



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Woodfield Nursery School

Local Authority's Local Offer:

Our Local Authority offer -

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

Setting Name and Address	Woodfield Nursery School		Telephone Number	01282 614636
	Sefton Street Brierfield, Nelson Lancashire BB9 5BE		Website Address	www.woodfield.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:	
	No			
What age range of pupils does the setting cater for?	2 - 4 years			
Name and contact details of your setting SENCO	Nicola Morville n.morville@woodfield.lancs.sch.uk			

Name of Person/Job Title	Leanne Harrison Head Teacher		
Contact telephone number	01282 614636	Email	head@woodfield.lancs.sch.uk

Promoting Good Practice and Successes

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	SEND (Special Educational Needs and Disability) Woodfield Nursery School		
Name	Leanne Harrison	Date	1/9/25

The Setting

What the setting provides

Woodfield Nursery is a Lancashire County Council Maintained Nursery School located in Brierfield, Nelson. We cater for children between the ages of 2 and 4 years old. We are registered for 40 two year olds who receive targeted funding, 55 3-4 year olds in the morning and 55 3-4 year olds in the afternoon. A small number of children access 30 hours of funded education from age 2.

In the Nursery room (children aged 2 – 3) there is a ratio of 1 keyperson with 3 children. In the Pre school room (children aged 3 – 4) there is a ratio of 1 key person to 8 children. We have a large open plan Pre School classroom and a large outdoor area.

The Nursery room has an open plan room and their own large outdoor space which is accessed up some steps. There is also a smaller play area just outside the room with a climbing ramp, bench with sensory planting, tepee and water kitchen.

We are an inclusive school and welcome all children and parents regardless of any disability or additional needs. We aim to make our building as accessible as possible and have a ramp to the front of our one storey building. We will always endeavour to make our building as accessible as possible by making reasonable adjustments to accommodate anyone with Special Educational Needs or Disability. We consult with children, parents and outside agencies to ensure that the needs of individuals are met as fully as possible.

Woodfield Nursery School has a Governor responsible for Special Educational Needs. Their role is to work with and support the SENCO. All staff currently use or are learning to use Makaton to support speech, language and communication and some staff have undertaken specialist training to support children with specific needs.

Staffing: Head Teacher: Mrs Leanne Harrison DSL, Teacher for looked after children.

Nicola Morville – Full Time Teacher leading in the Pre School class, Specialist SENCO Certificate, Deputy DSL.

Catherine Cross - Deputy DSL, Full Time Teacher leading on Parental Engagement and forest school.

Saadia Ramzan - Full Time Teacher working in the Pre School class.

Mel Dekker - Full Time Teacher leading in the Nursery class.

1 Higher Level Teaching Assistant

3 Full Time Teaching Assistants (Level 3)

6 Teaching Assistants (Level 2) 2 part time.

2 Early years apprentices. (Level 1 & Level 5)

Qualified teachers lead and support teaching assistants to provide a high quality curriculum building on children's interests, Characteristics of Effective Learning and schema. All planning promotes well-being and a positive attitude to learning. The vast majority of staff have been trained to at least level 3 child care and education. We are supported in the school office by a highly skilled office bursar.

Accessibility and Inclusion

Woodfield Nursery school is situated in its own extensive grounds in a residential area. The building is open plan and provides ample space for a wide range of activities for children. We have an enviable amount of outdoor space for our children to play safely in and to experience high quality learning opportunities. We also have a natural wooded area which provides more opportunity for observation of nature and exploration.

We offer:

Wheelchair access.

A ramp with handrails to the main entrance.

Wide doors.

Classrooms on one level.

Disabled toilet facilities.

Changing facilities.

Easy access to outdoors.

Spacious, safe and secure outdoor provision.

Height adjustable furniture.

A structured learning environment with resources at child height.

An Interactive Whiteboard at child level.

Two well-equipped rooms with enhanced continuous provision suitable for the age and stages of all our children.

A good sized sensory space.

We offer accessible information including:

Parental Engagement Co-ordinator – Catherine Cross who runs parent workshops – translated for Urdu speakers.

Admission Policy. (Lancashire County Council)

Equalities Policy.

Bilingual support for parents and children where possible (Urdu and Punjabi)

Dual language books.

Displays with bilingual text.

Access to a dedicated Specialist Inclusion Teacher.

A school website providing photographs and information with translation button.

Daily sharing of information with parents.

Parent Mail.

Children's Learning Journals that parents can add to using the Tapestry platform.

A notice board for parents in the Reception area.

Meetings with parents regarding their children's learning are held every term.

Regular newsletters – we aim to translate orally or in written form where possible and practical to do so.

We offer accessible provision:

The classrooms are open plan and well organised.

All resources, such as toys and books are accessible to all children and we have some in different languages for children whose first language is not English.

Both classrooms are organised into 7 areas of learning and development.

All resources are labelled with photographs or templates.

The outdoor areas are well resourced and accessible with some areas covered in soft play surface.

Two canopies allow outdoor play even in wet weather.

All activities offered in the nursery school are carefully planned for.
We provide opportunity, resources and support for children to learn through their play.
We have three staff members who have specialised speech and language training.
Three members of staff have undertaken Makaton training with all staff able to use some Makaton to support learning.
WellComm Assessment toolkit is used to support all children with speech, language and communication skills.

Identification and Early Intervention

We believe it is really important to identify children with special needs quickly so that they can make as much progress as they possibly can and reach their full potential.

“The needs of children with special educational needs and/or disabilities (SEND) are quickly identified. The school seeks the advice of external professionals to make sure that appropriate support is put in place swiftly. These children benefit from the support that they receive. This ensures that they can access the same curriculum as their peers.” – Ofsted April 2025

How we identify children with additional needs:

Through information gathered at registration, home visits and induction.

By observing the children in their play.

By keeping Learning Journals that track each child's development.

By assessing their stage of development.

By having a key worker system that encourages close relationships with parents and children.

Through using our SEN Policy.

We have an Open Door Policy where there is always someone available to help.

We encourage parents to look at and contribute to the children's learning journals which are easily accessible.

For younger children we run 'stay and play' sessions as an introduction to early education.

This is followed by playgroup, where staff complete the two year old check.

We have developed good links with other agencies such as the Family Tree Centre, Portage, Speech and Language Therapy, the Inclusion Teacher and the Educational Psychologist.

Teaching and Learning Part 1 – Practitioners and Practice

Children are at the heart of everything we do at Woodfield Nursery School. We deliver the Early Years Foundation Stage curriculum through a balance of adult led and child initiated activities.

A strength of our school is the relationships we build. We offer warm and trusting relationships with knowledgeable, interested adults to support children's learning. We work very hard to provide a warm, nurturing learning environment for our children.

Our Lead teacher is also our SENCO (Special Educational Needs Co-ordinator). This ensures that she has a good working knowledge of all the children in the school and is always available to staff and parents for advice and support. Our Head Teacher has a range of experience in different settings and has an ambitious vision for all children to achieve.

The classroom environment is calm, 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 use of the 2 year old check, baseline assessments, end of term assessment, WellComm speech and Language Assessments and through parent and key worker progress meetings. Our planning for learning system ensures that work is differentiated for specific children. We ensure that all our children's needs are met through Provision Mapping. Once children are identified as having a special educational need the SENCO will draw 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. The meetings enable us all to work together to make plans to help the children make progress.

We have close links with the Brierfield Neighbourhood hub and Brierfield in Action group and we encourage parents to access the courses on offer there. We encourage the children to express their views about their learning through the use of pictures, gesture, speech or signing. 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 Woodfield Nursery School we have higher than usual staffing ratios so that the children can benefit it from frequent individual and small group work. Many of our staff are bi-lingual and this helps children and parents with English as an additional language to access the curriculum better. We use our AIS, additional funding to support individual children's needs. We currently employ a Special Needs Support Assistant for 30 hours a week to support children across the school and provide 1:1 support for children as appropriate. We are also in the process of appointing a second teaching assistant specifically for our SEND children.

We make use of our keyperson system for specialised knowledge of the children, building on the close relationships that they form with the children in their groups. We use staff meeting time to identify vulnerable children and make plans for all of the children's learning in order to provide a consistent approach.

We pay particular attention to children's wellbeing and involvement. 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 Family Tree Centre and their linked services. We always endeavour to do the best we can for every family and child.

Trips are provided and risk assessed so that we can include all of the children. We make adaptations 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 WellComm activity sheets home and occasionally provide talks or workshops for parents on aspects of the Early Years Foundation Stage (EYFS) We use What to Expect When Materials to support parents understanding of how to support their child's learning and development at home.

For more information on teaching and learning please see our Curriculum Outline available on our website. A monthly learning overview is sent to parents so they can see what is being taught. We hold individual parent meeting at least termly but parents can request meetings at any time.

Reviews

Every child has a key worker at Woodfield who acts as the first point of contact for parents regarding their children's progress. 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 online, we use the learning app tapestry, 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 key workers forming good relationships with the parents and children in their care. Over time key workers develop sound knowledge about the children's abilities through observing and playing with them.

Every term we hold parents meeting to discuss children's progress using 'development matters' in the EYFS Curriculum Guidance.

For children who have additional needs we host TAF (Team Around the Family) meetings and include support from other professionals.

When necessary we make use of the CAF form to support families.

We hold All About Me review meetings regularly and hold an initial meeting to write this with parents.

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

Transitions

What the setting provides

Home to setting

Once parents have accepted a place at Woodfield Nursery School we arrange to make a home visit with the family as our initial contact. This allows us to meet parents and children in a relaxed atmosphere and to provide information and answer any questions.

We organise parents' information sessions at the end of the summer term and invite parents and children to visit the nursery on an informal basis.

Induction Process

Induction to Woodfield Nursery School is taken very gradually to minimise distress for parents and children. We work together with parents to manage this process on an individual basis.

Transfer to primary school

We have a very good relationship with both our local primary schools and begin working with them in the Autumn term for July transitions.

We have organised informal visits to our local primary school in the summer term for children who will be transferring to reception in the autumn term.

Reception class teachers from receiving schools visit the children in the nursery school in the summer term to share information and plans to support children.

Other transition documents and procedures include:

Support for parents to complete forms (EAL)

All about me completed with parents

End of year assessments.

Targeted Learning Plans.

Reports to parents.

Role play area for children going to school.

Staff Training

What the setting provides

Staff qualifications

At Woodfield Nursery School we have five qualified teachers, this includes our Head teacher. The Head Teacher has a BA degree, qualified teacher status and is completing the NPQH (National Professional Qualification for Headship)

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

Paediatric First Aid

Elklan Training

Bucket time

An introduction to teaching children with hearing impairments

Managing Behaviour

Safeguarding and Child Protection

Prevent training

Early help training

CAF Training

Health and Safety Training

Team teach

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 are also willing to undertake any specialist training should this be required.

Further Information

Our vision is to support every child to shine and become compassionate, confident and resilient young learners. We aim to capture the imagination of every child by developing creative, challenging teaching and learning opportunities based around individual needs and interests. Children at Woodfield are encouraged to be proud of their achievements and, through our staff observations and interactions, be given opportunities to grow.

At Woodfield, our Early Years Foundation Stage curriculum is delivered by highly skilled qualified teachers and practitioners who are creative, reflective and have the highest expectations for all children to shine. We embrace our community and the need to develop cultural capital for our children. We explore our local area together and further afield as part of our curriculum offer. We want our children to become fluent speakers and we celebrate their bilingual skills. Through skilled questioning, we encourage our children to be curious and develop a respect for the natural world around them.

The learning environment at Woodfield plays a pivotal role in ensuring that our children experience a calm, safe space where they can shine. Our indoor environment, flooded with natural light, is well resourced with natural materials. We present the children with stimulating provocations alongside familiar continuous provision. Our outdoor area is spacious and provides opportunities for children to develop their language and cooperative play.

A strength of our school is the positive relationships we develop with our children and families. These relationships ensure that children feel safe and happy. All children are linked to a key worker and this relationship starts on their first day. Parents are welcomed into school often through parent workshops and key workers are always available during transition times where concerns or celebrations can be shared.

Our building is fully accessible, on one level with sloped entry, providing an inclusive learning environment for all. The strong relationships we develop with our families allow us to meet any individual needs a child might present. We endeavour to make reasonable adjustments to ensure that all children are able to shine in their own unique way.

“The school’s vision, ‘helping every star to shine’, is at the heart of everything that this school does.” – Ofsted April 2025