

Alison Maxfield

Brief description of the setting

My setting is a home from environment with lots of light and airy space for learning and development, I look after children from birth to teenager. I look after children from all backgrounds capabilities regardless of gender or nationality. We have a large outside area on one level for learning whilst playing. I live near two local schools, parks indoor and outdoor play areas and in walking distance to the town centre. I interact with all the families in my setting on a pleasant and relaxed manner.

How we identify if your child may need additional help and/or has special educational needs (SEN)

How we involve parents and carers in meeting the needs of their child and in whole setting developments

I involve parents/ carers by using learning diaries and journals so the parents know exactly how their child is developing. I carry out ongoing observations and assessments as required by the local authority and OFSTED. I carry out a two year development check on all children in my setting and offer a copy to all parents. Parents can discuss this with me and findings can be brought to the attention of any other childcare agencies if needed. I use age appropriate resources and activities this defines the child's capabilities.

How we will involve your child in the planning and review of their support

I fill in learning development folders and assessment files which are a requirement in the EYFS this and observations tell me if the child is learning at the correct pace for their age and capabilities. Parents can see the folders and files anytime they choose and discuss any areas of concern, for either the parent or myself. Next steps are planned around the child and what they enjoy to do. These are all kept in daily learning journals on a daily basis parents read the journals and write their own comments about their daily routine.

How we match the curriculum, teaching and learning approaches if your child has SEND

Each child has a baseline assessment filled in by me and a parent about the child's likes and dislikes that why I can build a picture of what the child would like to do in my setting. If a child is interested then they will learn easier and enjoy their time with me. I like to apply child and adult led activities which I observe assess and plan the next steps. I add challenges from my planning and encourage the child to push their boundaries and spend as much time as possible outside. I feel learning is achievable more in the outdoors where the child feels free to explore and be themselves.

How we provide additional support if your child has learning needs

When a child makes less than expected progress, despite evidence support and interventions I would speak to the parent to seek advice from another source such as

a health visitor, if at this stage extra intervention is needed I would seek out the help of other specialists ie speech and language therapists,. Portage workers who may be able to offer advice this may lead to specialist programmes, equipment and strategies to help the child progress towards their development outcome. The parents and I will discuss everything that is learnt about the child and nothing will be done without their knowledge.

How we provide additional support if your child has social and communication needs

As mentioned before outside agencies may become involved with the help of a health visitor thus leading to a meeting with a speech therapist, I will work with the parents and the agency to fulfil all the child's needs.

How we provide additional support if your child has physical, sensory and/or medical needs

If a child requires extra help with physical help then other specialist may be required to offer their advice and supply specialist equipment. I may have to receive training to provide help to the child.

How we provide help to support your child's emotional health and well being

In my setting I risk assess on a regular basis in my home outside and in my car, this is to keep children safe and well at all times. I strive to help the children to adhere to house rules in behaviour and manners. I teach children about values and kindness to others including my pet. I promote safe guarding and awareness of what is around them including tidy time and circle time promoting knowledge and understanding of others. We use hygiene at all times by promoting handwashing and hand gel in all rooms. I also promote independence in dressing and looking after personal objects. I also promote healthy eating and exercise.

How we promote developing independence

Dressing themselves and looking after their own belongings is a way I promote independence, putting on own shoes, coats hats etc, putting all activities away and helping those that are not as capable as them. I offer activities on everyday experiences as in laying the table carrying cutlery and plates through to the kitchen, by putting crockery away. Also as mentioned encouraging children to put activities and resources away tidy. We also look at how we walk around the shops I encourage children to help choose foods to buy for our meals.

How we measure and review your child's progress against their targets and longer term outcomes

Through observations and planning is how I review the child's progress by checking if the next steps have been accomplished and if not why and work to the next level. Because I work within the EYFS I can easily see where a child is in their development. I work to strive school readiness in my setting continuously striving to make the child as confident and competent as I possibly can.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

My setting has an outside area on one level to accommodate all children whatever their capabilities, but my front door needs to be accessed by three steps which isn't really appropriate for disability access, but the rear of the property can be accessed. I do not have a downstairs toilet but I am currently looking forward to change this by adding one.

How we include children with SEND in the life of our setting

I hopefully treat all children in my setting equally involving parents at all times, I will work as hard as I can to promote wellbeing and learning.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

I work alone in my setting I strive to complete as much training as possible, I am covered by insurance, first aid, food hygiene, safeguarding, I also attend regular meetings to keep up with all legislation and changes within the EYFS.

External support and expertise we can call upon to help us to meet children's needs

As a childminder I have worked alongside other agencies, speech therapists, health visitors, children's centres and teachers. I can contact these people as and when either a parent or myself feel the need to do so.

How we prepare children to join our setting

Baseline assessments are carried out by myself and the parents, we work from there finding out what the child's specific needs and requirements are.

How we prepare children to move on from our setting

I prepare the children in my setting for transition from the day they begin at my setting by teaching them knowledge and independence. I provide transition reports for the next stage of the child's life.

How we deploy our resources to meet the needs of children with SEND

By learning about the child and attending training to ascertain as much as we can on SEND.