

Greenfield Childminders (Frances Allen and Christine Lovett)

Brief description of the setting

At Greenfield Childminder's we have 2 Childminder's and an assistant working together to meet each individual child's needs. At present we have children ranging from 1 year old to 10 years old. The setting has a large playroom which is used every day and then a second smaller playroom which allows for homework and quiet time when required. Our outdoor space has many play opportunities and we have removed the turf and replaced it with an outdoor carpet allowing outdoor fun all year round.

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

Through observation and tracking we will be able to identify if a child needs additional help or has special educational needs. Each child is individually assessed and monitored on a regular basis.

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

We always make sure we are available to discuss any concerns a parent/ guardian may have with this be by face to face in a meeting, phone call or email. Additional support will be discussed and planned with parent/ guardian and regular meetings will be held.

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

Depending on the age of the child will depend on how they are involved. Each child will know that everyone is an individual and they will be made to feel valued.

They will always be included in any next steps/ goals and depending on their age they may be able to plan their own next steps/ goals.

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

As a setting we use the EYFS curriculum as a guide for each child's development. All curriculum planning is based around the child's own strengths and needs using observation as a starting point to assess what they can do. All the planning is individual to the child's developmental needs rather than their age. We use the child's interests and preferences to stimulate and encourage their participation and interest. Children can explore and investigate confidently in the setting both indoors and out in the garden and on trips away from the setting.

How we provide additional support if your child has learning needs

We do this by valuing and acknowledging children's individuality and help them to feel good about themselves. Activities are adapted to enable all children to take part. A child's independence and confidence are encouraged at all times. We will work closely with other organisations involved in the care of the child.

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

Communication

Messages/ instructions are kept short

Specific and accurate language is clearly used

Repeat things using same clear words

Visual clues

Social

Reassurance in social situations

Calm reassuring voice

Make sure child knows where you are on outings and encourage to explore

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

As a setting it may be that we have to obtain require specialist equipment to help support a child.

Additional medical training where necessary.

Sensory room.

Adaptation will be made to learning area where necessary.

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

We aim to provide an easy transition into the setting using settling in sessions

Opportunities to explore surroundings

Calm reassuring environment

Healthy meals/ snacks will be provided

Safeguarding training is done on a regular basis

How we promote developing independence

Children are encouraged to do things for themselves on a daily basis. Depending on the age of the child and where they are developmentally will determine what they are encouraged to do. E.g. put on hat, shoes coat etc.

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

As a setting we follow the EYFS and use tracking and next step to monitor progress. By tracking a child's development we can highlight any areas which may be underdeveloped.

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

Every child is an individual and every child is unique, each delay or disability will require different modifications. We gather as much information as possible and learn about what modifications need to be made. Parent/ carer and child will be asked many questions about their individual needs before starting at the setting.

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

Each child is an individual so they will be included in the setting the same as any other child. Activities may be adapted where necessary.

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

All staff have a basic awareness of SEN. When required members of staff may take part in further training to enhance skills.

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

Early Years, Children's centre, Social services and local offer.

How we prepare children to join our setting

We meet with the child and their parent/ guardian
Any questions are answered
Settling in sessions

How we prepare children to move on from our setting

An up to date learning log is sent to new setting
Visit new setting and have regular meetings
Talk about new setting regularly and show pictures
Create continuities

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

Individual needs and requirements are used when carrying out daily planning and risk assessments.

Contact for more information

For up to date contact information, please use the Childcare and School Search on the home page of the Families Information Service website.