



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Gelston Manor Day Nursery**

The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on settings from September 2014 to make information available to parents about how the setting supports children with SEND. The information you make available will form the main basis of your setting's Local Offer.

This Local Offer template is designed to help you to pull together information so that parents of children with Special Educational Needs (SEN) or disabilities know what support they can expect if their child attends your setting. Your setting's Local Offer must be published on your website. Your website must include the name and contact details of your SENCO and the following link to the Local Authority's Local Offer:

www.lancashire.gov.uk

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own parents about what to include in your Local Offer.

In developing your Local Offer you should be mindful that there is a requirement for a feedback facility to be available and for responses to be given to feedback received.

When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to IDSS.SENReforms@lancashire.gov.uk

When saving your local offer please use the following format:

Setting Name and Address	Gelston Manor Day Nursery Dawson Lane Whittle-Le-Woods Chorley Lancashire PR6 7DT		Telephone Number	01257 671614
			Website Address	www.gelstonmanordaynursery.co.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 children does the setting cater for?	0-5 years			
Name and contact details of your setting SENCO	Michelle Ward. Tel: 01257 671614			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting (this may be the SENCO, manager/supervisor or owner of the setting).

Name of Person/Job Title	Michelle Ward: Pre-school room leader		
Contact telephone number	01257 671614	Email	enquiries@gelstonmanordaynursery.co.uk

Promoting Good Practice and Successes

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

I confirm that our Local Offer has now been published on the setting website.

Please give the URL for the direct link to your Local Offer	www.gelstonmanordaynursery.co.uk		
Name	Laura Ward	Date	Jan 2019

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

- What type of setting is it?
What age group does the setting cater for – 0-4, 2-4 0-4 and before/after school clubs etc?
How many children are you registered to take in which age groups? How are the age groups organised?
Who are the key staff? (room leaders, manager/supervisor, SENCO, person with responsibility for behavior, PICO, ENCO etc.)

What the setting provides

Gelston Manor Day Nursery is a private day nursery and can take up to 99 children each day. The nursery is divided into 4 rooms.

Babies (0-2yrs)

There is 2 baby rooms at the nursery called “Bunnies and Robins”. The each of the rooms can hold 12 children ranging from 3 months to 2 years. There 2 room leaders and 9 nursery practitioners in the rooms.

Toddlers (2-3yrs)

There are 2 toddler room’s at the nursery called “Otters and Owlets”. Each room can hold 16 children, Otters and Owlets children are aged 2yrs to 3yrs 5 months. There are 1 room leader who over sees the running of both rooms and two deputy room leaders and 7 nursery practitioners.

Pre-School (3-5yrs)

The Owls is our Pre-school room, this room can hold 32 children with 1 room leader who oversee the running of the room and also 4 nursery practitioners.

Management

The nursery is owned by Laura Ward and Annemarie Capper and named manger Vanessa Cowpethwaite and two 3rd in charges Sarah Masheter and Elizabeth Gallagher. Collectively, management have approximately 29 years of experience working with children with a variety of SEN, including visual impairment and both have attended courses on behavioral management.

The owners and manager are responsible for monitoring the quality of provision and have overall responsibility for the setting.

Accessibility and Inclusion

- How accessible is the settingenvironment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and proceduresetc.
Do you have information available in different font sizes, audio information, Braille, other

languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?

- How accessible is the provision?

How is the room organised, how can it be changed to meet the needs of children with SEND? How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?

What the setting provides

We take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our nursery.

We provide a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances and the nursery's ability to provide the necessary standard of care.

We make adjustments for children with special educational needs and disabilities and strive to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families.

The setting provides a secure environment in which all our children can flourish, and all contributions are valued.

We include and value the contribution of all families to our understanding of equality, inclusion and diversity providing positive non-stereotypical information. We continually improve our knowledge and understanding of issues of equality, inclusion and diversity.

We regularly review, monitor and evaluate the effectiveness of inclusive practices to ensure that it promotes and values diversity.

We make inclusion a thread that runs throughout the entirety of the nursery, by all the practitioners being and encouraging positive role models through the use of toys, imaginary play and activities. We promote non-stereotypical images, languages and challenge all discriminatory behavior.

The nursery is accessible to all children and families from the local area and further afield through a comprehensive inclusion policy.

We encourage children to have self believe and courage and we ensure that all children have an equal access to play and learn.

Here at nursery we acknowledge and celebrate a wide range of religions, beliefs and festivals.

We are continuously supporting children who have English as a second language and we always make sure that they have full access to early learning opportunities and are supported in their learning.

Accessibility

At Gelston Manor we have 2 entrances the main entrance for children, staff and also the woodlands entrance. There is a door to the rear of the nursery, but this is used solely for the children to access the outdoors.

We have a large parking area and there is disabled parking at the front of the nursery.

Visual and Auditory Environment

The rooms in the nursery consist of both carpet and non-slip flooring.

We regularly review equipment to ensure safety in and outdoors.

The nursery always try to accommodate children's needs as they arise, the rooms are organised appropriately to meet the children's individual needs of stages and development.

Good housekeeping ensures that pathways and corridors are kept un cluttered.

Adequate lighting across the whole of the nursery ensures that every area is accessible and safe for children and adults with visual impairment.

Access to information

We offer a fully inclusive approach to the organisation of every room.

Labels are used throughout the nursery to make access easier and where applicable in children's home language.

Newsletters and correspondence are available in different font sizes on request.

Families and children from all age ranges and of different cultures and backgrounds are always welcome and there is appropriate support to assist with language and other communication barriers.

Staff are always on hand to support our parents and their families with communication and language needs.

We continuously embrace and celebrate children's languages and cultures as a part of the early year's foundation stage curriculum.

Access to provision

At Gelston Manor we encourage independence from an early age and every aspect of the nursery, both inside and out, allows for this to happen.

Furniture in the nursery is age appropriate, however if a child has needs the nursery will always try to accommodate this.

We have an open-door policy. Parents and careers are warmly welcomed to discuss matters with staff.

The nursery has access plans which are reviewed annually, and personal access plans are developed for children who need them.



Identification and Early Intervention

- How does the setting know if a child needs extra help and what should a parent do if they think their child may have special educational needs?
How do you identify children with special educational needs? (Refer to how you monitor children's progress - including the 2-3-year check)
How can a parent raise any concerns they may have?
How do you access additional advice and support? (Make reference to the setting's SEN/Inclusion policy and how this identifies the graduated response the setting follows).
- How are decisions made about how to support a child?
How do you determine and plan for additional support from within the setting? Describe the decision-making process. Who will make the decision and on what basis? Who else will be involved? How will a parent/parents be involved?

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We use the early years foundation stage (EYFS) to track all children's progress in order for us to identify any children who may have special educational needs.

We observe and assess children in many different ways.

We complete a "2-year-old check" which all parents are involved in and which is then forwarded on to the child's health visitor as a liaison document. We also carry out assessments called "summary documents" which are carried out termly.

All of these assessments give the nursery a clear indication of how the children are progressing. Should we have any concerns we will then monitor the child's progress through increased observations and targeted learning plans. In accordance with our SEN/inclusion policy, if there are still concerns, we will then seek parents' consent in order to approach the SEND inclusion teacher for a formal request for guidance. Our staff regularly have contact with outside agencies such as speech and language therapists, physiotherapists, educational therapists, health visitors, social workers etc. all of which give us strategies on how to help at home and within the nursery.

If parent's have any concerns about their child, they can communicate their concerns in different ways. This can be via their child's key person on daily drop offs and pick up's, at our parents' evenings, workshops etc. The nursery managers also adopt an open-door policy should any parent wish to discuss any concerns with them.

Any initial concerns would be dealt with on an informal basis during which staff and parents would talk through the next steps in helping the child. Should the need arise; the nursery can make a formal request for guidance to bring in outside agencies to help with any concerns. This will only happen with the parent's consent and the support of observations, targeted learning plans & monitoring alongside the child's parents in their home. Any meeting regarding the child's welfare would include the necessary agencies, who in turn can offer direction and support to both parents and staff alike. This can include Strategies that can be used both at nursery and at home.

Teaching and Learning Part 1 – Practitioners and Practice

- How is teaching and learning developed in nursery?
Provide a brief overview of the context of the EYFS and the requirements within it – SEN requirements within the EYFS. Organisation of the setting – areas of provision, enhancements to areas of provision etc.
How is children's progress and development monitored? (Baseline assessments?, termly reviews?, parent & key person conferences?, 2-3 year development check)
What is the role of the key person for all children.
What are the setting's approaches to differentiation generally and for children with SEND?
- How will the early years setting's provision and staff practice support a child?
What is the role of the key person where children have additional needs/SEND and senior staff i.e. room leader, the role of the SENCO?
What is the setting's provision map and how is it used to support children learning and development? The use of TLPs to support children at Wave 2/3 of the provision map.
How will you match provision to the learning and development needs of a child with SEND?
- How will you help parents to support learning?
How do you explain to a parent(s) how learning is planned and how can parent(s) help support this outside of the setting? Which staff have a role in this and what is that role? i.e. PICO, SENCO, Key person?
Do you offer any parent training or learning events?
How do you find out about events provided by others and how do you let parents know about them?
- How is a child able to express their views?
How are children encouraged to express their views?
What resources or activities do you use that allow children to express their views?
What do you ask children for their views about?
How are children involved in the planning of their own learning and in reviewing their progress?

What the setting provides

Our Special Educational Needs (SEN) policy is available to view at any time the parent's wish. The policy outlines the values and goals of the nursery and our responsibility for the suitability of this policy lies with the managers and staff. To ensure that this document is a viable working document, we review the document on a regular basis.

All of our staff are highly trained and provide all of our children with the best interaction, activities and opportunities to learn and develop. These are tailored by the child's key person to suit their individual needs and are always in line with the EYFS.

Our staff are very skilled and trained to know when to intervene with children. They understand when to allow them to learn through the child's own play and when to share concerns they might have about the children in their care. In our nursery each child will be assigned a key person.

Every child in our nursery is closely monitored and tracked through the EYFS and on starting the nursery the child's key person will conduct a baseline assessment. If any concerns are raised, the nursery will seek advice from the SEND inclusion teacher, but this will only be done with the parent's consent. At this stage the key person will use an 'early support tracker' to help us, as practitioners, to identify and support the child to reach their full potential.

We will use graduated differentiated support depending on the needs of the child, taking advice from outside professionals and we take lead from the child. The lay out and organisation of the nursery offers all children no matter what need they must be able to access all of the nurseries provisions which are age and stage appropriate and we enhance all areas of learning to aid development when necessary.

When matching a child to a key person we will endeavor to seek the correct match for the individual child, ensuring the practitioner has had the correct training and experience to care for that individual child. If this cannot happen for whatever reason we will seek training to support the child.

For children that have identified additional needs, they will be supported closely by their key person and our nursery SENCO's and any relevant information will also be shared with the room leader. The child's key person will have the lead on liaising with practitioners and outside agencies.

Only the nursery owners and manager will have access to the documents and reports concerning any child. Such documents are kept in a locked filing cabinet in the office that only owners / manager have the keys for.

If we have any concerns regarding a child in our care, we will first introduce a provision map which will help to show parents the whole range of inclusive resources and staff experience that is available in our nursery. We also have a "continuum of need wave" monitoring system which is completed by the child's key person and overseen by the nurseries SENCO's in a termly supervision meeting with the nursery practitioner's. The "continuum of need wave" system will be used by the child's key worker to complete the "individual targeted learning plan" for the individual child.

All outside agency reports are shared with parents to ensure the planned strategies and goals are the same between home and nursery. Every report will also be given to the child's key person as they are the ones who know the child the best. This includes the SENCO's and nursery managers. Any new strategies will often be led by us and always shared with parents. We can seek relevant training courses for our practitioners and sometimes parents via LCC and other training agencies. We can also seek advice from children centers for our parents.

We seek the opinions of all our children. We do this by observing which helps to inform our planning. We also have mind maps that we use during circle time where we ask the children their opinions. Sometimes we can use different resources to prompt discussion. We always listen to the child's voice and make children feel valued and listened to.

Teaching and Learning Part 2 - Provision & Resources

- How are the setting's resources used to support practitioners to meet children's special educational needs?
How does the setting determine what resources are available to support them in meeting the needs of children with special educational needs and disabilities?
How is the setting's funding allocated? If resources are required how are they sourced and purchased?
If additional staffing is provided, how is this organised?
How do you work with other professionals e.g. making key staff available to meet with/spend time with other professionals visiting the child? Provision Mapping
- What specialist services and expertise are available at or accessed by the setting?
Are there specialist staff working at the setting and what are their qualifications?
What other services does the setting access including education, health, therapy and social care services?
- How is a child included in activities outside the setting including trips?
What adjustment will you make to ensure a child is able to access the activities of the setting and how will you assist him or her to do so?
How do you involve parents/carers in planning activities and trips?

What the setting provides

Each age phase is provided with resources that are developmentally appropriate for that age group. 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 endeavor 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 their age phase leader. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavor to make adjustments to provide this. We look to provide additional support, flexibly, using supernumerary staff as and when appropriate.

In our setting we like to plan trips and outings and 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 adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting.

As a setting we access funding as required via the use of our AEN money which is allocated to our setting as part of the free early years entitlement funding. This is determined by the keyworker, SENCO's and nursery managers. If we request additional inclusion support, the additional funding can be accessed for resources or additional funding for support staff if necessary.

Reviews

- How do parents know how their child is doing?
In addition to the normal reporting arrangements what opportunities are there be for parents to discuss their child's progress with the staff?
How does the setting know how well a child is doing?
How will parents know what progress their child should be making?
What opportunities are there for regular contact about things that have happened at in the setting e.g. a home nursery book
- How will parents be involved in discussions about and planning for a child's education?
How and when will parents be involved in planning a child's education?
How are parents/carers involved in the setting more widely?

What the setting provides

We speak to parents/carers on a daily basis at drop off and pick up times. We use daily diaries for the "Robins and Bunnies" (0-2yrs). These diaries give parents an insight into what their child has done during the day/week and can be used to assist parents with their child's learning and development at home.

All of parents have access to Dojo an online communication tool from home to nursery life. Parents and nursery share what the children have been doing during the week. We also have floor books for observing the children. Each of the children in the setting have trackers, to track the children's development. The key person of the child first baselines the children's development with help from the parents. From there we can see what steps we need to take to help children develop further, through observing and activities we have out in the environments for the children.

We also hold three parents evenings per year where parents are invited to discuss their child's learning and development.

When a child turns 2 in our nursery we will carry out a 2 year old check that is shared with the child's health visitor.

We use provision mapping as an additional tool to enable the nursery to complete our targeted learning plans.

Key workers are available to speak to on a daily basis; we can also plan more formal meetings if parent's wishing to do so.

As a nursery we have a clear understanding of where we are now and where we would like to be in the future, in terms of both the setting and the needs of individual children. We understand that we have outcomes that we must achieve and we need to set suitable goals accordingly. We have many different strategies that we can use to achieve these goals.

We also understand as a nursery that we do not need to wait for our formal review and concerns can be raised at any time, both by parents or nursery practitioners.

Transitions

- How does the setting prepare and support a child to join the setting, transfer to a new setting or the next stage of education and life to ensure his/her well-being?
What preparation is there for the setting, parents and the child before he/she joins the setting?
How will a child be prepared to move onto the next stage?
What information will be provided to a new setting?
How will a new setting be supported to prepare for a child? (Use of access action plans when children have known needs that may require more significant planning)

What the setting provides

Before children start attending our settling we encourage parents to bring them for visits. Initially this may just be for the child to have a look around the setting with their parents. We plan with the parents some opportunities for the child to visit the nursery and spend a short amount of time in the age phase room they will be joining. We have a settling-in policy which is shared with parents when they register their child with us. The managers will talk to parents about their child's preferences for a settling in period and endeavour to meet these needs as best we can.

We have a comprehensive transition policy and procedure which we follow when children are ready to move age phases, including leaving nursery to attend a different setting or moving on to school. This is available to parents within our setting. 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.

We have an open door policy and parents are able to drop into 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 training have the staff supporting children with SEND, had or are expected to have?
What number of staff hold what level of qualification?
How many staff are in training to move up to next level?
What level are the manager, SENCO, room leaders trained to?
Do you have any/how many staff with EYPS?
What experience does the staff team have of children with SEND? This should include recent and future planned training and disability awareness. In house and external training and 'on the job' experience including input from external professionals that has resulted in staff being 'skilled up' in particular areas.
Are there any staff (e.g. within chains of nurseries) that are available to support you? What qualifications/experience do they have?
Do any staff have any specialist qualifications?
Is the setting recognised/accredited as, for example, an 'I Can' nursery or does the setting have other quality assurance recognition related to SEND?

What the setting provides

Our staff have the following qualifications: QTS= 2 members of staff, level 6= 5, level 5=1, level 3=14, level 2=5 and 3 apprenticeship working towards level 2.

We have a regular program of supervision, appraisals and termly CPDS 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.

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 CYP website to access information and e-learning modules such as CAF training.

Further Information

- Who can be contacted for further information?
Who should a parent contact to discuss something about their child?
Who else has a role in the education of each child?
Who can parents talk to if they are unhappy?
Does the setting have an open door policy?
What opportunities exist for discussions at drop off/pick up times?
Can appointments be made to see specific staff at specific times?
How can contact be made with specific staff (eg: Phone, text, email, notes, home-nursery diary etc)

What the setting provides

As a setting we are required to have a procedure for dealing with complaints. This is available to parents within the nursery.

We have nursery practitioners that are very skilled working with children with SEN and disabilities that have gained these skills by working with children in our setting that have additional needs.

We also have knowledge and experience of requesting and providing evidence for an Education Healthy Care Plan to assist children in accessing the appropriate setting / school to best suit their needs.

We have an open door policy and if parents wish to raise concerns then they can do so at any time. Parents can discuss any matters with their child's key person either face to face or by phone. Should they wish, they can also speak to any other member of staff.