



SEN and Disability
Local Offer: Early Years Settings

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

Setting Name and Address	Little Stars@ Williams Hall Barkerhouse Road Nelson Lancashire BB9 9NW		Telephone Number	01282 616130
			Website Address	http://waltonlane.org
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: As a setting we have supported children with a range of special educational needs	
	X			
What age range of pupils does the setting cater for?	0-11 years			
Name and contact details of your setting SENCO	Ros Eccles ros.eccles@waltonlane.lancs.sch.uk			

The Setting

What the setting provides

The Children Centre provides groups and services for parents and their children from birth to 5.

The Children's Centre is open 48 weeks a year and provides activities and groups during these weeks. The groups and services it delivers to support children are as follows:

William's Hall:

Baby Group 0-2years

Rhyme Time – 18months – 3years

Playgroups – children from birth to 5

Baby Massage – birth to 12 months

Stay & Play – 2 years – 3 years

Talking Together – referral system

The groups and services have the support of the Children's Centre teacher and up to 4 Level 3 practitioners and outreach workers.

The practitioners and outreach workers support the children's development through observation, assessment and planning for their interests and needs during groups such as Playgroup. They are supported in this by the Children's Centre teacher. The Senior Link Worker is the Special Educational Needs Coordinator and practitioners would speak to the SENCO/Teacher if they have any concerns or if parents have discussed any concerns about a child's progress. There is also a named Equality Coordinator and Parental Involvement Coordinator across the school and centre. There are also 3 nominated safeguarding officers.

The Children's Centre teacher monitors the quality of the provision and assists the practitioners in supporting children's learning and supporting parents in understanding their children's learning and how they can support this at home.

Accessibility and Inclusion

What the setting provides

The Children's Centre forms part of the Accessibility Plan for Walton Lane Nursery School and Children's Centre and this is available to view here <http://www.waltonlane.org/general/policies/wlnsccaccessibilityplan2013.pdf>

The Building:

The service is housed in a community centre building, which also houses services run by The

Rocking Horse Club Ltd, Kidz@Williams Childcare which runs from 8.30am- 11.00am and 1.45pm-3.45pm 5 days a week, term time only. The building is wheelchair accessible for children accompanied by parents from the majority of entrances. There are a small number of accessible parking spaces at the side of the building. The building is accessed via a bell at the front door.

There is one disabled toilet in the building. This is an adult facility but can be used for children if they require. Appropriate low level basins and toilets are provided in the childcare bathroom. There is a little storage space in the nursery for any specialist equipment.

The room is accessed through a carpeted reception area.

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 parent information boards throughout the building. These contain information about Walton Lane Nursery School and Children's Centre and Full Day Care. They make reference to some policies and 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 the 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 Children's Centre and the Full Day Care and this allows parents to access information electronically if they so wish.

The large room (hall):

The room is one open plan room with access to the kitchen facilities (not accessible to children), these are all wheelchair and other mobility equipment accessible. The bathroom is adjacent to the childcare room and children are taken to the toilets by the practitioners where appropriate. The room is illuminated by strip lighting and there are blinds on all windows. The walls are painted in a pale colour with display boards at adult and child height. The floors are blue vinyl and there are rugs in key areas. There is one adult sink for washing up after snack and a kitchen area to prepare snack, this is in a separate room. There is one fridge for storing milk and other food items that may be used for snack. Apart from the kitchen areas all other furniture in the nursery room is free standing. This allows us to change the layout of the room to make space for any specialist equipment or to ensure that the room is accessible for children who may need the use of a wheelchair or walker. We would complete a Personal Emergency Evacuation Plan and Risk Assessment before a child started in nursery and this would be taken into consideration throughout their time with us when any room changes were to be made.

All tables and chairs are at child level, as is any other equipment e.g. sand and water, malleable tray. We have carpets in areas to ensure that there are comfortable areas for relaxation and play. The computers are on low tables. All storage units are at children's height and resources are easily accessible to children. Children are supported in their independence

skills through clear labels and silhouettes to show where resources should be kept. The room is organised into different areas of provision e.g. role-play area, sand and water. The resources available are planned to support children's individual needs and so are appropriate for all children's stage in development.

The Children's Centre Room (smaller room):

This is a smaller room, open plan and is wheelchair accessible. The bathroom is outside the room and children are taken to the toilets by the practitioners/parents and carers. The room is illuminated by strip lighting and there are blinds on all windows. The walls are painted in a pale colour with display boards at adult and child height. The floors are blue carpet and there are rugs in key areas. All furniture is free standing, this allows us to change the layout of the room to make space for any specialist equipment or to ensure that the room is accessible for children who may need the use of a wheelchair or walker. We would complete a Personal Emergency Evacuation Plan and Risk Assessment before a child started in a group and this would be taken into consideration throughout their time with us when any room changes were to be made.

The Outdoors (at William's Hall):

The outdoor environment is accessible to children during their sessions at some groups and is wheelchair accessible, the children access this area with practitioners and are asked if they would like to play outdoors, this encourages them to follow rules and develop independence skills.

The outdoor environment at the front of the building consists of a level flagged area and a level grassed area. The flagged area is even and is suitable for children who use walking frames or wheelchairs. The grassed areas are generally flat but there is some natural unevenness in the ground.

There is also an additional outdoor area at the side of the building which is accessed from the childcare room. The area is grassed and on a slope.

Activities outdoors are also provided in height adjustable tables and the resources used outdoors on a daily basis are chosen and adapted to suit the needs of all children attending the setting.

There is information available to parents in the entrance and main room in the setting. If possible we would translate this information for parents and use large font if necessary. Parents who have English as an additional language are supported in understanding through one to one discussions and if need be we would look towards the support of ICT equipment to help with translating or working alongside outside agencies to have the support of a translator. Parents are encouraged to be involved in their child's learning and to input and share information with the practitioners; some regular attendees have a Learning Journey which both parents and practitioners input into. Children are also part of our online observation and assessment system if they attend regularly and parents wish them to be. Parents are encouraged to be involved in their child's learning and to input and share information with the practitioners through our online observation system and also through our planning systems. If

a child has any additional needs parents are fully involved in the process and would be supported by our SENCo.

Identification and Early Intervention

What the setting provides

Our groups and services use the Early Years Foundation stage curriculum to support children's learning, development and progress, any child who attends a group on a regular basis has the same assessment and planning as a child who attends any of our full day care – with the support of parents and the sessions. 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 (in months). 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. If the child attends day care or a nursery, with parents' permission, we would share this information.

We use an online observation system 'Parent Zone' to observe and assess children against the Early Years Foundation Stage Development Matters statements (for regular attendees). Further examples of children's involvement in activities are placed in their Learning Journeys. Both our online observation system and the children's Learning Journeys 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 are fully involved in this process as they attend the sessions with their child and can speak to the practitioners weekly, 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.

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 practitioner 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. If the child attends any other day care we would then with the parents' permission share this information and then the service that had the most contact would take the process further.

Our Special Educational Needs policy provides the context for supporting children through these steps. Our SEN policy is available in the setting or you can see it by following this link <http://www.waltonlane.org/general/policies/senpolicy.pdf>

We use provision mapping to identify ways in which we support all children. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). You can see our Provision Mapping in the setting or by following this link <http://www.waltonlane.org/general/policies/wlinsandccprovisionmapping.pdf>

We use provision mapping to identify ways in which children can be supported.

What the setting provides

The groups and services work 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 Development Matters, Characteristics of Learning and the Statutory Guidance for the EYFS 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 focus. In the 3-4 age phase 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.

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 group 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 (see <http://www.waltonlane.org/general/policies/wlinsandccprovisionmapping.pdf>).

It is the role of the practitioner to liaise with the child's parents regarding their time in the service/group. 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 practitioners would meet the parents when they first start attending giving them the opportunity to support parents in understanding the EYFS, the routine, the practitioner 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.

We encourage parents to let us know about any next steps and interests and we will use this to plan for the groups and services.

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 the practitioners at any time if they would like further information or advice about supporting learning at home.

The centre also provides a variety of parenting courses that support parents in developing their parenting skills and understanding early child development and how to keep their 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 the practitioners 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 becoming 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 Area and Specific Areas of the EYFS. We identify through observation and discussions if a child is working below, in line or above age expectations (in months) 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. We endeavour to follow this process for children who attend the playgroup regularly.

Transitions

What the setting provides

We encourage parents to come and visit and then begin attending our groups and services. The practitioners will take the opportunity to speak to parents about the child and gather information that may support their time in the group through our All About Me and Essential Information forms.

If a child has additional needs when starting we would hold a more formal meeting with parents, to ensure that we fully understand their needs and are prepared for them to join the session. This may include writing an access plan, moving furniture, writing a Healthcare Plan and completing risk assessments.

If a child was to transfer into our full day care after attending any of our groups and services we would follow our centre and nursery Transition Policy and Procedures. We have a comprehensive transition policy and procedure which we follow when children join nursery or leave nursery to attend a different setting or move on to school. This is available to parents within our setting or can be viewed by following this link <http://www.waltonlane.org/general/policies/transitionpolicy.pdf>. The policy and procedure includes 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.

Parents are able to drop in to 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

We have the following numbers of practitioners with these levels of qualification:

1 teacher who holds Qualified Teacher Status.

5 at Level 3

1 with a Foundation Stage degree (employed by the Rocking Horse Club)

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:

ELKLAN - Speech and Language

ECaT – Every Child a Talker

I Can

Early Language Development

Autistic Spectrum Disorder Awareness

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 the local authorities Children First website to access information and e-learning modules such as CAF training.

Further Information

What the setting provides

If parents would like further information then they can contact the SENCo for the Children's Centre, Beverley Wilkinson.

Parents have the opportunity to speak to the practitioners who run the groups and services each week. If they need to discuss any further concerns then they would be able to speak the team leader, senior practitioner, teacher or SENCo.

All teachers and practitioners in the groups and services 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 leaders in the service or they could ask to speak to the Children's Centre 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, text and e-mail.