SEND Local Offer

How accessible is The Rocking Horse?

- We are a single level building. Careful consideration has been given to planning the layout of the rooms to make it accessible as possible. Many of our paths and hallways are wide, making the building accessible to all including wheelchairs.
- We have a large car park in our grounds
- We have a disabled toilet and changing facilities
- We attempt to translate paper communications wherever possible
- It is our desire that all children have the opportunity to participate in all of our activities, key staff and room leaders will meet with parents/carers of children with specific needs to discuss any adjustments and carry out risk assessments is necessary
- Individual resources can be adapted as required
- Staff act as positive role models and we provide a rich learning environment

How do you identify if a child needs extra help with their learning?

- There are a few ways in which extra support with learning can be identified:
- Each child has a key worker who works closely with your child. As they play and interact together the key worker will be making and recording observations on your child's development and learning. This can allow us to identify any concerns.
- Parents/carers can raise their concerns to the room leader/key worker or SENDco
- Every child has a developmental review 3 times per academic year, carried out by their key worker. This can highlight delays in learning and development. At each developmental review you will be given the chance to meet with your child's key worker and this is a time that concerns can be raised.
- We liaise with outside agencies, such as health visitors and speech and language therapists.
- We will always discuss our concerns with parents/carers and seek their permission before contacting outside agencies for additional support for additional support for your child.

SEND Local Offer

Who will be working with my child and what are their roles?

- **SENDCo** Brittany

- **Leadership Team**
  Nursery Owner: Julia
  Operational Manager: Jo
  Curriculum Manager: Jennie
  Deputy Manager: Donna
  Senior: Brittany

Baby Room

- Children in the Baby room will be cared for by Marie and Sophie (room leaders)

Ladybirds Room

- Children in the Ladybirds (ages approx.14 months to 2 years) will be cared for by Kate (room leader), Jess, Julie and Louise (key workers)

Butterflies Room

- Children in the Butterflies (ages approx. 2-3 years) will be cared for by Brittany (room leader), Gemma and Lucy (key workers)

Bumblebees (age 3+)

- Children in the Bumblebees group will be cared for by Joe (room leader)

Pre School

- Children in the Pre School group will be cared for by Donna (room leader) and Shannon (key worker)

- Where appropriate we work closely with outside professionals who offer us advice, support and guidance, such people may be Early Years Inclusion Team, Speech and Language Therapists and Educational Psychologists.

How will I be able to raise any concerns I may have regarding my child's development?

- Your child's settling in visits are a time where you share information about your child with us, you will be able to discuss any concerns you may have with the manager or your child's room leader/key worker.

- Your child will have 2 developmental reviews per academic year, you are given the chance to meet with our key person to have a discussion about your child's development.

- You can speak to a member of staff at the beginning or end of your child's session. Longer meetings can be arranged upon request.

- We hold parents evenings when your child moves to a new group, this will allow you to meet your child's new key person and provides an opportunity to have an informal discussion with them.

SEND Local Offer

What is the Rocking Horses approach to supporting different children's needs and how will that help my child?

- At the Rocking Horse we base our practice on the High/Scope approach, this means that every child and their interest is at the centre of our planning. We use children's interests as a base to stimulate, ignite interest and curiosity and to extend and deepen their knowledge.

- We view all children as individuals each with their own individual needs and abilities. All key workers are involved in planning activities and resources for children in their groups meaning that every child's unique learning style and ability is planned for to offer to opportunity for your child to make the best possible progress.

- Staff continuously interact and observe your child, allowing them to thoroughly get to know your child. These observations help us to plan activities to support and extend your child's development based on what they already know. The observations allow staff to make changes to the room and resources as needed.

- If a member of staff has a concern about your child they will inform you as well as the Special Educational Needs Coordinator, we can then set specific activities to support your child.

- If your child is identified as having specific need for support, we will develop a tailor made 'Individual Support Plan'. Individual Support Plans are usually reviewed every 6 weeks to help families and practitioners to record progress and modify strategies to support your child.

- We welcome outside agencies (speech and language therapists, portage workers etc.) to come into our nursery to observe your child and to assist us to support your child to the best of our abilities.

How is the decision made about what type and how much support my child will receive? And how will I be involved?

- Once your child has been identified as having a special education need you will meet with your child's key person and the special education needs coordinator to discuss how much and the type of support your child will receive.

- In certain circumstances the nursery may be entitled to funding from the local government to support your child. It is up to the Rocking Horse how the funding is used, it may be used to buy specialised equipment and resources or 1:1 support staff.

How will I know if my child is progressing?

- All children have a series of settling in sessions before attending the Rocking Horse, these sessions allow us to get to know your child and for you to share information about your child with us.

SEND Local Offer

- Three times per academic year we carry out progress reviews where we record progress and milestones. This allows us to notice any areas of concern and provides you with the opportunity to 'see' development and raise any concerns you may have.

- If your child has an Individual Support Plan; this is normally reviewed every 6 weeks, we review how your child is progressing within the targets set out in the plan. These targets are set by all the people involved with your child, including any professionals such as speech and language therapists.

What training have the staff supporting children special educational needs had or having?

Our staff are all trained to at least a level 3 in the relevant childcare qualifications.

Staff qualifications:

- **Brittany** Level 3 BTEC National Diploma in Children's Play & Early Years SENDCO level 3
- **Donna** Level 3 DCE Diploma
- **Gemma** BTEC National Diploma in Childhood studies/ Higher-Level Teaching Assistant Status
- **Jo** Level 6 BA Honours Degree in Early Years Education.
- **Joe** Level 6 BA Honors Degree in Ealy Years
- **Jess** Level 3 Early Years Educator
- **Jennie** Level 6 BA Honours Degree in Education
- **Julie** Level 3 N.N.E.B
- **Kate** Level 3 NVQ in childcare
- **Louise** Level 5 Degree in Early Years
- **Lucy** Level 3 Diploma for Early Years Workforce
- **Marie** Level 3 N.N.E.B
- **Shannon** Level 3 has a N.N.E.B

- Where necessary we would seek training from professionals involved with your child who may provide individualised training where necessary.

- There are First Aid qualified staff on site at all times.

SEND Local Offer

How does the Rocking Horse manage the administration of medicines and manage personal care?
○ Staff working in your child's room know the children well ensuring that each child is safe and secure. ○ Any specialised training for the administration of medicine to meet individual children's needs is sought where necessary and provided to the appropriate staff. ○ Any special requirements regarding personal care will be put into place with your advice. ○ We have a robust Administration of Medicine Policy which we will talk you through during your child's settling in visits.
How will my child be prepared to move onto the next stage within the Rocking Horse or onto school?
○ When your child moves from one group/room up to the next group/room you will be invited to either a parents evening or a one to one meeting. You will be given a booklet about the new group/room and introduced to the staff working within it. This can be a time for you to get to know the new staff looking after your child and have discussions with them. ○ As we are a small setting all staff generally know all of the children, however, before your child moves to a new group they will have a series of settling in sessions along with their peers in their new room. This provides the chance to meet and play with new staff, explore the room and find new favourite toys. ○ Staff hold transition meetings between existing and new key people, they discuss each child, their interests, capabilities, needs and other information such as if they have a comforter and sleep routines. ○ For children with Special Educational Needs or Disabilities the key worker and/or the Special Educational Needs Co-ordinator will invite the teacher/ key worker/Special Educational Needs Co-ordinator of the next setting/school to a meeting. This is called a Team around the Child meeting. Targets will be reviewed and discussions about how the next setting can make provision to achieve their targets. ○ Transition programmes will also be set up for children with a Special Education Need or Disability, this can include photos and information of the new group/room/school/staff, and additional meetings can be set up when and if necessary. ○ If a child requires a specialist setting for their school years, you or The Rocking Horse may decide to request an Education, Health and Care (EHC) Assessment to develop a plan. An EHC Plan is a way of providing support that puts children, young people and families at the centre of the

assessment and planning process, to make sure that your views are not only heard but also understood. This process focuses on what is important for children and young people, i.e, what they and you want to achieve now and in the future. The EHC Plan will have long and short-term goals for your child, it will set out what support they need and how they will receive this support.

Julia Davies
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