

Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----	
Name of Setting	Westminster Nursery School
Type of Setting <i>(tick all that apply)</i>	☒ Mainstream ☐ Resourced Provision ☐ Special ☒ Early Years ☐ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☒ Maintained ☐ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	Ages 2-4 years
Number of places	78 (pre-school) / 24 (age 2)
Which types of special educational need do you cater for? <i>(IRR)</i>	☒ We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. ☐ We are an inclusive setting that offers a specialism/specialisms in

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



Our Local Offer for Special Educational Needs and/or Disability



Questions from the Parent/Carer's Point of View:

----- Click here to return to the front page -----	
Identification	
How will you know if my child or young person needs extra help? (IRR)	
• Through notification by a parent that the child has significant needs/disability and that other agencies are involved with the child via their application form or pre-entry discussion. • Through notification from an outside agency such as Early Years SEND consultation Service (portage and inclusion worker), Specialist Support Teachers, Health Visitors, Physiotherapists, Occupational Therapists and any other professional service supporting children. • The Key Worker identifying an additional need (s) through observations and ongoing assessments. • Any other member of staff raising a concern with the Key Worker. • After identification, we will speak to parents to discuss their child. A personalised plan for intervention will be created to support the child.	
What should I do if I think my child or young person needs extra help?	
• Talk to your Key Worker first. They will listen to your concerns and then observe your child and report back to you. The Key Worker may ask for support from other Key Workers, the SENDCO and/or Headteacher (but only if they have asked your permission first). Ensure that you keep communication channels open with your Key Worker so that all relevant information can be shared.	
Where can I find the setting/school's SEND policy and other related documents? (IRR)	
40343694_page_file.docx SEND Policy	
https://www.westminsternurseryschool.net/page/policies/7918 Inclusion policy	
40331561_page_file.doc Equality Policy	



Our Local Offer for Special Educational Needs and/or Disability



----- Click here to return to the front page -----

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

- The school will develop a SEND Support plan, including two or three short term targets in consultation with parent/s, showing how the school intends to meet the needs of the individual child through a child centred planning meeting. This may involve health professionals such as Health visitors or Speech therapists.
- Where necessary, we will make adaptations to the curriculum or ensure that the curriculum is sufficiently differentiated. We use a variety of resources to support all pupils in accessing our curriculum. Our environment is highly visual to support pupil understanding of routines as well as academic learning.
- We will discuss and ask for your consent to access support from outside the school such as referring to Early Years Forum, Child Psychology Service, SALT (Speech and Language Therapy) or Occupational Therapy.
- You will be invited to discuss any concerns about your child and will be kept informed with regular informal contact when dropping off/collecting your child.
- You will receive written information with regard to your child's targets and progress through a plan do review document.
- You will be invited to regular meetings to discuss your child's progress.
- You can arrange to speak with your Key Worker at any time that is mutually convenient.
- The SENDCO and/or Head will book an appointment to meet and discuss targets and next steps.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

- Where necessary, we will make adaptations to the curriculum or ensure that the curriculum is sufficiently differentiated.
- Being a school for young children, we use lots of visual resources to support understanding and independence, including; a visual timetable, objects of reference, Makaton signs, interactive teaching resources, and songs and rhymes to support routine. Where more personalised resources are required, we use now/next boards, choice boards and core boards.
- Our curriculum is planned by experienced teaching staff, supported by our SENCO team as well as incorporating strategies suggested by professionals including the Educational Psychologist, Speech and Language Therapists, and Occupational Therapists.
- Our school is accessible for disabled pupils and staff, including the use of ramps, disabled toilets and changing facilities. We also adapt the environment for pupils that need equipment such as wheelchairs and walkers.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

- Children are discussed on an individual basis with the Portage and Inclusion service. If a child is felt to need a significant level additional support, or supervision to keep them safe we will ask Parents' / Carers' permission to apply for SENIF – Special educational needs inclusion funding. Parents / carers need to sign their consent.
- When applying for funding, via the SENIF portal, a costed provision map is created, allocating timed interventions, staff input and additional resources as needed.
- Any additional funding received is then added into the school's budget on the strict rule that it is used to benefit the particular child and not put into general resources.



Our Local Offer for Special Educational Needs and/or Disability



----- Click here to return to the front page -----

Teaching, Learning and Support

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

- When children's needs are initially identified, a discussion takes place between keyworkers, teachers and parents. At this meeting, desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies to advise on this.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

- The school possesses a range of resources to support pupils with SEND and the school SENCO makes strategic decisions about the use and allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. When more personalised equipment is required, the school SENCO liaises with relevant external advisory services (for example; Educational Psychology team, Speech and Language Therapists, Health visitors, Occupational Therapists and Community Paediatricians) to seek advice on the best options for the procurement of these.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

- Monitoring of pupil progress takes place on a daily basis. Formal monitoring of progress takes place termly.
- For pupils with a SEND support plan, progress is monitored closely during whole class learning and interventions. SEND Support plans are reviewed at least every 6 weeks and progress against targets is reviewed by our SENCO. At this point, new targets may be set or current targets and strategies adapted, depending on progress. Parents are invited into school to meet with the SENCO to discuss progress and new targets.
- Supporting parents is key to ensuring a child makes progress. We will provide you with information on how to support your child and introduce you to relevant professionals.
- If we cannot provide the information required, we will signpost you to where it may be found and help you find it.
- You will meet with the school professionals on a regular basis where support will be one of the topics for discussion.
- We will provide any other support we can on an individual basis.
- Parents are invited into school for Stay and Play sessions on a termly basis. These sessions are usually centred on a learning priority (health and hygiene, developing language, physical development etc)

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. Where appropriate, younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings.



Our Local Offer for Special Educational Needs and/or Disability



----- Click here to return to the front page -----

Teaching, Learning and Support

- We carefully observe and find out about the interests of the children in our school, and use these interests to support planning of interventions for them, as well as seeking these from parents and those that know the children best.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

- The SENCO and Headteacher undertake regular monitoring of pupil progress and the effectiveness of provision.
- The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money.
- The opinions of staff, pupils and parents are sought annually and collated to inform decisions about future provision.

----- Click here to return to the front page -----

Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- We operate an open-door policy and parents/carers are expected to bring their children into the school building at the start of their session. Parents/carers are also expected to collect their child from the classroom at the end of the session.
- For pupils who remain with us for the whole school day (those receiving 30 hours of funded childcare), we operate a lunch club, which is run by our experienced class-based team.
- We carefully risk assess the use of playground equipment and outdoor activities (including externally provided football coaching). Any school trips that we take the children on are risk assessed using Cheshire East offsite risk assessment procedures.
- Information about pupils with SEND is communicated to relevant school staff via a meeting with the SENCO, which outlines any areas which could pose a risk to the pupil. Where risks are identified, measures are taken to limit these. Where a significant risk is identified, a risk assessment is be carried out and/or outside agency advice sought, and if needed, plans are be put in place, such as a Health Care Plan, or Safer moving and Handling plan. If necessary, individual risk assessments would be carried out and shared with parents prior to school trips.

What pastoral support is available to support my child or young person's overall well-being?

Pastoral:

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching we offer interventions, to address specific issues as they arise. This may be through our confidence development group or working with our trained ELSA (Emotional Literacy Support Assistant) member of staff. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with families and observations of pupils. We use Development Matters and Stoke Speaks Out assessment tools to track progress in Personal, Social and Emotional Development.



Our Local Offer for Special Educational Needs and/or Disability



----- Click here to return to the front page -----

Keeping Students Safe and Supporting Their Wellbeing

Friendships:

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult, staff actively model and teach play skills.

Bullying:

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. Practitioners are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved. Incidents are recorded to look for patterns of behaviour to determine whether a behaviour is bullying. Our school has a clear Anti-bullying policy which can be found on our website at <https://www.westminsternurseryschool.net/page/policies/7918>.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

Administration of medication:

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our protocol for the administration of medication is that, following signed parental consent, medication is kept secure from children. Medicine is then administered by a trained first aider who signs to acknowledge correct administration. Where necessary, staff receive appropriate training in administration of medication. This may require a risk assessment, depending on the nature of the pupil's condition.

Toileting

As we are a nursery school, many of our pupils are still wearing nappies. For those pupils who wear nappies, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents.

Staff in school are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting, for example, some pupils may stand whilst having their nappy changed, and are encouraged to take as active a role as they can. Pupils who are developing verbal skills are provided with a range of tools to help them communicate toilet needs.

Our Managing Continence Policy can be found at: 40332597_page_file.doc

Privacy and Dignity:



Our Local Offer for Special Educational Needs and/or Disability



----- Click here to return to the front page -----

Keeping Students Safe and Supporting Their Wellbeing

For some of our pupils it is most appropriate for medical care to take place in private (e.g., toileting, injections, bodily application of creams, tube feeding etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g., administration of Movicol or ensure drinks given at snack time). Where this occurs, close adult supervision is maintained to ensure the safety and dignity of all pupils.

Sharing of Medical Information:

For those pupils with more complex medical needs, medical care plans, produced in discussion with parents/carers and health professionals are used. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers and medical professionals, detailing the procedure to be followed in the event of an emergency. This information is shared in more detailed plans as appropriate.

Training:

Staff undertake regular first aid training.

Where necessary the school seek out relevant training to address the specific needs of pupils.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

- Personal Social and Emotional wellbeing is at the heart of our curriculum, and staff address this through regular sessions in nursery.
- Staff promote an environment in which positive personal relationships can flourish and seek to support children in managing their emotions and relationships on a day-to-day basis.
- For those requiring further support, the school employs a trained ELSA, who might work individually with children or might support pupils in a more holistic way (e.g., peer support etc.).
- We have a range of interventions to support pupils experiencing difficulties with emotions or relationships, and we monitor this area of pupil development.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Behaviour:

The school has a clear behaviour policy which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key points during the day; for others this may involve an arrangement enabling pupils to access a designated safe space at times of stress or anxiety. A key focus of the school in supporting pupils whose behaviour challenges is to firstly understand this behaviour. We record all behavioural incidents in our behaviour logs, which enables us to look at possible triggers and patterns to support pupils in navigating these. We work flexibly in response to pupil behaviour and aim to find creative strategies to support pupils in managing their behaviour.

Our behaviour policy can be found at: 40333360_page_file.docx



Our Local Offer for Special Educational Needs and/or Disability



----- [Click here to return to the front page](#) -----

Keeping Students Safe and Supporting Their Wellbeing

Exclusion:

No exclusions have taken place and it would be an exceptional circumstance for us to consider this option.

Attendance:

We acknowledge that attendance at nursery is not statutory but want to encourage a positive start to school life for all pupils. We take active steps to improve attendance. Our Attendance team work closely with families where attendance is of concern to find ways to improve the situation. Staff will raise a concern about a pupil whose attendance is beginning to fall, and a log will be kept monitoring any patterns.



Our Local Offer for Special Educational Needs and/or Disability



----- Click here to return to the front page -----

Working Together & Roles

What is the role of my child or young person's class teacher?

- Our qualified teachers plan and deliver activities following the Early Years Foundation Stage curriculum. Our teachers work closely with the children's keyworkers to ensure that we are following the children's interests and building up the knowledge and skills children need for their next step in education.

Who else has a role in my child or young person's education?

- During their induction into Nursery, all children are assigned a key worker, who is responsible for their learning and assessment. If you have any questions, you should speak to your child's keyworker in the first instance.
- If your child has SEND, the school SEND team will be responsible for planning and evaluating their support, development and progress.
- External agencies or specialists may provide additional advice and support. Their involvement will always be with the consent of the parent / carer.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- Systems are in place to ensure information regarding pupils with SEND and medical needs is shared with relevant staff including supply teachers. All class teachers and relevant school staff will have access to a copy of Personalised Support Plans and EHC Plans, and there are regular opportunities to discuss the content of these.

What expertise is available in the setting, school or college in relation to SEND? **(IRR)**

- We have a highly qualified and very experienced staff
- All staff have had many years of experience supporting children with a variety of different needs
- We have a Teaching Assistant who is extremely experienced in delivering Speech and Language support.
- We have a trained ELSA (Emotional Literacy Support Assistant) and a staff member trained in 'Attention Autism'.
- We currently pay for a school-based Speech and Language Therapist (SALT) to come into school and work with our pupils with Speech and Language difficulties.
- We regularly organise multi-agency meetings to discuss pupil's needs and aim to ensure good communication with these groups in order to meet the needs of pupils and their families.



Our Local Offer for Special Educational Needs and/or Disability



----- Click here to return to the front page -----

Working Together & Roles

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

- Staff work closely with NHS Speech therapists, the Educational Psychology team, Occupational Therapists and Health visitors to plan and deliver support for children with individual needs.

Who would be my first point of contact if I want to discuss something?

- If you have any concerns, you should initially discuss these with your child's keyworker.

Who is the SEN Coordinator and how can I contact them? *(IRR)*

- At Westminster Nursery School, our SENCOs are Nicola Clark and Emma Connor, who can be contacted via the school office on 01270 560319

What roles do have your governors have? And what does the SEN governor do?

Note: must include information around looked after children

- Have regard to the SEND Code of Practice (2014) when carrying out all duties with regard to SEND.
- Ensure a written SEND Policy is created and agreed.
- Monitor the implementation of that Policy via reports from the Curriculum committee and SENDCO.
- Review the accessibility of the school annually and ensure any accessibility issue is addressed in the School Improvement Plan.
- Support the school staff in ensuring that the necessary provision is made of any child who has SEND.
- Agree the school's SEND Policy and Information Statement via the Curriculum Committee.
- Ensure that parents have access to the Policy via the School website and are provided with a hard copy upon request.
- One Governor has responsibility for oversight of Children in care and monitoring progress and provision of these pupils.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

- Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them.



Our Local Offer for Special Educational Needs and/or Disability



----- [Click here to return to the front page](#) -----

Working Together & Roles

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to take an active role in the setting;

- We encourage parents to share books via our home/ school library.
- We invite parents/ carers in for stay and play sessions each half term and keyworkers meet termly to discuss pupil progress and next steps for each child.
- Some parents volunteer in school e.g., supporting in classrooms etc.
- Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised via school letter.

What help and support is available for the family through the setting, school or college? (*IRR*)

- We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCO, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further.
- Information about parent support groups (such as Parent carer Forum and Ruby's trust) is shared with parents in a number of ways throughout the school year: the school newsletter, website, via information leaflets and on our school Facebook page.



Our Local Offer for Special Educational Needs and/or Disability



----- Click here to return to the front page -----

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- As an inclusive school setting, we seek to ensure that all pupils regardless of need can attend enrichment opportunities such as school trips etc. We work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. We regularly take trips into the local area. Children with SEND are named on our risk assessments for these and appropriate measures taken.
- We take the pupils on one non-local trip biannually on a coach. Parents are invited to attend these trips to support their child and enjoy quality time together.
- We also have a football coach that attends our setting once per week. All children are included in these sessions, with activities and outcomes differentiated depending on pupil needs.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)

Ramps to the main entrance and Caterpillar's Classroom

Are disabled changing and toilet facilities available? ☒

Details (if required)

Accessible toilets for children and staff. Disabled changing facilities available in both Caterpillar's and Butterflies' Classrooms

Do you have parking areas for pick up and drop offs? ☐

Details (if required)

No. The school has no off-road parking for parents or staff. Access to the school is via flat, paved footpaths from the external gates.

Do you have disabled parking spaces for students (post-16 settings)? ☐

Details (if required)

N/A



Our Local Offer for Special Educational Needs and/or Disability



----- [Click here to return to the front page](#) -----

Inclusion & Accessibility

- The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Pupils with SEND are supported to access the facilities available to their peers, for example by providing additional adult support for sports sessions etc.
- Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.
- Our environment is highly visual to support learning and understanding of pupils. For example, we use a visual timetable and objects of reference to support understanding as much as possible.
- We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings / communications and would discuss with those families their preferred means of communication.
- The school's accessibility plan is reviewed annually by the Premises and Engagement committee and is available from the school office.



Our Local Offer for Special Educational Needs and/or Disability



----- Click here to return to the front page -----

Transition

Who should I contact about my child/young person joining your setting, school or college? **(IRR)**

- Initial enquiries about a place can be made by telephoning our main school office on: 01270 560319 or emailing admin@westminster.cheshire.sch.uk
- Should your child have any additional needs, these can be discussed and a plan made for their transition into our Nursery

How can parents arrange a visit to your setting, school or college? What is involved?

- Parents can arrange to visit our setting by telephoning our main school office on: 01270 560319 or emailing admin@westminster.cheshire.sch.uk
- If your child has additional needs, a meeting with the SENCO can be arranged during your visit.
- We also deliver 'Toddler Time' sessions termly. Parents can book onto these sessions to bring their children to visit our setting and take part in a series of activities over a number of sessions (before they enrol) by emailing admin@westminster.cheshire.sch.uk

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) **(IRR)**

- We will promote your child's development of key skills including self help skills and building relationships
- We will provide written reports for you and for any outside professionals involved on a regular basis.
- We will share all information provided by outside agencies with you.
- On transfer to primary school, we will invite you to join a transition meeting with the receiving school to share information.
- We will provide a written transfer document for the receiving school that will highlight your child's achievements and progress and the most successful strategies to support your child.



Our Local Offer for Special Educational Needs and/or Disability



----- Click here to return to the front page -----

Additional Information

What other support services are there who might help me and my family? *(IRR)*

- The school SENCO can be contacted by telephoning 01270 560319. If you wish to discuss any concerns or worries, we will endeavour to direct you to the correct services for support.
- More support and help can be found through the Cheshire East Information and Support Team. You can find information about them on <http://www.ceias.cheshireeast.gov.uk/home.aspx>

When was the above information updated, and when will it be reviewed?

Updated: July 2026.

Review: July 2027

Where can I find the Cheshire East Local Offer? *(IRR)*

From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening? *(IRR)*

- As a school we encourage parents to address any worries or concerns promptly initially with the keyworker, and then if they are unable to help, with a senior member of staff such as the SENCO or the Headteacher. In the vast majority of cases, we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on the school website at: 40342896_page_file.doc
- Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEND can be found within the Cheshire East Local Offer.