

SEN and Disability

Local Offer: Early Years Settings

LCC Local Offer: www.lancashire.gov.uk/SEND

Name of Setting: Rockwood Nursery School

1. The Setting

Setting Name and Address	Rockwood Nursery School		Telephone	01282 426711
	Kingsland Road		Number	
	Burnley		Website	www.rockwoodnursery.com
	BB11 3PU		Address	
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: As a setting we have supported children with a range of special educational needs	
	X			
What age range of pupils does the setting cater for?	2-5 Years			
Name and contact details of your setting SENCO	Mrs Karen Bleasdale SENCO (01282 426711)			

Name of Person/Job Title	Mrs Faith Stringer (Head Teacher)		
	Mrs Karen Bleasdale (Senior Teacher and SENCo)		
Contact telephone number	01282 426711	Email	head@rockwood.lancs.sch.uk
			karen.bleasdale@rockwood.lancs.sch.uk

Promoting Good Practice and Successes

Please give the URL for the direct link to your Local Offer	rockwoodnursery.com/files/LocalOfferRockwoodNurserySchoolBurnley2016.pdf		
Name	Mrs Faith Stringer	Date	13/10/16
	Mrs Karen Bleasdale		



Rockwood Nursery School caters for up to 60 children per session aged between 3 and 4 years old and up to 40 2 - 3 year olds. Rockwood has been active in the community for over 65 years. It is based in a lovely Grade 2 listed Victorian house in an area identified as one of the most deprived areas in the country (top 5%) creating a challenging, safe, unique learning environment, both indoors and outdoors. The children come from a wide variety of social and economic backgrounds and with a range of individual needs including EAL and SEN.

We offer 15 hours a week of free education from the term after their third birthday and funded 2 year old places dependent on need. Parents are able to pay for sessions if not eligible for funding. Session times are

8:30 - 11:30am or 12:15 - 3:15pm Monday to Friday or

8:30 - 3:15 Monday, Tuesday and Wednesday am (up to 11:30) or

12:15 - 3.15 Wednesday pm and 8:30 - 3:15 Thursday and Friday

(The full day sessions involve an additional payments for lunch time care 11:30 - 12:15). Children can also access additional sessions for full time education, which can include breakfast and after school care from 7:30 am until 5:45 pm. The nursery is open term time only.

Staffing

There are 2 family groups within the school who cater for children attending flexible/full time education and sessional education. Each family group is led by a qualified teacher and a Higher Level Teaching Assistant. The staff have many years' experience, working with early years children with a range of needs. Staffing qualifications range from Qualified Teachers, HLTAs, TA3s and we support childcare trainees like apprentices. All children are allocated a key teacher and keyperson who will be theirs for the entire time they stay at Rockwood. The teachers support the TA's have a supporting teacher to work with to ensure each child progresses to their full potential. The Senior Teacher is also the SENDCo.

External links - The Nursery works closely with external agencies e.g. health visitors, speech and language therapists, Inclusion and Disability Support Service, Educational Psychologists, Paediatricians etc., local primary schools and Children's Centres to ensure we support our families and meet individual children's needs. These positive relationships mean that we can easily refer families between ourselves for support or sessions. We value each other's input and can facilitate smooth transitions between us for our families.

2. Accessibility and Inclusion

The Building - offering an inclusive, safe, secure environment

The building stands in extensive grounds with lawns, trees, play dens, balance beams to the front and a new, all weather play area, to the rear, providing a range of safe, challenging experiences for the children valuing indoor and outdoor play equally.

The building itself is secured by the original high walls and security gates, additional fencing where required and a buzzer/intercom system linked to the Office for access into the site and building. Safety gates are implemented where required (mainly upstairs) and secure fire doors are installed throughout the building. The ramped reception area provides wheelchair access to the building providing a fully inclusive environment, and disabled changing room and toilet facilities are also available.

The nursery is based on the ground floor and is easily accessible from the roadway. Ceilings have been lowered with a floating roof to aid with sound acoustics and strip lighting has been implemented for visual needs.

Communicating with Parent's / Carers

The Nursery website - www.rockwoodnursery.com provides vital information for parents including the Nursery prospectus, application form, session times, the curriculum, calendar events, holiday lists and the pre-school we have onsite. Policies are also available to view on the website. We also have Facebook and Twitter accounts to share quick bits of information with families and the local community.

Termly newsletters, parents' notice board and additional flyers keep parents up to date with what is happening at the nursery and we also operate an email and text messaging service which ensures parents have instant information when required. We have found this service very useful, especially when we need to communicate with hearing impaired families. Some information leaflets and information regarding school application etc. are displayed in dual languages on the parents' board and other parents help us with translation issues if required.

Our induction pack is designed to gather information about your child and family. It aims to identify any concerns you as parents may have with regards to your child, including any special educational needs or disabilities. We have an open door policy and you are able to drop into the school at any time. You can also contact us by phone if you would like to check in on your child. Any concerns you may have can be discussed either with your child's key person, the Headteacher (Faith Stringer) or the SENDCo (Karen Bleasdale) at any time.

Children's progress is closely monitored through observations, assessments, comments from children, family and parents. We also use information from screening tools such as Wellcomm, ICAN and

ELKLAN. The school has an experienced teacher who provides support for speech and language needs who is trained in various support systems. Learning journals and floor books log children's learning and these are accessible any time on request from the child and / or parent / carer. The school also uses Little Me wooden figures to engage children and families at home and school.

The Indoor Environment

All rooms are illuminated with florescent tube lighting and there are roller blinds on all windows. The walls are painted pale colour with display boards mounted at child and adult height. The display boards are bright and colourful and displaying children's work and interests. The floors are carpeted or lino, with non-slip lino fitted around snack and messy areas.

Both the Squirrel and Hedgehog rooms have access to small, child sized sink to enable the children to manage their own hand washing needs when required. All furniture is free standing so can be rearranged to make space for specialist equipment. The furniture consists of infant sized wooded chairs and tables. Low level tables are also available for children who work on the floor. Resources for the children to access



are displayed and stored on open, child height units so they can access them independently, making their own choices for learning. Boxes and shelves storing the resources are clearly labelled with pictures and words so are easily identified. The sand/water tray is child height and can be adjusted accordingly. Children's computers are available as is an interactive whiteboard. Cameras, laptops and tablets can also be accessed by the children where appropriate. Resources are age appropriate and are organised into areas of continuous provision.



The Outdoor Environment

The outdoor environment consists of extensive mature grounds with lawns, trees, play dens, and an extensive play area containing balance beams, fixed climbing frames, tunnel, sensory path way, large construction area and stage. These areas are used for continuous provision and as for indoors, are



then enhanced with additional resources to enrich the children's learning experiences based on their interests and educational needs at the time to encourage exploration, play. We have an amazing Forest School in



the front garden and specific activities are provided there, led by two fully trained Forest School staff. The area is secured and children have access to a changing base and shelter.



All weather suits and Wellington boots are available so the areas can be accessed all year round come rain or shine. As part of their sensory experiences the children do get muddy!!!!

3. Identification and Early Intervention

Registration and Induction

New children come to our school from a variety of backgrounds. Some children are referred from local services and support agencies, for example the local Health Visitors, Children's Centre and Special Educational Needs and Disability (SEND) Service, others come from referrals from friends and families or from finding out about us on our website.

We encourage all families planning to apply for Rockwood to come and visit and find out more about us. This also provides parents / carers the opportunity to raise any concerns or discuss previous identified needs prior to registration. Registration forms (*available on our website link above*), initially identify previous interventions and specific needs. These are used to open conversations at our welcome meetings and home visits which are central to our induction process. The home visit provides the opportunity for parents and staff to share any concerns or identified needs that have not previously been identified by other engagements in early years. This is recorded in a Pen Portrait of the child and includes views from parents, child and staff. All families are invited to an hour stay and play session with their child following the home visit on their first day. From this point, induction is very much individually led by the needs of the child and family.

Identification of Needs

All children on entry have a baseline assessment completed within the first few weeks of starting nursery. This process begins information from yourselves as parents / carers in the format of a Pen Portrait of your child, which is written reflecting your parental views, based on what we discuss with you and see ourselves on the home visit that is offered to all children before they start or your initial visit with your child when they start. We also use any additional information you may write in your child's 'All About Me' booklet that is sent out to all parents prior to the home visit, telling up all about your child.

Children who may already have an Education Health Care Plan or recognised additional needs may already have a Lancashire 'All About Me Profile' that has been written prior to starting nursery and this would be referred to prior to your child starting at Rockwood and updated with input from

yourself and your child as their time with us goes on. If not, this can be completed once your child starts nursery.

All children's assessments are reviewed termly following The Early Years Foundation Stage criteria :
DfE Development Matters

(<http://www.foundationyears.org.uk/eyfs-statutory-framework/>)

and the Early Years Outcomes

(<https://www.gov.uk/government/publications/early-years-outcomes>)

Target Setting - PLOD (Possible Line of Development) and TLP's - Teaching and Learning Programmes

All children will have a PLOD drawn up by the teaching staff in the nursery, based on these assessments, setting targets for the children to strive towards over the next few months. The PLODs are evaluated regularly and updated at least termly. Any children working significantly above or below age expected levels based on these assessment outcomes will be placed on the Nursery SEND register, following parental permission and will receive additional intervention work based around their additional needs.

Additional Targeted Learning Plans (TLP's) for the children placed on the SEND register are written either as a group Provision map plan or as individual Target Plan to break down these National targets further to ensure all children achieve their full potential at Rockwood Nursery School. These interventions may be carried out internally by the experienced staff within the nursery or externally by relevant professionals e.g. Speech and Language therapists, occupational therapists etc. This is reflected in our inclusion policy which can be found on our website.

Parents who have been supported by the school SEND provision said;

"The nursery really helped support our child and developed strategies to progress his social development. The staff at the nursery also worked closely with him on specific needs, such as toileting and motor skills.

As parents we really appreciated the regular meetings so that we could link in strategies being applied at home with those implemented at nursery. We are really grateful for all the support he and us as parents received from the staff at Rockwood." (parent 1)

"Karen brought behaviour concerns to my attention about my child. At first it was a surprise as he didn't really act like that at home, but the more we chatted about him, the more I could see what needs he had.

The nursery worked quickly to put measures in place to help assess the situation. Both with outside influences and internal help from meeting and observations to visual props to help him with his daily obstacles.

He is still needing some assistance but [by primary school] he should be off IEP's altogether at school. I was impressed by the immediate action, follow ups and care shown by the SENCo at Rockwood Nursery School." (parent 2)

4. Teaching and Learning Part 1 – Practitioners and Practice

Planning and delivering relevant, fun activities for your child

The staff at Rockwood Nursery are fully qualified and experienced in the education and care of pre-school children, and have worked with children expressing a wide range of individual and specific needs over the years (See Section 1 - Staffing). We ensure Teaching and Learning is at the forefront of what we do on a daily basis. Children come to us to learn through fun, inclusive activities based on independent choice, accessible Continuous Provision and adult led learning.

The nursery operates within the framework of the Early Years Foundation Stage Curriculum (EYFS) and is resourced according to the age and needs of the children accessing it. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. These activities and the provision are adapted accordingly to suit the needs of all children through differentiation of outcomes for certain children. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

The EYFS identifies three prime areas of learning and development and four specific areas of learning and development and can be viewed in this link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf

The Nursery SENDCo and the Nursery Speech and Language Champion

The Nursery SENDCo (Mrs Karen Bleasdale), works full time in the nursery and the Speech and Language Staff Champion, (Mrs Tracey Raynor) works 3 days in the nursery, both overseeing any intervention work required through the TLP's and plans from external agencies, and are trained in a range of strategies such as:-

- The National SENCo Award,
- ECAT (Every child a Talker),
- ELKLAN and the 'I Can...' programmes
- The Solihull Approach
- Autism awareness
- Moving and Handling
- Wellcomm

They work closely with your child's supporting Key Person and you as a family to support your child needs accordingly, monitoring and reviewing targets as an ongoing process and updating TLP's every 2-3 months depending on the targets set.

Your Child's Key Person

The key person system is well established at Rockwood, with each child being under the care and education of a consistent key teacher and key person within their allocated colour group. This group has a maximum of 10 children in it per session. The role of the key person is to nurture your child and help tend to their needs both personal and educational. They plan and carry out fun activities linked to your child's interests, getting to know your child, and you very well through discussions and daily contact due to our open door policy. More formal meetings are held with you and your child's key person are offered at the end of your child's first term and again at the end of their final term before transition to school, to ensure you are up to date with your child's learning and future targets (PLODS). This offers the opportunity for you and the key person to discuss further support and strategies we could implement at nursery and at home to meet your child's needs.



We value your contributions to your child's education and if you wish to speak to your child's key teacher and/or key person or see your child's learning journal at any time please ask.

Your child's key person, as well as talking to you, will be constantly observing and talking to your child about what they like to do and ideas of any future learning they may want to do i.e. what they want to achieve and how.

These discussions help them plan their learning and develop, for example, your child's learning journey. They monitor your child's achievements through ongoing assessments, ensuring appropriate learning takes place to meet your child's needs. Your child is therefore encouraged to express their views about their own learning through their learning journey and scrap book. They can access their scrap book and learning journey with the key person, look through them together, talk about the things they have done, what they remember / learnt and what they might like to do next.



Provision Mapping



This is a way for the nursery to organise the information we build on during prior to or during our initial assessments about the nursery children in a readily accessible and easy to manage format, which enables us to target support and strategies and identify any gaps. The Provision map notes children working in Wave 1, 2 or 3.

- Wave 1 - accessed provision for all children.
- Wave 2 - accessed by children who have been placed on the SEND register under Early Years Action
- Wave 3 - accessed by children who have been placed on the SEND register under Early Years Action Plus or who have an EHC Plan in place.

At Wave 2 A detailed Provision Map or group plan may be implemented rather than a specific TLP. If your child is noted to be at Wave 2b or 3 then you will be involved in writing a TLP to meet their individual needs. This will be discussed with you formally to plan and implement when required.

This provision map enables the nursery to reflect on our provision and prioritise our budget, looking at required staffing and resources to meet your child's needs.

Parent Partnership

As well as involving you and your child in planning and implementing your child's TLP,s and Provision Maps we invite you to regular update meetings to see how we are meeting your child's needs and to share your child's progress with you. We have group 'Learning Walls' where you can see what your



child and their group have been up to each week, and lots of photos and information on the website, Facebook page and Twitter. We also hold regular coffee and chat sessions with the Headteacher each term.

The children's library enables you to link home and nursery as does taking a story sack. Working together means that your child's key person may make suggestions every now and again of books or sacks to take to aid your child with a target they are building on.

We also have strong links with Burnley Wood Children's Centre, the local health visitors and the Speech and language Therapists. We can signpost you to the relevant services that can further help your child if we are unable to meet the needs ourselves directly, and keep you informed of any relevant training available to help you meet your child's needs. This may involve us writing a CAF with you and your child to meet their needs and build up a Team around the Family support network to meet these needs engaging the relevant services required.



See link for further information about CAF's and the CAF process:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45056>

5. Teaching and Learning Part 2 – Provision and Resources

Rockwood has a staffing ratio that is higher than the recommended staffing ratio which enables us to offer children more quality adult interventions in children's learning and monitor the children closely, providing small group work opportunities or 1-1 if required.

Weekly planning meetings enable us to discuss individual children's needs and look at next steps for learning based on the children's interests and all TA staff are supported by experienced teachers to assist in meeting all children's needs at nursery. Children's TLP's and PLODS are shared with all staff and any children on Wave 2 under a group TLP or provision map and Wave 3 are regularly reviewed by discussions with staff and you as parents / carers.

The key persons are one of the most valuable resource we have at Rockwood and any additional resources required to meet your child's needs are carefully budgeted from the allocated SEND funds for through the use of the Provision map. This for example, is how our sensory room was developed upstairs.



Additional funding is raised through the weekly Voluntary Contributions from parents / carers and this allows us to bring in external educators to teach them about different opportunities eg Zoolab - unusual animals, Bollywood Dance, Living eggs (hatching chicks) which may build on your child's needs, especially as they are such sensory experiences.

If your child requires specialised equipment then we would work with the occupational therapists to ensure we have the appropriate resources to meet your child's needs. Our children's bathroom has separate disabled facilities to assist with your child's needs.

If required, the nursery SENDCo will apply for Additional Inclusion Support funding support from Lancashire County Council. If approved, this funding enables the nursery to access advice and support from experienced Special Needs Teachers by buying in their time and expertise to support your child's needs, and ensuring the nursery is equipped appropriately to meet those needs, helping set future targets for achievement and supporting staff to support your child.

Multi-agency working

In recent years the nursery has worked very closely with many additional services including:-

- Special Educational Needs and Disability (SEND) Service, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/send-service.aspx>
- Speech and Language Therapy Service,
- Educational Psychology Service,
- Teacher for the Deaf,
- Occupational Therapists,
- Physiotherapists.
- The Rainbow Centre Paediatric services.
- Health Visitors
- Local Children's Centres.
- Other Nursery Schools sharing ideas and expertise.
- Social Services.
- Diabetic Nurse

Offsite Educational Trips

Offsite trips for educating the children at Rockwood are planned based on the needs and interests of the children. Risk assessments are carried out prior to the visit to ensure full inclusion and safety for your child. Accessibility is reviewed during the risk assessment and staffing ratios to children is increased. Parents/ carers are also invited to support the children on trips in addition to the increased staffing ratios. Safe transport is always used and seatbelts worn while travelling.



6. Reviews

All activities are planned, organised and differentiated for individual children to meet everyone's needs. Every child has their education tracked and reviewed termly (See Section 4, Page 8). Learning journeys and assessment details are shared with you and can be requested by you at any point to discuss or browse through (see Pages 7 - 9).

If your child has a CAF in place to help meet their needs then, in addition to this, we will have regular TAF meetings (usually every 2 months) where all services can discuss any updates on your child's development with you and plan future targets to meet your child's needs. We either take on the role of or support the Lead Professional to achieve the CAF and TAF targets set. This is the time when your child's Medical Health Care plan will also be reviewed and amended if required. Evaluated and updated TLP's are discussed with the services involved, yourselves and the key person working with your child then shared with you so that you can add in any additional comments, targets and aspirations personally for your child. Provision Maps are reviewed and updated as required, as would the 'All about Me' Profile.

If Additional Inclusion Support funding has been accessed then this will be reviewed with you and any other services involved to review if the IDSS teacher specialist input needs to continue or not.

Transition meetings will also be held (See Section 7 below)

7. Transitions

Transition to school is very important for your child and we try to make this as smooth and easy as possible for your child.

We support parents with EAL or SEND in completing the Lancashire application forms and any other required information.

Home to Nursery

This process is taken at the child's pace. We offer you and your child a home visit followed by an hour stay and play session prior to them being left by yourselves if we feel the child is ready. If not then we organise a plan with yourselves to help settle your child in at their own pace (See also [Identification of Needs Pg. 6](#)). As we are set up in family groups, the children do not have transitions between groups at the age of 3. Children are allocated into a family group on starting at Rockwood and from this, the aim is to keep them with the same family team, key teacher and Key Person throughout their time here.

Rockwood Nursery School to School

Near the time of transition we talk to your child about the schools they are going to, perhaps have samples of the local school uniforms out in the home corner or other areas of learning to familiarise the children with them (especially if they have issues around clothing), show booklets of photographs of the school they are going to attend. Children visit the schools for stay and play sessions and we discuss these visits with them when they come back into nursery. We also invite your child's Reception class teachers to come into nursery and talk to us and your child in a place where they are settled and comfortable. Each child receives an end of Nursery report based on their achievements and with your parental permission, a copy is sent to school to share these successes.

Transition Review

If your child has had additional interventions and TAF meetings have been held then we invite you to a more formal transition meeting held near the end of their final term in nursery, inviting the school and all services involved in the TAF, where we can discuss specific needs and strategies the school can use or may need to plan for before your child starts.

Any additional information for children with SEND is electronically copied and kept on file at nursery and full handover is done with the school SENDCo and / or Reception class teacher following the formal Transition review.

8. Staff Training

Staff training over the past few years at Rockwood in relation to Inclusion :-

- The National SENCo Award
- ECAT (Every child a Talker)
- ELKLAN
- 'I Can...' programme
- The Solihull Approach
- Autism Awareness
- Moving and Handling
- CAF Level 2 (all staff)
- CAF Level 3
- Food Safety
- Creative Teaching for Effective learning
- The Lancashire Equality Award
- Smile4Life
- AB teacher talk
- Talking together
- Derbyshire Language Training
- Makaton
- Paediatric 1st Aid (All Staff)
- Safeguarding
- DSP training
- Diabetic Training
- Wellcomm

Relevant training is accessed when required e.g. if your child has specific medical needs such as an EpiPen or medication then the nurse will come and train us in its use prior to your child starting nursery and in conjunction with yourselves as parents and the relevant professionals, a Medical Health Care plan will be drawn up.

Staff Roles and Qualifications

Faith Stringer	Head Teacher	BEd (QTS) NPQICL Undertaking MA
Karen Bleasdale	Senior Teacher SENDCo	BA (QTS) NPQH National SENCo Award
Tracey Raynor	Teacher (P/T)	BEd (QTS) NNEB
Alison Dullenty	Teacher (P/T)	BA (QTS)
Kathryn Hindle	HLTA	NNEB
Clare Fay	HLTA	NNEB L3 Forest School Leader
Sarah Railton	TA3/Forest School Leader	NNEB L3 Forest School Leader
Claire Johnson	TA3	NNEB
Jen Hawkes	TA3 (P/T)	NNEB
Sharon Buchanan	TA1 (P/T)	BEd (QTS)
Katie Wilson	TA1	NVQ3
Hollie-May Brocklesby	TA1	NVQ3
Olivia Everitt	TA1	NVQ3
Catherine Stockton	TA1 (P/T)	NVQ3
Salina Clarkin	TA1 (P/T)	NVQ3
Gabrielle Porter	Apprentice	Undertaking Level 3 Diploma - Children and Young People

9. Further Information

Please feel free to contact us for further information on:-

Tel: 01282 426711

Email: info@rockwoodnursery.com

Web: www.RockwoodNursery.com

Or find us on Facebook or Twitter (links on the website home page)

Visit us at:-

Rockwood Nursery School

Kingsland Road

Burnley

Lancashire

BB11 3PU

We operate a welcoming, open door policy and take the time to show you round the nursery and talk to you about what you and your child are looking for and how we can meet those needs. Please feel free to speak to:-

Faith - Head Teacher

Karen - Senior Teacher / SENDCo

for further information.

If you are unhappy with any issues relating to nursery then please refer to our complaints procedure in the policy section of our website.