

TURNCROFT NURSERY SCHOOL – LOCAL OFFER

Blackburn with Darwen Council's Local Offer for Children & Young People with Special Educational Needs and Disabilities (SEND)

Who we are

Our Mission Statement

“Turncroft Nursery School...the place for learning and laughter.”

Turncroft Nursery School is a Local Authority Educational establishment providing places for children the year prior to starting Primary school. We have one hundred places across the day and we also offer extended services during our opening hours 8:00am to 4:30pm.

We see Turncroft Nursery School as the first stage in your child's state educational journey. We strive to build on the excellent work you have done with your child and together we can help your child develop their potential.

We recognise the value of Nursery Education for all children. We recognise that every child is unique, and we work closely with families to identify, support, and nurture children with special educational needs and disabilities (SEND) at the earliest opportunity. Mrs Gayle Berry is the Special Educational Needs Co-ordinator in our school. She liaises with relevant professional agencies that may be involved in a child's development. We also have a Family Support Co-ordinator who supports parents with concerns such as sleeping, toileting and behaviour management.

We offer parental workshops and family support as well as liaising with many and varied professionals. We have a well - established staff, who work very effectively as a team and we have a very supportive Governing Body.

What specialist services and expertise are available at, or accessed by, the school/setting?

At Turncroft Nursery School we have an experienced staff that have accessed relevant training such as Speech and Language support.

We access services such as;

- Speech therapy
- Early Years SEND Support Service and Advisory Teachers
- Educational Psychologist
- Health Professionals
- Occupational Therapy
- Social Services
- Mental Health Team
- Wish Centre
- Health Visitors
- Physiotherapy Team
- Hearing Impaired Team
- Visually Impaired Team

Contact details are available in our school for these partnership agencies.

Each year we review and refine our provision and policy. We access additional training and services as necessary to meet the needs of our children. In school we have targeted interventions which allow us to support all of our children in specific areas which they may need additional support.

What training and experience have the staff supporting children and young people with special educational needs and/or disabilities had, or are having?

We access the local authority programme of training and development for all staff, including statutory safeguarding training.

We access training appropriate to the needs of our intake of children each year.

The SENCO has a range of experience in working with young children, their families and professionals.

All members of staff are trained in Makaton to help with children's communication needs.

Other training we have accessed includes-

- WELLCOMM screening and assessment tool
- SENCO Training
- Identifying Special Educational Needs
- Early Intervention
- Attention for Learning
- Nurture groups
- Getting connected – supporting children with social communication difficulties
- Basic Signing/ MAKATON
- Speech and Language in Education Intensive Support
- Behaviour Management
- Visual Impairment
- Manual Handling
- First Aid
- Sensory Circuits
- Write Dance
- Clever fingers fine motor
- Developmental Journals
- Training for specific medical conditions such diabetes, epilepsy and allergies

We have a very experienced staff who are committed to inclusive practice for all.

Accessibility

Our school is fully accessible.

Full details are available in our accessibility policy on our school website.

- Carpeted Areas
- Changing Bed
- Shower facilities
- Disabled Toilet
- Microphones available for children with Hearing Impairments
- Ramps for wheelchair access
- Building is on one level
- Disabled parking bay
- Resources are purchased where necessary to make adjustments to support children

Who to contact

Name: Mrs Gayle Berry

Phone: 01254 701534

Email: office@turncroft.blackburn.sch.uk

Website: www.turncrofturncroschool.co.uk

How do you know if my child/young person needs extra help?

At Turncroft Nursery School, we believe in working closely with families. We have initial meetings for new parents/carers which provides a good opportunity to discuss any concerns or needs they wish to discuss.

We visit parents and children in their home prior to starting which helps us to determine any possible support which may be needed or strategies we may implement. First and foremost, we like to familiarise ourselves with each individual child and find out what their needs and interests are in a play-based environment.

Our induction process gives the opportunity to highlight any possible additional needs. Observations, assessments and meetings with parents are used to inform us regarding children's achievements and progress. We use the Early Years Foundation Stage development matters to judge where and how children are achieving.

We allow children to settle in and become familiar and build secure relationships with their key workers, peers and teachers in nursery. We take a proactive approach to identifying and supporting children who may require extra help. Our staff are trained to observe, assess and respond to individual needs to ensure every child receives the support they require.

We observe children's development during daily activities and play. We use the Cherry Garden Assessment Document to assess children's progress in key areas such as communication and language, personal, social and emotional development and physical development. We have frequent discussions with parents/carers to share information and identify ways to support the child in general. We have regular Special Educational Review meetings half termly, where we meet with parents and carers to celebrate children's progress and review their individual next steps and targets. We use an online interactive learning journal which supports our sharing of small achievements and enables to plan for and cater for the needs of the whole child.

We use the Wellcomm language screening to assess children's language and understanding.

We encourage open communication and listen to any concerns raised by parents. Parents are involved in the process of determining targets and reviews of Pupil Support Plans as part of our Assess, Plan, Do, Review process. We encourage regular SEN review meetings to discuss their child's individual progress and to celebrate their achievements.

We work with external professionals such as health visitors, GP's and specialists such as speech therapists or paediatricians who may identify developmental needs during routine checks.

We work closely with the Early Years SEND team who we make referrals to if we feel we need further advice and guidance to support a child. We liaise regularly with our link SEND Advisory teacher, Mrs Gemma Carr, who regularly visits children in nursery. We follow any advice and guidance from the Early Years SEND Team and make reasonable adjustments where necessary or suggested.

What should I do if I think my child/young person may have special educational needs?

Speak to your GP, Health Visitor or drop in at your local Children's Centre.

Come in to nursery for an informal chat to discuss how we can support you and your child.

We are always happy, with your consent, to contact any relevant professionals on your behalf and offer any assistance and support throughout the process.

How will staff support my child/young person?

- We will make any necessary referrals for assessment and help as appropriate.
- We will discuss any concerns on a regular basis.
- We may adapt resources or staffing to meet individual needs.
- We will set appropriate targets to be included in Individual Education Plans, following the assess, plan, do, review process and review these with you at least termly.
- We will refer your child to the Early Help and Early Years Support service in the borough with your consent if necessary and attend any relevant meetings
- Our staff are committed and keen to access any necessary training to help your child
- We will apply for additional funding if eligible

How will the curriculum be matched to my child's/young person's need?

Our curriculum is designed to meet the individual children's needs and interests. We carry out regular assessments and observations to help us to plan a stimulating and relevant curriculum which engages your child. We ensure that all staff have high expectations for children's learning and the progress in which they make. We have experienced staff and teachers who differentiate learning activities to ensure that all children are able to access our curriculum at their level.

Our Individual Education Plans (APDR) allow us to set individual SMART targets for children to meet their next steps. These targets will be factored into our daily practice and curriculum. We regularly assess these targets to ensure they are achievable and set new targets once achieved.

Our Individual Educational Plan's are continually monitored and revised reflecting your child's growing interests and development in partnership with you.

Our curriculum is monitored, we have weekly planning meetings with all staff in which we evaluate past learning outcomes and have opportunities to revisit learning if needed. We discuss the outcomes of children and the best ways in which we can support your child going forward.

How will teaching approaches be modified to support my child/young person?

- Each child is unique and we cater for a range of needs through a differentiated approach for the benefit of all children.
- We are flexible and are happy to adopt a range of teaching styles (such as small group and 1-1)
- Staff are supported by Mrs Berry Headteacher/SENCo
- Children may need extra support during carpet times by our teaching assistants/key workers
- Staff are very experienced and have a very good understanding of child development, this helps them to accommodate the needs of your child
- As a local authority nursery school we are able to loan furniture and specially adapted resources to meet the needs of your child
- Daily interventions to support children if required

How will both you and I know how my child/young person is doing?

- Through reading observations in our online learning journal and understanding the areas of learning and development in the Early Years Foundation Stage
- Our displays around school offer an insight into some of the activities and experiences that we offer
- Curriculum information events for parents and carers
- We have a celebration 'Star of the Week' board which shows particular achievements
- Regular meetings with parents – settling in meetings, reviews of support plans and end of nursery year meetings
- Discussions with other relevant professionals, this may be through a Special Educational Needs Review Meeting
- We will strive to have a close relationship with you and look forward to hearing about your child's challenges and successes at home
- Through regular communication (face to face, telephone, online learning journey) we will exchange a variety of information
- Half Termly information on how you can support your child at home in line with our curriculum

How will you help me to support my child/young person's learning?

- Working together to develop a Individual Education Plan where necessary
- Strategies and resources to support you and your child at home
- Signposting to training and other groups. E.g. behaviour management, PEEP, Local Family Hubs
- Facilitating meetings with other professionals where necessary
- By sharing and contributing to your child's online learning journal
- We have an experienced staff who can offer family support and make suggestions about how you can support your child

- Support with transition to school and primary school applications

What support will there be for my child's/young person's overall wellbeing?

The well-being of your child is central to the ethos of our school. Our open-door policy and proactive approach to dealing with any concerns or issues that your child is facing enables Turncroft to provide a happy, safe and caring environment. The emotional wellbeing of your child is extremely important to us and our staff are there to provide help and support to both you and your child, so feel free to contact our Headteacher if you have any concerns. Key policies are available on our school website.

Types of support may include the following;

- If your child has a medical need then a care plan will be prepared in consultation with you and the appropriate medical practitioners.
- All of our staff are trained in paediatric first aid
- Use of a 'Box of Feelings' to explore emotions and circle time activities
- Weekly Nurture groups to provide social and emotional support to children
- Social development for your child
- Staff develop warm relationships with children and model positive relationships through their interactions with others in school
- We have a system such as our "Star of the Week" board to encourage positive behaviour
- We have a key worker system and provide interventions through a smaller group support for children
- We monitor attendance carefully, giving support to families who may find attendance or punctuality challenging
- Where beneficial a Common Assessment Framework(CAF) may be written and meetings with parents and professionals
- Observation helps us collectively to form a picture regarding children's individual interests and preferences to maximise their enthusiasm for learning. Your contributions here are vital to us so that we can provide the best possible learning enhancements.
- We use 'Relax Kids' to promote a sense of calm and stillness through meditation and yoga

- We have close and warm relationships between staff and children which gives our children a sense of belonging and builds their self-esteem
- We value all our children as part of the Turncroft family

What activities will be available for my child/young person?

- We have a fantastic outdoor area which is used daily to promote children's physical and emotional development
- Regular trips out in the local community are planned – where safe and possible
- We have regular visitors in nursery to provide extracurricular activities for the children e.g. weekly sports coach
- We have a variety of visitors to bring our learning to life, e.g. Farm animals and Chicks
- Our indoor learning environment is carefully planned to reduce over-stimulation and we plan engaging activities to support all areas of learning
- Activities will be individually planned to meet children's individual learning needs or interests

How will you prepare and support my child/young person during transitions?

- We make accessible a series of 'taster' sessions for children before they start in our nursery. We carry out home visits before your child starts nursery.
- New parent meetings and home visits or communication using phone or email
- Parents stay with their child on the first day and we have a staggered intake, which is determined by the child's needs
- We have specific transition meetings which involve handing over information to staff from feeder schools
- We share information with staff from feeder Primary schools where we talk about each child's specific needs
- We make resources such as a transition photograph book so that children become familiar with their new school and staff
- We are happy to tailor our transition process to the needs of their child
- We arrange meetings with feeder primary schools to discuss transitions, if we feel your child may require additional support before starting school
- We attend transition meetings organised by Blackburn With Darwen Council, to meet primary school teachers and discuss the children who will be starting at their school

- We assess children against the School Readiness Document throughout the year, we offer support for parents in helping your child to be 'school ready' and complete school readiness documentation, which is then sent to the feeder primary schools

How are resources and equipment allocated and matched to my child's/young person's needs?

- Resources are allocated on a needs basis, matched to individual needs
- Services are secured by us from the local authority who fund this
- Regular monitoring takes place to ensure needs are being met.
- Where eligible we will apply for additional funding, such as, Special Educational Needs Inclusion Funding and Emergency High Needs Funding to allow us to purchase any additional resources we may need to support your child.

How are decisions made about what type and how much support my child/young person will receive?

- We refer children to the borough's 'Early Help & Early Years' service, who support us in determining whether children need additional support. Otherwise, children are supported by the school SENCo and staff
- Meetings are held to determine the level of support required with parents and professionals (where involved)
- Information is then passed to the Education and Health Care Panel who will decide the level of support for entering primary school (for children who may need or have an Education and Health Care Plan).

Reviewed: 01/09/2025