



## **SEN and Disability**

**Local Offer:** Stoneygate Nursery School  
2023 - 2024

<b>Setting Name and Address</b>	<b>Stoneygate Nursery School</b> <b>8a Lennox Street,</b> <b>Preston</b> <b>PR1 3XU</b>		<b>Telephone Number</b>	<b>01772 257865</b>
			<b>Website Address</b>	<b>www.stoneygate-nursery.co.uk</b>
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	If yes, please give details:	
	X			
<b>What age range of children does the setting cater for?</b>	2 - 4 year olds			
<b>Name and contact details of your setting SENDCO</b>	Mrs N Hunt t:01772 257865 e: <a href="mailto:senco@stoneygate.lancs.schu.uk">senco@stoneygate.lancs.schu.uk</a>			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting (this may be the SENDCO, manager/supervisor or owner of the setting).

<b>Name of Person/Job Title</b>	Mrs N. Hunt – Headteacher and SENDCo		
<b>Contact telephone number</b>	01772 257865	<b>Email</b>	<a href="mailto:senco@stoneygate.lancs.sch.uk">senco@stoneygate.lancs.sch.uk</a>

I confirm that our Local Offer has now been published on the setting website.

<b>Please give the URL for the direct link to your Local Offer</b>	<b><a href="https://www.stoneygate-nursery.co.uk/">https://www.stoneygate-nursery.co.uk/</a></b>		
<b>Name</b>	Mrs N Hunt	<b>Date</b>	23/04/2024

## The Setting

Stoneygate Nursery School is a maintained nursery setting with:

- 144 child places on offer; 72 places for two year olds (split across morning/afternoon sessions) and 72 places for three-four year olds (split across morning/ afternoon sessions).
- 15 hours free childcare for eligible 2 year olds and up to 30 hours free childcare for eligible 3 and 4-year-old children.
- Extended provision can be purchased to lengthen the children's day.
- Currently, no wrap-around care is on offer to parents, however facilities are available if demand is high enough.
- Three large classrooms; all of which have access to ample outdoor areas; one for the two-year-old children and one for children aged 3-4 years to access.
- Additional outdoor space including a forest/garden area.
- A 'forest' /garden area We have two on-site 'sensory rooms' and additional classroom space that can be used for a variety of different purposes including lunchtime provision, playgroup sessions and group interventions.
- Two sensory rooms for children to access when/if needed.

### Staffing:

**Headteacher:** Mrs N Hunt

**Lead Teacher:** Miss E Schofield

**Higher Level Teaching Assistant:** X 1

**Qualified Teaching Assistants:** X 7

**SENCo:** Mrs N Hunt

**DSL:** Mrs N Hunt

**Back-up DSL:** Mrs E. Schofield

The Head Teacher and Lead Teacher both lead and support the Teaching Team to deliver a high-quality, personalised curriculum that caters for all of our children's interests and fosters all-round development and a love for learning.

## Accessibility and Inclusion

*How accessible is the setting environment?*

*Is the building fully wheelchair accessible?*

*Do you have accessible parking spaces?*

*Have there been improvements in the auditory and visual environment?*

*Are there accessible changing/toilet facilities?*

*How do you improve access to the setting?*

*How accessible is your information - including displays, policies and procedures etc.*

*Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?*

*How accessible is the provision?*

*How is the room organised, how can it be changed to meet the needs of children with SEND?*

*How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources?*

*Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?*

- The nursery school is situated on the ground floor of a two-storey building. There is a disabled toilet available. There is no designated parking available for parents, however accommodation for disabled parking can be made in the staff car park, opposite nursery, if needed.
- Information about the school, including policies, are available on the school website with the facility to be translated. In addition, a Parent Information Board is available in the reception area of nursery and we have several bi-lingual members of staff who are able to translate information to parents where necessary. Our whole school communication platform - Class Dojo – has a 'translate' facility.
- The school has a SEND information report, policy and pathway available for parents of children with additional needs, which outlines the type of support families can expect, this is available on the school website.
- The school operates an 'open door' policy where families are encouraged to come into school to discuss any additional needs with staff.
- The school accesses external support agencies and specialists as needed to best support children.
- School has access to two sensory rooms with outdoor space for children to access, to meet their sensory needs.
- Classroom provision is accessible to children; there are no steps and resources are appropriately positioned to match children's height, including chairs, tables, toilets and tough trays etc.
- Additional space is available and could be adapted to meet the needs of specific SEND children.
- Resources, including children's coat pegs/trays etc. are labelled with pictures for independent access. Staff have traffic light visuals on personal lanyards and where necessary, Makaton sign cards too. Visual timetables are in place in both classrooms.

## Identification and Early Intervention

*How does the setting know if a child needs extra help and what should a parent do if they think their child may have special educational needs?*

*How do you identify children with special educational needs? (Refer to how you monitor children's progress - including the 2-3 year check)*

*How can a parent raise any concerns they may have?*

*How do you access additional advice and support? (Make reference to the setting's SEN/Inclusion policy and how this identifies the graduated response the setting follows).*

*How are decisions made about how to support a child?*

*How do you determine and plan for additional support from within the setting? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will a parent/parents be involved?*

- Children are assessed within the first four weeks of joining our setting, and progress monitored regularly thereafter.
- Staff are experienced and proactive in alerting the SENDCo of any possible additional support/needs and early help is put into play swiftly, where needed. If a parent thinks that their child may have SEND, then they should come into nursery and meet with the Class Teacher/SENDCo.
- Children's progress is closely monitored and tracked using the Lancashire Assessment, Tracking and Target Setting Tool.
- Parents should raise any concerns around SEND with their child's Class Teacher/ Key Person initially and if needed, a further meeting can be arranged. The SENDCo is also available for parents to speak too should they wish. Contact can be made during drop/off pick up times, via phone, email or by messaging via the Class DoJo platform.
- Parents have the opportunity to discuss their child's progress/ raise any concerns they have around SEND during our termly Parent-teacher drop-in's.
- In addition to the above, we would encourage parents to raise any concerns around SEND with their child's Class Teacher/ Key Person as and when these arise and if needed, a further meeting can be arranged where a more in-depth discussion can be facilitated. The SENDCo is also available for parents to speak too should they wish. Contact can be made during drop/off pick up times, via phone, email or by messaging via the Class DoJo platform.
- Stoneygate Nursery adopts a graduated approach to identifying special educational needs and/or disabilities (SEND) and parents and children are involved at every stage. We start by monitoring your child's progress; collecting information about their progress and sharing any concerns. Our Special Educational Needs and Disabilities Policy and SEND Information Report provide further information on this; please visit our school website [www.stoneygate-nursery.co.uk](http://www.stoneygate-nursery.co.uk) or visit nursery to request a hard copy.
- We use provision mapping to identify ways in which children can be supported.

## Teaching and Learning Part 1 – Practitioners and Practice

*How is teaching and learning developed in nursery?*

*How is children's progress and development monitored?*

*What is the role of the key person for all children?*

*What are the setting's approaches to differentiation generally and for children with SEND?*

*How will the early years setting's provision and staff practice support a child?*

*What is the role of the key person where children have additional needs/SEND and senior staff i.e. room leader, the role of the SENCO?*

*What is the setting's provision map and how is it used to support children learning and development?*

*The use of TLPs to support children at Wave 2/3 of the provision map.*

*How will you match provision to the learning and development needs of a child with SEND?*

*How will you help parents to support learning?*

*How do you explain to a parent(s) how learning is planned and how can parent(s) help support this outside of the setting?*

*Do you offer any parent training or learning events?*

*How do you find out about events provided by others and how do you let parents know about them?*

*How is a child able to express their views?*

*How are children encouraged to express their views?*

*What resources or activities do you use that allow children to express their views?*

*What do you ask children for their views about?*

*How are children involved in the planning of their own learning and in reviewing their progress?*

- Children are assessed within the first four weeks of joining our setting, and progress monitored regularly thereafter.
- Children's progress is closely monitored and tracked using the Lancashire Assessment, Tracking and Target Setting Tool.
- Key Person's are allocated to small groups of children and are the adult in which they can form a close bond with. The Key Person is the person that will work most closely with your child, interacting with them and assessing their day-to-day learning. Your child's person is the main point of call for you to liaise with in nursery.
- We consult with the children to express their views about their learning through talking and interaction. The majority of our information regarding children's views comes from close observations of their play and interactions. We tune in on children's specific interests and use these in our adaptation of provision and for future planning to develop their learning.
- We plan and deliver our bespoke curriculum through a balance of adult led and child-initiated activities.
- We offer warm and trusting relationships with our highly experienced and qualified teacher and teaching assistants to support children's learning.
- We work very hard to provide a warm and nurturing learning environment for all our children.
- Our SENDCO (Special Educational Needs and Disability Co-ordinator) has a sound working knowledge of all the children in the nursery and is available to staff and parents for advice and support.
- The classroom environment is attractive, stimulating, inviting and fully accessible.
- The areas of continuous provision are fully accessible, well-resourced and kept interesting through the use of enhancements.
- Children's progress and development are monitored through "On Entry" assessments; end of term assessments and through parent and key worker progress meetings.
- Our planning ensures that work is differentiated for specific children to ensure they have full access to the curriculum.
- We ensure that all our children's needs are met through Provision Mapping.
- Once children are identified as having an additional need, a Targeted Learning Plan (TLP) is written and implemented alongside the Classroom Teacher/child's Key Worker.
- This is reviewed every half term and new targets are set as and when necessary. This process is supported by regular meetings with parents every half term. These meetings enable us all to work together to make plans to help the children make progress.

## Teaching and Learning Part 2 - Provision & Resources

*How are the setting's resources used to support practitioners to meet children's special educational needs?*

*How does the setting determine what resources are available to support them in meeting the needs of children with special educational needs and disabilities?*

*How is the setting's funding allocated? If resources are required how are they sourced and purchased?*

*If additional staffing is provided, how is this organised?*

*How do you work with other professionals e.g. making key staff available to meet with/spend time with other professionals visiting the child? Provision Mapping*

*What specialist services and expertise are available at or accessed by the setting?*

*Are there specialist staff working at the setting and what are their qualifications?*

*What other services does the setting access including education, health, therapy and social care services?*

*How is a child included in activities outside the setting including trips?*

*What adjustment will you make to ensure a child is able to access the activities of the setting and how will you assist him or her to do so?*

*How do you involve parents/carers in planning activities and trips?*

- Stoneygate Nursery School have highly experienced staff and as a result, children benefit from regular, frequent, high quality interactions both individually and in small group intervention work; this is how the majority of our additional educational needs funding is used, if allocated.
- We make use of our Teacher and Key Person system for specialised knowledge of the children, building on the close relationships that they form with the children in their groups.
- We use meeting time to identify vulnerable children and make plans for all of the children's learning in order to provide a consistent approach.
- Strong relationships with external agencies such as Portage, Speech and Language Therapy, Specialist Teaching Service and Children and Family Wellbeing are established. We also regularly access support from the local Family Hubs and Children and Family Wellbeing services.
- We adapt provision for children in our planning so that all children can take part in the activities provided. We make reasonable adjustments where possible, focusing on solutions rather than problems; parents are involved in reaching these solutions.
- Parents are involved as partners in learning and are given ideas and offered ideas/resources to help their children learn at home.
- Through our Open Door Policy we are available to help and listen to ideas and suggestions.
- We provide a mixture of talks and workshops for parents on varying aspects of the Early Years Foundation Stage (EYFS) e.g. reading, oral hygiene, toileting, and how to support their children's learning and development at home.

## Reviews

### **What the setting provides**

*How do parents know how their child is doing?*

*In addition to the normal reporting arrangements what opportunities are there be for parents to discuss their child's progress with the staff?*

*How does the setting know how well a child is doing?*

*How will parents know what progress their child should be making?*

*What opportunities are there for regular contact about things that have happened at in the setting e.g. a home nursery book*

*How will parents be involved in discussions about and planning for a child's education?*

*How and when will parents be involved in planning a child's education?*

*How are parents/carers involved in the setting more widely?*

- Every child has access to either the Class Teacher/Room Leader and an allocated Key Person.
- Key Persons actively encourage parents to share any information or concerns that they may have when dropping their children off or collecting them.
- Termly Parents' Meetings are held to discuss children's attainment and progress.
- Where necessary, we make use of the Early Help Assessment form to support families.
- For children who have additional needs we host TAF (Team Around the Family) meetings and include support from other professionals. During the Summer Term we invite staff from a child's new Primary School to attend the TAF meetings.
- We hold an initial meeting to write or review the All About Me for children who have Education Health and Care Plans and arrange regular review meetings with parents.
- We have access to an Inclusion Teacher to help with reviews.
- We hold regular events in nursery, such as half-termly Stay and Play sessions and parental workshops, that offer further opportunity for parents to discuss any concerns/raise questions with staff and specialist services such as CFW. In addition, our Class Dojo app is a platform that is regularly used to share learning and information about children with parents, and as a means of communicating messages between the two parties.
- In the classrooms, floor books are used to document the children's learning; these are available for parents to look at if requested and during classroom visits.
- All parents of pre-school leavers will receive a formal report outlining their child's achievements.

## Transitions

*How does the setting prepare and support a child to join the setting, transfer to a new setting or the next stage of education and life to ensure his/her well-being?*

*What preparation is there for the setting, parents and the child before he/she joins the setting?*

*How will a child be prepared to move onto the next stage?*

*What information will be provided to a new setting?*

*How will a new setting be supported to prepare for a child? (Use of access action plans when children have known needs that may require more significant planning)*

- Potential parents are always encouraged to bring their child to have a look around the nursery school prior to any child starting; this provides opportunity for nursery to meet the child and for raise any questions that they have.
- Parents receive an induction pack with details/useful information about the nursery day and where to obtain support/advice if needed.
- We work alongside our parents to gradually introduce new children into the setting to ensure they are able to cope with the transition and endure a positive experience.
- For any children leaving us to join a new setting, or for this children transitioning on to primary school, a phone call/meeting will be held where information is shared; for transitions to primary school, members of staff from the child's new school will visit nursery to observe/meet the child and discuss needs with the Class Teacher/SENDCo. Where applicable, the new setting will be invited to a TAF meeting where transition arrangements are discussed.
- Any necessary documents are transferred securely through our CPOMs system or handed over in a sealed envelope by Head/Lead Teacher (DSL/Back up DSL).
- End of year academic reports for pre-school leavers shared with new primary setting.
- Other transition documents and procedures include:
  - On Entry Assessment.
  - Individual Learning Targets.
  - Targeted Learning Plans where/when required.
  - Reports to parents of pre-school children

In addition, Stoneygate Nursery School has an open door policy, allowing parents/carers to are able to drop into the setting at any time. Contact via phone/email/Class Dojo is also available with information for this being available on the school website and in the induction pack that parents have possession of.

## Staff Training

*What training have the staff supporting children with SEND, had or are expected to have?*

*What number of staff hold what level of qualification?*

*How many staff are in training to move up to next level?*

*What level are the manager, SENCO, room leaders trained to?*

*Do you have any/how many staff with EYPS?*

*What experience does the staff team have of children with SEND? This should include recent and future planned training and disability awareness. In house and external training and 'on the job' experience including input from external professionals that has resulted in staff being 'skilled up' in particular areas.*

*Are there any staff (e.g. within chains of nurseries) that are available to support you? What qualifications/experience do they have?*

*Do any staff have any specialist qualifications?*

*Is the setting recognised/accredited as, for example, an 'I Can' nursery or does the setting have other quality assurance recognition related to SEND?*

- Our staff work closely with our Specialist Teacher and other services, such as Speech and Language, Physiotherapy and Portage, who offer regular support to children in our setting and in turn, offer invaluable practical support and advice to our staff. Any advice/training recommendations from such services are always actioned or undertaken by staff. Our classroom staff have a range of SEND experience/training, including PECS, WellComm, Hanen, SEND awareness, ASD awareness and Autism Awareness L2.
- Our SENDCo attends termly SENDCo Network sessions in order to stay up to date with current issues/training/resources.
- In addition to the above, all our staff have covered Safeguarding training, Prevent training, Allergy Awareness and Paediatric First Aid. We also have staff who hold qualifications in Outdoor First Aid, DSL/Back up DSL status, Mental Health First Aid, Early Help and NSPCC Graded Care Profiling.
- Within our nursery setting, we have two qualified teachers (Lead Teacher and Headteacher) with QTS and a SENDCo. In addition, we have 1 HLTA and 6 Teaching Assistants; 1 x L6 (EYPS), 2 X L3, 2 X L2 and 1 X L1.
- All staff are encouraged and supported to further enhance their skill sets through CPD. In addition to external courses, staff have access to a wide library of resources, books and online support through Lancashire.

## Further Information

*Who can be contacted for further information?*

*Who should a parent contact to discuss something about their child?*

*Who else has a role in the education of each child?*

*Who can parents talk to if they are unhappy?*

*Does the setting have an open-door policy?*

*What opportunities exist for discussions at drop off/pick up times?*

*Can appointments be made to see specific staff at specific times?*

*How can contact be made with specific staff (eg: Phone, text, email, notes, home-nursery diary etc)*

- Stoneygate Nursery School supports an open-door policy. Parents can talk face to face with Mrs N Hunt at nursery, or contact can be made via email, telephone, Class Dojo or the school website.
- Appointments can be made to speak with the Headteacher, Class Teachers or Key Workers. These can be arranged at drop off/collection times or via phone call.
- Stoneygate Nursery School is an LCC Maintained Nursery School and is required to have a procedure for dealing with complaints. This is available on the website.
- Should you require any further information please contact the school on:

t: 01772 257865

e: [bursar@stoneygate.lancs.sch.uk](mailto:bursar@stoneygate.lancs.sch.uk) or [head@stoneygate.lancs.sch.uk](mailto:head@stoneygate.lancs.sch.uk)

web: [www.stoneygate-nursery.co.uk](http://www.stoneygate-nursery.co.uk)

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