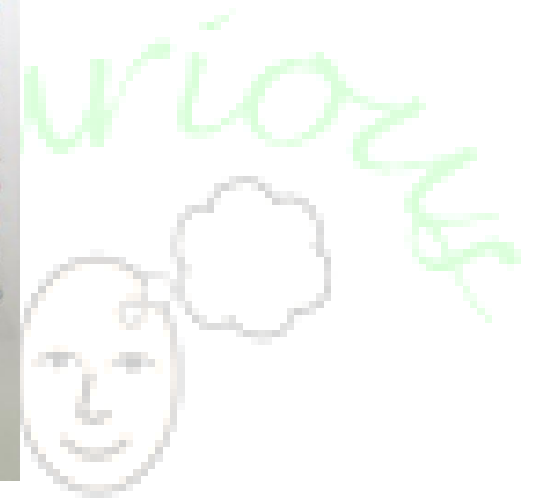


Ben Jonson Primary School Special Education Needs Information Report





At Ben Jonson, our guiding principle is one of Inclusion. We work to remove barriers to learning and enable all children, including those with special educational needs and disabilities, to reach their full potential. We seek to build happy, engaged and included learners through a

compassionate and connected school community.



What kinds of special need does Ben Jonson Primary School provide for?

Ben Jonson Primary School is an inclusive mainstream school. We strive to ensure a safe, respectful and caring learning environment where children are ready to learn and are facilitated to be the best they can be. We see our children as individuals with their own strengths, interests, barriers and personalities. We are committed to providing high-quality education for all regardless of age, gender, ethnicity, impairment, attainment or family background.

As a primary mainstream school, we cater for a range of abilities. Therefore, we have a duty in relation to identifying and supporting all Children with Special Educational Needs and/or Disabilities (SEND). Our school currently provides additional and/or different provision for a range of needs, including those shown in the table opposite.

Cognition and Learning	Moderate Learning Difficulties
	Specific Learning Difficulties
Social, Emotional & Mental health	Social Emotional & Mental health
Communication and Interaction	Speech, language and Communication Needs
	Autistic Spectrum (ASD/ASC)
Sensory and physical	Visual Impairment
	Hearing Impairment
	Multisensory Impairment
	Physical Disability

How do we ensure that children who need extra help are identified early?

When children are first admitted to the school, they are given time to settle in. We get information about learning needs from conversations with the child, the family, the child's last school and also from records as soon as we have them. For children already at our school, we regularly observe, assess and record the progress of all children. There is a very clear SEND pathway to raise concerns through our, "observation, assessment, plan, do review" cycle. This is used to identify children who are not progressing satisfactorily and who may need additional help. Class teachers, supported by our Senior Management Team and SENCO, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress, in all aspects of learning, that is:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

How will I be consulted and involved in my child's education?

We strive to have open and honest relationships with our parents and would hope that you feel confident in talking to us about the support you feel your child needs. If you have a concern about your child's learning, you should discuss this, in the first instance, with the class teacher.

Similarly, we will always let you know if we feel your child may benefit from additional support and are always keen to involve you in how we move forward as much as we can. If you agree that further support may be needed for your child, the teacher can complete a SEN Concern form or you may decide to arrange a meeting with the SENCO.

Interim SENDCo: Marwa Abdalla

The SENCOs can be contacted by appointment through school reception or by email:

senco@benjenson.towerhamlets.sch.uk



SENDIASS is an organisation that provides independent advice and support for families –
TowerHamlets&City.SENDIASS@towerhamlets.gov.uk
or call 020 7364 6489

How will my child be consulted and involved in their own education?

Children with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of support they would like to help them make the most of their education. This means that every effort will be made to elicit the opinions and desires of children with SEN.

Children may express their opinions in a variety of forms ranging from verbal responses to questions to their responses to their environment. It is the policy of this school that we do our best to take these views into account.

Children will be encouraged to participate in the decision-making processes affecting them. They will have an opportunity to share their views about progress towards targets set and the support they would like prior to any meetings to which they will also be invited where appropriate.

In addition, we encourage all children to share their views through the School Council and PSHE lessons.



How will school support my child?

Children with special educational needs (SEN) in our setting will either receive SEN Support or have an Education, Health and Care Plan (EHCP). Children with identified SEN are generally taught alongside their peers but will access a range additional support strategies and resources and teaching specific to their needs. Children with disabilities may require a medical plan to meet their needs.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. So, the teacher, with support from the SENCO, will decide the action required to help your child make progress. These actions might include:

- Adapting teaching and learning styles.
- Providing different learning materials or special equipment.
- Allocating staff to work with your child in a group or individually for some of the time (enhanced adult support)
- Running interventions to teach skills and monitoring how effective these are
- Additional training for staff
- Asking for support from professionals outside of the school
- Running interventions given to us by other professionals such as a speech and language therapist, occupational therapist or an educational psychologist

How the School Supports Looked After Children (LAC) with SEN

We are committed to supporting our Looked After Children to fulfil their potential. Our Head of Inclusion is responsible for Looked After Children and works closely with the Virtual School to meet their needs.

This is achieved through their Personal Educational Plans (PEPs) which are reviewed regularly to make sure that looked after children achieve the best possible, physical, emotional, social and academic outcomes.

If a looked after child is performing below age related expectations and concerns are raised by either the teacher or carer, that the child may have SEN, he/she will be seen by the Educational Psychology Service as a priority.

Looked after children who have SEND are provided with the same opportunities to access support, interventions and specialist staff as those children who are not looked after by the Local Authority



How will I know if my child is making progress?

We follow what is called a 'graduated approach', which is a cycle of **assess, plan, do, review**. This means that we are constantly looking at working out what is needed, how we plan to support this, carrying out our plans and then considering how successful this is and how we could improve.

At Ben Jonson School children's progress in learning is usually measured against national age-related expectations. For some children, we may look at further ways to assess smaller steps of progress. Standardised tests and specialist assessments also help us to assess child's progress in their focus areas.

Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress. This may mean looking for alternative interventions, support materials or asking for further support from outside agencies. Where possible, you and your child will be involved in this process, through 'Team Around the Child' meetings to develop a good understanding of your child's strengths and difficulties as well as any other concerns. We then jointly agree outcomes for the child and the next steps. You are also welcome to make an appointment at any time to meet with either the class teacher or SENCO to discuss how your child is getting on.

How are parents involved in school life?

We have 'Stay and Play, and Stay and Read days as well as Welcome meetings which give parents the opportunity to see and participate in their children's learning and offer their views on the day to day school life. We also have regular coffee mornings, during which parents are invited to offer their comments and opinions.

Parents are also welcome to help out as volunteers, for example listening to readers.

For children with special needs or a disability, parents are often invited to help support their child on a school trip or extracurricular activities. Parents are also invited to regular class assemblies and concerts



How will the school prepare and support my child when joining the school or transferring to a new school?

We endeavour to ensure transitions both within school and between schools are given due consideration and care to ensure that our children feel emotionally prepared for the changes ahead of them. Children with SEN are considered within a framework that focuses on wider needs and judgements of vulnerability and further transition arrangements and opportunities will occur through the process that recognises this as a potential vulnerability. Other children may also present vulnerability at these junctures in their lives. In either case, children are given increased levels of support based on their level of need.

We recognise the impact that transitions can have on children and will endeavour to minimise any potential issues. For children who are new to our school, we will try to get as much information about their needs before they arrive from parents, carers, the previous school and any professionals involved. Similarly, if a child in our care is moving to a new setting, we will make sure that we talk



directly to the school and share relevant records as soon as possible so that everyone is well prepared.



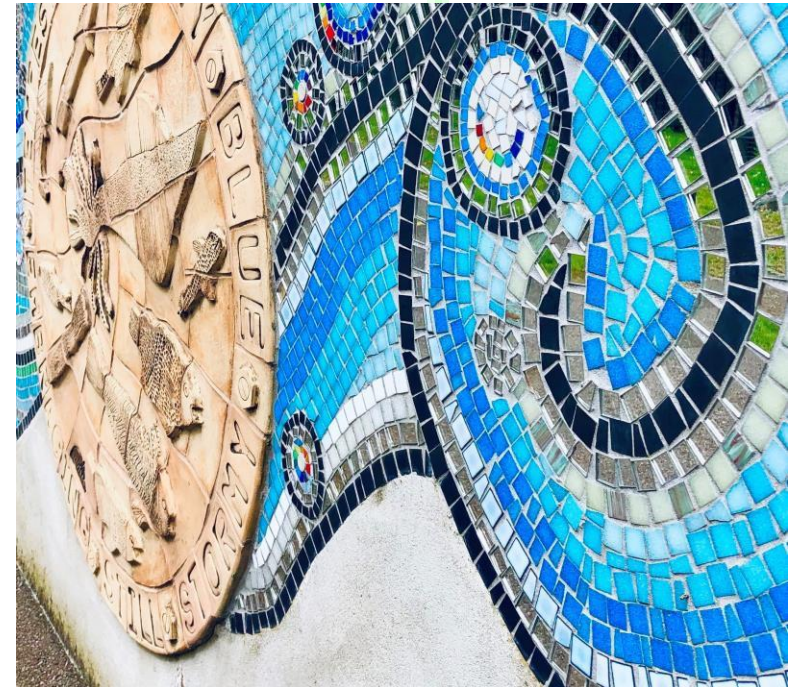
How does the school manage the administration of medicines and personal care?

We have a policy regarding the administration and management of medicines on the school site.

Parents need to contact the Medical Needs Coordinator if medication is recommended by Health Professionals to be taken during the school day.

If a child requires medication in school, this will be managed through an individual care plan written by the SEND team in conjunction with parents. Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.

If a child requires personal hygiene care this will be managed through an individual care plan.



What is your approach to teaching children with SEN?

Our teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. In deciding whether to make special educational provision, the teacher and SENCO considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

Where progress continues to be less than expected the class teacher, working with the SENCO, assesses whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) we do not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early. We listen, value and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

How do you adapt the curriculum and learning environment?

All pupils have access to a rich, broad, balanced, bespoke and relevant curriculum. We set high expectations for every pupil, whatever their prior attainment. We use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. On some occasions this can be individually differentiated for a specific child.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example by grouping, teaching style, content of lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, large print etc.
- Differentiating our teaching for example giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Additional specialist advice is sought when required and, when necessary, accessibility aids and technology may be used to support your child's learning.
- We regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school



How are the school's resources allocated and matched to children's special educational needs?

We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How the Local Governing Board are involved and what are their responsibilities?

The Head of Inclusion reports to the Local Governing Board every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times. The Local Governing Board agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

What expertise and training do the staff supporting my child have?

Through the monitoring and evaluating of our provision the Head of Inclusion identifies any professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Training and updates are usually delivered through the school's INSET programme but individual staff also attend further specialist training from outside agencies and then cascade this training to their colleagues.

Some staff in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves. Examples of specialist training accessed by of our staff include: EVAC; Speech, language and communication; Attachment aware practice; Mental Health; Read, Write, Inc. and other reading, spelling, phonics and multi-sensory programmes; Scerts and team Teach.



How and when does the school involve other specialists?



Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school considers involving specialists. We may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. We involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff.

The pupil's parents and carers are involved in decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where assessment indicates that support from specialist services is required, we aim for the children to receive it as quickly as possible.

How and when does the school involve other specialists?

The LA's Local Offer sets out clearly what support is available from different services and how it may be accessed. Our school works closely with the LA to agree the range of local services and clear arrangements for making appropriate requests. Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including Speech and Language Therapists, Occupational Therapists and Physiotherapists)
- Social Services.

The 'Tower Hamlets Local Offer' is available at <https://www.localoffertowerhamlets.co.uk/>

Further Needs Assessment

An education, health and care plan (EHCP) is for children and young people aged up to 25 who need more support than is available through SEN Support. It identifies educational, health and social needs and sets out the additional support to meet those needs. We may decide to apply to the local authority (LA) to carry out an assessment if we think your child needs one. A request for an EHC assessment can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends.

If the LA decide to carry out an assessment will ask for relevant documents such as:

- reports from school
- doctors' assessments of your child
- a letter from you about your child's needs

If an EHC assessment is something that you wish to consider, it would be helpful to speak to the SENCO to discuss what you are hoping to gain from an EHCP and to plan if, and how, we might be able to develop a strong evidence base for the application. Many of the concerns that parents have can be addressed as part of the SEN Support provision in school so this discussion is vital

to ensure that we are able to make amendments and adaptations to current provision as soon as possible.



How does the school judge whether the support has had an impact?

We evaluate the effectiveness of provision for children with SEN through careful tracking of data related to academic, social, emotional, wellbeing, speaking and listening outcomes. The school will consider the views of teaching and non-teaching staff, parents, carers and children. Effective provision would be evidenced by:

- Ongoing implementation of the graduated response through the Assess, Plan, Do, Review cycle;
- Reviewing children' individual progress towards their targets each term;
- Reviewing progress in all areas of learning, self-esteem and skills levels;
- Reviewing and comparing the impact of different interventions;
- Using pupil questionnaires;
- Pupil progress meetings;
- Reviewing the SEND action plan;
- Gathering feedback from children, parents, staff, governors, LA and Ofsted inspections;
- Holding annual reviews for children with higher needs funding or EHCPs;
- Recognising and valuing all forms of achievement including personal development and well-being.

Where a child may have sufficiently closed the gap between themselves and their peers, we may consider removing them from the SEN register.



How is my child included in all the same activities as their peers?

Ben Jonson Primary School is an inclusive school and committed to providing equal opportunities for all children.

- All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports days, assemblies, performances, workshops and activities.
- No pupil is excluded from taking part in these activities because of their SEN or disability.

We will make reasonable adjustments to ensure that children with SEND are included in all activities and appreciate your thoughts and ideas concerning this. You should feel free to



contact your child's class teacher or the SENCO if you have any concerns or thoughts you would like to discuss.



What support will there be for my child's social and emotional wellbeing?

At Ben Jonson Primary School we believe the social and emotional wellbeing of all our pupils is a priority. We believe that all children should feel that they are safe, have their basic needs met and be made to feel special in school, regardless of their individual needs. We promote Spiritual, Moral, Social development every day as part of the ethos of our school and through our curriculum. Our Personal, Social and Health Education (PSHE) curriculum is driven by our core values of Brave, Kind and Curious. Every child accesses this core curriculum at their own level. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

They are your first point of contact to discuss your child's well-being. Listening to young children with additional needs is essential in enabling their right to express their views on matters that affect them, and to have their views taken into account in a meaningful way. All children have an equal right to be listened to, each with individual needs, capabilities and means of communicating. Part of your child's SEN planning should tackle any potential communication barriers as part of daily practice. We will also involve your child in developing and reviewing their own progress and any issues they are experiencing.

We take bullying very seriously and recognise that children with SEN or disabilities can be particularly vulnerable. If you have any concerns regarding bullying, please encourage your child to speak to a trusted member of staff. You may also wish to speak to the class teacher, SENCO or another senior member of staff.

What support is there for behaviour, avoiding exclusion and increasing attendance?

We have a positive approach to behaviour management with a clear behaviour for Learning policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.

The attendance of every child is monitored on a daily basis by the attendance officer. Early Intervention meetings are held in school to support families whose child has low attendance. Continuous attendance concerns are referred to the Tower Hamlets' Educational Welfare Officer. Lateness and absence are recorded and reported to the Headteacher and Governors.

Good attendance is rewarded through a number of incentives. If a child is at risk of exclusion an Individual Support Plan is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place.

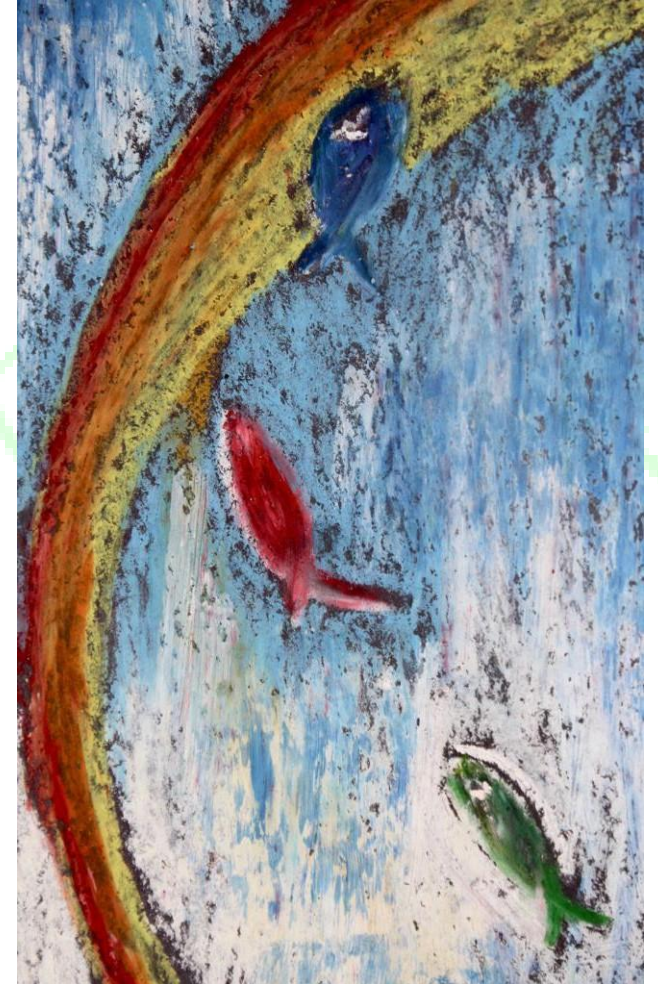
After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

How accessible is the school environment?

The Environment is adapted to the needs of pupils as required, this includes:

- Lift
- Corridor Width
- Disabled parking bays
- Disabled toilets and changing facilities
- Overhead and stand-alone hoists for transfer
- Heights adjustable tables
- EVAC chairs to meet the needs of pupils
- Doors with release buttons

The school building is decorated and maintained to support children who are visually impaired or have ASD. Our classrooms environments and corridors are low sensory so that they are 'autism friendly'. This is called an enhanced learning environment.



The school's accessibility plan can be found in the school website in the SEND section with this report and the SEND policy.



Who should I contact if I am considering whether my child should join the school?

Contact the school office, to arrange a meeting and tour of the school.

If your child has a special educational need or a disability you could contact the Head of Inclusion who will discuss how the school could meet your child's needs.

We look forward to meeting you.



Who can I contact for further information or to discuss a concern?

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet with the Head of Inclusion.

The Head of Inclusion can be contacted through school reception.

We hope that parents will be pleased with the support and provision for SEN pupils at Ben Jonson School. However, if parents are unhappy, details of how complaints can be made are in our Complaints Policy.

SENDIASS is an organisation that provides independent advice and support for families – TowerHamlets&City.SENDIASS@towerhamlets.gov.uk or call 020 7364 6489

To provide an improved compliant set of policies we are committed to co-producing them with the parents, families, children and young people in our school community.

Our offer to children with special educational needs and disabilities was reviewed on the 6th March 2026.

It will be reviewed in Spring 2027.

A big thank you to all the parents who helped us to co-produce and review this document.

