



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Early Birds Private 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:

INSERT LINK HERE

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.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Early Birds Private Day Nursery		Telephone Number	01257 791089
			Website Address	www.ebpdn.co.uk
Does the setting specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X		As a setting we have <i>supported</i> children with a range of special educational needs	
What age range of pupils does the setting cater for?	0-4 years			
Name and contact details of your setting SENCO	Mrs Rebecca Applegate (01257 791089)			

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	Mrs Rebecca Applegate (SENCO, Nursery Manager)		
Contact telephone number	01257 791089	Email	mail@ebpdn.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			
Name		Date	

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 behaviour, PICO, ENCO etc.)

What the setting provides

Early Birds Private Day Nursery is a full day care setting. Places are available for children from the age of 0-4 years. The setting is open Monday to Friday, 8am – 6pm for 51 weeks of the year. The setting is registered to take 48 children throughout the nursery. Of the 48 children no more than 27 will be under 3 years of age; of these 27 no more than 15 children shall be under 2 years, this includes accommodating up to 10 babies under 2 years old in our self-contained baby unit to the rear of the main building.

The setting is organised in to groups by age as follows: Chicks 0-18months, Ducklings 18-24months, Robins 2-3yrs and Pre-school 3-4yrs. Each room has a Room Leader, Key Persons and Buddies, making up a core team for each age group. Room Leaders are responsible to Rebecca Applegate – Nursery Manager and Julie Halton - Deputy Manager. Rebecca is also the nursery's SENCO, PICO, ECLA, ENCO and responsible for management of behaviour, Julie is the Health and Safety representative, both are nominated Safeguarding Officers. Claire Botham is the registered person and Managing Director for the company. Rebecca and Claire take joint overall responsibility for the management of Early Birds.

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 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

Building:

Early Birds is situated in the heart of Coppull near Chorley and is on the main 362 bus route from Chorley to Wigan just a few yards from bus stops on both sides of the road. There is a substantial car park with 10 full sized spaces to the rear of the property, 8 of these spaces are fully accessible, with 2 being suitable for wheelchair users.

Comprehensive Policies and Procedure documents are clearly displayed and available, together with the most recent Ofsted inspection report in the front hallways of both buildings. These can be made available in large print or electronic format upon request. There is also an information board, introducing team members and displaying recent news, menus, common ailment fact sheets for parents to help themselves to and statutory documents for display. Our website shows gallery pictures of our provision, together with Enrolment packs and Prospectuses available to download. The telephone number is clearly displayed on large signs to the front of the property and all information can be made available in different languages or large print upon request.

The ground floor of the main building is accessible by wheelchair, as is the Baby Unit using the ramp provided at the double door side entrance. Both front doors remain locked at all times, with Baby unit allowing access personally by a member of the team and the main building having a videophone door entry system, allowing recognised parents to be 'buzzed-in'. The upstairs of the main building can only be accessed by the stairs. The physical layout of the building does not allow for any changes to this, so

wheelchair users would be restricted to the ground floor.

There is a children's toilet and changing facilities on the ground floor of the main building, and the Baby Unit, being single storey, also has ground floor toilets (one for adults and a separate one for children) and changing facilities. Upstairs there are a further four children's toilets and basins, together with a separate adult toilet and basin.

All doors throughout the nursery are full-sized doors with laminated labels identifying the group using that room. Self-registration, using both photograph and name, is available in all groups. All rooms and passageways are well-lit and larger areas use fluorescent lighting.

The baby unit, also known as Chicks, is a self-contained building to the rear of the outdoor play area, used by babies aged 0-18 months. There is a maximum of 9 children in here at any one time with a staff ratio of 1:3.

Downstairs of the main building there are two areas for children's use. Ducklings (18-24 months) are based within the first room off the entrance hall. There is a maximum of 6 babies in here at any one time with a staff ratio of 1:3.

Robins(2-3 years) occupy the larger room adjacent to Ducklings. There is a maximum of 12 Robins at any one time with a staff ratio of 1:4.

Pre-school(3-4 years) have the use of two large rooms on the first floor of the main building. There is a maximum of 21 children at any one time with a staff ratio of 1:8.

Rooms:

All rooms are illuminated with strip lighting and there are child friendly roller blinds on all the windows. The walls are painted in a pale colour with display boards mounted at adult and child height. The display boards are backed in bright colours to stand out from the pale walls. The floors are wood effect with some areas carpeted. The use of rugs are used in all rooms to make comfortable areas for play and relaxation. The majority of furniture is freestanding so can be moved and rearranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs. There is a fully functional kitchen located in the main building accessible to staff members only. Medicines and first aid kit are located in here. Chicks, Ducklings and Pre-school rooms have small kitchen areas with base units and sink. In Chicks (0-18 months) there is also a fridge for storing food/milk etc. The use of visual timetables can be made available in all childcare rooms. There is a vast array of appropriate resources available to all children in each age group, clearly labelled both in words and pictures.

In Chicks room, **0-18 months**, there are low wooden chairs with removable feeder trays and a co-ordinating wooden table used for sociable meal times and daily activities including sensory and messy play. Cushions and pillows are used to make soft/comfortable areas. There are two cots and wipeable sleep mats. Resources include toys that light up, vibrate and make sounds. Treasure baskets are used to encourage and support play and exploration. Physical play also includes a soft play area.

In Ducklings room, **18-24 months**, there are low wooden chairs and a co-ordinating wooden table used for sociable meal times and daily activities. There is a comfortable area with soft furnishings, floor play activities, a sensory and messy play area. Treasure baskets are used to encourage and support play and exploration. Toys are stored in child height units. Wipeable mats are used for sleep times.

In Robins room, **2-3 years**, the furniture consists of toddler sized chairs and tables. A carpeted area provides play for book and circle time, roleplay, small world and construction. A wooden floor area is used for all other areas of provision. Toys are stored in child height units. The sand and water trays are height adjustable. Resources are suitable for children from 2-3 years. However, toys and resources can be borrowed from other rooms if they are more appropriate to a child's needs or development.

In Pre-school rooms, **3-4 years**, the classroom furniture consists of separate tables and chairs to accommodate table top activities and meal/snack times. The sand and water trays are height adjustable. There is a low table for the computer and the chalk board is fixed to the wall at children's height. Access to the carpeted playroom is across a small landing area at the top of the stairs. All resources are organised into areas of provision and storage units are all at children's height. Resources are appropriate for children aged 3+ although toys/resources can be borrowed from other rooms if these are more appropriate to a child's needs or development.

Outdoor:

All nursery children use the enclosed outdoor play area on a rota basis. Children are given the opportunity to use this area in all weather conditions with the use of the electric canopy. It is accessed safely via the enclosed side path. There are four gates around the perimeter of the play area, two providing access from the car park, one leading down the side path of the main building and one leading to our pram shelter. All gates remain securely locked and codes used where applicable as part of our risk assessment process. All areas are even and are suitable for children who use walking frames or wheelchairs. There are small raised beds for planting and growing herbs. The sand area is located within a 'Beach hut' with a small step leading inside clearly defined with a bright coloured trim. It is possible to provide sand play in a sand tray for children who are unable to access the 'Beach hut'. Artificial grass is on either side of the wooden stepping stones that lead to the reading area, providing a good contrast. A variety of activities at all levels are available for the needs of all children and are adapted on a daily basis.

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?

What the setting provides

Children's progress is closely monitored in our setting. All children have an initial baseline assessment through meetings with parents, introductions, 'All About Me' information, initial phasing etc. Each child has their own learning journey which includes various forms of observations of them in the nursery environment. Observations and comments from parents/carers are encouraged and used on our homelink boards and added to their learning journeys. All observations are used to inform next steps of development. Also added are tracking information about their progress across the areas of learning and development within the EYFS and information from screening tools such as 'WellComm'. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending our setting. This is to ensure parents understand what they are, how they are used in nursery, what is in them and how parents can contribute to them.

Children's learning journeys are available for parents to look at any time. Children's key person and buddies are available to chat to parents at drop off and pick up times, further arrangements can be made for the key person to meet with their parents to look at the learning journey and discuss progress and any concerns in a confidential meeting at any time. These meetings are pre-arranged allowing the relevant members of staff to attend. Parents have the opportunity to take learning journeys home on a termly basis.

In addition to the child's learning journey we also undertake the 2-3 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where the progress check, nursery observations, parents concerns or information from other professionals such as a Health Visitors suggest that a child may be experiencing some difficulties or delay in their development this is shared with parents by key person and nursery SENCO where options/appropriate next steps are discussed:

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.

- For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.
- Another next step may be to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

Our Special Educational Needs policy provides the context for supporting children through these 'next steps', this is referred to as the graduated response. Additional Educational Needs (AEN) funding is available within the nursery and will be used where necessary. Additional Inclusion Support (AIS) can be applied for if needed. Our SEN Policy is available within the nursery or in electronic format upon request.

In our setting we use provision mapping to identify ways in which we support all children in the setting. 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 within the nursery or in electronic format upon request.

We use provision mapping to identify ways in which children can be supported.

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

The nursery works within the framework of the EYFS. Each of the rooms within the nursery are resourced according to the age phase and needs of the children within them. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are the areas of focus.

In the 2-3 age phase the prime areas remain significant but there is an emergence on the specific areas of development and learning

In the 3-4 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

Core teams within the nursery plan for and provide a variety of activities and provision which are adapted to suit and meet the needs and developmental stages of all children. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and have this in mind when differentiating activities and provision. This enables all children to access the setting in a way that is appropriate to their needs.

We have a key person and buddy system in place at Early Birds. It is the role of the key person and buddies to liaise with the child's parents regarding their time in nursery. A key person has several roles specific to each child, some of these are:

- To help parents to develop ways in which they can support their child's learning at home.
- To ensure that children's care is tailored to meet their individual needs.
- To ensure that children's needs are met and to respond sensitively to their feelings, ideas and behaviour.
- To help families engage with more specialist support if appropriate.
- To record children's development and progress and to share their Learning Journeys with parents/carers at any time.

Key person and buddies know children well and use skilful observation to ensure that they plan meaningful next steps and facilitate and support children effectively to make progress with the support of the SENCO. Further support is offered to all parents/carers for ideas for ways in which they are able to support, encourage and develop their child's learning at home. Specific meetings are arranged with Parents/carers, Key person and nursery SENCO for sharing concerns, discussing targeted learning plans and next steps, sharing advice from other professionals and reviewing impact.

When children progress through the nursery into a new group a full transition takes place. Included in this, is an introduction for parents/carers by their current key person into their new group. Parent home link boards are used throughout the nursery. Parents are able to speak to their child's key person or buddies at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through current interests which is recorded in their learning journey and shared with parents/carers and children

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 group in our nursery are 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 group, we make arrangements to share resources within the nursery. Where children need resources that are not usually available in our nursery we endeavour to access these from support services, our local children's centre or by purchasing through nursery budgets or the AEN funding. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

All key person and buddies are encouraged to work with external professionals who visit children in the nursery and are supported by the nursery SENCO. Parents/carers are always informed prior to a visit from an outside professional and advice is then shared with parents and the core team and implemented within the nursery. Core team members celebrate with parents/carers every small step made. Parents/carers are involved in all aspects of their child's education and development within our nursery. Additional meetings and home link books are used wherever needed.

When key person or SENCO's are required to attend meetings with other professionals, Team Around Family (TAF) meetings or if a child requires additional support at specific times of the nursery day, this is provided flexibly by using supernumerary staff.

Staff members have varied training specific to different areas of SEND including 'Signalong', 'Wellcomm' and continued professional development. Confidentiality is maintained at all times.

In our nursery we like to plan trips and outings. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be taking part. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children. Liaison with parents/carers takes place and additional staff members would attend where 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?

Our Key Person's and Buddies have daily communications with parents/carers regarding their child's day and development celebrating each small step made and offering more in depth liaison sessions with parents/carers where/when needed.

We use a variety of communication methods between Early Birds and Parents/carers such as Home link books, Daily sheets 'today I have', Newsletters, Newsflashes, verbal and written feedback, Parents evenings and home link boards which include the children's own interests which are enhanced by their Key person.

Early Birds team work closely with other professionals to ensure children's needs are recognised and met. When other professionals visit our setting, we share the information, planning and programmes set with parents/carers. We also ensure parents/carers are fully involved when completing Targeted Learning Plans for their child which are reviewed on a regular basis. Further support is offered to parents/carers through links with our local children's centre.

Children's individual Learning Journeys are available for parents/carers to access at all times. The Learning Journeys include each child's Early Years Tracker, which identifies the EYFS age phase where the child is working, with additional assessments such as Welcomm for speech and language development.

Provision mapping for child on AIS would be individual or wave 2 planning for others needing enhanced input.

Team Around Family (TAF) meetings are supported by Early Birds SENCO and child's key person. With Early Birds SENCO being the Lead Professional where appropriate.

Early Birds are all aware of our confidentiality Policies and Procedures.

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

Once a child has been enrolled in our nursery an introduction is arranged. During introduction parents/carers and children meet key-persons and buddies to discuss their child's individual needs, routines and stage of development to create continuity of care. This initial information forms the basis of our Base-Line assessments, used by Early Birds to phase each child in their development and to create a starting point for their Learning Journey.

We have a comprehensive transition procedure which we follow when children are ready to move into the next group within the nursery, leave nursery to attend a different setting or move on to school.

As children progress through the nursery into their new age and developmentally appropriate groups, additional factors that may need to be considered when supporting the transition of children with additional or special educational needs and taster sessions for both children and parents/carers are encouraged to provide a smooth and happy transition. It is only when parents, key persons and buddies feel the child is emotionally, physically and developmentally ready for the experience of a new group they will begin their taster sessions. Present key- persons work alongside new key- persons to successfully transfer information regarding each individual child, helping to develop secure trusting relationships and respond to each child's individual needs.

When children leave nursery to attend a different setting or move on to school their learning journey is finalised for their time with us at Early Birds and a final report is made on the children's overall development taking specific consideration for additional information regarding SEND. Contact is made with the appropriate teacher/teaching assistant when children move on to school and visits are arranged within our nursery environment.

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

All practitioners in our setting are qualified to level 3 or above. The Managing Director, Nursery Manager and Deputy Manager are all qualified to level 4. We currently have three members of staff with an Early Years Professional Status (EYPS)

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 we have staff who have completed the following training courses:

- WellComm
- Signalong
- Managing behaviour in Early Years

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. We also make use of the local authorities Children First 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

We have an open door policy and parents are able to drop in to the setting at any time. They are also able to contact us by phone if they would like to check in on their child. We have a telephone intercom system throughout the nursery and are able to transfer calls to each childcare room.

As a nursery we are required to have a procedure for dealing with complaints. This is available to parents within the nursery or in electronic format upon request.

For any further information please contact our Nursery Manager/SENCO Rebecca Applegate on telephone 01257 791089 or email: mail@ebpdn.co.uk