

**St Rose's Nursery is an inclusive nursery for children aged between 2 and 5 years with or without Special Educational Needs.**

**We provide...** an inclusive nursery setting which welcomes all children with or without Special Educational Needs. Through our fully accessible facilities we are able to support those children with physical disabilities, sensory, learning and/or communication difficulties including those with complex health needs.

**Our facilities include:**

- a fully accessible site
- access to an outdoor play undercover area
- hydrotherapy pool\*
- sensory room
- extensive grounds, close to the centre of Stroud, which include a sensory garden with specialised play equipment.
- access to school minibuses which enable us to undertake trips.

**“Teachers’ strong subject knowledge and careful checking of what children know, understand and can do, allow them to plan learning activities which precisely meet children’s needs. There is a strong focus on total communication”.**

**Ofsted 2017**

\*provided for an additional charge, unless met through an educational statement or EHC plan

**We assess...** the needs and progress of each individual child using the the Early Years Foundation Stage and the use of:

- continual observational assessment carried out by each child’s key person and the nursery manager
- twice yearly written summative assessment
- recording observations via our online learning journal Tapestry
- contributions from parents via Tapestry
- 2 year old progress checks which are carried out by the child’s key person.

Ongoing observation, assessment and planning ensure that every child is supported to achieve their full potential.

**Individual needs are identified by...**

the experienced early years staff, who are skilled at identifying a range of special educational needs. If additional needs are identified, a number of steps may be taken to support the needs of each child. These include:

- writing an individual plan, called a My Plan, to identify individual targets, in consultation with parents/carers
- referral to outside agencies where required such as the Advisory Teaching Service, , Community Therapists and Educational Psychologists
- where external support is sought, completion of a My Plan + which will bring together the advice from all professionals involved with the child
- close liaison with external professionals who visit the setting when required
- multi-professional meetings and reviews
- application for an –EHC needs assessment potentially leading to the provision of an Education and Health Care plan if appropriate.

**The Early Years Foundation Stage Framework**

The Early Years Foundation Stage (EYFS) sets out the learning and developmental stages for children aged between 0 -5 years. Children are encouraged and supported to learn through play, through a mixture of child initiated and adult led learning. The EYFS is divided into seven areas of learning and development.

**Prime Areas:**

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

These prime areas are those most essential for your child’s healthy development and future learning. As children grow and develop, the prime areas will help them to develop skills in 4 specific areas.

**Specific Areas:**

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive arts and design.**

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.



# St. Rose's

Inspiring Education, Therapy & Care

## Our Staff

- are qualified or working towards to at least NVQ level 3 (or equivalent)
- are experienced in working with children with special educational needs and disabilities
- trained in basic first aid, all staff having **paediatric first aid** training. In addition, we have nursing staff on site whom we can call on if needed
- up to date with developments with early years training courses (including Safeguarding training every 3 years)
- have training in food hygiene.

A low staff turnover ensures continuity of provision both in terms of relationships, levels of skill and experience.

The school has an effective continual professional development programme for staff which includes regular input on:

- E-safety and ICT skills
- TEACCH teaching techniques
- supporting students with visual impairment and hearing impairment
- specialist teaching techniques for students with profound and multiple learning difficulties
- medical aspects: epilepsy; gastrostomy; anaphylaxis
- eating and drinking guidance and dysphagia
- movement and handling skills
- person-centred philosophies.

## Beyond the curriculum...

- the children enjoy regular local visits to the park and local shops
- trips further afield are incorporated into the curriculum and topics we are working on, some of these visits have included: The Sea Life Centre, Berkley Castle, Weston Super Mare, Slimbridge Wildfowl and Wetlands Trust and Rove's Farm
- any visits out are staffed to a very high ratio and supported by parent volunteers to ensure the children's safety. Visits are risk assessed thoroughly
- we join with the main school for whole-school events such as the school play, Music Prom, Sports Day, and for fundraising events such as Children in Need day.

## Further information...

about St Rose's nursery provision is available from [www.stroses.org.uk/nursery-ages-2-to-5](http://www.stroses.org.uk/nursery-ages-2-to-5)

## Parental and student involvement...

Parents and students at St Rose's are very effectively involved in planning and reviewing progress in all aspects of need through:

- person-centred approaches to transition planning and annual reviews
- involvement in team around the child meetings
- home/school books
- daily conversations and discussions with staff and the nursery manager
- the opportunity to share activities from home via our online learning journal Tapestry fundraising activities and events
- social events.

**"Parents are overwhelmingly positive and greatly appreciate the quality of care and education that their children receive".**

**OFSTED 2017.**

## Transition arrangements...

When children transition to another setting or to start school, staff complete transition records, as required by Gloucestershire County Council. These records include a summative record of the child's progress and any other information that will enable the child to make a successful transition to school. We encourage reception teachers to visit us before transition to see the children in a familiar environment and to liaise with nursery staff.

## We provide a safe environment by...

monitoring, evaluating and reviewing practice and provision. Safety is achieved through the implementation of:

- individual moving and handling plans
- individual risk assessments
- individualised health care plans
- classroom/learning area risk assessments
- secure premises
- daily safety checks.

**How to contact us...** to get in touch, to find out more or discuss an issue, please contact Sheila Talwar, Principal, by any of the methods below.

Email: [admin@stroses.org.uk](mailto:admin@stroses.org.uk)

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