



Welcome to Rockwood Nursery School



We love to learn and learn to love

"We aim to make the years your child spends at Rockwood happy and fulfilling so that, by the time they move onto the next stage, they will be competent, confident learners who take pleasure and pride in their achievements."

We are a popular, well respected, school that supports children, parents, staff and governors working, living and learning together in our local community. We work strongly as a team, creating a supportive and challenging environment.

"Rockwood is a very happy place, where children thrive, teaching is excellent and outstanding progress has been sustained."

OFSTED, October 2018



**At Rockwood Nursery School we value the uniqueness of each child.
Together we decided what our 'Image of the Child' would be.**

Confident

A child at Rockwood will feel confident and valued by staff who praise and support them, listening and showing interest in what they want to say, encouraging them to strive further and to try harder and have a go, self-scaffold their learning and take risks to challenge themselves.

Creative

A child at Rockwood will be encouraged to be creative by offering a variety of mediums, such as, role play, storytelling, and open-ended resources to develop creative thinking and to stimulate their imagination

Curious

A child at Rockwood will learn to be curious about the world around them supported by the rich, vibrant and stimulating learning opportunities that are provided starting from their interests; they will learn to question and explore to extend their knowledge through continuous provision and adult led activities that excite and enthuse children in both the indoors and outdoors area.

Independent

A child at Rockwood will be guided, scaffolded and praised on their journey to become a successful, independent communicator no matter what their starting point is. They are encouraged to develop a 'Have a go' attitude, to take risks and push themselves out of their comfort zones. The children are encouraged to make their own choices for learning, work at their own ability level and the staff challenge them when necessary to extend their learning by scaffolding their learning, building on what they know / can do, and questioning them appropriately to make them think deeper and learn more about what they are working on.

Loved

A child at Rockwood will feel loved because staff will take time to listen and value their ability to communicate in any way that they can (through Makaton, gesture, expression and words. Staff will support them by modelling and extending their learning, offering strong, warm and supportive relationships with adults.

Motivated

A child at Rockwood will feel motivated to have a "have a go" attitude because the staff follow the children's interests and support and praise them. We celebrate children's learning and share their achievements with their parents.

Resilient

(added during Covid 19)

A child at Rockwood will have a "have a go" attitude and the confidence to make mistakes but to continue to learn in a supportive and safe environment. Supporting children to manage their emotions, make their own decisions for learning and to resolve conflicts peacefully.

SESSION TIMES

TERM TIME ONLY

MORNING

8.30 A.M. – 11.30 A.M.

AFTERNOON

12.15 P.M. – 3.15 P.M.

FULL DAYS

MONDAY, TUESDAY, WEDNESDAY A.M.

OR

WEDNESDAY P.M., THURSDAY AND FRIDAY

8.30 A.M. – 3.15 P.M.

THIS INCLUDES A PAID LUNCH CLUB FROM 11.30 A.M. – 12.15 P.M.

(PACKED LUNCH PROVIDED BY PARENTS/CARERS)

BREAKFAST CLUB

7.30 A.M. – 8.30 A.M.

AFTER SCHOOL CLUB

3.15 P.M. – 4:00 P.M.

EVERY DAY

8.30 A.M. – 3.15 P.M.

IF YOU WOULD LIKE TO DISCUSS ALTERNATIVE SESSION TIMES TO SUIT YOUR FAMILY, PLEASE DISCUSS YOUR REQUIREMENTS WITH THE HEADTEACHER.

STAFF

Headteacher

FAITH STRINGER (DSL, DESIGNATED TEACHER LAC)

Teachers

KAREN BLEASDALE (SEND Co/SENIOR TEACHER, DDSL)

TRACEY RAYNOR (P/T)

ALISON DULLENTY (P/T)

Higher Level Early Years Educators

KATHRYN HINDLE

CLARE FAY (FOREST SCHOOL LEAD)

Early Years Educators

CLAIRE KELBIE

CATHERINE STOCKTON (P/T, FOREST SCHOOL, ROCKWOOD YOGA LEAD)

ANDREA JOHNSON (AFTER SCHOOL CLUB LEAD)

JEN HAWKES (P/T)

ERICA MULLIGAN

JADE HUDSON (P/T)

LINDSEY HEWITT

LINSAY COLE

SOPHIE WHITTLE (APPRENTICE)

School Business Manager

PAUL HOLDEN

Admin and Reception

PAMELA FLORY (P/T)

Site Supervisor

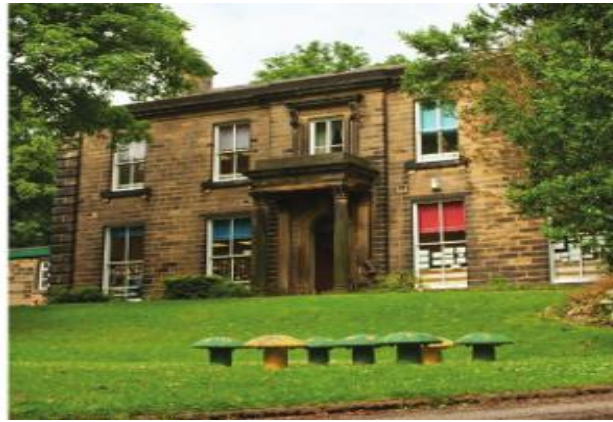
JANET HERRETT

Welfare Support (Lunch Club Staff)

DEBRA SMITH

EMMA MCMANUS

About Rockwood Nursery School



Rockwood Nursery School caters for up to 70 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 70 years. It is based in a lovely Grade II 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 SEND.

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.

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. We also offer a number of places for 30 funded hours of education. 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 (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 payment 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 4.00pm. The nursery is open term time only.

Staffing

There are 3 family groups within the school who cater for children attending flexible/full time education and sessional education. Each family group is supported by a Qualified Teacher and led by a teacher or 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 keyperson who will be their main 'buddy' and contact point for the family while they are at Rockwood. 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 Neighbourhood 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.

General Information

- ❖ If your child is absent due to illness, please contact school on 01282 426711 option 1. An answering machine will take your message.
- ❖ Free milk and chilled water is always available.
- ❖ **Please put your child's name on all your child's clothes and shoes.**
- ❖ Smoking, mobile phones and dogs are not permitted within the Nursery grounds. Prams must remain outside reception.
- ❖ We ask for a voluntary contribution of **£3** per week, collected on **Wednesdays** or paid online via ParentPay. This money is used to provide baking ingredients and many other little extras and special events.
- ❖ The school is committed to a healthy eating policy, Smile for Life and is involved with the Oral Health Team.
- ❖ We ask parents **NOT** to bring sweets to Nursery as Birthday treats, a book or game donation to share is much better.
- ❖ Please inform Nursery of any allergies your child may have.



Behaviour

The staff takes considerable time and care, showing and explaining what is expected. The children are respected and their opinions valued. The children are offered support, encouragement and praise for their efforts.

Children who display inappropriate behaviour will be taken to a quiet area where the matter can be discussed. Parents will be informed of any incidents that occur in the Nursery and how it was dealt with. We believe that by having a positive attitude towards the children, using good manners and giving praise freely, we are setting a good example to the children and ask parents to support the Nursery in achieving our aims. There is more information about our behaviour management strategies and discipline in the policies on our website.

We aim to develop good relationships with parents and ask that the Nursery be kept informed of any changes at home which may affect a child's behaviour. All information will be treated in confidence.

Pupil Welfare and Safeguarding

Rockwood is committed to providing for the needs of all of the children, to equality of opportunity in education and to good relations with those of all racial, cultural and religious backgrounds. Karen Bleasdale (Senior Teacher) is the co-ordinator for children who have Special Educational Needs or Disabilities.

As a caring school it is our duty and legal responsibility to report any suspected case of child abuse. We are also here to support families who are struggling and will help you with referrals to local support services.

You can find the full Safeguarding Policy on our website www.rockwoodnursery.com

"Parents said the staff work extra hard to make sure their children are happy, safe and making progress."

OFSTED, October 2018

Accidents



Parents are informed of all accidents to their child and will be asked to sign the accident book to show they have been told. These are recorded in their blue books in their pigeon holes. If the child has suffered a head injury, parents will be given a Head Injury form, which will give details of any signs or symptoms the parent should watch for. Please also add in any bumps or bruises from home.

In the event of any serious accident at school, the Headteacher will take the appropriate action or telephone the Emergency Services immediately to seek medical attention. Parents will be contacted as soon as possible.

In the case of a non-urgent accident at school, parents will be contacted by telephone or as appropriate so that they may seek medical attention themselves as necessary. Plasters are provided and permission to apply them is given on the signature sheet; which you will be asked to complete as part of the starter pack.

Sickness and Illness

Children of this age often pick up bugs and infections as they build up their immunity. Please check the list below for some of the common problems and see whether your child should be attending school.

The information is taken from the Health Protection Agency's guidance for schools.

Illness

Recommended time away from school

Chicken Pox	5 days from onset of rash
Cold Sores	None
German Measles	6 days from rash onset
Impetigo	Until lesions are crusted and healed or 48 hours starting antibiotics
Hand, Foot and Mouth	None
Diarrhoea/Vomiting	48 hours after the last episode
Flu	Until recovered
Conjunctivitis	None
Tonsillitis	None
Headlice	None. (Please treat your child with the appropriate shampoo)

Given recent events with Covid-19, we recommend that the updated HSE/government advice is followed if you or your family have any of the symptoms or test positive.

If your child is ill, please contact the school as soon as you know they will be absent, we worry otherwise! You can ring and leave a message on option 1 (report a pupil absence).

If you are in doubt about whether your child is able to come to school - ask at the office, or look at the HPA posters in the conservatory or on the website.

Parking

- ❖ Parents are requested NOT to park or turn their cars near to the nursery back gate.
- ❖ Please drive carefully and slowly near the nursery. Young children are difficult to see between parked cars and can run out into the road without warning!

Arriving and Leaving

- ❖ Please CLOSE the entrance gate and doors, both to the site and the building, when you enter or leave.
- ❖ Do NOT leave the gate open for another person: children can escape very quickly.
- ❖ Please hold your child's hand when approaching and leaving the nursery and beware of cars and vans.
- ❖ Please close and lock both wooden side gates in the playground when leaving.
- ❖ All gates/doors are locked when the children are in session. Visitors are only admitted by prior appointment or by offering suitable identification.
- ❖ The gate will be opened 5 minutes before and 15 minutes after each session.



Parental Consent Forms

- ❖ Parents must sign the Parental Release Consent Form giving details of persons who may collect their child from Nursery.
- ❖ Parents must provide emergency contact details.
- ❖ We strongly advise, for their own safety that children do not wear jewellery in Nursery
- ❖ Children need to be able to use the toilet by themselves and therefore must wear appropriate clothing. Jog pants/leggings are ideal.
- ❖ Children must also be able to go up and down the stairs safely - long dresses/skirts can be stepped on and shoes should be suitable for running around, flip-flops are not suitable.
- ❖ Children's shoes should be ones they can remove and put back on themselves e.g. velcro or elastic fastening.
- ❖ The children should always be brought and collected by a responsible adult who is listed on the Parental Release Consent Form. We will NOT let your child go with a person who has not been authorised.
- ❖ Nursery opens at **8:30am** and **12:15pm**. Please make sure your child is in by **8:40am** or **12:25pm** so that they do not miss their group time.
- ❖ You can pick your child up between **11.25am** and **11.30am** for the morning session and between **3:00pm** and **3:15pm** for the afternoon session (this is to assist those picking up from primary schools). Please be on time - a child can become very upset if they think they have been left!

- ❖ If you are late picking up your child, please ring to inform us as if we are unable to contact you and no one has arrived within reasonable time, we have a duty to report the situation under safeguarding procedures as an abandoned child.

Privacy Notice (How we use pupil information)

The categories of pupil information that we collect, hold and share include:

- personal identifiers and contacts (such as name, unique pupil number, contact details and address)
- characteristics (such as ethnicity, language, and free school meal eligibility)
- safeguarding information (such as court orders and professional involvement)
- special educational needs (including the needs and ranking)
- medical and administration (such as doctors information, child health, dental health, allergies, medication and dietary requirements)
- attendance (such as sessions attended, number of absences, absence reasons and any previous schools attended)
- assessment and attainment
- behavioural information (such as exclusions and any relevant alternative provision put in place)

Why we collect and use this information

We use the pupil data:

- We collect and use pupil information, for the following purposes:
- to support pupil learning
- to monitor and report on pupil attainment progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to keep children safe (food allergies, or emergency contact details)
- to meet the statutory duties placed upon us for DfE data collections

On the 25th May 2018 the Data Protection Act 1998 was replaced by the General Data Protection Regulation (GDPR). The condition for processing under the GDPR will be:

- Article 6

Processing shall be lawful only if and to the extent that at least one of the following applies:

(c) Processing is necessary for compliance with a legal obligation to which the controller is subject;

- Article 9

Processing of personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation shall be prohibited.

Paragraph 1 shall not apply if one of the following applies:

(j) Processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

The Education (Information about Individual Pupils) (England) Regulations 2013 - Regulation 5 'Provision of information by non-maintained special schools and Academies to the Secretary of State' states 'Within fourteen days of receiving a request from the Secretary of State, the proprietor of a non-maintained special school or an Academy (shall provide to the Secretary of State such of the information referred to in Schedule 1 and (where the request stipulates) in respect of such categories of pupils, or former pupils, as is so requested.'

The Education Act 1996 - Section 537A - states that we provide individual pupil information as the relevant body such as the Department for Education.

Children's Act 1989 - Section 83 - places a duty on the Secretary of State or others to conduct research.

Collecting pupil information

We collect pupil information via for example, registration forms at the start of the school year or Common Transfer File (CTF) or secure file transfer from previous schools.

Pupil data is essential for the schools' operational use. Whilst the majority of pupil information you provide to us is mandatory, some of it requested on a voluntary basis. In order to comply with the data protection legislation, we will inform you at the point of collection, whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold pupil data for a year after the child transfers and as required legally for SEND

Who we share pupil information with

We routinely share pupil information with:

- schools that the pupil's attend after leaving us
- our local authority
- the Department for Education (DfE)
- NHS/Health Visitors

Why we share pupil information

- We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

The Department for Education (DfE) collects personal data from educational settings and local authorities via various statutory data collections. We are required to share information about

our pupils with the Department for Education (DfE) either directly or via our local authority for the purpose of those data collections, under:
section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013 via the termly school census.

All data is transferred securely and held by DfE under a combination of software and hardware controls, which meet the current government security policy framework.
For more information, please see 'How Government uses your data' section.

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the Headteacher, Faith Stringer, or School Business Manager, Paul Holden.

Requesting access to your personal data

You also have the right to:

- to ask us for access to information about you that we hold
- to have your personal data rectified, if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing
- to restrict our processing of your personal data (i.e. permitting its storage but no further processing)
- to object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

If you have a concern or complaint about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>.

For further information on how to request access to personal information held centrally by DfE, please see the 'How Government uses your data' section of this notice.

Withdrawal of consent and the right to lodge a complaint

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting the Headteacher, Faith Stringer, or School Business Manager, Paul Holden.

How Government uses your data

The pupil data that we lawfully share with the DfE through data collections:

- underpins school funding, which is calculated based upon the numbers of children and their characteristics in each school.
- informs 'short term' education policy monitoring and school accountability and intervention (for example, school GCSE results or Pupil Progress measures).
- supports 'longer term' research and monitoring of educational policy (for example how certain subject choices go on to affect education or earnings beyond school)

Data collection requirements

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

Much of the data about pupils in England goes on to be held in the National Pupil Database (NPD).

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department.

It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

Sharing by the Department

The law allows the Department to share pupils' personal data with certain third parties, including:

- schools and local authorities
- researchers
- organisations connected with promoting the education or wellbeing of children in England
- other government departments and agencies
- organisations fighting or identifying crime
-

For more information about the Department's NPD data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>.

Organisations fighting or identifying crime may use their legal powers to contact DfE to request access to individual level information relevant to detecting that crime.

For information about which organisations the Department has provided pupil information, (and for which project) or to access a monthly breakdown of data share volumes with Home Office

and the Police please visit the following website:

<https://www.gov.uk/government/publications/dfе-external-data-shares>.

How to find out what personal information DfE hold about you

Under the terms of the Data Protection Act 2018, you are entitled to ask the Department:

- if they are processing your personal data
- for a description of the data they hold about you
- the reasons they're holding it and any recipient it may be disclosed to
- for a copy of your personal data and any details of its source
-

If you want to see the personal data held about you by the Department, you should make a 'subject access request'.

Further information on how to do this can be found within the

Department's personal information charter that is published at the address below:

<https://www.gov.uk/government/organisations/department-for-education/about/personal-information-charter>

To contact DfE: <https://www.gov.uk/contact-dfe>.

Parent / Carer Acceptable Use Policy

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies provide powerful tools, which open up new opportunities for everyone. They can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:

- that young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that parents and carers are aware of the importance of online safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The school will try to ensure that pupils will have good access to digital technologies to enhance their learning and will, in return, expect the pupils to agree to be responsible users. A copy of the Pupil Acceptable Use Policy is attached to this permission form in the application pack, so that parents / carers will be aware of the school expectations of the young people in their care. Parents are requested to sign the permission form in the starter pack to show their support of the school in this important aspect of the school's work.

Use of Digital / Video Images

The use of digital / video images plays an important part in learning activities. Students / Pupils and members of staff may use digital cameras to record evidence of activities in lessons and out of school. These images may then be used in presentations in subsequent lessons.

Images may also be used to celebrate success through their publication in newsletters, on the school website and occasionally in the public media.

The school will comply with the Data Protection Act and request parents / carers permission before taking images of members of the school. We will also ensure that when images are published that the young people cannot be identified by the use of their names.

In accordance with guidance from the Information Commissioner's Office, parents / carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published / made publicly available on social networking sites, nor should parents / carers comment on any activities involving other pupils in the digital / video images.

Parents / carers are requested to sign the permission form in the starter pack for the school to take and use images of their children.

Charging Policy

Activities without charge

There will be no charge for the following activities:

Education provided wholly or mostly during school hours. This includes the supply of any materials, books, instruments and other equipment.

Education provided outside of school hours if it is part of the curriculum delivery of the EYFS

Voluntary Contributions

The school ask for voluntary contributions of £3 per week towards the cost of school time activities to assist with funding subject to the following conditions:

Parents will be informed at the outset that there is no obligation to pay for a particular activity;

Any children of parents who do not wish to contribute will not be treated any differently; Where there are insufficient contributions to make the activity viable, then the activity will be cancelled.

This allows us to bring in external educators to teach them about different opportunities e.g. Zoolab - unusual animals, Pushpanjali Dance, Living Eggs (hatching chicks), hatching butterflies (which may build on your child's needs, especially as they are such sensory experiences). It also

pays for cooking ingredients, outdoor suits, special event food, Story Sacks and the library. This can be paid on the door or via the online payment system, ParentPay.

Chargeable Activities

The school may recover the full costs of the following activities which may be provided directly or through commissioned services but charges will not exceed the actual cost.

Please see the website for the full charging policy.

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 and holiday lists. Policies are also available to view on the website. We also have Facebook and our email accounts to share quick bits of information with families and the local community. You can also contact us via our email address: info@rockwoodnursery.com. We use this email to contact you with updates, request information or advise of events.

Newsletters, parents' notice board and additional flyers keep parents up to date with what is happening at the nursery and we also use the above email address to email to contact you with updates, request information or advise of events. 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 on the website, other parents help us with translation issues if required. Each group has a designated member of staff who will email you with weekly updates and events and you are welcome to email them with any concerns or updates on what you and your child have been up to. You can also add your holidays and activities via photos and comments on the Tapestry online learning journal, which makes a lovely keepsake when they leave.

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, and 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. Information about your child will be visible on their Tapestry system and you can register to have access to this with the office.

The Indoor Environment

All rooms are illuminated with florescent tube lighting and there are roller blinds on all windows. The walls are painted a pale colour with display boards mounted at child and adult height. The display boards are Learning Walls that display your children's work and interests.

The classroom bases for Squirrels, Owls and Hedgehog have access to small, child sized sinks 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. Each room has accessible interactive whiteboards. 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.



We also have a sensory garden, funded several years ago with support from Awards for All. This has a reading den, sensory exploration areas and a wonderful sensory planted area.



These areas are used for continuous provision and, as for indoors, are then enhanced with additional resources. These enrich the children's learning experiences based on their interests and educational needs at the time to encourage exploration



and play. We have an amazing Forest School in the front garden and specific activities are provided there, led by our 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!!!!

Forest School and Policy

Forest School is seen as an important part of the curriculum at Rockwood Nursery School, we focus around the individual child, enabling all children to reach their full potential socially, emotionally and academically during their time with us.

An integral part of the Forest School experience is that the children will explore in the forest in all weathers. With the exception of very high winds and thunder storms, please assume that your child will be outside when they take part in Forest School. To help achieve this we ask that you provide your child with a waterproof coat and trousers. We ask you to supply wellingtons or walking boots and on sunny days, a sun hat and sun cream; on colder days layers of warm clothing. Please bear in mind your child will get muddy as we operate Forest School all year round.

We have a range of risk assessments and policies in place which you are welcome to read and are available on the school website and in the office. Please complete the consent form in the pack provided so that your child can attend Forest School. If you have any questions please ask staff for further details.

Starting at Rockwood

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, Neighbourhood 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 'New Starter 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 visit on their first day. From this point, induction is very much individually led by the needs of the child and family.



Supporting your Child's Development

All children on entry have a baseline assessment completed within the first few weeks of starting nursery. This process begins with information from yourselves as parents/carers in the format of a Pen Portrait of your child. This is written reflecting your parental views, based on what we discuss with you and see ourselves on the home visit. 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 us 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 and follow the outlines of the Early Years' Foundation Stage framework, <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2#history>

Developing Children's Learning, Tracking Their Progress and TLP's - Teaching and Learning Programmes

All children are regularly tracked and their educational development monitored by staff throughout their sessions. We plan 'in the moment' and encourage your child to develop and extend their learning through adding enhancements and identifying any needs. Assessments to track children's progress are added to our Target Tracker system 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)

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 SENDCo at Rockwood Nursery School." (parent 2)

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. 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 supported by our system of 'planning in the moment' for your child's development.

The nursery operates within the framework of the Early Years Foundation Stage framework and legal guidance and is resourced according to the age and needs of the children accessing it. Practitioners use information from the statutory framework for the EYFS, as well as the Rockwood Curriculum outlines 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 below section is taken from: the 'Statutory framework for the early years foundation stage - Setting the standards for learning, development and care for children from birth to five'.

The areas of learning and development

1.3. There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

1.4. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

1.5. Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics

- understanding the world
- expressive arts and design

Educational Programmes

1.6. Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision

helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their

understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The SENDCo and the Speech and Language Champion

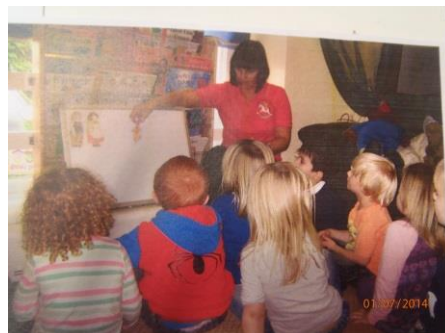
The Nursery SENDCo (Karen Bleasdale), works full time in the nursery and the Speech and Language Staff Champion, (Tracey Raynor) works 4 days in the nursery, both overseeing any intervention work required through the TLP's and plans from external agencies, and are trained in a range of strategies such as:-

- ECAT (Every Child a Talker),
- ELKLAN and the 'I Can...' programmes
- Red Rose Phonetical Awareness
- Makaton
- 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's needs accordingly; monitoring and reviewing targets as an ongoing process and updating TLP's every 2-3 months depending on the targets set. Any concerns or complaints about SEND support can be raised with the school and SENDCo following the *complaints procedure* which is on the website and available in the school office.

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. The role of the key person is to nurture your child and help tend to their needs both personal and educational. They support 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. More formal meetings are held with you and your child's key teacher at the end of your child's first half 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. This offers the opportunity for you and the key teacher to discuss further support and strategies we could implement at your child's needs.





We value your contributions to your child's education and you can send pictures into the key person via info@rockwoodnursery.com email as well as using your Tapestry access. If you wish to speak to your child's key teacher and/or key person or see your child's learning file 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. 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.

They can access their learning file 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.

Parent Partnership

"Parents are overwhelmingly positive about the school. They said that learning is 'creative and exciting' and their children cannot wait to get to school. They very much appreciate the opportunities you and your staff give them to discuss their children's learning and well-being, and how all of you are always ready to listen and help."

OFSTED, October 2018



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 Tapestry. We have an email system to notify families of any urgent information.

Working together means that your child's key person may make suggestions every now and again of books or activity packs to take to aid your child with a target they are building on.

We also have strong links with Burnley Wood Children and Family Wellbeing Service, 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>

Planning for Your Child - Provision Mapping

This is a way for the nursery to organise the information we build on prior to/or during our initial assessments about the nursery children in a readily accessible and easy to manage format. This enables us to target support and strategies and identify any gaps. The Provision Map shows whether the children are 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.

"All children make excellent progress, and not least because teaching is outstanding. Staff see children as individuals, with individual needs, and they plan accordingly, using the information gained from the now well-established assessment systems."

OFSTED, October 2018

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 the weekly

observed children list 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 resources we have at Rockwood and any additional resources required to meet your child's needs are carefully budgeted from the allocated SEND funds through the use of the Provision Map. This for example, is how our sensory room was developed upstairs.

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 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 Neighbourhood 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.



"An excellent range of visits and visitors adds greatly to children's overall experience. It ensures that specialist knowledge and the local community are used very effectively to develop children's skills. For example, children regularly visit the nearby Towneley Park and confidently discuss with adults how they would like to see it improved. Children are beginning to understand how their views can affect what happens in their local community."

OFSTED, October 2014

How We Review Your Child's Progress

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). Learning journeys and assessment details are shared with you and can be requested by you at any point to discuss or browse through.

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 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.

Moving Schools and 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. 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 Primary School

Near the time of transition we talk to your child about the school 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.





In Conclusion

I hope this information booklet has been of use to you. It is impossible to write down everything we do at Nursery - this is only a very brief outline. We have a variety of exciting events during the year and support many charities with fund raising fun days.

All the staff at Rockwood are fully qualified, experienced and totally dedicated to the children in their care. If you have any concerns or questions at any time, please speak to your child's Key Person or myself - we are here to help! If you are unhappy with any issues relating to Nursery then please refer to our complaints procedure in the policy section of our website.

For your part we ask that you support the Nursery and keep us informed of any changes and needs. Regular attendance is important for your child to become familiar with the routine and to benefit from all the activities that are available. For your child to develop to their full potential we must work together, providing the best of both worlds at home and at Nursery.

I hope during the time your child is with us, they (and you!) will enjoy all the many activities we do.

F. Stringer

F. Stringer
Headteacher



Further Information

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

Tel: 01282 426711

Email: info@rockwoodnursery.com

Web: www.rockwoodnursery.com

Find us on Facebook <https://www.facebook.com/rockwood.nursery> or Twitter <https://twitter.com/RockwoodNursery> (links on the website home page)

You can find our school policies and procedures on the website, on the parent information boards in the cloakroom and from the school office.

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**