



**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](http://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](mailto:IDSS.SENReforms@lancashire.gov.uk) When saving your local offer please use the following format:

<b>Setting Name and Address</b>	Gelston Manor Day Nursery Dawson Lane Whittle-Le-Woods Chorley Lancashire PR6 7DT		<b>Telephone Number</b>	01257 671614
			<b>Website Address</b>	<a href="http://www.manordaynurseries.co.uk">www.manordaynurseries.co.uk</a>
<b>Does the settings specialize in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b> As a setting we have supported children with a range of special educational needs	
	X			
<b>What age range of children does the setting cater for?</b>	0-5 years			
<b>Name and contact details of your setting SENCO</b>	Chloe Lonsdale 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).

<b>Name of Person/Job Title</b>	Vanessa Cowperthwaite - Manager		
<b>Contact telephone number</b>	01257 671614	<b>Email</b>	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.

<b>Please give the URL for the direct link to your Local Offer</b>	https://manordaynurseries.co.uk/gelston-manor		
<b>Name</b>	Chloe Lonsdale	<b>Date</b>	Jan 2023

Please return the completed form by email to:

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

### The Setting

Gelston Manor Day Nursery  
Dawson Lane  
Whittle-Le-Woods  
Chorley  
Lancashire  
PR6 7DT

Webpage: [www.manordaynurseries.co.uk](http://www.manordaynurseries.co.uk)  
Email – [enquiries@gelstonmanordaynursery.co.uk](mailto:enquiries@gelstonmanordaynursery.co.uk)

### **What the Setting provides**

Gelston Manor Day Nursery is a private day nursery and can hold up to 88 children each day. The nursery is divided into 5 rooms.

### **Babies (0-2yrs)**

There are two baby rooms at the nursery, namely "Bunnies" and "Robins". Each room can hold 12 children ranging from 3 months old to 2 years. There are 2 room leaders and 6 nursery practitioners across both rooms.

### **Toddlers (2-3yrs)**

There are two toddler rooms at the nursery, namely "Otters" and "Owlets". Each room can hold 16 children ranging from 2 years to 3 years 5 months. There are 2 room leaders, 1 deputy and 8 practitioners across both rooms.

### **Owls (3-5years)**

There is one Preschool room at the nursery, namely "Owls". This room can hold 32 children, there is 1 Room leader, 1 Deputy room leader and 5 practitioners.

### **Kitchen and cleaning staff**

We have Sam our Nursery chef who works in the kitchen, and we also have Anita who is the nursery cleaner.

### **Management**

The nursery is owned by Laura Ward and Annemarie Capper. The named manager is Vanessa Cowperthwaite, Deputy Managers are Laura Peake and Elizabeth Gallagher and the Third in charge is Rebecca Haywood. The directors collectively have 30 years of experience working with children with a variety of SEN, including visual impairment and both have attended courses on behaviour management.

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

**SENCO**- Chloe Lonsdale

**ENCO**- Miranda Holt

**PICO**- Hayley Christopher

## **Accessibility and Inclusion**

- How accessible is the setting environment?  
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 procedures etc.
- 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 more 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 everyone as a person, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equal opportunities 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 adjust 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 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 and 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 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 behaviour.

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-belief 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 they have full access to early learning opportunities and are supported in their learning.

## **Accessibility**

At Gelston Manor we have two entrances, the main entrance, and the Preschool entrance. Children, staff, and parents can enter the nursery through both. There are three doors to the rear of the nursery, one in the reception area between the "Otters" and "Owlets" rooms and another at the rear or "Owls". Both are solely used by children and staff to access the outdoors. The third door is at the far end of "Owls" classroom and is solely used to escape (if needed). Beyond this door is a ramp which leads directly onto the staff car park.

There is a large parking area to the front and back and side of the nursery and sufficient space for disabled parking if needed.

## **Visual and Auditory Environment**

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

We regularly review equipment to ensure safety indoors and outdoors.

The nursery always tries 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 uncluttered.

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

### **Access to information**

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

Labels are used throughout the nursery to make access easier and when 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 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 specific needs the nursery will always try to accommodate this.

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

The nursery has access plans which are reviewed annually, and professional 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 (Refer 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?

Each room within the nursery follow their own room curriculum which we use to track all children's progress for us to identify any children who may have special educational needs.

We observe and assess our children in many ways.

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

All of the 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 early interventions, increased observations, and targeted learning plans. In accordance with our SEN/inclusion policy, if there are still concerns, we will then seek parents' consent to approach the SEND inclusion teacher for a formal request for involvement. 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 parents have any concerns about their child, they can communicate their concerns in different ways. This can be via their children's key person on a daily drop off or pick up, at our parent's evenings, workshops etc. The nursery manager also adopts 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 involvement to bring in outside agencies to help them with any concerns. This will only happen with the parent's consent and the support of observations, targeted learning plans and 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.

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

All 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 our care. In our nursery each child will be assigned a key person.

Every child in our nursery is closely monitored and tracked through room curriculums and on starting they nursery, the 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 parent's consent. At this stage, the key person will use an 'early support tracker' to help us, as practitioners 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 layout and organisation of the nursery offers all children no matter what they need they must be able to access all of the nursery's provisions which are ages and stage appropriate, and we enhance all areas of learning to aid the development when necessary.

When matching a child to a key person we will endeavour to seek the correct match for the individual child, ensuring the practitioner has had the correct training and experiences 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 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 managers 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 the owners/managers have the keys for.

If we have any concerns regarding a child on 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 in a termly supervision meeting with the nursery practitioners. The 'continuum of need wave' system will be used by the child's key person to complete the 'individual targeted 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 and nursery managers. Any new strategies will often be led by us and always shared with parents. We can seek relevant training courses advice from children centres 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 organized?  
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 and more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us 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 share resources with younger or older age 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 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 endeavour to adjust provide this. We look to provide additional support, flexibility, 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 adjust when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children's 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 year's entitlement funding. This is determined by the key person, SENCO and nursery managers. If we request additional inclusion support the additional funding can be accessed for resources or additional funding to 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 daily at drop off and pick up times. We use daily dairies throughout all rooms in the nursery to track how the children have eaten and slept throughout the day and this is then provided to parents through the 'nursery in a box' app.

All our parents have access to Nursery in a box, an online communication tool that parents can use to see what their child has done at nursery during the day. This app allows us to share what the children have done throughout their day at nursery including sleeps, food, nappies, and pictures of what they have done throughout the day. We also have PLOD books for observing the children. Each room has their own room curriculum. Also, each key person first baseline the children's development with help from their parents. From there we can see what steps we need to make to help the children to 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.

Key persons also complete summary reports every six weeks for their key children, this allows us and parents to see where the children are up to in their development and what they are working towards for the next six weeks.

When a child turns two in our nursery, we will carry out a two-year 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 daily; we can also plan more formal meetings if parents wish 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 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 and 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 setting, 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 to 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 the 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 include 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 can 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' 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 recognized/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:

- Level 7 - Two members of staff
- Level 6 - Two members of staff
- Level 5 - Three members of staff
- Level 4 - One member of staff
- Level 3 - Six members of staff
- Level 2 - Six members of staff
- Apprenticeship working towards Level 2 - Three members of staff
- Unqualified - Four members of staff

We have a regular program of supervisions, appraisals and termly CPD's 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 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 to our 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 (e.g.: 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 experiences requesting and providing evidence for an Educational Health 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 children's key person either face to face or by phone. Should they wish, they can also speak to any of the management team