

Local Offer: Childminders



Special Educational
Needs & Disability

1. Your name and Ofsted number:

Simone Sproates EY404715

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?

I will make sure that I actively promote equality of opportunity and anti-discriminatory practices for all children. I will make sure that I treat all children with equal concern and respect. I recognise and welcome all legislation and existing codes of practice produced by appropriate commissions, for example the Equality and Human Rights Commission.

I value and respect the different racial origins, religions, cultures and languages in a multi-ethnic society so that each child is valued as an individual without racial or gender stereotyping. I will also not discriminate against children on the grounds of disability, sexual orientation, age, class, family status and HIV/Aids status.

I provide equal chances for each child to learn and develop to their full potential, taking into account each child's age and stage of development, gender, ethnicity, home language, and ability.

I provide, and make sure that all children have access to a range of books, puzzles and other toys which provide positive images and examples of the diversity of life in our society.

I challenge racist and discriminatory remarks, attitudes and behaviour from the children in my care and other adults.

I will always help children to feel good about themselves and others by celebrating the differences which make us all unique.

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 aim to work in partnership with parents to meet the needs of the children.

Wherever possible I try to meet parents' requests for the care of their children according to their values and practices, preferences and attitudes. Family customs and beliefs about dietary requirements, dress code, hair and skin care, help required with toilet and washing are respected as detailed in my equal opportunities policy. Records of the requirements agreed are kept attached to the child record forms. These records are revisited and updated during regular reviews with parents.

I keep parents regularly informed about my daily routines and childcare practices and share information about the children with parents using a diary, which stays with the child

<p>and is shared with the parents, email, telephone or face-to-face meetings. I informally share information when the children are collected or dropped off.</p> <p>If a child does not meet age related milestones I would consult the parents and together we would devise an action plan that would target the affected areas both at home and in my setting.</p>
<p>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?</p>
<p>If a child is identified as a child in need (section 17 of the Children Act 1989) I will, normally with the parent's permission, give appropriate information to referring agencies.</p> <p>I expect parents to inform me of any changes in the child's home circumstances, care arrangements or any other change which may affect the child's behaviour, such as a new baby, parents' separation, divorce, new partner or any bereavement. All information shared will be kept confidential unless there appears to be a child protection issue.</p> <p>I offer regular review meetings with parents to discuss their child's care and any issues or concerns, preferably when the child is not present. If I do not share the same first language as the child's parent, I will find a way of communicating effectively with them. This may include seeking guidance from the local early years team.</p> <p>I work together with parents to make sure that the care of their child is consistent. A consistent approach benefits the child's welfare and helps ensure the child is not confused.</p>
<p>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?</p>
<p>Sharing of information re learning journals is vital to make sure that the right care is provided and the learning and development is consistent from one provider to another. Especially where the child's needs are more complex, conversations between key workers from different settings the child attends is very important.</p>
<p>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?</p>
<p>All children are involved in any of the activities in my setting. It might just mean adapting the activity to meet certain children's needs and expectations accordingly.</p> <p>There are quiet areas for the children based on their requirements too. My setting has been well adapted to accommodate most needs however, any further adaptations needed for a prospective child will be considered as much as possible.</p> <p>The physical environment inside as well as out is safe and fully accessible for all children regardless of their needs.</p>
<p>8. There is an opportunity here for you to tell families what experience you have of working with children with additional needs.</p>
<p>I have a level 3 diploma in childcare and the workforce which focuses quite expensively on children with special educational needs.</p> <p>I have to date not had the opportunity to work with children with additional needs yet however feel I have the relevant training and background to do so effectively.</p>

