



SEN and Disability
Local Offer: Early Years Settings

Name of Setting: Marsden Park Forest School

Setting Name and Address	Marsden Park Forest School		Telephone Number	01282 690360
	Marsden Hall Walton Lane Nelson BB9 8BW		Website Address	http://www.walton-lane.lancsngfl.ac.uk/
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?	3-11			
Name and contact details of your setting SENCO	Paula Liggat 01282 613437 paula.liggat@waltonlane.lancs.sch.uk			

The Setting

What the setting provides

The setting is a Forest School (run by the Rocking Horse Club Ltd) which provides sessions for Walton Lane Nursery School and Children's Centre and some of the children from the Full Day Care at Walton Lane run by the Rocking Horse Club Ltd. Other schools can book sessions at Forest School for their children.

The Forest School has provided sessions for children aged between 3 and 11 (Primary School age) but is able to provide sessions for all ages. It runs term time only from 9.00am until 3.30pm.

The Forest School is based at Marsden Old Hall in Marsden Park, Nelson. It uses three rooms on the ground floor and a designated woodland area.

The Forest School has two Level Three trained Forest School practitioners (also both qualified to Level 4 in Childcare) and a Level three practitioner. It has the support of a qualified teacher and when working with schools would liaise with the class teachers about the children's needs and interests.

The Forest School practitioners are responsible for the planning of the sessions. However, they do this with the support of the class teachers/practitioners/key persons, so that they are planning to meet children's individual needs and able to differentiate their activities.

The SENCo for the Rocking Horse Club is available to support the Forest School. It also has the support of the named Equality Coordinator and Parental Involvement Coordinator based at Walton Lane. There are also 3 nominated safeguarding officers at Walton Lane.

Accessibility and Inclusion

What the setting provides

The Building:

The building is an old building in a park environment. The building is wheelchair accessible (the ground floor). There is parking accessible outside the main doors. The building is accessed through a bell system and staff open the door to visitors.

There is one disabled toilet and bathroom/changing facilities in the building. This is an adult facility but can be used for children. The other toilets are adult toilets and children use a stepping stool.

The corridors are illuminated by diffuser lighting as there is no natural light/day light in these areas. The walls are painted in a pale colour and the floors are flagged.

There are information boards around the building for schools and parents that focus on the benefits of Forest School. There is also some information available about the groups and services available at Walton Lane Children's Centre.

The Suiting and Booting Area:

The suiting and booting area has pale walls and a flagged floor. All other furniture in the 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 came alongside the school if this was needed. The school and the carers/teachers/practitioners that come with the children have responsibility as they are on a trip and they know the child's needs the best.

The Classroom:

The classroom has pale walls and a flagged floor. 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 some different areas of provision e.g. role-play area, sand and water. The resources available are able to be used to support children's learning and practitioners may differentiate the resources they use to support children's individual needs – this would be planned through discussion with the teacher/key person who is with the child.

The Dining Room:

The dining room has pale walls and a laminated floor. It has tables set up for children to be able to have their packed lunches if at Forest School all day. It has a small kitchen attached to

it with a sink area for cleaning up any equipment and a fridge for keeping any milk or food items used for snack.

The Woodland Area:

There is a designated woodland area in the park that is used for the Forest School sessions. Children and adults all wear waterproofs that are provided and a florescent safety vest so that the public know they are on Forest School sessions and so that they are all visible.

The children and adults walk to the woodland area from the Old Hall and they follow tarmacked pathways.

The woodland area is accessible for children in wheelchairs and with mobility aids, (they may need a little support from carers who come with them). It is surrounded by trees and the ground has a natural unevenness to it. Tarpaulin is used to cover areas where children may need to sit or to cover children if the weather is wet and cold.

Tools may be used in Forest School sessions. This only happens in the direct supervision of one of our qualified Forest School practitioners and there is a lot of training beforehand. All activities at Forest School are fully covered by risk assessments and these are shared with the participating schools.

There is information available to parents, teachers and practitioners about the benefits of Forest School and the services and groups available at Walton Lane Children's Centre.

Identification and Early Intervention

What the setting provides

The Forest School plans activities alongside the teachers, practitioners or key persons of the children who are attending. These professionals will share the children's individual needs, interests and in some cases assessments. This is then used by the qualified Forest School staff to plan for the children's needs and to plan to support any needs that the professionals have discussed.

Forest School supports children's development in a number of ways and in a number of areas. Some schools will identify these needs with the Forest School practitioners before they come and then activities may be planned to support these e.g. sensory activities, learning to work together, assessing own risks. These may link to children's needs that have been identified at school and may link to children's Targeted Learning Plans if they have any additional needs identified. The Forest School practitioners may plan for these needs and support any assessment of how children are developing or if they are reaching their targets.

Although the Forest School would not take a lead in supporting these children, the practitioners will take any information given to them into consideration when planning and aim to support all children's individual needs and interests. The staff are fully aware of SEND and work with the policies and procedures that are followed at Walton Lane Nursery School and Children's Centre. 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>

Some children that attend Forest School from Walton Lane may do so as their needs have been identified on the Provision Map. 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/wlnsandccprovisionmapping.pdf> .

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 Forest School provides planned sessions for groups of children who attend with adults from their setting. These may be teachers, key persons or practitioners.

The Forest School practitioners plan for children's needs and interest through working alongside the other professionals. Activities and provision would be adapted to support children's individual needs.

The Forest School practitioners would use the Early Years Foundation Stage and the National Curriculum when planning for groups of children attending their sessions. They also work closely with the Forest School ethos and teach basic bush craft skills and woodland management and care of the environment.

Children complete work whilst at Forest School and are encouraged to discuss their views and feelings about the activities they have been involved in. The practitioners support them in developing their communication skills and working in a team.

If a Forest School practitioner identified that a child was struggling with anything they would share this with the school/nursery.

The Forest School is also used by the Children's Centre to support parents in working with their children.

There are parenting sessions available to parents at Marsden Old Hall that are run by the Children's Centre.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

The Forest School 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.

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 setting, some will have more experience of this than others but they are supported by the SENCO and teacher.

Reviews

What the setting provides

The Forest School practitioner inputs into what the children have been doing and their development through liaising with the teacher or practitioners from the setting visiting.

If a parent comes to a session alongside their child then the Forest School practitioners would take this opportunity to support them in understanding how their child is tackling the activity, what skills they are building up and how they could support this further at home.

Transitions

What the setting provides

N/A

Staff Training

What the setting provides

All practitioners in Forest are qualified to level 3 or above. There is also one teacher who supports who has Qualified Teacher Status.

The Forest School is run by The Rocking Horse Club Ltd at Walton Lane and so all staff receive the same training and support and follow all the same policies and procedures.

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 (the Rocking Horse Club Ltd) 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 Rocking Horse Club Ltd, Beverley Wilkinson.

Parents have the opportunity to speak to the practitioners who run the Forest School if attending with their child.

All practitioners in the Forest School support the education of each child.

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 at Forest School.

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.