

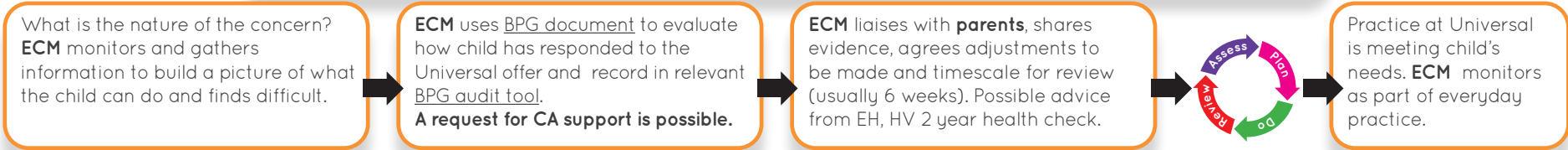
Graduated Approach for Childminders



First time that a concern has been raised? – start at Universal.
 Child going to another setting? – With parental permission liaise with the setting to implement a joint targeted plan
 Other professionals already involved with child? – start at Personalised.
 Child is within a year of starting school? – move through stages more rapidly.

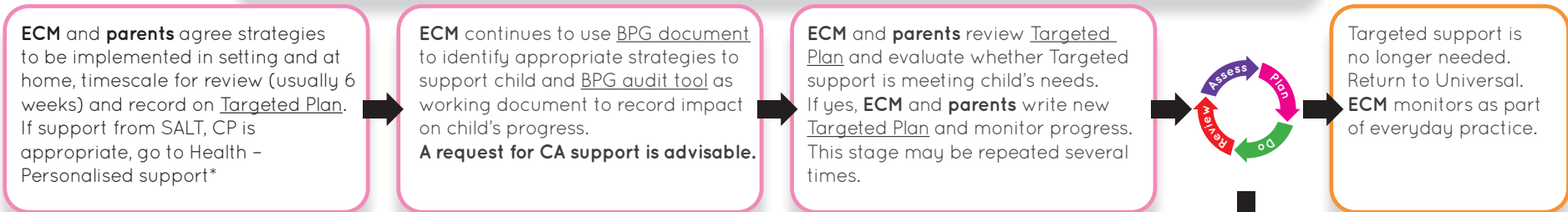
Universal

Child's progress gives cause for concern (raised by **parent** or **ECM**) Identified through starting points, observations, PC@2, summative assessment etc.



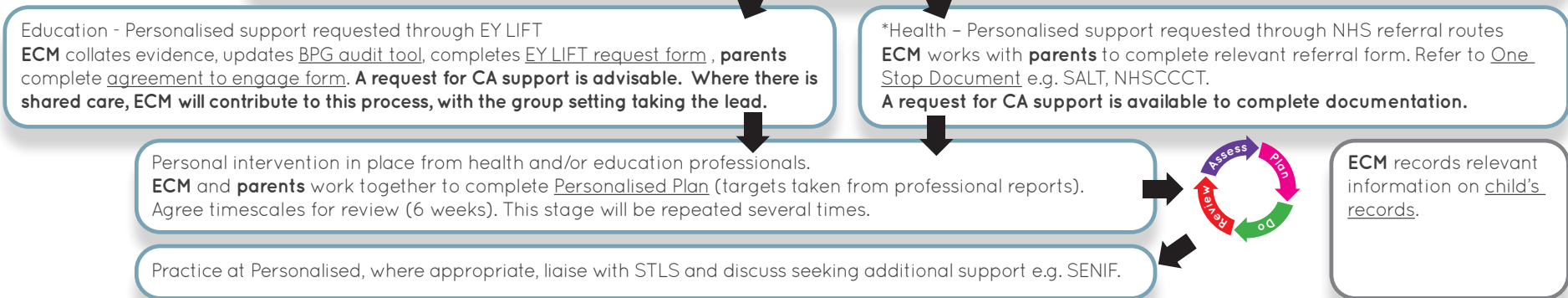
Targeted

Practice at Universal is not enough, child has made insufficient progress. ECM needs to put Targeted support in place working with additional settings where there is shared care.



Personalised

Practice at Targeted is not enough, child has made insufficient progress and has identified SEND. ECM liaises with **parents**, share evidence and discuss seeking Personalised support from outside setting. Group settings take the lead on this where there is shared care.



Key: Glossary

ECM = Eligible childminder. The childminder is the key person and SENCO	EH = Early Help	CP = Community Paediatrician	DAF = Disability Access Fund
PC@2 = Progress Check at Age Two	HV = Health Visitor	EYPP = Early Years Pupil Premium	STLS = Specialist Teaching and Learning Service
SENCO = Special Educational Needs Coordinator	SEND = Special Educational Needs and Disability	EY LIFT = Early Years Local Inclusion Forum Team	SENIF = Special Educational Needs Inclusion Fund
BPG = Best Practice Guidance for the Early Years	AEN = Additional Educational Needs	NHSCCCT = National Health Service Children's Care Coordination Team	EYFSP = Early Years Foundation Stage Profile
CA = Childminding Adviser	SALT = Speech and Language Therapy	DLA = Disability Living Allowance	C of EL = Characteristics of Effective Learning

Assess

ECM and child's parents bring together:

- observations from home and the setting including child's views
- starting points on entry to setting and summative assessments
- statutory assessments PC@2 and EYFSP
- contributions from any professionals involved with child

What does this information show:

- child's interests and strengths?
- child's needs?
- where and how child learns best (C of EL)?

Review

ECM and child's parents look at observations made, short-term targets and planned outcomes, including child's views:

- how effective has the support been?
- has the support made a difference to child's progress?
- what has worked well? what have the challenges been?

Following the review any changes to the outcomes, targets and support are agreed.



Plan

ECM and child's parents agree:

- long-term outcomes they are seeking for the child
- the short-term targets
- the interventions and support to be put in place
- the date to meet for a review

Does the written plan include:

- the views of the child?
- details of how parents can support progress at home?
- any staff training and support needs?

Do

ECM remains responsible for working with child on a regular basis:

- carries out planned support
- monitors and records progress through observations
- Reviews how interventions and support are progressing

ECM liaises with parents:

- how is support going at home?