

Victoria Panks

Brief description of the setting

I have been childminding since July 2008 and I now work alongside my husband caring for up to 12 children age ranging from 9 months to 12 years. I live in a four bedroom detached house in a residential area near to the local school and park. I provide quality inclusive care for all children in a homely but structured setting.

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 in my care. I conduct a 2-3 year progress check, make regular observations and refer to each child's progress sheets to make sure I am aware of any areas that need additional support and where a child may need the involvement of other agencies, such as speech therapy, health visitor or preschool inclusion.

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

It is important to regularly talk to parents/carers about the individual needs of each child, and involve children in discussions about their like, dislikes and interests. I encourage them to tell me about family, culture, religious beliefs and support each child through sensitive observation, to achieve their full potential and helping them to overcome any barriers that may exist.

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

By regularly talking about what a child has done outside of the setting both with parents and with them, I can include these experiences in my own planning and activities within the setting enabling children to use their memories and recall abilities and share experiences with us and the other children.

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, stage of development, gender, ethnicity, home language and ability. I adapt activities; use different resources etc. so each child can join in any activity regardless of any barriers.

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. I welcome support from outside agencies where appropriate. Pre-school inclusion team for additional support and also help in keeping and monitoring individual healthcare plans for ease of transitions for other professionals.

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 to monitor and find appropriate strategies that suited an individual child. Involving parents and offering them strategies and offering referrals to external agencies if we both felt that was necessary. 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 all areas are safe, secure and accessible. This would ensure all children could enjoy the same opportunities and experiences regardless of any special needs they may have. As all children's needs can change over time this would be reviewed regularly and if additional support or modifications were needed, additional training or support would be in place.

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 adulthood is important. All children are treated equally, fairly, encouraged to be good role models and helped to make good friendships by positive praise and encouragement.

How we promote developing independence

By observing children and reviewing their progress I am able to encourage children to start being independent according to their ability and age. I try to motivate, encourage and assist to help children to do things on their own. All children are given lots of praise for even the simplest of tasks so they all feel a great sense of achievement and self worth.

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

I learn about a child's starting point from discussions with parents and observations. This gives me a base line and helps me to plan activities. Achievement sheets are regularly updated so I can make sure I am aware if there are any areas a child needs additional help or support. Parents are involved in their child's next steps so children have consistency between home and setting.

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 at 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 we must promote equality of opportunity and must not discriminate. Parents have vital and unique knowledge about their child's needs and that is the cornerstone of our partnership. This information helps me put together a play plan that is age, stage and ability suitable for all children including their likes and dislikes to help them to be inclusive within the setting. I aim to adapt activities wherever necessary, use of visual timetable, using photos etc. 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 favourite food etc. can help to reduce stress at mealtimes to enable the introduction of different tastes and experiences in a more gentle way.

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 I employ have the opportunity for relevant professional development relating to SEND. The invaluable support of pre-school inclusion team will be accessed for further advice and training needs and when specialised resources or equipment is needed for a child's continued development.

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 health checks for children aged 2-3.

Speech therapist.

Pre-school inclusion team, for continued support and advice.

Children's centre, youth services, family support.

Local authority, DMBC.

Various health bodies including social care services.

How we prepare children to join our setting

After initial visits and discussions with parents we discuss settling in and I like children to attend for taster sessions beforehand where possible to aid the transition into my setting. Parents are asked to look at the achievement sheets and tell me where they feel their children's development is at the time and if there are any areas they have concerns in.

How we prepare children to move on from our setting

With the parents' consent I complete regular assessments and observations and keep a folder with photographs and evidence of work that parents will keep when children leave as a memento of their time with me. I complete a transition form for the new setting/nursery/school so they have a brief description of the child's abilities and next steps to focus on. A more detailed personal centred plan is given in some cases to help the new setting have a greater understanding of the SEND needs of the child. In some cases I attend the nursery with the child to ease transition.

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

I arrange TAC meetings or SEND meetings so every professional involved with the child can help and advise each other on ways to improve all services and resources available. Working extensively with parents to ensure they get any additional help available to them as well and always treating each child as an individual seeking help or resources from local services where needed.

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.