



## **SEND – School Information Report**

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

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

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. Working in partnership with The Pegasus Academy Trust, we aim to be a forward thinking school where a fascination for learning is achieved for all through an emphasis on high expectations and challenge. 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. 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. Thornton Heath Nursery School is an adventurous step in a child's journey to foster positive relationships and attitudes towards learning that will be everlasting.

#### **Children and Families Act 2014**

The Children and Families Act builds on the Government's commitment to work to improve services for vulnerable children and to support strong families. It aims to ensure that all children and young people can succeed, no matter what their background. The Act supports changes in the systems for adoption, children looked after, family justice and SEND.

The system for children and young people with SEND continues to provide services that support the best outcome for all. The Act extends the SEND system from birth through to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring their needs are properly met.

The 3 main reforms are

- Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan (EHCP). This will support children into further education and training and offer families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with SEND and to publish a 'Local Offer' of support.

#### **The Local Offer**

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.

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>.

## Information and Guidance

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

<p><b>EARLY IDENTIFICATION - CHILDREN KNOWN TO HAVE SEND BEFORE ADMISSION</b></p>	<p>We may be given information about a child who has SEND by parents or outside agencies prior to admission. If a child known to have SEND such that special arrangements will need to be made for them, is due to be admitted we will link with their family/setting to ensure a smooth transition. The Inclusion Manager, Early Years Support Team and class teacher will visit the child in the setting/at home and talk to their parents / carers. The voice of the parents / carers will be paramount, and we will use the information they provide in conjunction with other agencies, where relevant, to plan for a smooth transition, to maintain and further ensure rapid progress for the child. A pre-admission meeting will be held with parents and all professionals involved so that arrangements can be in place when the child starts nursery. Pre-admission visits for the child will be arranged. The Inclusion Manager will strive to gather all relevant information from other agencies when there is a known difficulty before admission.</p>
<p><b>IDENTIFYING SEND AFTER ADMISSION</b></p>	<p>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.</p>

### Who should parents/ carers contact to discuss the concerns or needs of their child?

<p><b>Keyworker</b></p>	<p><b>The keyworker is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making a record of the concerns;</li> <li>• Formulating an individualised SEND Support Plan with a review date and priorities agreed between the parent/carer and school;</li> <li>• Organising a meeting between the parents /carers, teacher and Inclusion Manager.</li> </ul>
<p><b>Class teacher</b></p>	<p><b>The class teacher is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Adapting and refining the learning environment/ learning activities to respond to the strengths and needs of all pupils;</li> <li>• Checking a child's progress and identifying, planning and delivering any additional support required to aid progress;</li> <li>• Contributing to devising SEND Support Plans to prioritise and focus on the next steps required child to enhance a child's learning;</li> <li>• Applying the school's SEND policy.</li> </ul>
<p><b>Inclusion Manager/ Head(s) of Nursery</b> <i>Jenette Indarsingh</i></p>	<p><b>The Inclusion Manager/ Head(s) of Nursery are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating provision for children with SEND and developing the school's SEND policy;</li> <li>• Liaising with a range of agencies outside school who can offer advice and support to help pupils overcome any difficulties;</li> <li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs;</li> <li>• Ensuring that parents/ carers are:             <ol style="list-style-type: none"> <li>a) Involved in supporting their child's learning and their access to services;</li> <li>b) Kept informed about the range and level of support offered to their child;</li> <li>c) Included in reviewing how their child is doing;</li> </ol> </li> </ul>

	d) Consulted about planning successful movement (transition) to a new class / school.
<b>SEND Member of the Governing Body</b> <i>Emma Whapham</i>	<b>The nominated governor is responsible for:</b> <ul style="list-style-type: none"> <li>Supporting the school to evaluate and improve the quality and impact of provision for pupils with SEND across the school.</li> </ul>

## Assessment, Planning and Review

### **How can I find out about how well my child is doing?**

Ongoing monitoring is carried out by Keyworkers, Teachers, the Inclusion Manager and the Head(s) of Nursery to identify pupils who are not making adequate progress.

Following further assessments, and after discussions with key staff and parents, additional support may be put into place to help overcome any difficulties.

This additional support is documented by the school. In consultation with the Keyworker, Inclusion Manager 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 pupil's strengths as well as their difficulties.

In some cases, and for pupils who already have Educational Health and Care Plans (EHCPs), teaching assistant support may be allocated. The level of support will reflect the complexity and severity of needs. There will be an expectation that pupils should develop independent learning skills, as far as possible, and not become reliant on adult supervision.

Formal review meetings are held at least termly. Parents/carers, relevant external agencies and pupils are invited to this review. Although our pupils are too young to attend the meeting their views will be presented whenever possible. The impact of 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.

If your child needs further support to secure the best possible outcomes for them across education, health and social care, an Education Health and Care (EHC) Needs Assessment will be requested from the LA. Further details about this process can be found in the Croydon's Local Offer (published on their website) and will be explained by the Inclusion Manager.

# **Access to The Early Years Foundation Stage (including groupings and interventions)**

## **How will teaching and support be adapted to help my child access learning?**

### **First Wave: Quality First Teaching**

The first wave of support will be through our differentiated provision involving class teams, bilingual support and the whole school staff. This includes a balance of adult directed and child initiated play, as well as learning which is based on a 'multi-sensory approach'. Daily planning and review take into account the needs and requirements of individual pupils. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Teaching is skillfully adapted for children with special needs.

We adapt our teaching in the following ways:

- Using of observations, parent/carer knowledge and where appropriate outside professionals to identify possible strategies to be utilised;
- Modifying the learning environment to meet the needs of the child;
- Having a significant focus on 'active learning';
- Using a 'multi-sensory' approach;
- Applying the school's approach to differentiation, which means seeing every child as an individual and as such every child has personalised targets.

The school has an allocated budget to support all children with SEND. Further funding is accessed via the Education and Health Care Plans, or through Local Authority High Needs Funding. Governors and the Head(s) of Nursery determine how that money is spent:

- At Thornton Heath Nursery School in order to bring about best outcomes for our children the allocated money for SEND is invested across the curriculum;
- Monies from any EHCP will be used solely to support specific children in a range of ways such as: TA support, specialist teacher input and or resources. For children with an EHCP, the school adheres to the stipulation within the documentation;
- Decisions are made by the Senior Leadership Team to determine how much support to provide for children with complex SEND who have not received an EHCP;
- All the above is done in active participation with the parent/carer concerned.

### **Second Wave: Focused intervention and regular input by school support staff in partnership with the family.**

<b>Language Groups</b>	A small group intervention focusing on the development of children speaking in sentences, listening and responding. These groups are led by a member of staff who has received training from a Speech and Language Therapist.
<b>Speech and Language Therapy (SALT)</b>	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.

<b>Social Communication support group</b>	A small group intervention with a focus on the development of interaction with peers and the development of play skills.
<b>Inclusion Manager</b>	Trained adult supporting families and signposting for external agency support

<b><u>Third Wave: External Partnerships</u></b> This involves outside agencies in making provision to meet the child's needs in partnership with the family. Partnerships may involve:	
<b>Educational Psychology Service (EP)</b> <i>Our attached EP is Karina Ng</i>	<b>The Educational Psychology Service:</b> <ul style="list-style-type: none"> <li>• Assess children;</li> <li>• Give advice when there is a difficulty;</li> <li>• Talk to parents, teachers and children;</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>Speech and Language Therapy (SALT)</b>	<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>Communication Support Service/ Visual Impairment &amp; Hearing Impairment Services</b>	<b>The Communication Support Service:</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>	<b>Occupational Therapy / Physiotherapy:</b> <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>

<p><b>CAMHS (Child and Adolescent Mental Health Service)</b> – <i>for children over 5 years of age, where appropriate</i></p>	<p><b>Croydon Child and Adolescent Mental Health Service:</b></p> <ul style="list-style-type: none"> <li>• Provides a comprehensive multidisciplinary service offering assessment, treatment, advice, training and consultation.</li> </ul>
<p><b>Virtual School for children who are 'looked after'</b></p>	<p><b>The Virtual School for children who are 'looked after':</b></p> <ul style="list-style-type: none"> <li>• Oversees and monitors provision for children who are in the care of the Local Authority.</li> </ul>
<p><b>Family Lives Parent Partnership Service</b></p>	<p><b>The Parent Partnership Service (a registered charity):</b></p> <ul style="list-style-type: none"> <li>• Provides independent information and advice and guidance for parents / carers of children and young people with SEND.</li> </ul>
<p><b>National Autistic Society (NAS)</b></p>	<p><b>The National Autistic Society (a registered charity):</b></p> <ul style="list-style-type: none"> <li>• Supports adults / children with autism;</li> <li>• Offers information and support;</li> <li>• Provides seminars for parents and staff;</li> <li>• Runs clubs and activities for families.</li> </ul>
<p><b>Best Star 2 yr Integrated Review</b></p>	<p><b>Best Start</b></p> <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>

### **What access arrangements are made to enable my child to benefit from, and take advantage of, the full school curriculum and extra curriculum activities?**

We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life and that school buildings and outdoor spaces are appropriately adapted.

Access arrangements currently include:

- Wheelchair access;
- Disabled toilet facilities.

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

### **How skilled are staff in meeting the needs of my child?**

All children have individual targets based on the Early Years Foundation Stage and on a termly basis the keyworker, parent/carer and wherever possible the child will attend a review meeting to discuss progress and identification of new priorities. Learning priorities are jointly agreed between and the parent and practitioner, furthermore, there are also agreed strategies and action points for the parent to do at home, in addition to what the school is doing.

Keyworkers will share information regarding the child's progress with the parent/carer, which will include: observations, progress against Early Learning Goals, Learning Journey book and displays. The school very much welcomes contributions from the parent/carer during these meetings and indeed throughout their time with us. In addition to the above, children subject to an Educational Health Care Plan (EHCP) will be part of the Annual Review process as well as any on-going feedback from outside agencies. Thornton Heath Nursery School also provides parent/carer training in some of the following ways, depending on the needs of the current cohort of children:

- a) Speech and Language/ communication workshop;
- b) Social Communication workshop led by the nursery's Educational psychologist;
- c) Sign posting parents/carers to relevant professional agencies such as, Speech and Language Therapists and Family Support Service.

### **Support we offer for children's health and general wellbeing**

The school supports children's health and well-being in the following ways:

- The Keyworker system (including dedicating keyworker time);
- Utilising the ethos of consulting with children including the use of open ended questions;
- Having clear systems for observations to glean the voice of the child;
- Having clear guidelines on the administration of medication (see medicines policy);
- Planning a broad, balanced and in-depth curriculum, informed by formative assessment and the children's interest (explicit learning intentions);
- Having daily review meeting to inform planning for child led learning;
- Arranging review meetings with parents/carers;
- Child on a termly basis;
- Planning visits and enrichment experiences;
- Maintaining clear guidelines on personal care (see behaviour policy).

### **How we include children in activities and school trips**

All children irrespective of need have the opportunity to attend school trips. Children with SEND are supported by specialist staff, parents/carers and an effective adult child ratio (See Statutory Framework for the Early Years Foundation Stage). Most trips are planned incorporating children's interests and needs. The school works with parents/carers to plan and carry out school trips. Children and families are given opportunities to reflect on such trips through use of photographs and narrative observations.

## Transition

### **How will the school help my child to move to a new class/ year group or to a different school?**

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition. Wherever possible, the child will be involved in planning and understanding their transition. This may be supported by 'social stories' and visits to the new setting/class.

#### **Children joining Thornton Heath Nursery School will be invited to:**

- Parent meetings;
- Stay and play sessions;
- Team Around the Child meetings where necessary.

#### **When moving to another school:**

- The new school's SENDCO/ Inclusion Manager will be contacted and information shared about special arrangements and support that has been provided to help your child achieve their learning goals in their current provision;
- Team Around the Child meetings where necessary;
- All records are passed on, as soon as possible, in a way that ensures confidentiality.

#### **When transferring to Primary School:**

- The SENDCO / Inclusion Manager will attend a Nursery to Primary Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact;
- All records are passed on, as soon as possible, in a way that ensures confidentiality.

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.

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

Further information about support and services for pupils and their families can be found in:

The Local Authority Local Offer on the [Croydon Education and Learning website](#).