

Local Offer: Childminders



Special Educational
Needs & Disability

<p>1. Your name and Ofsted number: Hazel Champion 132795</p>
<p>1. If you work with another childminder does anyone specialise in SEN and D? Non-applicable as I work alone.</p>
<p>2. Provide a short paragraph about your ethos/mission statement for including children and young people with Special Educational Need and Disability (SEND). How do you aim to meet the unique needs of the child?</p> <p>I have a mission statement: <i>Inclusion for ALL through positive people and positive play</i></p> <p>As an Ofsted Registered Childminder and a member of Pacey, I will offer equal opportunities to all the children in my care to ensure that each and every child is included equally.</p> <p>I will provide activities, literature, resources and a variety of active play activities in my setting which are inclusive, do not promote stereo-typing and which reflect positive images and examples of the diversity of life. Children will be supported with opportunities to learn and develop to their individual full potential which will take into account age and stage of development, gender, ethnicity, religion, home language and ability.</p>
<p>3. How do you identify that a child is not meeting appropriate age related milestones and what do you do in this case? How do you find out what matters to the child and their family?</p> <p>I keep learning journals for each child attending my setting who falls in to the early years category. This journal records a child's development with written observations and progress is regularly assessed to determine that a child is reaching the required milestones in their learning and development. I use the 'Development Matters in the Early Years Foundation Stage' document to determine the stage of development for a child. I also carry out the 2 Year Development Check when a child is 24-36months old to assess their progress.</p> <p>I share the journals regularly with parents/carers, and I invite them to comment and share any worries or concerns they may have.</p> <p>If a child is not meeting the appropriate age related milestones, I discuss the situation with the family and decide how we should proceed, making suggestions as to the outside professional services we may need to involve to ensure the child and family can receive the appropriate help.</p>
<p>4. How do you promote positive relationships and ensure good, ongoing communication with families? How will families know what progress their children are making, how to access additional support and what they can do at home to help?</p> <p>I share lots of information with families through verbal discussions, texts, telephone calls, daily contact books, learning journals and newsletters.</p>

I make sure families are aware that they can contact me outside of working hours if necessary to discuss any concerns.

I let families know the training I am undertaking, inviting them to talk to me personally if anything is of particular interest to their family. I have a notice board where I can sign post families towards additional support.

I make families aware that I have access to support via my network co-ordinator where I can seek confidential advice if necessary.

5. How will you communicate with other providers who care for a child, or with providers who will be caring for the child? How do you support children to experience a smooth transition to school or a different situation?

Before communicating with other providers and sharing information I always gain written parental consent.

I invite all settings a child attends to contribute to the daily contact book to share information.

I encourage families to share learning journals with other settings so that they can see a child's development and progress. I copy relevant documents to other settings, such as newsletters and 2 Year Progress Checks (with parental permission).

To facilitate smooth transitions for children moving to school I prepare a "Moving On" document in conjunction with families to share information so that a setting can learn a bit about a child before they join the new school.

My setting is always open for other settings and outside professionals to visit in the interest of the emotional well being of a child experiencing transition.

6. How do you provide an enabling environment for all the children in your care? Are there quiet areas and fully accessible spaces? What other adjustments can you make? What about the physical environment in and outside your setting?

I will provide activities, literature, resources and a variety of active play activities in my setting which are inclusive, do not promote stereo-typing and which reflect positive images and examples of the diversity of life. Children will be supported with opportunities to learn and develop to their full potential which will take into account age and stage of development, gender, ethnicity, religion, home language and ability.

My practice is open to any child and I respect the individuality of each child and adult involved with my setting. Children with additional or special needs are welcome, provided that the possibility of the best outcome for the child is available within my setting. If necessary, I will undertake additional training to equip myself with the knowledge I may need. I also welcome children from families with parents who have additional or special needs, provided that the service I can offer the parent is appropriate to them and offers the possibility of the best outcome for them.

I have a designated playroom and outdoor space for the children to play. I have a downstairs cloakroom with a toilet and hand basin. The property has a step to enter, which could be made wheel chair accessible with ramp. The hallway is wide enough to easily accommodate a wheel chair. The playroom has 2 entrances, one being a double door. The latter is usually kept closed but could be opened if necessary to accommodate any child with additional needs. The playroom has double patio doors which open out directly to the

garden where there is a decked area and lawn. The garden is fully enclosed.

7. There is an opportunity here for you to tell families what experience you have of working with children with additional needs.

I have extensive experience of caring for children with additional needs. I have cared for children with speech and language difficulties, anxiety and complex physical disabilities.

In my experience every family has had different requirements regarding the support they need. However, I have found that they all need positive people to surround them who offer constructive help as well as emotional support. It is important to have positive people around a family who are trusted and I feel that I offer this.

I have been a part of TAC's (Team Around the Child) and liaised with outside professionals. I have attended meetings at settings, homes and hospitals to support children. Furthermore, I have invited outside professionals to visit my setting so that they meet children in their various environments to effectively plan for their best outcomes.

I have supported families through the SEN Statement process, providing relevant documents and information necessary.