

## Local Offer: Childminders



Special Educational  
Needs & Disability

**1. Your name and Ofsted number:**

Christine Clarke EY132800

**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?**

As a childminder I give equal consideration to ALL children in my care. This is irrespective of racial origin, religion, language spoken, disability or cultural background. I am therefore open to all enquiries relating to childminding, allowing for my own limitations within my home, and the needs of other children in my care.

I provide an environment without prejudice and with sensitive education, ensuring that the children in my care learn to respect differences, which are highlighted in a positive way. Every child will be recognised as having ability to succeed and will be praised at every opportunity.

I seek inclusion for children with any disability or special needs, and assess the needs of all children. I will discuss the child's requirements with parents and any other professional, and work together to try and overcome any constraints in my setting. I regularly reflect on my practice and try to ensure effective inclusion procedures.

**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?**

I observe children through their play and interaction with myself and others. I use these observations, whether they are verbal or non-verbal to complete regular Learning Journal Summaries, which parents also contribute to.

If I feel a child is not meeting age related milestones I will always discuss this with parents first.

I use the 2012 EYFS Development Matters as a guide to assess how a child is developing; as they are grouped into overlapping age bands it gives a good picture on expected broad development milestones.

When a child reaches the age of two we are required to complete a 2 Year Assessment, together with parents by the time the child reaches three. This has to be shared with the Health Visitor, and with written permission I will contact the Health Visitor myself if we have concerns.

I also use a 'Communication Profile' from our Local Authority Speech and Language team if I have concerns in that area.

When a family wishes to start at my setting we have visits and settling in sessions where we all get to know each other. I can find out what matters to the whole family.

I have an "All about me sheet" that I ask parents to fill in and they are welcome to add whatever they feel is important for me to know about their child.

The child's own views are also very welcome.

I will visit the family at home, or in their current setting where this is possible, if parents feel it would be useful.

**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 keep parents regularly informed about my daily routines and childcare practices and share information about the children with parents using verbal communication, notes, and phone calls and where appropriate daily diaries learning journals. I informally share information when the children are collected or dropped off.

As well as daily communication, I regularly complete Learning Journal summaries in conjunction with parents.

I give parents Learning Journals regularly, which include observations, artwork and photographs to show them how their children are progressing. I include a comments sheet which parents are free to fill in.

If we feel additional support may be needed I help families by referring them to their Health Visitor or doctor in the first instance.

With written permission I can also contact my Local Authority Network Coordinator, who is my SENCo for advice and support. Any information can then be shared with families.

I have details of professionals who offer additional support, including a help line for Speech and Language for example, that anyone can call.

I also have a variety of support sheets that I offer parents to use at home.

Through my Diaries, where necessary and my regular Learning Journal summaries include suggestions of activities families may want to do at home to support their child and aid them reach the next milestones.

**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 give a copy of my Learning Journal Summary Sheets, which I complete 3 times a year to other settings. I ask parents to give them directly, with signed confirmation if I do not have direct contact.

With written permission I will contact other settings directly if I have any concerns, this way I can try to work together with other providers to aid a child, and provide continuity.

When children transfer to other settings I will ensure we all chat about where they are going regularly.

I also use resources such as books so that we can read about school for example, and look at picture together.

Children due to attend either the local Nursery or School that are already with me for the school runs will already be familiar with the school, which aids transition.

Together with parents, I also complete the Local Authority "Moving On" document, which gives the next provider a good picture of the child's stage of development, their personality and interests.

If possible I will chat to the setting a child is transferring to before they visit.

**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 adapt my setting to reflect the needs, interests and development stages of the children. The open plan dining room / lounge, kitchen and toilet that I use for childminding are all on the ground floor.

I also regularly use the nearby large playing field, and equipment.

Babies needing a sleep use cots upstairs. Older ones can rest or nap in the lounge.

I often have a quiet time shortly after lunch to allow food to be digested and children to rest; we chat, read, play board games or watch educational television such as Mini beast Adventures. Often we have a den building session, or use tents that children enjoy laying in.

As I work from home the downstairs is accessible within the normal layout confines of a house, which has not been adapted for additional needs at present.

I use removable stair gates, and can request for support from my Local Authority should I need to do so for additional equipment or resources. The front of our house is block paving, and on a level road and pavement with good parking. There is a step into the hall via the front door. The back garden is on a slight slope, and access is a step out to the garden, either via the dining area or the kitchen. Access can also be gained via a locked gate to the side.

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

I have supported families with speech and language development concerns through liaising with Speech and Language Therapy Specialists.

I have attended Makaton stage 1 and 2 training.