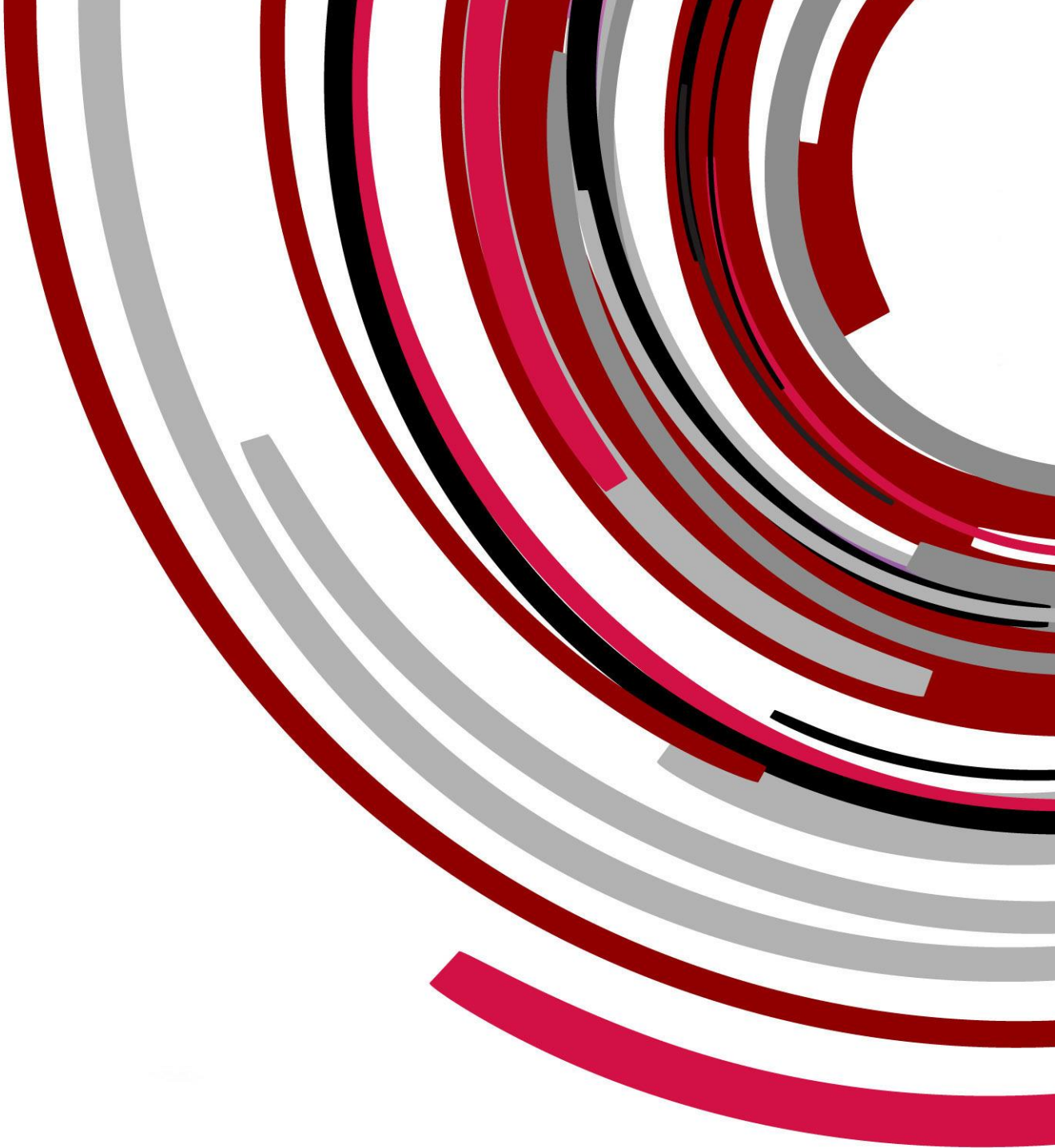




**SEN and Disability**

**Local Offer: Early Years Settings**

**Name of Setting: Highfield Nursery School**

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## The Setting

- Highfield Nursery School is a maintained Nursery School which was established in 1943.

### Wrap Around Care

- The setting provides wrap around care 7:30am –5.30pm, 38 weeks of the year.
- Our Breakfast and After School Club caters for children up until the end of primary school.
- Our Lunch Club caters for children aged 2-4.

### Our Nursery

- We are led by an Executive Head Teacher who oversees the running of the nursery school.
- We have four classes at our setting for children aged 9 months to 5 years. We offer 100 places in a mixture of part time and full time.
- We have two fully qualified teachers, 11 level 3 teaching assistants and 2 apprentices.
- The Nursery School Special Educational Needs Coordinator (SENCO) is the Head of School/SENCo.

We have a private play and sensory specialist which visits the nursery bi-weekly, offering support and advice for children who require it.

## Accessibility and Inclusion

### The Building

The nursery is housed in a purpose built single storey building.

- The corridors are illuminated by natural light, lighting in all rooms is diffused.
- Lancashire County Council provide Portable Appliance Testing for all electrical equipment on an annual basis.
- Electric circuits are tested 5-yearly to ensure that they are safe for use without the need for socket covers.
- The walls are painted cream. The skirting and ceilings are white.
- The floor is wood effect vinyl.
- Throughout the building, there are many double doors which enable access to main areas. The doors to rooms have view panels at the top and bottom. Doors to storage cupboards are secured with keys or bolts.
- The building is wheelchair accessible from all entrances/exits.
- Within the building, most areas are wheelchair accessible.
- Access to the Nursery Unit is controlled by Reception.
- Support is always available from Reception to support access to parts of the building.
- Highfield Nursery School provides storage both externally and internally for mobility aids and prams.

### Nursery Rooms Organisation

- Within the rooms furniture is arranged to create spaces using community play and cupboards. The furniture is not permanently set and could be rearranged in numerous ways to meet the needs of the children.
- All resources are clearly labelled with a photo and the name of the object or using a silhouette of the shape of the object.
- We have sand and water trays that are on different levels and tuff trays that can be placed on the floor or a stand that is height adjustable.
- We access learning opportunities at many different levels including on the floor and on tables.
- We have tables and chairs at appropriate child height.
- Daily Risk Assessments take place indoors and where risks are identified these are either removed or reported to the Site Supervisor.
- Nursery is split into four classes, Seekers (9 months to 2 years), Discoverers (complex SEND for ages 2-5 years), Explorer's (2- 3 years) and Adventurer's (3-4 years)
- We have a sensory room, mainly accessed by the discoverer class as it forms part of their provision but any child can access the room with adult supervision.

## **Outdoor Area**

- Our Outdoor area is completely secure.
- Each class has access to their own outdoor provision.
- Explorers and Adventurers have sloped areas alongside steps and a ramp. Seekers and Discoverer's is all on one level with access to shelter.
- Explorers has a double door that leads to outside with a small step. All other classes are in line with the flooring outside.
- Safety surfaces are provided on some of the tarmacked areas in all classes.
- We access learning opportunities at many different levels including on the floor.

## **Toilet Facilities**

- There is one accessible toilet in the building. It has fitted handrail and emergency buzzer, which is tested regularly.
- These are adult facilities but they can be used for children if they are required. Changing arrangements are adapted to meet the needs of the child.
- The children's toilets include nappy disposal facilities which are emptied by a contracted supplier.

## **Information Sharing**

Our "Inclusion Vision" is embedded in our practice i.e.

- Individual needs that are 'additional to and/or different from' those of others are discussed on registration.
- We will endeavour to meet any needs sensitively, e.g. providing policies in large print, oral discussion or providing policies electronically.
- Within our nursery, we have a member of staff available for translation for Spanish. We use translating apps to provide communication in other languages such as google translate and our database School Spider a communication and management platform.

## Identification and Early Intervention

- Our Inclusion Policy provides the context for supporting children through these 'Next Steps'. This is referred to as the "Graduated Response". Our Equality and Diversity Policy and Inclusion Policy are available upon request.

### **Role of SENCO**

- Parents can approach the SENCO at any time, to discuss their child's development.
- Children's assessments in nursery and any concerns from parents, help to identify any children with Special Educational Needs and Disabilities.
- The SENCO is able to refer children on to other professionals who may be able to assist their child's development.
- The SENCO may open an Early Help Assessment (EHA) if deemed appropriate, however this is not required for referrals into services.
- As a setting we follow the 'Graduated Response' as stated in the Special educational needs and disability code of practice.
- The SENCO liaises regular with the teacher/ practitioners to discuss any concerns they or parents have regarding a child's development or specific needs. They will then decide the next steps based on the evidence from nursery and home.
- The SENCO supports the teachers in writing a 'Targeted Learning Plan's' and delivering the 'Learning Plan' to ensure the children are making progress. The 'Targeted Learning Plan' is shared and agreed with parents on a half termly basis.
- Should a child require additional support from the Inclusion and Disability Support Service (IDSS), then a request for specialist teacher input may be completed by the SENCO.
- We take advice from other professionals about how to support a child within our setting. Practitioners and other professionals work with parents to decide whether additional support is required.
- The SENCO will work with parents to compile an application for an Educational, Health and Care Plan (EHCP) for children who have additional needs. This will include the completion of the 'all About Me' document, to support the child's application.
- Parents are informed, consulted and fully involved in all processes concerning their child.

## Teaching and Learning Part 1 – Practitioners and Practice

### **Nursery Setting**

- Send out newsletters that can be accessed via our website too.
- We have a social media page that keeps parents updated on events happening.
- We share information in a variety of ways such as through Tapestry, social media, newsletters, classroom display boards, coffee mornings etc.

### **Practitioners**

- Follow our bespoke early year's curriculum. Activities are planned according to children's' interests and level of development. Focus on the Prime Areas of Learning and Development: Communication and Language; Physical Development and Personal, Social and Emotional Development takes priority for children for who this is appropriate.
- Follow the Leeds for learning developmental journal to support the development for children whose development is at a slower pace or below expected levels, by looking at the smaller steps needed.
- Plan to meet the child's needs, perhaps through adjusting styles of interaction, introducing new experiences, changing routines, or rearranging the environment.
- Share insights with parents, enabling them to work together with practitioners to support the child's learning.
- Share information with other settings the child may attend, so both partners can better meet the child's needs and support learning.
- Ensure that the environment and learning experiences are adapted to suit the needs of all children in each age phase. Practitioners differentiate the activities that they develop and the provision that is on offer in their rooms to meet the needs of the children in their group. For some children a greater level of differentiation is required.

### **Children's progress is closely monitored within our Setting:**

- We use our bespoke curriculum end points and curriculum mapping to assess where children are in their learning and to plan their next steps. We differentiate according to the needs of individual children.
- For some children we use the Leeds for Learning Developmental Journal to assess, this ensures we celebrate the small steps children make.
- When all children start at Nursery, we complete a baseline assessment, in order to help us plan the next steps in their learning. We also use the advice given to us from the Child's 2 year check with health if applicable.
- All children have a summative assessment six monthly. This information is analysed and used to support children's development and ensure they are making progress across all areas of learning. Support will be put in place for all children who require 'additional to' and/or 'different from'. (see role of SENCO in

identification and Early intervention)

- Children who require more frequent summative assessments are assessed 4 monthly.
- Focus child observations termly. More frequent updates will be shared for children with complex SEND.
- Observations and comments from parents/family and friends.
- Track information about children's progress across the areas of learning and development within the Early Years Foundation Stage Guidance and their next steps, for two to three year olds we complete the '2-3 year development check'.
- Progress meetings take place twice a year.
- Learning journeys are online and available for the children to look at and are also accessible for parents at all times.

### **Interventions**

- In our setting we use "Provision mapping" to identify ways in which we support all children in the Setting.
- Provision mapping identifies what we provide for all children (wave one) and children who require more specialised or intensive intervention (wave two/three).
- Children at Wave 2/3 have access to many interventions. These include Targeted Learning Plans, Speech and Language Involvement plans set by a speech and language therapist (SALT) and programmes such as WELLCOMM, intensive interactions etc. Another intervention is 'attention autism' or 'bucket time'. This focuses on children's listening and attention and communication.
- Children at Wave 2 may also have access to The Inclusion and Disability Support service (IDDS).
- Children at Wave 3 have additional access to a range of other professionals which may include SALT, an Educational Psychologist, a Physiotherapist and an Occupational Therapist.

This support would then be reviewed to see what progress the child has made and whether or not additional steps need to be taken to support the child's progress and development further.

## **Teaching and Learning Part 2 - Provision & Resources**

### **The Rooms:-**

- There are blinds on all windows.
- The walls are painted in a pale colour with display boards mounted at adult height. The display boards are backed in neutral colours.
- Rugs are used in all the rooms to make comfortable areas for play and relaxation.

- Each class has its own outdoor space, where the majority of provision is accessible to all
- The furniture consists of small sized wooden chairs and tables.
- Soft areas are created using fabrics, rugs, and natural resources.
- Toys are stored at child height units for accessibility.
- There are pictures and labels on the front of storage boxes to identify what is in them.
- We have a portable interactive whiteboard
- They have changing facilities and toilets.
- Resources are organised into areas of provision.

### **Adventurer's Room (3-4 years)**

- This class is for children aged three years and up.
- Resources are suitable for children from 3-4 years. We have a wide range of resources that are appropriate to a child's individual needs or development.
- A large sandpit to climb in to.
- Access to a small sensory room with sensor equipment such as peanut ball, vibrating chair mates, trampette.
- This classroom has a sink and storage area.

### **Explorer's Room (2-3 years)**

- This class is for children aged two to three years.
- Resources are suitable for children from 2-3 years. We have a wide range of resources that are appropriate to a child's individual needs or development.
- Within this room, part of the provision is sensory based.
- A large sandpit children can get into
- There is a small step to the outside area.
- This classroom has a sink and storage area.

### **Discoverers Room (Complex SEN aged 2-5 years)**

- This room has been significantly adapted to meet the needs of children whom have a significant delay and/or require extensive support for sensory regulation. Children in this room range from aged 2-5.
- This room is staffed to a higher staff to child ratio.
- Resources are suitable for children from 2-5 years. We have a wide range of resources that are appropriate to a child's individual needs or development.
- A sensory room is equipped with larger regulation equipment such as swing, large ball pit.
- A distraction free focus area.
- Outdoors has lots of sensory regulation equipment.

### **Seekers Room (9 months to 2 Years)**

- This room is for children aged 9 months to 2 years.
- Resources are suitable for children from 9 months to 2 years. We have a wide range of resources that are appropriate to a child's individual needs or development.
- Within this room, part of the provision is sensory based.
- The classroom has a separate area for sleeping
- This classroom has a kitchen.

### **All classes**

- We can apply for Additional Inclusion Fund (IF) funding for children who are at wave 3. This enables us to ensure that specific needs are met and buy additional resources if necessary. A form will be completed and parents will be required to add their comments on why they feel their child needs additional support. Funding is given for two terms and then it must be reapplied for.
- Some children (aged 3-4) are eligible for additional funding if parents are in receipt of Disability living allowance, this is Disability Access Fund (DAF). Nursery receive a lump sum of around £900 for children who have turned.
- We have many professionals who come into nursery to support children including Portage Workers, Health Visitors, Physiotherapists, Speech and Language Therapists and Occupational Therapists.
- All staff understand the importance of working as a team, sharing information and observations to the benefit of individual children.
- The nursery uses the Early Help Assessment, to bring professionals together regarding a child. We hold regular Team Around the Family (TAF) Meetings, in order to ensure support is maximised.
- We employ a private Speech and Language Therapist (SALT) who provides early intervention for children who require it and development of practitioner's knowledge in this area. Ongoing professional discussion with the SALT is an important part of staff development.
- We also employ a private play and sensory specialist who provides support for children who require it, she also helps develop practitioner's knowledge in this area. Ongoing professional discussion with her is an important part of staff development.
- All children are included in educational trips and visits outside the setting. We have a programme of regular visits throughout the year to places where we are familiar with the accessibility. Prior to a visit, a Risk Assessment will be carried out for each trip to ensure the needs of all of our children can be met effectively. Any adjustments required are discussed with parents and all parents are consulted when planning activities and trips. We have at least one trip each year which parents are invited to attend with their child. We recognise that all children have a right to be included in these events and have the same opportunities as their peers.

### **The Outdoors:**

Each class has their own outdoor area, appropriate to the age and development of the children in that class.

The Outdoor Environment includes:-

- Tarmac areas including area for water play, wheeled toys, climbing equipment,
- Natural areas e.g. digging/planting zones, mini beast zones,
- Covered AstroTurf zones.
- Tactile areas.
- Several large construction areas.
- Quiet areas.
- Opportunities for mark making, imaginary and creative play.

The children have access to Outdoors for the majority of the day, throughout the year. Clothing is available to ensure children are dressed appropriately during all types of weather e.g. sun hats, wellingtons, waterproofs. Daily risk assessments are completed at the start of each session. Supervision at all times meets statutory legal requirements.

### **Accessibility**

- The majority of the Outdoor area is accessible for all children.
- Depending on a child's individual needs an "Environmental Audit" will be completed with the parents/child prior to starting to ensure equality of opportunity for the young child e.g. Water/sand/painting brought to the child at a suitable height.

Resources are planned to suit the needs of all children, and will incorporate their interests e.g. "mud cafe" i.e. children creating delicious recipes including mud, spiders and snails.

## **Transitions**

### **How parents make an informed decision about selecting a Nursery place.**

We understand it is a difficult decision when choosing a Nursery:

- We operate an 'Open Door Policy'.
- We encourage parents to come and spend time with us, so they can then make an informed decision. Obviously this is a free service.

### **"Settling-In Policy"**

- Before children start attending our nursery we encourage parents to bring them for visits, although we appreciate that this is not always possible.

- Initially this may just be for the child to have a look around the setting with their parents. We plan, with the parents, some opportunities for the child to visit the Nursery and spend a short amount of time in the age phase room they will be joining.
- We have a “Settling in Policy” which is shared with parents when they register their child with us.
- The Key persons will talk to parents about the families’ preferences for a settling in period and endeavour to meet these as best we can.
- Parents are always encouraged to contact us by phone if they would like to check how their child is.

### **Moving to a different class within the nursery setting**

- When a child moves to a new class within the nursery setting, we will ensure a smooth transition takes place, through regular visits with current key worker, to become familiar with new key worker and new environment.
- The amount of transition visits that take place, depends on the needs of the child.
- We have a shared learning space in which both classes have access to, this is used to support transition.
- A transition report is completed by current key worker for the child’s new key worker.

### **Moving to Primary School**

- When a child moves on to a new school we ensure that we offer support to ensure a smooth transition e.g. “Transition Review Meetings” to celebrate the child’s achievements and plan their next steps.
- Also additional transition sessions are encouraged through liaison with the new school.

We ensure that the receiving school are invited to any TAF meetings that may be being held during the Summer Term, we ensure that they receive all the relevant information regarding the children’s individual needs and any relevant strategies that are used within our setting.

#### **Typical timeline for starting primary school**

- Sept-Jan- primary applications open- parents must apply online for a mainstream school even if this is not their preferred type of school
- April- School places are issued
- April- SENCo will make contact with allocated primary school and arrange a meeting
- May-June- Transition meetings, sharing relevant key information
- July- children attend transition

July- transition reports are shared with parents and allocated primary school.

# Staff Training

## Inclusion Experience and Staffing Training

**We are supported by the Inclusion and Disability Support Service (IDDSS).**

- The vast majority of Practitioners in our nursery are qualified to Level 3 or above.
- We have 2 Qualified Teachers.
- We have a regular programme of supervision and appraisals for all practitioners.
- We value opportunities to support their further professional development.

Within our nursery we have staff who have completed the following training courses:-

- Safeguarding Level 1, 2 and 3.
- ELKLAN (enabling staff to be more effective in the support of children with speech/language educational needs)
- Makaton
- Managing Behaviour in Early Years Settings
- Managing Challenging Behaviours.
- Attention Autism
- WELLCOMM
- Attachment and Trauma
- Paediatric first aid
- Sensory processing
- Alternative Augmentative Communication
- Intensive Interactions

We have had children with 'Special Education Needs' including -

- Global Delay
- Visual and Hearing Impairment
- Autism Spectrum
- Cerebral Palsy
- Challenging Behaviours
- Down Syndrome
- Chromosome deletions and duplications
- Gastronomy fed
- Non-mobile

As a setting, we also seek to support Practitioners to further develop their knowledge and understanding of Inclusion according to the needs of the individual children.

At Highfield Nursery School we are committed to our Vision and Key Principles. These include –

- Being responsive and flexible to individual's needs
- Showing respect for diversity
- Promoting equality of opportunity
- Genuinely listening to and learning from others.
- Including Children and Families.
- Providing the best possible outcomes for all.

## Further Information

### **Parent/Carer Information Boards**

There are Parent/Carer information boards in the Entrance Area/located to the entrance to each class. These contain information about the nursery including –

- Photographs of staff.
- Information about the activities and events held at nursery and local area including issues regarding Family Wellbeing.
- Celebrations of children/family learning in visual format.

### **Including Parents**

- All children have a Key Person.
- It is the role of the Key Person to liaise with the child's parents regarding their time in Nursery.
- It is also the role of the Key Person to help parents to develop ways in which they can support their child's learning at home.
- Parents/Carers are able to speak to their child's Key Person, Teachers, including Head Teacher, Outreach Staff, at any time. This could include seeking further information or advice about supporting learning at home.

### **Involving Parents in Children's Learning**

- A child's Key Person is available to chat to parents at drop off and pick up times.
- We also make arrangements for the Key Person to meet with children's parents each term, to celebrate progress and plan the next steps in learning.
- Additional appointments can be made outside of these times to discuss any issues in more depth. Items of a confidential nature can be discussed on requests.
- If a parent would like to arrange to meet with their child's Key Person they can ask them and the Key Person will liaise with their Line Manager to make arrangements to be released from the group at a convenient time.
- Regular TAF meetings take place for children who have an Early Help Assessment, led by a named professional chosen by the parent to review progress and provision for the child. Further actions or next steps in learning are identified and discussed.
- All staff are highly sensitive to issues which surround confidentiality.
- Parents are always consulted before contact is made with other professionals and are included in discussions with other professionals about their child.
- Parents are informed when setting up and reviewing Targeted Learning Plans.
- We track all children's progress carefully as an ongoing process. Observations of children continue throughout the year to monitor children's progress through our bespoke curriculum. Should this not be

appropriate for children then practitioners use the Leeds for Learning Developmental Journal to identify smaller steps, appropriate to the child's needs and development.

- Summative Assessments are updated termly and uploaded onto our bespoke assessment system. Staff will then use the summative assessments to monitor children's progress. This information is shared with parents during our progress meetings, a copy is then shared on Tapestry.
- Parents are consulted regularly through a parent questionnaire and parents regularly share home experiences with practitioners which helps them to plan further learning.

### **Why Choose Us?**

Highfield Nursery School has a good reputation for supporting children with "Special Educational Needs".

Recently a parent said "Highfield Nursery has changed our family's lives, the difference in our child since starting has really blown us away, and they are truly fantastic and amazing at what they do. July 2025

Ofsted Report – March 2025

Highfield Nursery School was inspected by Ofsted March 2025. The key findings included;-

This school is Outstanding in all four areas because –

"The school's aspirations for children's achievement are boundless. This is clearly evident for children with special educational needs and/or disabilities (SEND)."

"Children, including those with SEND, develop high levels of confidence and independence."

"The school has excellent working relationships with parents, carers and a wide range of professionals, such as those from health services. These relationships underpin the school's effective work to identify any children who may have SEND. Staff are adept at making careful adaptations so that children with SEND learn the curriculum successfully."

"When necessary, staff use their expertise to employ additional methods of communication, such as pictures, symbols and signing. Regardless of their needs, children develop strong language and communication skills, and they are well prepared for future learning."

Our Vision is Together from the Start - Together we will make a Difference

- We have an Open Door Policy.
- If any further information is needed, please either drop in to see us, telephone us or email us.

Children who need extra help are identified quickly and given the support they need while playing alongside their friends. Many children quickly catch up but those who do not then have individual programmes designed to meet their needs. Disabled children and those with special educational needs make outstanding progress from their starting points as a result of this.