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| 1. **Your name and Ofsted number: 132809** |
| 1. **If you work with another childminder does anyone specialise in SEN and D?**     NO, but would be prepared to do relevant training to support individual child in order to offer a place within the setting. |
| 1. **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?** |
| I will make sure that I actively promote equality of opportunity and anti-discriminatory practices for all children and their families. I will make sure that I treat all children with equal concern, dignity and respect.  All children will be treated as individuals and reasonable adjustments, where necessary, will be made.  I will support children to feel good about themselves and others, by celebrating the differences which make us all unique individuals.  I will work closely with parents and other agencies where appropriate to ensure individual children’s needs are met. |
| 1. **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 assess children on entry to the setting taking into account information shared by parents/carers and any other professionals whom have been, or are currently working with the child. From these assessments I will plan appropriate next steps to support and aid the child’s development sharing these with the family and other professionals. I will re-assess the child’s development and share their progress. If I feel the child is not meeting appropriate milestones then I will discuss this with the family and professionals involved in the child’s development and look at ways we can support the child to reach these milestones including outside support from other professionals. It is important that this is done in order to give the child every opportunity to meet their full potential.  When I first meet a child and their family I share information about myself, my family and the setting. I then discuss what their individual needs and requirements are, what is important to them and what their aspirations are, I then discuss what I can offer, and how I can best support the child and family to meet their requirements. It may be necessary to involve other professionals to do this. |
| 1. **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 will complete a daily contact book where I record the child’s day and encourage parents to record any information they would like to share with myself, I try to be available at the start and end of the session. This is not always possible so I let parents know I will give them a call and parents can also call me. We can discuss it over the phone or alternately arrange a convenient time to meet.  When observations and assessments are made these are recorded in the individual learning journals. Parents are asked to compete wow slips to share those important new developments and any progress that has been made, with Rachel and add them to their learning journals. Learning journals are always available to parents to access and I share them with parents once every 3-4 months to discuss their child’s progress or sooner if I feel it is of benefit to the child. All next steps are recorded in their daily contact book and their learning journals so parents can work on this at home. If it is agreed that the child may benefit from additional support I can advise on how to access this with the support of my Childminding network co-ordinator. |
| 1. **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?** |
| Parents are asked to sign an inter-setting sharing information agreement. I then introduce myself to other providers and begin a setting sharing book to share information about a child’s strength’s and interests, child’s voice and next steps.  When a child is due to undertake a transition I will provide as much information to the new setting as possible by completing a moving on document with the child and their family. If more appropriate a High Needs Transition Document will be completed. Wherever possible I will arrange many settling in visits for the child to attend with their parent, myself and once more settled independently. With permission of the new setting I will take photographs of spaces and people that the child will be in contact with, we then look at these daily and talk about them positively so that they become familiar and recognisable to the child. |
| 1. **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 a range of challenging and enjoyable opportunities for each child to learn and develop that is appropriate to their age, ability, stage of development, ethnicity, religion and home language. Every child has an opportunity to take part in all opportunities offered and these are adapted to each child’s individual needs. My lounge is used as a quiet room for reading, relaxing on bean bags etc.  My rear garden is fully accessible, entrance into my home is up one step front and back. A ramp can be placed here. All rooms are fully accessible Lounge, playroom, kitchen and bathroom. (Has been accessed in the past by a wheelchair and walking frame). |
| 1. **There is an opportunity here for you to tell families what experience you have of working with children with additional needs.** |
| I have worked with a child: for 3yrs (age1-4yrs) with limited sight**.** |