

Thomas Coram SEND

Policy



Thomas Coram Nursery School



Which 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), and
- Children and Families Act (2014).



What are the aims of Thomas Coram's SEND policy?

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

In this Policy we set out:

- how we organise special educational needs and / or disabilities (SEND),
- our vision for SEND,
- how we identify children with SEND,
- the assess, plan, support and review cycle for children with SEND,
- the broad and balanced provision and curriculum for children with SEND,
- how we develop the skills, knowledge and expertise of Thomas Coram staff,
- the importance of parents and carers as partners,
- our work with SEND and health professionals,
- our work with other schools, and
- how this Policy is monitored and reviewed.



How is SEND organised at Thomas Coram?

We regularly discuss SEND in our teams, and the leadership team keep support for children with SEND under review. We keep a list of children who have been identified as having SEND, and this is called the SEND Register. Children can be taken off this list if their needs change, or their progress improves. Children with SEND have an Individual Education Plan (IEP).

Our Head Teacher provides leadership on inclusion and high achievement for all:
Perina Holness, perina.holness@thomascoram.camden.sch.uk

As a state maintained nursery school we are required to have a qualified teacher with relevant experience or the SENDCO qualification (NASENCO). This person is called a SENDCO, and their duties are in the Appendix 1. At Thomas Coram, the Inclusive Intervention Team from Camden Local Authority supports us by providing an Area SENDCO.

Our SENDCO is:
Jan Stillaway, janine.stillaway@thomascoram.camden.sch.uk

Our SEND Governor has responsibility for monitoring and supporting the school on SEND:
Julie Tucker, admin@thomascoram.camden.sch.uk



What is Thomas Coram's vision for SEND?

We welcome difference and diversity, and have high aspirations for all of our children, especially for those with SEND. Thomas Coram welcomes children with a wide range of SEND, whether they have emerging needs or a diagnosis. Our school is firmly committed to inclusion and we work hard to enable and empower children with SEND to play and learn alongside children who do not have SEND.

Thomas Coram promotes equality of opportunity for our SEND children. We have a duty to enable all of our children to achieve, and aim to offer excellence and choice, whatever their needs or stage of development. We want all our children to feel that they are a valued part of our school community.



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

Thomas Coram has termly assessment and review cycles to make sure that every child makes progress. These cycles, along with ongoing observations and evaluations, are part of our graduated response where we assess, plan, do and review how we meet the needs of all our children. The cycles enable us to identify children who are falling behind in their development, or not making the same progress as their peers. When concerns are first raised about a child's development we use an early identification pathway, please see the appendix for more information in the Appendix.

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.

Children with SEND need extra help because of a range of needs, and these needs are thought of in four broad areas: Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health and Sensory and/or Physical Needs. Some children have needs that overlap areas, and their needs can change over time. We know that children may also have a medical or health problem, which may result in them missing school (if their needs are not addressed).

At Thomas Coram we follow Camden's guidance on the identification of SEND and the Code of practice. It is important to identify SEND early, so that we can help children as quickly as possible. The views of parents and carers are central to identifying and planning for the needs of our children with SEND. A child is identified as needing SEND Support only if parents and carers agree. At Thomas Coram we acknowledge that a delay in learning and development does not always mean a child needs special educational provision. We ensure that a child's lack of progress is not because English is not their home language.

SEND Support is part of a systematic and graduated approach which starts with high quality teaching first. Children who have SEND, and are identified as needing SEND Support, need targeted support in an Individual Education Plan (IEP). This support can be for a short time, or part of a longer-term plan, and is usually given to a child by their key worker and other team members overseen by their team leader. For a few children, specialist support is appropriate. The IEPs are written in collaboration with parents and carers, keyworkers, team leaders and the SENDCO. When a specialist supports a child, they are also involved in the IEP.

The IEP describes how Thomas Coram and the parents and carers will support a child. The IEP will list the interventions that a child is accessing as part of their provision map, as well as detailing short or medium term targets. At Thomas Coram we aim to use well-evidenced interventions. Interventions do not replace the high quality teaching first model, and are usually recommended by the professionals that work with a child. The interventions are in addition to, or different from, any provision provided as part of the high quality teaching first model. The interventions are also detailed on the SEND Register. To enable some children to access interventions, Thomas Coram may apply on a termly basis for Camden Local Inclusion Funding (CLIF). We have short meetings to review an IEP, and new targets are set. Sometimes different ways of giving support are agreed.

For children with complex needs, who are not making expected progress with SEN Support alone, Thomas Coram may apply to the Local Authority for an Education, Health and Care Plan (EHCP) needs assessment. If a child has an EHCP Thomas Coram will hold an Annual Review. There is more information in the Appendix.



How does Thomas Coram make sure children with SEND have a broad and balanced Curriculum which is safe, accessible and stimulating?

At Thomas Coram we want all the children to love coming to school. We work hard to make sure our provision is motivating, interesting and exciting for all. We want our children with SEND to be fully included in school, and work hard to enable and empower children with SEND to play alongside children who do not have SEND: Thomas Coram appreciates the importance of equality of opportunity for all our children. The curriculum at Thomas Coram is routinely differentiated for children with SEND. For example, we provide:

- additional time and support for a child to develop functional skills,
- quiet time for a child with emotional needs,
- a visual timetable for a child with autistic spectrum disorder.
- routine use of gesture, sign and visual supports for communication

Thomas Coram's provision map, is a working document. Each child on SEND Support has their provision documented on their IEP and on the SEND Register. The provision map 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.

We work hard to make sure that our school building, including all our rooms and gardens are safe, stimulating and accessible. Providing "Enabling Environments" is at the heart of the Early Years Foundation Stage (EYFS). Our provision and activities are varied and motivating, as well as including real objects, visual and sensory content, so that all our children can learn. In addition, Thomas Coram provides specialist equipment, such as toilet seats, wedge cushions or adapted cutlery for children who need it.

Our school is located on one level, on the ground floor. It is accessible for anyone using a wheelchair. For our older children with limited mobility, we have a hoist that staff can use to support with intimate care. Our children's toilets are deliberately small, and the appropriate size for 2 - 5 year olds.



How do we develop the skills, knowledge and expertise of Thomas Coram staff?

All new staff joining Thomas Coram have an induction programme. Our teachers, Early Years Educators, Nursery Support Assistants and Meal Time Supervisors receive regular training, guidance and updates so that they can meet the needs of all of our children. At least one of our training days has a SEND focus, and SEND is always on the agenda at staff meetings.

This helps to ensure that our staff:

- know about the different special educational needs and disabilities of all the children in our school,
- are able to support all our children as they learn through play,
- are able to plan and support our children during adult-led sessions, and
- understand the social, emotional and mental health needs of children with SEND.

We provide further specialist training for any staff supporting children with the most complex needs.

In addition, Thomas Coram provides regular support and training for staff on safeguarding, keeping children safe and meeting children's emotional needs. We have a Designated Safeguarding Lead, who is also the head teacher.



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

We know that the active involvement of parents and carers in the education of their child is one of the most important factors in a child's success and achievement. This involvement is crucial for our children with SEND. Parents and carers have a unique insight and knowledge about their child - we need them to share so that we can plan effectively.

A child's keyworker or support worker is available at the beginning or end of the core school day. We also communicate with our parents and carers through letters, text, on our website and on Parent Hub. Thomas Coram tries to communicate in plain English, and we understand that many of our families have English as an additional language. We have several bi-lingual staff who can offer translation and interpretation in. We may be able arrange for interpreters under certain circumstances.

All our parents and carers are invited to formal review meetings twice a year. When a child has SEND we communicate with our parents in further ways. For example:

- parents and carers are invited to all IEP review meetings,
- parents and carers are given copies of all IEPs,
- if Thomas Coram considers an EHCP may help a child, the parents and carers are invited to a series of meetings with the SENDCO,
- if professionals are visiting a child at school we always let parents and carers know,

- if professionals send us reports or information about a child then we always give copies to the parents and carers,
- parents and carers are given copies of any information we send to professionals, and
- parents and carers are given activities and strategies that are used at school, such as puzzles or PECS cards.
- We always ask for permission to share information about a child

When a parent or carer has concerns about their child, and that they may have emerging SEND, we encourage early conversations with keyworkers and the SENDCO. Parents and carers are the experts on their children. If a parent or carer is concerned that Thomas Coram is not supporting their child appropriately it is very important that they speak to our head teacher.

Detailed information needs to be shared when a child with SEND leaves Thomas Coram. The SENDCO will agree with the parents and carers which information can be shared, and then make arrangements to share with the relevant professionals.

When a child has significant levels of SEND it may be appropriate for the parents and carers to apply for Disability Living Allowance (DLA). Thomas Coram will encourage relevant families to apply for DLA, and if appropriate Thomas Coram will support families by providing a "Statement from someone who knows the child" (Section 20 of the DLA application form).



How does Thomas Coram work with SEND specialists and health professionals?

Sometimes a child needs support from specialist teams and services. As a Camden school, we have access to professionals who are funded by the local authority or the NHS. The teams and services that we work with include:

- 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.

Our staff work closely with the professionals, who support Thomas Coram by:

- modelling activities, either with small groups of children, or 1-to-1 with a child,
- providing training for our staff, and
- helping Thomas Coram assess and identify the needs and next steps for a child.

If a child needs support from one of these professionals then we will do our best to ensure they get the support they need. We will talk with parents and carers, and with their support, we will refer the child.



How does Thomas Coram work with other schools and nurseries?

Thomas Coram is a learning community and believes that it is important to work with other nurseries, children centres and schools to make sure that our knowledge, expertise and skills on SEND issues are up to date.

Thomas Coram shares best practice with other children centres, nurseries and schools in the locality. We are part of School Direct and regularly provide training for early year's staff from around the world. We also lead the Camden Early Learning Hub, enabling educators to reflect and improve on their teaching practice with young children.

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

When a child joins Thomas Coram we have an agreed settling process, and more information can be found in our Admissions Policy and Parent Handbook. When a child is moving from another early years provision Thomas Coram will, when appropriate, contact and collect records from the previous setting. A child with SEND may need an extended settling program.

Transition to school

For all children leaving Thomas Coram to join a Reception class in Camden, there are transition meetings in the summer term. Children with SEND are discussed at these meetings. At times detailed information needs to be shared, and then Thomas Coram's SENDCO will make additional arrangements. The SENDCO will agree with the parents and carers which information can be shared. Some children with SEND need a more personalised transition plan when moving to a new school.

For instance, Thomas Coram may:

- write an "All About Me" book about the child for the new school,
- arrange more visits than usual for the child to the new school,
- write a transition book for the child, including photos of new classrooms and staff, and
- share strategies and resources with the new school.



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 will be reviewed on an annual basis, and the next review date is shown at the bottom of this document.

Signature _____ Date _____

Name _____
Chair of Governors

Signature _____ Date _____

Name _____
Head teacher

Please note this policy is linked to Managing Medication and Medical Dietary Needs Policy

Appendix 1



Duties of SENDCO

In line with the recommendations in the SEND Code of Practice (2015), the SENDCO will oversee the day-to-day operation of this policy in the following ways:

- maintain, analyse and evaluate the school provision map for children with SEND,
- identify a list of children with SEND, including those on SEND Support, called the SEND Register,
- co-ordinate provision for children with SEND,
- work closely with staff to monitor, advise and support them in relation to SEND work,
- oversee the records on children with SEND,
- liaise with parents and carers of children with SEND, in conjunction with key workers,
- contributing to the training of Thomas Coram staff,
- implement a programme of Annual Reviews for children with EHCPs,
- comply with requests from any Assessment Case Co-ordinator (ACC) to participate in a Review,
- carry out referral procedures to the Local Authority to request an EHCP needs assessment when it is suspected that a child may have SEND which will requires significant support,
- oversee the smooth running of transition arrangements and transfer of information for children on the SEND Register,
- ensure that, if a child has an IEP, it has a high profile in the classroom
- evaluating regularly the impact and effectiveness of all additional interventions for children with SEND,
- liaise sensitively with parents and carers of children on the SEND Register, keeping them informed of progress and listening to their views of progress,
- attend Local Authority SENDCO network meetings and training as appropriate,
- liaise with the school's SEND Governor, and
- work closely with a range of outside agencies and professionals to support SEND children.

Appendix 2



Thomas Coram's early identification pathway

When concerns are first raised about a child's development Thomas Coram uses an early identification pathway. This requires a keyworker and team leader to:

- use the high quality teaching first model to support all children, regardless of SEND,
- collect observations and evaluations to identify the strengths and areas of development for all children, regardless of SEND,
- use the graduated approach of assess, plan, do and review,
- highlight any children whose development is not as expected with their team members and team leader in weekly team meetings,
- complete termly assessment and review cycles for all children, regardless of SEND, and
- complete a SEND Monitoring Form, and submit this to the SENDCO.

Once a SEND Monitoring Form has been submitted the SENDCO will meet with the keyworker and / or their team leader to discuss the child. The SENDCO may then meet with the parents and carers of the child, to decide if the child needs:

- SEND Support,
- to be included on the SEND Register,
- an IEP, and
- an onward referral to other professionals.



When a child has an EHCP

When a child has an EHCP, it should be reviewed every 12 months. For children at Thomas Coram, when possible, the EHCP should be reviewed every 6 months. If a child is due to join Reception in the following academic year then the review should take place in the January before they start school. The review and amendments must be completed by 15th February in the calendar year of the transfer.

When an EHCP review is planned, Thomas Coram must seek advice and information about the child before the meeting from everyone that is invited. Thomas Coram should send any advice and information gathered to all those invited at least two weeks before the meeting.

Thomas Coram should invite:

- the child's parents and carers,
- a representative from SEND department of their Local Authority, usually the ACC,
- any health professionals working with the child, such as Mosaic or SLT,
- any other relevant professionals, such as IIT, and
- a local authority social care representative if appropriate.

If a child is due to join Reception in the following academic year, and has a final plan before the 15th January in the calendar year of the transfer, they should not complete a mainstream application for a Reception place in a primary school. The child's school will be named on their EHCP.

If a child has an EHCP, and parents and carers are not happy with the plan, they must talk to their Local Authority.

Appendix 3



Thomas Coram's provision map

Thomas Coram's provision map, is a working document. Each child on SEND Support has their provision documented on their IEP and on the SEND Register. The provision map explains the additional specialist sessions, interventions and strategies that we use to accelerate a child's progress. Our specialist interventions are selected based on evidential research and professional advice. The provision map starts with high quality teaching first. Any support can be for a short time, or part of a longer-term plan, and is usually given to a child by their key worker and other team members overseen by their team leader.

The interventions and strategies that Thomas Coram offers are listed here in alphabetical order. This in no way denotes their order of importance. In addition, a child may access interventions and strategies that are not currently detailed in this provision map.

The interventions and strategies that Thomas Coram offers include:

- 1 to 1 music session with specialist teacher,
- Adapted cutlery and crockery,
- Attention Autism,
- Back chaining,
- Box Clever,
- Chew toys,
- Colourful Semantics,
- Commenting on play, using 1 or 2 words as labels,
- Creative therapy, including music and art,
- Deep pressure along long limbs,
- Deep pressure vests,
- Helicopter stories,
- Identiplay,
- Intensive Interaction,
- Makaton,
- Mat Man,

- Monitoring of food and drink intake,
- Nursery Narrative
- Occupational therapy programme, provided by a professional,
- OWLing,
- PECS,
- People Games,
- Physiotherapy programme, provided by a professional,
- SEND Forest School,
- Sensory toys,
- Special Time,
- Structured schedule within TEACHH approach,
- Tailored toileting programme, provided by a professional,
- Social Stories
- Teaching of social skills
- Teaching of speech sounds, provided by a professional,
- Transition Objects,
- Using count down "5, 4, 3, 2, 1, [activity] finished", with Makaton hand gesture,
- Using phrase "now [activity]", "next [activity]" and "then [activity]",
- Using the "hand rule", 4 comments and 1 question, when commenting on play,
- Visual timetable,
- Wedge or move & sit cushion, and
- Work station.

Appendix 4

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?

INDIVIDUAL EDUCATION PLAN



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:		
The child is currently accessing the below as part of Thomas Coram's provision map: <ul style="list-style-type: none"> • High quality teaching by ... • ... hours nursery education • 				The below strategies should be consistently used to support the child as part of Thomas Coram's provision map: <ul style="list-style-type: none"> • 		
Targets	Frequency of support and by whom	Strategies used to support	Parent input	External professionals input	Review	
Target 1						
Target 2						
Target 3						

