secure advice and support.
- Providing specialist guidance.
- Coordinating training to meet diverse needs.
- Ensuring parents are actively engaged in the support and planning for their child.

Addressing Concerns:

If you have concerns about your child, please speak with their class teacher first. Following this initial discussion, the class teacher may direct you to speak with Ruth.

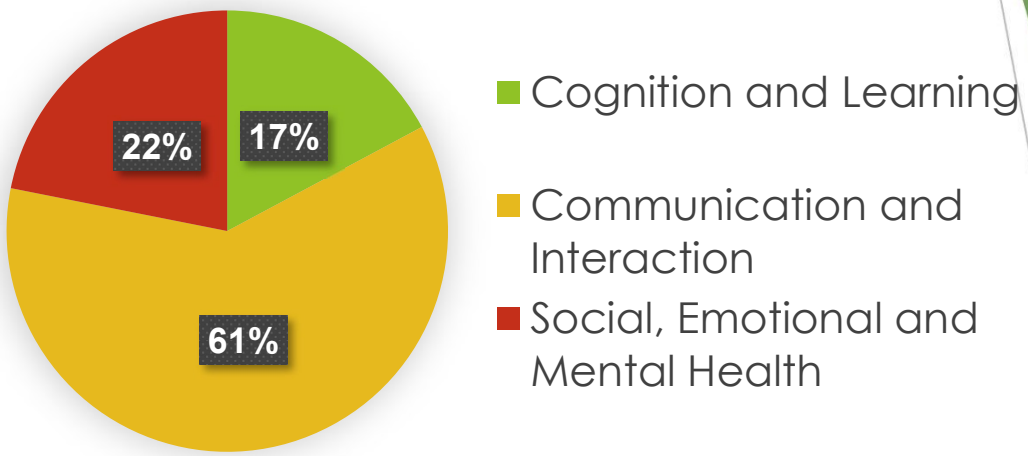
How do we identify SEND?

- Initial concerns around a potential barrier to learning are raised by teachers or parents.
- Teachers will start to complete an initial assessment (with the support of parents) to help identify the specific needs.
- Following this assessment, the SENCo and class teacher devise a plan of additional in-house intervention programmes and in class adjustments /quality personalised teaching.
- This initial assessment, alongside the child's and parents' views are used to decide whether the child needs personalised teaching and in class adjustments, in addition to the high quality teaching that is already provided.
- This programme is reviewed termly (Assess, Plan, Do, Review) and judgements are made on the effectiveness of interventions and in relation to the child's progress.
- Parents are informed prior to referrals to outside agencies

The prevalence of need at Virginia

This year, we have had pupils whose primary area of need fall within three of the four broad areas:

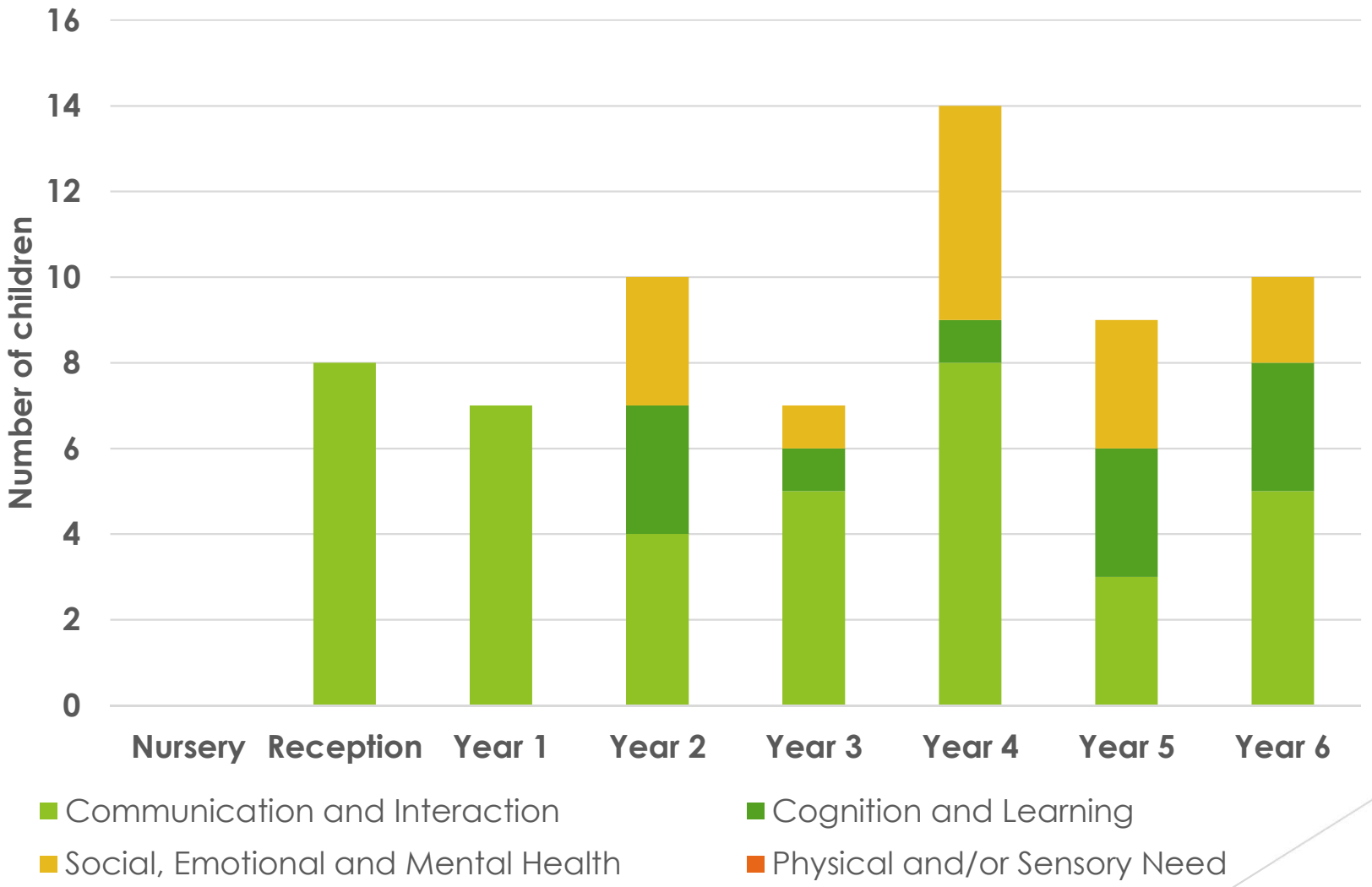
Many of our children with SEND have additional areas of need beyond their primary need.



The four broad areas of SEND need are:

- **Cognition and Learning (CL):** e.g., dyslexia, dyspraxia, global learning delay.
- **Communication and Interaction (CI):** e.g., ASC, developmental language disorder (DLD), speech and language difficulties.
- **Social, Emotional, Mental Health (SEMH):** e.g., ADHD, difficulties with regulating emotions.
- **Physical and/or Sensory needs (PI):** e.g., visual/hearing impairments, epilepsy.

Virginia's SEND by year group and primary area of need (July 2026)



SEN Support and EHCPs

SEN Support

- SEN Support is the first stage of support for most children with SEN.
- This support is primarily focused on educational needs and is provided by the school, including things like small group work, individual learning programs, or extra help from a teaching assistant.
- The needs of most children with SEN will be met through this support.

Education, Health and Care Plan (EHCP)

- An EHCP is a legal document for a child with complex needs that cannot be met by SEN Support.
- It is reserved for a minority of children with very complex or severe needs.

Education, Health and Care Plans (EHCPs)

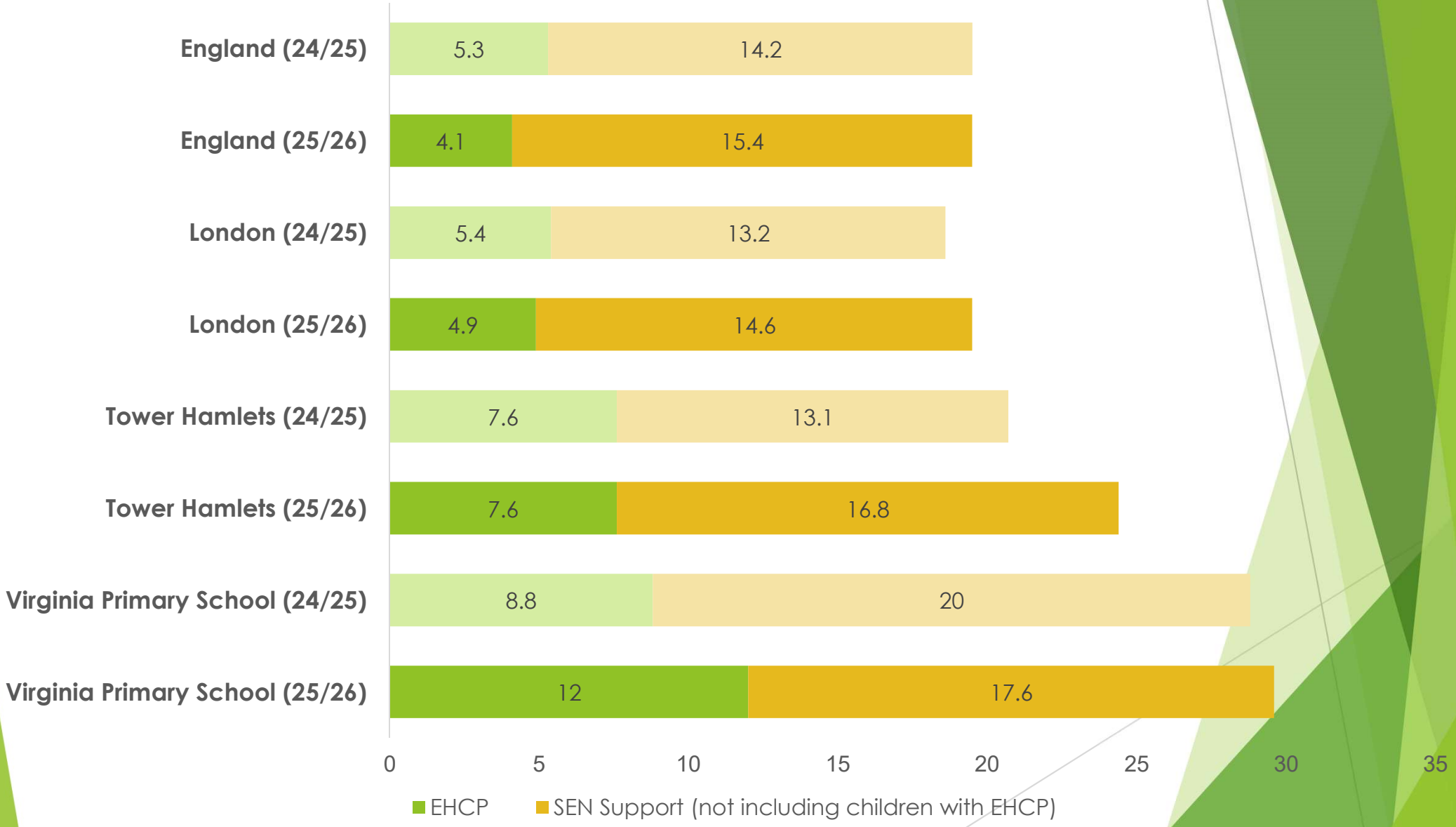
- This year, the number of EHCPs at Virginia has increased from 19 in September to 26 in July.
- Ruth has worked closely with parents and the school has submitted five Education Health and Care Needs Assessments (EHCNAs).
- These assessments have been supported by reports from our Speech and Language Therapist and our Educational Psychologist.

<u>What is an EHCP?</u>

(Information from the Council for Disabled Children)

% of children with Educational Health and Care Plan (EHCP) or SEN Support (2025-2026 compared to 2024-2025)

(Data taken from school records and gov.uk)



How are children with SEND taught?

- Our primary means of supporting children has been through quality first teaching, with carefully differentiated lessons and resources to meet the needs of all our learners.
- We aim for children with SEND to remain in the class unless there is a real advantage to them. This has ensured they are working under the supervision of their teacher and continue to develop relationships with their peers.
- This year, no children have had a 1:1 teaching assistant. We have done this by carefully planning activities so that children with SEND work with a range of adults within the classroom. This ensures their needs are being met while also building their independence and resilience.

How are children with SEND taught?

- This year, a small number of pupils have been supported through Sunflower Room.
- This provision has been run each morning and has provided the children with a tailored curriculum and environment to support the development of their engagement, communication, and sensory needs.
- In the afternoon, the children have continued to be part of their main class where their class teachers plan and adapt lessons to meet their specific needs.
- Three TAs, who have received specific training and CPD throughout the year, have run the provision on a daily basis.
- Ruth has overseen the planning and delivery of the curriculum in the Sunflower Room and has been supported in this by Marie, our Phoenix Outreach Teacher, Maggie, Athena Unit, and Zannat, our Speech and Language Therapist.

How is learning adapted?

Teachers at Virginia are reflective practitioners who regularly adapt their teaching to cater to the needs of children in their class.
Below are some examples of how this has been done this year.

Communication and Interaction Text-to-speech software Touch typing Visual timetables "Now and Next" boards Small group work Widgets Shape Coding	**Cognition and Learning** Pre teaching Revisiting prior learning Concrete resources Small group work Widgets Sensory stories Audio books Text-to-speech software
Social, Emotional and Mental Health Brain breaks Sensory areas Small group work ELSA support Books of success	**Physical and/or Sensory Needs** Seating arrangements Large text Fine motor skills interventions Typing Ear defenders Silent clapping in assemblies

Who have we worked with this year?

Some children with SEND needed specialist support this year. The services and experts who supported us include:

- **Speech and Language Therapist** (Zannat Kibria) – one day/week
- **Educational Psychologist** (Patrick Sullivan) – 10 sessions/year
- **Phoenix Outreach Team** (ASC) (Marie Dixson) – half-termly visits
- **Letta Specialist Provision Lead** (Maggie Dunne) - fortnightly visits
- **Beatrice Tate Outreach Team** (Kerri Ovel) – termly visits
- **Physical disabilities specialist team** – Claudine Rausch
- **Sensory Impairment team** – termly visits by Mark Longman
- **CAMHS (Child and Adolescent Mental Health Service)** – assessment after referral
- **Occupational Therapist** – assessment after referral

The SENCo organized these professionals. They work briefly with the child and then provide recommendations.

The SENCo has organised the work of these professionals in school. They usually work closely with the child for a short time and then provide recommendations on how to work with the child.

How do we support children new to the school?

Starting in Nursery and Reception (Early Years)

- We conduct home visits before children start in Early Years this meeting gives parents the opportunity to raise any concerns.
- New children are closely assessed via observation during the first half-term. These observations inform ongoing assessment and have identified unknown learning barriers.

Starting in Years 1 – 6

- Families have an induction meeting with the Headteacher before starting.
- The SENCo also meets with parents if requested or deemed necessary by the Headteacher.
- For children with Education, Health and Care Plans (EHCPs) transferring from other schools, Ruth visits the previous setting to understand support methods.
- Children transferring from Year 1 upwards are informally assessed in reading, writing, and maths upon entry. We contact the previous school for information on any concerns or special educational needs.

How do we assess and review SEND pupils?

- We follow the graduated approach of Assess, Plan, Do, Review (APDR) set out in the 2014 SEND Code of Practice to address children's specific needs.
- Children's needs are regularly assessed and reviewed on APDR grids a minimum of every term, incorporating pupils' views.
- Parents receive review copies and are encouraged to share thoughts.
- Progress and attainment are monitored through termly pupil progress meetings where teachers and senior staff review every child's progress and plan interventions.
- Behaviour records are monitored to identify and support children with social or emotional difficulties.
- Parents can meet with the class teacher or SENCo at any time regarding concerns; translators are offered when needed.

How do we obtain Pupil Voice?

We value pupils' opinions on their education and want to know if they are finding learning difficult and what support would help.

We gather pupil voice through various methods:

- Half-termly topic reviews for all classes, including all children regardless of SEN, with feedback influencing the next term's planning.
- Termly pupil voice meetings with children on the SEN register in KS2 to discuss effective strategies and support; in 2025/2026 we have extended this to children in Year 2.
- Pupil voice interviews with children on the SEN register focusing on whole-class teaching and the learning environment.

What support do we provide for specific needs?

The following few pages give information on the support that has been provided for children with specific needs.

- Communication and Interaction
- Autistic Spectrum Condition (ASC)
- Cognition and Learning
- Physical and Sensory Needs
- Medical Needs
- Social, Emotional and Mental Health

Communication and Interaction

- Zannat, our Speech and Language Therapist, has supported us one day a week. She has worked with Ruth and a range of support staff to deliver and develop interventions to support specific children.
- Zannat has continued to provide support for Shape Coding which is both an intervention and whole class approach to support sentence structure.
- Children with stammering or other speech production difficulties have been referred via Barts to specialist clinics and offered therapy.
- Rich opportunities for speaking and listening have been planned for and provided.
  - In the early years, the environment is planned to ensure children have stimulating opportunities for free play, supporting language development.
  - In Years 1-6, children routinely work collaboratively and with learning partners

Autistic Spectrum Condition (ASC)

- This year, in conjunction with parents, we referred eight children for Autism assessments.
- For children already identified as Autistic, we partnered with Marie, our Phoenix Outreach teacher. She supported Ruth, class teachers, and support staff in developing strategies (See our page on Sunflower Room for more information about our provision for children with high support needs.).
- Ruth and Marie ran workshops, with Marie supporting parents regarding diagnosis and the pre-diagnosis pathway.
- We also received regular visits from Maggie, the Letta Head of Specialist Provision.
- Staff attended training at Phoenix school.
- Although we have not had a Flute Theatre residency this year, we have continued to use the strategies we have learnt through their training. This video gives a small glimpse into what they got up to when they visited in October 2024.

Cognition and Learning

- All classes receive high-quality teaching.
- Teachers use ongoing formative assessment to adapt planning to meet children's needs.
- Interventions, planned and monitored by Ruth, have supported children with specific needs, including precision teaching for spelling/reading, intensive phonics, and number awareness support.
- Kerri Ovel (Beatrice Tate Outreach Service) visited termly to support specific children on the outreach caseload.
- Patrick, our Educational Psychologist, worked with specific children on strategies and interventions, supported teachers in evaluating provision, and consulted with parents on home learning strategies.

Physical and Sensory Needs

- Children with visual impairments have been supported by the qualified teacher of the visually impaired. Mark Longman has visited us termly this year.
- Sensory circuits are planned in for children who might find them advantageous.
- Where there is an area of concern, children are referred to the occupational therapy or physiotherapy services. The school puts any advice given into practice.
- Where children have identified physical needs, we have worked with the local authority specialist teacher to support children in accessing the curriculum, in meeting their personal care needs and providing training for staff.

Please note, the school is an old, three-storey Victorian building and cannot accommodate a lift. (Please see our Accessibility Plan.)

EVAC chairs are available on the first and second floors.

The Nursery, Reception, and the ground floor of the Welcome Space are wheelchair accessible, with a fully accessible ground-floor toilet.

Social, Emotional and Mental Health

- We have a positive behaviour policy that enables the school to have a calm and positive ethos.
- We use the Zones of Regulation throughout the school to support children's emotional literacy.
- Our PHSE programme fosters emotional literacy, conflict resolution skills and self-awareness.
- Where children have additional difficulties, they may be referred to our Emotional Literacy Support Assistant (ELSA) for small group or 1:1 additional support. This year over 10 children have accessed ELSA support.
- We work with THEWS to provide parent workshops and support.
- We have employed a play therapist to work with children requiring longer and more intensive support, she has worked with us one day a week.

YOUNGMINDS

Hello Yellow

ELSA support

The ZONES of Regulation®

Medical Needs

- Children with identified medical needs such as asthma, allergies, epilepsy and diabetes have health care plans.
- In December 2024 we were re-accredited as an "Asthma Friendly School".

How are children with SEND included in school life?

- All our trips are inclusive.
- We will always ensure that every child is able to access a residential or day trip. We provide additional adults or alternative transport where required. No activity would be planned that could not include **all** children in the class.
- We have a school council for children in Years 1-6. We ensure that there is always a SEND representative on the school council.
- As part of the graduated approach cycle we have sought pupil's views on how they think interventions and approaches to their learning are going.

How do we involve the parents of children with SEND?

- We have an open house culture. Parents are welcome to make an appointment to see their class teacher or member of the senior leadership team to discuss any issue regarding their child at any point during the school year.
- Parents can contribute their views about their child's education at parent evenings, annual reviews (for children with EHCPs) and when their child's APDR grid is sent home.
- Parent agreement is sought before making any referrals to specialists.
- We have run coffee mornings to offer advice to parents of children with specific needs. This year these coffee morning have included information about DLD, Intensive Interaction interventions and Autism.
- When we have worked with Flute Theatre (see Autistic Spectrum Condition page for more information), parents are encouraged and invited to take part alongside their children.

How do we support the transition of pupils with SEND to secondary school?

We work closely with our feeder schools to ensure that children have a smooth transition from primary to secondary. This includes the following activities:

- Initial meeting with parents when the child is in Year 5 to discuss secondary options.
- Meetings during Year 6 to plan transition activities.
- Individual/small group visits with key staff members.
- Parent/child meetings with primary/secondary staff to discuss needs.
- This year we supported the transition of Year 6s with SEND to the following schools:

Mulberry Academy Shoreditch

Oaklands

Morpeth

beatrice tate school

What training have staff received?

The school places a high priority on training and developing staff so that all children receive high quality learning experiences that enable them to succeed. This includes:

- Our SENCo holds the National Award for Special Educational Needs Coordination from UCL.
- All staff have received training on positive handling and restrictive interventions.
- Two HLTAs, one in Early Years and one in KS1 are trained in ELKLAN, the speech and language accreditation.
- We have a TA who is a qualified Emotional Literacy Support Assistants (ELSA).
- 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 SENCo advises class teachers on successful approaches for the children in their classes with special educational needs.
- Specialist services who work with us often provide training on specific areas. (Please see: Which specialist services work with Virginia?)

Where can I find the school's policies?

- Our school's policies are on the school website.
- Information about inclusion and SEND can be found here.
- A list of all the school's policies can be found here.

Where can I find more information?

The SEND information, advice and support service (SEND IASS) is a self-referring service which offers advice, information and support to parents or carers of children and young people with SEND. They can be contacted in the following way:

- Email: towerhamlets&city.sendiass@towerhamlets.gov.uk
- Phone: 020 7364 6489 (Monday to Friday, 9am- 5pm)
- SEND IASS is at the Parents Advice Centre which is located at 30 Greatorex Street, London, E1 5NP
- https://www.towerhamletsandcitysendiass.com/

What is the Local Offer?

The Local Offer helps you find information about what is available in Tower Hamlets for families, children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND).

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

How do I make a complaint?

- If you have concerns about your child's provision, the initial step is to discuss these with the class teacher.
- If the class teacher's response is unsatisfactory, you should then arrange a meeting with the SENCo (Ruth Coombe).
- Should the issue remain unresolved or if you require further details, the SENCo will refer you to either the head teacher or the deputy head.
- If a satisfactory resolution is still not found at this stage, the complainant will be advised to consider submitting a formal complaint in writing to the head teacher.
- The school's complete complaints procedure is available on the school website.