

Sharon Goodwin

Brief description of the setting

I began childminding in 1991 and I live in a 3 bedroom house in a residential area close to local schools and amenities. It is a homely setting with a fully enclosed garden, used for outdoor play. I provide quality care for all children whilst treating them with equal concern and respect.

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

I regularly talk to the parents/carers about the individual needs of each child, and if necessary seek permission to ask for support from outside agencies where appropriate. I do regular written observations and using the 2 year progress check, I highlight if I believe a child is falling behind in any of the prime areas of learning whilst providing individual support depending on the child's needs. Being alert to early signs of needs that could lead to later difficulties, and responding quickly and appropriately, involving other agencies as necessary.

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

It is important to talk regularly to parents/carers about the individual needs of each child, and to talk to children about their likes– dislikes and interests. I encourage parents carers to tell me about family/ culture/ religious beliefs and support each child through sensitive observation, to achieve their full potential, whilst removing or helping to overcome barriers for children where these already exist.

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

It is important when planning to take into consideration the Child's likes/dislikes and interests. These may change regularly eg the child may have been on an outing or a family holiday where they have had new experiences. By talking to the child, it aids recall and memory, and is my focus of new planning.

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

I provide equal chances for each child to learn and develop to their full potential, taking into account each child's age and stage of development, gender, ethnicity, home language, and ability. I adapt my activities to enable children of all age / stages to join in eg sewing - threading boards - threading bobbins/ large hole buttons.

How we provide additional support if your child has learning needs

I attend appropriate training to ensure I have the skills and knowledge needed to support children and their families, and would welcome support from outside agencies where appropriate. risk assessments are carried out on a regular basis,

both inside/outside my home and outings. And I keep up to date by monitoring any individual healthcare plans, already in place.

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

Children's later achievements are dependent on their ability to communicate effectively therefore I would use the EYFS and a strategy that suited an individual child, whilst sharing with parents. Some children may need to use other methods such as signing. This would be reviewed regularly.

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

I would make reasonable adjustments to ensure that my playroom and accessible areas are safe, secure and accessible. This will ensure that such children can access and enjoy the same opportunities as other children. This will be reviewed regularly, as children's health needs may change over time, in ways that cannot always be predicted. A child may also be self-conscious and develop anxiety or depression. I will try to ensure that a child with medical conditions is properly supported so can therefore fully engage with play and learning.

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

Being emotionally healthy is linked to a range of positive outcomes in later life, therefore laying the foundations for emotional health throughout childhood and into adult life is paramount. I support my parents/carers and children in forming friendships, peer relationships and personal development, and provide additional advice and support from a range of additional services should the need arise.

How we promote developing independence

I assess a child's ability by listening, watching, talking to parents and observations that are age/stage relevant. Listening to any concerns from parents and child health services. Using this knowledge as a planning starting block to aid achievements. By recording any SEN and outcomes a child is expected to achieve, with good educational provision, they can be helped reach their target.

In my setting children are given the chance to make decisions by being offered small choices. Eg what book would you like me to read, setting the dinner table. Showing enthusiasm when the child tries to help, and praising their ability, pointing out that it was their own skills that led to success.

It is also important to point out why things are dangerous or unacceptable without belittling the motivation to do things on their own. I respect a child's feelings and fears, asking why they are afraid and then taking time to talk about it.

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

We begin with a base line gained by information from parents and relevant organisations and use regular evaluations to ensure that your child is gaining

progress. This information is put into his/her own personal folder, "my learning journey" this folder is passed between setting and parent., enabling both to make entries. Using the EYFS base lines (not specifically the age) to work towards.

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

Risk assessments are carried out on a regular basis. Once a child's needs have been evaluated I can look to making any necessary changes to their learning environment. More space may be necessary, or additional resources with support where required. (Equality act 2010). I would make all reasonable adaptations to my learning environment to make sure that children with SEND are not at a substantial disadvantage compared with their peers.

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

The equality act states that must promote equality of opportunity and must not discriminate. Parents have vital and unique knowledge about their Childs needs that that is the cornerstone of our partnership. This information helps me put together a play plan. This would take into account the child's friendship groups/like she/dislikes. I aim to adapt my activities to suit all age/stage children. A visual timetable, using photos, could enable them to understand our routine and photos of the child's favourite activities could be put into their own folder to take home for them to "read" to parents. Finding out their favourite food so it appears on my menu is helpful, as meal times can be sometimes stressful for children

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

I attend regular courses and will ensure any staff that I employ have the opportunity for relevant continued professional development relating to SEND. This could also include on line courses or reading materials. Training could also be responding to outside agency advice, when specialised resources /equipment are required eg using sloped writing boards.

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

If a child is school age then advice/support could be gained from their SENCO support staff.

A child's health visitor, who will carry out a health check for children aged 2-3.

Speech therapist

Children's centre - youth services/family support

Local authority DMBC

Various health bodies including social care services, early help, family support.

How we prepare children to join our setting

After the initial discussion with the child's parent/carer, we discuss "settling in". I ask if the parent will complete a form detailing the child's likes/dislikes, achievements, and daily routine. Settling in may mean that the child spends short periods of time at

my setting if necessary, increasing the time until everyone is happy. I use a daily diary to inform parents of their child's day, eg activities, food/drink consumed, nappies changes, achievements etc which is left in the child's bag, for parents to make comments.

How we prepare children to move on from our setting

With a parents consent I Complete 2 and 3 years old assessments. This enables me to assess a child's achievements/needs. I also used the 3 years old assessment as a tool when the child is moving on to another nursery setting. Once again, with parental permission, I meet with the local school nursery teachers to pass on valuable information on the children that are going there from my setting. Eg. If a child can..... Put on and fasten coat, put on shoes, use the toilet independently, play happily in a group. (Things that are important for independence) These are things that we will spend time working towards during the months previous to starting in a new setting.

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

Every child is an individual and therefore their requirements differ. I work extensively with parents to find out exactly what a child's needs / requirements are and this is my starting point. There is a wide spectrum of ability with every category of special educational need and help with resources may also come from local services.

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.