



Rockwood Nursery School  
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Head Teacher – Mrs Faith Stringer

## **SEND Report to Governors Sept 2023 – July 2024**

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Rockwood prides itself on supporting children with Special Educational Needs and Disabilities (SEND) however significant they are. We cater for children aged 2, 3 and 4 who have a wide variety of needs ranging from speech and language difficulties, physical needs, hearing loss, visual impairment, health and medical needs, profound learning difficulties and social and emotional needs.

Our SENDCo achieved the National Senco Award in 2013 and our work is in line with the SEND reforms in the SEN Code of Practice of September 2014 and any updates thereafter. The link for this is here.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Our full local offer is available on our website [www.rockwoodnursery.com](http://www.rockwoodnursery.com) and also provides a link to the Lancashire Local offer for further information.

This report is published in conjunction with the nursery's governing body having a legal obligation to publish this information. Governors are updated termly on any SEND developments within the nursery and this report is produced annually.

We are very committed to providing an inclusive environment. We work very closely with other professionals e.g. Speech and Language therapists, SEND Inclusion teachers, Portage workers, Occupational Therapists, Paediatricians, hearing loss specialist teachers and Educational Psychologists.



## Our Strengths

- The staff know the children very well due to the induction process so can plan for their needs straight away.
- Family connections are strong therefore support can be offered and staff are trusted with many family issues that require investigating and supporting while the child is in nursery.
- Staff are very good at signposting families to external services or the correct skilled member of staff who may be able to help. Our view is: "Help the family, help the child."
- Inclusion - All children's needs are considered and planned for through our "adaptive teaching" approach. (previously known as "differentiated planning").
- The curriculum is reviewed termly to ensure it is meeting the needs of the children - A long term curriculum has been revised to support rooms meet the needs of their children and ensure a depth of learning is achieved.
- Each curriculum area has been split into more detailed specific targets for developmental milestones for the children to aspire to. These are used for assessment purposes. They are broken down into specific teaching skills for specific ages and clarifies what skills based on knowledge of our children and research around child development suggest they should be doing at certain ages.
- Transitions are very smooth from hedgehogs to squirrels / owls. The children settle very quickly and show good understanding of the routines that we use across the board - snack / story time, tidy up time, home time etc.
- Liaison is strong with extended services e.g. Health Visitors, SEN team, Children and Family Wellbeing Service.
- The children - the way they come into nursery, engage with others, show enthusiasm about current and new learning, interest, trust when they are struggling.
- Children with Additional Needs are assessed against the Lancashire ATTS tracker system.

## Our Building

Our building provides a safe, fully inclusive, secure environment located in extensive grounds offering vast amounts of sensory stimulation with lawns, trees, play dens, balance beams to the front and an all-weather play area to the rear, providing a range of safe, challenging experiences for all the children.

The ramped reception area provides wheelchair access to the building. Two wheelchair accessible changing rooms and toilet facilities are also available.

Ceilings have been lowered with floating ceilings to aid with sound acoustics and strip lighting has been implemented for visual needs.

A newly refurbished nurture room is established for daily access when required. This is led by an experienced teacher and TA with a maximum of 8 children, depending on ages.

## **Communicating with Parents / Carers.**

We work very closely with all our parents, consulting with them every step of the way on their child's individual needs and future learning plans.

The Nursery website provides vital information for parents based on SEND including the Nursery prospectus, local offer and the SEND policy (updated September 2024).

Home visits and initial parent and child visits to nursery offer the chance to discuss their child's needs and Health Care plans be drawn up if required. We work closely with the family to settle their child into the nursery family.

Group and individual teaching and learning plans are evaluated and updated at least termly and shared with parents to gain their consent and contributions prior to implementation with the whole nursery team.

EHA and TAF procedures are followed accordingly.

Parents are consulted prior to their child being placed on the schools SEND register.

Individual Learning Journals and group learning walls log each child's learning and we operate an open-door policy where parents are welcome to talk to us about their child's learning.

## **Consulting the Children**

We observe and talk to the children about their wants and needs on a daily basis, capturing their voice as much as possible and observing their interests through everyday life.

More formal assessment work provides opportunities for them to tell us what they want to do next.

Children with speech difficulties are consulted through the use of books, ICT and pictures offering them various choices.

## **Arrangements for Teaching, Learning, Assessing and Reviewing the Children's Progress Towards Outcomes**

All activities in nursery are planned, organised and adapted for individual children to meet everyone's needs. Every child has their education tracked and reviewed termly by their lead teacher and key person working closely together using Target Tracker.

Progress is discussed regularly with parents of children with SEND/EHCPs and meetings held regularly.

Early Help Assessments/TAF meetings are held regularly bringing all services involved in the child's care and education together to try to meet these needs.

Evaluated and updated TLP's are written and discussed with the parents/carers, any external services involved and the key person working with the child, so everyone involved contributed to

them. There is also space for child comments on them.

Provision Maps are reviewed and updated as required and adaptations made within the nursery to meet the needs. These 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.

Our Speech and Language Champion monitors and plans the needs of children with Speech and Language offering individual and small group work to meet these needs.

If Additional Inclusion Support funding has been accessed then this will be reviewed regularly and resubmitted as required. This is used to support the child's TLP and provide for resourcing and staff time as appropriate.

Transition meetings are held with the services involved, parents/carers and the primary school the child is moving to in the term before the child leaves us. We aim to ensure any transition periods are as smooth as possible for each child.

Systems of assessment we use also include: -

- Boxall Profile
- Sensory Profiling
- WellComm Speech and Language support system
- EYFS & Rockwood Curriculum
- Target Tracker
- Blank Level learning for Speech and language.
- ELKLAN and ECAT
- Red Rose Phonics assessment tool
- Lancashire ATTS tracking system.



### Our arrangements for handling complaints.

We strive to ensure each parent/carer is happy with the education and care we provide for their child. If not then we encourage them to talk to the head teacher, key teacher or key worker or refer to our school complaints policy which can be found on the Parent's Information board in the cloakroom and on the website: [www.rockwoodnursery.com](http://www.rockwoodnursery.com).

### Our SEND Provision 2023-24.

In the academic year 2023-24:

- 41 children were listed on the Summer 2024 census as receiving additional SEND support from nursery.
- 7 children received Wave 2b and Wave 3 Additional Inclusion Support from the Special Educational Needs and Disability Inclusion teacher and/or other services e.g. paediatrician, occupation therapists, speech therapists.
- All the SEND children were supported by individual or group Teaching and Learning Plans (TLP's) which were reviewed every 8 weeks.
- 1 child received an EHCP in the Summer Term ready for school.
- All the other children on the register received additional support in nursery and from other external services. These additional needs were monitored by the SENDCo and Language Champion and were profoundly around speech and language delay. These children were monitored via group TLP's and received varying levels of Wave 2 SEND support within nursery. 16 of these children received additional support from the Speech and Language Support Team during their time at nursery.

### How well groups are doing (especially EYPP, using Target Tracker to analyse):

- All school leavers 64 children last year: - All **school leavers made expected progress or above in the last 12 months.**
  - Self-Regulation - Minimum 3.3 levels of progress (Pupil premium) with EAL excelling at 4.4 levels of progress.
  - Managing Self - Minimum 3.3 (Pupil premium) and Max 4 levels of progress (EAL and not pupil premium.)
  - Building Relationships - Minimum 3 levels (PP) to max 4 levels (Not PP).

### Our Plans for the Future to meet SEND needs

- Robin (Nurture) room development - monitor and evolve its impact.
- Keep consistent staff in the rooms and same skill support across the board.
- Children with EAL are supported by an additional programme called Learning EAL in the Early



Years that comes with practical strategies for all the staff to use.

- Support from external agencies is a mixture of in person and via remote/telephone.
- Termly SEND cluster meetings are to be carried out remotely via video conference and Karen will attend these.
- Development of use of Red Rose Phonetical Awareness to support children's language development.
- Curriculum monitoring and review to meet the needs of the children.