



Date Palm Primary School

SEND INFORMATION **REPORT**

SCHOOL'S CONTRIBUTION TO LOCAL OFFER
2025-2026

SEND INFORMATION REPORT

Name of School:	Date Palm Primary School
Address:	80-82 Greenfield Road, London E1 1EJ
Telephone:	020 39895888
Email:	admin@datepalmprimary.com
Headteacher:	Mrs Sharifa Khatun
Special Educational Needs Coordinator:	Mrs Luthfa Begum
Age Range:	Foundation Stage to Year 6 (2-11 years)
Last Ofsted Inspection:	April 2025
Outcome of Inspection:	Outstanding
Number of pupils with Special Educational Needs:	23
Number of children receiving additional support:	Total on SEN register: 1:1 support (EHCP) 9 pupils National average – 4.3%

Children and Families Act 2014

The Children and Families Act underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked after children, family justice and special educational needs.

As part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

This document outlines our School Offer, and the SEN Information required as stated in the SEN Code of Practice. This report also complies with

- section 69 (2) of the Children and Families Act 2014
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014

SEND Information Report

The SEN and Disability Information Report describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in our school.

Our Vision and how we hope to achieve it:

We are an independent school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Date Palm our aim is to achieve excellence in all aspects of our provision so we can harness the enjoyment, creativity and challenge of learning for all our pupils. We strongly believe that every child has the right to a high-quality educational provision that will ensure they achieve in all aspects of their development, academically, socially and emotionally. We are a fully inclusive school and always view children as individuals as we strive toward giving them the educational experiences that suit their needs and equip them with the skills and knowledge that will allow them to get the best out of their education.

1. What are the admission arrangements for pupils with SEN or disabilities?

After an application has been made for a place in our independent school, the office will then consult with the SENDCo and HT on prospective pupils to ascertain if Date Palm is a suitable environment for these pupils and that the provision can meet their needs. The SENDCo will hold an initial meeting with parents and meet the child and gather background information. Parents are then notified within a week whether their child can be catered and supported at Date Palm. Decisions are based on ability to meet need.

2. What kinds of Special Educational Needs do you make provision for?

At Date Palm we make provision for pupils who fall into the 4 broad areas of SEN as set out in the Code of practise 2015. They are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

As an inclusive school, we provide for children with difficulties within all of these areas.

3. How does the school identify children with special educational needs?

As an independent school all children are given an entry test to assess each pupil's current skills and levels of attainment. Furthermore, we collate information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, where possible make reasonable adjustments for them.

At Date Palm Primary, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling.

If a concern is raised, then class teachers will talk to you about your child's progress and suggest ways in which you could help at home. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school.

When identifying SEN there are four broad areas of need that we need to take into account so we can work out what action to take to meet the needs of the whole child. They are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

We may also know when pupils need help if:

- Make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness
- Show signs of difficulty in developing skills which result in poor attainment in some curriculum areas
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Have a communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. If required, after consultation with parents, school will seek to involve, and work in partnership with, other outside agencies (e.g., Speech and Language Therapists, Health Visitors, TH Inclusion Coordinator).

4. How will the curriculum be matched to my child's needs?

Stage 1: Universal provision

All learners will have access to high quality teaching.

Some vulnerable learners will have access to adaptive teaching approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

All vulnerable learners will be included on a detailed whole-class provision map (Cohort Provision Mapping) which outlines all additional Interventions.

Identification and Assessment at universal provision

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation baseline Assessments
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review).
- Following up parental concerns.
- Tracking individual children's progress over time through half termly and termly assessments.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Information from other services.
- Maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving additional SEN Support
- Useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Observations of individuals by the SENCO.
- Advice from the SENCO, Learning Support Teacher, SALT, Dyslexia Teacher
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers use adaptive teaching approaches such as scaffolding, word banks etc, as part of high-quality teaching.
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised).
- Reciprocal Reading.
- Individual class support from adult if required.
- Bilingual support/access to materials in translation.
- Carefully adapted resources.
- Homework/SATs support.
- Additional teaching staff employed in key year groups of high incidence need.

Monitoring and Evaluation

- The monitoring and evaluation of the effectiveness of our provision for SEND learners is
- carried out in the following ways:
- Lesson evaluations.
- Learning walks by the SENCO/DHTs/Curriculum Leads
- Ongoing assessment of progress made by intervention groups.
- Work sampling.
- Scrutiny of planning.
- Informal feedback from all staff.
- Pupil progress tracking using assessment data - Rising Stars, Power Maths, RWI half termly assessments, phonics screening test
- Attendance records
- Head teacher's report to governors.
- Parent / carer voice through feedback, meetings and reviews or attendance at SEND Coffee mornings.

Stage 2 SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated
- curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.
- They are making little or no progress despite having access to high quality teaching and targeted interventions to narrow the gap.
- We may request a detailed assessment from our Dyslexia Teacher, Speech and Language Therapist, to ascertain exactly what the needs are.

- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map), however they will be closely monitored to ensure that adequate progress is being made.
- In keeping with all SEND learners, intervention for pupils on the SEN list will be identified and tracked using the class cohort overview and whole-school provision map.
- Pupils identified as SEN Support will also be placed on the SEN register. The SENCO is responsible for maintaining this and keeping it up to date.

Stage 3 Education Health and Care Plan

- It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Parents and pupils will be fully involved at all stages
- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan.

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
- the school's general processes for tracking the progress of all pupils
- Half termly evaluation of the effectiveness of interventions on the provision map
- (in relation to the progress of each pupil)
- Termly evaluations of assess plan do and review plans
- Termly spotlight observation holistically
- At least termly evaluation of whether pupils with
- Education Health and Care Plans are meeting their individual targets
- which have been written to address their underlying special educational need.
- Annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2015)

5. How will I be informed of my child's progress?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or Inclusion/ SENCO either through the school office or when seeing them at the front of school each morning
- Termly progress reports
- Annual Reviews
- Attendance at SEND Coffee Mornings

6. What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

Progress is monitored through ongoing observation, as well as half-termly and termly assessments, measured against each pupil's starting point. Expected progress reflects steady improvement toward targets, while accelerated progress focuses on closing learning gaps.

Interventions are regularly reviewed using the Assess, Plan, Do, Review cycle and may be continued, adapted, or concluded depending on pupil progress, engagement, and feedback from staff, parents, and pupils.

Pupil voice is gathered through discussions and age-appropriate activities, and this feedback is used to shape targets, teaching strategies, and next steps.

We meet with parents and pupils at least once per term to review targets, discuss next steps, and adjust provision if needed. Each term, parents are invited to complete an Assess, Plan, Do, Review questionnaire to share their views on the effectiveness of interventions. Some pupils may require an individual provision map, which will be sent home and reviewed termly.

Parents are encouraged to speak with class teachers or arrange a meeting with the SENDCo if they have any concerns. Additionally, we offer workshops for all parents on various curriculum areas, including phonics, reading, and SEND support.

7. How will my child be involved in the process and be able to contribute their views?

Every stage of the SEND process allows for the child's voice to be heard, and their views formally recorded. If appropriate, we encourage children to attend meetings so their views can be heard first hand by all involved. For some children, who are less able to share their views verbally, we will use alternative strategies e.g. pictures, questionnaires, social scripts or PowerPoint presentations. Where children have a SEND support plan or EHCP, these are reviewed in a pupil-centred review meeting.

8. What specialist service and expertise are available at or accessed by the setting to support my child?

Within Date Palm we have a number of experienced staff who enable us to do this by identifying needs, teaching the children in a way which suits their individual needs and supporting the other staff in the above. These include:

- Teachers and TAs trained in meeting the needs of children
- Learning Support Teacher
- Speech and Language Therapist
- Level 7 Dyslexia Teacher
- Teacher of the Deaf

At times it may also be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Educational Psychologist
- Phoenix Specialist Outreach
- CAMHS (Child & Adolescent Mental Health Service)
- Early Years Inclusion Team
- Early Help Assessment team
- Single Point of Access

9. What training and experience do staff have for the additional support my child needs?

Our SENCO has a good amount of experience supporting SEN and has relevant qualifications and training and is a qualified specialist dyslexia assessor and teacher. In addition, the school employs staff who have the following expertise to support the four broad areas of need.

<p>Communication and Interaction</p> <p>Lego therapy</p> <p>Art therapy</p> <p>Whole class language therapy</p> <p>Playdough therapy</p> <p>Language bags</p> <p>Colourful semantics</p> <p>Autism training</p>	<p>Cognition and Learning</p> <p>Catch up literacy</p> <p>Catch up numeracy</p> <p>Reciprocal reading</p> <p>Precision teaching</p> <p>Phonics intervention</p> <p>SPLD intervention</p>	<p>Social, Emotional and Mental Health</p> <p>Art therapy</p> <p>CBT</p> <p>Sensory play</p> <p>Social skills group</p> <p>Lego therapy</p> <p>Zones of Regulation</p> <p>Peer mentoring</p>	<p>Sensory and/or Physical Needs</p> <p>Sensory resource</p> <p>Autism training</p> <p>Lego</p> <p>Multisensory learning</p> <p>Exercise</p> <p>Teacher of the deaf</p>
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Staff at Date Palm Primary School receive regular SEND training to support pupils effectively. We have in-house Speech and Language Therapy provision, with the therapist training staff, modelling strategies and monitoring interventions. Staff also access specialist Autism training through the Phoenix Outreach Service. In addition, staff receive training in behaviour support, trauma-informed practice, safeguarding and mental health awareness.

10. How accessible is your setting and how will my child be included?

All children with SEN, whether at SEN Support level or with an EHC Plan will have access to the curriculum. Here at Date Palm Primary, we offer all children a broad and balanced curriculum by using strategies and approaches which differentiate between pupils of different abilities. As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities). This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for SEND learners. When subject Leads monitor planning, work and progress data and when they or senior leaders carry out lesson studies or learning walks, particular attention is given to whether the ongoing learning offer is inclusive.

- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop metacognitive and emotional regulation strategies to ensure their full access to the curriculum.

As a school we are also happy to discuss individual access requirements.

Facilities we have at present include:

- Double doors that can open wider into the large hall and all corridors in our school to make the building accessible to all.
- Disabled Toilet.
- Medical room.
- Sensory/calm room.
- Regulation stations
- Intervention areas
- handrails on all stairs
- Specialist resources for use by children with a range of different needs e.g. ASC, SLCN, MLD, SLD, SpLD and PD

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

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and school leadership team monitors happiness and well-being. The school delivers PSHE curriculum to all children. This covers the areas of:

- Relationships
- Health and Wellbeing
- Living in the wider world

Children who require more specific support in this area can access a range of the following:

- Behaviour Plan
- Peer Mentoring
- Art therapy
- Outside agencies
- Trained first aiders.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education.

At Date Palm Primary School, we have 'meet the teacher' sessions during the summer term to enable children to meet the new teacher, hear about the following year's curriculum and discuss any concerns. Social stories are provided to parents to help their children familiarise with the class setting and teacher.

When a child joins the school in Nursery/ Reception the following procedures are in place:

- Open days for parents to visit the school alone or with their child
- Two transition visits for the child prior to starting school
- For any child whose needs have already been identified, there will be additional meetings involving all relevant agencies

When a child leaves the school to attend another primary school setting, the following procedures are in place:

- Full hand over of child's records and work
- Discussions to ensure clear understanding of child's needs.

When a child goes to secondary school, the following procedures are in place:

- Transitional meeting with the Year 7 head of year and SENCO
- Additional supported visits for children with additional needs
- Transition visits for all children
- Full hand over of child's records

13. How are children with Medical and Mental Health supported at Date Palm Primary?

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Where this is the case, staff will be trained to administer medication. Some children with medical conditions may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2015) is followed. Equally, children's mental health should be appropriately supported so that they can have full access to education. Children with SEND may also have mental health issues that require support from school as well as outside support such as CAMHS.

14. Who can parents/carers contact to talk to about their child's special educational needs?

- Any member of the Leadership Team, Class teachers, SENCOs, Teaching Assistants, etc.
- You can contact SEND IASS by email on TowerHamlets&City.SENDIASS@towerhamlets.gov.uk or call 020 7364

6489 (Monday to Friday, 9am- 5pm). SEND IASS is at the Parents Advice Centre which is located at 30 Greatorex Street, E1 5NP

The local offer can be found on the Tower Hamlets Council website

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