SEN and Disability

Local Offer: Early Years Settings

LCC Local Offer: https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/?utm=

Name of Setting: Rockwood Nursery School

Lancashire County Council

1. The Setting

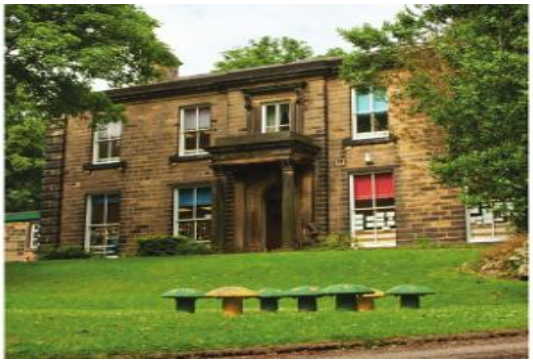
Setting Name and Address	Rockwood Nursery School Kingsland Road Burnley BB11 3PU	**Telephone Number**	01282 426711
		Website Address	www.rockwoodnursery.com

Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: As a setting we have supported children with a range of special educational needs
	x		
What age range of pupils does the setting cater for?	2 - 4 Years		
Name and contact details of your setting SENDCO	Mrs Karen Bleasdale SENDCO (01282 426711)		

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

Promoting Good Practice and Successes

Please give the URL for the direct link to your Local Offer	https://rockwoodnursery.com/documents/send		
Name	Mrs Faith Stringer Mrs Karen Bleasdale	**Date**	October 2026



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

We offer 15 hours a week of free education for all children and 30 hours for those children whose parents are entitled to this from the term after their third birthday and funded 2-year-old places dependent on need. Parents are able to pay for sessions if not eligible for funding. Session times are

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

or

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

or

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

(The full day sessions involve an additional 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 7:30am until 4.00pm. The nursery is open term time only.

Staffing

We have our Hedgehog Room which caters for 2-3-year-old children and 2 pre-school rooms (Owls and Squirrels). We also have a break out room known as the Robin Room available for children to access if needed. Our new outdoor classroom is also a nurturing environment linked to the outdoors where children can access if they are in need of sensory breaks. Each classroom is supported by a qualified teacher, accompanied by a Higher-Level Teaching Assistant and / or Teaching Assistants. The staff have many years' experience, working with early years children with a range of needs. Staffing qualifications range from Qualified Teachers, HLTAs, TA3s and we support childcare trainees like apprentices. All children are allocated a key teacher and keyperson who will be theirs for the entire time they stay at Rockwood. The teachers support the TA's have a supporting teacher

to work with to ensure each child progresses to their full potential. The Senior Teacher is also the SENDCo. We also have a language lead and maths lead.

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

2. Accessibility and Inclusion

The Building - offering an inclusive, safe, secure environment

The building stands in extensive grounds with lawns, trees, play dens, balance beams to the front and an all-weather play area to the rear, providing a range of safe, challenging experiences for the children valuing indoor and outdoor play equally. We also have a section fenced off for Forest school and a new outdoor classroom that is currently being developed.

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

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

Communicating with Parent's / Carers

The Nursery website – www.rockwoodnursery.com provides vital information for parents including the Nursery prospectus, application form, session times, the curriculum, calendar events, holiday lists and the pre-school we have onsite. Policies are also available to view on the website. We also use an online system called Tapestry to share information with parents and they can share information with us. Newsletters, emails, parents' notice board and additional flyers keep parents up to date with what is happening at the nursery and we also operate an email and text messaging service which ensures parents have instant information when required. We have found this service very useful, especially when we need to communicate with hearing impaired families. Some information leaflets and information regarding school application etc. are displayed in dual languages on the parents' board and other parents help us with translation issues if required.

Our induction pack is designed to gather information about your child and family. It aims to identify any concerns you as parents may have with regards to your child, including any special educational needs

or disabilities. We have an open-door policy and you are able to drop into the school at any time. You can also contact us by phone if you would like to check in on your child. Any concerns you may have can be discussed either with your child's key person, the Headteacher (Faith Stringer) or the SENDCo (Karen Bleasdale) at any time.

Children's progress is closely monitored through ongoing observations, assessments, comments from children, families 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. Widgits support children's learning aiding communication and the online Tapestry system is used to inform parents of children's learning and floor books log planning.

The Indoor Environment



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

All rooms 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 trays are child height and can be adjusted accordingly. Children's computers are available as is an interactive whiteboard. Cameras, laptops and tablets can also be accessed by the children where appropriate. Resources are age appropriate and are organised into areas of continuous provision.





The Outdoor Environment

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





then enhanced with additional resources to enrich the children's learning experiences based on their interests and educational needs at the time to encourage exploration, play. We have an amazing Forest School in the front garden and specific activities are provided there, led by two fully trained Forest School staff. The area is secured and children have access to a changing base and shelter.

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



3. Identification and Early Intervention

Registration and Induction

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

We encourage all families planning to apply for Rockwood to come and visit or use the online tour 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/application packs (*available on our website link above*), initially identify previous interventions and specific needs. These

are used to open conversations at our welcome meetings and home visits which are central to our induction process. The home visit provides the opportunity for parents and staff to share any concerns or identified needs that have not previously been identified by other agencies in early years. This is recorded in a Pen Portrait of the child and includes views from parents, child and staff. All families are invited to an hour stay and play session with their child following the home visit on their first day. From this point, induction is very much individually led by the needs of the child and family.

Identification of Needs

All children on entry have a baseline assessment completed within the first few weeks of starting nursery. This process begins with information from yourselves as parents/carers in the format of an 'All about me' information questionnaire of your child, which is written reflecting your parental views, based on what we discuss with you and see ourselves on the home visit that is offered to all children before they start or your initial visit with your child when they start.

Children who may already have an Education, Health and Care Needs Assessment 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 learning is tracked and assessed termly using the Nursery Tracker system. SEND children are assessed against the Lancashire ATTS Tracker Tool.

TLP's - Teaching and Learning Programmes

All children will be assessments, and further planning will reflect their needs. Any children found to be 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.

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

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

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

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

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

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

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

4. Teaching and Learning Part 1 – Practitioners and Practice

Planning and delivering relevant, fun activities for your child

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

The nursery operates within the framework of the Early Years Foundation Stage Curriculum *(EYFS)* and is resourced according to the age and needs of the children accessing it. Practitioners use Tapestry to record special WoW moments and the Nursery Tracker to monitor progress, plot children's learning and review the gaps for future learning. This is based upon our Rockwood Curriculum. These activities and the provision are adapted accordingly to suit the needs of all children through differentiation of outcomes for certain children. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf

The Nursery SENDCo and the Nursery Speech and Language Champion

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

- The National SENDCo Award,
- ECAT (Every child a Talker),
- ELKLAN and the 'I Can…' programmes
- The Solihull Approach
- Autism awareness
- Moving and Handling
- WellComm
- Red Rose Phonics
- Attachment and Trauma Training
- Bucket Time training.
- Talk Nursery Training.

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

Your Child's Key Person

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



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

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

These discussions help them plan their learning and develop, for example, your child's learning journey. They monitor your child's achievements through ongoing assessments, ensuring appropriate learning takes place to meet your child's needs. Your child is therefore encouraged to express their views about their own learning through Tapestry – Our online learning journey log of your child's achievements.



Provision Mapping

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



- Wave 1 - accessed provision for all children.
- Wave 2 - accessed by children who have been placed on the SEND register requiring some additional support
- Wave 3 - accessed by children who have been placed on the SEND register requiring a lot of internal and external additional support and often require an EHCNA.

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

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

Parent Partnership



As well as involving you and your child in planning and implementing your child's TLP's and Provision Maps we invite you to regular update meetings to see how we are meeting your child's needs and to share your child's progress with you. We have '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 Tapestry, website and Facebook page.

Snuggle books, rhyme packs and maths packs can be loaned to parents and children to aid their learning if required. Working together means that your child's key person may make suggestions every now and again of books or sacks to take to aid your child with a target they are building on.

We also have strong links with external services such as local health visitors, community paediatricians, 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 an Early Help Assessment (EHA) 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 EHA and its process:

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiuuLi-6LuBAxWLUUEAHYrODCUQFnoECBcQAQ&url=https%3A%2F%2Fwww.lancashire.gov.uk%2Fchildren-education-families%2Fspecial-educational-needs-and-disabilities%2Fgetting-help%2Fassessment-and-support%2Fthe-early-help-assessment-and-plan%2F&usg=AOvVaw2uKEqwxpsDKYdEdID2gvpj&opi=89978449

5. Teaching and Learning Part 2 – Provision and Resources

Rockwood has a staffing ratio that is higher than the recommended staffing ratio which enables us to offer children more quality adult interventions in children's learning and monitor the children closely, providing small group work opportunities or occasional 1-1 support if possible when 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 are shared with all staff and any children on Wave 2 under a group TLP or provision map and Wave 3 are regularly reviewed by discussions with staff and you as parents / carers.

The key persons are one of the most valuable resource we have at Rockwood and any additional resources required to meet your child's needs are carefully budgeted from the allocated SEND funds for through the use of the Provision map.

Additional funding is raised through weekly Voluntary Contributions from parents/carers and this allows us to bring in external educators to teach them about different opportunities e.g. living eggs (hatching chicks or ducklings) which may build on your child's needs, especially as they are such sensory experiences.

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

If required, the nursery SENDCo will apply for Additional Inclusion Support from the Inclusion Team and this included specialist teacher support and possible additional funding opportunities from Lancashire County Council. If approved,

Multi-agency working

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

- The Lancashire Inclusion Team for Early Years
- Speech and Language Therapy Service,
- Educational Psychology Service,
- Teacher for the Deaf,
- Occupational Therapists,
- Physiotherapists.
- The Rainbow Centre Paediatric services.
- Health Visitors
- Local Children's Centres.
- Other Nursery Schools sharing ideas and expertise.
- Social Services.
- Diabetic Nurse
- Epileptic specialists.

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 is prioritised. Accessibility is reviewed during the risk assessment and staffing ratios to children is increased. Some parents/ carers may also be invited to support the children on trips in addition to the increased staffing ratios if it is felt necessary. Safe transport is always used and seatbelts worn while travelling.





6. Reviews

All activities are planned, organised and differentiated for individual children to meet everyone's needs. Every child has their education tracked and reviewed termly. Online Tapestries 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 an EHA 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 updated 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 a Portage worker or specialist Teacher is involved with your child while they are at nursery they review whether the Inclusion Funding is relevant or not.

EHANC's will be reviewed with the team around the Family every 6 months from implementation.

Transition meetings will be held with the relevant schools when the time comes.

7. Transitions

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

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

Home to Nursery

Firstly, you and your child are invited for an onsite tour of the nursery with the Headteacher. Then, following a successful application a home visit is offered 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. Children are allocated into a room relevant to their age on starting at Rockwood and transition to the Owls or Squirrels occurs when appropriate.

Rockwood Nursery School to School

Near the time of transition, we talk to your child about the schools they are going to, perhaps have samples of the local school uniforms out in the home corner or other areas of learning to familiarise the children with them (especially if they have issues around clothing), show booklets of photographs of the school they are going to attend. Children visit the schools for stay and play sessions and we

discuss these visits with them when they come back into nursery. We also invite your child's Reception class teachers to come into nursery and talk to us and your child in a place where they are settled and comfortable. Each child receives an end of Nursery report based on their achievements and with your parental permission, a copy is sent to school to share these successes.

Transition Review

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

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

8. Staff Training

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

- The National SENDCo Award
- ECAT (Every child a Talker)
- ELKLAN
- 'I Can…' programme
- The Solihull Approach
- Autism Awareness
- Moving and Handling
- EHA training
- Food Safety
- Prevent
- Creative Teaching for Effective learning
- The Lancashire Equality Award
- Talk Nursery
- Epilepsy training
- Team Teach
- Smile4Life
- AB teacher talk
- Talking together
- Derbyshire Language Training
- Makaton
- Paediatric 1st Aid (All Staff)
- Safeguarding
- DSL training
- Trauma and Attachment
- Diabetic Training
- WellComm
- Red Rose Phonics
- Attention autism
- Bucket Time

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

Staff Roles and Qualifications

Faith Stringer	Head Teacher	BEd (QTS) NPQICL MA
Karen Bleasdale	Senior Teacher – Squirrel room SENDCo	BA (QTS) NPQH National SENDCo Award
Tracey Raynor	Teacher – Owl Room	BEd (QTS) NNEB
Alison Dullenty	Teacher (P/T)	BA (QTS)
Kathryn Hindle	HLTA	NNEB
Clare Fay	HLTA	NNEB L3 Forest School Leader
Jen Hawkes	TA3	L3
Claire Kelbie	TA3	NNEB
Lindsey Hewitt	TA2	L2
Sophie Whittle	TA2	L3
Erica Mulligan	TA2	L2
Andrea Johnson	TA3	Cache Level 3
Emma McManus	Welfare	N/A
Paul Holden	School Business manager	BA QTS NPQH
Pamela Flory	Admin Officer	N/A
Catherine Herrett	Site Supervisor	

Further Information

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

Tel: 01282 426711

Email: info@rockwoodnursery.com

Web: www.rockwoodnursery.com

Or find us on Facebook (link on the website home page)

Visit us at: -

Rockwood Nursery School
Kingsland Road
Burnley
Lancashire
BB11 3PU

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

Faith - Head Teacher/DSL
Karen - Senior Teacher/SENDCo/DDSL
for further information.

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