

	St. Paul with St Luke ~ SEND Information Report to Governors March 2026 Updated: March 2026 Next review: March 2027	
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Jesus said: 'Love one another as I have loved you'. John 15:12

We are the branch, our children the blossom,
We nurture all in our community,
We grow with love, learn, and flourish.

The school's vision stems from the timeless wisdom that is John 15:12, a nurturing community where love forms the foundational ground on which our co-humanity is built enabling all to blossom. We endeavour to cultivate a learning culture where a profound sense of love, exemplified in the teaching of Jesus Christ, fosters compassion, understanding, kindness and service in the promotion of the common good.

Unwavering unity embraces the command of unconditional love to dissolve the ever-present barriers faced within our context, promote inclusivity, acceptance and celebration of diversity and plurality of existence. **Empathy and compassion** are cultivated in order to foster a deep sense of understanding of the struggles and successes of others, standing with our community through both. **Inclusive excellence** celebrates individuality, our children's unique gifts and talents whilst recognising, accepting and embracing diversity to empower our children to excel academically, socially and personally.

The Foundations of the Vision based Deeply Christian Serving the Common Good

- ❖ **Educating for knowledge and skills, wisdom and forgiveness:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life. Educating for hope and aspiration and responsibility: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- ❖ **Educating for koinonia, friendship and compassion:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- ❖ **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

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1. School Profile

		school pop	%
EHCPs	12	179	6.70
SEND reg	46	179	25.70

EHCPs

At the time of writing there are a total of 12 children with EHC plans which accounts for 6.7% of our children compared to a national average in January 2025 of 5.3%. Within LBTH the average is 7.59% which exceeds the national average and the London average of 5.56%. At the time of writing this report there are a further 4 EHCNA requests underway. Two were initially rejected by the SEND panel, both went through mediation and one is now at Tribunal stage. The other two children currently being assessed are for children within our Flamingo class whose parents are hoping that they will be able to access the ARP provision once a plan is in place. If all of these pipeline plans are successful, there will be 16 plans in place which is almost 10% of the total pupils at SPSL and will be almost double the national average.

4 new EHCNA requests were submitted by the school this year. There are a further additional 5 children in the early stages of evidence collecting in order to apply for EHCNA.

During the year, two children with EHCPs left SPSL to access specialist provision elsewhere.

With the opening of the Alternative Resource Provision (ARP) at SPSL there will be an additional 12 children on school roll with EHCPs. Some of these children will be drawn from Flamingo class and already on roll. It's hard to be precise about the exact number transferring as this depends on parental choice at the next annual review and the allocation of ARP places by the borough.

Assuming all 7 Flamingo children move over to the ARP there would remain 7 children in the mainstream school with plans. These added to the 12 children in the ARP would bring the total of children with an EHCP at SPSL to 19 (10%). The eventual figure is likely to be higher as not all Flamingo children will transfer to the ARP and the pending EHCNA requests and pipeline cases, if successful, will increase the number of children with plans in the mainstream school.

SEND Support

There are a total of 46 children who are having their needs met by school without plans which accounts for 25.7% of our children compared to a national average of 13.99% and an LBTH average of 13.20%. When the 4 pending EHCPs are approved, this would reduce the

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numbers at SEND Support slightly to 42 pupils or 23.46%, and further still if the additional 5 pipeline requests are successful to 38 children or 21.23% but these figures remain approximately double the national and borough averages.

[*data from Tower Hamlets SEND Improvement Board Annual Report 2024 / 25]

Areas of need:

SPSL overview		04/03/2026				
		Communication & interaction	cognition & learning	Sensory & or physical	SEMH	Total
	N	5	0	0	0	5
	R	6	2	4	4	16
	1	10	5	4	2	21
	2	7	4	1	3	15
	3	8	5	7	6	26
	4	5	5	4	6	20
	5	3	4	2	5	14
	6	4	3	2	5	14
	Total	48	28	24	31	131

does not total the number of pupils as pupils needs are often co-morbid

St Paul with St Luke has high levels of need in the categories of Communication and Interaction (48 pupils) and SEMH (31 pupils). Additionally, although outside of SEND data, St Pauls with St Lukes also experiences fluctuations in new to country children and arrive at school with little to no English. St Paul with St Luke's supports parents with EAL and many of our staff are bilingual and able to liaise with many of parents in their home language.

We provided a dedicated small class setting for our preverbal children. In preparation for the ARP our staff have had SCERTS and Positive Handling training that has enhanced our skill in meeting needs with the children we already have on roll and we have carried out SaLT and OT assessments of all of these children. We remain committed to improving inclusion across the board and have facilitated integration visits by these children into their mainstream classrooms so that they are able to spend more time with their mainstream peers and carry out some learning activities in their mainstream classroom. We have implemented core board communication systems across the school to improve the inclusion of the children who can engage with them.

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The number of children with SEMH issues has risen slightly from last year, we have worked closely with Children's Social Care, employed a School Social Worker and made referrals to CAMHs and THEWs and Early Help to support children and their families holistically.

2. Identifying pupils with SEND and pathway from concern to plan.

We are committed to identifying SEND at the earliest opportunity, so we have

SEND Identification	What we did
Early Years	• Home visits and developed relationships with parents • Early Learning Goals - observed fine and gross motor skills • Delivered a varied curriculum & monitored children's capacity to engage with it • School Nurse routine health checks • Liaison with Health Visitors for youngest intake • Applied for SENIF funding for under 4s
KS1	• Monitored phonics progress - especially year 1 & year 2 fails • Monitored handwriting and letter formation • Delivered an adapted curriculum & monitored children's capacity to engage with it
KS2	• Delivered an adapted curriculum & monitored children's capacity to engage with it
whole school	• The school's bilingual office staff proactively engage with families. • The school's Social Worker and Attendance and Welfare Officer will flag up concerns to school. • Whole school assessment data - 20% lowest readers identified • We cross referenced School's medical records

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SEND Pathway

Children are placed on the school's Needs and Concerns map.

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

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3. Partners in SEND

This year we have worked with a wide number of external partners to meet children's needs:

We directly employed:

who	worked with ...
Bahale Mehale Speech and Language Therapist @ Words First	• 30 Children with SEND Support to assess and provide blocks of direct and indirect work where needed. • SENCo to review needs of children with EHCPs to deliver or revise section F provision • SENCo to support the Annual Review process of assessing and attending the 12 review meetings. • Assessed and provided reports for children for whom we have been collating evidence for EHCNA. • Preparation for a full caseload at the ARP
Helen Davies School Social Worker through Early Help	Families identified by the DSL and SENCo who were in need of support or advice at home
Matthew Barlow Educational Psychologist LBTH EP Service	Service Level agreement with the borough to provide assessment and reporting for 3 children per year.
Andrew Sutcliffe, Educational Psychologist @ East London Thinking	Brought in to create additional capacity to carry out assessments
Sanjutha Narmatha Occupational Therapist @ Words First	Assessing and direct work with children and parents in 'Flamingo' class in preparation for a full case load in the ARP

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and to maximise our SEND budget we worked closely with a number of external providers who are able to support us and our children at no cost to the school:

who	why...
Eloise Thomas, Head of Outreach at Phoenix School	Advised us how to support all of our children either on the ASDAS waitlist or have already received their diagnosis ~ in total 19 children across the school
Lottie Parslew LBTH Support Teacher for the Deaf	Advised us how to meet the needs of our children with hearing impairments and supported installing a loop hearing system in year 2
Nabilah Hussain THEWS ~ Tower Hamlets Education Welfare Service	We referred referred children in years 5 & 6 for 1:1 support and parents for blocks of parenting advice We held a coffee morning for parents We arranged Emotion Explorers sessions for year 6 to support transition
Claudine Rausch, LBTH Inclusion Teacher for children with Complex Medical Needs	Advised us how to support children with complex medical needs
Lina Rahman LBTH Attendance & Welfare	Worked with us to identify children who may need additional SEND support to improve their attendance
Ben Annett, LBTH Inclusion Teacher for Assistive Technologies	Worked with children referred by us to provide recommendations of adaptive technology to support a range of needs.
LBTH Behaviour Support Service	Worked with us to support children with SEND who are at risk of permanent exclusion.
Starfish Programme through The Salvation Army	Worked with referred children to provide a 1:1 mentoring programme
Caroline Anele Tower Hamlets Haemoglobinopathy Community Nurse	Worked with us to give us training and support for children on roll with sickle cell anaemia
Christine Sprack and Laura Driver Virtual School	Worked with us to support children who are in foster care and being educated here at St Paul with St Luke.

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SENDIASS	Worked collaboratively with us in various meetings with parents who wanted clarity or further action with regard to their child's SEND.
LBTH OT Service	Worked with us to support children with physical and motor skills needs

In addition we have worked closely with the local authority to ensure that they have the right information and evidence to complete EHCNA requests and followed up where the appeals process has been activated and mediation and tribunal has been necessary. We carry out annual reviews for existing EHCPs and work with the LA and parents to effect change when necessary.

We also worked with other Local Authority SEND Sections to complete plans for our pupils who do not live within LBTH.

We have also referred children for assessments to:

- Autism Spectrum Disorder Assessment Service (ASDAS)
- Children and Adolescent Mental Health Service (CAMHS) for ADHD assessments and for therapeutic support
- Occupational Therapy within the NHS for guidance on supporting children's fine and gross motor skills
- Early Help for family support

4. SEND Funding

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

5. Staff Development

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

We have a falling roll at St Paul with St Luke and whilst our budgets are currently balanced we are not able to recruit the number of support staff that would ideally be available. We are currently looking closely at staff training needs within the school and where capacity might be found to run more interventions.

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Across the whole school we are able to provide

- Phonics Catch up
- NELI
- Colourful Semantics
- Attention Autism 'Bucket Time'
- Colourful Semantics
- Reading and maths support
- After school covid catch-up for years 2-6

6. Future Plans

The ARP