

Thomas Coram SEND Information Report



Thomas Coram Nursery School

Thomas Coram's SEND Information Report explains how we support children with special educational needs and / or disabilities (SEND). Our SEND policy has more information about what we do every day. Camden Local Authority also publishes the Camden Local Offer. The Local Offer has information about specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. You can find it here:

www.camden.gov.uk/send-local-offer

Our school SENDCO (Special Educational Needs and Disabilities Co-ordinator) is Jan Stillaway. You can contact Jan via the school office;

- 02075200385
- admin@thomascoram.camden.sch.uk

What kinds of SEND are provided for at Thomas Coram?

The nursery provides education and additional support to children with a full range of special educational needs and disabilities including;

- Communication and interaction, for example speech and language difficulties or Autistic Spectrum condition.
- Cognition and learning, for example moderate or specific learning difficulties or global delay.
- Social, emotional and mental health difficulties, for example attention deficit hyperactivity disorder or trauma.
- Physical, sensory or health conditions, for example hearing or sight impairment, epilepsy, sensory processing difficulties.

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 welcome difference and diversity, and have high aspirations for all of our children. Our school is firmly committed to inclusion and works hard to make it possible for all children, whatever their needs or abilities, to be included and welcome.

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

Our SENDCO has responsibility for SEND including health needs:

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

Our Office Manager can give you copies of our policies:

Albert D'Lima, albert.dlima@thomascoram.camden.sch.uk

How does Thomas Coram teach children with SEND?

Thomas Coram welcomes children with a wide range of SEND, whether they have emerging needs or a diagnosis. We have high expectations for all our children, especially for those with SEND. We are firmly committed to inclusion, and work hard to enable and empower children with SEND to play 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. We respect the fact that all of our children:

- have different educational needs and aspirations,
- require different strategies for learning,
- acquire, assimilate and communicate information at different rates, and
- need a range of different teaching approaches and experiences.

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.

What does Thomas Coram do when a child needs support from specialists?

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 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.

At Thomas Coram we follow Camden's guidance on the identification of SEND, and there is more information in our SEND policy. 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. This support can be for a short time, or part of a longer-term plan, and is

usually given to a child by their keyworker. For a few children, specialist support is appropriate.

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.

When a child has SEND how does Thomas Coram review their progress?

All children at Thomas Coram have termly assessment and reviews to make sure they make progress. Children with SEND also have an IEP, which is a targeted plan of support. The IEPs are written with parents and carers, keyworkers and the SENDCO. When a specialist supports a child, they are also involved in the IEP.

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. The IEP also describes how Thomas Coram and the parents and carers will support a child to achieve their IEP targets. We have short meetings to review an IEP, and new targets are set. Sometimes different ways of giving support are agreed.

At Thomas Coram, we write a report for all children twice a year. If your child has an EHCP there will be an Annual Review.

How does Thomas Coram make sure children with SEND have a broad and balanced curriculum? How do we enable children with SEND engage with children who do not have SEND?

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. We appreciate the importance of equality of opportunity for our children with SEND.

We ensure that children with SEND can participate in activities with children without SEND by making sure that most of their learning takes place through play in the nursery with and alongside all the other children. If we offer specialist interventions to children we try to always offer these in the nursery environment rather than withdrawing children to a separate space and whenever possible children are in mixed small groups for special activities.

For any educational visit, we do a risk assessment. We plan for the needs of the SEND children and make reasonable adjustments. Our older children with complex needs attend Forest School most weeks, as well as have a short 1-to-1 music session with our specialist music teacher.

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. The interventions are monitored for quality and effectiveness by the SENDCO.

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,
- time away from the rooms for a child with sensory needs, or
- a visual timetable for a child with autistic spectrum disorder.

How does Thomas Coram make the environment safe, accessible and stimulating for SEND children?

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 including real objects, visual and sensory content, so that all our children can learn.

Our visiting professionals provide guidance and advice for some of our children with SEND. 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 does Thomas Coram work in partnership with the parents and carers of our children with SEND? How do we consult with 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.

It is sometimes difficult to consult directly with very young children about their preferences and views but we aim to always include children's views in our plans for their education. We do this in a variety of ways including observing their interests and

preferences carefully, discussing their likes and dislikes with their parents and carers and offering them as much choice as possible.

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 Bengali, Sylheti and Urdu. We can also arrange for interpreters if needed.

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

- parents and carers are invited to all IEP 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.

When a parent and 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 and carer is concerned that Thomas Coram is not supporting their child appropriately it is very important that they speak to our head teacher.

Thomas Coram welcomes and values feedback on how well we are working with our parents and carers. This is done both informally and through questionnaires. We know that we could be better at documenting feedback from our SEND parents and carers, and this will be part of our School Improvement Planning process.

How does Thomas Coram plan smooth transitions for children with SEND joining or leaving the school, or moving groups within the school?

For all children new to 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. When parents and carers know their child has SEND we would encourage early conversations with our SENDCO, head teacher or deputy head teacher so that we can ensure the appropriate level of support is in place for the child. We will also ask parents and carers if we can talk to the professionals already supporting their child. If needed, Thomas Coram will arrange a Team around the Family (TAF) meeting

so professionals, parents and carers and staff at Thomas Coram can share information. A child with SEND may need an extended settling program.

Usually children only move groups within Thomas Coram at the beginning of the term after their third birthday, when they move into our nursery class. For instance, if they turn three in February, the child would move to the nursery class after the Easter holidays. We have a settling process for these children, where they meet their new keyworker and visit their new play spaces. Parents and carers are also able to meet the new keyworker. Keyworkers, old and new, meet to share information about the children so that we can give the children the best possible start. This is the same for SEND children, and we make sure IEPs, strategies and documentation are also shared.

For all children leaving us 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 support the social, emotional and well-being of children with SEND?

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

At Thomas Coram we offer experiences to all of our children that reflect the philosophy and practice expressed in the statutory framework, the Early Years Foundation Stage (EYFS). Two integral parts of the EYFS curriculum are Personal, Social and Emotional Development (PSED) and Characteristics of Effective Learning. In children, this promotes the development of:

- positive relationships with adults and children,
- self-awareness and self-confidence,
- the self-regulation of emotions,
- curiosity and taking risks,
- the ability to maintain focus, and
- creating and thinking critically.

More information can be found in our Curriculum Statement.

If a child is experiencing difficulties with behaviour or social relationships we will talk to parents and carers first. With parents and carers we will decide together how to support a child, and we may refer the child for specialist support. Many of our children with complex SEND cannot talk. We monitor their well-being very closely, and we make sure that we respond to their non-verbal cues.

We have a policy on how we manage medical needs. Children with serious medical needs have an Individual Health Care Plan, which sets out their medical condition and needs. More information can be found in our Medicines Policy.

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. All of our staff, governors and volunteers have an up-to-date DBS (Disclosing and Barring Service) check.

How do we support children who are looked after by the local authority?

We offer children who are looked after by the local authority all the opportunities we offer other children at our school. We do this by close liaison with their carers, children's social care and, if appropriate their parent(s). We understand that sometimes we may need to make particular arrangements to ensure the needs of these children are fully met.

How does Thomas Coram know they are successful in helping children with SEND?

Thomas Coram feel that the children and their parents and carers are the indicators of the success of SEND at Thomas Coram. If children are happy, supported and making progress, and parents and carers feel they are partners, then we see this as a success.

Arrangements for complaints

If parents and carers do not feel that their child is getting the support needed, they should first speak to their keyworker. If SEND support is needed, parents and carers will be invited to a meeting with their keyworker and the SENDCO. If parents and carers do not think they have been heard then they should talk to our head teacher. The school has a clear complaints policy and procedure (see policies on school website).

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

Camden's Local Offer is published here

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