

SEND Information Report 2026 – 2027



This report is written so that parents can find information about SEND at
Connaught Special School



Our School

Students at Connaught are:

- Unlikely to access subject based learning and require a highly personalised approach to learning.
- Have severe communication and interaction needs and are likely to be pre-verbal.
- Need significant support to regulate their behaviours and emotions.
- Have a high level of sensory processing needs that impacts on their regulation.

2023 - Winter 2026:

Provision at Connaught is based at a temporary site co-located within Upton Cross Primary School (Kirtton Road), we currently offer:

- Low arousal classrooms
- Increased adult to student ratios
- Sensory supports are personalised to individuals
- Personalised learning goals
- Opportunities for mutual regulation

From Winter 2026, Connaught will open permanently at its site on Royal Road, Beckton and will additionally offer:

- Indoor water-play room
- Soft play room
- IT immersion rooms
- Outdoor gym equipment
- MUGA
- Horticulture area
- Life skills room
- Therapy rooms

If you wish to arrange a visit please contact us by phone: 0203 988 7874 or email info@connaught.lihtrust.uk

Further information regarding our admissions process is on the school website: www.connaught.lhtrust.uk



Meet our Team



Nithra Subramaniam
Headteacher



Ffion Evans
Deputy Head Teacher



Natasha Searle
Assistant headteacher



Aron McGuire
Middle Leader



Shahrin Akhter
Middle Leader



Laura Woodmen
Middle Leader

Contact:

School telephone number: 0203 988 7874
School email: info@connaught.lhtrust.uk



Special Educational Needs

What is SEN?

SEN stands for Special Educational Needs. A child has SEN if they need extra help with their learning or development, compared to other children of the same age.



- Find it harder to learn things
- Struggle with communication or understanding
- Have trouble with behaviour or emotions
- Have physical or sensory difficulties (like problems with hearing, sight or movement)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

(SEND Code of Practice 2015)

The school follow the guidelines outlined in the SEND Code of Practice and provide for the four categories of need:



Cognition and Learning, including:

- Learning difficulties;
- Dyslexia & dyscalculia;
- Focus, attention, or memory difficulties.



Communication and Interaction: including:

- Autism (ASC);
- Social communication difficulties;

	<table border="1"> <tr> <td data-bbox="491 107 794 219"></td><td data-bbox="794 107 1477 219"> • Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie). </td></tr> <tr> <td data-bbox="491 219 794 398">  </td><td data-bbox="794 219 1477 398"> Social, Emotional and Mental Health: including: • Attention Deficit Hyperactivity Disorder (ADHD/ADD); • Anxiety; • Dysregulated behaviour </td></tr> <tr> <td data-bbox="491 398 794 584">  </td><td data-bbox="794 398 1477 584"> Sensory and Physical: including: • Physical needs (e.g. cerebral palsy, dyspraxia); • Deafness or hearing difficulty; • Blind or visually impaired. </td></tr> </table> Some children have more than one type of SEN.		• Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).		Social, Emotional and Mental Health: including: • Attention Deficit Hyperactivity Disorder (ADHD/ADD); • Anxiety; • Dysregulated behaviour		Sensory and Physical: including: • Physical needs (e.g. cerebral palsy, dyspraxia); • Deafness or hearing difficulty; • Blind or visually impaired.
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 Admissions to Connaught Special School	All students at Connaught have an Education, Health and Care Plan (EHCP). This is a special plan that explains the support they need to do well in school. Many of our students may have found going to school difficult in the past. Some may have had a hard time learning in a mainstream (regular) school, and others may have never been to a mainstream school at all. Before joining the school, we encourage parents and carers to come and visit Connaught. It's best if this visit happens before a big review or assessment, so families can learn more about the school. To ask for a place at Connaught, families need to contact the Local Authority SEND Team. The Local Authority will then send us all the important documents we need to decide if Connaught is the right school for the student. If you'd like to visit Connaught, please call us on 0203 988 7874. You can also find more information about how to join the school on our school website.						
 Our approach to teaching curriculum adaptations for children with SEND	At Connaught, we want to make a long-term, positive difference in the lives of all our students. Our aim is to help every student become a successful learner, a confident person, and a responsible member of the community. We make sure that what we teach is matched to each student's individual needs. We support the whole child by working closely with parents, carers, and other professionals. We give all pupils a clear structure and routine, and we use consistent ways to communicate. We provide learning experiences that help pupils stay engaged, build important skills, and become more independent. Every student has their own personal learning goals. These goals are checked and updated regularly through observations and assessments. We						

	share this information during Annual Reviews, parent meetings, and in end-of-year reports.
The role of parents	At Connaught Special School, we believe that working closely with parents and carers helps our students to achieve well. We are fully committed to working in partnership with families to achieve the best possible outcomes for each young person. We understand that parents and carers know their children best, and we value your knowledge, insights and feedback. Communication Channels We keep in touch with families through a variety of methods, including: • Telephone calls • Letters, text messages or emails (as appropriate) • The school website • Annual Review meetings • Informal conversations during school visits (e.g. coffee mornings, school celebrations, or meetings with professionals) Parent/Carer Consultation Meetings Throughout the year, we offer parent/carers consultation meetings. These are valuable opportunities to: • Learn more about your child’s progress and experiences at school • Share what is working well • Discuss any concerns or areas for improvement Parental Involvement and Feedback We actively seek the views of parents and carers. You are encouraged to take part in discussions and decisions—especially when working with multi-agency teams supporting your child. Our Family Support Worker also runs regular coffee mornings, where families can meet, share experiences, and access support in a relaxed environment. Open and Ongoing Communication We are always keen to hear what is working well—and what is not—for the families in our school community. We welcome feedback and will follow up on any communication to ensure we are working effectively together.

The role of the child



At our school, we believe it's really important to listen to children when we're planning support for those with **SEND** (Special Educational Needs and Disabilities).

We make sure that all pupils can have a say in what helps them learn and feel safe. There are different ways we do this, such as:

- Using **symbols and objects** to help with communication
- Giving clear choices using **YES/NO cards**
- Creating **pupil profiles** that show what a child likes and dislikes

Our staff always make sure to **notice**, **listen to**, and **respect** each child's response, no matter how they choose to communicate.

We want every child to feel heard, understood, and supported.

Support that is available for parents



Local Authority Services

[The Local Offer](#) is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes: Health services (e.g. contacts for the NHS speech and language team) ;Schools including information about our school; Leisure activities (e.g. SEN sports clubs)

- Newham's [Parent Partnership](#)
- Newham's [IASS](#): Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND.

National support services

- NSPCC parent support helpline 0800 800 5000
- Click [here](#) for access to the Council for Disabled children
- Click [here](#) for access to the National Autistic Society
- Click [here](#) for a link to Special Needs UK
- Click [here](#) for access to the Challenging behaviour Foundation.
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Charities

- For access to independent Parental Special Education Advice, click [here](#)
- For support around grants, click [here](#)
- For practical and emotional support, visit Scope [here](#)
- For access to mental health support, click [here](#)
- Click [here](#) for online support from parents of disabled children



Staff Training

At our special school, all teaching and learning is planned by teachers.

Our staff are trained to help every child learn in the way that works best for them. They go through special training when they start and keep learning new things all the time so they can support you better.

We make sure all staff across the school are building the skills they need to support students.

Some of the training our staff have includes:

- **Communication** – like using Signalong and other ways to help children communicate
- **Physical development** – helping you with movement and body skills
- **Multi-sensory learning** – using sound, sight, touch, and more to help you learn
- **Structured learning** – helping you understand routines and what to expect
- **SCERTS** – learning how to support you with social communication and managing emotions
- **Medical training** – like learning what to do for children with epilepsy or care plans
- **Team Teach** – safe ways to help if you're upset or need support
- **Attention Autism** – fun ways to help you focus and join in
- **Positive behaviour support** – helping you feel calm and happy in school

Our classes are small, with **no more than 7 students** in each. Every class has a **teacher and at least 3 adults** to support learning.

Training is provided by different experts – including staff from our school, the wider trust, Newham's OT Hub, and specialist speech and language therapists.

We're always learning new ways to help pupils do their best!

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Transition Support

Connaught Special School has clear rules about who can join, to make sure we can give each student the right support for their learning and health needs.

All requests for a place at our school come from **Newham's SEN Assessment Team**.

When we get the information from the local authority (LA), we invite the young person and their family to visit the school. This visit helps us learn more about them. Sometimes, we also visit the young person at home or at their current school to get a better understanding of what they need.

If everyone agrees that Connaught is the right school for the student, we will set a **start date** and create a **transition plan**.

We know that starting a new class or school can feel like a big change—especially for children with **Special Educational Needs and Disabilities (SEND)**. That's why we work closely with families and other schools to make the move as smooth and calm as possible.

This plan might include:

- Starting with shorter days and building up slowly
- Starting full-time straight away
- Or something in between

Every plan is made to suit the student and what works best for them.

[Example transition booklet](#)



Outside Agencies

We work with the following agencies to provide advice and support for children with SEND:

- Educational Psychologist
- Speech Therapists
- Early Help
- School Health
- Occupational Therapy
- CAHMS (Child and Adolescent Mental Health Services)

When we need extra advice from an external agency, we will discuss this and gain consent with the child's parent/carer before requesting their services and will share feedback and advice with parents/carers.



Educational visits

We make changes so that all children with SEND can take part in every part of school life — including clubs, school trips, and residential.

Some children may need extra help, like having an adult with them during activities. As an inclusive school, we do our best to make sure this support is in place.

We always involve parents and carers in planning for these events and will review the support to make sure it meets your child's needs.

More information about how we make sure pupils with a disability / and or access our school please see our [Accessibility Plan](#)



Emotional and Social Development

At our school, we believe that children need to feel safe, happy, and supported to learn well. We are a caring and inclusive school where emotional wellbeing is a key part of school life.

Children learn about their feelings and relationships through:

- A clear and age-appropriate PSHE (Personal, Social, Health and Economic) curriculum.
- Relationship, Sex and Health Education (RSHE) lessons that are adapted when needed for children with SEND.

If a child is struggling with their emotions or behaviour, we:

- Record all incidence and carry out a functional analysis of their behaviour
- Talk with parents/carers about any concerns.
- We follow clear systems to support behaviour and create Behaviour Support Plans.
- Work with specialists, such as an educational psychologist or CAMHS.

We teach children how to keep safe online and offline (see safeguarding policy) and follow our Anti-Bullying Policy to make sure all children are included, protected and listened to.



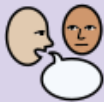
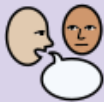
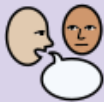
SEND and Looked after Children (LAC)

Some children live with foster carers or in care because their parents cannot look after them. This is called being Looked After. It might be for a short time or long term. These children are cared for by the local council, and decisions about their care are made by social workers and the courts. For more information see the NSPCC

(<https://learning.nspcc.org.uk/children-and-families-at-risk/children-in-care>)

At our school, we know that being Looked After can affect how a child learns and feels. We work closely with foster carers, social workers, the Virtual School, and—when possible—parents, to make sure every child feels safe, happy, and supported.

These professionals make a **Personal Education Plan (PEP)**. This plan has clear goals to help the child learn and feel supported. The plan is shared

	with the child's class teacher and other adults who help them. Aron McGuire is the teacher in charge of supporting LAC children. He makes sure their plan is followed and that they get the help they need. If a child who is LAC also has Special Educational Needs or Disabilities (SEND), they will have a Learning Plan (LP) too. This plan will include their PEP goals, so that all the adults working with them know what to do and how best to help.								
 Complaint Procedure	If you have any concerns or worries, first please speak to the class teachers. Alternatively, you may speak directly to the SENCO. If you wish to make a complaint, please follow the school's complaint procedure If you are unhappy with the Local Authority or school's responses you can contact the SEND Mediation and Disagreement Resolution Service. • This service is free, private, and independent from the council. • It helps parents and young people talk things through with the Local Authority or school. • Call them on 0800 064 4488. If you still don't agree with the Local Authority's decision, you can ask the SEND Tribunal to look at your case. • This is a government group that deals with SEND appeals. • You can also contact them if you think your child has been treated unfairly because of their disability. • Email: send@justice.gov.uk • Telephone: 01325 289 350								
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	Annual review	An Annual Review is a yearly meeting for children and young people with an Education, Health and Care Plan (EHCP). It checks their progress, looks at what support is working, and updates goals and plans for the year ahead.
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For further information on our SEND offer, please see our [SEND/Inclusion policy \(Link\)](#) and [Accessibility Plan](#) which are both available on our website.

This report is written in accordance with the [Children & Families Act 2014 \(Part 69\)](#), the [SEND Code of Practice 2015](#), and [Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#).