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Osmani Primary School

Reach For The Stars

Special Educational Needs and Disabilities (SEND) Information Report

About Our School

Osmani Primary School is an inclusive mainstream community primary school in London (E1). We have approximately 440 children on roll, aged 3 to 11 years, across two forms of entry with around 60 children in each year group.

What is SEND? Special Educational Needs and/or Disabilities (SEND) refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children.

Our SENCO



Asma Hassan is our Special Educational Needs Coordinator (SENCO). Asma is a qualified and experienced SENCO who holds a senior leadership position within the school. This ensures she has the authority and influence to lead whole-school improvement for pupils with SEND.

To contact the SENCO:

- Make an appointment directly with Asma Hassan through the school office
- If your child is not yet at the school, speak directly to Asma Hassan

The Graduated Approach: How We Identify and Support Children with SEND

We use the graduated approach – a continuous cycle of Assess, Plan, Do and Review – to identify and support pupils with SEND.



Assess

When your child first joins Osmani:

- We ask parents to complete an 'Areas of Need form' when enrolling in Osmani's nursery
- We liaise with your child's previous nursery, children's centre, or school
- All pupils are assessed during their first few weeks at school

Ongoing assessment:

- All children's attainment and progress are reviewed three times a year (every 13 weeks) in Pupil Progress Meetings

Last Review Date: Autumn 2026

Next Review Date: Autumn 2027

- The class teacher, Head of Phase, and Headteacher discuss the progress of all pupils
- Where there are concerns, we hold Strategy Meetings with the leadership team and SENCO to discuss appropriate support

If you have concerns:

1. Speak to your child's class teacher first
2. The teacher will complete a SEN referral form with you, including your perspective and your child's background history
3. The SENCO will observe your child, carry out assessments, review data and progress
4. You will receive feedback within 14 days

Plan

Once we have identified that a child has SEND, we work with parents, the child (where appropriate), and relevant professionals to:

- Set clear outcomes we want the child to achieve
- Agree on the support and interventions needed
- Identify who will provide the support and when
- Decide how we will measure progress
- This information is recorded in the child's individual plan.

Do

High-Quality Teaching: All children at Osmani receive high-quality teaching in the classroom, adapted to their needs. This includes:

- Pre-teaching concepts and vocabulary in small groups
- Simplifying instructions
- Using picture and symbol word banks
- Providing number lines and practical objects in maths
- Using task schedules with step-by-step instructions
- Deploying additional adults to enable pupils to access high-quality teaching from their class teacher

Specialist Provision: We have three POD (Places of Discovery) groups for children in Years 1 to 6 who have speech, language, and communication difficulties and are working significantly below age-related expectations. Learning within these groups is carefully adapted to meet each child's individual needs.

Interventions: Based on professional recommendations, we provide targeted interventions. These are research-based programmes assessed for effectiveness by the Education Endowment Foundation. We believe early intervention is key to success and run the majority of interventions in Early Years and Key Stage 1.

When a child begins an intervention:

- Parents are informed by letter
- For intensive 1-to-1 interventions, the intervention teacher meets with parents to explain the programme
- Parents are shown how to support their child at home

Review:

Termly Reviews:

- Interventions are reviewed three times a year in SEND reviews
- The SENCO, class teacher, and relevant professionals discuss the Child's progress
- We evaluate whether interventions have been effective and decide on next steps
- This information is shared with parents at termly Parent Meetings

Monitoring Progress:

- We systematically monitor the progress of pupils with SEND
- We review adaptations and support regularly, making changes to improve learning and wellbeing
- All decisions and reasons for decisions are recorded

Support for Different Types of SEND

We support children with a range of special educational needs, including:

- Communication and Interaction
- Speech, language and communication needs
- Autism Spectrum Condition (ASC)

Last Review Date: Autumn 2026

Next Review Date: Autumn 2027

Cognition and Learning

- Moderate learning difficulties
- Specific learning difficulties such as dyslexia

Social, Emotional and Mental Health

- Anxiety
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment difficulties

Sensory and/or Physical Needs

- Hearing impairment
- Visual impairment
- Physical disabilities

Our communal areas, including classrooms, halls, ICT suite and group rooms, have acoustic battens to reduce peripheral noise, supporting children with hearing impairments.

Support for Social, Emotional and Mental Health

UP Foundation is our school-based therapeutic charity that provides
support to children and their families. They offer:

- Weekly therapy sessions for children facing challenging situations
- Individual therapy sessions
- Group sessions
- Individual Talk Time sessions
- Lunchtime and after-school clubs
- Fun days and school trips

Children can be referred by school staff, parents, or outside agencies. Parents who feel their child may benefit from support should contact the SENCO, Asma Hassan.

Additional Support:

- Rights Respecting Ambassadors (RRAs) meet weekly to ensure children feel safe and have a voice
- Playground Friends and Young Leaders support children during playtime

- All children participate in PSHE lessons covering physical, social and emotional health
- We use the TAG approach (Tell, Ask, Get help) to help children resolve conflicts

Children with Education, Health and Care Plans (EHCPs)

Some children with more complex needs have an Education, Health and Care Plan (EHCP). This is a legal document that describes a child's needs and the support they must receive.

For children with EHCPs, we:

- Ensure they have access to all professional services listed in their plan
- Provide the support specified in their plan, which may include 1-to-1 Learning Support Assistants or specialist interventions
- Hold annual reviews to assess progress and update the plan
- Work closely with parents, the local authority, and other professionals
- Ensure smooth transitions between key stages and when moving to secondary school

Top-Up Funding: The local authority provides additional Top Up funding for children with EHCPs to ensure they receive the specialist support they need.

How We Decide on Support and Resources

School Budget: We set aside funding each year from the school budget for children with SEND. This includes:

- Training for staff
- Direct support and interventions for children
- Resources and equipment

Planning Process:

- At the end of each academic year, the SENCO and Senior Leadership Team review the attainment and progress of all children
- We identify where additional support is needed for the following year
- The Headteacher and Senior Leadership Team make decisions about staffing, training, resources and professional support

- During the year, we continuously review progress in Strategy Meetings held every 13 weeks and adjust support as needed

Evidence-Based Interventions: All interventions we use are research- based and assessed for effectiveness by the Education Endowment Foundation. We know how effective they are, their cost, and the expected progress children will make.

Staff Training and Expertise

SENCO Training: Our SENCO has completed the National Award for SEN Coordination and receives regular updates on SEND legislation and best practice.

Staff Training:

- All staff receive training on SEND as part of their induction
- Regular training sessions are provided on specific needs (e.g., autism, dyslexia, speech and language)
- Staff working with children with complex needs receive specialist training
- Teaching assistants delivering interventions receive specific training on those programmes

External Expertise: We work with a range of specialists, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Child and Adolescent Mental Health Services (CAMHS)
- Behaviour Support Team
- Hearing and Vision Support Services

When external professionals assess a child, parents meet with them to receive feedback and discuss recommendations.

Accessibility

We are committed to making our school accessible to all pupils. Our Accessibility Plan includes:

- Physical accessibility: ramps, accessible toilets, and clear signage

- Access to the curriculum: adaptations to teaching, resources, and the environment
- Access to information: documents available in different formats on request

Environmental Adaptations:

- Acoustic battens in all communal areas to reduce background noise for children with hearing impairments
- Visual timetables and schedules
- Quiet spaces for children who need them
- Specialist equipment as required (e.g., writing slopes, coloured overlays, adapted seating)

Our Accessibility Plan is reviewed annually and is available on our website.

Partnerships with Parents and Carers

We believe that parents and carers are vital partners in their child's education. We work closely with you by maintaining regular communication via:

- Termly Parent Meetings to discuss progress
- Letters home when interventions begin
- Regular contact with the class teacher

Involving You in Decisions:

- Your views are central to the graduated approach
- We work with you to set outcomes and plan support
- We seek your consent before referring to external agencies
- We value your knowledge of your child

Supporting You:

- We can signpost you to parent support groups
- We work with you to develop strategies that can be used at home
- We provide information about the Local Offer (see below)

The Local Offer

Tower Hamlets Local Authority publishes a Local Offer which sets out the support available for children and young people with SEND aged 0-25 and their families. The Local Offer includes information about:

- Education, health and social care services
- Support for families
- Preparing for adulthood
- Local support groups

You can access the Local Offer at: https://www.localoffertowerhamlets.co.uk/
Our SENCO can help you navigate the Local Offer and access the support you need.

Working with Other Agencies

We are committed to working in partnership with the local authority and other agencies to improve outcomes for pupils with SEND. We work with:

- Tower Hamlets Local Authority SEND team
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- CAMHS (Child and Adolescent Mental Health Services)
- Behaviour support service
- Advisory teachers for visual and auditory impairment
- Social Care
- Health services
- Voluntary sector organisations

Team Around the Child (TAC) Meetings: For some children, we hold multi-agency meetings to ensure all professionals are working together effectively. Parents are central to these meetings.

Transitions

We understand that transitions can be particularly challenging for children with SEND. We provide additional support at key transition points. Starting at Osmani Nursery:

- Parent and Toddler group in June and July for children to visit with parents
- Opportunity for parents to meet the SENCO and discuss their child's needs
- Liaison with previous nurseries or children's centres
- Gradual settling-in process

Moving Between Year Groups:

- Handover Meetings between current and new teachers
- Discussion of teaching strategies, resources and interventions that work
- Children visit their new classroom and meet their new teacher in July
- Transition documents with photos of the new teacher, classroom and support staff
- Additional transition visits for children who need them

Nursery to Reception:

- Multiple opportunities in the summer term to visit Reception
- Extended transition period for children who need it
- Close liaison between Nursery and Reception staff

Moving to Secondary School:

- UP Foundation runs specialist transition groups
- For children with SEMH needs, the Behaviour Support Team supports transition
- The Home School Liaison Officer, Thofur Ali, accompanies Year 6 parents to open mornings and speaks with secondary SENCOs
- Additional visits to secondary schools arranged as needed
- Detailed information shared with secondary schools (with parental consent)

School Trips and Extra-Curricular Activities

All school trips and activities are inclusive and available to children with SEND, including our residential trips in Year 6. We ensure inclusion by:

- Carrying out risk assessments that consider individual needs

- Making reasonable adjustments to ensure access
- Providing additional adult support where needed
- Consulting with parents before arrangements are finalised
- Using part of our SEND budget to fund necessary support

We recognise that it is discriminatory to exclude children from school visits because of their SEND.

Outcomes and Impact

We measure the impact of our SEND provision by:

- Tracking the progress of pupils with SEND against their individual targets
- Comparing the progress of pupils with SEND to their peers
- Reviewing the effectiveness of interventions
- Gathering feedback from pupils, parents and staff
- Monitoring attendance and engagement

🎬 Tracking destinations when pupils leave Osmani

Our Aims:

- Pupils with SEND make good progress from their starting points
- Gaps between pupils with SEND and their peers are closing
- Pupils with SEND are well prepared for the next stage of their education
- Pupils with SEND develop independence and confidence
- Pupils with SEND participate fully in school life

Progress data for pupils with SEND is reported to governors termly and is available on request.

Concerns and Complaints

We hope that you will feel able to raise any concerns with us informally at first. Please speak to:

1. Your child's class teacher
2. The SENCO, Asma Hassan
3. The Headteacher

If your concern is not resolved: You can make a formal complaint using the school's Complaints Policy, which is available on our website and from the school office.

External Support:

- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service): Tower Hamlets SENDIASS provides free, confidential and impartial information, advice and support to parents of children with SEND. The SENDIASS team can be contacted here:
  Email: TowerHamlets&City.SENDIASS@towerhamlets.gov.uk
  Address: Parents Advice Centre, 30 Greatorex Street, London, E1 5NP
  Phone number: 020 7364 6489 (Monday to Friday, 9 am - 5 pm)

- Tower Hamlets Local Authority: You can contact the SEND team if you have concerns about the support your child is receiving. See below for information to contact the SEND team:

SEND Team

Email: specialeducational.needs@towerhamlets.gov.uk
Address: Parents Advice Centre, 30 Greatorex Street, Whitechapel, London, E1 5NP
Phone number: 0207 364 4880

Further Information and Support

School Policies: The following policies are available on our website:

- SEND Policy
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy

Useful Organisations:

- IPSEA (Independent Provider of Special Education Advice): Free legal advice for parents - www.ipsea.org.uk
- Contact: For families with disabled children - www.contact.org.uk
- National Autistic Society: Support and information about autism - www.autism.org.uk
- Dyslexia Action: Information and support for dyslexia -www.dyslexiaaction.org.uk
- ADHD Foundation: Information and support for ADHD - www.adhdfoundation.org.uk

Contact Information

SENCO: Asma Hassan
School Office: 0207 247 8909
Email: parents@osmani.towerhamlets.sch.uk
Website: https://www.osmani.towerhamlets.sch.uk/
This SEND Information Report is reviewed annually and was last updated: November 2025

We are committed to working in partnership with parents and carers to ensure that every child with SEND at Osmani Primary School receives the support they need to thrive.