SEN and Disability

Local Offer: Stoneygate Nursery School 2026 - 2027

Lancashire County Council

www.lancashire.gov.uk

Setting Name and Address	**Stoneygate Nursery School** **8a Lennox Street,** **Preston** **PR1 3XU**	**Telephone Number**	**01772 257865**
		Website Address	**www.stoneygate-nursery.co.uk**

Does the settings specialise in meeting the needs of children with a particular type of SEN?	**No**	**Yes**	If yes, please give details:
	X		
What age range of children does the setting cater for?	2 - 4 year olds		
Name and contact details of your setting SENDCO	Mrs N Hunt t:01772 257865 e: senco@stoneygate.lancs.sch.uk		

Name of Person/Job Title	Mrs N. Hunt – Headteacher and SENDCo		
Contact telephone number	01772 257865	**Email**	senco@stoneygate.lancs.sch.uk

Please give the URL for the direct link to your Local Offer	**https://www.stoneygate-nursery.co.uk/**		
Name	Mrs N Hunt	**Date**	06/10/2026

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). • 15/30 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.
- 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.

Staffing:

Headteacher: Mrs N Hunt
Lead Teacher: Miss E Schofield
Higher Level Teaching Assistant: X 1
Qualified Teaching Assistants: X 5

SENDCo: Mrs N Hunt
DSL: Mrs N Hunt
Deputy DSL: Miss 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

- 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, 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

- We strive to gather evidence to undertake a 'baseline' assessment of all children within the first four weeks of joining our setting. Progress is then regularly monitored 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. A 'Cause for Concern' sheet will be completed with parental consent and passed to the SENDCo.
- 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.
- Parent's 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.
- 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 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

- Children are assessed within the first four weeks of joining our setting, and progress monitored regularly thereafter using the Lancashire Assessment, Tracking and Target Setting Tool.
- Key Persons are allocated to small groups of children and are the adult in which children can form a close bond with. The Key Person will work closely with your child, interacting with them and assessing their day-to-day learning. Your child's Key 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 Person progress meetings.
- Our planning ensures that work is differentiated for specific children to ensure they have full access to the curriculum.
- 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 Person.
- This is reviewed every half term and new targets are set as and when necessary. This process is supported by regular meetings with parents, enabling us all to work together to make plans to help the children make progress.

Teaching and Learning Part 2 - Provision & Resources

- Stoneygate Nursery School has 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, Community Paediatricians and Children and Family Wellbeing are established. We also regularly access support from the local Family Hubs.
- 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 children's learning and development at home.

Reviews

What the setting provides:

- 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 have access to a Specialist Teacher from the Inclusion Team, to help with reviews where necessary.
- We hold regular events in nursery, such as Stay and Play sessions and Parent 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.
- Class DoJo provides a log of learning for our SEND children; regular updates are provided to parents via this platform.
- All parents of pre-school leavers will receive a formal report outlining their child's achievements.

Transitions

- 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 parents to 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 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 are 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 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

- 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, Attention Autism, Sensory Circuits 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 5 Teaching Assistants; 1 x L6 (EYPS), 1 X L3, 2 X L2 and 2 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

- Stoneygate Nursery School supports an open-door policy. Parents can talk face to face with Mrs 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 Persons. 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 or head@stoneygate.lancs.sch.uk
  web: www.stoneygate-nursery.co.uk

Visit us in person at: Stoneygate Nursery School, 8a Lennox Road, Preston, Lancashire, PR1 3XU.