

# Newtown Nursery School

Newtown Nursery School



Colne

## Local Offer

**SEN and Disability**

**Local Offer: Early Years Settings**

Name of Setting: **Newtown Nursery School**

|                                                                                                     |                                                                  |            |                                     |                                 |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------|-------------------------------------|---------------------------------|
| <b>Setting Name and Address</b>                                                                     | <b>Newtown Nursery School</b>                                    |            | <b>Telephone Number</b>             | <b>01282 864411</b>             |
|                                                                                                     | <b>West Street<br/>COLNE<br/>BB8 0HW</b>                         |            | <b>Website Address</b>              | <b>www.newtownnursery.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> | <b>If yes, please give details:</b> |                                 |
|                                                                                                     |                                                                  |            |                                     |                                 |
| <b>What age range of pupils does the setting cater for?</b>                                         | <b>2-4 years<br/>(0-2's Registration- School Governing Body)</b> |            |                                     |                                 |
| <b>Name and contact details of your setting SENCO</b>                                               | <b>Victoria Parsons<br/>01282 864411</b>                         |            |                                     |                                 |

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 SENCO, manager/supervisor or owner of the setting).

|                                 |                                                         |              |                                              |
|---------------------------------|---------------------------------------------------------|--------------|----------------------------------------------|
| <b>Name of Person/Job Title</b> | <b>Victoria Parsons<br/>Deputy Head Teacher / SENCO</b> |              |                                              |
| <b>Contact telephone number</b> | <b>01282 864411</b>                                     | <b>Email</b> | <b>Victoria.parsons@newtown.lancs.sch.uk</b> |

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>www.newtownnursery.co.uk</b> |             |                 |
| <b>Name</b>                                                        | <b>Victoria Parsons</b>         | <b>Date</b> | <b>12.10.26</b> |

## The Setting

### What the setting provides

- Newtown Nursery School is a maintained nursery school
- 100 part time equivalent places for 3-4 year olds – these are offered as morning Or afternoon sessions of 3 hours (15 Hours Funded Entitlement) or School Days ( 30 Hours Entitlement)
- Extended Services Provision subject to availability Term Time (7.45am until 5.30pm)
- Victoria Parsons Deputy Head Teacher, SENCO and Designated Person for Child Protection and Claire Blenkhorn – Assistant SENCO, backup Designated Safeguarding Lead.
- Two full-time teachers
- One HLTA
- Two Senior Early Years Practitioners
- Qualified Teaching Assistants/ Early Years Practitioners

## Accessibility and Inclusion

### What the setting provides

#### Enabling environment

- A short steep path from on-road parking to front door
- Handrails along path at both sides
- Push button electric door to main entrance
- Disabled adult toilet
- Children's toilets easily accessible
- Potties available as appropriate
- Changing bed
- Access to outdoor play via both steps and ramp

#### Accessible provision

- Rooms are all on same level
- Furniture can be readily moved to accommodate children's equipment
- Height adjustable tables available
- Different heights of chairs in use
- Child sized basins and toilets
- Resources are clearly labelled with photographs and or silhouettes and are easily accessible by children on low shelving units to promote independence
- Photographs and Makaton and symbols to label resources
- Staff use Makaton sign language to support children where necessary and also Picture Exchange Communication system (PECS) where needed

#### Accessible information

- All information available on website
- All School information send out electronically to parents' mobile devices via our app
- Newsletters sent out regularly by paper copy and via app
- Text message/ E-mail service to parents as appropriate
- Information boards/ display updated on daily basis in Nursery Entrance/ Main Corridor/ Nursery Rooms

The Nursery follows the Lancashire Maintained Nursery Schools Admission Policy, which gives priority to children with Special Educational needs.

## Identification and Early Intervention

### What the setting provides

- Close partnership working with parents – your child will have a named Key Person
- Parent Information Sessions
- Parent Workshops when you can come and play and learn with your child
- Home visits
- Your child's Teacher/ Key Person will spend time with you before they start gathering information about your child and giving you the opportunity to share any concerns you have about a child
- Work with Health Visitors and other professionals, including Speech and Language therapists, Physiotherapists, Occupational therapists, Educational Psychologists and specialist SEN teachers, many of whom refer children to us when a child's development may not be progressing as it should
- If you have any concerns, the first person to talk to would be your Key Person. Every child's progress is closely monitored and termly discussions held with parents about your child's progress/attainment
- Teachers/ Key Person's will use this opportunity to talk you if there are concerns about your child's progress or development
- A Targeted Learning plan will be written identifying what extra input we will give to support your child – this will be agreed with parents and will usually be reviewed every half term
- If we feel that you or your child would benefit from extra support, we would seek outside involvement from appropriate professionals this may mean completing a request for involvement form or relevant referral to another agency.
- All parents are included at all stages with all decisions
- Our aim is to meet the children's needs within the everyday provision, with all staff working supporting their social and independence skills and preventing dependence on a particular adult
- Learning experiences, staff support and deployment of staff will be carefully planned to meet the needs of children with SEND

### What the setting provides

- The Nursery school follows the Early Years Foundation Statutory Framework and takes account of Early Years Outcomes and Development Matters Guidance
- More information about the curriculum and the organisation of teaching and learning can be found on the School's website
- The Nursery is organised into areas of continuous provision meaning that resources are always available to all children which cover all seven areas of learning and development
- Skill development is also carefully thought out and provided for through continuous provision and planned learning activities and experiences
- Characteristics of Effective Learning detailed in the Development Matters are vital to ensure that all children are given the opportunity to play and explore, to be active learners and to create and think critically
- Children are encouraged to be curious, independent learners who are allowed to take ownership of their own learning by following their own interests which are developed by staff by adding enhancements to the Nursery environment
- Staff have regular discussions and meetings in relation to teaching, learning and planning and individual children's needs are highlighted
- Regular observation means that we are constantly assessing children and monitoring their progress and if it is felt that your child would benefit from extra input or support in certain areas, this will be provided through small group work, for example to promote speech and language skills, to develop their sense of wellbeing and self-esteem and other skills as fine/gross motor skills
- Staff will support children one to one as appropriate to individual programmes and strategies

We use a system of Provision Mapping to show how we meet all children's needs and more specifically how we provide for children who have additional needs

### How we support you to help your child's learning

- Online Learning platform for sharing information with parents about children's learning.
- Daily/ Weekly updates on App.
- Story and Resource Sacks Lending Library
- Phonics/ Letters and Sounds information and activities
- Links to useful Websites
- Star Awards
- Half- Termly Learning Web
- Displays
- Help at Home Strategies on Progress Reports
- Parent Workshops
- Our School Community Events and Activities
- Shared Personalised Learning Targets
- Parent Information Sessions

- Key Person Individual Support

#### **How we listen to your child**

- Various forms of observation of children's interests, skills and abilities, and social interactions with planning and enhancements of the teaching and environment to respond to this
- All About Me/ One Page Profile proformas completed on-entry, transition and exit
- Children's voice captured and recorded on Progress Reports
- Observation and assessment of children's level of involvement and wellbeing and play skills
- Ask children to draw or make a picture of their favourite things at nursery or what they like least
- Children choose from catalogues/ photographs etc toys, materials and equipment which they like to play with.

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

#### **What the setting provides**

- Fully qualified, experienced Teachers and Teaching Assistants
- Deputy Head Teacher and Class Teacher lead SEND provision
- Staff have sound knowledge of child development and Nursery rooms and provision within the rooms is organised to provide for children at different stages of development
- Children can access provision 0-4 years as most appropriate supported by staff
- All staff support all the children and are involved in planning and observations of all the children
- There is a wide range of open-ended resources which enable your child to learn through play at their own level, in their own way, explore schematic learning and development
- A range of structured activities, resources are also carefully planned and delivered to support specific skill development including language and communication
- Enhancements are added to the environment so that children can follow their interests
- Support given to staff by the Special Educational Needs Coordinator / Assistant SENDCo
- We seek advice and support from other professionals such as specialist SEN teachers from Inclusion and Disability Support Service, Speech and Language therapists, Occupational therapists, Physiotherapists and include this in children's Targeted Learning Plans etc.
- The Nursery supports parents to apply for DLA and accesses DAF Funding where possible
- This funding is used to purchase resources and equipment that are specific to children educational and developmental needs
- For all educational visits, risk assessments are undertaken and individual needs planned for
- You may be invited to accompany your child on the visit/ trip or we may support your child on a one-to-one basis if we feel that would be appropriate

### What the setting provides

Close partnership working with parents, including

- Home visits before your child starts to share information from parents
- Parent Information Session to see the Nursery and meet staff
- Settling visits – every child and family will have follow are robust settling procedures. Bespoke settling plans will be agreed to meet individual needs
- Head/Deputy or lead Staff will be available at drop off and pick up times each
- If you are unable to come into Nursery regularly, maybe due to work commitments or if there are individual communication needs individual arrangements will be made, such as a Home- School diary, phone calls, e-mail etc
- You will be invited to Progress Meetings every term to discuss progress with your child's Teacher/ Key person
- You will be invited to Parent workshops and other events each half- term to join in with a range of activities with your child and talk to staff
- Staff undertake various regular, ongoing observations of each child
- We monitor your child's progress closely and track their progress in relation to the ages and stages of development in Early Years Outcomes
- As part of our Early Identification/ Intervention procedures children will be supported in their learning through their Personalised Learning Targets, differentiated teaching, intervention group work/ individual strategies/ plans/ Targeted Learning Plans (TLP)
- If we feel that your child may benefit from extra support/input we would initiate a Graduated Response following Local Authority guidelines – a Targeted Learning Plan, a Request for inclusion support (RFI) from the Inclusion team, Additional Inclusion Support (AIS) and Statutory Assessment (Education, Health and Care Plan). You would be involved in any decisions regarding your child. Meetings will be held to co-ordinate actions and all professionals/ agencies involved for any child/ family who we are working with through the Graduated response

## Transitions

### What the setting provides

-The School has an extensive Transition Programme in place for children joining the School, moving within the School and transferring to other Schools or settings.

For children with Special Educational Needs the School provides;

-Home Visits

You will be visited at home by your child's Teacher/ Key Person and given the opportunity to discuss your child's strengths and needs and any questions or worries about your child can be discussed more in-depth

It is important to us that you share with us any specific care needs your child may have, any medical needs, food allergies, toileting issues etc. We collect a range of information and complete various records as part of our admissions and induction process

- Liaison with other Agencies

-Visits in their current setting if possible

- Individual Induction and Settling Procedure We have a robust settling procedure which can be tailored to meet individual needs so that all children settle in and benefit from the provision as quickly as possible, minimising distress to children and parents

-Staff are very experienced and will support and guide parent through their child's transitions

-The children have settling sessions within the next age phase within School supported by their Key Person

-Key Person hand overs to share information

-Transition information shared with parents at the Progress Meetings and introduction to next Key Person

-Transition Meeting involving parents and other agencies for children transferring to Primary School

-Accompanied visits offered for parents to prospective Primary School

-Invite to Reception Class Teachers to visit the child ready for transition

-Staff support children with settling visits in the next School

-Comprehensive Transition Records for all children

-Close links with local feeder schools

- Your child's learning will be shared and their progress discussed with their nursery keyworker during a transition meeting
- For children who transfer to us from other settings, we would contact the setting to arrange a meeting to share information about your child
- All children who leave the Nursery School for Primary school and have visits to their new Schools will be supported by their Key Person or another member of staff who will be present to help them feel secure in their new environment
- Your child's new Teacher from Primary school will be invited to Nursery to see them in the environment and have the opportunity to share information with their Key Person
- All Schools receive a written report showing a child's progress and attainment
- If your child has additional needs, and has a Targeted Learning Plan in place, this will be shared with your child's Primary School along with any other relevant information and

records which will be transferred

- Staff from the feeder school would be invited to any TAF meetings and Review meetings
- Extra visits to your child's primary school will be arranged if felt appropriate to help in your child's transition to school

Currently our Feeder schools are

- Colne - Christ Church, Lord Street Primary, Park Primary, Primet Primary, Sacred Heart R C Primary, West Street Primary;
- Laneshawbridge Primary, St Michael and All Angels C of E Primary Foulridge, Trawden Forest Primary, Kelbrook Primary

## Staff Training

### What the setting provides

All staff are qualified to Level 3 or above (One trained to Level 2 currently working on Level 3 qualification)

Teaching Assistants work alongside teachers, who monitor and support the provision for all children and have overall responsibility for children's progress.

- The Deputy Head Teacher is SENCO and provides support and guidance for staff. The DHT is trained to use ECAT and Elklan approaches and has led training for staff. Staff are also familiar with Derby Language Scheme and Well Comm screening and Gestalt Language Profiling.
- The School has successfully provided for many children with various additional needs and the staff are experienced
- Guidance and input from specialist teachers has widened staff knowledge, in particular with regards to speech and language input, children on the Autistic Spectrum, children with physical needs
- Staff use signing as part of daily practice and have experience of using the PECS system of picture communication
- If your child has specific needs, appropriate training of staff will be undertaken as required
- All staff are Paediatric First Aid training and have had training in using Epi-pens

## Further Information

### What the setting provides

- You can talk to your Teacher/ Key Person for a quick chat when dropping off or collecting your child
- We can also arrange a time with your child's Teacher/ Key Person for a more in depth conversation face to face or by telephone call at a mutually convenient time
- You are very welcome to call the School on 01282 864411 or ask at Reception or speak to a member of staff or to arrange a specific appointment with the Deputy Head Teacher/ SENCo, Assistant SENDCo or with your child's Teacher or Key Person.