

**Childcare Setting Name:**  
Monkey Puzzle Playhouse Childminding

**Name & Contact Details of Person Submitting this Information:**  
Diane Carter 07906 384994

**1. How do I make sure all children reach their potential?**

I treat all children as individuals. I use the Learning Tracker systems for planning activities from child observations that I have written in their individual learning journals. I liaise with parents/carers and staff that are at any other setting the child attends to work together so that learning developmental goals/milestones are reached. I adapt activities, resources to enable children with challenging behaviour to join in with their peers; above I offer lots of praise and encouragement.

**2. How do I identify the additional needs of a child with SEND? How do I work out what their needs are and how can I help them?**

I do observations on the child to discover their individual needs, talk to parents/carers, and involve Early Years Support Teachers with parental permission. I work with support staff to develop an IEP so that we can plan activities, provide opportunities to support the child's planning.

**3. What special educational provision is available in my setting? What do I do to meet children's additional needs?**

I adapt activities for a child with SEND, use sensory resources if needed, lower tables, short listening activities, games that encourage attention, joining in, working with parents, carers, support staff and health professionals. I adapt learning programmes as required.

**4. What additional support is available for children with SEND and how do they access it? What other help can I get?**

Health Visitors.  
Physiotherapists.  
GPs.  
Speech Therapy.  
Early Years Support Teachers/Portage.

**5. How can I adapt my setting to enable children with SEND to participate?**

Adapt activities so that all children can join in, using the curriculum and with support from nursery staff, teachers, parents, childminders etc using regular observations and trackers.

**6. How can I ensure I get the service, provision and equipment that children will need? How can I make sure I get all of the help I need from different people?**

Health Visitors.  
Physiotherapists.  
GPs.  
Speech Therapy.  
Early Years Support Teachers/Portage.  
Discuss with parents/carers.  
I can access support with the help of the Calderdale Early Years Team who can point me in the correct direction.

**7. How do I support and improve:**

- **the PSED of children with SEND?**
- **the Language and Communication of children with SEND?**
- **the Physical Development of children with SEND?**

PSED: encourage interaction with peers, playing alongside, joining in, and making relationships with familiar adults.

Language/Communication: read stories, signing songs/rhymes, games and activities that involve talking/learning actions, recalling stories, board games such as lotto, shopping games, flash cards etc.

Physical Development: exercises/activities that promote handling/manipulative activities, fine and gross motor skills, experiments with different ways of moving, pencil control, experiments with painting, sand/water play feeding and drinking from cup, health and self care, toilet training, dressing self.

**8. How do I support children with multiple and complex needs?**

Organise and adapt activities/resources so that they are able to join in with peers co-operatively and feel part of the group at all times. Get support from the necessary outside local authority agencies to help with developmental plans.

**9. How do I assess and review progress towards agreed outcomes and how are parents and children involved in this process? How do I keep parents informed where children have SEND but do not have an Education, Health and Care Plan?**

Discuss with parents on a regular basis, sharing learning journals discuss how we as childminder and parents can work together to plan activities and how the child can be helped at home so that we are always consistent in providing the best opportunities for the child's learning development. This is reviewed every six weeks.

**10. How do I support children with SEND moving childcare settings or moving onto primary school?  
How do I support and enable children with SEND to access activities and experiences beyond those I offer in the setting?**

Discuss and liaise with staff of other settings/primary schools to work towards child's learning and development. The Early Years Support Teachers give excellent support to staff, parents, child and sometimes allow them to borrow resources or give ideas to the childminder how to access services or where to take the children to help them to join in.

**11. How do I assess the effectiveness of my special needs provision and how are parents and children involved in this process?**

I talk to parents/children about the resources that I have. I ask the parents and get them involved in what they would like to see in the setting, maybe tasking the child to choose a special resource etc. I use learning trackers to review my special needs provision.

**12. How do I ensure that I have the expertise needed to support children with SEND?**

I attend any training that is offered with the local authority that I can take back and use in my setting. I plan new stimulating activities and share with parents.

**13. How can parents make a comment, compliment or complaint about my provision?**

A parent can make a comment or compliment by writing in their child's learning journal or by completing a questionnaire. If they would like to make a complaint, they can talk to me as the childcare provider, the Early Years team at the local authority or Ofsted.