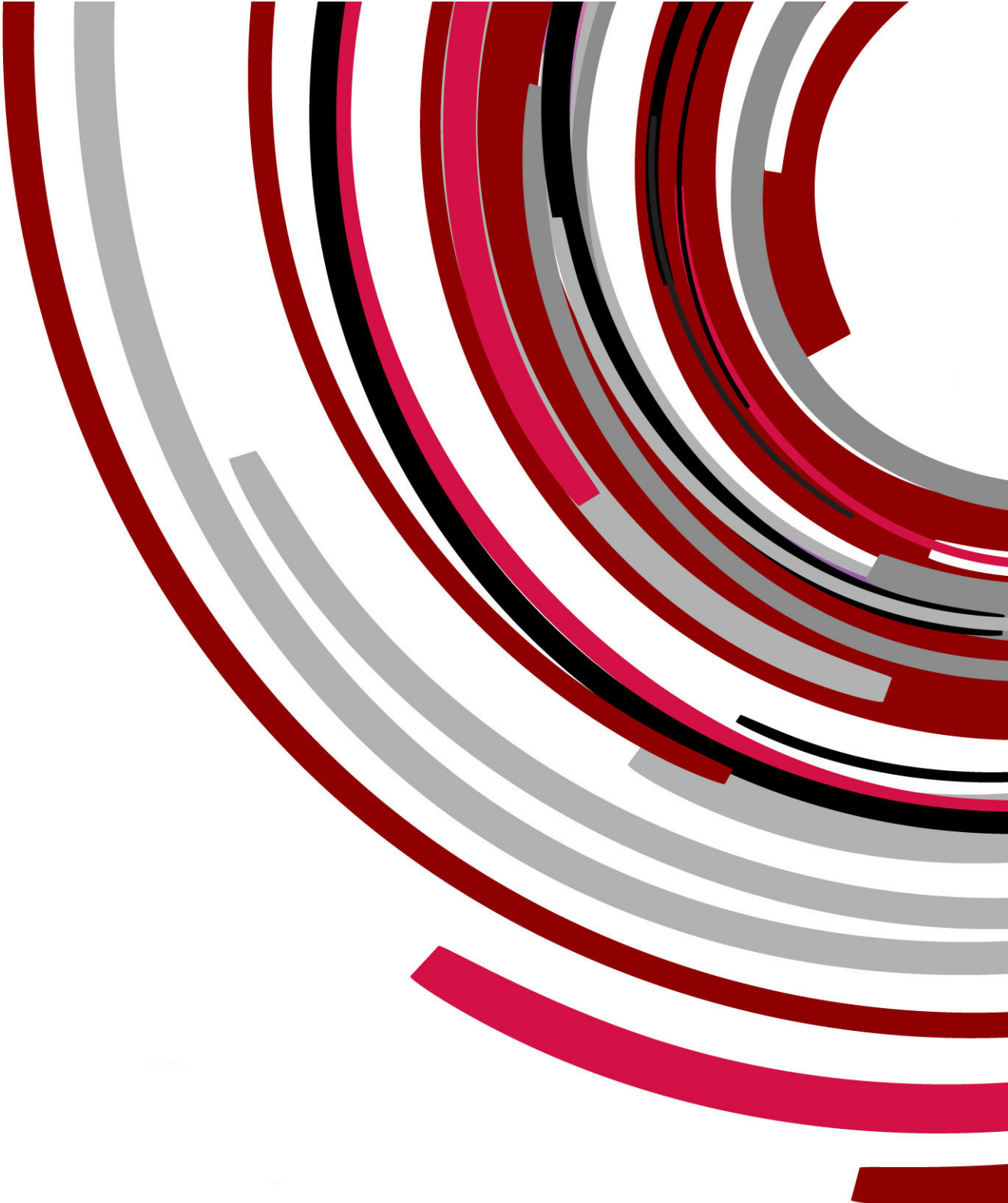




SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Bacup Nursery School**
(Maintained Nursery School)

The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on settings from September 2014 to make information available to parents about how the setting supports children with SEND. The information you make available will form the main basis of your setting's Local Offer.

This Local Offer template is designed to help you to pull together information so that parents of children with Special Educational Needs (SEN) or disabilities know what support they can expect if their child attends your setting. Your setting's Local Offer must be published on your website. Your website must include the name and contact details of your SENCO and the following link to the Local Authority's Local Offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own parents about what to include in your Local Offer.

In developing your Local Offer you should be mindful that there is a requirement for a feedback facility to be available and for responses to be given to feedback received.

When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to IDSS.SENDReforms@lancashire.gov.uk

Setting Name and Address	Bacup Nursery School		Telephone Number	01706873856
			Website Address	www.bacup.lancs.sch.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: As a Nursery School, we have supported children with a range of special educational needs.	
	X			
What age range of children does the setting cater for?	2, 3 and 4 year olds children			
Name and contact details of your setting SENCO	Miss Becky Proctor (01706 873856)			

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).

Name of Person/Job Title	Mrs Andrea Cooper (Headteacher, Bacup Nursery School)		
Contact telephone number	01706 873856	Email	head@bacup.lancs.sch.uk

Promoting Good Practice and Successes

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

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

Please give the URL for the direct link to your Local Offer	http://www.bacup.lancs.sch.uk		
Name	Mrs A Cooper	Date	Created 15/5/14 Updated Sept 2025

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

Bacup Nursery School is a maintained nursery school offering 182 part time places for children aged 2, 3 and 4 years. Extended day care: breakfast club and lunch club is provided through the school's extended services.

Bacup Nursery School is organised into two classrooms with a large outdoor area with children aged 3-4 years and a large classroom for two year old children with a designated outdoor area.

Staffing:

Headteacher: Mrs A Cooper

3 Qualified teachers (1 SENCO- Miss B Proctor)

1 teaching assistant (Level 6 Qualified)

5 teaching assistant (Level 3 Qualified)

2 teaching assistant (Level 2 Qualified)

2 teaching assistant (Level 1)

Qualified teachers lead and support teaching assistants to provide a high quality curriculum. The curriculum is carefully planned to work towards the Early Learning Goals within the Early Years Foundation Stage, building upon children's interest and needs to promote their all-round development and promote a positive attitude to learning.

Staff with additional responsibilities includes: two nominated safeguarding officers (Designated Senior Person and Back-up Designated Senior Person) and a SENCO.

Accessibility and Inclusion

What the setting provides

The building:

The setting is located in a purpose built single story building. It is wheelchair accessible however we do not have accessible parking spaces.

There is one disabled toilet and an accessible changing area.

Policies and procedures are available in the office. Classroom provision can be adapted to meet the needs of individual children with height adjustable tables in the classrooms. Communication signs and symbols are widely used in the nursery to support children's development.

The three classrooms are illuminated by strip lighting and large natural daylight.

The walls are painted white and the skirting is black. The flooring is coloured vinyl and some areas have carpet or rugs.

With the exception of the accessible toilets, all the internal doors around the building are standard door

size. The doors to rooms have viewing panes at the top and bottom, doors to storage cupboards and toilets are solid; storage doors are secured with keys. There are signs which, name the rooms and toilets.

There are parent information boards in the main entrance area. These contain information about the setting, including some policies. The information boards also contain information about activities and events in the local area such as at the local children's centre. The information from other providers is only available in the format in which it is sent to us. However, some nursery policies are available in large print, this is something we continue to improve and develop For families who require, we are able to make copies of policies available electronically.

We offer the following accessible information:

Admission policy (Lancashire County Council)

Single Equality policy

Dual language books

Access to a dedicated inclusion teacher

School website providing photographs and information

Daily/weekly sharing of information with parents

Termly meetings with parents regarding their child's learning

The classrooms:

All the rooms are illuminated with strip lighting and there are roller blinds on all the windows. The walls are painted in a pale colour with display boards mounted at adult height. The display boards are backed and children's work displayed to stand out from the background. The floors are vinyl or wood effect. Rugs and carpet are used in all the classrooms to make comfortable areas for play and relaxation. The furniture is freestanding so can be moved and rearranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs, if required.

Both classrooms have are height adjustable tables of varying heights and sizes. The sand and water trays are also height adjustable. There is a low table for the computer and the interactive whiteboard is fixed to the wall at children's height. For children's toys/resources, storage units are all at children's heights. Photographs and labels are displayed on the front of boxes so it is clear what is in them. Resources are organised into areas of learning. Communication signs and symbols are used when required to support children's needs. Toys and resources are appropriate for children aged 2+ .

The Outdoor Environments:

We have two separate outdoor environments which consist of the following surfaces: grass, soft surface, tarmac, resin mulch and play bark with a large climbing frame and sand pit.

The outdoor area is set on uneven ground. The climbing frame is made of wood. The sand pit areas are raised on the ground but the edge of the pit is clear defined. It is possible to provide sand play in a sand tray for children who are unable to access the outdoor sand pit.

The tarmac areas are even and are suitable for children who use walking frames or wheelchairs. The grassed areas are uneven in the grounds. There are raised beds for planting and growing herbs and vegetables and a Forest School area organised so that children can work closely in small groups with staff.

There is a purpose built Sensory Cabin that supports the individual needs of children on a daily basis. Resources are available on a daily basis and are chosen and adapted to suit the needs of the children attending the Nursery School.

Identification and Early Intervention

What the setting provides

Children's progress is closely monitored in our setting. Each child has their own learning journal which includes annotated observations of them in nursery, observations and comments from parents tracking information about their progress across the areas of learning and development within the EYFS. More detailed information about learning journals and what is in them is shared with parents when their child begins attending our setting. This is to ensure parents understand what they are, how they are used in nursery, what is in them and how parents can contribute to them.

Children's learning journals are available for the children to access themselves and also for parents to look at any time they would like. Although a child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with their parents each term to look at the learning journals and discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. 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 the class teacher or Headteacher to make arrangements to be able to be released from the classroom at a convenient time.

From our ongoing assessments, information is shared with parents and options/appropriate next steps are discussed:

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.

- For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.
- Another next step may be to ask the local authority Specialist Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

Our Special Educational Needs policy provides the context for supporting children through these 'next steps'. This is referred to as the graduated response. Our SEN Policy is available in the setting or you can see it by following this link www.bacup.lancs.sch.uk

In our nursery school 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 (High Quality First Teaching; wave one), for children who require a little bit of extra input in a specific area (Catch up and intervention; wave two) and children who require more specialised or intensive intervention (SEN support; wave three). You can see our provision mapping in setting or by following this link www.bacup.lancs.sch.uk

We use provision mapping to identify ways in which children can be supported.

What the setting provides

Teaching and learning are at the heart of everything we do at Bacup Nursery School.

We plan and deliver the Early Years Foundation Stage curriculum through a balance of adult led and child initiated activities. We offer warm and trusting relationships with qualified teachers and qualified teaching assistants to support children's learning. We work very hard to provide a warm and nurturing learning environment for all our children.

Our SENCo (Special Educational Needs Co-ordinator) is a qualified and experienced teacher (QTS) with 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 for learning system 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 (Appendix A)

Once children are identified as having an additional need the SENCO draws up a Targeted Learning Plan (TLP) along with the child's key worker. This is reviewed every half term and new targets are set as and when necessary.

This process is supported by Review Meetings with parents every half term. These meetings enable us all to work together to make plans to help the children make progress.

We have links with the local Children's Centre and we encourage parents to access the courses on offer there.

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 pick up on children's specific interests and use these in our planning to develop their learning.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

At Bacup Nursery School we have higher than usual staffing ratios so that the children can benefit from frequent, individual and small group work. This is how our AIS money is used, if allocated.

We make use of our teacher and key worker system for specialised knowledge of the children, building on the close relationships that they form with the children in their groups.

We use planning meeting time to identify vulnerable children and make plans for all of the children's learning in order to provide a consistent approach.

As the need arises we work with outside agencies such as Portage, Speech and Language Therapy, our Inclusion Teacher, and our Educational Psychologist. We can access support from the local Children's Centre and their linked services. We always endeavour to do the best we can for every family and child.

We differentiate 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 to help their children learn at home. Through our Open Door Policy we are available to help and listen to ideas and suggestions. We send a weekly newsletter home, provide a Headteacher blog on our website, hold coffee mornings for parents and guardians and, occasionally provide talks for parents on aspects of the Early Years Foundation Stage (EYFS).

Reviews

What the setting provides

3 and 4 year old children have a class teacher and key worker at Bacup Nursery School who acts as the first point of contact for parents regarding their children's progress. In the 2 year old's classroom, all children are allocated a teaching assistant as key-worker and the headteacher oversees this, as part of monitoring and evaluation. Key workers actively encourage parents to share any information or concerns that they may have when dropping their children off or collecting them.

The children's learning journals are stored in the classrooms so both children and parents can access them easily.

We believe that children learn best when they feel secure, so we place great importance on teachers and key workers forming good relationships with the parents and children in their class. Teachers and key workers develop sound knowledge about the children's abilities through observing, interacting and supporting their learning and development.

Every term we hold parents' meetings to discuss children's progress using 'Early Years Outcomes' in the EYFS Curriculum Guidance.

For children who have additional needs we host Progress Review Meetings and include support from other professionals.

We hold an initial meeting to write the One Page Profile and arrange regular review meetings with parents.

We have access to an Specialist Teacher to help with reviews.

Transitions

What the setting provides

Before children start attending our nursery school, we encourage parents to bring their child to have a look around the nursery school.

We organise an open session for new children and parents to visit, meet staff and play in their classroom, prior to the child starting nursery school.

Parents attend a presentation by the Headteacher on their child's first day that sets out the expectations.

There is an Induction Procedure that can be adapted to meet children's individual needs.

Other transition documents and procedures include:

On Entry Assessment

Individual learning targets/Learning Log

Targeted Learning Plans when required

Reports to parents

Reception Class teachers invited to visit prior to children leaving

Children allowed to attend their primary schools' induction sessions without losing attendance mark

Annual report to school

We have an open door policy and parents are able to drop in to the setting at any time. They are also able to contact us by phone if they would like to check in on their child.

Staff Training

What the setting provides

Within our nursery school we have 3 qualified teachers (Qualified Teacher Status, QTS) 8 teaching assistants who are qualified to level 3 equivalent or above and 1 qualified at Level 2 and 2 additional teaching assistants at Level 1. The Head teacher has a B.A Honours degree, qualified teacher status and the NPQH (National Professional Qualification for Headship).

We have a regular programme of supervision and appraisals for all staff. We value opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.

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

Paediatric First Aid

National Early Years Quality Marks

I Can (Communication) accredited

Makaton signing

Wellcomm Communication and Language screening and interventions

Teacher Talk

Managing behaviour in early years settings
Designated Senior Person/ Back up Designated Senior Person for Child Protection
Safeguarding and Child Protection
Smile for Life (Oral hygiene)

As a nursery school, we also seek to support all staff to further develop their knowledge and understanding of a range of additional and special educational needs. Staff have access to a wide library of resources and books.

We also make use of the local authorities Children First website to access information and e-learning modules such as CAF training.

Further Information

What the setting provides

As a nursery school, we seek to extend children's learning experiences through a variety of other professionals who visit nursery to share their expertise with the children. For example; musicians, wildlife experts (hedgehogs, owls and mini-beasts).

Parents can talk to their child's class teacher or headteacher, if they have any concerns. We are required to have a procedure for dealing with complaints. This is available to parents within the nursery school.

Should you require any further information please contact the school on 01706 873856 or by email: head@bacup.lancs.sch.uk