



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Fairfield Nursery School**

September 2025

The Setting

What the setting provides

- Fairfield Maintained Nursery School was established in 1952.
- The school runs sessions for parents including parent taster sessions and bespoke transitions for individual children, meeting their needs as appropriate
- The school is registered to offer 60 places for eligible 2 year olds, 60 places for 3 year olds who will stay at nursery another year prior to starting primary school and 100 places for 3 and 4 year olds who will start primary school the following September.
- Places are primarily sessional taken over five mornings or five afternoons.
- Places are available for parents not eligible for the two year funding, this is done on a paid for place basis
- The school provides 10 places for the 30 hour initiative.
- Children are based across two classrooms led by qualified teachers, supported by level 2 and level 3 teaching assistants. They are organised using a family group model (2, 3 and 4 year olds)
- Children with complex needs have a special area where their needs can be met in an environment that is bespoke for them

Accessibility and Inclusion

What the setting provides

- The nursery school adheres to the Lancashire local authority admission policy, giving priority to children with Special Educational Needs.
- The building is wheelchair accessible, accessed via a ramped pathway.
- Doors and skirting boards are painted in contrasting colours in order to help persons who have a visual impairment.
- There are accessible adult toilets with disabled facilities, including hand rails and emergency alarm systems
- An emergency evacuation vibrating alarm fob is available from reception for hearing impaired adults.
- Personal Evacuation Plans are put in place for individual children who have a disability.
- Changing beds and low-level toilets are available in each classroom's bathroom.
- The beautiful and exciting outdoor play area is fully wheelchair accessible with a ramped pathway up to the garden area.
- All statutory policies are available via the school website. Printed copies are available on request.
- The nursery welcomes parents to come and discuss their child's needs.
- Each classroom is adapted to best meet the needs of children. Table heights are mostly adjustable.
- Picture communication systems are used where required. Makaton sign language is supported where appropriate.
- Resources are organised to promote individual choices. Core resources are always available to children and are clearly visible.
- The nursery environment is large with an accessible outdoor space
- An indoor sensory area is available for children with lights and interactive equipment
- PECS Choices boards and Now/Next boards are used to support some children

Identification and Early Intervention

What the setting provides

- The nursery ethos is to work in partnership with parents. If a parent is worried about their child they should talk to the child's key worker, SENCo or the head teacher.
- All children are visited in the home prior to starting nursery, a detailed Pen Portrait is compiled with the parents detailing the child's likes, dislikes and areas they may need support in
- The nursery aims to promote inclusive practice and where ever possible children's needs will be met in the mainstream provision.
- All children's progress is carefully monitored through observation
- When children start nursery a baseline assessment is completed
- WELCOMM Assessments on children's language acquisition and understanding are completed on all children to support next steps in the children's learning
- Summative assessments are undertaken each term in partnership with parents.
- Parents are invited into nursery to discuss their child's progress and attainment linked to the image of the child, with their key worker and or teacher each term on parent open days.
- Parents are able to see in which areas their child is making most progress and reaching a stage typical for their age.
- The headteacher and teacher scrutinise each child's progress. If a child appears not to be making good progress this is discussed with the teacher and the parents.
- Where a child's progress is poor, intervention strategies are put into place and written up in a Targeted Learning Plan. This is agreed with parents and monitored and reviewed approximately every six weeks
- Where progress continues to be limited a referral to appropriate professionals is made with parents' permission.
- An Early Help and Assessment is completed with parents and other relevant professionals and a plan pulled together.
- Parents permission is sought to place their child on the SEND register
- Additional support and intervention work will be recorded on a Targeted Learning Plan agreed with parents.
- A programme of work will be directed by a specialising professional and carried out by nursery staff. This could include professionals such as educational psychologists, occupational therapists, physiotherapists, health visitors, speech and language specialists
- Other professionals refer many children to the nursery school when development does not appear to be progressing at a typical rate.
- Withdrawal takes place only were necessary.
- The nursery supports children by adjusting its staffing ratios where possible.
- All staff in a classroom will work with a child who has SEND in order to avoid dependency.
- The child's key worker will feed back to parents each day and inform other staff of any messages or information received from parents.
- The SENCO works with parents and other professionals to compile evidence for an Education Health and Care Plan if this is identified as the next step.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

The nursery has developed its image of the child, the vision for each child is:

Communicator

A child that is able to express themselves effectively in their own unique way, showing awareness of others

Reflective

A reflective child is one that has an awareness of self, is thoughtful and considerate. They are motivated to try again, find out more and review their work and test ideas

Explorer

A child, who is curious, fascinated and inspired by the world around them. They take risks and can be independent in their experiences

Creative

A child that embraces learning in a creative and imaginative way. They try different methods to problem solving using remarkable and interesting approaches

Resilient

A resilient child is confident. They are secure emotionally and in their environment. They are able to learn by trial and error and bounce back when they are confronted with difficult situations

The nursery school works their own curriculum which is available to see on the website, Children with SEND are also assessed on the ATTS (Assessment, Tracking and Targets setting) document supported by the school inclusion team.

- The school's teaching and learning policy works to meet the learning needs of individual children.
- The key worker role is regarded as an essential part of the [teaching and learning Policy](#).
- All key workers hold a level 3 qualification as a minimum and are led by a teacher.
- Children are assessed against how well they are meeting our image of the child and Fairfield Nursery School curriculum.
- Assessments are made in partnership with parents on entry to nursery and during each term through parent and key worker conferences.
- Two year checks are made in collaboration with parents approximately 3 weeks after children start
- Summative assessments are used to identify individual learning plans each half term, building on the child's strengths to promote areas where progress is less good.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

- All key workers are fully qualified as level 3 Teaching Assistants or Qualified Teachers. Each Teaching Assistant works under the direction of the teacher and support is given from the Special Educational Needs Coordinator.
- Resources are open-ended promoting children's fascinations at a developmentally appropriate level.
- The continuous provision is enhanced regularly with high quality resources according to the children's interests
- All children access the woodland area at least once a week
- We use provision mapping and audit areas of learning to identify resources and how the environment is supporting children's needs. Where specialist resources are required we endeavour to access these from loan services and where possible will purchase additional resources.
- When school educational visits are planned, risk assessments are undertaken and we consider the needs of individual children with appropriate support and reasonable adjustments put into place. Where required, children are supported on trips on a one-to-one basis.
- All staff are Paediatric First Aid trained

Reviews

What the setting provides

We work in partnership with parents to review children's needs and progress. This involves:

- Home visits on induction with pen portraits written from parents' information
- Induction visits by children and their parents
- Parent conferences each term, with additional information added to the pen portrait
- A strong key worker system promoting daily opportunities for parent and key-worker discussions regarding children
- Family lunches, Funtrails, family visits to the seaside and events with a variety of cultural partners
- Targeted Learning Plan reviews and planning meetings done half termly.
- Parents supported to facilitate their own coffee mornings and opportunities to talk about their own experiences.

Transitions

What the setting provides

- A home visit is undertaken where the child's strengths, needs, parent's worries and concerns are discussed. We identify with parents for example how children like to be comforted, what are their personal care needs, what sort of things they like doing.
- Together with parents we use Medical tracker that will allow us to create a health care plan to ensure all needs are discussed and a plan is agreed with how these should be managed.
- Children visit nursery with their parent/carer every day for at least one week at the start of their first term. We strongly believe that children need to feel secure in their new environment and have been given the opportunity to form a secure relationship with their key worker prior to being separated from their parent. How long a child stays each day at this transition period is negotiated with parents on a child needs led basis.
- Transition meetings take place for all children moving to Primary
- Additional SEND transition meetings to Primary are held in the Summer term with parents, the nursery SENCO and a representative from the Primary School

Staff Training

What the setting provides

- All key workers in our nursery are qualified to a level 3 or above.
- A qualified teacher leads the daily nursery provision.
- The effectiveness of teaching and learning is overseen by the headteacher
- Progress is reported each term to the governors leadership strategy committee.
- We have a strong commitment to further professional development supporting and encouraging staff to engage in further training/development opportunities.
- When a child has specifically identified learning needs, appropriate training is accessed when required.

Further Information

What the setting provides

Parents are welcome to make an appointment with Sacha the headteacher to discuss any concerns or uncertainties no matter how small. To do so, ask a member of staff or telephone 01254 231589. Appointments can also be made to have longer more in-depth discussions with key workers if required. These would take place outside the nursery hours of provision.

As a nursery we strive to get things right for children and families. We aim to deal with concerns effectively. However, a complaints policy is available on request or can be accessed via our website.

