



# Thornton Heath Nursery School

## School Information Report

**Signed:**

*PP [Signature]*

**Chair of Governors**

**Date:** 27.02.26

*J. Pindarsingh*

**Head of Nursery**

**Date:** 27.02.26

**Review date: As required**

## **SEND – School Information Report**

### **Meeting the needs of children with Special Educational Needs and/or Disabilities (SEND)**

#### **1. What support to expect for your child**

1.1 Thornton Heath Nursery is a friendly and inviting school where everyone is welcome. We work closely as a team, alongside children and parents to create a sense of trust, in an exciting well-resourced environment.

1.2 We are dedicated to offering a high-quality, inclusive education that nurtures every child's natural curiosity and love of learning through our play-based approach. Our continuous provision is carefully resourced to create a consistent, supportive, and accessible environment that promotes independence. This enables children to interact with familiar materials at their own pace, revisit activities to reinforce their learning, and helps to minimise or eliminate any barriers to their full participation.

1.3 We believe that all children, including those identified as having SEND, have a common entitlement to be offered a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

1.4 We take pride in listening to and respecting all children as unique individuals. Our aim is to ensure that all children reach their maximum potential through an emphasis on high expectations and challenge. We want children to be happy and confident in our school and we work hard as a team to encourage children to become active and independent learners.

#### **2. Children and Families Act 2014**

2.1 The Children and Families Act 2014 continues to underpin the SEND system in England, extending support from birth to age 25.

- a) It emphasises greater control and choice for children, young people, and their families in decisions about their education, health, and care.
- b) The Act replaced statements and learning difficulty assessments with Education, Health and Care Plans (EHCPs) that cover education, health, and social care needs in a coordinated way.
- c) It mandates improved cooperation between local authorities, health services, and other agencies to provide integrated support.
- d) It requires local authorities to involve children, young people, and parents in the development and review of SEND provision and to publish a Local Offer detailing available services.

These principles and duties remain the foundation of SEND provision and statutory guidance, including the SEND Code of Practice (2015, updated periodically), which operationalises the Act's requirements.

The 3 main reforms are

#### **3. The Local Offer**

3.1 Each local authority (LA) is required to inform children, young people and parents/carers about the provision available for children and young people with SEND. This will include a variety of services provided by the LA and how to access them.

3.2 Every school in the LA is also required to provide information about what support is available for children in their care. To clarify this, the Government, aided by parents/carers, have sought to answer the most frequently asked questions.

More information about Croydon's Local Offer can be found by following this link:

<https://www.croydon.gov.uk/education/special-educational-needs>.

#### **4. How do staff at Thornton Heath Nursery School know if a child has Special Educational Needs and/ or Disabilities (SEND) and needs extra support?**

##### **4.1 Parents / carers**

- a) Declare any SEND on the initial application form when requesting a place at the nursery;
- b) Discuss this with the SENCO during the admission appointment;
- c) Speak to the keyworker about any concerns they may have and share information;
- d) In addition to parent/carer and keyworker observations, the school conducts early screening and baseline assessments during the settling-in period to identify any emerging SEND needs promptly

##### **4.2 Keyworkers / teachers**

- a) Identify if a child is not making good progress;
- b) Identify a significant change in a child's behaviour and/or learning

#### **5. Who should I contact to discuss the concerns or needs of my child?**

##### **5.1 Keyworker** is responsible for:

- a) Making a record of the concerns
- b) Organising a meeting between the parents /carers, teacher and SENCO
- c) Adapting and refining the curriculum, learning environment and learning activities to respond to the strengths and needs of all children;
- d) Checking on the progress of your child and identifying, planning and delivering any additional support required to aid progress;
- e) Contribute to formulating an individualised SEND Support Plan (Pupil Passport) with a review date and priorities agreed between the parent/carer and school with a focus on the next steps required for your child's progress;
- g) Monitoring a child's progress and identifying, planning and delivering any additional support required to aid progress;
- f) Applying the school's SEND policy.

If you have concerns about your child, you should speak to your child's keyworker first. You may then be directed to the SENCO: Jenette Indarsingh (Head of Nursery)

For further concerns or if you feel your child's needs are not being met, parents/carers can contact the SENCO directly on 020 86840494 or escalate concerns to the SEND Governor.

**5.2 Special Educational Needs Co-ordinator :**The SENCo is responsible for coordinating provision for children with SEND. They liaise with a range of agencies outside of the school who can offer advice and support to help children work towards overcoming any difficulties. The SENCO can provide advice and facilitate training to ensure that all staff are skilled and confident about meeting a range of needs. They coordinate provision for children with SEND and develop the school's SEND policy ensuring that parents/carers are:

- a) Involved in supporting their child's learning and their access to services;
- b) Kept informed about the range and level of support offered to their child;
- c) Included in reviewing their child's progress;
- d) Consulted about planning transitions to their new class or school.

**5.3 Head of Nursery:** They are responsible for the day to day leadership and management of all aspects of the school, including the provision made for children with SEND.

**5.4 SEND Governor:** Responsible for supporting the school to evaluate and improve the quality and impact of provision for children with SEND across the school.

## **6. Children known to have SEND before admission**

6.1 Prior to admission, we may receive information about a child with SEND from parents or external agencies. When a child with known SEND requires special arrangements, we will collaborate closely with their family and previous setting to ensure a smooth transition. The SENCO will meet with the child's parents or carers at the time of admission. For children who have previously received support from Local Authority Portage workers, the SENCO will also engage with these professionals to better understand the child's needs. The insights of parents and carers are central to our planning, and we will combine their input with information from other relevant agencies to facilitate a seamless transition and promote rapid progress. A pre-admission meeting involving parents and all professionals working with the child will be arranged to establish necessary arrangements before the child starts nursery. Additionally, pre-admission visits for the child will be organised. The SENCO will proactively gather all pertinent information from external agencies when a known difficulty exists prior to admission.

## **7. Identifying SEND after admission**

7.1 Other children with SEND may not be identified until they start at nursery. We have systems in place so that all staff can be involved in the identification of children who may be in need of extra support. It may be evident that a child needs support very quickly, particularly with physical or communication difficulties. Other difficulties may not become evident until later and these will be identified as a result of the staff constantly monitoring the children's progress. We make allowances for the fact that some children find the separation process during settling in quite difficult so we monitor our new children to ensure they are settling in effectively.

## **8. Assessment, Planning and Review**

8.1 Ongoing monitoring is carried out by Keyworkers, Teachers, the SENCO/ Head of Nursery to identify children who are not making adequate progress.

8.2 A range of evidence based assessment tools and developmental checklists are used to identify additional needs and systematically track progress of children with SEND:

- a) Local Authority Assessment Overview Sheets (Covers Prime Areas)
- b) WELLCOMM
- c) Bespoke assessment milestones document
- d) Development Matters
- e) Birth to 5 Matters
- f) Leuven Scales
- g) Blanks questioning
- h) 2 year old progress check
- i) SMART targets
- j) Long observations
- k) Pupil progress meetings

8.3 Following these assessments, and after discussions with key staff and parents, additional support may be put into place to help target identified needs.

This additional support is documented by the school through an initial concern plan, provision map and if necessary a pupil passport. In consultation with the Keyworker, SENCO and parents/carers, short term targets are agreed which prioritise key areas of learning. Where external agencies are involved, their advice and recommendations are included in this planning. Actions agreed take into account each child's strengths as well as their difficulties.

8.4 Review meetings are held at least termly. Parents/carers are invited to this review. Although our children are too young to attend the meeting their views will be presented whenever possible through observation of engagement and wellbeing. The impact of the support offered is considered along with the progress towards

targets set. If the targets have been achieved, new SMART targets are set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded on the Pupil Passport.

8.5 Keyworkers share information regarding the child's progress with the parent/carer, which will include:

- a) observations,
- b) progress towards meeting age related expectation,
- c) outcomes of assessments

The school very much welcomes contributions from the parent/carer during these meetings and indeed throughout their time with us.

## **9. Three Waves of SEND Support (Graduated approach)**

9.1 When a child requires additional help, we use a structured approach called the "Three Waves of SEND Support" to ensure they get the right level of support at the right time.

9.2 Wave 1: Universal Support - This is the high-quality teaching and support that every child receives as part of everyday learning. Our skilled staff adapt activities and the environment to meet the needs of all children, including those who may need a little extra help to thrive.

9.3 Wave 2: Targeted Support - If a child is not making expected progress in key developmental areas despite quality Wave 1 provision, they receive additional, focused support led by staff. This might include small group activities or short-term interventions designed to help them develop specific skills, such as communication or social skills (see Appendix 1 for current interventions in place)

9.3 Wave 3: Specialist Support - For children with complex or significant SEND requiring multi-agency involvement, we involve outside agencies in making provision to meet the child's needs in partnership with parents / carers. This may involve working closely with external professionals such as speech and language therapists or educational psychologists, and creating individual plans to support the child's learning and development. (see Appendix 2 for a list of support services that are available to us).

We regularly review each child's progress and work closely with parents to ensure the support is effective and meets their child's needs

## **10. Personalised funding**

10.1 If your child needs additional support through a Pupil Passport to secure the best outcomes for them whilst attending the nursery, the SENCO can make an application for personalised funding.

10.2 This application is made to the Local Authority and includes evidence of identified needs (Pupil Passport, professional reports), the level of support required (Provision Map) and impact from the support that is in place.

10.3 This is usually reviewed / renewed on a termly basis.

10.4 Parents/carers are fully involved in the application process for personalised funding, and will receive feedback on outcomes and reviews.

## **11. Educational Health Care Plan**

11.1 Some children need further support to secure the best possible outcomes for them across education, health and social care, with an agreement from the parent an Education Health and Care (EHC) Needs Assessment will be requested from the Local Authority. The process is legal and follows specific steps to ensure that the child's special educational needs are identified and addressed appropriately.

11.2 EHCN requests are typically made to support a nursery child's transition to primary school particularly if they require specialist provision, Enhanced Learning Provision (ELP) or will need to access additional services such as speech and language support in a mainstream school.

11.3 The EHCN application is in three parts:

- a) Request for an Education, Health and Care Needs Assessment
- b) Parent View
- c) Child's View

11.4 The SENCO completes the request from education (a) being mindful, and including information shared through the reports from other professionals / outside agencies.

11.5 The SENCO works in partnership with parents/carers to complete the Child's View form (c). Our children are too young to complete this themselves and often have speech, language and communication barriers which prevent them from vocalising their views. With this in mind the Child's View is completed using observations of the child, keyworker and parental knowledge.

11.6 The Parent View (b) form is completed by the parent / carer and must include

11.7 When the EHCN request is made to the Local Authority SEND team all other reports from external agencies and professionals are included in the submitted request, the EHCN request is then presented to a panel of professionals to determine whether an assessment is required. The EHCP process, from request to plan issuance, typically takes up to 20 weeks. The SENCO keeps parents informed at each stage (see Appendix 3 for timeline).

11.8 On the rare occasion that a child already has an Educational Health and Care Plan (EHCPs) in place, the level of support given will reflect the complexity and severity of needs. There will be an expectation that children should develop independent learning skills, as far as possible, and not become reliant on adult supervision.

11.9 Formal review meetings are held at least termly. Parents/carers, relevant external agencies and the child are invited to this review. Although our children are too young to attend the meeting their views will be presented whenever possible through observation of engagement and wellbeing. The impact of the support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

## **12. Access arrangements**

12.1 We have an accessibility plan (available on the school website [www.THNS.org](http://www.THNS.org)) in place to ensure that pupils with SEND can take part in all aspects of school life and that school buildings and outdoor spaces are appropriately adapted. Access arrangements currently include:

- a) Wheel chair access;
- b) Disabled toilet facilities.

Depending on the needs of the child, an individualised access and/or medical care plan will be in place.

## **13. Mental Health and Wellbeing Support**

13.1 At Thornton Heath Nursery School, we prioritise the mental health and wellbeing of every child, recognising its fundamental role in enabling children to thrive and succeed. Our approach is tailored to meet the diverse needs of our SEND children, ensuring they feel safe, understood, and supported in their emotional

development. Mental health and wellbeing support is closely linked with safeguarding procedures to ensure early identification and response to any concerns.

13.2 Each child is assigned a dedicated keyworker who builds a trusting and consistent relationship with the child and their family. Keyworkers play a crucial role in observing children's progress, using tools such as the Leuven Scales to assess wellbeing and involvement, and the Colour Monsters resource to support emotional literacy. They use these insights to tailor learning experiences and emotional support, ensuring that children feel safe, valued, and motivated to learn. Keyworkers act as a vital communication link between home and nursery, working closely with parents and carers to share information, celebrate achievements, and address any concerns promptly. This partnership fosters a holistic understanding of the child's needs and promotes continuity of care and learning.

13.3 We use the Colour Monsters by Anna Llenas resource as a key tool to help children identify and express their emotions in a creative and accessible way. This visual and interactive approach supports children in recognising different feelings, which is essential for developing emotional literacy and self-regulation skills.

13.4 To monitor and support children's wellbeing, we consistently use the Leuven Scales of Wellbeing and Involvement. These scales provide a reliable framework to observe and assess children's emotional state and engagement in activities. By regularly tracking wellbeing and involvement, we can tailor our interventions and support strategies to meet individual needs effectively.

13.5 We use the Local Authorities "5 A Day on Wellbeing Way" initiative which offers simple ways to improve wellbeing. The approach uses the idea of 5 things we can do in every day life to improve our mental health and wellbeing:

- a) Connect
- b) Be active
- c) Take notice
- d) Keep learning
- e) Give

13.6 Staff are trained to respond sensitively to children's emotional cues and to foster a nurturing environment where every child feels valued and understood. Through these practises, we aim to build strong foundations for positive mental health, resilience, and successful learning journeys.

## **14. Staff training**

14.1 We access a wide range of training opportunities through in-house weekly CPD, external providers, online platforms (School / DfE / NASEN) and our partnership with Pegasus Academy Trust.

14.2 Ongoing (weekly) training is designed and delivered to reflect current training needs, needs of the children and school priorities.

14.2 The SENCO actively engages in a range of opportunities to share best practice and keep up to date with current local and national initiatives and policies to support pupils with SEND. We also seek advice and guidance from local specialist provision schools (outreach) to review, evaluate and develop provision for pupils who have the most complex needs.

14.3 Weekly monitoring of teaching and learning and half termly staff supervision meetings provide an opportunity to highlight and discuss training requirements of individual staff members.

## **15. Monitoring and evaluation of SEND provision**

15.1 The SENCO meets with keyworkers of SEND children at least once a term to review individual child progress, intervention effectiveness, and provision adjustments. These meetings are used to discuss analysed assessment data, observations, and feedback from parents and specialists.

15.2 The SENCO maintains an up-to-date SEND provision map for each SEND child that outlines all support provided, including staffing, interventions, and resources. This provision map is updated regularly to ensure it reflects current needs and aligns with SMART targets on Pupil Passports.

15.3 The SENCO conducts termly focused learning walks to observe SEND provision in practice, including adult-child interactions and the use of resources.

15.4 Feedback is gathered from parents and carers through surveys, meetings, or informal conversations about their child's experience and progress. This feedback is used to inform provision adjustments and strengthen home-school partnerships where practicable.

15.5 SENCO and keyworkers collaborate with external professionals (speech and language therapists, educational psychologists) for periodic reviews and advice.

15.6 SENCO reviews updated Pupil Passports with input from staff, parents and specialists (when possible) and monitors how effectively these plans are implemented and their impact on child development

15.7 Assigned Governor with responsibility for SEND meets termly with the SENCO to review SEND provision, Pupil Passports and complete an Early Years SEND review which highlights strengths and areas for improvement.

15.8 All information regarding children with SEND is handled in accordance with data protection laws and confidentiality is maintained at all times.

## **16. Transition support**

16.1 Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition. Where possible, children's preferences and views are sought and incorporated into transition planning to empower them and reduce anxiety. This may be supported by 'social stories' and visits to the new setting/class.

16.2 Children joining Thornton Heath Nursery School are invited to Stay and play sessions prior to admission.

16.3 All children have a "settling in" period which is child led, there is no set time limit for when a child is expected to have settled. We work closely with parents / carers to ensure that his period of time is a positive experience for all.

16.4 When moving on to another nursery the SENCO contacts the receiving school and information is shared about special arrangements and support that has been provided to support the child to progress in their current provision.

16.5 When transferring to primary school SENCO attends a transition meeting whenever practicable to discuss the specific needs of the child and the nature and level of support which has had the most impact.

16.6 In some cases, additional multi-agency meetings maybe necessary to create a more detailed 'transition plan'. This may include additional visits to or from the new school.

16.7 All records are passed on as soon as possible using secure systems for example CPOMS / Egress

## 17. Further information

17.1 Further information about Thornton Heath Nursery School's SEN provision can be found in the SEN Policy on the [Thornton Heath Nursery School website](#).

17.2 Further information about support and services for pupils and their families can be found on Croydon's Local Offer web page [https://croydon.cloud.servelec-synergy.com/Synergy/Croydon\\_SEND\\_Local\\_Offer/](https://croydon.cloud.servelec-synergy.com/Synergy/Croydon_SEND_Local_Offer/) and the Croydon Educational Psychology Service padlet <https://padlet.com/CroydonEPs/croydon-padlet-qbi4yfu4sx1dlemi>

## 18. Revision history

Policy update	Brief description of changes made
January 2026	<ul style="list-style-type: none"> <li>Re-formatted the whole policy to add numbered sections / bullet points for ease of navigation</li> <li>1.2 added – continuous provision</li> <li>2.1 reworded bullet points a – d</li> <li>8 added Assessment, Planning and review section</li> <li>10 added Personalised Funding section</li> <li>11 added Educational Health Care Plan section</li> <li>13 added Mental Health and Wellbeing Support section</li> <li>15 added Monitoring and evaluation of SEND provision section</li> <li>17 added link for Educational Psychology padlet</li> <li>Added Appendices 1 , 2, 3</li> </ul>

## Appendices

### Appendix 1 Second Wave interventions

All interventions are regularly reviewed for effectiveness and adjusted based on child progress and feedback.

Second Wave: Focused intervention led by nursery staff.	
Language groups	A small group intervention focusing on the development of children speaking in sentences, listening and responding.
Speech and Language care plan targets	Individual/ paired /small group intervention with a focus on the speech and language targets identified by the external speech therapist in the children's individual care plans.
Social skills group	A small group intervention with a focus on the development of interaction with peers and the development of play skills.
Number sense intervention	Adult intervention, delivered in small groups, to support and extend children's numeracy skills /understanding.
EAL support	Activities focused on developing children's understanding and acquisition of the English language
Bucket Time	Led by trained staff to develop children's listening and attention skills
Fine motor skills	Adult intervention, delivered in small groups, to support and develop children's fine motor skills

### Appendix 2 Third Wave specialist support

#### Third Wave: External Partnerships

This involves outside agencies in making provision to meet the child's needs in partnership with the family. Partnerships may involve:

**Educational Psychology Service (EP)**  
Our attached EP is Karina Ng

#### The Educational Psychology Service:

- Assess children;
- Give advice when there is a need;

	<ul style="list-style-type: none"> <li>• Talk to parents, teachers and children;</li> <li>• Write EHCN assessment progress reports</li> <li>• Support the school to plan for the future to meet a pupil's needs.</li> </ul>
<b>Local Authority Early Years SEND Team</b>	<b>The Early Years SEND Team:</b> <ul style="list-style-type: none"> <li>• Assess children's needs;</li> <li>• Identify strategies to support needs;</li> <li>• Provide additional funding for the school to support the child's personal care and enable access to the learning environment;</li> <li>• Supports parents with school placements / transitions.</li> </ul>
<b>Chatterbox</b>	<ul style="list-style-type: none"> <li>• Children younger than 5 years old may be directed to Chatterbox sessions run by speech and language therapists at centres across the borough.</li> </ul>
<b>Speech and Language Therapy</b> (only accessible through a referral from Chatterbox)	<b>The Speech and Language Therapist:</b> <ul style="list-style-type: none"> <li>• Assesses children;</li> <li>• Gives advice when there is a difficulty;</li> <li>• Talks to parents, teachers and children;</li> <li>• Supports the school to plan for the future to meet a pupil's needs;</li> <li>• Trains staff to deliver therapy.</li> </ul>
<b>Sensory Support Service/ Visual Impairment &amp; Hearing Impairment Services</b>	<ul style="list-style-type: none"> <li>• Assess function of hearing/vision;</li> <li>• Inform staff about the nature and degree of pupil's impairment and the difficulties that may arise as a result;</li> <li>• Discuss the management of the pupil in the classroom and around the school;</li> <li>• Advise on how to adapt materials and equipment to enable the pupil to access the learning environment;</li> <li>• Advise on special skills training (e.g. mobility and signing) and equipment.</li> </ul>
<b>Occupational Therapy/ Physiotherapy</b>	Occupational Therapy / Physiotherapy: <ul style="list-style-type: none"> <li>• Provides appropriate treatment for individual pupils;</li> <li>• Advises staff on how to adapt the learning environment;</li> <li>• Trains and supports staff with pupil's individual therapy.</li> </ul>
<b>Virtual School for children who are 'looked after'</b>	<b>The Virtual School for children who are 'looked after':</b> <ul style="list-style-type: none"> <li>• Oversees and monitors provision for children who are in the care of the Local Authority.</li> </ul>
<b>Best Start 2 yr Integrated Review</b>	<b>Best Start</b> <ul style="list-style-type: none"> <li>• Sharing of information between parents, health visitor or community child development advisor</li> <li>• Opportunity to look at your child's progress and what is needed to support the child's health, wellbeing, learning and behaviour.</li> </ul>

### Appendix 3 : Timeline for Education, Health and Care Needs Assessment and Issue of a Plan

