

Thomas Coram Nursery School

Special Educational Needs and Disabilities Policy



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



Reviewed and Approved: Spring 2022	Next review: Spring 2023
Reviewed annually	

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 integrate their learning needs into daily provision using a combination of play based learning and small group activities.
- When children are given 'one to one' support from an additional adult we avoid children becoming segregated by virtue of the needs. 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).
- 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 suspected 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 disability.

SEND Contact at Thomas Coram

Our Special Educational Needs and/ or Disabilities Co-ordinator (SENDCO) is currently **Jan Stillaway**. You can always contact Jan via:

- The school phone number: **0207 5200385**
- Office email: 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 phase 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

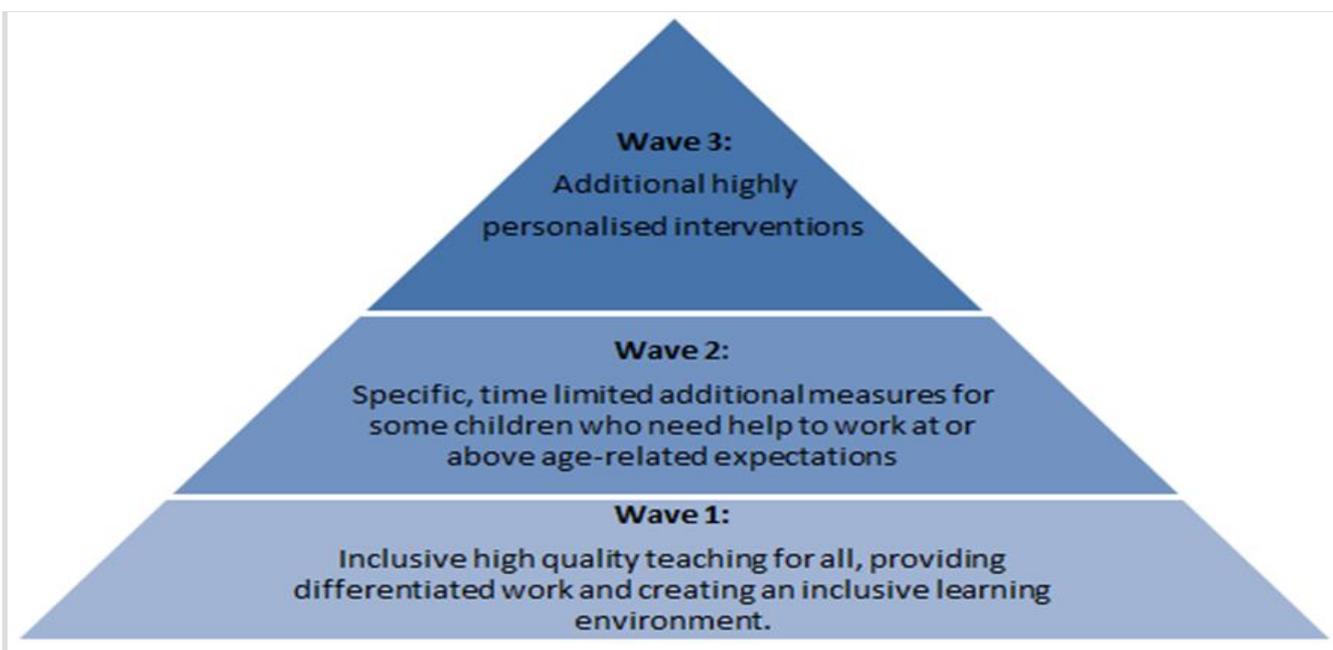
Sometimes children need additional adult support to fully engage with nursery provision. When this happens they may be allocated a member of the support team for periods of the day or to help with particular activities. When a child is allocated support from a support worker we work hard to avoid over 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 very 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 an early intervention team who are able to offer coaching, advice and training to parents and staff.

Children with Medical Needs

If any child has an identified medical need their parent(s) and the SENDCO 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 the SENDCO 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 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 6-8 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. 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 SENDCO 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.

From the summer term 2022 children without an EHCP but with a high level of need may be awarded an Exceptional Needs Grant (ENG) for the first term or first year they attend primary school. The SENDCO applies for this in agreement with the child's parents the spring before they transfer.

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

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

--

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

n/a

Arrangements for school visits/trips etc.

--

Plan developed with

Health care practitioner name and signature

--

Staff training needed/undertaken – who, what, when

N/A

Parental signature (s) print name (s)

Date_____

Appendix 2

SEND Monitoring Form

Child's name	
DOB	
Languages spoken at home	
Key person and Team leader	
What hours do they come?	
What are parent(s) views?	
What are your main concerns? <i>(brief - one sentence)</i>	
<p>How is their speech?</p> <p>Understanding</p> <p><i>Can they understand words without gesture or visuals? Can they follow a verbal instruction? (Examples please) Do they respond to their name?</i></p>	Understanding
<p>Speaking</p> <p><i>Can they do they use single words? (Examples, please), How many words do you think they can say (10, 20 50+?) can put words together or say short phrases? (2 words,3, 4? Examples, please) Do they only repeat or do they initiate communication? Do they point? Do they seem anxious about speaking or stammer? Is their speech clear?</i></p>	Speaking
<p>How are their attention and listening skills?</p> <p><i>Prompts: Do they flit between activities? Can they make a choice between two things without gesture to help 'ie. Do you want the car or the train?' Can they listen in a small group? For how long? Can they respond to questions put to the group?</i></p>	

<p>How are their social skills and social communication?</p> <p><i>Prompts: Do they play alongside or with other children? or do they play alone? Do they have any particular friends? Do they lead play or copy what other children are doing? Do they use gesture, tone of voice and eye contact to communicate? With support, can they take a turn?</i></p>	
<p>How is their play?</p> <p><i>Prompts: Do they play in most areas or only some? Do they have narrow interests or very basic repetitive play? Do they play alone? What is their pretend play like? Can they play independently or do they rely on adults to engage them? Do they get 'stuck' moving between activities?</i></p>	
<p>How are they with food and drink?</p> <p><i>Prompts: Do they drink adequately during the day? Do they eat well or only very selectively at meals? Do they eat snacks? Can they sit down for lunch for 20-30 mins calmly?</i></p>	
<p>How are their self-care skills?</p> <p><i>Prompts: Are they able to use the toilet? Can they feed themselves and use cutlery? Can they drink using a cup? Can they wash their hands? Hang up their coats? Take off their shoes? Follow simple instructions to do things independently?</i></p>	

<p>How is their physical development?</p> <p><i>Prompts: Can they run and walk confidently? Ride a balance bike or a scooter? Step up and down on a block or a step? Can they hold a pen to make marks? Pick up small objects?</i></p>	
<p>What have you tried already to support this child? How did it go?</p>	
<p>Anything else? (Behaviour? Emotional difficulties?)</p>	

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)
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)
- Sensory Advisory Service

Appendix 4

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:		
Thomas Coram Offer currently accessing:			Strategies to consistently use:			
<ul style="list-style-type: none"> • High quality teaching by ... • ... hours nursery education • 			<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						

