



Special Educational Needs Information Report

Updated: November 2024

Review: November 2025

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

Oliver Thomas is an inclusive school which caters for children with all types of SEND. We have recently been awarded the IQM- Inclusive School Award. There are four broad categories of SEND:

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

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

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”*.

Children may come to the school 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.

Parents may raise concerns about their child’s progress; key persons would then further investigate these.

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.

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. Children who are identified as not making expected progress through our differentiated curriculum are discussed with the Head teacher, SENDCO, class teacher and key person. If children are progressing in prime areas, the specific areas of learning for the child are further investigated to establish areas of need.





How do we support children with Special Educational Needs?

If it is thought the child may have Special Education Needs we would follow the below pathway:

Key person or teacher will have a discussion with parents around their concerns and gather information and any previous outside agency reports such as Speech and Language, Child Development Service and NHS professionals.

A 'Pupil Pathway' for the child is opened. This document is kept throughout the child's time at the school and is updated with all significant information around the child and their SEN.

With parental consent, the SENDCo will carry out an observation of the child.

Key person and SENDCo meet to discuss the observation findings and if suitable, complete an Initial Concern Form. This highlights any key areas of need for the child alongside triggering the implementation of targeted strategies and intervention groups.

A referral to our Speech and Language therapist may follow the Initial Concern along with a Support Plan meeting.

An Early Notification is also sent to the borough. This will notify the borough of your child's needs and will activate referrals to outside agencies such as EPATs (Early Positive Approach to Support), CNDS (Complex Needs and Dyslexia), LCIS (Language, Communication and Interaction Service) or Sensory Team.

Support Plans

A personalised Support Plan will be created for all children who have a Special Educational Need. This is a Newham document and is completed with the SENDCo, key person and parents. It includes all relevant information about the child's specific need. This is gleaned from a clear understanding of where the child currently is and considers all assessments of the child from outside agencies such as NHS, Speech and Language and the Child Development Service.

At the Support Plan meeting intervention groups and strategies are decided upon. Also, three targets are chosen for the child which staff and parents can work on over the following term.

Targets

The targets set are short term and SMART (Specific, Measurable, Achievable, Realistic, and Timely). Target review meetings are held every term; with the parents (three times a year). At the review meetings progress relating to the child's current targets is discussed and three new targets are set. Changes to the child's support may change following discussion.



Intervention Groups

Children may be supported in any of the following intervention groups, depending on their area of need:

- Box Clever (Language development)
- Magic Bucket (Attention Autism)
- Social Communication (communication and play skills)
- See and Learn (language development)
- Intensive Interaction (communication for children with autism)
- Sensory Room (self-regulation, small group activities)

Staff running the groups keep a register of attendance alongside recording any significant progress or challenges for the child within the sessions. Significant findings can be fed back to the class teacher or SENDCo if immediate action is needed, or during termly review meetings. Progress is recorded in the child's special book.

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. 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 Support Plan meetings and CPR meetings we can collectively come to a decision about what resources, interventions and strategies 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?

All children are assessed against the EYFS outcomes in seven separate areas. There are three main assessments through the year:

- Baseline
- Mid-point
- Exit





These assessments help us track all children's progress and if necessary change or put in further interventions as necessary for children. More specific tracking is used for children with SEN:

Tracking progress of children with SEN:

Tracking the progress of the child with SEN gives clarity around progress and their areas of need. The school does this in a number of ways:

Support plan target setting and reviews (3 every term)

Special books and observations – ongoing through the year

B-squared – detailed online assessment tool covering the three main developmental areas: Communication and Language, PSED - Physical, Social and Emotional Development and Physical Development.

LCIS targets – Set by LCIS specialist teachers and reviewed the following term.

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:

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.

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

Parents also have formal opportunities throughout the year to meet with their child's key person and the SENDCo and talk about how their child is progressing. These include Support Plan meetings, target reviews and CPRs.

Parents can make a time to speak to key persons at any other time if they have any concerns.

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

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.

2023-2024

Manual Handling-Load Assessors training- 2 members of staff

Enteral feeding - 2 members of staff

2022-2023 training includes:

Intensive Interaction

Positive Handling

Level 3 SENDCo training (3 members of staff)

National Award for SEN Coordination (NASENCo) training (1 member of staff)

2021-2022 training includes:

ACI (Adult Child Interaction) training

2020-2021 training includes:

Box Clever

Colourful Semantics

See and Learn

Level 3 SENDCo training (1 member of staff)





2019-20 training includes:

Sensory Room training

Intensive Interaction training (Autism specific)

Adult Child Interaction training (for children with Speech and Language delay)

Box Clever training (Speech and Language Intervention)

See and Learn training (Speech and Language Intervention)

Identification of SEN (2016) (from SLE in feeder school)

Enteral feeding (3 staff)

Signalong training (basic signing to support language development)

Pre-2019 training:

ECERS/ITERS training for our teachers

ECAT teacher and nursery nurse (on going in 2016)

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

SCERTS Mentor work 2015-2016 2 Senior Nursery Nurses (from LCIS)

SCERTS target setting March 2016 (Specialist Speech Therapists from LCIS), SENDCo and 2 Senior Nursery Nurses

Positive Behaviour whole school twilight training (from BSS) Sensory Room training (2015) (from CNDS)

ASD 2 day course 2 nursery nurses November 2016

SENCO Inclusive classroom profile July 2016

Down syndrome awareness training December 2016 1 nursery nurse





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

The school has a resident Speech and Language therapist, Katie Clegg, who works one day a week and is able to carry out individual communication assessment and therapy (ICAT) sessions, as well as, observations and targeted interventions. Katie will feedback to parents, key staff and the SENDCo with further strategies to implement and any formal identification of the child's speech and language needs. She will accompany the feedback with a written report (if the child is not already known to services), and make any necessary further referrals to the Child Development Service. Katie will also offer parent workshops and staff training.

The school also accesses the following support services, enabling us 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 wheelchair 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 settings/schools. The school will pass records on to the next placement with parents' permission. All children shown to have a 'high need' will have a transition meeting in which the SENDCO from the primary school and any other professional as well as parents are invited to. Within this meeting a programme of the transition arrangements 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 focuses 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 also ask to speak to the school SENDCO (Jo Edwards).

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 SENDCO: Jo Edwards Email: johanna.edwards@oliverthomas.newham.sch.uk
3. Ask to speak to the Head teacher: Lorna Prynne Email: lorna.prynne@oliverthomas.newham.sch.uk
4. Arrange to speak to the SEN/D Governor or write a letter to her (Marcela Leite) 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 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 Jo (SENDCo) or Lorna (Headteacher) if there is any part of this report that you would like to discuss further or gain a deeper explanation/understanding of.



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