Children's House Nursery School SEND Information Report for Families.

Children's House Nursery School
Part of the Old Palace & Children's House Federation

Summer 2025

Review Summer 2026

Children's House Nursery School SEND information report 2025/26

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Type of school we are

Children's House is a state maintained Nursery School; we are an inclusive setting with a community that reflects the school's locality. We aim to offer the highest standards of care and education and build on what children know, understand and can do, so children make rapid progress and become curious and independent learners who attain well.

We cater for children from the age of two to rising five years.

We have an additionally resourced provision for deaf children

Our Mission Statement

Children's House Nursery School is a unique place to learn. We value the child's voice and foster a love for learning within a highly creative and exciting environment. Through positive relationships with children and families we promote a joy for life and learning. Our challenging environment ensures our adventurous children become resilient, reflective and respectful. Skilful staff support children to research their interests and deepen their knowledge, nurturing them to take their place in the wider world**.**

Our vision and how we hope to achieve it

At Children's House we believe that all children have a common entitlement to a broad and balanced curriculum as set out in the Early Years Foundation Stage.

We believe that all children should be equally valued in school and we will endeavour to identify and remove barriers that prevent all children from making the progress they are capable of. We are a fully inclusive setting and aim to meet the needs of local children with special needs within the nursery.

A crucial part of our school ethos is our partnership with parents, it is our intention that all parents are fully informed and involved in their child's learning and development.

This offer explains the principles and practice at Children's House Nursery School in line with National and Local Authority Guidelines. It describes the way we meet the needs of children who experience barriers to their learning. It demonstrates our recognition that children learn at different rates and that there are many factors that may affect achievement. It complies with current legislation and is based on the requirements of the DfE "Special educational needs and disability code of practice: 0-25 years" 2015

Our Ofsted rating is: Outstanding

SEND support at Children's House Nursery School

At Children's House Nursery School we are committed to the SEND Code of Practice (2015). We are committed to:

- Removing barriers to learning for all children;
- Putting effective special educational provision in place.

This is to ensure that where a child has been identified as having a Special Educational Need or Disability (SEND) the school enables all children to participate, learn and make progress alongside children that do not have a SEND.

Before children start Children's House Nursery School
All families are invited to a parent/carer meeting to meet the executive head teacher, head of school/ Special Educational Needs Co-ordinator (SENCO), the class teachers and early years educators. This provides the opportunity to find out about the school provision for all children and for families to ask any questions or share information. We also invite parent/carers and their child to stay and play sessions in the term before they join the nursery, this provides the opportunity for children to begin to form relationships with staff and children as well as children and families becoming familiar with their new environment. For a child with SEND this also enables the family and SENCO to reflect upon any requirements to adapt the environment to ensure accessibility for all children. Where necessary visits to the child's previous setting are organised for the key person to visit the child. For some children a Team Around the Child meeting is organised. All children and families have a home visit from their key person at the beginning of the term before the child starts nursery.

As a reflective school we continually assess, plan and review the progress of all children. Where a special educational need or disability has been identified this process becomes increasingly personalised. This is to ensure:

- Individualised assessment leads to a growing understanding of the barriers to a child's learning;
- Continual reflection of intervention and strategies to meeting the child's needs leads to a growing understanding of strategies that enable the child to make good progress and achieve good outcomes.

The child and family are at the centre of this. The key person and SENCO work in partnership with the family, staff and other key professionals.

EARLY IDENTIFICATION
CHILDREN KNOWN TO HAVE SEND BEFORE ADMISSION

When children start at Children's House Nursery School we place great importance in giving all children time to settle at nursery. We work together with families to ensure children are happy, confident and best placed to learn. Due to the young age of our children it may be that developmental concerns emerge during their time at nursery.

We may be given information about a child who has SEND by parent/carers or outside agencies prior to admission. If a child is known to have SEND and requires special arrangements before they are admitted, we will link with their family and setting to ensure a smooth transition. The voice of the parent/carer will be paramount, and we will use the information provided by the parent/carer in conjunction with other agencies to plan for a smooth transition, to maintain and further ensure progress for the child. A pre-admission meeting will be held with parent/carers and all professionals involved so that arrangements can be in place when the child starts nursery. The SENCO will strive to gather all relevant information from other agencies when there is a known special educational need of disability before admission.

If a child known to have SEN such that special arrangements will need to be made for them to be admitted we liaise closely with the family and any previous setting and any other involved professionals to ensure a smooth transition. Children with physical difficulties are offered a place in the ground floor class and children with a hearing impairment not in the additionally resourced provision are offered a place in the first floor class as the room is smaller and quieter.

IDENTIFYING SEND AFTER ADMISSION

Other children with SEND may not be identified until they start at nursery. 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 quite quickly, particularly with physical or communication difficulties. Other difficulties may not become evident until later and so the staff monitor children all the time.

We gather information from observations of children, listening to the children and information shared by parent/carers. All children have individual targets and children with SEN have SMART targets which are reviewed regularly.

We may seek further advice and assessment from external professionals, for example a Speech and Language Therapist, an Educational Psychologist, an Occupational Therapist, an outreach teacher from a specialist school or the Child Development Team.

PARTNERSHIP WITH PARENT/CARERS

Should a parent/carer have any concerns regarding their child's educational development they are supported in the following:

- Speak to their child's key person and discuss concerns and agree strategies at school and at home.
- Formulate an individualised action plan with a review date, with agreed priorities between the parent/carer and school.
- Discuss with SENCO the possibility of accessing support from outside agencies.

What does the school do to support parent/carer engagement?

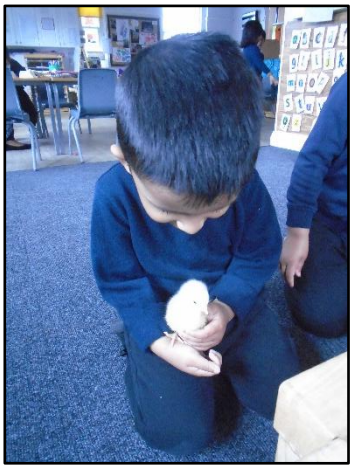
We consider this to be a crucial part of our provision. We understand that parent/carers are their child's first educators and are experts about their child's interests and needs. Through the key person system, we have informal daily contact with parent/carers. As soon as we have any concerns about any aspect of a child's development, we will discuss this with parent/carers to decide how the child can best be supported at school and at home. Parent/carers will actively contribute to children's learning priorities and contribute to such priorities at home. Should at any stage the family of a child with SEND wish to have support, the SENCO will signpost families to local support available. parent/carers will be involved at review meetings and consulted through all stages. We will work together with parent/carers to help plan the next stages for their child. The SENCO can facilitate visits to other settings and schools so that parent/carers can make fully informed choices, should this be necessary.

How do we consult with parent/carers?

Through thorough assessment the key person in partnership with the family and SENCO plan for the child. Personalised strategies and special provision are planned and put in place for the child. The child's key person and where appropriate the SENCO will meet with families termly to discuss their child's learning priorities. This is an opportunity to share the child's progress and how the strategies put in place have supported the child and what to plan together next. The outcomes of the termly review meeting with families helps to plan the next steps for the child.

If we think a child may need further investigation we will speak to parent/carers regarding a referral to a Speech and Language Therapist, an Educational Psychologist, or the appropriate professional. We may then need to gather information to complete an Early Help Assessment or a request for an Educational Health Care Needs Assessment.

As well as termly parent/carer meetings with the child's key person, here at Children's House Nursery School we have an open door policy, parent/carers are able to speak to their child's key person every day. Observations of children's learning are shared with families regularly through children's Special Books as well as termly meetings.
The child's voice is important, staff sensitively consult with families and children through trusting relationships. We also encourage families to write their child's words in their Special Book.
If families are concerned their child has SEND we encourage them to speak to their child's key person or ask to speak to Guthsna Khan, our SENCO.



How do we support children with SEND?
Every child will have a termly review with two learning priorities. The child's learning priorities are reviewed every term. The learning priorities may focus on a child using vocabulary to express their needs or could be around working with an adult to develop their focus and attention. The learning priorities are specific to that child. Many children will need some extra support during their time in school. For many this will be for a short time, but others may require more long-term provision. At each stage of provision, the child's needs and the effectiveness of the provision will be reviewed, and then the next steps planned for. These could include the removal of support, support maintained at the same level, or the provision moving to the next level. Strategies to support the child may include:

The first wave of support will be through our differentiated provision involving class teams, 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'; All children have access to a sensory room which promotes increased levels of well-being and engagement. The first wave of support includes the following:

- **Small group story groups** (once or twice daily);
- **Small group learning experiences** (daily);
- **Sensory room**; this is to enable children to interact with another child and to promote well-being and an understanding of cause and effect;

The second wave of support involves more focused intervention and regular input by school support staff in partnership with the family; this includes the following:

- **Language groups**: development of children's vocabulary, speaking in sentences, listening and responding and social communication.

- **Music interaction groups**: focus on listening, enjoyment and repetition.
- **Intensive interaction**: this is to develop shared attention, a trusting relationship with another person and to support two-way communication;
- **Courses for parents:** Parent and child invited to participate in the Early Words Together programme

The third wave involves outside agencies in making provision to meet the child's needs in partnership with the family. This may involve an Educational Psychologist speaking to the parent/carer about their thoughts regarding their child as well as observing their child at school or at home.

- Additional resources or adapting the provision or environment; Children's House Nursery School staff have had training in: 'Sign along', signs alongside language; the Picture Exchange System (PECS), pictures used to communicate; (SCERTS) Social Communication Emotional Regulation and Transactional Support, which is a strategy used to plan for a child with Autism; Intensive interaction, which is where a sensitive adult supports a child's communication and development of joint attention; Bags of Ability, which involves developing sensory stories with families. Staff have also had training with Speech and Language Therapists in supporting children's language and communication.

Speech and Language Therapists share information with the school when working with a child and their family and supporting planning when a child has an Educational Health Care Plan.
The school also has an Educational Psychologist that works with the child, family and staff when a referral has been made. The Educational Psychologist works in partnership with families and the school to plan and review strategies. The Educational Psychologist also leads family workshops and runs individual parent/carer drop in sessions and training for the staff team.
We have access to outreach teachers from specialist schools in the borough such as Phoenix School and Stephen Hawking School. We also have access to the visual impairment team when children join the school that require support and have a Qualified Teacher of the Deaf onsite for the deaf children in the additional resourced assessment provision during their sessions.
The SENCO meets with the SEND teaching assistants to share observations, evaluate strategies and review learning.
The school offers workshops to families on areas of learning and support. We also encourage families to borrow books from our library. The Key Person and SENCO, Guthsna Khan also provide resources for families to take home.

Specialist external services we use when we think extra help is needed to support the child, family and school include:

- Speech and Language Therapist
- Educational Psychologist
- Neuro Development Team
- Autistic Spectrum Disorder Assessment Service
- Occupational Therapy
- Behavioural Support Team
- Child and Adult Mental Health Service

- Phoenix Outreach Service
- Stephen Hawking School
- Globe Primary School (Language Provision Base)
- Visual Impairment Team
- Hearing Impairment Team
- Marner Children's Centre

How we adapt our teaching for children with special educational needs or disabilities
We adapt our teaching in the following ways:

- Use of observations, parent/carer knowledge and where appropriate outside professionals to identify possible strategies to be utilised.
- Modify the learning environment to meet the needs of the child.
- Provide additional experiences through partnership working with the local children's centre.
- A significant focus on 'active learning'.
- A recognition of using a 'multi-sensory approach'.

The school's approach to differentiation is seeing every child as an individual and as such every child has a personalised educational plan, each child has their own termly review.

Personalised educational plans help all children by providing the means to assess whether children are making substantive progress and therefore continue to learn rapidly. Underpinning all termly reviews is the cycle of **assess, plan, do and review**. Children, parent/carers and staff are all involved in this process.

How we decide what resources we can give to a child with special educational needs or disability
The school has an allocated budget to support all children with special educational needs or a disability. Further funding is accessed via the Education and Health Care Plans. Governors and the Head Teacher determine how that money is spent; at Children's House in order to bring about the best outcomes for our children the allocated money for SEND is invested across the curriculum. Monies from any EHCP will be used specifically to support specific children in a range of ways such as: Teaching Assistant support, specialist teacher input, Speech and Language therapy and or resources. Decisions are made by the Leadership Team to determine how much support children with complex SEND are provided who have not received an EHCP. For children with an EHCP, the school adheres to the stipulation within the documentation.
All the above is done in active participation with the parent/carer concerned.
The impact of resources being allocated to a child or group of children is determined by the school's review procedures as outlined previously.

How we check that a child is making progress and how we keep parent/carers informed
All children have a personalised education plan; and on a termly basis the practitioner, parent/carer and where relevant the child will attend a review meeting to discuss progress and identification of new priorities. Learning priorities are jointly agreed between the parent/carer and practitioner, furthermore, there are also agreed strategies and action points for the parent/carer to do at home in addition to what the school is doing.
Practitioners will share information regarding the child's progress with the parent/carer, which will include: observations, special books and displays. The school very much welcomes contributions from the parent/carer during these meetings and throughout their time with us.

In addition to the above children subject to an Educational Health Care Plan will be part of the 8 Week Review and Annual Review process as well as any on-going feedback from outside agencies.
Children's House provides parent/carer training in the following ways:

- In school workshops such as toileting, sensory play, boundaries, routines.
- Sign-posting parent/carers to relevant professional agencies such as Phoenix School and Speech and Language Therapists.
- Marner Children's Centre

How is children's progress shared with parents?
The key person works in partnership with the family, SENCO and SEND teaching assistant to plan and assess the impact of support. Progress and provision are reflected in:

- The child's special book and observations;
- Termly learning priorities (Talking About Children meeting) and review meetings with families;
- Termly data in all areas of the Early Years Foundation Stage Curriculum is monitored in school but not shared;
- Termly pupil progress meetings with the head teacher, SENCO and key person
- Reports from external professionals, for example a report from a Speech and Language Therapist, Educational Psychologist, Outreach Teacher from a Specialist School;
- Annual review meeting (children with an Educational Health Care Plan) with the parent/carers and key professionals;
- 8 week planning meeting (children with an Educational Health Care Plan) with the parent/carers and key professionals.

At Children's House Nursery School staff continuously work together and reflect daily on where all children are in their learning, evaluating and adapting provision where necessary based on learning that day. This is to ensure all children have high quality learning experiences to be able to make progress and achieve good outcomes without barriers to their learning.

Support we offer for children's health and general well being
In our recent Ofsted inspection (May 2023), we were recognised as an outstanding school in supporting children's health and well-being.
The school supports children's health and well-being in the following ways:

- Key Person system (including dedicated key person time)
- Child's voice is central in all children's record of learning (Special Books)
- The school utilises the ethos of consulting with children including the use of open-ended questions.
- There is a clear system of observations to further glean the voice of the child.
- Clear guidelines on the administration of medication (see medicines policy)
- Daily Evaluation and Termly Children's forum
- Broad, balanced and in-depth curriculum (explicit learning intentions)
- Review meetings with Parents/carers/child on a termly basis
- Work with outside agencies
- Enrichment experiences

- Bespoke interventions such as Bucket Time, Intensive Interaction, Musical Interaction
- Clear guidelines on personal care (see Behaviour Policy)
- Children's health and well-being contributes substantially to their individualised education plans
- Staff observe all our children using the Leuven Scales of well-being and Involvement.

Our school environment

Children's House Nursery School is situated in the London Borough of Tower Hamlets. The school has a rich history and is housed in a listed building on three floors. There is lift access to each floor.

The children are placed in one of two classes either the ground floor class or the first floor class. Children are able to move freely around the building and have continuous access to outdoor play as the school has a garden on each side.

There is an accessible toilet on the third floor.

We have an additionally resourced base provision for deaf children.

How parent/carers are involved in school life

- Through the Governing body, which has parental representation
- Termly consultations with parent/carers via workshops and questionnaires

<u>Information is shared in the following ways:</u>

- Weekly Learning Plans
- Half termly Newsletters
- Regularly updated school Website
- Texts to families and signs and posters displayed around the setting
- Key person system further supports this communication as a number of staff speak many of the local languages within the community
- British Sign Language signers to support our deaf families.
- Trips
- Parent notice boards

Prepare for children when leaving Children's House Nursery School.

<u>When children are about to leave Children's House Nursery School the following takes place:</u>

- Team Around the Family meeting if necessary
- Family visits to new setting

- Keyperson and child visits to new setting
- Transitions books made to share at school and at home
- Special book shared with new setting
- Leaver's report shared with new setting
- Children have a graduation ceremony to mark their time at nursery

All children have the opportunity to visit their new Primary School. For a child identified with a SEND the child may visit their new school with their family and or visit with their key person, this enables the child to take photos of their new school and to begin to become familiar with their new setting. We also arrange a visit from their new school to nursery, this helps their new key person to meet the child and to talk to the team. Every child leaving Children's House Nursery School will have a leaver's report in all areas of the curriculum with key strategies to help them settle in their new school. All children will have their Special Books to share, children also make transition books with photos of the new school to share at nursery and at home. Where necessary for a child a Team Around the Family meeting is held. Children with a SEND may also have a social story with photos and words about their new school or a one page passport. The passport provides the voice of the child who may have a complex communication condition. This provides information about the child's interests, likes, dislikes and strategies to support the child. Information from key professionals working with the family, for example the Speech and Language Therapist or the Educational Psychologist may also be shared to support a child and their family with transition.

Whom to contact for more information or to discuss a concern
If the parent/carer is concerned they can speak to their child's key worker, class teacher or SENCO. Our SENCO is Guthsna Khan. She can be contacted by telephone: 0208 980 4662, or email: deputy@childrenshouse.towerhamlets.sch.uk
Our governor overseeing SEND is Aminul Hoque.

Parent/carers can also ask to speak to the Executive Head Teacher Mr Palmer/Head of School Guthsna Khan, additionally they can also speak with the Chair of Governors, Charles Barrows.

For any parent/carer considering attending Children's House Nursery School, the Head of School/SENCO is available to speak to any parent/carer and give a tour of the nursery.

Further Information for families
For further information please read our SEND policy, available on our website at **www.childrenshouse.towerhamlets.sch.uk**

Please access the Local Offer for the London Borough of Tower Hamlets at www.localoffertowerhamlets.co.uk