

# Thomas Coram Centre and Nursery School

## SEND Policy



**Thomas Coram Centre  
and Nursery School  
49 Mecklenburgh Square  
London WC1N 2NY**



<b>Reviewed and Approved: Summer 2025</b>	<b>Next review: Summer 2027</b>
Reviewed every two years	

**Children with Special Educational Needs and/or Disabilities and their families are warmly welcomed at Thomas Coram Nursery School and Centre.**



### **Our Vision; what are the key elements of our approach?**

- Our approach to teaching children with SEND is to meet their needs through inclusion in daily provision using a combination of play based learning and small group activities.
- Inclusion is at the forefront of our philosophy of education.
- We work collaboratively with parents and aim for them to fully participate in all decisions relating to their children
- We remember the child's 'voice' and consider children's views, feelings and wishes. Although our children are very young and maybe not able to tell us what they want we can work with parents to consider what their children's views might be or use alternative communication approaches.
- Staff work collaboratively to support individual children through a team approach.
- We ensure there is a link between general nursery provision and specialist provision.
- When we offer specialist interventions we aim for them to be consistently high quality and for the staff delivering them to be trained, supported and confident.
- We support all teaching staff to develop their knowledge and skills in supporting children with SEND whatever their particular role.
- Our practice is informed by current research.

#### **We want children with SEND to;**

- Have the opportunity to make relationships with all the adults and children at nursery.
- Have freedom to explore, play and develop independence.
- To feel valued, included and known as individuals.

#### **We want their families to feel;**

- Confident in supporting their child's development alongside staff.
- Respected as the people who know their children best.
- Able to access a range of sources of support and information

## Key information for families of children with SEND (or possible SEND)

### What do we mean by Special Educational Needs and/or Disabilities? (SEND)

The term "special educational needs and / or disabilities" (SEND) has a legal definition. A child has SEND if they have a learning difficulty, or disability, which calls for special educational provision to be made for them. A child with SEND has:

- significantly greater difficulty in learning than the majority of children of the same age, or
- a disability which stops them from making use of resources and equipment generally provided for other children of the same age.

We fully acknowledge that a child may have a short term additional need or have a long-term or even lifelong special educational need and/ or condition.

### SEND Contact at Thomas Coram

Our Special Educational Needs and/ or Disabilities Co-coordinators (SENDCO) are currently Kate Nicolson and Jan Stillaway. You can always contact our SENDCos via;

The school phone number; 0207 5200385

Office email; [admin@thomascoram.camden.sch.uk](mailto:admin@thomascoram.camden.sch.uk)

### Support for families

For support in Camden for families of children with Special Educational Needs and/ or Disabilities see Camden's **Local Offer Website**.

<https://cindex.camden.gov.uk/kb5/camden/cd/localoffer.page?localofferchannel=0>

Sendiass is a support group for families of children with SEND

You can find out about Sendiass here

<http://www.sendiasscamden.co.uk/>



## How does Thomas Coram work in partnership with parents and carers of children with SEND?

### **Parents and Families**

Parents and families are at the centre of provision for children with SEND.

Parents are invited to share information about their children's interests, strengths and difficulties at their 'New Starter Meeting' before they settle into nursery. Parents are encouraged to work collaboratively with the nursery team to identify strategies to support their child's development at home and school. Parents collaboratively write and review children's individual plans. Staff ensure parents and families have access to the information that they need, for example via The Camden Local Offer, and are informed about resources available to them. Parents are fully involved in transition arrangements for children and in collaborative work with professionals. Information is only shared with parents' permission, (except in the very rare situations when a safeguarding concern overrides this).

### How SEND Provision is organised at Thomas Coram

#### **The role of The SENDCO**

All maintained nursery schools must have a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who is a qualified teacher and holds a prescribed qualification in special educational needs co-ordination. The SENDCO's role includes supporting practitioners to understand their role in supporting children with SEND and their families. The SENDCO organises and delivers training to staff, works closely with parents to ensure their involvement and liaises with external professionals who support children at the setting. The SENDCO has an overview of special needs provision provided by the school.

#### **The role of Team leaders, Nursery Education staff and Support Staff**

Team leaders in both age phases have an overview of the strengths and needs of all children identified as having SEND in their class in an inclusive way. They work with each child's key person and with support staff to ensure their needs are met. The key person to the child works with support worker(s) and other colleagues to make sure the child is accessing the provision they need and are given opportunities to play freely alongside their peers. They also work together to assess children's progress and contribute to planning next steps.

We endeavour to ensure that support workers and key persons have time to communicate and that both have access to training and ongoing coaching.

## **Allocated Support**

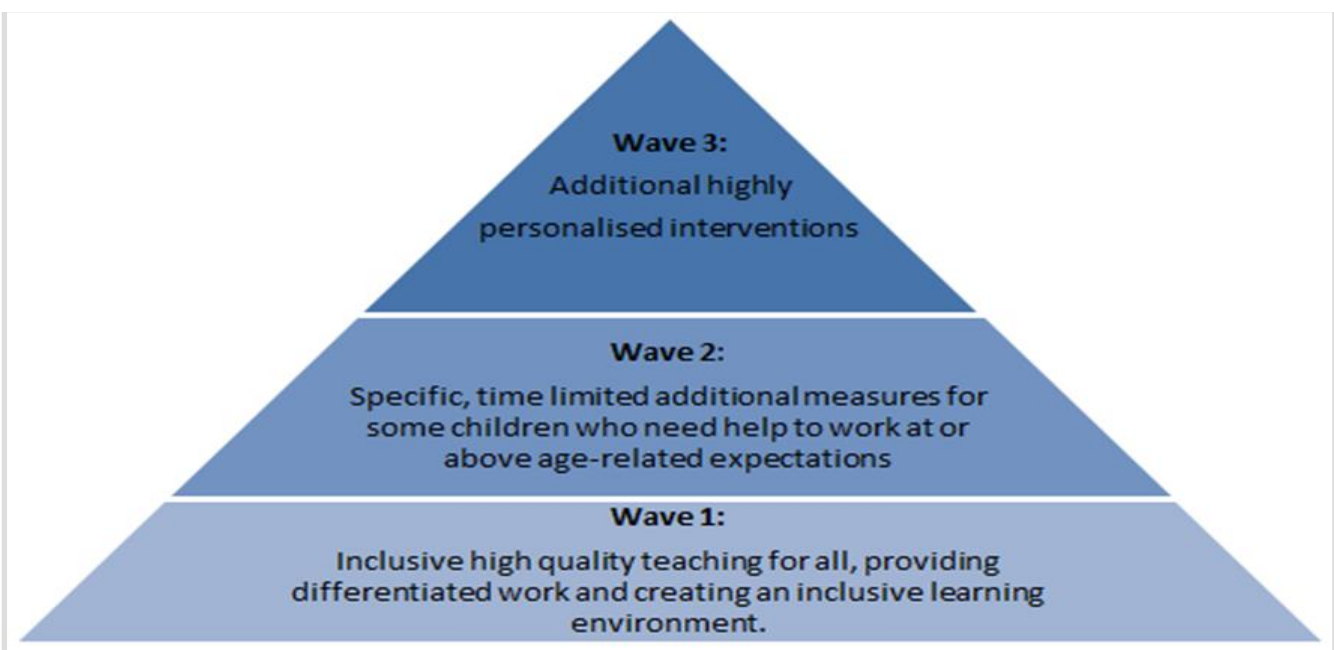
Sometimes children need additional adult support to fully engage with nursery provision. When this happens they may be allocated a member of the support team for periods of the day or to help with particular activities. When a child is allocated support from a support worker we work hard to avoid over dependence on one adult or isolation from the rest of the nursery community. Support workers always work in collaboration with colleagues to support children to access the play based curriculum.

## **General educational provision and particular interventions for children with SEND**

We aim to offer a rich, stimulating and satisfying learning environment for all children and a curriculum delivered via active learning through play. We want all children to develop their independence and characteristics of effective learning to last a lifetime.

We ensure children with SEND are given same access to rich playful experiences and the opportunity to form relationships with the children and adults around them. We actively avoid withdrawing children with SEND from the nursery environment (unless short term, temporary withdrawal will explicitly benefit them). We balance time spent in specialist interventions with time and space for free exploration.

All children are offered 'high quality teaching' as a foundation for their learning (Wave 1). Aspects of nursery provision may be differentiated or adapted so children at different levels of development can access them. For example some children may benefit from a visual timetable of daily routines or the use of Makaton signs. Some children will need additional support (Wave 2) and some will need specialist support (Wave 3). We monitor children's level of need and understand that this may change during their time with us. Please see the provision map (appendix 3) for more detail about the specialist interventions we currently offer.



When special interventions are judged beneficial to children we always aim to offer these within and alongside general provision. We train the whole staff team to understand particular interventions and when appropriate, to develop the skills to deliver them. We also share this expertise with parents. This helps keep a strong link between general nursery provision and interventions such as 'Attention Autism' or ~~the 'Picture Exchange Communication System (PECS)'~~. It also helps develop supportive collaborative relationships between families and staff with different roles.

### **External Professional Support**

Some children with SEND and their families are also supported by professionals such as speech and language therapists or occupational therapists. With the permission of parents external professionals are invited to work collaboratively with families and staff, for example by contributing to children's individual plans or by modelling a particular strategy. At Thomas Coram we also have the support of an Area SENDCO and The Early Years Intervention Team (EYIT) who are able to offer coaching, advice and training to parents and staff.

### **Children with Medical Needs**

If a child has an identified medical need their parent(s) and the SENDCOs create a health care plan to ensure they are safe and well cared for at nursery. Team leaders, key persons and all relevant staff are familiar with the health needs of children in their care. We ask a medical professional to assess each plan, when appropriate. The plan is reviewed at least termly or whenever the child's need changes. Some plans include instructions for administering medication at nursery (see HCP appendix 1).



## **How does Thomas Coram identify, assess and plan for children with SEND?**

### **Identifying whether a child has special educational needs**

Identifying that a child has an additional or special need comes about in a range of ways; sometimes parents notice that their child is not developing in a typical way and seek a professional opinion either before or during the child's time at nursery. Sometimes staff notice and will then discuss their observations with parents. After this discussion parents and staff may decide to involve one of the SENDCOs in assessing the child and considering next steps with the child's family (see SEND Monitoring form Appendix 2).

### **The Assess, Plan, Do, Review Cycle**

Assessment by parents, staff and external professionals forms the basis of planning to support children with SEND. Following assessment we identify possible next steps for children and subsequently review how successful we have been in supporting a child to achieve them. Children may need an Individual Education Plan (IEP) for the short or long term.

## **Individual Education Plans (IEPS) and additional funding**

Parents and staff together will usually create an Individual Education Plan which summarises next steps for a child's development and strategies that support them to make progress. The plan will be regularly reviewed by their parents, key person, the SENDCO and other professionals (when appropriate), usually within 8-10 weeks. The IEP is used by parents, staff and external professionals as the basis of their work with the child. Sometimes staff and families judge that a child would benefit from additional adult support. When this happens the SENDCO may apply for inclusion funding from Camden and, if successful, arranges staffing and provision accordingly (see IEP proforma appendix 4).

## **Education Health Care Plans**

Sometimes, even when a child has received focused support over a period of time it emerges that they need additional or specialist support in the longer term, including when they start primary school. If so, parents and staff may decide to apply for an Education, Health Care Plan or similar. If this application is accepted the family, staff and other professionals create a plan, with an attached level of funding, which will continue as the child starts primary school and is reviewed annually. From acceptance this process takes around 20 weeks. The SENDCO and other professionals can advise families about the process, any other options available and refer them to independent sources of advice and information.

## **Transitions**

Transitions between age phases or to a new school can be a sensitive and vulnerable time for children and their families.

### **Moving between classes in the nursery**

When children start nursery school we gather a variety of information to help us offer an individualised settling programme. When children transition internally, for example between the 'Toddler' and 'Kinder' age phases we arrange visits for children to their new classes and to meet their new key person and staff team. Parents are also invited to meet new staff working with their children and to explore their child's new learning environment.

### **Moving to Primary School**

We aim to support all families to apply for primary school in a timely, considered way. This process can feel more complex for parents of children with SEND and parents may wish to draw on support from the SENDCOs or local organisations for parents of children with SEND. When a school has been identified we work with the family and new setting to share information to ensure a smooth transition. This may take the form of:

- Transition meetings with the new school, child's family and Thomas Coram staff
- Staff from the new school coming to visit the child
- The child and their family may visit the new school
- Sharing of plans and other information to enable the new setting to prepare a welcoming and appropriate environment for the child



## What legislation informs Thomas Coram's SEND policy?

This policy is written with regard to the SEND Code of Practice 0 - 25 (2015) and the Statutory Guidance for The Foundation Stage (2017).

In addition, it is informed by the:

- DfE The Equality Act 2010 and schools (2014),
- SEN and Disability Regulations (2014),
- Teachers Standards (2013),
- Ofsted School inspection handbook (2019),
- Children and Families Act (2014).



## How does Thomas Coram monitor and review this Policy?

It is the responsibility of the Governing Body to monitor the effective deployment of this Policy. This has been delegated to the Learning and Development Team.

**This Policy is reviewed at least bi-annually basis, and the next review date is shown on the first page of this policy**

This policy should be used and read alongside the Thomas Coram SEND Information Report.

[Other relevant linked policies are](#)

[Policy for Managing of Medicines and Dietary needs](#)

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_

Chair of Governors

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_

## Appendix 1

# Individual healthcare plan

Name of school/setting

Thomas Coram Nursery School

Child's name

Group/class/form

Date of birth

Child's address

Medical diagnosis or condition

Date

Review date (at termly review)

### Family Contact Information

Name

(mobile)

Name

(mobile)

### Clinic/Hospital Contact

Name

Phone no.

G.P.

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

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Daily care requirements

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Specific support for the pupil's educational, social and emotional needs

Arrangements for school visits/trips etc.

Plan developed with  
Health care practitioner name and signature

Staff training needed/undertaken - who, what, when

Parental signature (s) print name (s)

Date\_\_\_\_\_

## Appendix 2 SEND Monitoring Form

Date form completed	
Name of child	
Date of Birth	
Key worker	
When does the child come to nursery?	
When did the child start at Thomas Coram?	
When did the child join your key group?	
What is their attendance like?	
How would you describe the child's well Being?	
How would you describe the child's involvement?	
Where do they like to play?	
What do they like to play with?	

What are you concerned about?
Have you spoken to the parents about how their child is at home?
What strategies / interventions have you tried?
Has the child been seen by any professionals outside of the nursery?

## Appendix 3

### Thomas Coram Provision Map for Special Educational Needs and/ or Disabilities

The provision map is a working document. It briefly explains the additional specialist sessions and interventions that we run to accelerate children's progress. Our specialist interventions are selected based on evidential research and professional advice.

Name of the provision/ intervention	What are the main skills/ competencies it will develop?	Who delivers it and how?
Attention Autism (aka 'bucket time')	helps children to develop joint attention among other skills	Nursery staff, to small groups (integrated groups whenever possible)
Communication/Core boards	Independent communication using visual supports.	All nursery staff with an opportunity for all children to use them.
Intensive Interaction	Helps children develop interactive and communication skills	Staff and parents in short periods during the day in any context where free interaction is possible
Makaton	A language using signs and gestures to help children understand and communicate	Nursery staff and parents whenever there is a need to communicate or as part of a signing/ rhyme session
Now and Next boards	Helps children understand routines and what is about to happen. May help develop communication skills.	Nursery staff using a board and visual symbols, can also be used at home.
Picture exchange communication system (PECS)	Helps children understand how communication works and gives them a way to communicate to others. It may help in the development of speech.	Nursery staff and parents through a phased programme that systematically develops skills using picture cards and children's favourite items/ experiences

People Games	Helps children develop interaction and communication skills	Nursery staff and parents at home and nursery in a range of contexts, for short periods throughout the day
Forest School (additional sessions for children with SEND)	Helps with a range of skills and competencies including developing independence and exploration skills	Nursery staff with families during forest school sessions in the natural environment.
'Special Time '	Helps with a range of skills particularly communication, interaction, turn taking and social skills	Nursery staff or parents, either in a one to one or small group session
Social stories	Helps children understand appropriate social behaviour	Nursery staff and parents using individualised books
Transition Objects (aka objects of reference)	Helps children understand routines and what is being communicated to them	Nursery staff and parents using objects with attached symbols linked to daily routine events.
Visual timetables	Helps children understand routines and what will happen when	Nursery staff but can also be used at home, with a board using visuals linked to routine aspects of the day
Workstation	Helps children learn to independently start and finish a task and can help them feel mastery and develop other skills such as fine motor skills	Nursery staff in a quiet non distracting space. The approach can be used at home or families can practice 'workstation tasks' at home

Professional Teams that Thomas Coram uses for support;

- Child and Adolescent Mental Health Service (CAMHS),
- Coram Creative Therapy Services,
- Early Years' Speech and Language Service,
- Educational Psychologists,
- Family Support and Social Services,
- Inclusive Intervention Team,
- Integrated Early Years' Service (IEYS),
- Mosaic (supporting children with complex needs), and
- Sensory Advisory Service.

## Appendix 4

### INDIVIDUAL EDUCATION PLAN



Thomas Coram  
Centre

Name of child		Date of birth	Key worker	Were parents and professionals involved in the meeting?		
Reason for support	Area of need [SEND code]			Issue date:	IEP number:	
				Review date:		
Thomas Coram Offer currently accessing:				Strategies to consistently use:		
<ul style="list-style-type: none"> <li>• High quality teaching by ...</li> <li>• ... hours nursery education</li> <li>•</li> </ul>				<ul style="list-style-type: none"> <li>•</li> </ul>		
Targets	Frequency of support and by whom	Strategies used to support	Parent input	External professionals input	Review	
Target 1						
Target 2						
Target 3						