



**SEN and Disability**

**Local Offer: Early Years Settings**

**Name of Setting: Heyhouses C of E Nursery School**

To access the Local Offer for Lancashire County Council please click on the link below:

[Lancashire Local Offer](#)

<b>Setting Name and Address</b>	Heyhouses Nursery Clarendon Road North St Annes FY8 3EE		<b>Telephone Number</b>	01253 640110
			<b>Website Address</b>	www.heyhousesnursery.co.uk
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>		<b>If yes, please give details:</b>	
<b>What age range of pupils does the setting cater for?</b>	2 years & 6 months to 4 years of age			
<b>Name and contact details of your setting SENCO</b>	Mrs Joanne Kaced – Early Years Teacher & Nursery School Manager - 01253 640110 Mrs Julie Ward SENCO 01253 640110 Julie.ward@heyhousesnursery.co.uk			

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).

<b>Name of Person/Job Title</b>	Mrs Julie Ward, SENCO		
<b>Contact telephone number</b>	01253 640110	<b>Email</b>	Julie.ward@heyhousesnursery.co.uk

### Promoting Good Practice and Successes

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

<b>Please give the URL for the direct link to your Local Offer</b>	www.heyhousesnursery.co.uk		
<b>Name</b>	Mrs Joanne Kaced	<b>Date</b>	September 2025

Please return the completed form by email to: [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## The Setting

### What the setting provides:

Heyhouses Nursery is a registered provider of childcare on nondomestic premises on the early years register.

The compulsory part of the childcare register and the voluntary part of the childcare register at Heyhouses C of E Nursery school Clarendon Road North St Annes, FY8 3EE.

We currently have 51 children on role and 50 are in receipt of funding. Opening hours are from 08:00 hours to 18.00 hours, we are a term time only setting, offering sessional and full day care in the nursery. We do provide some holiday cover during some of the holidays.

The Manager Mrs Kaced is a qualified Early Years Teacher who works three days in nursery and two days in the reception class at Heyhouses School which is to the side of our nursery, accessed through the nursery playground.

Mrs Kaced is also the Safeguarding Officer and PICO. The Deputy manager is Miss Robyn Whiteside. who is also safeguarding Officer. Mrs Suzanne Williams is the Business and people Manager; Mrs Julie Ward is the setting SENCO.

The setting has been awarded the full Lancashire Quality Award. We have also gained individual awards for quality in various areas of learning and development.

Nursery has no difficulty in recruiting and retaining staff. Heyhouses has a skilled and dedicated team, who regularly attend new training to up skill and follow new legislation in line with government guidance. Any Volunteers have enhanced DBS clearance and complete a full induction.

Parents are invited and welcomed into the setting to share their skills and occupations, or help with gardening, reading stories, cooking and visits to school, church, and the local community. We provide a breakfast provision up to Year 1 and an After-school provision up to year 1.

## Accessibility and Inclusion

### What the setting provides:

The setting is housed in a purpose-built single storey building. The building is wheelchair accessible from all entrances and exits. The main door is electronic, and all internal doors remain closed and are operated by a key fob system for safety and security of our children and staff.

Before you enter the reception area, we have a library unit under the canopy which is for children, families and visitors to borrow books or used as a swap a book system. This supports literacy and is accessible for all.

Facilities comprise of the reception area which houses the office and an accessible toilet. There are parent information boards sharing nursery news. Access to a variety of formats and different languages are available to us if families require it. We have had and currently have children with English as an additional language and work hard with the families to support these children whilst valuing their first home language. Families can also access the local children's centre. Additionally, we have a family hub adjacent to the nursery where families can go for information, or any support or guidance they may need. Regular play groups and parenting classes are also held there.

The main nursery is one open plan room with continuous provision. The room is light and airy with windows to the floor. The windows have roller blinds to restrict direct sunlight when necessary. The toilets are in the middle of the nursery; they are easily accessed from both sides. There is a changing facility with a shower and a unit for children to be changed safely and with dignity.

The nursery is divided into areas, construction/small world, writing area, home corner. The opposite side is a quieter area with a range of sensory resources and a calmer environment for learning while being aware of those children who need a quieter space for them to learn and develop. The furniture is free standing and can be moved or re-arranged to make any adjustments that may be needed to include all children.

We have individual provision maps that we update through the term, this is to accommodate the needs of all the children and enable staff to keep up to date with information regarding all the children. We also have our general provision map. Nursery has visual timetables on each side of the nursery and smaller visuals are worn by staff. These help children who find the routines challenging or find transitions difficult.

The outdoor area is accessed by sliding doors from either side of the main nursery room. There is a large canopy which houses a large area that is often changed according to the children's interests, it could be a home corner, or it might be a shopping arcade or a garage!

The garden has artificial grass; on the grass there are wooden structures of play equipment. There is a gravel pit which is accessible for a wheelchair or walker also a 'look out station that is accessed by a small ladder. There are two sheds, one housing resource boxes, the other is used for various themed dens! Currently it is a Dinosaur World.

We have an outdoor classroom with open access; it has two long benches. Through a gate to the side of the building is a garden area with raised beds for planting and growing. This encourages the children to learn and care for their natural environment. It also promotes healthy eating by growing vegetables and allowing the children to harvest their crops.

There is a water wheel and pump which is operated by a pump handle which is accessible to all children, we provide waterproof clothing for all weather play. We have a range of different bikes and scooters. There are tyres and balancing resources. Each week we have a multi sports session in the nursery which is delivered by our nursery staff. We aim to develop the children's physical skills through our core skill planning. We enhance the garden through the children's interests, using Tuff trays which are very accessible to all as they can be placed on the floor or on a table for play, giving accessibility for all.

The children have snack and lunch in nursery; all the tables are height adjustable to accommodate wheelchair users and smaller children. The kitchen is open plan at the back of one of the main nursery rooms. Some children bring a packed lunch, and some have a hot school dinner. The hot dinners are brought over to nursery from the main school kitchen. Snack is prepared in the nursery kitchen. We have 2

Champions in nursery who oversees any dietary requirements, such as cultural or allergies that a child may have. All dietary information is passed to us on induction and home visits by parents prior to the child starting nursery. We also have the information on laminated boards so it can be easily confirmed by staff.

Within the main nursery there is a quiet room, this has sensitive lighting and sound limitation for the inclusion of every child. We use the room for our "Talk Boost language and communication sessions. We also have 'Tummy Time' sessions in this room as well as Teddy gym.

The quiet room allows us a space for children to calm or to have some smaller group time if needed.

We use the "Wellcomm" screening tool for speech and language. This provides targets specific to that child's needs. Where a child is significantly delayed a referral to speech and language therapy will be made, with parental permission. Staff will share all this information with you to enable everyone to work together.

We provide continuous provision and loose parts to encourage open ended play.

Through supporting and facilitating children's play we can plan in the moment and develop next steps with the child and enhance the provision.

The resources are accessible for independent learning and are clearly labelled with print and photographs. We also have a range of resources displayed in see through containers to promote a child's verbal request for a resource. Visuals in different languages are made when needed.

Toys and resources are age appropriate, and the areas are enhanced with a variety of resources depending on the child's needs and interests, age and stage of development.

Activities are differentiated according to the needs of our children, again this is highlighted in the provision mapping and Targeted learning plans. We work on the environment as a nursery team and discuss any changes we may need to make to support all our children or to challenge those children who made need to move on in their learning.

Nursery had the privilege of working with a child with cochlear implants and along with the inclusion teacher for the deaf we worked with the parents to attain specialist equipment to enhance and offer the best opportunities for this child to learn to communicate in her first language which was sign, and to develop her second language which was speech. This child made her transition to school with both languages. We have worked with visually impaired children and children with Cerebral Palsy as well as global development delay and Autism. We have children with E.A.L Who have thrived in the environment.

Nursery has a free flow policy which allows children to access the outdoors/indoors during free play. This enables those children who are active and learn best when outside to reach their full potential. This is something nursery strongly advocates; we also have daily walks experiencing all the seasons. It also promotes learning new vocabulary and daily exercise.

## Identification and Early Intervention

### What the setting provides:

Children's progress is closely monitored by all staff in our setting and shared with parents regularly by the child's key person. Each child has a learning journey which is shared with parents digitally through "Evidence Me" which is an online observation and assessment tool. Parents can also send observations to the key person or make comments. This is a great communication tool between families and nursery. We also share Talk Boost videos of stories being read by staff for parents to share with their children.

The nursery has developed a Healthy eating policy and has produced a nutrition and packed lunch guide for parents. We promote healthy foods and oral health alongside fresh air and exercise. All food allergies and intolerances are discussed with parents and the relevant procedures put in place.

Tracking is completed to monitor progress across the areas of learning and development within the EYFS. We also have an SEN tracker which can be used if age and stage need to be more specific.

An open evening is available for parents to attend prior to their child starting nursery to ensure parents understand the nursery routines, and learn about what activities their children will be involved in. Also meeting their key person and other staff. We will give information on the EYFS and inform parents and carers how their child's progress is monitored.

Staff arrange play visits in nursery, at the end of the summer term, this helps to support transition for child and the family. In addition, home visits are booked, enabling information to be shared between the family and Key Person and is an opportunity to ask questions and begin to build firm foundations with the family and the child.

When a child is showing delayed development, or a concern has been raised, the parents will meet with the Key Person and the setting SENCO. If we believe some support is needed, together we will develop targets to work on, these will be measurable targets which are achievable for the child. These targets will be evaluated and reviewed by parents, Key Person and the SENCo.

After this graduated response, if collectively we felt the child needed some extra support, we would discuss involving outside agencies i.e., speech therapist, paediatrician, physiotherapist. This would be with parents' consent. If progress is still not being made, we would make a request for guidance, this would be a visit to the setting by the local specialist teacher from the Lancashire Inclusion Service. They would meet with the child and undertake an observation and get to know the child's strengths and needs. A meeting with the parents to discuss next steps would be arranged. This will 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 a graduated response. Our SEN policy is available in the setting. In our setting we use Provision Mapping to identify ways in which we can support all our children:

- Universal High-Quality Provision
- Catch up Intervention.
- SEN support provision

## Teaching and Learning Part 1 – Practitioners and Practice

### What the setting provides:

The setting works within the framework of the EYFS to plan provision and activities for the children. We have continuous provision which is enhanced by the practitioners from observations and developing the children's individual interests and patterns of learning. We are flexible in our learning and can adapt to in the moment opportunities that arise.

Activities are adapted to the needs of all the children; some children require a greater level of differentiation and support to be able to access all the wonderful learning opportunities. All practitioners are sensitive and aware of the different needs of all the children and plan for this accordingly. Staff are understanding of the differing needs and provide activities to build independent and resilient children.

The SEN team, Mrs Julie Ward SENCO, and Miss Sam Surtees Deputy email updates to the staff team on a regular basis and discuss any concerns or any celebrations and wow moments! These are shared with families via evidence me.

All children have a Key Person who liaises with the family, and together they will share information to help support making the child's time at nursery a happy one.

A home visit is offered prior to the child starting nursery, this helps to build a relationship before the child begins nursery.

This is an important time to discuss any concerns or share information regarding the child's needs. If a family or parent needs extra support one of the SEN team will accompany them to any appointments if this is possible on the day.

We have Open Evenings; parents' meetings and staff are available daily if there is a need to discuss any issue. We hold parent workshops regarding the child's learning and development, and this supports parents understanding of play and how the children learn.

Parents can read news about what the children have been doing via Facebook, evidence me, and through our displays, and regular e mails.

The children plan with the practitioners in their group "big book planner" they share ideas and talk about what they would like to do next, this is sometimes after inspiration from a story or something from home or something they've seen outside i.e., a mini beast in the garden!

The setting provides good links with outside agencies, the local health visiting team, the family hub, church, Childrens centres and home start. We also have volunteers who come into nursery from time to time, the volunteers have DBS clearance to work with children.

We have a parents association called "The Friends" who fundraise for nursery and organise various events throughout the year for families. We visit the local parks and shops.

We have a breakfast club from 8:00 am until 8:45 am, and an afterschool club from 4:00 pm until 6 pm. Nursery staff are involved in the running of this facility. It accommodates nursery, reception, and Year 1 children. Breakfast Club leader is Mrs Emma Winning, and After school lead is Miss Robyn Whiteside.





## Teaching and Learning Part 2 - Provision & Resources

### What the setting provides:

The resources in the setting are clearly labelled and are age appropriate. We use provision mapping to help to identify specific needs and to provide different resources, equipment, or an additional adult where possible if a child requires support to enable them to make progress.

If a child requires access to resources that are significantly different to the ones available, we have access to the children's centre and local specialist school to share resources, however the nursery has a wide range of resources to support children in their development. Through EYPP and DAF funding or Inclusion fund, we can apply and if successful purchase additional resources.

The SENCO is also Language Lead in the setting and attends Lancashire as well as Fylde Language lead networks. This keeps us up to date with information and strategies and support to help our children with language delays. It is also a way to share good practice with local settings and share ideas.

We are very aware of children's emotional needs which can sometimes need intervention to support their understanding of how they are feeling and learning the vocabulary to express themselves. Nursery supports this through "The zones of regulation programme" Two members of the team have introduced the zones into our nursery and are currently embedding. We use this tool for all our children, and it is part of our nursery practice. This information will be shared with families at our parent workshops and through Evidence me.

We promote diversity through valuing each child as an individual, and welcoming and learning about their culture and faith. We talk with families and encourage their participation in teaching us about their values celebrations, festivals, and way of life. We have a celebrations board so the children can share their celebrations and festivals in nursery with staff and children.

For some children there may be difficulties at specific times of the day when they require additional support. As a setting we are flexible in our approach, and we would make reasonable adjustments to provide this.

If no progress was evident the SENCo would then contact the local area inclusion service for a Request for guidance. We build strong relationships with outside agencies and work together to support our children.

On visits and outings, we undertake risk assessments and ensure that the places we visit are accessible and safe for our children, parents are always consulted and included where appropriate.

We encourage and welcome parents help on outings and trips and adapt safely through risk assessments to include all children.

We audit our resources and continuous provision regularly, to reflect on our children and our practice.

We regularly audit our SEND provision and our communication and Language.

## Reviews

### **What the setting provides:**

An environment that is exciting, challenging, and full of new opportunities and of course fun! Where children are happy and ready to play and learn. We are also aware that some children can have sensory needs such as sensory overload or sensory seeking. We need to carefully consider their needs in our provision. This year we have developed the nursery environment with this in mind and audited the nursery area. We have quiet spaces for children who may need some quiet time out as well as selecting various resources to support this need.

Practitioners monitor children's progress against the Early Learning Outcomes and track development.

Workshops are held in nursery to give parents information and knowledge about how their children learn through play and how to support their learning at home.

**Staff personal continuous development is encouraged and supported. Any specialist area of interest is promoted. If a key person of a SEND child needs to attend a course to be able to support the child, nursery will endeavour to make sure the staff member can attend relevant training.**

## Transitions

### **What the setting provides:**

Before a child starts nursery, we offer a home visit usually by the Key Person and another member of staff, this allows practitioners and family to discuss the child's likes and dislikes and their interests. It also helps to build those good early relationships which help the children's transition.

Play visits are then encouraged so the child becomes familiar with the setting and meets the other practitioners. This also gives the opportunity to observe the child to see if we need to make any adjustments prior to them starting in nursery. Also, to plan for their interests.

The admission forms will provide us with information regarding diet, culture, and medical needs, where necessary a care plan will be put in place for any long-term medical needs, this will then be signed by the child's GP before being kept in nursery and shared with the staff team. If necessary, staff may need to have training on the use of equipment, i.e., Inhaler or EpiPen. This would be arranged by the Management Team who oversee the care plans. The local health centre will be contacted to access this training.

We have an open-door policy, and parents can drop into the setting at any time, they are also able to contact us by phone if they would like to check how their child is settling. Evidence Me can also be used as a communication tool between key person and parents.

When a child is ready to move on to school, we have a comprehensive transition policy. We have visits to the setting by the school reception teachers, we visit the school with the children, the children and parents are invited to different events to help to familiarise the children with their new environment. Practitioners prepare photograph books with pictures of the school and staff to discuss with the children. Any child who finds transition challenging will be given support and additional visits. Transition for children on the code of practice will be a family meeting with the specialist inclusion teacher and the school. The same transition to different schools will be undertaken for all children concerned.

In nursery we set up a school role play area complete with uniform from the relevant schools for children to dress up in. We encourage the children to talk about the transition and share their feelings. Children who will move on to different schools will receive the same support and opportunities as all the children.

## Staff Training

### What the setting provides:

The staff team is led by the Nursery Manager Mrs Joanne Kaced who is an Early Years Teacher (BEd Hons) and EYP with 20 years of teaching experience.

The Deputy Manager Miss Robyn Whiteside is Level 7 with Early Years Teacher Status. After School Club Manager.

Deputy Manager and Business and People Manager. Level 4 Management and Leadership. Mrs Suzanne Williams.

Senior Practitioner level 6 Mrs Julie Ward. Special Educational Needs Co Ordinator

Senior Practitioner Level 5 Miss Sam Surtees. Deputy Special Educational Needs Co Ordinator

Level 5 Practitioner Mrs Emma Winning. Breakfast Club Leader

Level 3 Practitioners. Mrs Lennon, Mrs Swarbrick, Miss Bretherton, Miss Lynch.

Senior Assistant Practitioner level 2 Mrs Celma Naylor

Level 3 Practitioner Miss Chloe Kavanagh

Catering Assistant. Mrs Sam Bates

Apprentice Level 2 Miss Gracie Mc Nair

Office.

Finance Manager Mrs Hester Holdsworth

Business Support Officer. Mrs Sarah Fisher

The setting provides a higher ratio of practitioners to children a minimum of 7:40 children/staff ratio ( on any week day there maybe less than 40 children present) on any given day to ensure the setting always runs smoothly, and the children are supported. This enables practitioners to attend training to keep up to date with current practice.

All practitioners have Early Years Paediatric First Aid qualifications. All practitioners are aware of food hygiene regulations advice, support and training is accessed via the local authority.

We take account of cultural needs and special diets for some of our children and follow these through our Intolerances and allergy forms which the parent fills in together with the key person. This is then shared with the staff team. Our children's allergies are highlighted on laminate sheets and kept in the kitchen so they can be regularly checked. We also have colour coded crockery and photos of children who have allergies.

The SENCo has undertaken various training in Speech and Language Development and Delay, Children on the Autistic Spectrum, Behaviour Management and children with ADHD, introduction to Makaton sign language. She is also the settings Language Lead, this means she is constantly up dating and following new strategies, training and new legislation. This can then be shared with parents and cascaded to the nursery team.

Three members of the team are nominated safeguarding officers, and all senior staff have Safeguarding Training level 1 and Level 2. `

The staff team continue to train and attend relevant courses to keep up to date with current practice. Where there is a need for specialist training to support a child, this would be sought through Lancashire. If required, the Specialist Inclusion Teacher would come into the setting to train staff or support us to support the child.

As a setting we seek to support practitioners to further develop their knowledge and understanding in a range of additional and special educational needs. Staff have undertaken online and face-to face safeguarding training and online EHA Early Help Assessment training. Staff continue to train to support their knowledge and understanding and support their children.

## Further Information

### What the setting provides

Heyhouses Nursery has an open-door policy.

Further information Mrs Suzanne Williams - Nursery Business and People Manager

- Tel: 01253 640110 or Email: [Suzanne.williams@heyhousesnursery.co.uk](mailto:Suzanne.williams@heyhousesnursery.co.uk)

Mrs Joanne Kaced – Nursery School Manager/Teacher - 01253 640110

Miss Robyn Whiteside – Deputy Manager - 01253 640110

Mrs Julie Ward – SENCO - [Julie.ward@heyhousesnursery.co.uk](mailto:Julie.ward@heyhousesnursery.co.uk)

- 01253 640110

As a setting we have a procedure for dealing with complaints. This is in the nursery prospectus.

If a parent is unhappy and the key person is unable to resolve the matter an appointment can be made with the nursery manager. If a resolution to a complaint is not resolved satisfactorily, an appointment can be arranged with the Trustees.

Parents have an opportunity to talk to staff when they bring their child to nursery and pick them up at the end of their session, if a longer chat is required an appointment can be made with the child's Key Person.

Nursery has access to local telephone numbers and email addresses regarding children's centres, health centres and local group's; this is available in nursery reception area.

Heyhouses/Coastal Collective Family Hub which is housed adjacent to nursery in the eco pod has information and provides support for families, providing many different baby, parent and family groups.