Children's House Nursery School

SEND Information Report for Families.

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

Autumn 2026

Children's House Nursery School
SEND Information Report 2026/27

Type of school we are

Children's House is an inclusive, state-maintained nursery school for children aged two to rising five. We provide high-quality care and education, building on what children know, understand and can do, so they make progress and become curious and independent learners.

We have an Additionally Resourced Provision for deaf children and an Additionally Resourced Classroom (ARC), providing a smaller, structured environment for children with more complex SEND who require additional support to access learning and make progress.

In our most recent Ofsted Inspection (2023), it was stated, '*The provision for children with special educational needs and/or disabilities (SEND) is excellent. Leaders are highly aware of the progress children make'.* **Our Ofsted rating is: Outstanding**

Children's House Nursery School has achieved **Early Talk Enhanced Level accreditation**
This recognises the nursery's commitment to developing a communication-rich environment, strengthening staff practice and working in partnership with families to support children's speech, language and communication development.

Our Mission Statement

Children's House 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.

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.

What kinds of SEND do we provide for at Children's House?

Children's House Nursery School is an inclusive maintained nursery school supporting children with a wide range of special educational needs and disabilities. Children's needs may fall within one or more of the four broad areas identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We recognise that children develop at different rates. A child's needs may already be known before they start nursery, or they may emerge or become clearer during their time with us. We work closely with families and relevant professionals to identify needs early and put appropriate support in place.

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.

EARLY IDENTIFICATION

Children know to have SEND before Admission

Children's House welcomes disabled children and children with SEND in line with our admission arrangements. We recognise the importance of allowing children time to settle and become familiar with the nursery environment. We work closely with families to ensure children feel happy, confident and ready to learn, recognising that developmental concerns may emerge during their time with us.

Where a child has an identified SEND before admission, the SENCO works closely with families, previous settings and relevant professionals to understand their individual needs and plan a smooth transition. Where necessary, a pre-admission meeting is arranged to ensure appropriate support and adaptations are in place before the child starts nursery.

Children with physical difficulties are offered a place in the ground floor classroom, while children with a hearing impairment who are not attending our additionally resourced provision are offered a place in the first floor classroom, which provides a smaller, quieter learning environment.

Identifying 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.

Supporting looked-after children with SEND

At Children's House, we work closely with carers, social workers and other relevant professionals to identify and meet the individual needs of looked-after children with SEND. We use Pupil Passports to record each child's strengths, needs and the strategies in place to support their learning, development and well-being. These are reviewed regularly in partnership with those involved in the child's care and education. Where a child has an Education, Health and Care Plan (EHCP), we ensure that the support outlined in the plan is reflected in their Pupil Passport and the provision they receive at nursery.

PARTNERSHIP WITH PARENTS AND CARERS

At Children's House, we recognise the importance of working in partnership with parents and carers to support each child's learning and development. We encourage families to share any concerns they may have about their child's progress or additional needs.

Where concerns are raised, we will work together with parents and carers to:

- Discuss their child's strengths, needs and development with their key person, and agree strategies to support their learning at nursery and at home.
- Develop an individualised support plan, identifying agreed priorities, appropriate strategies and a date to review progress.
- Meet with the SENCO, where appropriate, to discuss their child's needs and consider whether additional support or advice from external professionals may be beneficial.

Parents and carers are involved throughout this process, with regular opportunities to share their views, review their child's progress and agree the next steps.

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.

We provide a range of opportunities for parents and carers to access information, practical advice and support, including:

- **Supporting Learning at Home workshops:** Practical sessions led by nursery staff, sharing simple activities and strategies that families can use to extend their child's learning through everyday experiences.
- **Parent workshops:** Sessions covering topics such as toileting, sensory play, boundaries and routines, tailored to the needs of our children and families.
- **Advice and support from external professionals:** Signposting families to relevant services, including Phoenix School outreach and Speech and Language Therapy, where appropriate.
- **Children's centre support:** Sharing information about relevant services, programmes and support available through Marner Children's Centre.

We encourage parents and carers to share their experiences, ask questions and work with nursery staff to identify strategies that will support their child both at home and at nursery.

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 assessments 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 and development are shared regularly with families through Tapestry, our online learning journal, and during termly meetings. Families are encouraged to contribute to their child's journal by sharing observations, photographs and examples of their child's learning at home, including their child's own words and interests.

The child's voice is central to our approach. Staff build trusting relationships with children and families to understand each child's views, preferences and experiences. For children who are not yet able to express themselves verbally, staff pay close attention to their gestures, expressions, interactions and choices.

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 parent/carers are involved in school life

Information is shared in the following ways:

- Termly consultations with parent/carers via workshops and questionnaires
- Tapestry online learning journals
- 3 Weekly Learning Plans
- 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.
- Half termly Newsletters
- School Website
- Texts to families and signs and posters displayed around the setting
- Parent Governor representative on the Governing Body
- Parent notice boards

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:

First wave of support – Inclusive provision for all children

The first wave of support is provided through our everyday nursery provision, with staff adapting learning experiences to meet children's individual needs. Children benefit from a balance of adult-led and child-initiated play, with opportunities to learn through a range of multisensory experiences. All children have access to our sensory room, which supports their well-being, engagement and exploration

Our first wave of support – universal support includes:

- **Small-group story sessions:** Opportunities to develop listening, attention, communication and enjoyment of stories.
- **Small-group learning experiences:** Daily activities tailored to children's interests and developmental needs.
- **Sensory room:** Opportunities to explore sensory experiences, interact with others and develop an understanding of cause and effect.

Second wave of support - Targeted support

Where children require additional support, we provide more focused interventions tailored to their individual needs. These are delivered by nursery staff in partnership with families and reviewed regularly to assess children's progress.

The targeted support includes:

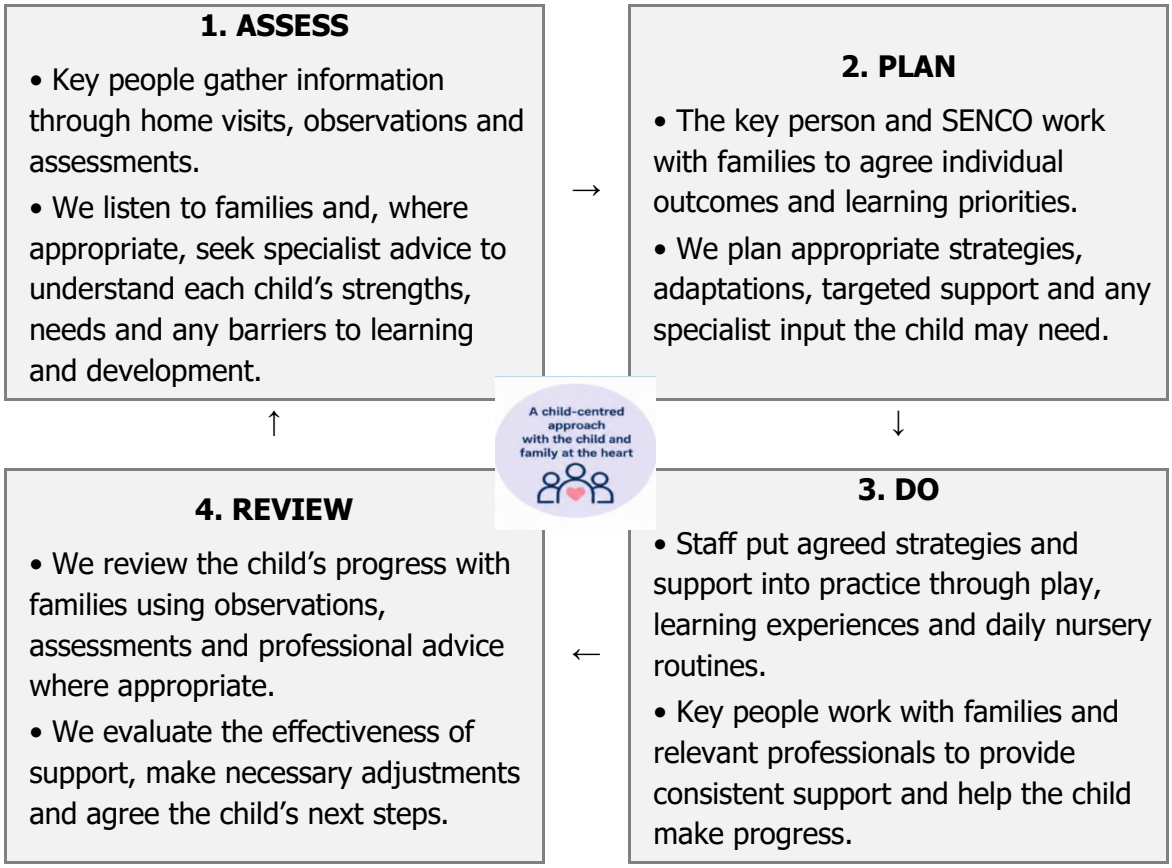
- **Language groups:** Supporting vocabulary development, sentence building, listening, responding and social communication.
- **Music interaction groups:** Developing listening, attention, interaction and communication through music, repetition and shared enjoyment.
- **Intensive Interaction:** Supporting shared attention, positive relationships and two-way communication through responsive, child-led interactions.

- **Bucket Time:** Developing attention, listening and shared engagement through motivating visual activities, with opportunities to build anticipation and participate in group learning.
- **Early Words Together:** A programme that invites parents and carers to participate alongside their children, providing practical strategies to support early language and communication at home.
- **Early Talk Boost -** A nine-week language intervention for children aged three to four who need additional support with talking and understanding language

Third wave of support – Specialist support and involvement of external professionals
Where a child requires more specialised support, we work closely with families and external professionals to identify their needs and plan appropriate provision. This may include assessments, observations, advice and recommendations from specialists, such as an Educational Psychologist or Speech and Language Therapist.
Specialist support may involve adapting the learning environment, introducing additional resources or developing individualised strategies to support the child's learning and development.

How do we assess and review children's progress?

We use the Assess, Plan, Do, Review cycle to consider whether the support and provision in place is helping each child to make progress and achieve agreed outcomes. The child's key person, SENCO, family and, where appropriate, other professionals review progress and agree next steps.



We evaluate provision through observations, children's engagement and well-being, progress towards individual learning priorities and EHCP outcomes where applicable, parent/carer views, staff reflection and advice from external professionals. Provision is adapted when strategies are not having the intended impact or when a child's needs change.

STAFF EXPERTISE AND TRAINING

Our staff receive ongoing training to develop their knowledge and skills in supporting children with SEND. Training has included:

- **Signalong:** Using signs alongside spoken language to support children's understanding and communication.
- **Picture Exchange Communication System (PECS):** Supporting children to communicate using pictures.
- **SCERTS (Social Communication, Emotional Regulation and Transactional Support):** Supporting staff to plan personalised approaches that develop children's social communication and emotional regulation.
- **Intensive Interaction:** Developing shared attention, interaction and early communication through responsive, child-led approaches.
- **What's in the bag:** Developing sensory stories in partnership with families.
- **Speech and language development:** Training delivered by Speech and Language Therapists to support children's communication and language development**.**

Recent participation in the Early Communication Project (a government-funded initiative aimed at strengthening the early identification of and support for children with speech, language and communication needs) gave staff access to specialist training from a Speech and Language Therapist, an Educational Psychologist and an advisory teacher from Speech and Language UK.
This strengthened has practice in identifying communication difficulties early and using targeted strategies to reduce barriers to learning, particularly for children with SEND.

Working with external professionals

We work in partnership with a range of external professionals to ensure that children receive appropriate support.

- Speech and Language Therapists provide advice and recommendations to staff and families to support children's communication and language development. They contribute to individualised planning and, where appropriate, the Education, Health and Care Plan (EHCP) process.
- Our Educational Psychologist works in partnership with children, families and staff following a referral. This may include observing children at nursery or at home, consulting with parents and carers, and supporting staff to plan and review strategies. The Educational Psychologist provides parent workshops, individual consultations and staff training.
- We have access to outreach support from specialist schools within the borough, including Phoenix School and Stephen Hawking School, as well as the Visual Impairment Team where appropriate.
- A Qualified Teacher of the Deaf works on site to support children attending our additionally resourced provision for deaf children.

Others sources of external support include**:**

- Neuro Development Team
- Autistic Spectrum Disorder Assessment Service
- Occupational Therapy
- Behavioural Support Team
- Child and Adult Mental Health Service
- Globe Primary School (Language Provision Base)
- Visual Impairment Team
- Hearing Impairment Team
- Marner Children's Centre
- Early Help

Reviewing the effectiveness of support

The SENCO meets regularly with staff supporting children with SEND to discuss observations, review children's progress and evaluate the effectiveness of the strategies and support in place. This helps ensure that provision continues to reflect each child's individual needs.

How do children with SEND take part in nursery life alongside their peers?

Children with SEND are supported to participate fully in nursery life alongside their peers. This includes access to the Early Years Foundation Stage curriculum, indoor and outdoor learning, trips, celebrations, performances, workshops and other nursery experiences. Our activities and learning experiences are adapted to meet children's individual needs, enabling all children to participate alongside their peers. Adaptations may be made to staffing, communication, resources and the learning environment to ensure children are supported to participate fully and safely in nursery life.

How we adapt our teaching for children with special educational needs or disabilities

We adapt our teaching and learning experiences to meet each child's individual strengths, needs and stage of development. This includes:

- Using observations, information shared by parents and carers, and advice from external professionals, where appropriate, to identify effective teaching strategies.
- Adapting activities, resources and the learning environment to ensure children can access learning and participate alongside their peers.
- Providing a balance of adult-led and child-initiated learning experiences, with opportunities for children to explore, practise and develop new skills through play.
- Using a multisensory approach to support children's learning through a range of practical, hands-on experiences.
- Providing additional adult support, visual prompts and alternative methods of communication where needed to help children understand, communicate and engage in learning.

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.

We take steps to ensure that disabled children are not treated less favourably than other children because of their disability. Reasonable adjustments may be made to the physical environment, curriculum, communication approaches, routines, resources, staffing and organisation of activities according to individual need.

How do we decide what resources and support to provide for children with SEND?

Children's House Nursery School has an allocated budget to support children with special educational needs and disabilities. Additional funding may be available through the Special Educational Needs Inclusion Fund (SENIF) and Education, Health and Care Plans (EHCPs), depending on each child's assessed needs and eligibility.

The Executive Head/ Head of School, with oversight from the Governing Body, determine how the school's SEND resources are allocated to meet children's individual needs. Decisions are informed by observations, assessments, discussions with families and, where appropriate, advice from external professionals.

SEND funding and resources may be used to provide:

Additional adult support, including targeted interventions and individual support where required.
Specialist teaching and advice from external professionals, such as Speech and Language Therapists.

Training for staff to develop their knowledge and skills in supporting children with SEND.
Specialist equipment, communication resources and adaptations to the learning environment.
Personalised learning experiences and support tailored to children's individual needs.

For children with an EHCP, we ensure that the special educational provision specified in their plan is put in place. Where children have complex needs but do not yet have an EHCP, The Executive Head and Head of School/ SENCO consider the support required and whether additional funding, such as SENIF, may be appropriate.

Parents and carers are involved in decisions about their child's individual support. The SENCO and nursery staff regularly review children's progress and evaluate the effectiveness of the provision in place, making adjustments where necessary

How do we secure specialist equipment and additional resources?

Where a child requires specialist equipment, resources or adaptations, the SENCO works with the family, staff and relevant professionals to identify what is needed. This may include advice from Occupational Therapy, Physiotherapy, Speech and Language Therapy, hearing or visual impairment services, specialist outreach services or other professionals. Resources may be provided through the nursery's SEND budget, additional funding, an EHCP or, where appropriate, in partnership with the local authority or health services.

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 key person, 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 key person, 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.

Key people will share information regarding the child's progress with the parent/carer, which will include: observations, tapestry entries and displays. The school very much welcomes contributions from the parent/carer during these meetings and throughout their time with us.

Progress and provision are reflected in:

- The child's Tapestry online journal 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 executive head/ head of school/ 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.

Support we offer for children's health and general 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
- 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 weekly Talking about Children Meetings
- 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

Supporting social and emotional development and preventing bullying

At Children's House, we provide a nurturing and inclusive environment where children feel safe, valued and supported. Through positive role modelling, consistent routines, stories, play and sensitive adult guidance, we help children recognise and express their feelings, build positive relationships and develop social skills such as sharing, taking turns and playing cooperatively.
We promote kindness, respect and inclusion throughout nursery life. Staff respond promptly and sensitively to unkind or harmful behaviour, helping children understand the impact of their actions and develop positive ways of interacting with others. We work closely with families to provide consistent support and address any concerns.

As an ELSA (Emotional Literacy Support Assistant) school, we provide targeted emotional literacy support to help children understand and express their feelings, develop confidence and build positive relationships with others. Where a child's SEND affects their communication, emotional regulation or behaviour, staff consider their individual needs and adapt their approach accordingly, while ensuring the safety and well-being of all children.

How do we listen to the views of young children?

Children's views are gathered in ways that are appropriate to their age, development and communication. For children who are pre-verbal or communicate in different ways, staff pay close attention to their gestures, facial expressions, body language, behaviour, choices, interests and responses to people, activities and environments. We may also use photographs, objects of reference, visuals, signing and other communication approaches to help children express preferences and make choices.

Our school environment

Children's House Nursery School 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.
We have an additionally resourced classroom (ARC) on the third floor, where there is also an accessible toilet

Our Accessibility Plan sets out how we aim over time to increase disabled children's participation in the curriculum, improve access to the physical environment and improve access to information.
The Accessibility Plan is available on the school website or can be requested from the school office.

Preparing for when children leave Children's House Nursery School.

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

- 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
- Team Around the Family meeting if necessary

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

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.

If the parent/carer is concerned they can speak to their child's key person, 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 Charles Barrows.

Should a parent wish to raise a complaint, the 'Concerns and Complaints Policy' sets out the process to be followed. This is available on the school website and from the school office.

Under The Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014 parents may seek advice on resolving a disagreement about an Educational Health Care Plan with the LA through the Disagreement Resolution or Mediation Service. The school will make further information about this process available on request.

Independent information, advice and support for families

Tower Hamlets and City SEND Information, Advice and Support Service (SENDIASS) provides free, confidential and impartial information, advice and support to parents and carers of children with special educational needs and disabilities (SEND). The service can help families understand their rights, access appropriate support and make informed decisions about their child's education and development. Families can contact SENDIASS directly:

Website: Tower Hamlets and City SENDIASS **Telephone:** 020 7364 6489
Email: TowerHamlets&City.SENDIASS@towerhamlets.gov.uk

Further information about SEND services and support available to families can be found through the Tower Hamlets Local Offer (www.localoffertowerhamlets.co.uk)