



**A Parent's Guide to  
Special Educational  
Needs and Disability  
Provision at  
Sheringham Nursery  
School**

## What do parents of children with Special Educational Needs and Disability (SEND) say about their experience at Sheringham?

"I am so happy that my child has settled at nursery. I never thought she would speak and now she does. Her key person really knows her and I finally feel like my daughter is getting the support she needs..."

*Parent of a child with Autism Spectrum Disorder*

"I am really sad that my son is leaving the nursery. The support we have received here has been fantastic and I can definitely see the difference in him. Thank you."

*Parent of a child with Autism Spectrum Disorder*

"I would never change my son's nursery no matter how far I lived as I believe this is the best place where he will get support for his additional needs."

*Parent of a child with Autism Spectrum Disorder*

"She can now speak. I was worried before but now I am not. The school always kept me updated and I felt welcome to express my concerns."

*Parent of a child with Speech and Language difficulties*

## Introduction

This booklet of frequently asked questions will help you to understand our inclusive provision. It features the voices of parents, photographs, examples of how we track progress and real case studies of some of our children. If you have any further questions, you are more than welcome to speak to your child's key person or to Tania, our SENDCO.

At Sheringham Nursery School, we work hard towards the goal that every child, from any background, and at any stage in development, will have their individual learning needs met, and will be fully engaged in a happy, safe and inclusive classroom. We believe that an inclusive setting is a strong one, as it builds on the diversity of its pupils.

*On the next page, you will find some examples of children with Special Educational Needs and Disability (SEND) who have made great progress at our nursery school. Please note that we have used general photos of nursery children to illustrate this guide: the photos do not represent the children written about.*

## Get to know frequently used vocabulary

**SEND** – Special Educational Needs and Disability

**SENDCO** – our Special Educational Needs and Disabilities Coordinator is Tania. She is your point of contact for discussing your child's specific needs

**ASD** – Autism Spectrum Disorder

**DLA** – Disability Living Allowance (DLA) for children may help with the extra costs of looking after a child who has difficulties walking or needs more looking after than a child of the same age who doesn't have a disability

**Early Help** – providing support as soon as a problem emerges, at any point in a child's life

**ECH Plan** – An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support

EHC plans identify educational, health and social needs and set out the additional support to meet those needs



## Case Study: “Fatima”

(not her real name)

Fatima started nursery speaking in single words. Her parents were very worried about this and informed their key person during the initial home visit. At first, she was invited to visit a Chatterbox session with a Speech and Language therapist who assessed her language needs. After that, some recommendations were made for the nursery to continue to support Fatima and so a specific plan was designed for her and reviewed regularly by the staff. She attended Box Clever, Language Groups and had extra help from a Learning Support Assistant during nursery sessions. After 6 months, Fatima had started using simple sentences to express her needs and wants. She was able better communicate better with her peers, express her emotions and take turns. Previously she would get frustrated very easily because of her language delay. Her parents were very pleased with the progress.

*Now at Primary school, Fatima is continuing to do well.*



## Case Study: “Adam”

(not his real name)

Adam has a diagnosis of Autism Spectrum Disorder (ASD). When he started nursery, he could not speak and communicated using some gestures. Adam had a deep interest in buses and this was used to support his communication and language development. He would be taken on regular bus journeys to develop his social skills as he usually found it challenging to be in public places. He began to do more messy play as buses were placed in messy material, and this developed his use of different senses to explore in new ways. Taking a bus was also part of his routine to go swimming, which was important in supporting his physical development as recommended by the Physiotherapist. Whilst Adam started nursery speaking 2 words, he left with a bank of 20 words. He was also making a wider range of movements and was willing to try new things without adult support. He started playing alongside other children and was taking turns too. Adam’s parents were very pleased with the progress he had made.

*Adam is now at Primary school and is continuing to make good progress.*

## How is the school curriculum suited to my child?

Our curriculum takes into account the four principles of the Early Years Foundation Stage which state that:

- all children are unique and competent learners
- children learn to be independent by building positive relationships.
- the nursery environment should be secure and support learning in every way.
- children learn at different rates and all areas of learning are important and inter-connected.

Well planned play, both indoors and outdoors, is the key way in which young children learn with enjoyment and challenge.

Through play, with effective adult support, children can:

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build on ideas, concepts and skills
- Learn how to control impulses and understand the need for rules
- Be alone, alongside others or cooperate as they talk or rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems

We think that outdoor play and learning is as important as what happens indoors. Many children will choose to do most of their learning outdoors. We plan for outdoor learning very carefully, based around the children's interests, their needs and next steps in their development.

The curriculum outdoors is available in all weathers (we provide suitable wet-weather gear and sun-hats) and all children can take part in a block of Forest School visits.

In the Early Years Foundation Stage, there are 7 curriculum areas:

### 3 Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

### 4 Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

*It is important for children to develop at their own pace and have time to explore their interests. Our staff know how to observe children so that they can develop their learning in an effective way. They are skilled in using language to help children develop their thinking.*

*There is more information about the Early Years curriculum in our booklet "What to Expect When?"*

## What does this mean for my child?

This means that your child will have access to a range of activities and can choose to go to all parts of the setting including the classrooms, garden and water area.

They will also attend small group sessions led by an adult. These sessions are carefully planned to develop a particular skill or attitude such as attention and listening or speech.

They will be carefully observed to see what their interests are and what next steps in development would be most appropriate at the time.

We will observe where there are barriers to your child's learning, and help your child to find ways over them.

*Your child's key person and the Special Educational Needs Coordinator (SENDCO) will work closely with you to ensure that your child has access to the resources and experiences that they need.*



## What additional support will my child get during the session?

Your child will have access to a range of interventions that are run on a daily, weekly or monthly basis. We have listed a selection of these interventions below. Children who receive additional provision of this kind are recorded on our SEND register as having Special Needs Support.

**Box Clever** – A daily 20-minute session which takes place in the Sensory Room. It is led by an SEN specialist practitioner (a Learning Support Assistant, under the direction of the SENDCO) and focuses on developing children's speech, language and social skills. Every week, there is a different theme such as 'Under the Sea' or 'Zoo' and you will receive a letter with a bank of ideas of what you can do at home to support this.

**Attention Building Activities** – These sessions would take place once a week and would last approximately 10 minutes. They are focused on developing your child's attention and ability to maintain attention for a longer period of time. This may include a lemonade fountain activity or a crunchy feet activity.

**Swimming** – Your child may have the opportunity to join our Children's Centre swimming group for a block of visits to the pool in East Ham. We would encourage you to accompany your child if you are available. Swimming helps to develop your child's physical skills. It is a rich sensory experience for your child. ***The School SENDCO and your child's key person will keep you updated with the range of interventions that are available for your child.***



Apart from the additional interventions, the nursery provision is designed to support children with SEND.

This includes having regular audits undertaken to ensure that the nursery is accessible for all children with a variety of impairments e.g. hearing loss, speech and language delay and Autistic Spectrum Disorder.

All staff are regularly trained in SEND and strategies that are specific to a child are shared with the team on a regular basis.

Your child may have visual timetables, object or picture references and other resources during the session which will support them to communicate. These will be shared with you so that you can also use them at home.

The additional support will sometimes involve small group sessions and sometimes 1:1 help. We do not offer any child 1:1 support throughout the whole session, as this would restrict the child's opportunity to play, interact and make choices.



## What other support can my child access?

With your consent, we can refer your child to other agencies who will work with the nursery and with you to ensure that relevant support is provided. Some of these agencies include:

**Occupational Therapist:** A specialist who supports children to develop their daily living skills

**Physiotherapist:** A specialist who helps to support movement and function of the body

**Speech and Language therapist:** A therapist who works to develop language and also speech through a range of sessions

**Educational Psychologist:** A specialist who works in partnership with parents, teachers, doctors and other people involved in the child's education to meet their social and emotional needs and learning difficulties.

*If you have a child with a special educational need who has additional care needs, you may be entitled to Disability Living Allowance (DLA). The SENDCO will advise you about this.*

*We also work closely with these agencies to ensure that information is shared appropriately. Working in partnership is proven to best support children and meet their needs.*

## What support can I get as a parent of a child with SEND?

You will be invited to parent workshops that will help you meet other parents of children with SEND. During these sessions, various specialists will be invited to speak to you on a topic. We have had great feedback from parents in the past about the workshops we run for them. Workshops are a good opportunity for you to meet with other parents who may be facing a similar experience.

You may also want to contact some of the local and national organisations listed at the end of this guide, for further support and advice.

Many children with SEND will have an “Early Help Record”. This makes sure that you get the help you need quickly and effectively, with all the different agencies working together on a single plan.

If you have any queries, concerns, or need further information then please feel free to make an appointment to speak to our SENDCO, Tania. Talking about whatever is on your mind can help to prevent a minor issue blowing up into a big problem.



## How will I know what progress my child is making?

**Every day:** You will be able to meet your child’s key person and SEN support staff to discuss progress.

**At least twice a term:** you will have a chance to meet with the SENDCO to review your child’s progress and to agree new targets, using the Early Help Record.

**Termly:** you will also have a termly meeting with the child’s key person to work together to come up with a target for the term.

Your child’s **Special Book** will also provide a lot of information about how your child is progressing at nursery and we welcome parents to contribute with comments about their thoughts on the progress and whether they see anything similar at home.

On the right, there is an example from one of our Special Books that shows how a child with SEN has made progress.

## Eating snack all by yourself

January 2017

Jannah, you are now feeding yourself at the snack table. On this day when you saw me eating my snack, you pointed at my food, and when I offered you something to eat then you accepted. Since then, you like to access the snack table with an adult. You like to explore the food using all your senses before putting it into your mouth. It is great to see you now feeding yourself and making choices about what you would like to eat.

### Parent’s Voice

I am so happy to see Jannah eating as I am always worried about her eating habits. I will buy the snacks served at nursery for home. She likes them.





## Early Years Developmental Journal

The Developmental Journal tracks the progress of children with SEND in small steps. It means that nursery staff and parents can more easily recognise and celebrate progress.

Parents are welcome to look at and contribute to their child's Developmental Journal at any point during the year. The Journal should record significant development and learning both at home and in nursery. We very much encourage this, as the more dialogue there is between the nursery school and the family, the more progress the child will make. Parents are specifically encouraged to fill in the journal with their key person during Children's Progress Day.

Our monitoring of the SEND provision tells us that children who are being tracked using the Developmental Journal are making strong progress. On the next pages, you will find an example of the steps that are included in the Journal and an example of one child to show what we mean by "strong progress". If you would like to have a look at an example Developmental Journal, then you can always ask the SENDCO.

**Yellow** indicates the starting point, so where the child was at when they started at nursery

**Green** indicates the end point: where the child was at when they left nursery



## Example of a Developmental Journal

|        | Personal, social and emotional   | Communication  | Physical  | Thinking  |
|--------|--|--|---|---|
| Step 1 | Holds eye contact briefly (5 seconds or more)  | Turns eyes and or head towards you when you speak  | Makes smooth movements with arms and legs, which gradually become more controlled                         | Shows interest in new experiences – for example when you show a new toy   |
| Step 2 | Recognises and is most responsive to main carer; face brightens, activity increases when familiar carer appears  | Reacts by smiling, looking and moving when you interact  | Explores hands and fingers – for example, watches them, presses hands together, clasps and unclasps hands | Repeats actions that have an effect – for example, kicking or batting a mobile to create movement including actions to make a sound again, for example shaking a rattle   |
| Step 3 | Shows emotional responses to other people's emotions – for example, smiles when smiled at and becomes distressed if hears another child crying   | Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used               | Picks up and explores objects e.g. by holding to mouth  | Shows anticipation and enjoyment of familiar caring routines and simple games – for example, sucks or licks lips in response to sounds of preparation for feeding or gets excited upon seeing spoon or familiar toy |
| Step 4 | Shows attachment to special people, e.g. by being distressed when they are separated staying close and showing affection   | Begins to babble by repeating a series of the same sounds – for example, 'ba-ba-ba', 'ma-ma-ma'                              | When sitting, can lean forward to pick up small toys  | Watches toys being hidden and tries to find it  |
| Step 5 | Follows with gaze when an adult directs attention to an object by looking and pointing – for example, when an adult points to a dog and says "look at the dog" and your child looks at the dog | Begins to point to objects and people using index finger   | Actively cooperates with nappy changing (lies still, helps hold legs up)                                  | Struggles to get objects that are out of reach and pulls a mat towards them to make a toy or object come closer   |
| Step 6 | Uses a person to help achieve a goal – for example, to get an object that is out of reach or activate a wind-up toy  | Uses approximately five different words without any help   | Takes first few steps; feet wide apart, uneven steps, arms raised for balance                             | Engages in simple [pretend play with soft toys – for example, hugs and kisses teddy or pretends to be asleep (covers self with blanket and closes eyes)   |
| Step 7 | Is aware of other people's feelings – for example, looks concerned if hears crying, or looks excited if hears a familiar happy voice   | Recognises and will identify many objects and pictures (by pointing) when asked questions – for example, "where's the ball?" | Clearly communicates wet or soiled nappy or pants   | Matches shape of piece to hole – for example in a shape sorter  |

|         |   |   |  |   |
|---------|---|---|--|---|
| Step 8  | Uses a familiar adult as a secure base from which to explore independently in new environments – for example, ventures away to play and interact with others, but returns for a cuddle if becomes anxious                       | Begins to combine words into simple sentences, usually two words at first   | Starts to help with dress and hygiene routines                                 | Can organize and categorise objects – for example, putting all red and blue things in separate piles  |
| Step 9  | Demonstrates sense of self as an individual – for example, wants to do things independently, says “no” to adult and so on   | Recognises and joins in with songs and actions – for example, “The Wheels on the Bus”                                   | Holds pencil between thumb and two fingers so no longer using whole hand grasp | Operates mechanical toys – for example, turns the knob on a wind-up toy, pulls back on a friction car, pushes button to open flap   |
| Step 10 | Shows understanding of some rules and routines  | Begins to make little ‘sentences’ by joining three words together – for example, ‘Daddy gone work’                      | Shows control in holding and using hammers, books and mark-making tools        | Completes simple puzzle board   |
| Step 11 | Recognises self in mirror or photo – for example, if looks in mirror and sees dirt or food on face, tries to wipe it off, or points to self in photo when asked   | Listens eagerly to stories and requests favourites over and over again  | Can catch a large ball   | Is more organized, gathering together the toys they want to play with before starting play – for example, getting the doll and the tea set before starting to play tea-parties or getting the train and tracks and setting them out before playing trains |
| Step 12 | Shows independence in selecting and carrying out activities   | Uses a range of tenses – for example, ‘play’ ‘playing’ ‘will play’ and ‘played’   | Wash and dry hands   | Draws person with head and one or two other features or parts   |
| Step 13 | Is curious about others and can adapt behaviour to fit in with different events and social situations – for example, removing shoes and socks before going on slide after seeing other do this                                  | Uses language to connect ideas, explain what is happening and anticipate what might happen next in a familiar situation | Reliably dry and clean during the day  | Concentrates and listens for more than ten minutes in adult led activities that they enjoy  |
| Step 14 | Works as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously | Can pick out the first sound in a word  | Dresses and undresses independently  | Shows flexibility in trying different ways of tackling problems   |

## Meet your key contacts

You are always welcome to speak to anyone at nursery if you have any further questions or comments. Some of your key contacts include:

**Julian Grenier** – Headteacher

**Lesley Webb** – Deputy Headteacher

**Tania Choudhury** – Special Educational Needs Co-ordinator (SENDCO)

**Notaya Myslowska** – SEND Parent Governor

*You will see all of us regularly around the nursery school. If you want to make an appointment to talk with any of us, please ask at Reception.*

## Contact Numbers

**Sheringham Nursery School and Children’s Centre** - 020 8553 2479

**Newham Special Educational Needs and Disability Service** – 020 8430 2000

**Newham Parent/Carer Forum** - 07887 382 929

**SCOPE** – the national charity that is committed to ensuring that disabled people have the same opportunities as everyone else - 0808 800 3333



**Face 2 Face** – A free and confidential service linking parents of disabled children with local parent befrienders – 07436 812115

**National Autistic Society** – 0808 800 4101

**Newham Branch of the National Autistic Society** – 07795 127787

**Down's Syndrome Association** – 0333 1212 300

**iCan: The Children's Communication Charity** – 020 7843 2544

**Contact a family** – Provides support to families of disabled children whatever their disability. They can particularly give advice around the **DLA**  
0808 808 3555

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