



## **More information about the Oliver Thomas SEND (Special Educational Need/ Disability) Offer. The School SEND Information Report:**

### The kinds of special educational needs that are provided for in the school

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age,
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

There are four broad categories of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

Oliver Thomas is an inclusive school which caters for children with all types of SEND.

### How do we know when a child has learning difficulties or special educational needs?

- Every term we hold Child Progress Reviews (CPRs), where the progress of each child is monitored in the prime areas of the Early Years Foundation Stage (EYFS) curriculum using the Development Matters. Alongside this any relevant reports or assessments from outside professionals such as Complex Needs and Dyslexia Service (CNDS), Language Communication and Interaction Service (LCIS) and the NHS inform this process. Children who are identified as not making expected progress through our differentiated curriculum are discussed with the Head teacher, SENCO, class teacher and key person. Through this process, we are able to personalise the learning for each child and plan for their progress. The process allows us to put in place interventions that will have the most impact. If children are progressing in prime areas, the specific areas of learning for the child are further investigated to establish areas of need.
- Key people are continually aware of children's learning through the observations they make. If they feel that children are not making progress they will seek to find out why this could be. They will also talk to parents to gain a better understanding of the children's experiences.
- Furthermore, there are initial concern forms which key persons can fill out, outlining the concerns they have and the strategies and support they have already tried. Jointly the key person and SENCO decide on the next course of action to be taken.
- Parents may also raise concerns about their child's progress; key persons would then further investigate these.
- Children may come with already identified needs and outside agencies involvement.
- The school's children centre may identify needs regarding children that use their facilities or other forums they have attended.

### How do we match the curriculum to children's needs?

We want all our children to access a full range of activities through which they can develop and learn through play in line with the EYFS Development Matters document. We use a range of multi-sensory approaches to learning, so children can participate in learning at their own pace and level of need. Through the CPR meeting we can collectively come to a decision about what intervention would meet the child's learning needs.

Our planning incorporates the children's interests. This personalised approach means that we can work on individual children's needs and from what children know and can do. Our tracking system helps us to identify our most vulnerable children and using the Development Matters we can create enabling environments that motivate and impact on children's learning. Through observations and interactions key persons plan next steps in children learning. Daily evaluations enable key persons to continually assess and monitor learning and modify the environment as necessary.

### How do we know whether children are making progress?

Children are assessed against the Development Matters (in EYFS) outcomes in seven separate areas. There are three assessments:

- baseline, prime areas are assessed after 5 days. Specific areas after 6 weeks.
- mid-point (around February half way through the school year) and on exit (about June before they leave). This helps us to track individual children's progress and if necessary change or put in further interventions as necessary for children.

The SENCO monitors how children are progressing on a half-termly basis in relations to their targets with class teachers/key persons.

Interventions outcomes are monitored termly and their impact assessed. However, interventions will only continue for as long as they are beneficial to the child.

For some the Early Developmental Journal can be used to track their progress if it is more appropriate as this shows the smaller steps of progress.

All children have a termly summative this may indicate how a child may be progressing against their learning priorities (targets).

Children's 'Special books' can also show progress in various areas of the EYFS.

Key persons are constantly observing and assessing children and will report back to parents any behaviours regarding progress that they may have noticed.

### How do we involve parents and keep them informed?

We want to keep the child and their family at the centre of our planning and support. We want parents to be involved as much as possible in their children's learning –

- Parents can have informal discussions about their children at the beginning and end of their child's nursery session.

- Parents have three or five formal opportunities throughout the year to meet with their child's key person and the SENCO and talk about how their child is progressing. Parent and key person will agree targets for the child during this meeting.
- Parents can make a time to speak to key persons at any other time if they have any concerns.
- For those children with HNF (Higher needs funding) a child support plan will be completed. This is a comprehensive document which highlights areas of need and how school will support the child within these areas. A support plan meeting is held at the start of the Autumn Term with parents, SENCO and the children's key person and provides the opportunity to share information about the child; assess all information to date; where the child is now and the next steps using the Early Developmental Journal areas (EDJ) which are Communication, Personal Social, Physical and Thinking.
- Our aim is to develop key person and parents relationships as much as possible and we are keen to involve parents at every stage of their child's learning so we all have a shared understanding of how to best meet each child's needs.

### How do we organise support for children with identified special educational needs?

After having the Code of Practice and Support Plan meetings we decide on the necessary interventions that are needed and put these into place. The interventions are run by staff across the school so all staff develop a 'whole school approach' to SEND. Information on the children within the groups is fed back to the key person via a short written summary of progress and possible next steps that can be taken within the classroom; or whether further interventions may be needed in consultation with the SENCO.

The types of interventions highlighted from the Autumn term include: Box Clever (which helps to extend children's vocabulary and play skills), Language Groups (to help extend language, listening and attention as well as turn taking, Sensory Room (to develop cause and effect, interaction, communication, turn taking etc.), Soft Play (to develop sensory needs, physical ability, interaction and communication, life skills), Phonics (children beginning to use sounds to segment and blend).

Other strategies used include signalong, intensive interaction, ECAT (Every Child a Talker), extra 1-1 support at specific times e.g. carpet time.

We believe in a whole school approach to SEND, however if it is deemed that a child needs extra 1-1 support for some of their learning this will be provided via key person or classroom teams.

The amount of 1-1 support a child requires is assessed through determining the children learning needs. Children with HNF funding will have a meeting in which the provision (to enable agreed outcomes) that will be put in place is discussed with parents and other professionals. This ensures that everyone has a shared understanding of the outcomes that we want for the child and how we can work jointly to achieve them. The provision in place wherever possible will take into account the child view through following their interests and motivators for learning.

### What expertise and training do we have at Oliver Thomas to support SEND pupils?

Different members of staff have received training related to SEND

Recent training includes:

ECERS/ITERS training for our teachers

ECAT teacher and early years educator (on going in 2016)

SCERTS whole school training day (2015) (from LCIS)

SCERTS Mentor work 2015-2016 2 senior early years educators (from LCIS)

SCERTS target setting March 2016 (specialist speech therapists from LCIS), SENCO and 2 Senior Early years educators  
Positive Behaviour whole school twilight training (from BSS)  
Sensory Room training (2015) (from CNDS)  
Identification of SEN (2016) (from SLE in feeder school)  
ASD 2 day course 2 early years educators November 2016  
SENCO Inclusive classroom profile July 2016  
Signalong training 6 early years educators November 2016  
Down syndrome awareness training December 2016 1 early years educator

For some children with identified ASD needs we assess and use the SCERTS framework (Social Communication, Emotional Regulation and Transactional Support) for target setting. SCERTS is a structured approach to working with children with social communication difficulties. This framework is still being further embedded within our setting. Work around SCERTs would further support our everyday offer for all children. The materials used would further develop high quality teaching practices.

We consider cohort needs and then provide CPD as necessary to meet the needs of our children as well as staff development.

Previous training has included work around Autism.

#### What specialist support or services do we access for pupils with SEND?

The nursery accesses the necessary support services needed to meet the needs of individual children. These include:

LCIS (Language, Communication and Interaction Service)  
CNDS (Complex Needs and Dyslexia Service)  
Educational psychologist  
SLT (Speech and Language Therapy)  
Occupational and Physio Therapy  
BSS (Behavioural Support Service)

The contact details of all these services can be obtained from the Newham 'Local Offer' Website.

#### How do we make sure classrooms and other areas of the school are adapted to meet children's individual needs?

Oliver Thomas is built on one level with easy access for wheelchair users.

The school has a hygiene room. We have previously had wheel chair users within our nursery.

We would work with the borough's risk assessment support team to provide any other resources needed to enable access to meet a child's needs. We would adapt the environment wherever possible to meet a disabled child's needs.

#### How do we enable SEND children to take part in all school activities outside of the classroom, including school journeys?

All children are included on educational trips.

A risk assessment is carried out prior to going, to ensure the health and safety of any trips.

Parents of all children are asked to accompany their children on trips. Having parents with children on trips we feel enhances the child's experience and learning.

### How do we prepare and support children who are transferring to a new school?

We are committed to sharing good practice with other setting/schools. The school will pass records onto the next placement with parents' permission. All children shown to have a 'high need' will have a transition meeting in which the SENCO from the primary school and any other professional as well as parents are invited to. Within this meeting a programme of the transition arrangement are made so that SEND children can have a smooth transition into the next phase of their education.

### How do we promote children's overall well-being?

Due to the age of our children, their overall well-being is of primary importance to us. We are an inclusive school and want all our children to feel a sense of 'belonging'.

We have a key person approach. This enables warm and trusting relationships to be developed. It also provides children with the security and reassurance that they need when they start a new establishment. The CPR meeting focus on the prime areas of learning.

### Who can parents/carers contact to talk to about their child's special educational needs?

The first point of contact is the child's key person or class teacher

You can ask to speak to the school SENCO (Kirstie McAra)

Who should parents/carers contact if they have a complaint about the SEND provision in the School?

1. Speak to key person/teacher

2. Ask to speak to SENCO: Kirstie McAra

Email: [kirstie.mcara@oliverthomas.newham.sch.uk](mailto:kirstie.mcara@oliverthomas.newham.sch.uk)

3. Ask to speak to the Headteacher: Nicola Hayden

Email: [nicola.hayden@oliverthomas.newham.sch.uk](mailto:nicola.hayden@oliverthomas.newham.sch.uk)

4. Arrange to speak to the SEN/D Governor or write a letter to her (Julie-ann Nicholls) information on how to contact her can be obtained from the school office.

5. If you still have concerns write to Newham's Education Department

<http://www.newham.gov.uk> look for education and relevant details on contacting them

6. Parents can get extra support from the parent partnership <http://www.parentpartnership.org.uk>

7. The 3Hs(Newham's Independent Parent Forum) 07805181084/07528562902

[the3hs@hotmail.com](mailto:the3hs@hotmail.com) St Mark's Community Centre, 218 Tollgate Road, E6 5YA.

### Further Information that would be useful to read

Please read Oliver Thomas School's website for the Accessibility Plan

Please also read the school's Behaviour and Equalities policy on the website.

Please come and speak to Kirstie McAra (SENCO) or Nicola Hayden (Headteacher) if there is any part of this report that you would like to discuss further or gain a deeper explanation/understanding of.