

Childcare/PVI SEND Information Report

Childcare Provider Details

Select from drop-down list:

2023-2024

Setting/Provider Name:

Childminder

Childminder name:

Corinne Cunningham

Type of Provision/Setting:

Childminder

Number on Roll:

12

% of Children with SEND:

16%

Date of last Ofsted:

October 2019

Range of Provision and inclusion information

1. How does the setting know if my child will need extra help?

Discussions with parents/carers
Talk to other members of staff
Discuss concerns with Early Years Area SENCO
Seek advice from other professionals e.g. SENCO, Health Visitor, Early Years Complex Needs Support Workers (formerly known as Portage Service), Early Years Team, SEN Assessment & Provision Team, Specialist Teachers, Educational Psychologists, Woodview, Physiotherapist, etc
Early Years Foundation Stage (EYFS) assessments, including 2 year old assessment
Key person observations of the child's play, learning, development etc
Observation, planning and monitoring the child's progress - Assess, Plan, Do, Review (Halton Graduated Approach)
Developmental checks

Comments

We work closely with parents through the settling in process to really get to know your child and understand their needs prior to them starting with us.
We also use Wellcomm as part of our developmental checks and use this tool in supporting children's speech and language development.

2. Who is the best person to talk to if I think my child may have special educational needs?

Child's key person
SENCO in setting

Comments

For any child that attends our setting we would be the first people to come to share your concerns and discuss your child's needs. We can then put a plan in place together on how to support your child and what other agencies will be needed to support your child.

3. How will the staff support my child?

Providing the appropriate level of support
Following the advice from other professionals, where involved
Through an individual support plan agreed with parents/carers
Applying for funding for additional staff or resources if required
Attend relevant courses and research the child's condition

Comments

We have our own SENCO with the SEND qualification, who is able to provide support to all children in the setting.

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

Informal feedback on collection each day, phone calls etc
Observations and assessments to be shared via online secure journals/Parent-zone App (e.g. Tapestry etc.), Social Media (e.g. What's App, Facebook) and during face-to-face progress meetings
Involvement of parents/carers in writing individualised SEN Support Plan
Regular review of the child's individual SEN Support Plan
Activities to be shared with parents/carers which can be carried out at home

5. What support will there be for my child's overall wellbeing?

Nurturing, safe, secure environment for children to have fun, develop positive relationships, build their independence, self-esteem and self-confidence
Social interaction with peers encouraged
Detailed policies, procedures and risk assessments in place
Individual planned activities to support achievement
Staff First aid trained

Staff Medication trained
Setting have received HHEYS accreditation

6. What specialist services and expertise are available at or accessed by your setting?

Speech and language specialists
Children Centres
Health visitor
Early Years Area SENCO Team
Early Years SENCO (in setting)
Multi-agency/professional meetings with parents/carers and child to review progress
Staff regularly attend training as part of their continuous professional development

Comments/Other services

We can access all other services when needed through the appropriate referral path.

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

WellComm screening/assessment
Every Child a Talker (ECAT)
Mindfulness and Emotional Wellbeing training
Makaton training
Autism Awareness

Comments/Other training

I am a former Primary School teacher with a range of experience of working with children with developmental delays and additional needs. We also have our own in house SENCO

8. How will my child be included in activities outside the setting including trips?

Personalised risk assessments in place for trips/outings
Risk assessment obtained from place visiting
Activities will be adapted to include all children, including those with SEND, where possible

Comments

All children are included in all activities; we make sure that all outings and activities can be adapted to suit all individual needs. We will work closely with parents when doing this to make sure we have a comprehensive risk assessment in place.

9. How accessible is the setting?

All on one level, no stairs
Disabled parking/large car park
Enclosed garden for outside provision

Comments

We are a home based childcare setting with some access to additional resources when required.

9a. Provide the web link to your Accessibility Policy or advise if available to view within setting

Policy can be viewed within setting

10. How will the setting support children with autism and social communication difficulties?

Routine and structure emphasised within setting, instructions clear, simple and direct
Use of visual cues
Use of Visual timetable
Use of Now and Next boards
Use of Objects of Reference
Staff trained in Makaton sign language
Sensory resources available/ access to sensory room
Work with other professionals and refer into services to support the child's needs as appropriate

11a. How will the setting prepare and support my child to transition into your setting?

Settling in visits (short visits before child starts at setting)
Staff liaise with parents/carers and provide regular feedback regarding child's settling in during the induction period
Collate information about the children, e.g. likes/dislikes, activities enjoyed etc. during induction
Health Care Plan completed, if necessary
Risk Assessment completed, if necessary
SEN Support Plan completed, if necessary

Comments

Each settling in period is different for every child. We listen to the child and go at their pace.

11b. How will the setting prepare and support my child transition to another setting/school?

SEND Transition meeting with new setting/school, parents/carers and other professionals
Appropriate documentation is securely shared with new provider

12. How are the resources allocated and matched to my child's Special Educational Needs and disabilities?

Resources recommended by professionals allocated on a needs assessed basis
Application made to the local authority for additional support, if necessary, e.g. Top-up Funding, EHCP needs assessment, DAF

13. How are parents currently involved in your setting?

Open-door policy
Regular newsletters

Parent/Carer feedback form used to gather views
Parent/carers involved in planning individualised SEN Support Plans and their reviews
WhatsApp/social media
Online secure journal (e.g. Tapestry)

14. Are the following documents available for guidance on your setting website or on request?

Inclusion Policy
Equality and Diversity
Safeguarding Policy
Complaints Procedure
Personal Care Policy
Behaviour Policy

15. Please list any experience you/your staff have had working with children with SEND e.g. ADHD, Cerebral Palsy, Tracheotomy Care, etc.

ADHD
Autism Spectrum Condition
Dyslexia
Dyspraxia
Downs Syndrome
Global Developmental Delay
Hearing Impairment
Visual Impairment
Speech, Language and Communication Difficulties
Diabetes
Asthma/Allergies
Dietary Needs
Epi-Pen Training

Useful SEND Contact Information

- **Halton SENDIASS:** <https://sendiasshalton.co.uk/> or Tel: 0151 511 7733
- **Halton Local Offer** (main Homepage): www.halton.gov.uk/localoffer
- **SEND Contacts:** <https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/education-support-services/>

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Please enter the date form completed below:

15/06/2023