

## **Annette & Mick's Childcare**

### **Brief description of the setting**

We have been caring for children for 20 years from birth to 12 years old in a warm, loving, stimulating, and busy family environment. Every child here is encouraged to become a confident and self-assured young person with the ability to reach their full potential whilst growing into a polite, caring person who respects others as well as themselves. We have just received our 3rd Outstanding Grade. We also work with an assistant which enables us to meet the needs and choices of all children both indoors and outdoors because we have the adults to be able to offer so many choices at the same time.

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

With parental help through discussions and observations we assess a child's development within the EYFS framework to ascertain where they are at. We use this information alongside our professional knowledge to track a child's learning which may highlight an area where we feel that a child needs some additional support.

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

Everything we do with a child is shared with parents and the child through daily 2-way diaries, a learning journey of photographs, observations and assessments and regular chats. We operate an open door policy where we are available to chat to parents whenever they need us. Together we set play and learning plans which are later evaluated to track a child's progression whilst incorporating the child's individual needs and preferences for play.

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

Children use a daily choice board to indicate what they would like to do which informs daily play around a child's choices and interests. Children also are listened to as we discuss with them "things we can do" to inform our medium and long-term plans.

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

We ensure that we work in partnership with parents and other professionals to meet the needs of each child and share information accordingly. We acknowledge that every child's needs are different but we

give every child equal concern as we meet their needs of care and learning.

### How we provide additional support if your child has learning needs

Through partnership working we are able to meet any specific support by planning for your child's needs and using the support available from other professionals such as the doctor, health visitors, teachers and specialised care teams. We are fortunate that we have 3 members of staff which increases the flexibility of meeting children's changing needs on a daily basis.

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

Using our knowledge, skills and training we offer a language rich environment using both verbal and non verbal communication methods to support all children. We encourage children to communicate with one another with music, spoken language, facial expressions, gestures and signs as they learn to develop their language and communication skills. Mixing within the setting with children of all ages supports their socialisation and we attend local play groups to interact with others outside of the setting.

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

We have received training in many areas to support the sensory, physical and medical needs of children. We have set up our play room to enable it to turn into a sensory area at any time we wish using lighting, blinds and cushioning. All of our children love sensory play and stimulation. However we will discuss a child's individual needs with parents and ensure that we have the knowledge and experience to care for that child. If we need any further advice or training to meet a child's needs then we will endeavour to undertake this training.

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

We work together in an environment which offers positive discipline at all times as we praise and encourage children constantly to enjoy and achieve. We offer physical hugs as we form trust and strong loving bonds with children in our care. We teach children to express their feelings with confidence using an emotion board, toys, books and various toys and activities. Children are encouraged to grow to listen to others and respects their feelings too.

### How we promote developing independence

All children are also supported to become independent in caring for their individual needs of feeding, drinking, toileting, hand washing, teeth cleaning, dressing and tidying up after play. We have a daily routine which supports each child's understanding of what is expected of them and it enables them to achieve as they take part in every day activities. We ensure that children have the 'time' to do things for themselves without being rushed or their efforts undervalued.

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

As we set individual learning and play plans we use our observations, photographs and discussions with parents to see if targets are being achieved. We evaluate their learning and re-set targets where needed or repeat a learning outcome until a child is ready to move on.

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

As a setting we review our facilities to ensure that the setting is accessible, safe and secure at all times for all of our children. We risk assess our indoor and outdoor areas constantly and are happy to adapt or change something to meet the needs of individuals.

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

SEND is evident in all that we do. Our setting resources and environment reflects that each child is welcome and special in all that we do. Resources are diverse and multicultural is a natural part of all we do without needing to individualise SEND. Children are always encouraged to speak openly about anything they have questions about and answered honestly and appropriately. Role play is an important part of our play which we use to support children's learning.

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

All setting staff are trained to level 3 or above. Over the years staff have attended training regarding SEN's and are encouraged to use training courses and research to maintain that their knowledge is current and updated. If a child has any specific needs then as partners in practice we will meet with parents and other relevant professionals to see how we can best meet the needs of a child.

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

In the past we have worked with health visitors, children centre staff, speech therapists, social workers, Early Years SENCO team, teachers and doctors as a multi-agency professional team to meet the needs of a child and their family.

### How we prepare children to join our setting

Once a family have decided to use our setting we organise several play dates leading up to the start of their time with us which involve their family and informal chats and plays. We offer a home visit to support the trust of a child as we visit their home and play in a surrounding in which they are already happy and secure. We then follow our setting policy regarding 'transitions' over a period of 4 to 6 weeks as the child slowly enters the setting for regular short play periods. A parent may at first choose to stay for an hour or so. We also encourage the parent to bring their child to see us at the local playgroup so that their contact with us is regular. This works well as children quickly settle in and become part of the 'family'.

### How we prepare children to move on from our setting

We use resources, discussions, activities and visits to prepare a child a transition to a school environment, hospital visit or house move etc. We maintain that a transition is better for a child who is well prepared and knowledgeable about the change that is about to happen.

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

We are fortunate to have available space both indoors and outdoors to allow for a variety of play and activities to be happening at the same time (and staff members). We maintain that most activities can be adapted (with planning) to ensure that each child can access them according to their individual age, physical needs and differing levels of both understanding and learning.