



WEAVERS FEDERATION PRIMARY SCHOOLS

Stewart Headlam and Hague

Special educational needs and disabilities (SEND) information report

Approved by:

Date: 19th September 2026

Last reviewed on:

1st September 2026

Next review due by:

1st September 2027



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Introduction:

Dear parents and carers,

The aim of this information report is to explain how Stewart Headlam and Hague Primary Schools implement our SEND policy. In this document it will be explained how special educational needs support and provision work in Stewart Headlam and Hague primary schools.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find all school policies on the school websites:

[Stewart Headlam School Policies](#)

[Hague School Policies](#)

Our schools:

Stewart Headlam and Hague Primary schools form the primary schools in the Weavers' Federation of school. Each school is a one-form entry, supporting pupils from age 3 to 11 which relates to the year groups of Nursery to Year 6.

The Nursery class for each school is based within the Hague school site.

Mission Statements and School Values:

At Stewart Headlam, we aim to:

- Develop a friendly, supportive and forward-looking school which inspires everyone to achieve their best and make positive contribution;
- Deliver a rich, creative and stimulating curriculum in order to raise the attainment of all children;
- Encourage and promote independence, self-discipline and excellent standards of teaching and learning;
- Build an inclusive school community whereby all parents, children and staff feel safe, proud, respected and valued.

At Hague, we aim for everyone to:

- Enjoy learning;
- Be active, confident, independent learners;
- Contribute to the school and the wider community;
- To respect and support each other to do the best we can.

1. What types of SEND does the school provide for?

The four broad areas of Special Educational Needs and Disabilities are set out in the official [2015 SEND Code of Practice](#).

The table below lists these four areas with a description of what is included and related conditions.

Area of Need	What it includes	Conditions
Communication and Interaction (CI)	Difficulties in speaking, listening, understanding or communicating with others.	Autism spectrum condition (ASD)
		Speech and language difficulties
Cognition and Learning (CL)	Learning at a slower pace than peers or having difficulty with routine learning, literacy, memory, or maths tasks.	Specific learning difficulties including dyslexia and delayed language disorder (DLD)
		Moderate learning difficulties
		Severe learning difficulties
Social, Emotional and Mental Health (SEMH)	Challenges in managing emotions, regulating behaviour, or maintaining social relationships, which can manifest as being withdrawn or displaying disruptive behaviour.	Attention deficit hyperactivity disorder (ADHD)
		Anxiety related behaviours
Sensory and/or Physical (SP)	Disabilities or impairments that prevent or hinder a child from making full use of standard educational facilities.	Hague Primary has provision for a Deaf Resource Base supporting 16 pupils.
		Motor disability
		Visual impairment
		Multi-sensory impairment

2. Which staff will support my child, and what training have they had?

SEND provision and support is overseen by the special educational needs and disabilities coordinator, SENCO, who works across the primary Weavers' Federation. All members of the school community have a shared responsibility for supporting SEND within their individual roles and capacity.

Our SENCO

Our SENCO is Neelma Begum.

She has over 10 years of experience as a qualified teacher, with previous responsibilities including class teacher and subject leadership. She has 3 years' experience in role and holds the National Award in Special Educational Needs Coordination (NASENCO).

Qualified Teachers of the Deaf (QToD)

At Hague Primary school, the Deaf Resource Base (DRB) is overseen by two part-time QToDs. This academic year the DRB will also be supported by Assistant Headteacher, Ekram Ali.

Our QToDs are Kelly Hitchins and Kyrie Clarke.

Class Teachers

All permanent class teachers receive in-house INSET, SEND training, and are supported by the SENCO or DRB team to meet the needs of pupils who have SEND. Class teachers individually hold various qualifications including National Professional Qualifications (NPQs).

Teaching Assistants

At Stewart Headlam there is a team of 13 TAs, including one higher-level teaching assistant (HLTA) who are trained to deliver SEND provision.

At Hague there is a team of 13 TAs, including two higher-level teaching assistants (HLTA) who are trained to deliver SEND provision.

TAs have been trained and deliver interventions such as, Sensory Circuits, Sensory Stories, Colourful Semantics, Attention Autism, Early Words, Changing the Story, Sensory Gym, TACPAC and Food play.

External agencies and experts

Sometimes extra help is needed to offer our pupils the support they need. Whenever necessary the school will work with external support services to meet the needs of the with SEND and to support the identification of SEND. These include:

Stewart Headlam	Hague
Phoenix Outreach Service - 9 days of allocated time - Carried out observations on pupils with ASC - Provided training for teachers and TAs - Attended Annual Reviews	
Educational Psychology Service - 9 days of allocated times - Observed pupils and consulted with parents - Reviewed pupils with previous EP involvement - Provided training for teachers - Engaged with parents during Coffee Morning sessions - Attended Annual Reviews	
Blossom Tree Speech and Language Therapy - 1.5 days a week at each school - Assessed pupils for Speech and Language needs - Provided training for teachers and TAs - Delivered therapy sessions in the form of group or 1:1 intervention - Engaged with parents during Coffee Morning sessions - Attending Annual Reviews	
Family Hub - Targeted support for vulnerable families - TAF/TAC meetings	
Learning Advisory Services - Consulted with the school to support pupils who may require additional consideration due to medical needs	
Sensory Support Service - Consulted with the school to support pupils with multi-sensory challenges	
Tower Hamlets Education and Well-being Service - Caseworkers are able to take on 2 referrals to work with families at time. - Workshops to support anxiety management and friendships - Parent engagement via Coffee Morning - Parent engagement sessions via online meeting platforms - Staff well-being sessions via online meeting platforms	
DRB Specific - Hackney Ark Audiology - Ewing Foundation Educational Audiologist - Creative Futures Music Project - Pan Athlon events for deaf pupils - Bart's Health Speech and Language - Cochlear Implant teams at GOSH, UCLH and St Thomas' - British Sign Language (BSL) lessons	

3. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher.

Class teachers are available at the end of each school day for a limited amount of time. Communication may be best via the school admin staff.

They will pass the message on to the class teacher and our SENCO, Neelma.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

The class teacher will review your child's progress and attainment. The SENCO may be asked to carry out an observation and will meet with the class teacher to discuss your child's strengths and difficulties.

If we decide that your child needs SEN support, we will notify and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All class teachers are aware of the four areas of SEND and how they may present in children. Staff are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or social development. This may include, reading, writing, maths, concentration, communication differences or difficulty making and maintaining relationships.

If the teachers notices that a pupil is falling behind, or presenting with communication differences, they try to find out if the pupil has any gaps in their learning or experiences. If they can find a gap, these are addressed through changes in how in how the learning is presented or provide opportunities for targeted short-term intervention. Pupils who do not have SEND usually make progress quickly once the gap has been filled. If the pupil cannot make expected progress after this, the teacher will consult with the SENCO and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher and others who work closely with your child, including TAs, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

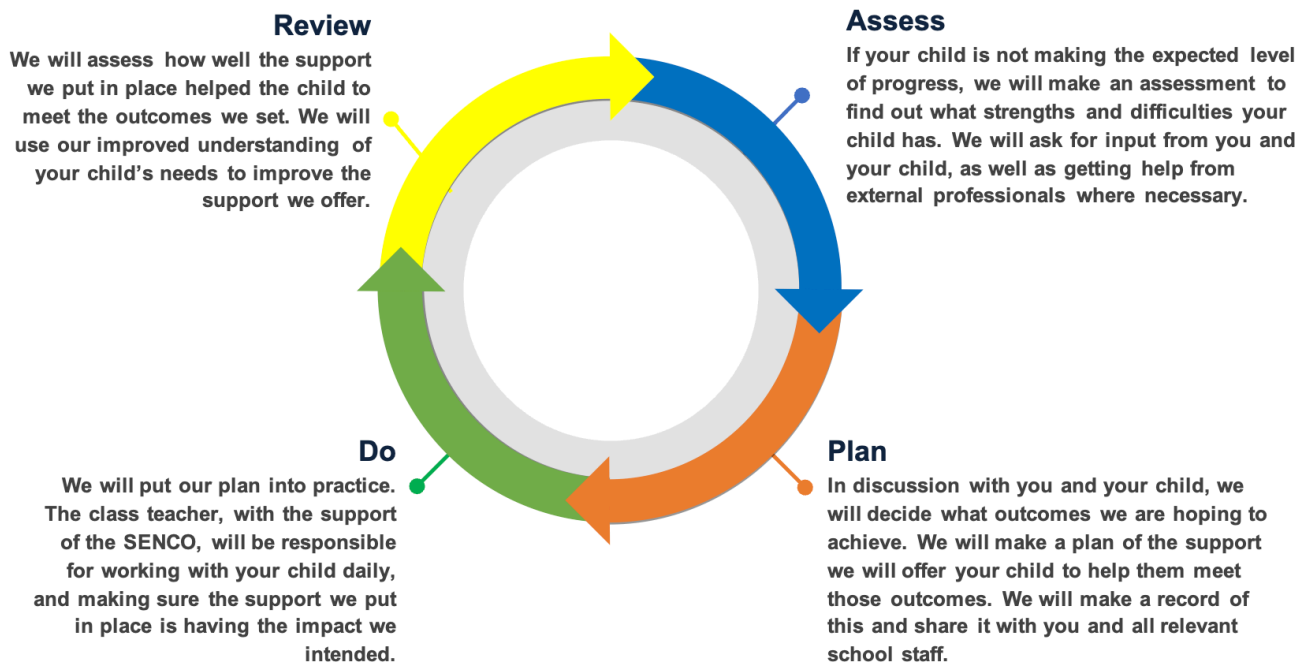
The SENCO will ask your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN Support. You will be notified of the outcome. If your child does need SEND Support, their name will be added to the school's SEND register, and the SENCO will work with you and the teaching team to create a SEND Support plan for them and possibly make an application for an educational health and care needs assessment.

5. How will the school measure my child's progress?

At Stewart Headlam and Hague, we follow the Graduated Approach to meeting your child's SEND needs.

The Graduated Approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set out outcomes that we want to see your child achieve. The class teacher will carry out ongoing assessments for learning to see how much impact intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continued. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN Support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

All pupils and their families will receive an annual school report on progress, attainment and behaviour and progress can be discussed at Parents' Evening events throughout the year.

If your child receives SEND Support at school level, additional meetings for parents to meet with class teachers and/or SENCO may be arranged as necessary throughout the school year. You may also be invited in to school to meet with external experts and professionals before they begin working with your child.

At these meetings, your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEND Support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's teacher. Class teachers are available at the end of the school day; however, you are welcome to call or email the relevant school admin team to leave a message for the teacher, who will be in touch when they are available to do so.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a child-by-child basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

You child's teacher is responsible and accountable for the progress and development of all pupils in their class.

Quality-First Teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt teaching and classroom environments to suit the way the pupil works best. We know there is no 'one size fits all' approach to adapting the curriculum, so we work on a child-by-child basis to make sure the adaptations we make are meaningful to your child. Staff have received INSET from school leaders to understand neurodivergence and diverse learning needs.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1:1 work, adapting the teaching style, content or classroom environment, workstations.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids such as laptops, larger font, visual timetables, etc.
- Teaching assistants will support pupils in small group or 1:1, depending on the needs of the child.
- At Hague, soft furnishing and sound boards have been fitted to support deaf pupils.
- At Hague, specific flashing fire alarms have been fitted to promote the safety of deaf pupils.
- At Hague, QToDs, conduct daily checks on the specialist Hearing Aids worn by deaf pupils.
- At Stewart Headlam and Hague Primary, there are 'Sensory Rooms' where pupils who require sensory or emotional regulation can visit in the company of an adult.
- Specific alternative assessments for SEND are in use such as; Cherry Garden for EYFS and PIVATs and Phoenix Steps for Key Stage 1 and Key Stage 2.
- School leaders will set up Access arrangements to allow pupils with SEND to access assessments and exams.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards goals each term
- Reviewing the impact of interventions each half term
- Monitoring conducted by SENCO
- Using Provision Map to evaluate Learning Plans
- Holding an Annual Review if they have an Education, Health and Care Plan (EHCP)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. A portion of the overall school budget is referred to as the 'notional SEND budget' and schools are expected to use this to cover necessary costs. If funding above this is required, we will seek it from our local authority.

If your child is in Early Years and Foundation Stage (EFYS) they may qualify for special educational needs inclusion funding (SENIF).

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We support pupils with a variety of SEN including deafness, cognitive delay and mobility challenges rooted in medical and cognitive need. At Stewart Headlam and Hague, the inclusion of all pupils is a priority. Wherever possible, the same or similar opportunities are offered.

Pupils with SEND are represented on the School Council and as Rights' Respecting Ambassadors.

All pupils are encouraged to go on school trips, including residential trips to Gorsefield, Sussex and Arundel, and to take part in Sports Day and attend assemblies. Reasonable adjustments are planned for using careful risk assessment and staff support allocation when necessary. Risk assessments for participation may include:

- Day Visits to join residential trips when the trip is not compatible with your child's physical and/or emotional well-being and safety.
- Transport support via taxi to support your child's physical and/or emotional well-being and safety,
- Asking parents and carers to accompany the school on off-site visits to support your child's physical and/or emotional well-being and safety.
- Staff allocated to support and safeguard a pupil or groups of pupils.
- The expectation of staff to support pushing a buggy or wheelchair when parents or carers cannot attend is dependent on Moving and Handling Trained staff and the requirement that the wheeled chair is suitable for the child's size and age.

If a child cannot attend a school trip due to meeting the needs of their SEND, an alternate arrange at school will be made. No child is ever excluded without a risk assessment or exhausting all reasonable adjustments to ensure that they can access the same or similar experiences as their peers.

12. How does the school make sure the admissions process is fair for pupils with SEND?

At Stewart Headlam and Hague, admissions meetings take place to collect information to best support your child and your family. Families are asked to share to any information they may have about known SEND, diagnoses and if support is being accessed. The SENCO will be notified, and an additional meeting may take place so that appropriate steps can be taken to ensure that your child receives the best possible education.

If your child has an EHCP, they will go through a process called 'Phase Transfer'. The school abides by the legal obligations to respond to a EHCP Phase Transfer within the allotted 15 days.

No child is refused a school place solely due to an EHCP. The SENCO and Leadership team will carefully consider how the school will be able to meet their needs using the provided guidelines from Tower Hamlets SEND.

13. How does the school support pupils with disabilities?

- At Hague, soft furnishing and sound boards have been fitted to support deaf pupils.
- At Hague, specific flashing fire alarms have been fitted to promote the safety of deaf pupils.
- At Stewart Headlam and Hague, pupils with multisensory dysregulation have access to a 'Sensory Room' during assembly and lunch time.

The Accessibility Policy for each school can be found at:

[Stewart Headlam Accessibility Policy](#)

[Hague Accessibility Policy](#)

14. How will the school support my child's mental health, and emotional and social development?

At each school there are Mental Health Leads who have completed qualifications to achieve this post.

At Stewart Headlam our lead is Motiur Rahman – Family Liaison Officer.

At Hague our lead is Alison Goodliffe – Head of School.

We provide extra pastoral support for listening to the views of pupils with SEND by:

- Tower Hamlets Educational Well-Being Service (THEWS) which includes direct support to pupils and families and leading Coffee Morning sessions.
- Targeting social and emotional development with social groups and speech and language support to build communication skills
- A Learning Mentor, John Waters, who works across both schools
- Referrals to CAMHs can be made by the school,

15. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new academic year we:

- Arrange handover meetings for the current teacher to meet with the new teacher to discuss the pupil's SEND
- We schedule a 'Meet the Teacher' morning in the summer term so that pupils can meet their new teacher in their new classroom.
- Will create a Social Story if needed with photos and simple explanations of new adults and places the pupil will encounter in the new academic year. A copy will also be made for the family to refer to over the summer break.
- Will arrange additional opportunities for the pupil to experience their new classroom setting and meet their new teaching team if necessary.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The process may include:

- A transition meeting where our school SENCO will visit the new school to meet the new SENCO and share relevant information about your child.
- A Social Story with photos and simple explanations of new adults and places the pupil will encounter in their new setting A copy will also be made for the family to use as well.

Year 6 to Secondary School Transition

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN Support.

Pupils will be prepared for the transition by:

- Attend sessions at their new Secondary School
- Attend Transport Support workshops if necessary
- Specific Transition lessons for Year 6

16. What support is in place for looked-after and previously looked-after children with SEND?

At Stewart Headlam, Nilufar Choudhury, Head of School and Designated Safeguarding Lead, is also the Designated Teacher for Looked-After children and previously Looked-After Children.

At Hague this role is fulfilled by Alison Goodliffe, Head of School and Designated Safeguarding Learn.

Both Heads of Schools work closely with the SENCO when necessary to make sure that all teachers understand how a Looked-After or previously Looked-After pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are Looked-After or previously Looked-After will be supported much in the same way as any other children who has SEND. However, Looked-After pupils will also have a personal education plan (PEP). We will make sure the PEP and any SEN support plans or EHCP are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

From time to time, parents and carers may be concerned about the needs of their child. In the first instance, please arrange to speak with the class teacher or the main admin team. Things can often be quickly resolved by sharing concerns before they become serious. If the concern is not resolved a formal complaint may be made to the governing body.

The complaints procedure for each school can be found at:

[Stewart Headlam Complaints Procedure](#)

[Hague Complaints Procedure](#)

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [2015 SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND Tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement. You can find Local Authority support [here](#).

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available in Tower Hamlets, please click [here](#) to access the website for [Tower Hamlets: Local Offer](#).

Tower Hamlets SENDIASS is a service that offers advice, information and support to parents and carers of children and young people with SEND. Please click [here](#) to access [SENDIASS](#).

Stewart Headlam and Hague are a part of the North West locality for Family Hub, previously known as Early Help. Please click [here](#) to access contact details, addresses and timetable of activities and support for [Meath Gardens, Mowlem and Collingwood Children Centres](#).

National Charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

“Your patience, expertise, and dedication have changed my daughter’s life and given her a voice.

We are so grateful to have my daughter at Stewart Headlam Primary School. Thank you all for everything you do.”

- **Parent of child with SEND at Stewart Headlam Primary**

“I’d like to thank Neelma, Ekram and Zara for their ongoing support and dedication. Their kindness, communication and commitment have made a real difference to our child’s experience at school.”

- **Parent of children with SEND at Hague Primary**

19. Glossary

Access arrangements	Special arrangements to allow pupils with SEND to access assessments or exams
Annual Review	An annual meeting to review the provision in a pupil's EHCP
Areas of Need	The 4 areas of need describe types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
BASS	Behaviour and Attendance Support Service
CAMHs	Child and adolescent mental health services
Adaptation	When teacher makes changes to direct address the needs of a pupil in how they teach
EHCNa	The needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child needs an EHCP.
EHCP	Education, Health and Care Plan – a legally binding document that sets out a child's needs and the provision that will be put in place to meet their needs
First-Tier tribunal/SEND tribunal	A court where you can appeal against the local authority's decision about EHCNa or plans and against discrimination by a school or local authority due to SEND
Graduated approach	An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind
Local Offer	Information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
Outcome	Target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
Reasonable adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child's disability
SENCO	The special educational needs co-ordinator
SEN	Special educational needs
SEND	Special educational needs and disabilities
SEND Code of Practice	The statutory guidance that schools must follow to support children with SEND
SEND Information Report	A report that schools must publish on their website, that explains how the school supports pupils with SEN
SEN Support	Special educational provision that meets the needs of pupils with SEN
Transition	When a pupil moves between years, phases, schools or institutions or life stages