

Patricia Carr

Brief description of the setting

My childminding setting provides daily care for babies and children between birth and 12 years. We live in a 4 bedroom semi, with a conservatory and a large safe secure garden. I pick up and collect from Hayfield Lane Primary school.

I run an all-inclusive practice which meets the care and needs of children and their families. I have an extensive range of resources of all age ranges and aim to provide children with a safe and secure environment in which they can learn, develop and achieve.

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

I identify if your child may need additional help and support by using a system of observations, parental information, developmental mile stone and following the EYFS framework, and school information if child attends local school.

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

Discuss child's development with parents and carers and use our daily diary and written observations to plan how parents can help their child at home. Also to gain information from parents about their child's development and behaviour while at home.

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

Explain to Children who are old enough, what plans and activities we can use, which will help them develop and progress. Allowing children to be part of their own learning, planning and reviewing, enables them to have their say and views heard. Children of all age ranges can use their personal interests to help keep them focused on learning and development.

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

The youngest children in my setting are now at nursery so I follow the curriculum through working with nursery and school. If a child in my setting has SEND I would ask, with parents' permission, to be a part of the child's school meetings so that I could help to extend the planning into my setting to help each individual child.

How we provide additional support if your child has learning needs

Additional support would be provided by working with outside agencies such as The SENCO team and local authority services. These would provide help and support to my setting, parents and children. If the child is at school, then I would ask to be part of the SEND programme the child is part of, so that I could extend the learning in my setting.

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

In our childminding setting, Social and communication needs are met by allowing children to be part of our stable setting and meeting other children in our setting, as well as getting used to visiting other settings such as toddler groups, children's centres, visiting other childminding settings, been out in the community and visiting local parks, shops and play area. This can be introduced slowly so children gain in confidence and self-esteem.

I have undertaken a Makaton course, so I could use these skills to help children who have communication needs. I would also work with parents to see what methods they use, so that we are all working on the same system.

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

If a child has medical needs, then I would contact Early Years to see if there is any relevant training which I would need to undertake before the child attends my setting. My main priority is to keep each child safe and healthy. I would work with parents and other professionals who would advise me on how best to meet the needs of each child if they have physical and sensory needs.

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

Young children need stability and need to feel secure. When this is achieved children gain in confidence and self-esteem. This helps them to feel safe within the setting and this allows them to relax and learn through their experiences and play. Older Children are encourage to talk about their feelings and needs and this helps them to gain in confidence within our setting.

How we promote developing independence

Children in my setting are encourage to do tasks independently as well as help each other.

Children who need extra support are still encouraged to be independent through adult help and encouragement. Self-care is encouraged were possible, depending on the age and development of each individual child.

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

Children's progress is measured by the guidelines set out in the EYFS and the development mile stones document. Children's progress is also monitored by doing observations, taking photos and keeping a progress record of each child.

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

Depending on each child's needs, I would adopt my setting for the age, need, and independence of each child. I would do this by working with parents and outside agencies, so that each child has the correct support while in my setting.

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

At present, I have no children with SEND within my setting, but I would welcome any child into my setting who has additional needs. Depending on what needs each child has, I would aim to adapt my setting and resources to provide additional help and support to both the child and their families. I would do this by working with parents and outside agencies, so that each child has the correct support while in my setting.

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

As a childminder I work on my own, so I have a basic knowledge and awareness of SEN. If a child were to come into my setting with SEND, then I would ask early years for advice and support, and hopefully there would be some training and workshops which I could attend, to help me provide better care and support to children and their families with SEND.

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

- SENCO TEAM
- Children's centres
- Early Years
- Health visitors
- Nursery and School professionals

How we prepare children to join our setting

Parents and children are encouraged to visit our setting a number of times together so that they become familiar with our setting, the children and other adults and its routines. This would also allow myself to see what help and support the child may need if they have SEND. Parents are then encouraged to leave the child for short periods, slowly extending the times so the child becomes used to staying all day.

How we prepare children to move on from our setting

Children with SEND need extra help and support to move to new settings, so were possible I would visit a new setting with the child and parent over a period of time before the child is due to move. Also work with other professionals to help and prepare children to move to a new setting.

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

The resources we have can be adapted to meet the needs of a child with SEND. I would also contact local services to see if I could hire or lend resources and equipment to meet the needs of children with SEND. I would also work with parents and carers to make sure I have the correct resources and equipment needed before a child starts my setting.

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.