

Local Offer: Childminders



Special Educational
Needs & Disability

1. Your name and Ofsted number: Caroline Cook, After school care, EY451374.
2. If you work with another childminder does anyone specialise in SEN and D?
3. Provide a short paragraph about your ethos/mission statement for including children and young people with Special Educational Need and Disability (SEND). How do you aim to meet the unique needs of the child?
Every child is unique and requires different strategies to ensure that they are being given high quality support with their communication and interaction, cognition and learning, social, mental and emotional development and sensory and physical development. Getting to know a child and attention to their individual needs in addition to a good understanding of how they relate to other children at the setting is paramount. I challenge assumptions and encourage all to be aspirational.
4. How do you identify that a child is not meeting appropriate age related milestones and what do you do in this case? How do you find out what matters to the child and their family?
On joining the After School Club parents and children complete a questionnaire to help inform me of their needs, personal interests and what is of priority to the child and their family. I recognize that children develop at different rates and I refer to the EYFs framework information for the children of reception age when making milestone judgments. I make observations on all children on how they communicate, play and complete activities alongside other children. I would discuss any observed concerns with parents in an informal manner and work together to decide upon next steps.
5. How do you promote positive relationships and ensure good, ongoing communication with families? How will families know what progress their children are making, how to access additional support and what they can do at home to help?
I always communicate in a positive manner and highlight good behavior and achievements. I routinely give feedback to parents at the end of each session about how their child has been that day. I am also available by telephone or email for parents to discuss any matters concerning their child. As I provide after school care I would, if appropriate, suggest that parents may wish to discuss progress and additional support with the child's school teachers or consult organisations such as 'I CAN' for example.
6. How will you communicate with other providers who care for a child, or with providers who will be caring for the child? How do you support children to experience a smooth transition to school or a different situation?
I have a good working relationship with staff at the local school attended by the children I care for and, where appropriate, may discuss issues to ensure that the needs of the child are best met. Where children move to other settings I am happy to discuss their specific needs subject to parental consent.

7. How do you provide an enabling environment for all the children in your care? Are there quiet areas and fully accessible spaces? What other adjustments can you make? What about the physical environment in and outside your setting?

I provide children with a range of activities that cater for the needs of different types of learner. Tasks are differentiated by outcome. I suggest ideas to the children which are often then modified by the child themselves to suit their own interests. Sometimes I encourage children to work together. Every session contains some 'free play' time. Children have access to a large garden with play equipment and a nature corner for them to explore.

8. There is an opportunity here for you to tell families what experience you have of working with children with additional needs.

In addition to running an after school club at my home for two years I have been working as a school teacher for 17 years, this experience helps to support my work as a Childminder. During my teaching career I have taught many children with additional needs, liaised closely with SENCo's and kept up to date with professional advice and contemporary academic opinion on strategies to ensure the best outcomes for children.