



SEN Information Report

(Special Educational Needs)

Canary Wharf College, East Ferry

October 2025

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

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1. Definitions

The "Trust" refers to the company known as the Canary Wharf College, and all Trustees and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context, the term "School" may refer to a singular school or to all schools within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees, and those working in a voluntary capacity.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust who is 16 and under. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by CWC in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

"Child" and "Youth" includes everyone aged 18 and under.

The "Principal" is defined as the individual who has ultimate responsibility for a school in line with CWC strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Principal or Principal.

Also, See Glossary in section 22.

2. Aims and Ethos

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

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

You can find it on our [website](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

3. Types of SEN the school provides for

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism Spectrum Disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific Learning difficulties including: Dyslexia Dyspraxia Dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	ADHD (Attention deficit hyperactivity disorder) ADD (Attention deficit disorder)
	Adverse childhood experiences and/or other mental health issues
Sensory and/or physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment

4. Staff and training

Your child will be supported in school by appropriately skilled staff as needed. The team includes your child's class teacher, who will oversee all aspects of their academic and emotional development. In addition, your child may receive support from a Teaching Assistant or Higher-Level Teaching Assistant, all of whom have received training specific to your child's needs.

The school also has access to specialist support, including:

- Speech and language support for two days a week
- Occupational therapy for two days a week
- Additional guidance and support from Phoenix Outreach services

4.1. Special Educational Needs Co-ordinator, or SENCO

Our SENCO is **Ms Jacinta Meehan**. Ms Meehan is an experienced and qualified teacher with over 10 years of primary teaching experience. She has completed specialist training in autism and Down syndrome and is currently working towards her NPQSEN. Ms Meehan is allocated **two and a half days per week** to manage our SEN provision.



4.2. Director of SEND

Our Trust Director of SEND is Patricia Horsnell. She has over 8 years of experience in the SEND field and holds NPQSEN, CCETT, and additional qualifications in linguistics, supporting EAL, and SEND law.

4.3. Class teachers

All of our teachers receive in-house SEN training and are supported by the SENCO to meet the needs of pupils with SEN. Selected staff also receive specialist training tailored to the needs of their class, for example in Speech and Language or supporting autistic pupils.

4.4. Teaching assistants (TAs)

We have a team of 11 teaching assistants, including 4 Higher-Level Teaching Assistants (HLTAs) trained to deliver SEN provision. All of our TAs are skilled in delivering a range of interventions, including Attention Autism, Lego Therapy, Talkabout, and 1:1 reading.

4.5. External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Child and adolescent mental health services (CAMHS)
- Tower Hamlets Education Welfare Service (THEWS)
- Social services and other local authority (LA)-provided support services such as:
 - Teacher of the Visually Impaired
 - Teacher of the Hearing Impaired

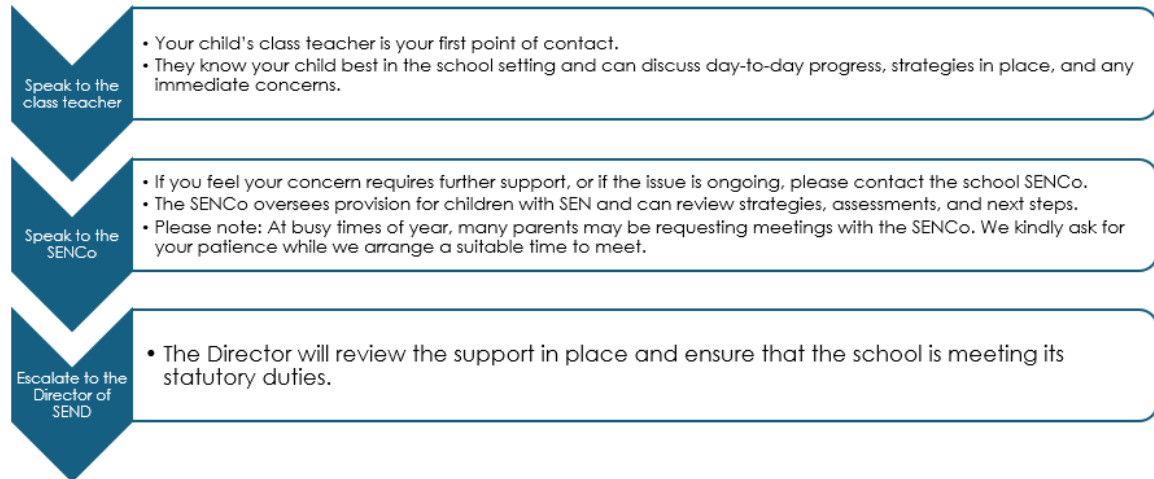
5. What to do if you think your child has SEN?

At our school, we take a proactive and inclusive approach to identifying and supporting primary pupils with SEND. Early identification is key, and we work closely with teachers, parents, and specialists to monitor each child's academic, social, and emotional development. Individual needs are assessed, and tailored support plans are put in place, including targeted interventions and specialist input where required.

Our aim is to ensure every pupil can access the curriculum, achieve their potential, and thrive in a nurturing and supportive environment.

SEN Concern Escalation Pathway for Parents

If you have concerns about your child's Special Educational Needs (SEN) support, please follow the steps below to ensure your concern is addressed promptly and effectively.



If you remain dissatisfied after the above steps, please contact the Headteacher.

The Headteacher has overall responsibility for the school and will review the matter in full.

6. How will the school know if my child needs SEN support?

All our class teachers are trained to identify SEN and monitor pupils who may not be making expected progress academically or socially. This could include children who are significantly behind their peers in schoolwork, engage in repetitive play, or experience difficulties with friendships.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

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/s, 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.

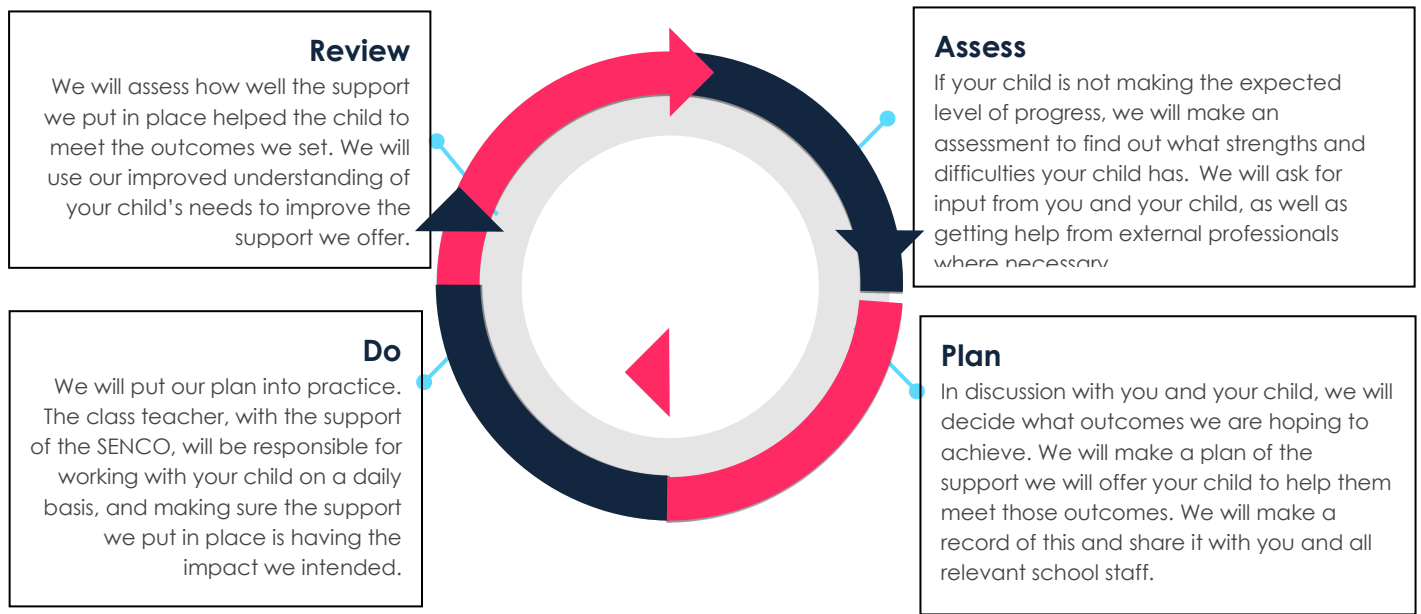
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

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

We follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



A more detailed explanation of this approach is in Appendix 1.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the 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 continual. 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.

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

We will provide half termly reports on your child's progress.

Your child's class/form teacher will offer you a meeting at least 3 times a year 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



The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So 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.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school email.

9. 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 2 children are the same, so we will decide on a case-by-case 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

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

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

High-quality 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 and scaffold how we teach to suit the way the pupil works best.

There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this is the most appropriate method to ensure that the pupil makes progress. This should be used as a stepping stone to independence with increasing group and individual work as the pupil is able to.
- Teaching assistants will support pupils in small groups when the skills being taught include a social or discussion element and when the pupil is ready to develop more independence.

We may also provide the following interventions.

These interventions are part of our contribution to Tower Hamlets local offer.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism Spectrum Disorder (ASD)	Visual Timetables Social Stories Attention Autism Lego Therapy Talk About
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific Learning difficulties including: Dyslexia Dyspraxia Dyscalculia	Writing slope Coloured Overlays Access to a laptop
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD ADD	Quier workstation ELSA support Sensory Circuits Tmetabled Access to Sensory Pod
	Adverse childhood experiences and/or other mental health issues	Nuture groups Support from ELSA
Sensory and/or physical	Hearing impairment	Personalised seating plan Additional visual support
	Visual impairment	Increasing font size and line spacing Darker lines in books
	Multi-sensory impairment	Timetabled access to sensory room Timetabled sensory circuits
	Physical impairment	We allows follow the medical advice that we are given to ensure that the pupil has full access, develops the necessary skill and is kept safe in our school.

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

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

- Reviewing their progress towards their goals at least once each term
- Reviewing the impact of interventions at least once per term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review and termly co-production meetings (if they have an education, health and care (EHC) plan)

12. 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
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports days; school plays and workshops.

We also participate in all specialist sport tournaments and are supported by London Taxis in providing additional exciting opportunities for our vulnerable children.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

14. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school will admit children with a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP) that names the College. We are committed to ensuring that the needs of every child with additional or special educational needs are fully met. This includes working closely with parents, carers, and external professionals to understand each pupil's specific requirements and put in place the necessary support, resources, and reasonable adjustments.

Applying for a Place Applications for places at the school will be made in accordance with the Local Authority's coordinated admission arrangements and will be made on the Common Application Form provided by the Home Local Authority where the child resides. Applicants should also complete the Supplementary Information Form, available on the school website or on request to the school.



Applications for Faith places cannot be considered without a Supplementary Information Form returned to the school by the closing date.

15. How does the school support pupils with disabilities?

Our school is committed to ensuring that pupils with disabilities are fully included in every aspect of school life and are never treated less favourably than their peers. We make reasonable adjustments to meet individual needs, including personalised learning strategies, modified resources, and the use of assistive technology and auxiliary aids where required.

Our site includes accessible entrances, ramps, lifts, accessible toilets, and designated quiet spaces to support pupils with sensory or physical needs. Staff receive ongoing training to promote inclusive practice and to ensure that barriers to learning and participation are identified and addressed promptly.

Further details can be found in our **Accessibility Plan**, available on the [school website](#) or upon request from the school office. This plan sets out how we will continue to: (1) increase the extent to which disabled pupils can participate in the curriculum, (2) improve the physical environment to enhance access to education and facilities, and (3) improve the accessibility of information for all pupils, parents, and carers.

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN by providing access to an ELSA (Emotional Literacy Support)
- We have weekly support from Tower Hamlets Education Welfare Service who work with individual pupils, small groups and parent to support the mental health and wellbeing of our school community
- We have a 'zero tolerance' approach to bullying. When bullying is reported, steps are taken to ensure it is dealt with promptly and parents are always notified. Children are sanctioned and monitored to ensure repeat behaviour does not occur. If does, severe next steps are taken.

17. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we arrange for both the current teacher and the pupil's teacher for the following year to attend a final meeting at the end of the academic year to review and discuss the pupil's Special Educational Needs.

Schedule lessons with the incoming teacher towards the end of the summer term.

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 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:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

We tailor the transition process to the individual needs of the pupil which may include approaches such as social stories, count down calendars and photographs of their new teachers where appropriate.

18. What support is in place for looked-after and previously looked-after children with SEN?

The Headteacher holds ultimate responsibility for the outcomes of Looked After Children (LAC) and may designate a suitably qualified teacher to fulfil this role, ensuring that each child receives the individual support necessary to thrive.

The designated teacher will work with Ms Meehan, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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 child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's [complaints policy](#).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [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 the 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 before it reaches the tribunal.

Contact either [Tower Hamlets and City SEND IASS :: Home](#) or [Tower Hamlets Mediation Project](#)

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

If you have questions about SEN, 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 to you locally, have a look at local offer where you live

- [Tower Hamlets Local Offer :: Home](#)
- [About the Local Offer | Royal Borough of Greenwich](#)
- [Newham Families Advice and Support](#)
- [0-25 SEND Local Offer | Family Information Service](#)

National charities that offer information and support to families of children with SEN are:

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

21. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are:

- communication and interaction;
- cognition and learning;
- physical and/or sensory;
- social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is 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 decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

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

SEN 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 stage

22. Appendix 1: Identification and Provision Pathway

