

# Cobbs Brow Primary School



3YO Nursery  
Local Offer

December 2025

<b>Setting Name and Address</b>	Cobbs Brow Little Acorns Nursery, Manfield, Ashurst, Skelmersdale WN8 6SU		<b>Telephone Number</b>	<b>01695 720632</b>
			<b>Website Address</b>	<a href="http://www.cobbsbrowschool.co.uk">http://www.cobbsbrowschool.co.uk</a>
<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>	<b>3 to 4 year olds</b>			
<b>Name and contact details of your setting SENDCO</b>	<b>Miss Paula Sharples</b> <b>Cobbs Brow School</b> <b>Manfield</b> <b>Ashurst</b> <b>Skelmersdale</b> <b>Lancashire</b> <b>WN8 6SU</b> <a href="mailto:p.sharples@cobbsbrow.lancs.sch.uk">p.sharples@cobbsbrow.lancs.sch.uk</a>			

## **The Setting**

### **What the setting provides**

Cobbs Brow Little Acorns is part of Cobbs Brow Primary School; the Head teacher is Mr Ian Eaton. We cater for 3 and 4 year olds and we are registered to take 42 children. We run two sessions am (8.50-11.50) and pm (12.20-3.20) offering each child 15 and 30 hours of government funded education.

Mrs Eleanor Boreland is the teacher in Little Acorns Nursery. Mrs L Bishop is a teaching assistant for both sessions. Miss P Sharples is SENDCO for nursery and school.

## **Accessibility and Inclusion**

### **What the setting provides**

The single level nursery is fully wheelchair accessible from all entrances, and all doorways are wide enough to accommodate wheelchairs. Doorways are painted in contrasting colours to aid visually impaired members of the community. Pathways have been resurfaced to ensure safe access for all pupils. There is a parking space available for disabled persons in the car park and a disabled toilet within the school building is available for wheelchair users if the need should arise.

Information is available on our parents' notice boards and all parents receive weekly newsletters via communication books and newsletters that are published on the school website. Information can also be accessed via our school app.

The provision is easily accessible and the furniture is child friendly. Visual prompts are used and resources are clearly labelled with pictures.

Staff are trained in using Picture Exchange Communication System (PECS) which quickly introduces children to a system of functional communication along with Makaton signing.

## **Identification and Early Intervention**

### **What the setting provides**

At Cobbs Brow Little Acorns we undertake ongoing observational assessments of all children in our care. These are linked to the Birth to Five Matters ranges of development, which can help us identify individual needs of children. These observations are discussed with teachers and teaching assistants, and the school SENDCO.

Each child has a Key Person at Cobbs Brow Little Acorns nursery. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development, you can ask for time to discuss this in private. If your child's key worker has identified a possible individual need, they will discuss the matter with you in private and plan together to support your child's learning and development. Reference will also be made to our SEND policy to identify needs and develop a graduated response. The class teacher, SENDCO and any other professionals involved will support the decision-making process linked to planned targets on the targeted learning plan (TLP). The TLP will be written with parents and will include how parents can support their child at home. Staff meetings and supervision meetings within the setting will ensure all staff working with the child are aware of the child's needs and how to support them.

### What the setting provides

We follow the guiding principles of the Early Years Foundation Stage (EYFS):

- Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured;
- Positive Relationships – Children learn to be strong and independent through positive relationships;
- Enabling Environments – Children learn and develop in enabling environments in which their experiences respond to their individual needs and;
- Learning and Development – Children learn and develop in different ways

On entry to nursery, the staff assess the children against the Birth to Five Matters ranges to determine a baseline. Ongoing assessments are then carried out throughout the year and summarised and tracked at termly intervals. Following assessment, each child will be set an end of year predicted target. If at any time a child is not on track to reach their predicted target, appropriate intervention is put in place. Each child will have a Learning Journey; this will contain written observations, photographs and samples of your child's work to support staff in assessing and planning to help your child progress to their next steps. Each child's Learning Journey is accessible to parents on request.

If your child's key person has identified a possible individual need, observations and assessments will be discussed with the Special Educational Needs Coordinator (SENDCO). Our SENDCO will offer support and advice to your child's key person and other staff in the setting and will discuss these observations with you and plan with you to support your child's learning and development. Targets will be set out within a TLP to support the learning and development of your child after consulting with you and will include how you can support your child at home. Support may involve some additional input from within the setting and your child will be placed on 'Level 2 targeted support' of the graduated response to intervention which the setting follows.

Your child's key person and our SENDCO will work together to make sure that the environment, routines and activities support your child's needs and they will communicate with the rest of the staff to provide consistency and understanding within our team. Children's views and feelings can be shared through photographs/objects of reference, reflecting on what they have done, achieved and enjoyed. Your permission will be sought before involving outside agencies such as the Special Educational Needs And Disability Service. Nursery also has access to a speech and language therapist – this is a service which is bought in from Happy Talk. Should additional advice and support be required, the SENDCO may apply for funding via the inclusion service. Should this be the case, your child will then be placed at 'Level 3 Specialist / Intensive Support' of the graduated response. We will work alongside the specialist services involved with your child and they are welcome to visit our setting. Working closely with you and your child will enable us to build stronger relationships and support needs better.

## Teaching and Learning Part 2 - Provision & Resources

### What the setting provides

The different types of support available for children with SEN in Cobbs Brow Little Acorns Nursery are:

- Key person input providing an excellent enabling environment, differentiated activities, targeted support for children's individual needs and interests (Level 1 Universal Support)
- Specific targeted work within a smaller group of children (Level 2 Targeted Support).
- If your child has been identified by the key person/SENDCO/ as needing more specialist input instead of or in addition to excellent setting practice and intervention groups. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the nursery to refer your child to a specialist professional e.g. a Speech and Language Therapist, Inclusion Teacher or Educational Psychologist etc. This will help the setting and yourself understand your child's particular needs better and be able to support them better in the setting. The specialist professional will work with your child to understand their needs and make recommendations, which may include: making changes to the way your child is supported in the setting, support with personalised targets which will include their specific expertise (Level 3 Specialist / Intensive Support)
- For children whose learning needs are severe, complex and lifelong the professionals may recommend an application for additional support via the inclusion service.

Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment. All stakeholders will work in partnership to support the child/family. The SENDCO will advise on the process of applying for extra support. Reports from health care professionals or others working with the child and family will be used to plan support within the setting. The SENDCO, teacher or other professionals working with the setting will support the decision making process linked to planned targets on the TLP.

All members of nursery staff have had child protection and safeguarding training and they are up to date with all current EYFS practices. Teaching staff and teaching assistants have also received paediatric First Aid training. Within the setting, Miss Sharples is the SENDCO - she attends termly network meetings to keep up to date with local and national developments in SEND. If the child's needs are identified as a specific need then the team with the expertise in this area will provide support for the child and setting to meet the child's needs.

All off-site activities will be planned around all children's individual needs and abilities. Risk assessments are carried out beforehand to ensure it is accessible for all to access. Policies are shared with parents on admission to reassure them that we are inclusive.

## Reviews

### What the setting provides

Observational termly assessments which are all linked to the EYFS ranges of development are used to monitor your child's learning and development. TLP's are formally reviewed and shared with parents at regular intervals throughout the year. The nursery operates an "Open Door" policy with regards to any concerns a parent may have and this is dealt with quickly and effectively. Signposting and meetings with outside agencies and parents are arranged by nursery to support the family when required. On a twice yearly basis we hold a parents' evening, which allows parents/carers to come and talk with their child's key person. Each child has their own 'Communication Log' via seesaw. This can be used for information sharing on any issues and is an opportunity for two-way communication. We also welcome telephone calls if parents work and are unable to bring/collect their child from school.

We adopt an open door policy; you are welcome anytime to stay for the session to see how your child is developing within the setting. We invite parents/carers into the setting each half term for various activities to enable the opportunity to build relationships with other parents and practitioners in the setting.

Newsletters are sent home on a weekly basis, summarising what your child has been learning about that week and notices are displayed to keep you up to date with what is happening in nursery.

WOW moments are recorded by parents in communication books and are shared with nursery. These are designed so that children and parents share those 'wow' moments, achievements that happen when they are not at nursery, so that as practitioners we can build the whole picture of development and to build on home to nursery transitions. It is also a great way to develop the children's self-esteem.

## Transitions

### What the setting provides

When joining Cobbs Brow Little Acorns, we offer all children pre-admission sessions before they start to familiarise themselves and build relationships with key members of staff and get to know their environment. These sessions can be in the company of their parents or on their own. Each child is assigned a key person, the key person will form a relationship of trust and support with the parent and the child during the pre-admission sessions and will ask for care plans and 'All About Me' forms to be completed. This will help the practitioner identify the children's needs, interests and to discuss if any agencies are involved in the child's development.

If required, staff will attend training related to a child's needs before they attend the setting. Meeting with the health care professionals will help the child's transition into the setting. Ensuring any relevant documentation is shared in the setting if necessary, e.g. All About Me forms, previous TLPs, paediatric reports to ensure appropriate planning is in place. Parents and the child's key person should agree a consistent approach to ensure continuity of care from home to setting.

Teachers and SENDCO are involved in any transition between nursery and school or other establishments to ensure transition issues are addressed. This may involve observations. The child's current key person and SENDCO can attend meetings and share targets on TLP's and minutes of review meetings.

During a child's transition period their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys, IEPs, EYFS assessments and other relevant documents are passed on to the receiving setting.

Photo books can be created of the new setting/ school that the child can share with parents/ key

person on a regular basis before the move. The use of role play with school uniform, books and lunch time practise is a good way to help a child become familiar with new routines.

## **Staff Training**

### **What the setting provides**

All the staff within Cobbs Brow Little Acorns are experienced working within early years and have a strong understanding of child development. Mrs Mort is an experienced, qualified teacher and attend all staff training. Miss Sharples (SENDCO) is a member of the senior leadership team. Miss Sharples, the SENDCO, regularly attends cluster meetings to keep up to date with the latest information and news and cascade any information to staff at staff meetings and a record of staff training is kept on file.

We can, when appropriate, make a request for additional funding via the inclusion service from SEND where a pupil requires ongoing support or has long term needs. This provision would take the form of access to support from a specialist teacher.

## **Further Information**

### **What the setting provides**

The first point of contact within the setting is your child's key person. Parents/ carers are able to identify the setting SENDCO from the school website.

The school SENDCO or nursery teachers will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the health visitor, children and family wellbeing hub, staff and Speech and Language Therapist (SALT). Where a multi-agency approach is required to support the needs of a pupil, an Early Help Assessment (previously common assessment framework) may be completed with parents and a TAF (team around the family) meeting will be arranged where all stakeholders can meet and work together to formulate and implement an action plan to ensure appropriate support is delivered.