

# Childcare/PVI SEND Information Report

## Childcare Provider Details

### Setting/Provider Name:

Childminder

### Childminder name:

Michaela Beuken

### Type of Provision/Setting:

Childminder

### Number on Roll:

8

### % of Children with SEND:

1

### Date of last Ofsted:

11th March 2020

## Range of Provision and inclusion information

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

- Discussions with parents/carers
- 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

## **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
- Health Visitor

## **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

## **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

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

- Speech and language specialists
- Early Years SENCO (in setting)

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

- Makaton training
- Autism Awareness

## **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

### 9. How accessible is the setting?

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

### 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 Objects of Reference
- Staff trained in Makaton sign language

### Comments

I am also a parent of a child to young adult with Autism so understands of what is needed to support.

### 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

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

- 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

### 13. How are parents currently involved in your setting?

- Open-door policy
- Parent/Carer feedback form used to gather views
- Parent/carers involved in planning individualised SEN Support Plans and their reviews

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

- Inclusion Policy
- Equality and Diversity
- Safeguarding Policy
- Complaints Procedure
- 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.**

- Autism Spectrum Condition
- Dyslexia
- Dyspraxia
- Global Developmental Delay
- Hearing Impairment
- Speech, Language and Communication Difficulties
- 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](http://www.halton.gov.uk/localoffer)
- SEND Contacts: <https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/education-support-services/>

**Name:**

M Beuken

**Phone Number:**

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**Please enter the date form completed below:**

10/07/2023