STAGHILLS NURSERY SCHOOL

Special Educational Needs Information Report and Nursery's Contribution to the Local Offer

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

This Special Educational Needs Information Report (incorporating the Nursery's Local Offer) should be read in conjunction with the nursery's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

Reviewed: Sept 2026

Next Review: Sept 2027

What kinds of special educational needs do we provide for?

Staghills Nursery School is a Lancashire County Council maintained nursery school. We believe good practice for pupils with special educational needs is good practice for all therefore we focus closely on good quality first teaching and adaptations for all.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties; Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream nurseries.

Who is the SENCo and how can parents contact them?

The nursery's SENCo is Alia Akhtar. She works in nursery part time but can always be contacted by email: **aakhtar@staghills.lancs.sch.uk**

Alternatively, an appointment to see Mrs Akhtar can be made via the nursery office by telephoning: **01706 213303**

The Head Teacher Mrs Andrea Cooper is a SEN Advocate and is more than happy to support and answer questions when needed.

How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

It is important that the nursery identifies pupils who experience difficulties accessing learning and general nursery life opportunities early. The identification process is laid out in detail within the nursery's Policy for Special Educational Needs and Disability.

The nursery Special Educational Needs Coordinator (SENCo) will oversee identification and support staff and parents to assess needs. If staff have initial concerns, they will discuss these with parents and the SENCo. The nursery may then, with parental permission, seek the advice of external agencies such as Specialist Teachers, a Speech and Language Specialist, an Educational Psychologist or the Special Educational Needs and Disability Support Service

(SENDS). Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy (SaLT), Occupational Therapy (OT) etc.

How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?

The nursery's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Before a child starts at Staghills Nursery School, we have an initial meeting to gather important information about your child, including development, speech, social and emotional needs and if there are any areas of concern, or outside agencies working with the family.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance, contact the key worker. Nursery operates an 'open door policy' so parents can contact the nursery office at any time and we will do our best to arrange a meeting with you and the relevant member of staff and/or the Special Educational Needs Coordinator as soon as possible.

In addition, for children who are on the Special Educational Needs record and have Targeted Learning Plan (TLPs), the TLPs are written by staff and shared with parents on a regular basis. Parents are invited to discuss the TLP with the key worker at any point in the process. We also send a copy of the previous TLP with an evaluation to show the progress the child has made against their targets.

For children with long-term, complex needs, it may be appropriate to request an Educational Health and Care Needs Assessment. This is a long and complicated process but nursery will guide parents through each step. We would also encourage parents to accept a referral to the Information and Advice Service (SENDIAS, formerly Parent Partnership Service). Their aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child'. More information is available here: **https://lancssendias.org.uk/**.

Key nursery policies and other documents are available for all via the nursery's website and free copies of any policies are available at the nursery office upon request. These can be adapted if requested e.g. enlarged print. If necessary, interpreters of other languages would be bought in by nursery or policies and documents can be translated into other languages.

The Key worker, Headteacher and/or SENCo will be happy to help parents/carers to complete forms and paperwork when necessary. This may include reading documents, supporting with understanding of official paperwork (whether from within nursery or from other agencies) and possibly, in more complex cases, a referral to the Information and Advice Service, as above.

Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website and the Local Offer (www.lancashire.gov.uk/SEND).

When children join the nursery, we make a Home – Nursery Agreement to help parents to understand the parameters and expectations in nursery.

How do we involve and consult with the children about their education?

Children with SEND are involved as much as possible in discussions about their targets including how well they are progressing and what they need to do as a "next step". They do this whilst working 1:1 with their key worker and through key worker observations. Adjustments can be made to the targets when necessary to suit the rate of progress.

How do we assess and review the progress that children make and how do we involve them and their parents?

Assessment for all children is a continual process and takes many forms, as laid out in the nursery's Policy on Teaching and Learning. For many children with SEND, the key worker's assessment of need is sufficient to decide what is needed on a 1:1 basis through a TLP. For children with a higher level of need, assessment and target setting is carried out in conjunction with the SENCo and any relevant external specialists e.g. Specialist Teacher, Speech and Language Therapist etc.

It is the responsibility of the Headteacher, through the key workers, to monitor the support and provision for pupils with SEN in their care. This work is co-ordinated by the nursery's SENCo. Throughout the nursery, children's progress in all areas of the EYFS curriculum are assessed by key workers each term. For children with SEND, key workers and the SENCO will use the ATTS tracking document to break down progress into smaller steps.

All TLPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are regularly monitored throughout the term by the key worker, with support from the SENCO. TLPs are formally reviewed and evaluated regularly by the key worker and/or SENCo, informed by regular monitoring and observations within the setting. A copy of a child's TLP is sent home, along with a copy of the previous, evaluated TLP and parents are invited to discuss this with the key worker, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) is carried out by the nursery in conjunction with the LA. Parents and external agencies are strongly encouraged to attend.

How do we support our pupils with SEND as they move on to Primary School or another nursery?

To support all the pre-school children with their transition to school, a member of staff from each of the receiving primary schools visits them and meets with their key worker. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by nursery staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENCos of the school and nursery will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with an Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process.

Where children with SEND move to another nursery, the SENCo will contact the SENCo of the receiving nursery to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to nursery so that all necessary arrangements can be put in place prior to the move.

What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice, 2015, nursery does everything it can to meet children and young people's SEN. Pupils have access to additional provision on an evidenced needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the nursery's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are laid out in the nursery's Policy for Special Educational Needs and Disability.

For all children with Special Educational Needs, the key worker and SENCO will liaise closely and make special arrangements within provision. This may involve accessing small group interventions, additional adult support or adaptions to the provision.

For most children, the key worker and SENCo will make more detailed arrangements for a programme of support, including a Targeted Learning Plan (TLP) when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the TLP. There may be some direct input and advice from a specialist teacher or from other agencies such as Educational Psychology Services, NHS Speech and Language Therapy etc.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their EHCP.

In 2025/26 there is one full time class teacher and one part time teacher (additional to the Head Teacher), 11 full time TAs, 2 part time TAs and 2 Welfare Assistants working in nursery ensuring support in every class with some additional support to be deployed where and when the need arises including in-class support, the one-to-one delivery of SEN provision and small group interventions.

How do we adapt the curriculum and learning environment for children with SEND?

If adaptations to the curriculum or learning environment are needed then we work hard to ensure that these adaptations are put in place and get support from Specialists if required.

Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the nursery will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to ensure that all children have access to a multi-sensory curriculum to appeal to all types of learners. All staff ensure that the provision within nursery is suitable for all children so that all learners can thrive.

Staghills Nursery School adheres to the Early Years Foundation Stage Statutory Framework, which can be found on our website. Our curriculum is designed to allow for first-hand experiences and to learn about themselves and the world around them. Learning is planned into a progression of skills and knowledge based around half-termly topics and covers all three prime areas of learning and four specific areas of learning.

Children experience daily opportunities for songs, stories, rhymes, communication and language, including phonics and mathematics, as well as planned topic activities.

Our provision is designed to be progressive from babies to the pre-school class. Areas of provision include:

- Home corner with a play kitchen and living/dining area.
- Construction areas with a variety of different sized blocks and construction sets.
- Drawing area with access to a range of mark-making materials.
- Malleable area with playdough or similar and appropriate resources.
- Creative area and workshop for designing and creating. –
- Dry and wet sand - Reading area with a range of books, story props and resources to promote early literacy.
- Writing area with arrange of mark-making activities to promote early writing skills.
- Small world area with a variety of resources.
- Area for mathematical development, including numeracy, shapes, patterns etc.

- Area for early literacy development, particularly phase 1 phonics e.g. listening games, rhyming, initial sounds etc.
- A quiet space where children can go to access a range of sensory resources and have a more 'Regulation Area'
- A space for children who may be targeted interventions
- An outdoor area for all rooms with climbing equipment and areas of exploration - Forest school and/or allotment.

Children are able to access activities and resources at their own level. Staff are flexible in their approach to meet the needs of all children regardless of ability. There is a mix of child-initiated and adult-directed activities and group sessions.

We also have a sensory room and break out space called 'Blossom Room'. This is accessed by our high level SEND children who find the main provision overwhelming. We have two adults who work in this space. The children have access to sensory equipment such as spinning chairs, wobble boards, peanut balls etc. Children also access interventions within this room such as 'Bucket Time' or 1:1 intervention.

Our full curriculum coverage is available on our nursery school website.

What else do we do to make the nursery safe and accessible?

The nursery is on a steep side road. There is a car park for staff, which has one disabled bay that are available for parents and/or children who are Blue Badge Holders. Parking for parents is available on the road but this can be limited. Along the side of the car park, there a fenced and gated path that leads to the front of the nursery building.

The nursery playgrounds are accessible for wheelchair users and reasonable adjustments can be made to support children who need it.

When the nursery gates open, all children are handed over to staff by their parents/carers. Special arrangements are in place for some children with acute medical / social needs so that busy entrances to nursery can be avoided. If someone other than a parent is collecting the children, nursery must be informed in advance. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

Nursery have good links with their Specialist Teacher. She visits nursery on a termly basis but can come sooner if needed. She provides staff with resources and advice to ensure that the provision for the SEND children is of the highest quality. She also works with staff to train and up skill them.

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. Training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in nursery but is often delivered, in situ by the various specialists.

Our appraisal and supervision cycle allows for professional development needs to be identified. The whole school training is based on identified priorities in the School Improvement Plan. Within this, there is a focus on provision and development for children with SEND.

Initially, nursery will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several cycles of additional support, the child continues to experience difficulties, the nursery may, with parental permission, seek the advice of from the Local Authority Specialist Teaching service or Portage for those children under 3 years of age.

Any plans shared with the nursery by these agencies are carried out by staff within nursery in liaison with the appropriate agency.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the EHA (Early Help Assessment) process which would involve parents, pupils and all agencies involved in the pupil's care.

How do we know if what we provide for the children is effective?

Provision for children with SEND is as laid out in the nursery's Policy for SEND.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach (assess, plan, do, review) section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

The SENCo / Head Teacher collect and analyse tracking data for all pupils on the SEND register and use this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc.) to make a judgement on effectiveness. The SENCo liaises with the SEN Governor once per term to help produce a report on the quality and effectiveness of SEND provision. As part of the School Improvement Plan, there is an identified focus for children with SEND linked to each target. This is reported on a termly basis to the Governing Body on a termly basis in the Headteacher's Report, alongside progress data.

A full curriculum tracking and assessment system is used on a termly basis to identify if a child is on track for their chronological age. Next steps in learning are identified as well as any gaps in learning. Pupil Progress meetings take place termly with the Headteacher and information is shared with the SENCo.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. Alongside, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

How are children with SEND enabled to take part in all the activities available in nursery?

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips and access all areas of nursery provision. This includes outdoor provision, forest school and the allotment. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (e.g. through use of different equipment) etc.

All activities within and outside nursery are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and Health and Safety Support. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, or a special teacher for children with PD. Risk assessments for nursery trips are also monitored by the Governing Body and the school's Health and Safety Officer.

The nursery school has provision for Breakfast, After School Club and Holiday Club. This is offered at a charge, outside the funded hours. This is led by core staff from each class.

How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

Medical

The nursery has a variety of policies which cover health and wellbeing issues on the nursery website. The nursery's Equality Policy is available on the website and via the school office on request.

Some medication, such as asthma inhalers are kept in the classroom in an allocated, accessible and safe place. All other medication is kept in the locked. All medicine is recorded on an individual record sheet along with details of dosage and frequency; parents sign to grant authorisation to the nursery to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between a member of the nursery's staff, the child's parents, the child (when appropriate) and the Health Visitor. Any new adults coming into nursery go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Additionally, there is a photo-card for children with medical needs in each room and the dining area (for dietary needs). This gives a brief outline of their difficulty and signposts the reader to more detailed information which is held electronically on CPOMs.

All teaching staff within the school have had Paediatric First Aid training, which is updated on a 3 yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. Nursery deals with medical issues through a graduated response. Minor issues are dealt with by trained nursery staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. Nursery will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Emotional and Social

Staghills Nursery School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future.

Within nursery there is a large focus on developing SEMH and staff ensure that the provision within nursery reflects this.

If a family has an EHA (Early Help Assessment), a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in nursery and parents will always be involved. We have an allocated Family Support Worker who is available to support parents and families.

The nursery liaises with all relevant specialist agencies such as the family and medical centres, paediatricians, speech therapists, occupational therapists, nursery nurse etc. Although none of these is based in nursery, some do come into nursery to carry out assessments and therapy, with parental permission.

Bullying and Child Protection

The Child Protection and Safeguarding Policy is available on our school website.

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons.

E-Safety is taught in an age-appropriate manner throughout the nursery, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the School Council, as well as visits from the Chair of Governors, who completes a pupil voice visit annually. We also have an Online Safety Policy, which is available on our website. Parents are asked to sign an Online Safety Agreement as part of their registration process.

Any bullying incident is dealt with in accordance with the nursery's anti-bullying policy, which is available on the website and from the office on request. At Staghills, this is within the Safeguarding Policy and the Behaviour Policy.

In accordance with legislation, the nursery has a Designated Senior Lead (DSL) and a deputy DSL to deal with issues related to Child Protection and Safeguarding. All staff have received "Prevent" (anti-radicalisation) training and safeguarding training and the nursery uses CPOMS to ensure information is shared securely amongst staff on a need-to-know basis. The school engages with Lancashire's Safeguarding Team and whole school training takes place annually, delivered by a member of the team.

What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?

Nursery has a nominated member of staff for Children Looked After. This is Mrs Andrea Cooper (Headteacher). They liaise with the SENCo to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

What should I do if I have a concern or complaint about the provision for my child?

In order to deal with your concern or complaint in the quickest and most straightforward way, we ask that you take a graduated approach:

a) Firstly, contact the key worker via the nursery office;

b) Secondly, if you have concerns which cannot be addressed by the key worker, then please contact the Headteacher via the nursery office and/or SENCo (contact details in qu. 2);

c) Finally, reference should be made to the nursery's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

Where can I find information about the Authority's Local Offer?

www.lancashire.gov.uk/SEND

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the nursery office.

Next Review: February 2027

Appendix 1

List of personnel involved in SEND issues

NAME	POSITION
Mrs A Cooper	Head teacher / / DSL
Mrs A Akhtar	SENCo
Mrs C Tinston	SEN Governor
Mrs L Richardson	Chair of Governors
Mrs A Cooper	Designated Teacher with Specific Safeguarding Responsibility
Mrs H Noon and Mrs A Ahktar	Deputy DSLs

Appendix 2 – Terminology and Acronyms

ADD	Attention Deficit Disorder.
ADHD	Attention Deficit/Hyperactivity Disorder.
Amanuensis	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
ASC / ASD	Autistic Spectrum Condition / Disorder.
CAMHS	Child & Adolescent Mental Health Service.
CLA	Child Looked After. (This is NOT a special educational need). Same as LAC.
CPOMS	Software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues, working alongside a nursery's existing safeguarding processes,
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dysgraphia	Children who may be verbally proficient but have difficulty writing down their thoughts.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL / ESL	English as an Additional (or Second) Language (This is NOT a special educational need).

EHA	Early Help Assessment (this replaces the CAF)
EHCNA(R)	Education, Health and Care Needs Assessment (Request) – also known as a Statutory Assessment
EHCP (or EHC Plan)	Education, Health and Care Plan. Legally enforceable document that describes the needs of the child and how these needs will be met.
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.
IAS	Information and Advice Service (Previously Parent Partnership Service /Officer)
IEP	Individual Education Plan.
LAC	Looked After Child. (This is NOT a special educational need). Same as CLA.
LA	Local Authority.
MLD	Moderate Learning Difficulties.
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
NASEN	National Association for Special Educational Needs.
OT	Occupational Therapy
P Scales	Performance descriptors. A common basis for measuring (within nursery) the progress of pupils working up to below year one equivalent all subjects of the National Curriculum
PD	Physical Disability.
PECS	Picture Exchange Communication System.
PEP	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
PIVATs	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
Pupil Profile	An overview of a pupil's strengths and difficulties (For children at SEN Support)
SaLT / SLT	Speech and Language Therapist.
SEMH	Social, Emotional and/or Mental Health.
SEN Code of Practice (CoP)	Practical guidance to LAs and the governing bodies of all maintained nurserys.
SEN	Special Educational Needs.
SENCo	Special Educational Needs Co-ordinator.

SEND	Special Educational Needs and Disabilities.
SENDO	Special Educational Needs and Disabilities Officer (LA representative).
SEN Support	Pupils on the SEN register have SEN Support unless they have an EHCP.
SLCN	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
SLD	Severe Learning Difficulty.
SpLD	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
SLCN	Speech, Language and Communication needs.
TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family.
VI	Visually Impaired.