Local Offer 2019

**The two paragraphs below have been taken from Dorset Family Partnership Zones website.**

During the implementation of Family Partnership Zones in Dorset there has been a positive shift in the approach of the local authority and its partners to engage in more proactive early help/intervention, and the focus of services in improving the lives of children, young people and families from a ‘whole family working’ perspective.

At the heart of good early help is understanding the strengths and needs of families and the foundation of this is a high quality, multi-agency assessment process that leads to deliverable action plans. Partners previously used the on-line ‘eCAF’ system to record assessment information. The CAF (common assessment framework) was launched nationally in 2000 as a tool for facilitating the co-operation of partners. It was a shared assessment and planning framework for use across all children’s services and local areas in England. It aimed to help the early identification of children and young people’s additional needs and promote coordinated service provision to meet them. It was one of a number of integrated tools and processes designed to help practitioners assess and address the needs of a child or young person. Over time it has been recognised that focusing on one child in a family does not lead to best outcomes for children, young people and families, and through programmes like the Troubled Families initiative, whole family working is becoming more embedded and demonstrating sustained and significant improvement in outcomes for children and young people. The on-line eCAF system in Dorset has been decommissioned as it was not meeting practitioner or children and family needs, following a review in late 2018 and agreement at the Strategic Alliance for Children and Young People. Practitioners were asking for continued guidance around whole family assessment and planning and the Early Help Assessment (EHA) for Dorset has been developed in partnership with other organisations.

[How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q1)

I work along the EYFS and termly I go through their developmental checks and see whereabouts the children are progressing and to see if they are within their age and stage of development, if I feel they are working below in a particular area then I will seek advice and speak with yourselves (the parents) as you know them best and work out the best way forward for you and your child. A 2-year developmental check is carried out and shared with the parents and any concerns will be discussed this is then also shared with the professional at the GP surgery that reviews the 2-year check. At the beginning and end of each day there is time to talk with me.

[How will early years setting/school/college staff support my child/young person?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q2)

As a childminder I work alone, and I give continuous care. I help your child build confidence and self-esteem, helping them feel secure emotionally and physically. We share learning journeys throughout their time with me and at the start of using my service I ask the parents to fill in an 'All About Me' book, and starting points which gives me an idea of their 'likes and dislikes' and current stage of development for example whether they can feed themselves with a spoon or have begun to say single words.  I am the designated SENCO (Special Educational Needs Co-ordinator) for this setting.

[How will the curriculum be matched to my child's or young person's needs?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q3)

Play and activities are age and stage appropriate, and I will work with you to see how you would like me to get the best out of them.

Most of the activities are child led which means their learning is built around the children's interests, followed by guidance from me for their individual next steps. I use the Early Years' Foundation Stage Curriculum as a guide for the children's development (<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>)

Your child is a unique person and I will allow them to explore and investigate in a rich environment, with support and safety. One to one support can be provided.

[How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q4)

I will support each child through sensitive observations, regular assessments and individually planned activities to achieve their full potential.

Where English is not a child's first language, I will seek out some if required from reputable websites, I do have a couple of Polish books in my setting already.

[What support will there be for my child's/young person's overall well being?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q5)

I am responsible for making sure your child is safe and secure, both emotionally and physically throughout transition from my setting to pre-school. I maintain an inclusive service; my provision is risk assessed before each session for safety. I am first aid trained, all medication is stored in a secure place, and I use a record book to keep note of medications held and dosage if required. Any adults in the house over 16 years of age have had a CRB check (Criminal Records Bureau) but from now on they are calling it DBS (Disclosure and Barring Service)

I have policies and procedures in place which you can go to [www.mandyormerod.co.uk](http://www.mandyormerod.co.uk/) to read guest book entries and information about my service.

If necessary, I would support the wellbeing of the whole family which includes parents/child/young person with an EHA (Early Help Assessment) this can be used to support earlier intervention and to improve joint working and communication between practitioners. This has replaced the CAF (Common Assessment framework)

EHA can be used for children with additional needs in one or more of these areas:

Growth and development

Additional educational requirements

Family and environmental issues and any specific needs of the parent.

[What specialist services and expertise are available at or accessed by the setting/school/college?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q6)

I can speak to any of the following for help and support.

Local Authority

Nurseries

Other Childminders

Pre- schools

Children's Centres

Heath Visitors

Doctors

Speech and Language Specialists

DQIS meetings are run once a month where all other childminders get together for help and support.

I can access further expertise from childcare.co.uk

[What training are the staff supporting children and young people with SEND have had or are having?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q7)

I will keep up to date with the relevant training so I can be kept up to date with the changes.

I am always happy to work closely with parents/carers and outside agencies to learn specific skills to support children with additional needs.

I have been on a course for 'The Role of SENCO', Practical Inclusion and Behaviour Management.

I have a Level 3 Qualification in Children and Young People's Workforce.

[How will my child/young person be included in activities outside this classroom including school trips?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q8)

Your child will be allowed to go on any trip that I decide to take the children on, I endeavour to make all activities accessible for all, and I always welcome parents' input and feedback, if I need to make some extra arrangements then I will contact the venue to organise these in advance, but usually most places visited are wheelchair/buggy accessible and risk assessment is carried out prior to the outing to ensure each child's requirements are met.

My car is a 7-seater so it is big enough to accommodate if the child requires a wheel chair.

[How accessible is the setting/school/college environment?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q9)

I work from home in a semi-detached house in Shaftesbury; my home is very accessible as we have good access from the front and the back of the property with a little step at both doors. So, if needed we could put a ramp next to the door step to allow easier access for a wheelchair. The ground floor of my home is used for childminding and I have downstairs toilet facilities.

I have secure, enclosed rear and front garden for outdoor play and I am close to the local parks and town for shops which are visited most days.

I do school runs each day to Shaftesbury Primary School which is a short walk through the estate where I live.

[How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q10)

New children to my setting with the parents where they can have a couple of settling in sessions which gives the parents and children time to meet my family and me, where the children can get to know me before they leave or if they feel all is well then they can leave the children and come back in a short time to see how things are going.

All the relevant paperwork that I have on your child's development will be copied and will leave with them and go onto the next setting, with parents’ permission I offer to personally visit additional/next setting to discuss your child's likes/dislikes, care needs and current stages of development with them, this would be in addition to you in order to further support you and your child, if other agencies and professionals are providing support I can support parents to ensure all relevant details/contact details are passed onto relevant persons also.

Under the GDPR regulations certain documentation i.e.: safeguarding, accident, incident, medication, attendance records will be kept by me until the child is 21yrs and 3 months.

[How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q11)

The resources are matched using the data that I already hold on the children; this involves planning for these occasions with the parents and the children.

If there is something specific that is required, I will seek it from another source,

I provide government funded early years education places eligible for 2 Year olds ([https://www.gov.uk/free-early-education)](https://www.gov.uk/free-early-education) also another link to this information through [www.mandyormerod.co.uk](http://www.mandyormerod.co.uk/)

Regarding funded 3- and 4-year olds they are automatically entitled to this the term after their 3rd birthday.

I also offer the additional 15 hours funding for 3-4yr olds which is a total of 30hours

Additional funding can be claimed for children with special educational needs (SEN)

[How is the decision made about what type and how much support my child/young person will receive?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q12)

I will talk to the parents and ask them what they see as their priority.

The decisions are based on evidence that I already have and other professionals that may already be working with them.

Amount of my time spent is based on the needs of the child.

An Individual Plan will be devised for your child with your input, effectiveness is based on any intervention and will be monitored termly throughout with full evaluation at the end of the review point to see the progress made.

I ask all parents to work with me on their children's learning and development. Children with more serious needs surrounding their education, health or care needs now have what is called and Education, Health and Care Plan (EHC) this will only be required for children with high level of need.

[How are parents involved in the setting/school/college? How can I be involved?](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=3CjwoflL5LQ#q13)

You can be involved by being there to help support your child and talk to me regarding anything that concerns you, and together we will overcome and get the help your child/children require.

The services for young children, Area Inclusion Team, Portage, Children's Centres and Health Visiting Team would be able to also provide information and advice.

I have an open-door policy where 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 07866 071028 Mon-Fri 8.30am-4.30pm

I do have a website for my services

[www.mandyormerod.co.uk](http://www.mandyormerod.co.uk/) Email: ormerod.mandy@gmail.com