

	St. Saviour's SEND Report to Governors March 2026 Updated: March 2026 Next review: March 2027	
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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.

❖ **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.

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1. School Profile

		school pop	%
EHCPs	15	196	7.65
SEND support	70	196	35.71

EHCPs

At the time of writing there are a total of 15 children with EHC plans which accounts for 7.65% of our children compared to a national average (January 2025) of 5.3%. Within LBTH the average is 7.59% and the London average is 5.56%. At the time of writing this report there are a further 4 EHCNA requests underway, which when approved, will take the school total to 19 plans which represents 9.69% of the total pupils. There are a further additional 8 children in pipeline and in the early stages of evidence collecting in order to request EHCNA.

If all of the underway and pipeline EHCNA requests are successful then the school will have a total of 27 children with EHCPs which would be almost double the borough average.

During the year, one child with an EHCPs left St Saviours for a fresh start at our sister site, St Paul with St Luke.

SEND Support

St Saviours		as at 04/03/2026				
		Communication & interaction	cognition & learning	Sensory & or physical	SEMH	Total
	N	5	1	2	3	11
	R	8	4	8	5	25
	Yr 1	8	9	8	8	33
	Yr 2	10	8	6	9	33
	Yr 3	9	6	7	6	28
	Yr 4	12	8	7	10	37
	Yr 5	5	6	4	8	23
	Yr 6	6	3	2	6	17
	Total	63	45	44	55	207
does not total the number of pupils as pupils needs are often co-morbid						

St Saviours has high levels of need in the categories of Communication and Interaction (63 pupils) and SEMH (55 pupils) and these have increased significantly since last year and we are unsure what environmental factors might be behind this increase but we are monitoring.

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We have worked closely with Children's Social Care, employed a School Social Worker and made referrals to CAMHs and THEWs and Early Help to support children and their families holistically. The Home School Liaison officer and the SENCo work closely together in this area of need. We have employed a Speech and Language Therapist.

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	• 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	• 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	• Delivered an adapted curriculum & monitored children's capacity to engage with it
whole school	• The school's Family Support Officer flags up 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
Watchlist	We recorded the concerns identified under the four categories of the

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	SEND Code of Practice for each child and undertook watchful waiting. 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 additional support from bespoke interventions delivered by school staff, especially those of an SEMH nature. If progress was made the child was taken off of the watchlist. If remains concern class teachers invited parents to a meeting and an Individual Support Plan was drawn up and the children were put on the SEND Support register
SEND Support	We record the needs identified under the four categories of the SEND Code of Practice to ensure that all children at SEND Support receive adapted learning. They were put forward for appropriate in-school interventions The relevant outside agencies were approached for assessment and advice. If needs were fully met the child was moved to the watchlist for a period of monitoring. If needs could not be met at this level, the ISP became part of the evidence used to consider making an EHCNA request.
EHCP	We record the needs identified under the four categories of the SEND Code of Practice to ensure that all children at EHCP stage have fully implemented plans. Annual Reviews were held to ensure progress.

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 ...
Emily Lucas Speech and Language Therapist @ Words First	• 32 Children on SEND Support to assess and provide blocks of direct and indirect work where needed. • Worked with SENCo to review needs of 15 children with EHCPs to deliver or revise section F provision • SENCo to support the Annual Review process of

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	assessing and attending the 15 review meetings. Assessed and provided reports for children for whom we have been collating evidence for EHCNA.
Helen Davies School Social Worker through Early Help	Families identified by the DSL and SENCo who were in need of support or advice at home
Matthew Barlow Educational Psychologist LBTH EP Service	Service Level agreement with the borough to provide assessment and reporting for 3 children per year.
Andrew Sutcliffe, Educational Psychologist @ East London Thinking	Brought in to create additional capacity to carry out assessments

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 ~ in total 19 children across the school
Maddi Outram, Outreach Teacher at Stephen Hawking School	Advised us to support our children with profound, multiple and severe learning, health and care needs
Jenny Willetts, LBTH Support Teacher for the Deaf	Advised us how to meet the needs of our children with hearing impairments
Shaneka Simon THEWS ~ Tower Hamlets Education Welfare Service	We referred children in years 5 & 6 for 1:1 support and parents for blocks of parenting advice. We held a coffee morning for parents We arranged Emotion Explorers sessions for year 6 to support transition
Claudine Rausch, LBTH Inclusion Teacher for children with Complex Medical Needs	Advised us how to support children with complex medical needs

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Ben Annett, LBTH Inclusion Teacher for Assistive Technologies	Worked with children referred by us to provide recommendations of adaptive technology to support a range of needs.
Lina Rahman @ LBTH Attendance & Welfare Service	Worked with us to identify children who may need additional SEND support to improve their attendance
SENDIASS	Worked collaboratively with us in various meetings with parents who wanted clarity or further action with regard to their child's SEND.
Starfish Programme through The Salvation Army	Worked with referred children to provide a 1:1 mentoring programme
Christine Sprack @ The Virtual School	Worked with us to support children who are in foster care and being educated here at St Saviours.
LBTH OT Service	Worked with us to support children with physical and motor skills needs

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 and tribunal has been necessary. We carry out annual reviews for existing EHCPs and work with the LA and parents to effect change when 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
- The Home School Liaison Officer has referred parents for parenting courses.

4. SEND Funding

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For the financial year 2025-2026 the school received a total of £? in SEND funding.

5. Staff Development

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

Like many schools in London and in common with our sister site, we are starting to experience a falling roll at St Saviours which has knock-on impacts on our capacity to recruit the number of support staff that would ideally be available. We are currently looking closely at staff training needs within the school and where capacity might be found to run more interventions. We make use of the Autism specialists from St Paul with St Luke to assist in planning and assessment for our non-speaking children at St Saviours.

Across the whole school we are able to provide

- Phonics Catch up
- Language for Thinking
- Colourful Semantics
- Social skills activities such as Trugs and Lego Therapy
- ELSA
- Attention Autism 'Bucket Time'
- Reading and maths support
- After school covid catch-up for years 2-6

6. Future Plans