

Jellibeanz – Victoria Aldridge

Brief description of the setting

My setting is a home-based practice. I use the whole bottom floor of my home. It includes a fully stocked playroom, downstairs loo, hallway and cloakroom. There is a lounge with through dining room, which has double doors onto the garden. There is a kitchen that leads to the laundry room and conservatory as well as the garage. The conservatory also has double doors onto the paved part of the garden. The garden has 3 large levels, which span the width of the garden. A retaining wall and fencing surround it. As well as a secured gate to the right of the property and a smaller gate between the conservatory wall and the alley leading to the Tall garden gate. The front of the property is a double tarmacked driveway and also grass. There are no fencing or driveway gates.

The children's ages range at present from 18 months to 13 years, but I cater from birth to 14yrs. My mission statement:

“Providing care in a safe, fun and educational environment “

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

Through observations and activities we collect information on how your child is developing using the EYFS guidelines and the Age Stages of development. If we see a reason to be concerned then one to one discussions with parents to consider where to go from there.

If a child comes into my care with special needs, then the parents will have all their knowledge to help with creating a care plan for their child. Use of care techniques, handling techniques and educational techniques that are already in use at home. As a child matures these techniques will evolve with the child. So by having a close relationship with the parents or carers they will give a great insight to how their child needs can be met in another practice.

If a child who has not been identified as special needs (as in a young child) shows signs that something's are not developing or their targets are not being reached then as a Childminder I would look to involve and discuss this with parents or carers. Maybe a trip to the doctors is the first port of call to gain a referral through them to a specific specialist or consultant, to diagnose the problem or issue.

If there appears to be a need for extra care an EHC assessment needs to be done and by coming into contact with Doncaster's children and family information service they will have all the necessary request forms and information on the next steps.

If a child already has a statement of special needs then a specific plan must be in place as the child comes into a childcare environment. There is also the issue of whether the carer has the capabilities, appropriate experience and the environment in order to cater that child's care, independence and developmental needs.

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

Parents are involved 100% from the beginning. If a child is already known in the LA then the parents are the ones to tell their childcare how they need to care for their

child. If a Childminder decides to take on the care role then deep discussions on the child's personal, emotional and social care must be clearly obtained. If the child is young and going through the assessment then all agencies and parents need to keep each other informed of ongoing changes and developments within the child's "world" and small changes can be detrimental to an assessment and the care of that child.

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

Depending on the age of the child, they may have a say in what they feel they need in terms of care. If their special need is not a mental issue then they may have specific worries or requests when coming into a setting. If the Childminder can adhere to some of the requests such as ramps, barriers, support handles then this shows the child that their feelings have been taken into account when creating a suitable environment for them. The usual questions and requests such as meals and favourite books etc. will always come as standard practice through the settling in questionnaire and a play plan suitable for each child is produced as good practice.

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

Depending on the child's specific special need the curriculum or EYFS will be used in the everyday care of the child. Diaries and plans will be set up through discussions with parents and a member of the Local Offer team who will have produced the HCE assessment for that child.

If a child's needs are not able to adhere to the EYFS or the national curriculum then guidance will be required to help with creating an environment to support that child. Research will be paramount in order to give that child what they need.

How we provide additional support if your child has learning needs

There are many avenues to research dependent on the need of the child. Flexibility and understanding are needed to give the child the required care. Health and safety as well as child safeguarding are essential, and to try a new or updated approach may get a better response. Discussing alternatives and new activities with parents in order to give their child a variety of experiences in addition to their regular routines will show willing and support to parents and the child.

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

This is a hard and specific area of need. A Childminder will have the experience and the tools in which to approach this type of care. If a childminder's sole charge was the child then there will be time for research and training in order to be able to understand that child's requirements. By interacting with the parents and the child as they come into the setting the carer can learn the signs and signals of the child and watch how the parents interact during a regular day. By using a diary method to keep notes of needs, responses and daily routine will help if the child finds it hard to communicate.

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

See statement above

Medical Needs will need to be recorded as administered and signed by both parties in order to provide good and safe practice. Additional training and qualifications maybe required when caring for a child with medical needs.

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

The issue of safeguarding is very important. By making the child feels welcome and cared for is detrimental within their care plan. Depending on their needs and their care plan, a Childminder will be very aware of inclusion and diversity if there are other children in the setting. By involving all children in activities, discussions and experiences it gives all the children a sense of worth and boosts confidence. It also shows everyone to be equal and of importance in the group.

How we promote developing independence

Depending on the child's need then that will depend on the amount of independence that can be given. This must be discussed with parents and the LA and then a plan or activity maybe produced to see if a child is capable of the task. Things may change over time as the child matures and learns new things and this will be recorded and discussed with parents as time goes on.

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

Through research of a child's need and discussions with parents, reviews will take place on a regular basis or at the wish of parents and the LA. As the child learns, matures and develops things will change and so by recording progress through, observations, photos, play plan etc. then changes will be seen and weighed up against EYFS developmental stages to see if progress is being made and when.

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

Lots of things can be adjusted to suit a child's needs. Ramps, handles, locks, gates and safety equipment can be installed and acquired if a child needs this. If the child already has known special needs then this can be done prior to the child starting. If the child becomes in need of specialist support, then items can be added to the environment in order to promote health and safety.

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

Along with wellbeing, health and independence being included in everyday tasks and routine can be essential for these children whether it be setting the table for dinner or putting on their own shoes. To be treated like all the other children can such a benefit to a child with needs. Simple things you say to a child to encourage them like "eat your carrots and get a sticker" or "finish your yogurt and you can have an apple" shouldn't be changed because that child has special needs. By dealing

with the child in the collective will make them feel part of the group and not apart from the group.

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

If there is a child in need of a place and I have the ability to support that child then gaining experience from a course or e-learning will be essential before that child starts. If the child has developed issues whilst already in my care then courses specifically involving their need and also a SEN course will be required in order to help understand the level of care needed.

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

As well as Family Information Service, there are children centres, local support groups and specific parent and carer support groups which can be researched and accessed in order to gain information and support.

SAIDSEND team are there to give guidance and support as well as information and access to help and care.

How we prepare children to join our setting

As with any child the initial parent and child visit will give a Childminder a good indication of the needs and care required for that child. But it also gives the child the chance to see whether they would stay in the setting. My first meeting are very informal and allows the child to investigate and get a feel for the place. A casual tour is taken whilst discussing what the parent needs from the carer. It also gives the child the chance to let them know what they like and want. Depending of the level of special need and whether the child can communicate the carer will chat with the child along with the parents when discussing likes and dislikes, favourite things, food as well as their daily routine.

How we prepare children to move on from our setting

If a child is moving on and they are able to understand then we begin to create some final keepsakes. Photos, drawings etc. are put together. We make their transition exciting and fun. If it's to move on to school we may have been doing the school pick up with the other children for a while so it will be familiar. Having discussions and play dates with future school friends can relax a child, as they will have a familiar face to see when they get there. It's a case of familiarizing them through visits and reassurance which gives them the confidence to move forward easier.

Contact for more information

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