

Local Offer: Childminders



Special Educational
Needs & Disability

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| 1. Your name and Ofsted number: Claire Clements EY269787 |
| 2. If you work with another childminder does anyone specialise in SEN and D? No |
| 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? |
| ALL children are welcomed to my home. I work alongside parents/carers to ensure a good understanding of your child's needs so that your child remains confident and happy whilst in my care. I already have some kit to assist children develop skills specific to their needs and continually discuss successes and development with the child's parents/carers to ensure continued success in your child's development. |
| 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 have information and undergo training about children's development which, alongside my experience, helps me identify where there may be delays in your child's development. This is also taken in context of your family and by talking with you we work on any areas of your child's development which might need strengthening. |
| 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? |
| Using a day book which goes between me and the parent/carer, a journal of what your child has been doing and achieving and talking to each other, I hope that we all have a good understanding of your child. The book and journal help with working on your child's next steps to help them achieve further. I can help with accessing additional support or finding information if required. I am also happy to speak directly with other people involved with the child such as teachers, health visitors, doctors or occupational therapists. |
| 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 work with other pre-schools or carers to ensure we are all working towards the same goals and reinforcing the same activities. With children who are about to go to nursery or school, I complete a 'transition' form which gives some information about your child's development. I also meet with the key worker or teacher. |
| 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? |

Children in my care can access three different areas with easy access to a toilet. The conservatory opens onto the garden which is enclosed. This has a step down. But we use a large foam block to assist smaller children or children with movement challenges to get in and out. A cabin in the garden is often used as a quieter play space. Access to the front door can be tricky as we are on a slope, but we manage to overcome this by ensuring children are closely helped to negotiate the slope. Further modifications could be possible if required.

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

I have had experience with children (from early years to teenage) with autism, motor co-ordination difficulties, higher emotional needs, mental health needs and developmental delay. I have also volunteered in a pre-school specialising in children with special needs.