



**SEN and Disability**

**Local Offer: Early Years Settings**

**Name of Setting:** The Rocking Horse Club

Setting Name and Address	The Rocking Horse Club – Pendle Ltd		Telephone Number	01282 613437
	Walton Lane  Nelson  BB9 8BP		Website Address	<a href="http://waltonlane.org">http://waltonlane.org</a>
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X		As a setting we have supported children with a range of special educational needs	
What age range of pupils does the setting cater for?	0 – 2-year olds 2 + 3-year olds 3 + 4-year olds			
Name and contact details of your setting SENCO	Angela Woodward  <a href="mailto:finance@waltonlane.lancs.sch.uk">finance@waltonlane.lancs.sch.uk</a>			

## The Setting

### What the setting provides

The Rocking Horse Club is a not-for-profit nursery setting, managed by a board of directors, offering education and care in Nelson. The provision takes place in 3 different rooms. The Rocking Horse Club (RHC) shares a building with a maintained nursery school, offering wrap around care for the 3- and 4-year olds who access the school.

The RHC provision is available from 7.30am – 6.00pm five days a week, 48 weeks a year. Funded 2, 3 and 4-year-old places are available during term time.

The setting provides care for:

- 21 0 - 2-year olds (Baby Learners)
- 50 2 + 3-year olds (Eager Explorers)
- 24 3 + 4-year olds (Nursery School wrap around care)

The setting work on the following ratios:

- Baby Learners 1:3
- Eager Explorers 1:4 for 2-year olds and 1:8 for 3-year olds
- Nursery School 1:8 additional care for 3 + 4-year olds

The RHC is led by the Deputy Head of Centre. The setting employs a qualified teacher and a team leader, senior practitioner with SEND responsibilities, level 2 and 3 practitioners and early years support workers who are unqualified staff. The majority of staff are qualified to at least a level 3 childcare qualification, with some staff trained up to a level 6 qualification.

Practitioners trained to level 2 or above are key persons. The key persons are responsible for a group of children each session and support the children's development through observation, assessment and individualised planning. They are supported in this by the qualified teacher.

The Deputy Head of Centre is the Special Educational Needs Coordinator (SENCO) and has gained the Early Years SENCO level 3 qualification. She is supported in this role by two SENCO support staff. Key persons would speak to the SENCO/SENCO support staff or teacher if they have any concerns, or if parents have discussed any concerns, about a child's progress. There are also 3 Designated Safeguarding Leads.

The Deputy Head of Centre with the teacher and team leader monitor the quality of the provision, supporting all practitioners in their roles as key persons to support children's learning.

## Accessibility and Inclusion

### What the setting provides

#### The Building:

The RHC shares a building with a maintained nursery school. It consists of a purpose-built building and a portacabin.

The main building and the portacabin are wheelchair accessible from the majority of entrances. There are 4 accessibility

The building is wheelchair accessible from the majority of entrances. There are 4 accessible parking spaces at the front of the building, one of which is a disabled parking bay. The building is accessed via a buzzer/intercom system linked to reception and the further security is in place for other services.

There is one accessible toilet in the building which also houses a nappy changing facility.. This is an adult facility but can be used for children if they require. All the childcare rooms have bathroom facilities with toilets and sinks at children's level.

There is a pram park outside the reception of the building and there are various storage spaces for any specialist equipment.

The corridors are illuminated by strip lighting as there is no natural day light in these areas. The walls are painted a light colour as are the skirting boards. The flooring is navy blue or black vinyl throughout.

The majority of internal doors are wheelchair accessible. The doors to rooms have viewing panes at the top and bottom, doors to storage cupboards and toilets are solid; storage doors are secured with keys. There are signs which name the rooms and toilets.

There are parent information boards throughout the building. These contain information about Walton Lane Nursery School and the Rocking Horse Club. They make reference to some policies and the policies are available for parents both electronically or in printed format. We strive to support all parents in accessing information and would be able to provide information in larger print if needed and, if able, will provide information translated into other languages. We would endeavour to support parents through using outside agencies or online tools in order to ensure they understand and have access to information. This is supported by looking at the needs of individual families and then looking at how we can support this. In the past we have had support of our bilingual staff and also the support of a translator through liaising with the Health Visitor service. We also have a website that covers all aspects of Walton Lane Nursery School and Rocking Horse Club and this allows parents to access information electronically if they so wish.

#### **The rooms:**

##### **Baby Learners and Eager Explorers**

The room consists of 2 rooms joined by a corridor and a covered veranda area which are wheelchair and other mobility equipment accessible. There are safety gates by the door areas to the main exterior corridor to ensure the safety of the children. There is a bathroom which has sinks and toilets at children's level and a changing unit. There are also potties in the bathroom to support the children who are toilet training.

There is a kitchen area which links both rooms (not accessible to children) which contains a sink at adult level, kitchen units and a fridge. Snacks and drinks are prepared in this area.

The larger of the 2 rooms is illuminated by strip lighting and there are blinds on all windows. The walls are painted in a light colour as are the skirting boards. The floor is a mixture of green and blue speckled vinyl flooring and there are rugs in key areas. There are two sinks at child height to encourage and support independence. Outdoor play is accessed through a door at the back of the room. There is also a safety gate in place to ensure the safety of the children. There is a

cloakroom area with coat pegs and storage at children's level to promote independence. There is some storage space for specialist equipment and the storage doors are secured by locks.

The smaller room is illuminated by strip lighting and two Velux skylights. The walls are painted in a light colour as are the skirting boards. The flooring is covered in brown, wood effect vinyl. There is a small area 2/3 enclosed which is used for sleep/relaxation time. There are 2 sets of bi-fold doors that lead out onto the covered veranda area. Here the walls and skirting board are also painted in a light colour and the flooring is brown, wood effect vinyl. There are 2 doors that lead to the outdoor provision and also a door that leads into the main nursery school room. All these doors are secured with safety gates.

## Identification and Early Intervention

### What the setting provides

As an education and childcare provider we use the Early Years Foundation stage curriculum to support children's learning, development and progress. We have a rigorous assessment process in place, which is used by the practitioners to fully understand children's level of attainment and if they are working below, in line or above their age related expectations. This allows us to ensure that we become aware of any children who may have special educational needs very early on in their nursery education and so allows us to begin early intervention, supporting both the child's and parent's needs.

We use an online observation system 'Target Tracker' to observe and assess children against the Early Years Foundation Stage Development Matters statements. Further examples of children's involvement in activities are placed in books in their room and within their 'In the Moment Planning'. Both our online observation system and the children's 'In the Moment Planning' are available to parents and we encourage parents to input into them. The Learning Journeys also include tracking information about the children's progress across the areas of learning and development with the Early Years Foundation Stage and information from screening tools such as 'Wellcomm' for Speech and Language. Parents have the opportunity to meet with their child's key person four times a year and this gives us the opportunity to discuss the online observation tool, assessment and Learning Journeys with the parents so that they fully understand what they are, how they work, how they are used in nursery and how they can contribute to them.

The routines allow time both at drop off and pick up times for a parent to discuss any issues or concerns with their child's key person. We also make arrangements for parents to input into their child's planning through our individual planning process. Four times a year the Key person will assess the level that the child is working at and what they feel are the child's next steps and they will ask the parent for information on their child e.g. anything that is happening at home at the moment, the children's interests and if they have any questions, comments or concerns about their child's progress. All of this information is then used to plan for the child. The information is shared in a short report for parents that include children's next steps. The key person will then arrange to meet with the parent to discuss their progress and any concerns. Additional appointments can be arranged outside of these times.

All children who attend the full day care have the 2 year check. This is completed by the key person with the support of the teacher and is in the form of a report. This is shared with parents and their views are included. This gives us further opportunity to identify any additional need at an early stage and early intervention strategies would be used to support this.

Through these processes we can identify if a child may be experiencing any difficulties or delay in their development. This is then shared with parents. The SENCo and key person or teacher would meet with the parents to discuss what they feel are the child's strengths and the areas where they may be experiencing some difficulties or delays. At this point we would begin to discuss if we feel there is a need to put a Targeted Learning Plan into place for the child and explain to parents what this means. We would also discuss with the parent if we felt there may be a need for any support from outside agencies or for the Early Help Assessment/TAF processes to be used for further support.

Our Special Educational Needs policy provides the context for supporting children through these steps.

We use provision mapping to identify ways in which we support all children. Provision mapping identifies what we provide for all children (universal support), for children who require a little bit of extra input in a specific area (targeted support) and children who require more specialised or intensive intervention (specialist support). You can see our Provision Mapping in the setting. We use provision mapping to identify ways in which children can be supported.

## Teaching and Learning Part 1 – Practitioners and Practice

### What the setting provides

The setting works within the framework of the Early Years Foundation Stage. The services are resourced according to the age phase and needs of the children. The teacher and practitioners use our own curriculum documents to plan provision and activities for the children. The EYFS identifies three prime areas of learning and development:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

and four specific areas of learning and development:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In the 0-3 age phase the Prime Areas are the main focus. In the 3-4 age phases the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas. The teachers and practitioners use their assessment of children to ensure that they are focusing on their areas of need. Children's development in sessions is monitored continuously through day to day observations and summative assessments four times a year. The observations are placed on our online learning journey system 'Target Tracker' and shared with parents. These observations are linked to the Development Matters statements and the Characteristics of Learning. The teacher and practitioners assess if children are emerging, developing or secure for each Development Matters statements and may identify next steps that can be planned for through adult led activities or continuous provision. The summative assessments are shared with parents each term and the teacher and key person identify some next steps for children in the setting. Parents are given the opportunity to identify any next steps they feel their child needs.

Activities and provision are adapted to suit the needs of all children. The teacher and practitioners differentiate the activities that they plan and the continuous provision that is on offer in their rooms to meet the needs of the children. For some children a greater level of differentiation is required because they have additional or special educational needs. The teacher and practitioners are sensitive to the developmental needs of the children and when they are differentiating activities and provision have this in mind so that all children are able to access the group in a way that is appropriate to their needs. Any children identified as having any additional needs are supported through our Provision Mapping and at targeted and specialist support would be supported by their own Targeted Learning Plan in addition to our usual observation, planning and assessment processes. The teacher is supported in developing the Targeted Learning Plan by the

SENCo and parents are fully involved in this process, If the SENCo, teacher, key person and parents feel that there is a need for further support or resources then we would discuss applying for additional Inclusion Funding (where available)

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in the service. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. The key person meets with parents during the settling in period. This allows them to introduce the staff and support parents in understanding assessments, the curriculum, the routine, the key person role and how we will observe, assess and plan to meet their child's needs. It is also an opportunity for us to let parents know how they can get involved and how they can support their child's development at home. Parent information boards also display information about elements of early learning and development and how this can be supported at home. There are also leaflets available that identify local groups and resources available to parents of young children in the area. Parents are able to speak to practitioners at any time if they would like further information or advice about supporting learning at home.

Staff are also able to signpost or refer parents to a variety of courses that support in developing parenting skills and understanding early child development and how to keep children safe.

## Teaching and Learning Part 2 - Provision & Resources

### What the setting provides

The setting is resourced to support the children's developmental needs; this includes resources that support children who may have additional needs. We ensure there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs.

Where children require access to resources that are significantly different to the resources available within their age phase we make arrangements to share resources with younger or older groups. Where children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or by purchasing. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the groups or services, some will have more experience of this than others but they are supported by the SENCO and teachers.

We like to plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting.



## Reviews

### What the setting provides

Parents have the opportunity to speak to their child's key person at each session. If the service had any concerns about a child's development then we would endeavour to speak to the parents as soon as possible in order to support them in developing an understanding of their child's additional needs, how we are going to support these needs, how they can support their needs and if necessary become aware of the process in getting the support from other professionals.

Our rigorous assessment processes allow us to look at each child individually and how they are developing across the Prime Areas and Specific Areas of the curriculum. We identify through observation and discussions if a child is working below, in line or above age expectations and then plan to meet their needs and ensure that they make good progress. This again gives us opportunity to identify any additional needs early and support the child and parents through early intervention.

## Transitions

### What the setting provides

Before children start attending our setting we encourage parents to bring them for visits, though we appreciate that this isn't always possible. Initially this may just be for the child to have a look around the setting with their parents. We plan with the parents some opportunities for the child to visit the service and spend a small amount of time in the room. The Team Leader and key person will talk to parents about theirs and their child's preferences for a settling period and endeavour to meet these needs as best we can. The key person will take the opportunity to speak to parents about the child and gather information that may support the transition through our All About Me and Essential Information forms.

If a child has additional needs when starting we do hold a more formal meeting with parents, SENCo, teacher/team leader and key person to ensure that we fully understand their needs and are prepared for them to start. This may include writing an access plan, moving furniture, writing a health care plan and completing risk assessments. It may also include specific training to meet the needs of the child e.g. using Makaton.

We have a comprehensive transition policy and procedure which we follow when children join the service or leave the service to attend a different service or move on to school. This is available to parents within our setting. The policy and procedure contains additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible.

When children are ready to move to school or are moving to a new setting we contact that setting to arrange for their new teacher/ key person to visit them in our setting if possible. We also plan to develop activities to support children with this transition. If a child has additional needs and we feel they may need additional support in moving to their new school we would arrange a more formal transition meeting, inviting the teacher and SENCo from their new school, the parents,

current key person, teacher and SENCo and any other professionals we feel would support the transition. At this meeting we would share the child's transition plan (which is written in the first person) and discuss how we can support them. In some cases we may identify that they need more visits to school than others and would try our best to support this.

Parents are able to drop into the setting at any time. They are also able to contact us by phone if they would like to check in on their child.

## **Staff Training**

### **What the setting provides**

At the setting we have a Teacher, Team Leader, SENCo and other key persons. The majority of practitioners are qualified to level 3 and level 2 plus some unqualified staff. The setting also has the support of qualified teachers.

We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.

Within our setting we have staff who have completed the following training courses amongst others:

- ELKLAN - Speech and Language
- Autistic Spectrum Disorder Awareness
- Trauma informed practice
- Intensive interactions
- Makaton signing
- Managing behaviour in early years settings

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. Practitioners have access to a wide library of resources and books. These are also available for parents to borrow.

We also make use of several websites including Local Authority websites to access information and e-learning modules such as Early Help Assessment training.

## Further Information

### What the setting provides

If parents would like further information then they can contact the SENCo for the Rocking Horse Club, Angela Woodward.

Parents have the opportunity to speak to staff and key persons on a daily basis. If they need to discuss any further concerns then they would be able to speak to the team leader, teacher or SENCo.

All teachers and practitioners in the service support the education of each child, although the key person would plan specifically for them and their needs.

We have a Complaints Against the Curriculum policy and a Centre Complaints policy that can be viewed here <http://www.waltonlane.org/general/policies/centrecomplaintspolicy.pdf> and <http://www.waltonlane.org/general/policies/complaintsagainstcurriculum.pdf> If parents are unhappy they should firstly speak to the team leader in the service or they could ask to speak to the teacher.

We encourage parents to feel comfortable in accessing the setting at all times and so we are more than happy for parents to drop in throughout the day. However we would recommend that they make an appointment if it is a specific person that they may want to talk to.

Parents can communicate with staff in a number of ways. We have facilities to communicate through phone and e-mail.