



SEN and Disability

Local Offer: Early Years Settings

**Basnett Street Nursery School & The
Chatterbox Club 2025-2026**

Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

The Setting

Basnett Street Nursery School & The Chatterbox Club

Our setting is a Nursery School with an integrated extended service, catering for children aged 2 - 4yrs. We have a lunch club available on site to offer full day care.

- The setting is open Monday to Friday - 8.45am – 3.40pm term time only.
- The Nursery School has capacity for 106 children on roll - aged between 3 - 4yrs.
- We work in partnership with the onsite PVI in order to offer 16 x 30 hour places, giving a total session number of 61 children.

Qualified Teachers:

- Lindsay Ingham - Headteacher, Designated Senior Lead (DSL), Designated Teacher for Children Looked After (CLA)
- Bethany Margison - Deputy head, Lead teacher, Deputy Designated Senior Lead (DSL)
- Emma Barker – Teacher, Deputy Designated Senior Lead (DSL), Special Educational Needs Coordinator (SENCO)

Teaching Assistants

- Gillian Burnie - TA Level 3
- Kate Cunliffe – TA Level 3 – Wellcomm lead
- Suzanne Marney – TA Level 3
- Kiran Ali – TA Level 3
- Abida Bhatti - Bilingual TA Level 2B SEND support
- Mehvish Mahmood – TA Level 2A SEND Support (maternity leave April 25)
- Ruksana Naas – TA Level 2A SEND Support
- Aisha Shakir – TA Level 2A SEND Support

- Carol Carpenter - School Business Manager
- Julie Lee – School Business Support Office

The Chatterbox Club

- Grace Walker - Manager /Special Educational Needs(SENCO)/DSL/Parental Involvement Co-ordinator
- Kim White – Deputy Manager/deputy DSL
- Atiqah Shakir – Early Years Practitioner
- Mahima Rahman - Early Years Practitioner (maternity leave)
- Fatema Bhanoo – Early Years Practitioner
- Fatay Begum – Early Years Practitioner
- Nihah Khan – Early Years Practitioner

- In addition, Emma Barker is the named person with the responsibility for supporting behaviour within the setting.

All staff are paediatric first aid trained and all trained in safeguarding level 1 and/or DSL trained

Accessibility and Inclusion

The Building

- **Setting and Facilities:** Basnett Street Nursery School was built in 1962, with the addition of *The Chatterbox Club* in 2003, which was further extended in 2014. The setting is a single-story building designed to be accessible, with wheelchair access at all main entrances and exits. A disabled toilet is available for adult use but can also be used for children if required, and an adjustable changing bed is provided.
- **Admissions:** Our admission policy aligns with Lancashire County Council's guidelines, following their procedures to ensure a smooth and inclusive admissions process for all children.
- **Accessibility and Environment:** The nursery is equipped with hard, non-slip safety flooring throughout, with all areas on one level and ample space in all playrooms for easy movement and access. Doors between playrooms remain open to support children's independence in accessing our continuous provision.
- **Medical Support:** For children with specific medical needs, staff are trained to administer prescribed medications such as inhalers and antibiotics. Additional training, such as for using an EpiPen, is sought when necessary to support individual needs.
- **Communication and Resources:** Our website includes a translation option, enabling parents to access comprehensive information about Basnett Street Nursery School and *The Chatterbox Club*. This includes all policies and details about our SEND provision, making information easily accessible to all families.
- **Experience and Resources for SEND:** We have experience supporting children with visual and hearing impairments, physical disabilities, and diagnoses of ASD. Dual-language books are available in our library to support bilingual families, allowing staff and parents to share stories in multiple languages.

This SEND Offer ensures our facilities, staff, and resources are aligned to support the diverse needs of all children in our community.

The rooms

- **Flooring and Comfort:** The nursery has hard, non-slip safety flooring throughout, with rugs placed strategically to create comfortable areas for play and relaxation.
- **Calm Spaces and Accessibility:** Snugs and calming areas are available to support children in self-regulation and rest. All furniture is freestanding and can be rearranged as needed to ensure accessibility for children using walkers or wheelchairs.
- **Adaptable Provision:** Our continuous provision is regularly reviewed and adapted to meet the needs of all children, ensuring an inclusive and supportive environment for everyone.

Nursery

- **Indoor Accessibility and Inclusive Layout:** Our nursery offers tables with low chairs, and all areas of provision are arranged for easy access, with resources placed on the floor, cable drum tables, or low tables to suit all children's needs. The interactive whiteboard is mounted at child height to enhance engagement.
- **Organised, Accessible Provision:** Continuous provision areas are organised, clearly labelled, and within reach of all children, ensuring they can independently access resources and materials.
- **Communication Support and Personalised Resources:** We use Makaton to aid communication, with signs and pictures displayed to support both children and staff. We also work to provide personalised resources when needed to meet the individual needs of children. Bilingual Teaching Assistants are available to support children and parents in our main home languages.
- **Adaptive Classroom:** We have recently developed an adaptive additional classroom designed to support sensory processing, targeted individual learning plans, and crucial regulation time, helping all children access mainstream provision effectively.
- **Outdoor Accessibility:** Easy access from the building leads under a sheltered canopy to a spacious tarmac area with bark mulch paths and grassy sections connecting to all outdoor provision areas. The outdoor space extends to a Forest and allotment area with bark paths, allowing all children full access to nature-based play and learning. Staff support children who may need specialist equipment to enjoy the grassy areas, slide, and large sand pit.
- **Commitment to Full Access:** We are dedicated to ensuring that every child attending our nursery can freely engage in all activities. Specialist equipment is available where necessary to support children's full participation in both indoor and outdoor experiences.

Identification and Early Intervention

- **Home Visits and Flexible Induction:** Our setting offers home visits as a first step to meet children and families, with a flexible induction period designed to support both children and parents as they settle in.
- **Information Gathering and Initial Concerns:** These meetings allow staff to gather important information about the child and family, addressing any concerns parents may have regarding their child, including special educational needs.
- **Supportive Discussions:** Any concerns raised by parents are discussed with Lindsay Ingham (Headteacher) and Emma Barker/Grace Walker (SENDCO), ensuring collaborative planning for each child's support.
- **Open-Door Policy:** We operate an open-door policy, allowing parents to speak to their child's key person at drop-off time or book an appointment to visit the nursery.
- **Monitoring Children's Progress:** Children's progress is carefully tracked through observations, family comments, assessments, and insights from screening tools such as WellComm. The children's assessments are available to family on request.
- **Daily Communication:** Key persons are available daily to discuss children's development, and arrangements can be made to share or address concerns in the nursery environment or *The Retreat*.
- **Parent Meetings and Collaborative Reports:** Parent meetings are held throughout the year, with pen portraits (reports) created collaboratively by parents and key persons, sharing insights on children's progress at home and in the nursery.
- **Community Support Links:** The setting works closely with local Neighbourhood Hub Centres to provide further support for our families.
- **Ongoing Monitoring and Targeted Learning Plans:** The SENDCO and key persons closely observe each child's progress, identifying if additional support is needed. With parents' input, Targeted Learning Plans are created, with specific aims to support each child's development.
- **Referral and External Support:** We offer advice on additional services, such as speech and language therapy, and, with parental consent, the SENDCO can seek further advice from the Inclusion Teacher if needed.
- **Special Educational Needs Policy and Provision Mapping:** Our Special Educational Needs Policy is available on request and electronically on our website. We use provision mapping to identify ways to support all children across our setting.

Teaching and Learning Part 1 – Practitioners and Practice

- **Statutory Framework:** The setting operates within the statutory framework of the Early Years Foundation Stage (EYFS).
- **Curriculum and Planning:** Key persons use the setting's personalised curriculum alongside the Statutory Guidance for the EYFS to plan provision and activities for the children in their care.
- **Areas of Learning and Development:** The setting's curriculum identifies three prime areas of learning and development, along with four specific areas of learning and development.
- **Holistic Approach:** A holistic approach is used to meet the curriculum, integrating both the three prime areas and the four specific areas.
- **Continuous Provision:** Continuous provision is established across all areas and is regularly enhanced to meet the evolving needs and interests of all children.
- **Differentiated Activities:** Key persons sensitively differentiate activities to meet the individual needs of each child.

- **Key Person System:** Every child is assigned a key person who serves as the primary contact for parents and families. The key person's role is to build a positive relationship with both the parent and the child, supporting well-rounded development. We believe that our well-established key person system plays a crucial role in supporting all children's well-being.
- **Valuing Parental Input:** We value parents' input, recognising their vital role in identifying and supporting children with SEND.
- **Keeping Parents Informed:** Parents are fully informed if their child has special educational needs and are encouraged to attend reviews, contribute to individualised approaches for their child, and provide support at home wherever possible.

Links will be maintained, with parental consent, with other professionals and agencies, including:

- ✓ Health Visitors
- ✓ Medical Professionals e.g. Paediatricians, Occupational Therapists (OT), Physiotherapists, Speech and Language Therapists (SALT), 0-19 ASD Pathway
- ✓ Portage
- ✓ Specialist Teacher
- ✓ Educational Psychologists (EP)
- ✓ SEND Services (LA)
- **Transition Support:** Links with other educational settings are established to support smooth transitions, ensuring changes are managed carefully for everyone involved.
- **Sharing Progress Information:** Information about each child's progress is shared with their new setting to provide continuity in their learning and development.
- **Transfer of Records:** All CPOMS chronology and documents are securely transferred to the feeder school.
- **Parent Support Courses:** We offer courses and sessions for parents to help them understand what and how their child is learning in nursery, enabling them to extend this support at home.
- **Collaborative Work with Professionals:** We work closely with a range of professionals to support children's needs, including those listed in our policy.

Teaching and Learning Part 2 - Provision & Resources

- **Access to External Resources:** When children require resources not typically available within our setting, we endeavour to access these through external support services.
- **Collaboration with External Professionals:** All practitioners are encouraged to work with external professionals visiting children in the setting, supported by our SENDCO.
- **Reasonable Adjustments and Additional Support:** As a setting, we are committed to making reasonable adjustments to provide additional support wherever needed.
- **On-Site Experiences for Enhanced Learning:** Given the developmental stages of our cohort and the high level of SEND needs we support; we arrange experiences to take place at the nursery to extend learning within our curriculum. For instance, rather than taking children to a farm, we would arrange for a farm visit to come to us. This approach has proven successful, meeting our diverse needs in a safe environment while providing real-life, hands-on experiences.

Review Process:

- **Targeted Learning Plans:** Targeted Learning Plans are created and reviewed with parents each half term, or more frequently if needed.
- **Regular Observations:** Observations are regularly carried out to ensure targets remain suitable for each child and are adjusted as necessary.
- **Setting Targets:** Targets are set with guidance from external agencies such as Speech and Language Therapy, Specialist teachers and the Early Years SEND Toolkit alongside identifying gaps in the progress from our school curriculum.
- **Seeking External Support:** With parental permission, the SENDCO may seek advice and support from outside agencies, including the Inclusion Team or an Educational Psychologist.
- **Team Around the Family (TAF) Meetings:** Termly TAF meetings are held to ensure the child's needs are being met, as well as any support required by their family.
- **One Page Profiles:** For children receiving additional support from external agencies, a One Page Profile is completed, with parents contributing their views and wishes for their child as they progress through their education.
- **Sensory profiles:** For our more complex learners we create a sensory profile to identify under or over sensitivity across the 7 senses and adapt our teaching or environment to support these children's specific sensory needs.

Transitions

- **Transition Arrangements:** Effective transition arrangements are in place for children with SEND, tailored to support their unique needs.
- **Early Planning for EHCPs:** If it is determined that a child may require an EHCP, we begin this process immediately, following the graduated approach. We work closely with parents, and if appropriate, we guide them to initiate the process before their child starts School, signposting relevant services. This proactive approach is crucial, as the timescales for obtaining an EHCP before the child enters primary school are very tight. Therefore, our timelines are structured, with timely cycles of planning, doing, reviewing, and assessing.
- **Preparation for the Next Stage:** We recognise the importance of preparing every child for the next stage in their education. Our aim is to ensure that all necessary processes are in place for a smooth transition, allowing the feeder school to continue the child's support seamlessly.
- **Use of CPOMS for Continuity:** To facilitate this, we use CPOMS to build a comprehensive chronology of each child's individual support, which is then transferred to the feeder school to maintain continuity.
- **Transition Meetings with Feeder Schools:** We hold transition meetings with feeder schools, providing them with key information to support informed decision-making. Our goal is to act in the best interest of each child, with an in-depth understanding of any issues or challenges they may face.
- **Personalised Transition Support:** We believe that transition arrangements for a child with SEND should be personalised to suit their specific needs.
- **Guiding Parents Through Transition:** At Basnett Street Nursery School, we encourage a collaborative approach to transition, guiding parents to ensure that their child's needs are met and will continue to be met during this important stage.

Staff Training

We have an outstanding team of highly qualified staff: Nursery School:

- Headteacher – BA hons, QTS, EYPS, NPQH
- Lead Teacher/Deputy head – BA hons, QTS
- 1 Teacher / SENDCO– BA Hons, QTS (undergoing NPQ for SENCO qualification)
- 4 Teaching Assistants Level 3
- 1 SEND support worker 2B
- 3 SEND support worker 2A

The Chatterbox Club:

- Manager – Foundation Degree in children's care, learning and development.
- 1 deputy manager – Level 4 Child Development and Management Qualification
- 6 Early Years Practitioners - Level 3 NVQ/BTEC in children's care, learning and development

We have a regular programme of supervision and appraisals for all practitioners.

We value the opportunity to support their ongoing professional development, encouraging them to seek and take advantage of development opportunities. Within our setting, we have staff who have completed the following training courses:

- Makaton
- Elklan
- Early Talk Boost
- Wellcomm
- Autism
- Autism and differences in gender
- Pathological Demand Avoidance
- Attachment Aware and Trauma informed practice
- Play Therapy (TA3)
- Writing an IEP
- How to differentiate for pupils with SEND
- Communication Strategies to Support Children with Social-Communication Differences
- Developing attention
- Intensive interaction
- Bucket time level 1
- Curiosity approach
- BEHAVE training
- Core word

The setting has achieved the following awards:

- ICAN accreditation
- Step into Quality
- Equality Award

Further Information

Complaints Policy

- **Initial Contact:** The first point of contact for parents/carers who wish to discuss any matters regarding their child with SEND is to speak with their child's key person and/or SEND support worker.
- **Further Meetings:** If necessary, the key person or support worker will arrange for parents/carers to meet with the SENDCo.
- **Ongoing Support:** The SENDCo will work with parents/carers until the matter is resolved satisfactorily. If parents feel the issue remains unresolved, they may then request to speak with the Headteacher. Should a parent wish to make a formal complaint after speaking with the Headteacher, the complaints procedure is available on the school website.

Daily Communication

- **Daily Availability and Open-Door Policy:** All staff are available daily, either in person or by telephone, in line with our open-door policy.
- **Staff Photos:** Photos of staff members are included on the setting's website and in each child's induction pack.
- **Communication Channels:** Regular newsletters, a text system, Facebook, website updates, email, and an answering machine provide multiple ways for parents to give and receive information.
- **Further Advice and Guidance:** During discussions with parents, we signpost relevant support services as needed.
- **Lancashire's Information and Advice Team (AIS):** We direct parents to Lancashire's Information and Advice Team (AIS) for additional support

This service provides information on SEND-related topics, including:

- Rights, roles, and responsibilities
- Health and social care processes, regulations, and guidance
- Support from other agencies and organisations

Adaptive Provision

- At Basnett Street Nursery School, we recognise that some children have unique needs which are best supported in a sensory-friendly environment.
- To meet these needs, we offer access to an alternative provision hub known as *The Retreat*.
- This dedicated space focuses on three key areas: cognition and learning, exploration, and sensory regulation.
- Children identified as needing additional support have a tailored schedule, allowing them to access *The Retreat* at key times, ensuring they receive personalised support that maximises their learning and well-being.
- Each child within *The Retreat* is carefully planned for using specialist advice and guidance, enabling us to provide the support that promotes positive engagement and growth.



Provision Map 25-26

Wave 1 (Universal Services)	Wave 2 (targeted support)	Wave 3 (SEND/personalised support)
<p>This is the universal provision offered to all children at Basnett Street Nursery School and The Chatterbox Club.</p>	<p>When a child is assessed as working at developmental levels lower than those typical of their chronological age or are not making progress then the SENCO will consider moving to Wave 2 of the SEND code of practice.</p>	<p>Children who have an unmet additional need will be at Wave 3 of the SEND code of practice.</p>
<p>All children will have access to a broad and balanced curriculum and their progress will be monitored and assessed through the school's curriculum.</p> <ul style="list-style-type: none"> • Early Talk Boost is embedded into our curriculum as part of our universal offer to meet the needs of the cohort of children we serve. 74% of our children enter working with abilities below the expected standard in speaking, with 49% of these working significantly below • Achievements and progress will be monitored and documented using Insight our online assessment system. • Assessment of each child's achievements and progress is ongoing and is shared with parents / carers through informal discussions and formal parent meetings. • All our children are valued, we recognise each child as an individual with unique learning needs. • Children's previous experiences, learning styles, motivations and interests are used to plan meaningful, stimulating and challenging learning opportunities. • Our learning environment provides opportunities for all children to be included in the setting as a whole. • We have continuous provision inside and outdoors with enhancements to reflect the interests of the children. • Structured group times are held at the start and end of each three hour session. These sessions provide opportunities for key person to teach children Attention skills, using Developing attention strategies, Literacy skills including comprehension and phonics, number skills as well as explore elements of PSED e.g. self-regulation, building relationships and develop knowledge of key concepts through the use of Concept Cat programme. They also ensure consistent progress in areas of the curriculum which is not always accessible through continuous provision. 	<p>At Wave 2 the SENCO will introduce additional support to help the child to make progress and 'catch up'.</p> <p>This will be offered through:</p> <ul style="list-style-type: none"> • targeted / focussed one to-one and /or group activities • planned interventions e.g. Wellcomm, Attention group • targeted resources • individual / specialist equipment (with care plan if necessary) <p>Sensory engagement plans</p> <ul style="list-style-type: none"> • Environmental adjustments e.g., quiet areas, extra spaces modified for specific SEND needs in mind e.g. The Retreat <p>Each child's progress will be monitored closely through pupil progress meetings.</p>	<p>At Wave 3 a child's needs will be monitored through a Targeted Learning Plan (TLP) displaying:</p> <ul style="list-style-type: none"> • adaptive provision • small targeted/personalised steps • strategies e.g. intensive interaction • resources e.g. sensory toys, attention toys, sensory profiles/one page profiles <p>All TLP's are discussed during staff planning meetings as well as being carefully reviewed and evaluated half termly. SEND monitoring meetings take place with all staff half termly; these meetings ensure all needs are being met.</p> <ul style="list-style-type: none"> • Knowledge and advice from relevant professionals and outside agencies will be sought with parent's consent. • The SENCO and key person will use specialist knowledge and advice about a child's individual needs to enable them to make progress and reach their full potential. • A request for inclusion may be made for extra support and funding. <p>An Early Help Assessment (EHA) may be completed.</p> <ul style="list-style-type: none"> • Team around the Family (TAF) meetings may be arranged. This is an opportunity for the family and professionals to discuss how a child's additional needs can be met. • An Education, Health and Care Plan needs assessment may be initiated if evidence of intervention and additional support gained, indicates the child would benefit from this level of support and individual plan, to ensure their needs will be met. • Wellcomm will be delivered to children with a significant speech delay. This accompanies a referral made to SALT.

