

OUR LOCAL OFFER



WHAT IS THOMAS CORAM CENTRE'S LOCAL OFFER?

The Thomas Coram Centre's local offer sets out in one place how and what we provide for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how we support them on to the next stage of their education. Our SEN Handbook for parents gives an overview of SEN at Thomas Coram and you can find this on our website.

Camden Local Authority also publishes on its website a Camden Local Offer - setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP).

You will also find information about:

- where to go for advice and guidance on SEN and Disability matters,
- leisure activities for children with SEND,
- arrangements for resolving disagreements and mediation.

THE PURPOSE OF OUR LOCAL OFFER

The purpose of our local offer is to inform parents and carers about:

- how we welcome children with special educational needs and/or disabilities into the school,
- how we support them in all aspects of life in the school and remove barriers to achievement,
- how we work in close partnership with parents/carers and children, and
- how we make effective provision for all of our children with special educational needs and disabilities (SEND).

We will keep our Local Offer under review; by talking to parents and children about what is working well and what they want to improve.

The next review date for our Local Offer is September 2020.

WHAT KIND OF NURSERY / SCHOOL IS THE THOMAS CORAM CENTRE?

We are a Maintained Nursery School within Camden, with places for children aged 2 years to 5 years. The school provides 102 places and is open from 8.30am to 5.30pm, 46 weeks a year. We close at 3.30pm on Wednesday for school development. There are 32 places for toddlers from 2 to 3 years old, and up to 81 places for 3 to 5 year olds in the nursery school.

Our most recent 2019 OFSTED report noted:

"Your child-focused curriculum, underpinned by research, ensures that all children make substantial progress from varied starting points. The progress-tracking system complements your curriculum and demonstrates strong progress from starting points for children, including those with special educational needs and/or disabilities (SEND)."

OUR VISION - WHAT WE THINK IS IMPORTANT

We welcome difference and diversity - learning from and about diversity strengthens our community. We value, respect and celebrate the achievements of all our children.

We will always involve parents and children in planning and reviewing progress; we know that parents are the first educators of their child - we need their knowledge to plan effectively.

We know that the earlier we identify special educational needs and provide support, the more successful our children will be. We will provide expert support and resources for children with SEND to fulfil their potential.

Our starting point is to guarantee a whole school approach to making provision for children with SEND - we make sure that all staff have the knowledge and skills to support all children with SEND in our school.

HOW WE LEARN WITH AND FROM OTHER SCHOOLS

We are a learning community and believe that it is important to work with Children Centres and schools to make sure that our knowledge, expertise and skills on SEND issues are up to date.

We also share our best practice with other Children Centres, nurseries and schools in the locality. We are part of the Eleanor Palmer Teaching School Alliance and regularly provide training for early year's staff across the local authority. We also lead the Camden Early Learning Cluster enabling educators to reflect and improve on their teaching practice with young children.

Our SENDCO attends the Local Authority SENDCO forum which keeps all schools up to date with national developments and local projects on inclusion.

COMMUNICATING THE LOCAL OFFER

We have placed this information here on our website:
www.thomascoram.camden.sch.uk.

We have tried to make sure everything is clear and helpful.

This Local Offer is our new SEND Policy, and you can find our current SEND Handbook for parents also on the website:

www.thomascoram.camden.sch.uk/Policies.html

You can ask at Reception for a printed copy of this SEND policy.

Please also ask at Reception if you would like leaflets or summaries on issues such as:

- Identification of children with SEND, and
- Personal plans.

If you want to talk to someone we will arrange for a member of staff to meet you and answer your questions. Please let us know if you need an interpreter or British Sign Language signer - we will do our best to provide this support.

Thomas Coram Centre's Local Offer links to the information which Camden Local Authority provides for parents and carers of children with SEND. You can see this on its website: www.localoffer.camden.gov.uk. We will provide a summary of Camden Local Authority information at Reception; office staff will be pleased to give you a copy.

WHO TO CONTACT FOR MORE INFORMATION

Our Head Teacher, who provides leadership on inclusion and high achievement for all is **Perina Holness**.

Email: head@thomascoram.camden.sch.uk

Our SENDCO is **SARAH WARREN**, who has overall whole school responsibility for SEN and inclusion.

Email: sarah.warren@thomascoram.camden.sch.uk

Our SEND Governor **Julie Tucker**, who has a responsibility for monitoring and supporting the school on SEND matters on our governing body.

Email: admin@thomascoram.camden.sch.uk

Our Office Manager **Albert D'Lima**, who can give you copies of our policies.

Email: albert.dlima@thomascoram.camden.sch.uk

OUR LOCAL OFFER

We present our Local Offer in order to inform parents/carers about twelve important aspects of our SEND provision.

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| 1. Effective Leadership, Management and Governance. | 7. Ensuring access to the curriculum. |
| 2. Developing the skill, knowledge and expertise of staff. | 8. Providing accessible classrooms and special resources. |
| 3. The contribution of specialist services. | 9. Working in partnership with parents and carers. |
| 4. Identification, assessment and planning for children with SEND. | 10. Listening to children. |
| 5. Reviewing children's progress. | 11. Managing transitions - joining and leaving our School. |
| 6. Inclusive teaching and effective support. | 12. Providing support for safety, personal well-being, attendance and health. |

1. What school leaders and governors do to make sure that all children feel welcome, included and achieve their potential

Our SENDCO under the leadership of the head teacher, has overall responsibility for SEND and inclusion. This means that we regularly discuss SEND issues in the Senior and Middle Leadership Team meetings. We keep support for children with SEND under review.

Our SENDCO manages the day to day provision, planning the programmes of support for individuals and small groups of pupils with SEND. They keep a profile of children we identify as having a SEN and/or a disability.

The SENDCO also keeps a record on the Thomas Coram Centre Provision Map of all the different ways that we provide extra support for children with SEND. For example this can include support for communication, managing feelings and behaviour and speaking in small groups.

You can also see our Provision Map on our website:
www.thomascoram.camden.sch.uk/Policies.html

We carefully monitor the progress and well-being of children with SEND and the quality of our provision, including teaching and support. For example middle and senior leaders observe lessons and hold discussions with teachers, key persons and support staff. If something is not working well we will change and improve our provision. We describe these changes in our School Improvement Plan.

The Governing Body challenges us to make sure we constantly improve the quality of provision for children with SEND and the outcomes that they achieve. We have several parents on the governing body and one of their roles is to represent the views and concerns of all parents, including those with children with SEND.

We have a Governor who takes a particular responsibility for SEND matters. She meets with our SENDCOs once a term and reports termly to the full Governing Body. We fully involve our Governors when we periodically and systematically review and revise our SEN policy and our Local Offer.

FREQUENTLY ASKED QUESTIONS

Q. What funding does the school have for my child with SEN/D?

A. The Governing Body sets aside part of the schools budget to offer some support to children with SEND. If additional resources are needed to meet children's needs the school applies to Camden Local Authority. Senior leaders have the responsibility to use the available funding to meet the different needs of our children. If the level of support needed for a child is high, parents can work with the school and request an assessment for an Education Health and Care Plan (EHCP).

Q. How are the school's resources allocated and matched to children's SEND needs?

A. We have to make sure that we use the available funding as effectively as possible. Our SENDCO consult parents/carers, the child and the key persons before making a decision about how much each support we can offer each child from the schools resources. We review with parents/carers how well each child is doing and agree changes if we need to.

Q. What happens if my child's needs change as they gets older?

A. The starting point is to discuss these changes with the SENDCO. If the level of need is becoming higher, parents can work with the School and request an assessment for an Education Health and Care Plan (EHCP). You can find more details about assessment for an Education Health and Care Plan (EHCP) on the Camden local Offer website: www.localoffer.camden.gov.uk.

2. How we develop the skills, knowledge and expertise of school staff

All staff have regular training and guidance to meet the needs of our children. Our Head Teacher and SENDCO have a responsibility to arrange and provide this training.

Part of our INSET training is focused on SEND, and we make sure that all key persons and support staff:

- have an awareness of the different special educational needs and disabilities of children in our School,
- are able to plan and teach/support lessons which meet the needs of all children, and
- understand the social and emotional needs of children with SEND.

We provide a whole staff briefing on the procedures set out in our SEND Handbook - all staff receive and sign a copy. We use the eight national Teaching Standards to develop the knowledge, skill and confidence of all of our teachers as part of their professional development.

FREQUENTLY ASKED QUESTIONS

Q. How do you make sure that staff new to the school are able to meet my child's needs?

A. All staff new to the school have an induction programme which includes a meeting with the SENDCO. We provide detailed information about the range of pupils in the school, personal support and detailed guidance on how to provide high quality teaching and support. We use the knowledge of parents/carers to do this.

Q. Will there be someone in the school who understands my child's needs as soon as she starts?

A. As soon as we know that a child is coming to our school with particular needs, we review our provision and provide relevant ongoing training. In particular, we will provide relevant training and guidance for your child's key worker on meeting the child's needs.

Q. Will my child with an Education Health and Care Plan have a key worker? What does the Key Worker do?

A. Yes. All children who have an EHC plan will have a Key Worker. The key worker will coordinate provision, work closely with your child's key person and monitor the achievement and well-being of your child.

3. The contribution that specialist services and teams make to the progress and well-being of children with SEND

The SENDCOs and your child's key worker work closely with relevant members of specialist services which provide support for our school. The services which are working in our school this year are:

Specialist Service	Frequency	Examples of what they do
Educational Psychologists	6 visits a year	Observation of children. Advice to staff, parents and children. Support for assessments. Parent workshops.
Camden Hearing Impaired service Camden Visually Impaired service	By referrals for specific children	Support and advice to parents, children school staff on meeting the needs of HI and VI children Staff training
Occupational Therapists	By referrals for specific children	Observation of children. Advice to staff and parents on planning next steps. Working with children 1 to 1 to implement therapy sessions.
Camden Language and Communication Service	By referrals to SALT for specific children	Observation of children. Advice to staff and parents on planning next steps. Working with children 1 to 1 or in small groups.
Camden Education Welfare Service	Camden Education Welfare Service	As a Nursery school we do not have this service
CAMHS	By referrals for specific children	Support for the emotional and personal development of children. Staff training.
MOSAIC	By referrals for specific children	Support for children with complex needs.

Social Services	By referrals for specific children through the Designated Safeguarding Lead, Perina Holness.	Support for children and families who may be experiencing particular specific challenges.
Health visitor	By referrals for specific children	Support and guidance on children's health needs including vaccinations, nutrition
Healthy Eating Advice Team	By referrals for specific children plus parent workshop.	Observation of children. Advice to staff, parents and children. Support for assessments. Parent workshops.

Each service has referral and eligibility criteria which means that the support is targeted on children with higher levels of need.

These services provide a range of support including:

- working one to one and with small group work with children,
- providing training for teaching and support staff, and
- helping us to assess needs and plan next steps and review progress.

We will always involve you in any decisions about whether your child has a special educational need and the best ways to provide support. If your child requires these services we will involve you in the process at every stage: we will ask you to sign a referral form before the support can go ahead.

You can find more information about specialist services who work with Camden schools in the Local Authority website:
www.localoffer.camden.gov.uk

FREQUENTLY ASKED QUESTIONS

Q. Will I be able to meet the speech therapist who is working with my child?

A. If your child is receiving support from a specialist team, you will be able to meet a member of the team to discuss your child's progress.

4. How we identify, assess and plan support

Children with a high level of need may be referred and known to the school before they are offered a place. In these cases we are able to work with you and the professionals already involved to help your child make a smooth transition into the school.

All children have a home visit with parents/carers before children start at the School. We know that parents are the first educators of their child, and we need their knowledge to plan effectively. We ask whether parents/carers have any concerns about their children. For example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once he/she starts at the School.

If a child has attended a previous nursery, Children's Centre, or has been looked after by a child minder, we will use the information they provide to plan the best programme of support. In addition, we assess all children during their first half term with us through careful and sensitive observations and an early review of progress.

We also listen to children to find out how they are settling in to school. We continue to assess and monitor all through the child's time in school so that we can look out for any special educational needs that might arise later on.

We take great care to establish whether lack of progress is because a pupil has English as an additional language (EAL). For example we use visual prompts and talk to the child (and parents) in her/his home language.

We also work with specialist services, for example Educational Psychologists and Speech Therapists, who provide expertise in finding out the type and range of the child's needs. For example, in terms of language and communication needs or slow progress in acquiring number skills.

We follow Camden's guidance for the identification of SEND:
www.localoffer.camden.gov.uk

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress. You can see more details on how we identify children with SEND in our SEN Handbook:
www.thomascoram.camden.sch.uk/Policies.html

You can see our policy on transition, including moving from our nursery school to a primary school Reception at: www.thomascoram.camden.sch.uk/Policies.html

FREQUENTLY ASKED QUESTIONS

Q. If my child has been assessed as having a SEND, what happens next?

A. Key persons regularly assess the progress of the children in their key group and if they have any concerns, they will talk to the SENDCO and discuss what the next steps will be. Sometimes this will mean extra support from the key person, support staff or through a small group intervention. Sometimes we will involve a specialist service.

Q. Will my child have a personal plan?

A. All children with SEND will have a targeted action plan (TAP). When we have assessed your child's needs we will meet with you and agree a plan and short term targets for progress. The targets will focus on the most important areas of need.

Q. What should I do if I think my child has a SEN?

A. You should contact the school and ask to talk to your child's key person. S/he will then talk to the SENDCO about possible next steps. The SENDCO will always talk to you about your concerns and may begin an assessment of needs. If there is an agreement that your child has a special educational need the School will work with you to plan a programme of support.

Q. I am a Carer of a boy at your School. He has been looked after (LAC) for three years. I think that he may have special educational needs. Who do I talk to about this?

A. Arrange a meeting with our SENDCO. She will assess his needs and make provision which will help him to make progress. We will also make sure that we work closely with the School's designated lead for LAC, Perina Holness, and with services and link workers to make sure that we "join up" our support.

5. How we review your child's progress

It is very important for our School that ALL of our children enjoy success and achievement and make good progress in learning. We use the information we have about each child who has been identified as having SEND to plan a personal programme of SEN support, called a TAP. We develop this in partnership with parents and the child, working with the SENDCO and the key person. This plan will include short term targets and will describe how we will support your child to achieve these targets.

For children with SEND we review their TAP with you at least once a term. We will agree new targets and sometimes different ways of providing support.

We make sure that parents/carers know the next steps for learning for their child.

FREQUENTLY ASKED QUESTIONS

Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?

A. You are able to briefly discuss your child's progress with their key person daily, and more formally at settling meetings when they start at the school at review meetings. For children with SEND, parents will also be invited to discuss the child's TAP on a regular basis with the SENDCO. If you have concerns and worries about your child at any time please talk to your child's key person and we will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you would find this helpful.

6. How we make sure that teaching and support help your child to learn and make good progress

We know that high quality teaching and well-matched support will make a big difference to the progress of children with SEND. Making sure that this happens in all key groups is one of the most important things that our senior leaders do.

We make sure that all key persons have a clear understanding of the learning needs of the children in their key group.

Thomas Coram Centre leaders, including the SENDCO, work with key persons and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully differentiated (taking account of different needs) planning which ensures that all children are able to make progress,
- supporting the key person to take full responsibility for the learning and progress of all children,
- using a wide variety of teaching approaches, including modelling and providing visual support material,
- providing a stimulating, rich and interactive environment,
- using regular, clear and rigorous assessments that help key persons to track children's progress and identify gaps in their understanding,
- providing additional support from well-trained and well supervised staff in running small group interventions, and
- making available specialist equipment and digital technology to support access and participation in learning.

We help all children to develop their skills as learners, and to persevere when they find learning difficult. You can read more about how we support good learning in our Curriculum Statement: www.thomascoram.camden.sch.uk/Policies.html

FREQUENTLY ASKED QUESTIONS

Q. How can I help my child with learning at home?

A. We will make sure that when we meet we will share your child's next steps in learning. We also provide training and guidance for parents on how to help their children at home with communication and language, physical development literacy and mathematics. For example, we have been running parent workshops covering all areas of the Early Years Foundation Stage curriculum. We send out the dates for these events in our Weekly newsletter. If you are not receiving this newsletter and would like to, please email admin@thomascoram.camden.sch.uk.

7. How we make sure that children with SEND enjoy a broad and balanced curriculum

We provide a curriculum that is broad, balanced, motivating and accessible to all children. We want our exciting curriculum to be one of the many reasons our children love coming to the school! We work hard to ensure that all of our children achieve in lots of different ways as well as literacy and mathematics - for example, in expressive arts and exploring the natural world.

We encourage children with SEND to play a full part in the life of our school. We arrange educational visits and journeys and make sure that all of our children can take part. We do a risk assessment and when necessary make reasonable adjustments to plans and arrangements.

Our Provision Map shows additional specialist interventions to accelerate children's progress in. We choose these after looking carefully at the research on "What works?". They are frequent and short, for example, two or three twenty minute sessions a week. They are well taught by a trained key person or support worker. Our SENDCO monitors the quality and effectiveness of these interventions every term. If a child is not making sufficient progress, and/or is falling short of national expectations, we will consider other forms of support in discussion with you and your child.

We also adapt the curriculum to include children with SEND, for example:

- Providing a quiet space for children with emotional needs,
- Providing a visual timetable and clear explanations of tasks for a child on the autistic spectrum, or
- Providing assistive technology to ensure effective communication.

Additional staff provide support for learning in our rooms, and sometimes in small groups in quieter spaces in the School a short period of time.

FREQUENTLY ASKED QUESTIONS

Q. What happens if my child is not making progress in phonics? Is there any extra support?

A. We provide additional support through a variety of approaches. These include targeted support during language group, one to one and in small group teaching sessions and during play as appropriate for your child. We always consult you when we are planning to do this and we report back on your child's progress.

Q. Will my child miss out if they are taken out of the rooms for an intervention?

A. We will always try to make sure that a child does not miss important activities. For example, we will make sure that they take part any focus activity either before or after their intervention. We are committed to providing a fully inclusive learning experience and so we try to ensure that the vast majority of interventions take place within the classroom.

8. How we make sure that our school, inside rooms and garden spaces are safe, accessible and stimulating

We work hard to make sure that our all aspects of our school building, both inside and outside are safe, stimulating and accessible. We make sure that any changes we need to make to the school environment are shown in the School Development Plan.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Camden Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a child with particular access or support needs.

We have a range of equipment designed to support the development of children's co-ordination and motor skills. For some children with special educational needs, we provide specialist equipment.

FREQUENTLY ASKED QUESTIONS

Q. How accessible is the building for a child who uses a wheel chair?

We are accessible for wheel-chair users, with the exception of children using toilets independently. We will make every effort to welcome and include a child with long-term limited mobility.

Q. My child has a visual impairment. Will the School be able to meet their needs?

A. We will work closely with the Camden Sensory Support Service to make sure that we provide the right kind of specialist resources needed to access the School and curriculum. We will also provide training for their key person support staff.

Q. What specialist resources and equipment are available for my child?

A. We aim to provide a service that meets your child's needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.

9. How we work in partnership with parents and carers

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement. We know that parents are the first educators of their child and that we need their knowledge to plan effectively.

We will always involve parents and children in planning and reviewing progress. We make every effort to communicate clearly and regularly with parents and carers of children with SEND about, for example:

- how we support their children,
- their achievements and their well-being, and
- their participation in the full life of the School.

We will also help and advise parents/carers on how to help their children make progress at home.

We welcome and value feedback on how well we are working with our parents. Please always feel confident to speak to the head teacher or deputy head teacher. We try to communicate in plain English and have several bi-lingual staff who can offer informal translation and interpretation services. For a formal meeting we can request an interpreter and ask you to try to bring a friend or family member to translate.

FREQUENTLY ASKED QUESTIONS

Q. Who do I talk to in the school if I have questions about my child's SEN?

A. The first person to talk to is your child's key person who will always be happy to meet you, listen to your concerns and discuss how well your child is making progress day to day.

Q. How do I raise concerns about my child?

A. If you have questions or concerns about the particular special educational needs of your child, the School's SENDCO will listen carefully to your concerns, explain the different ways in which the School supports your child and when possible and appropriate come to an agreement about changes to provision and/or support. It will also be possible to meet members of the specialist services who are working with your child - the SENDCO will organise this meeting.

Q. How will you make sure I am involved in planning and reviewing?

A. We review your child's progress each term and we will invite you to come to the school to discuss progress and next steps with the SENDCO. The SENDCO keeps a careful record of all meetings and an overview of records, provision and the progress of your child.

Q. What can I reasonably expect from the School?

A. We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well they are progressing. We keep records of our work with children with SEND, which you can look at and contribute to.

Q. Where can I find information about how the school works in partnership with parents and carers of children with SEND?

A. You will find information and support in several places, for example in:

- our SEN Handbook is on the school's website:
www.thomascoram.camden.sch.uk/Policies.html
- our regular newsletters contain information about meetings with key persons, workshops and presentations about how to help your child.

You will also find lots of information about how different services in Camden provide help and support to children with SEND and their parents on Camden Local Authority website: www.localoffer.camden.gov.uk.

Q. How can you help me to help my child at home?

A. We run Parent Workshops on aspects of the curriculum, as well as running course on Mathematics and Literacy that you can attend with your child.

Q. Is there a special service in Camden that supports and advises parents about issues such as assessment and provision?

A. Yes. It was called **Parent Partnership Service**, and now it is called the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). It is funded by Camden Local Authority but is totally independent in terms of giving advice. You can telephone them on 020 7974 6264, or email sen.assessment@camden.gov.uk.

You can also contact the new Camden service, Independent Supporters, who provide work directly with young people and the parents of children being assessed for an EHCP. This service is being provided to Camden by KIDS. They can be contacted on 020 7359 3635, www.kids.org.uk/early-years.

Q. What if I am unhappy about my child's provision or progress?

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website

www.thomascoram.camden.sch.uk/Policies.html or from Reception

If you would prefer to speak to an independent adviser, you may wish to talk to SENDIASS. You can telephone them on 020 7974 6264, or email sen.assessment@camden.gov.uk.

10. How we listen and respond to children and young people with SEND involving them in the full life of the School

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have,
- talking to children and/or groups of children after focus activities to understand their experience of the activity,
- inviting children to make personal contributions to their Review meetings, and
- ensuring that our safeguarding procedures are strong and that all staff are well trained.

FREQUENTLY ASKED QUESTIONS

Q. Who can my child talk to if they are worried about something?

A. We make sure that every child has at least one adult, usually their key person, with whom they can talk and share any worries or anxieties.

Q. What should I do if my child says that they do not want to come to Nursery?

A. Talk to your child about any worries or concerns they may have. The first point of contact is their key person, who can address any concerns your child has shared. The key person will seek appropriate support if the issues are wider.

11. How we support children joining and leaving our school, and making transitions

When a child comes into our school, a member of staff will make a home visit and where relevant, collect information and records from previous nursery provision. We always encourage parents to visit our school. We plan carefully to help children to feel safe and settle in. We have an established starting and settling-in schedule, which usually last five days. We can extend this period depending on the needs of the child.

Sometimes it is necessary for a child to change their key person, for example if they move from the two-year old scheme into Kinder. When this happens, we organise "Hand-Over" meetings where key workers and support staff make sure that the new key worker has a clear understanding of the needs of the child. Parents and children will be able to visit their new base rooms and get to know the new adults who will be teaching and supporting them.

When a child comes to our school in the middle of a term, we follow our usual settling in schedule.

Other Transitions	The key focus	Who involved	What we do
Leaving Thomas Coram School to join a school Nursery	Support for move to new building and curriculum Support for friendships and well being Planning support for learning	School SENDCO Key person Team Leaders	Support children and parents to induction days Hold transition meetings with parents Hold transition meetings with the new teachers Invite visit to our School Hold review meetings in summer term with parents
Leaving Thomas Coram School to join a school Reception	Support for move to new building and curriculum Support for friendships and well being Planning support for learning	School SENDCOs Key person Team Leaders	Support children and parents to induction days Hold review meetings in Summer term with parents Hold transition meetings with teachers at school Invite visit to our school

FREQUENTLY ASKED QUESTIONS

Q. What happens when my child, who has a SEN statement / Education Health Care plan moves on to primary school?

A. We invite parents and the school SENDCO to take part in the Annual Review of the Statement/Education Health and Care plan.

We then provide extra escorted and supported visits to the school: these involve a tour of the school and where possible meeting with the class teacher. We then discuss with the SENDCO any extra support for each child depending on their needs.

Q. Who do I talk to about my child moving between Toddlers Kinder?

A. It depends on your child's needs. The starting point would be your child's current key person. You might then want to talk to the SENDCO.

Q. What might change about my child's support when they move to school?

A. Our SENDCO will make sure that the Primary school is fully aware of their needs and explain what was most effective and successful for them at Thomas Coram Centre. The Primary school will then plan a programme of support suitable for the school curriculum.

Q. How do I find out about who the new point of contact will be in the new school?

A. You should request a meeting with the school's SENDCO as soon as possible after your child starts primary school. The SENDCO holds all the records on children with SEND new to the school and s/he will let you know who the Key Worker will be for your child.

12. How we support children's health and general well-being - including their safety, attendance and positive behaviour

The school takes the personal development and well-being of children very seriously. We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles. We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships.

We address many of these issues in our (Personal Social Emotional Development (PSED) curriculum, and our Personal Social and Emotional Policy can be found on our website: www.thomascoram.camden.sch.uk/Policies.html

We encourage children to develop confidence and resilience through teaching, social play opportunities and through more targeted support where this is needed. We promote positive behaviour as part of our philosophy of learning, and you can read more about our approach to behaviour in our Behaviour Policy. This is part of our Personal Social and Emotional Policy which can be found at: www.thomascoram.camden.sch.uk/Policies.html

We have a zero tolerance of bullying and talk about all aspects of bullying in our key group times. As our children are so young we do not often see the pre meditated and persistent behaviour that is necessary for bullying to take place, but when it does occur we work with the children involved to make sure that it does not happen again.

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff. We will always consult and involve parents in the decision to offer this support.

Children with serious medical needs have an Individual Health Care Plan which sets out:

- the medical condition and resulting needs, e.g. medication and treatment, environmental issues,
- support for educational and emotional needs,
- who provides support: their role and training and who needs to be aware,
- arrangements for working with parents/carers,
- support for long term absence,
- support on School trips and journeys, and
- emergency procedures.

This is written by the child's GP or specialist doctor. We will then work with you to support your child's needs within the School.

We will have an up to date policy on how we manage medical needs integrated into our new SEND policy, but if you have any queries about how we will support your child's health needs, please speak to their key person or the wing SENDCO.

Our Head, Perina Holness, has responsibility for Health and Safety concerns across the School.

When a child with medical needs is absent long term from the school we make sure we keep her or him in touch with learning and friendships.

We support all children to attend the school regularly, for example through providing an enjoyable and stimulating curriculum and through home support where this is needed. Our Parents Handbook explain our policy on attendance, and describes why and how we promote high attendance for all children:
www.thomascoram.camden.sch.uk/Policies.html

We provide specialist support and up to date training for staff on safeguarding, keeping children safe and meeting children's emotional needs. All of our staff and governors have either an Enhanced CRB or an up to date DBS check (Disclosure and Barring Service).

FREQUENTLY ASKED QUESTIONS

Q. Who will watch out for my child to make sure they are safe and well when they are not with their key person?

A. We have a well-trained team of staff, and they keep a watchful eye on all of the children. A very important part of their role is to keep a close eye on everything and intervene if any child is feeling stressed or sad.

HOW WILL WE KNOW IF WE ARE SUCCESSFUL??

We constantly monitor important evidence for success - we take action where we are not successful.

These are the things, the facts and the data, that we look at to make sure we are meeting the needs of children with SEND:

- Children's progress and positive outcomes.
- Children's behaviour: no exclusions.
- Children's high attendance.
- Children's involvement and motivation in activities across the School.
- Children's individual responsibility and involvement in the full life of the School.
- Children's smooth transitions, e.g. feedback from primary schools.
- Parent feedback showing confidence and trust.
- Very few parental complaints.

We also want to understand the experience of children with SEND so we are looking at the best ways to do this. We ask the children about:

- their sense of inclusion,
- their positive attitudes to self, peers and the School,
- their positive relationships with their peer, and
- their personal resilience and confidence as learners.

