
	<p align="center">St. Saviour's SEND Report to Governors</p> <p align="center">March 2025</p> <p align="center">Updated: March 2025 Next review: March 2026</p>	
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St. Saviour's vision is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God. Jesus said: 'The thief comes only to steal and kill and destroy; I have come that you may have life in all its fullness' (John 10:10).

He calls us to a full life in mind, body, heart and spirit. We believe the purpose of education is to nurture and enable every child to flourish and shine as a unique child of God. We want every child to have an excellent educational experience and outcomes so that they are confident learners equipped to be responsible, compassionate citizens, leading happy, healthy and productive lives.

Our Christian values of Care, Respect, Inspire, linked to the Trinity, wholeheartedly underpin our moral purpose of educating the whole child so that their light shines brightly.

Care like Jesus

- ❖ For each other and the school
- ❖ For our local community
- ❖ For God's creation

Respect for God



- ❖ Aiming at the best from ourselves and for others
- ❖ Honouring our Christian values
- ❖ Respecting the difference in others

Inspire the Spirit

- ❖ Being open to new challenges and experiences
- ❖ Fostering creativity in everything we do
- ❖ Deepening our sense of the spirit

The Foundations of the Vision based Deeply Christian Serving the Common Good

- ❖ **Educating for knowledge and skills, wisdom and forgiveness:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life. Educating for hope and aspiration and responsibility: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

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❖ **Educating for koinonia, friendship and compassion:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

❖ **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

1. School Profile

		school pop	%
EHCPs	13	217	5.99
SEND support	59	217	27.19

EHCPs

There are a total of 13 children with EHC plans which accounts for 6% of our children compared to a national average of 4.8% and a LBTH average of 6.8% (the highest in England June 2024). At the time of writing this report there are a further 4 EHCNAs assessments underway, which when approved, will take the school total to 16 plans which represents 8.29% of the total pupils.



There are an additional 5 children whose parents have raised the possibility of applying for EHCNA with the SENDCo and evidence collecting is underway.

SEND Support

There are a total of 59 children who are having their needs met by school without plans which accounts for 27.19% of our children compared to a national average of 13.6% and a LBTH average of 12.4%. This percentage would decrease when the 4 pending EHCPs are approved to 55 pupils (27.19%) and further still if the additional 5 children have EHCNAs submitted, down to 50 pupils (23%) but this figure remains significantly higher than than national or borough averages.

[*data from Tower Hamlets SEND Improvement Board Annual Report 2023 / 24]

	Communication & interaction	cognition & learning	Sensory & or physical	SEMH	Total
N	7	0	7	2	16
R	9	9	11	11	40
Yr 1	6	3	5	4	18
Yr 2	8	6	5	6	25
Yr 3	8	7	7	10	32

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Yr 4	4	2	4	3	13
Yr 5	5	6	2	2	15
Yr 6	6	3	1	6	16
Total	53	36	42	44	175

*table includes all children on SEND support and EHCP at St Saviours - it does not add up to total number of children because needs are typically comorbid.

2. Identifying pupils with SEND and pathway from concern to plan.



We are committed to identifying SEND at the earliest opportunity, so we have

SEND Identification	What we did
Early Years	<ul style="list-style-type: none"> • Home visits and developed relationships with parents • Early Learning Goals - observed fine and gross motor skills • Delivered a varied curriculum & monitored children's capacity to engage with it • School Nurse routine health checks • Liaison with Health Visitors for youngest intake
KS1	<ul style="list-style-type: none"> • Monitored phonics progress - especially year 1 & year 2 fails • Monitored handwriting and letter formation • Delivered an adapted curriculum & monitored children's capacity to engage with it
KS2	<ul style="list-style-type: none"> • Delivered an adapted curriculum & monitored children's capacity to engage with it
whole school	<ul style="list-style-type: none"> • The school's Family Support Officer flags ups concerns, especially around SEMH need with SENDCo • The schools Behaviour Lead • Assessment data • We cross referenced School's medical records

SEND Pathway

Children are placed on the school's Needs and Concerns map.

Needs noted	what we did
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Watchlist	<p>We recorded the concerns identified under the four categories of the SEND Code of Practice for each child and undertook watchful waiting.</p> <p>These children had their needs met with differentiated quality first teaching in the main, but a small number also benefited from additional support in the classroom and some received a short block of targeted interventions delivered by school staff especially those of an SEMH nature.</p> <p>If progress was made the child was taken off of the watchlist.</p> <p>If no progress was made we escalated to the SEND Support register where all children's needs are</p>
SEND Support	<p>We record the needs identified under the four categories of the SEND Code of Practice and ensured that all children at SEND Support receive adapted learning.</p> <p>They were put forward for appropriate in-school interventions</p> <p>The relevant outside agencies were approached for assessment and advice.</p> <p>If needs were fully met the child was moved to the watchlist for a period of monitoring.</p> <p>If needs could not be met at this level an APDR cycle was initiated, specialist evidence collated, and in liaison with parents an EHNCA request was made</p>
EHCNA	<p>We record the needs identified under the four categories of the SEND Code of Practice and ensured that all children at EHCP stage have fully implemented plans.</p> <p>Annual Reviews were held to ensure progress.</p>

3. Partners in SEND

This year we have worked with a wide number of external partners to meet children's needs:

We directly employed:



who	worked with
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Trully Kheswa Speech and Language Therapist Sterling Practice	the communication needs of the children with EHCPs and to provide assessment evidence for children for whom we are collating evidence for EHCNA.
Andrew Sutcliffe, Educational Psychologist	Brought in to create additional capacity to carry out assessments and to work directly with children
Farhana Rohim, School Social Worker through Early Help	families who were in need of support or advice to help meet the SEND needs of their children at home. Farhana also ran workshops on how to manage and reduce screen time which recent evidence suggests is a contributor to elevated levels of anxiety https://www.kidsandscreens.co.uk/post/the-link-between-screen-time-and-anxiety-in-kids-with-10-tips-from-a-specialist

and to maximise our SEND budget we worked closely with a number of external providers who are able to support us and our children for free:

who	why...
Eloise Thomas, Head of Outreach at Phoenix School	Advised us how to support all of our children either on the ASDAS waitlist or have already received their diagnosis ~ 21 children who are a mix of EHCP and SEN Support levels
Maddi Outram, Outreach Teacher at Stephen Hawking School	Advised us to support our children with profound, multiple and severe learning, health and care needs
Waveney Herbert, School Nurse	Advised us how best to support children with medical needs
Claudine Rausch, LBTH Inclusion Teacher for children with Complex Medical Needs	Advised us how to support children with complex medical needs
Jenny Willetts, LBTH Support Teacher for the Deaf	Advised us how to meet the needs of our children with hearing impairments
SENDIASS	Supported parents who wanted clarity or further action with regard to their child's SEND and worked

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	collaboratively with school.
LBTH EP Service	carried out assessments for children who were having EHCNA requests being made and children whose learning abilities needed better understanding by school.
Virtual School	helped us to support children who are being educated here at St Saviours and are living in local authority care
THEWS ~ Tower Hamlets Education Welfare Service	who have supported our parents

In addition we have worked closely with the local authority to ensure that they have the right information and evidence to complete EHCNA requests and followed up where the appeals process has been activated and mediation has been necessary. We also worked with other Local Authority SEND Sections to complete plans for our pupils who do not live within LBTH.

We have also referred children for assessments to:



- Autism Spectrum Disorder Assessment Service (ASDAS)
- Children and Adolescent Mental Health Service (CAMHS) for ADHD assessments and for therapeutic support
- Occupational Therapy within the NHS for guidance on supporting children's fine and gross motor skills
- Early Help for family support

4. SEND Funding

For the financial year 2024-2025 the school received a total of £? in SEND funding. We are awaiting an updated figure from the Tower Hamlets which will reflect children who have since left St Saviour's, children who have been awarded an EHCP, children who have joined us with an EHCP, and children who have had a band increase.

5. Staff Development

The SENDCo and HT meet at least termly to discuss the children who need additional support or actions such as observations and EHCP requests which have been completed.

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Louise Wilcox, NASENCo qualified, took over from Dan French St. Saviour's and St. Paul with St. Luke's in January 2025.

We are constantly reviewing staff training needs within the school and which interventions to implement to best support children with additional needs at St Saviour's. This work is being carried out by Louise Wilcox and the rest of the senior leadership team (SLT). We are looking at resources that we already have available in school and ordering newer/more relevant resources where necessary.

Across the whole school, we have staff who specialise in interventions including Colourful Semantics, Attention Bucket, Lego Therapy/Lego Masters, and Emotional Literacy. Kim Simpson and Shaheen Hussain are currently on a course to become trained as Emotional Literacy Support Assistants, and Magda Buk, who is based at St. Paul with St. Luke, is training staff in specific ASD interventions as well as providing support to our pupils and families

We offer the following interventions for pupils of SEND at St Saviour's:

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- A range of SaLT based interventions
- Lego therapy for helping children with their social and communication skills
- Reading and maths support
- Sensory support
- ELSA
- Phonics catch-up
- After school covid catch-up for years 2-6

Staff are receiving training where appropriate to implement these interventions and we plan on delivering more training around specific learning needs and interventions in the summer term.

6. Future Plans