

Special Educational Needs and Disabilities (SEND) Local Offer

Early Years Education Provider Name: Caroline Perrin - Childminder

Ofsted Unique Reference Number: EY435388

Local Offer by:

Caroline Perrin
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How does the early years setting know if children need extra help and what should I do if my child may have special educational needs or disabilities?

We observe all children continuously following their progress in line with the Early years Foundation Stage (EYFS) set out by the government.

All new children upon starting here are observed and a summary of the child's abilities and stage are written into an individual assessment as a starting point for their pathway.

We have discussions with you regarding your child's development and progress. Your contribution is very important to ensure we are providing for all of your child's needs.

We talk to all parents at the beginning and end of each day sharing information about their child's day (Children under the age of two years have a daily diary).

We plan for children's individual needs; sharing interests and possible lines of development forms with parents termly.

A two year old development check is carried out jointly with parents to review your child's progress.

I have extensive child-development knowledge which I have gained through training and working in childcare for over 20 years. I use this knowledge then making judgements and decisions about support.

Any concerns you may have about your child you can raise these with me initially and I will follow reasonable steps in order to gain further specific advice and support from other professionals with your permission.

Any concerns I have will be discussed with you initially, and with your permission I would then speak to the relevant professionals to gain further advice and support. I will follow my SEND policy and procedure.

How will the early years setting staff support my child?

As a team, we work closely with all of the children and their parents/carers. Supporting your child while they are away from home, helping them to build confidence and positive self-esteem through building positive relationships and learning through play.

When starting at the setting each child will receive an 'All About Me' form which lets us know about each child's routines, interests, any professionals already involved with the child and their home language so we can support this in our setting.

You will also receive a Communication Profile which helps us to understand how your child communicates with you and others at home.

We share observations and photographs with parents regularly.

Each child's individual learning summaries are shared with parents to highlight the children's interests, what we have noticed the child doing, any concerns we might have about their development and the supporting activities we will offer them to support further learning.

How will the curriculum be matched to my child's needs?

Each child is unique and learn and develop in different ways. We allow each child to explore and investigate in a rich and safe learning environment with support.

We use a rolling continuous provision planner for both indoors and outdoors, this makes sure we are using all the resources available and can adapt where necessary.

We use the Early Years Foundation Stage Curriculum as a guide to further plan for each child's development considering their needs and interests.

Through observations and assessments we are able to determine each child's stage of development and plan for their future learning, through adult-led and child-led activities.

<http://www.foundationyears.org.uk/eyfs-statutory-framework/>

How will both you and I know how my child is doing and how will you help to support my child's learning?

Every child has their own individual needs and to be able to cater for these we regularly observe them during their play and evaluate these observations in order to take their learning forward.

As a parent/carer you will be kept informed continually about your child's progress and development, through daily discussions, daily diaries through sharing photographs and development summaries.

I am always happy to arrange a convenient time to meet and chat to you about your child's needs, progress and development. I will arrange times for you to discuss these with your child's key person if appropriate.

We are happy to suggest activities that you could do at home with your child.

Any concerns are shared and discussed with the child's parent or carer. If we feel a child is not making appropriate progress through the Early Years Foundation Stage, I will seek advice from the local authority, Early Years Co-Ordinator, Area SENCO or other professionals.

Where English is not a child's first language, I can work with the early years co-ordinator to access resources to support the child in my provision. I am able to access the local Learning Support Centre to be able to borrow resources and gain any further information.

We have a range of resources which are easily accessible to the children, which are age related and support the developmental stages.

The Parent Partnership Policy is regularly reviewed and always implemented.

What support will there be for my child's overall well-being?

All of the children's safety and well-being are paramount. We ensure that your child is safe and secure; both emotionally and physically.

Risk assessments are carried out regularly and constantly reviewed.

All staff are trained in Paediatric First Aid and training is renewed every 3 years.

All medication is stored appropriately according to the instructions on the label and to keep out of reach of all children. A medication record is kept for all medications held and administered, stating the dosage, time of administration and signed by the administrator and parent/carer.

All staff have been approved by Ofsted and hold a Criminal Records Bureau (CRB) or Disclosure Barring Service (DBS) certificate.

All staff have attended a Child Protection: Safeguarding Awareness course and I always keep up to date with the relevant procedures for safeguarding and ensure that staff are aware of these also.

Policies include Safeguarding Children and Child Protection, Special Educational Needs and Disabilities, Equal Opportunities, Medicines Policy and Health and Safety.

What specialist services and expertise are available at or access by the early years setting?

I can access advice and support from the Early Years Area Special Educational Needs Co-ordinator (SENCO), Morton Michel, and Professional Association for Childcare and Early Years or from specific professionals through the Integrated Therapy Service for Children and Young People.

What training have the staff supporting children with SEND had or are having?

I access specific training as the need arises to ensure my professional knowledge and development is continued.

I ensure that all staff can access relevant training and have the opportunity to further their own knowledge and understanding for supporting the children in their care. Training is reviewed regularly.

I have attended:

- Special Educational Needs: Early Identification and Support
- Somerset Total Communication (Level 1)
- Early Communication
- Introduction to Child Protection
- Safeguarding for the designated lead role of the childminder
- Safeguarding - recording and reporting concerns

I have completed my Paediatric First Aid training; BTEC National Diploma in Childhood Studies (Level 3), Early Years Foundation Degree (Level 5) and CACHE Understand how to set up a home based childcare service (Level 3).

How will my child be included in activities outside the early years setting including trips?

When planning any activities or outings we ensure that a risk assessment is carried out beforehand.

We always welcome input from parents about whether these outings are relevant to their child's needs.

All areas visited are wheelchair/pushchair accessible to ensure that each child's requirements are met.

How accessible is the early years setting environment? (Indoors and outdoors)

I work from my home in a terraced house in the centre of Taunton. There is a small step down into the kitchen from the dining room and another step from the kitchen to access the garden area at the rear of the house through the back door.

I have a secure, enclosed rear garden for outside play which is all on one level and I am very close to the local park which we visit regularly.

The toilet facilities are upstairs.

The doorways are not wide enough for a full sized wheelchair.

How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/school?

I have an admissions policy which I follow for all new children and their families who are starting in my setting.

Initial meetings are with both the parents and the child which gives us the opportunity to meet each other and get to know you both better; this creates a good environment for future discussions.

Once a parent has decided they would like their child to come to my setting, we then discuss a flexible settling-in time table in the weeks/days leading up to their start date.

The settling-in period is important for you and your child, it gives your child the opportunity to become familiar and comfortable with all staff and children within the setting, helping them to feel comfortable and confident in their new surroundings.

On the first meeting you will be given a copy of my welcome pack, relevant policies and procedures and permission form to sign.

For children moving onto a new early years setting or school the professionals from these services are welcome to call me to discuss your child, or to visit them here in my home, if they wish to; with your written permission.

A Transition form is completed and shared.

How are the early years settings resources allocated and matched to children's special educational needs?

I provide Government funded early years education places for eligible 2 year olds and all 3 and 4 years olds. This is for a maximum of 15 hours per week.

Additional funding can be claimed for children with Special Educational Needs (SEN)

I will work with the family to identify and obtain other specialist equipment where required; linking in with professionals.

How is the decision made about what type and how much support my child will receive?

A decision would be made following discussions with you the parent and after observations and assessments that I carry out.

I will observe and make a decision on whether your child will benefit from extra support with the additional information from the 2 year old progress check. If necessary, with your permission I would discuss this with the Early Years Area Special Educational Needs Co-ordinator, who would give advice and support of what action to take.

An Individual Education Plan (IEP) may be used for your child with your input. This would be reviewed over a set period of time to learn what impact the support has had on your child, and what should be put into place next.

How are parents involved in the early years setting? How can I be involved?

Parents will be continually consulted. As parents you will be kept up to date with your child's progress and care.

For children under the age of 2 years old a daily diary is used as a two-way communication between yourself and us.

Parents are regularly asked for any ideas for activities to extend their child's individual interests through their play.

I ask all parents to work with me on their child's learning and development.

I have a parent partnership policy in place which is regularly reviewed.

Joint working with parents is always mutually beneficial - especially for your child.

Who can I contact for further information?

Further information and advice can be gained from your Health Visitor, Local Children's Centre, Area Inclusion Team, Portage, MAISEY, Services for Young Children, Locality Team, Social Services and Disabled Children and Young People's Services.

- <http://www.somerset.gov.uk/organisation/departments/disabled-children-and-young-peoples-service/>
- <http://www.foundationyears.org.uk/eyfs-statutory-framework/>
- <https://www.gov.uk/free-early-education>

I have an open door policy and parents and carers are welcome to come in at any time to discuss their child's progress face to face.

I can be contacted on 07568519009

Monday - Thursday 08:00 - 17:45 and Fridays 08:00 - 16:30

Website: www.LittleStarsChildmindingTaunton.co.uk