

## What is a graduated approach?

As an early years setting, we place great importance on identifying special educational needs early so that we can help children as quickly as possible. Once it has been recognised that your child currently has SEND, your child's key worker will talk to you about how best we can together support your child.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. As parents your specialist knowledge about your child is key to helping identify the most appropriate support for your children at this moment. Together with staff observations this will inform our planning and assessment. Increasingly, step by step, specialist expertise [such as a Speech and Language therapist] can be brought in to help your child and the centre with the difficulties that a child may have.

The nursery will always tell you before we first start giving extra or different help for your child because your child has special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like scissors with flat handles. **The Special educational needs and disability code of practice: 0 to 25 years [2014]** requires an **assess, plan, do, review cycle**.

Your child might need help through the graduated approach for only a short time or for many years, occasionally for the whole of their education.

## Targeted Action Plan (TAP)

If a child is receiving additional or different support at Nursery, either by their key worker or from outside professionals, they require a program that outlines what support they are receiving and what we hope they will learn in the upcoming months; we call this a Targeted Action Plan [TAP].

The help ensure children make good progress up to 3 Individual Targets for development are set with parents, the child's key person and perhaps the SENCO or an outside professional – to ensure real progress in your child's learning can be made.

Children's targets are then reviewed every term with yourself and your child's key person. We focus on the progress made by the child and review if additional support is still needed.

## Parental Partnership

Thomas Coram is committed to developing solid partnerships with parents/carers and strongly believes that this will enable children with SEND to achieve their learning potential. We recognise that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

When deciding upon what additional support we are able to give your child whilst at Nursery we will also ask what support you are able to provide, so together we can help your child reach their targets.

Borrowing toys and games from the Toy Library [Tuesday's from 3-3.45 p.m.] and playing them at home together with your child is an excellent way of helping your child's learning. In conjunction with this ensuring your child keeps specialist appointments and therapy sessions will ensure the work being done with your child whilst at Nursery has the best chance of success.



## SEN handbook

### Parents' Guide to additional support

## Our Aims

Our work is based on the belief that the early years of a child's life are really important. During the first five years much of children's learning takes place. This is the time when attitudes are shaped, first relationships are formed, concepts developed and the foundations for later learning made.

We recognise that children are all unique and different and will learn different things at different ages and at varying paces. We differentiate all our learning experiences to ensure that children have appropriate challenge and can learn at their own pace.



At different points some children may find learning harder than that of their peers - and will need additional support in order to make good progress - this is called a special educational need. Most children get over their difficulties quite quickly. For others, the effects may last longer.

Some children may be particularly able in an area of their learning and may need different learning to ensure they are being challenged enough.

## Special educational needs – what does it mean?

The term 'special educational needs' has a legal definition.

A child or young person has SEN if they have 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, or
- 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

Children with special educational needs may need extra help because of a range of needs, such as in Communication & interaction; Cognition & Learning; Social, Mental or Emotional Health or Sensory and/or Physical skills.

Occasionally children may also have a medical or health problem [which may result in them missing school and which impacts their learning] that they need support to overcome.

At Thomas Coram Centre we have a teacher who is responsible for co-ordinating the SEND provision and that person is called the SENCO. Helen Enisuh [Deputy Head] is the SENCO and Natasha Crabbe [Deputy Head] is the Inclusion Co-Coordinator and together they ensure good quality provision for children with special educational needs.

## Meeting special educational needs

Our policy is based on the **Special educational needs and disability code of practice: 0 to 25 years [2014]** which outlines how schools should support children with SEND in England and Wales.

We believe that all our students have a right to learn regardless of needs and have the same entitlement as their peers.

The school's SEND policy is designed to support the provisions of the Early years Foundation Stage Curriculum to all our students and offers positive approaches to meet their different needs.

It is the responsibility of all staff to help identify any student who may have learning difficulties. Their key worker will take every step to ensure all students can fully access the curriculum at a level suitable to ability. The full **Thomas Coram Local Offer** can be requested by contacting the SENCO, Helen

