

Unit 3 childcare Jess Walsh

Assignment M and D

M1 Case study 1- Inclusive practise

Musharaf is 4 years old. His mother would like him to go to the local primary school. She is worried that, because he is new to the country and that Musharaf does not speak English, they will not be accepted. Musharaf and his mother live in a cramped bedsit. Musharaf has severe asthma, which needs careful management. There are few toys and he is often bored.

When Musharaf mother decides to visit the school, staff are friendly and welcoming. A short while afterwards, Musharaf is very happy to be attending school. There are plenty of play opportunities and new experiences for him. His key person helps him join in with other children and he is quickly learning to talk English. He is making good progress in other areas of development too, social skills and physical development. The setting understands his health needs and keeps an eye on him breathing, especially during physical activities.

Case study 1 with Musharaf shows positive inclusive practice when Musharaf and his mother visits the school she wants Musharaf to go to that school, staff there are very welcoming and shortly after they arrive at the school Musharaf is happy to be there. The primary school also understand his health needs because he has asthma his setting keeps a close eye on his breathing all the time and especially in physical activities. Musharaf does not speak any English but by the help of the key person who is helping him learning to talk English. **According to Tassoni, P (page 75)** "An inclusive setting will work with other professionals, such as speech and language therapists, to make sure that a child is helped". Another way in the setting is helping Musharaf to develop is by how the key person helps him to join in with the other children he is also making good progress in social skills and in physical development. Musharaf also gets bored very easy so the school make sure there are plenty of toys for him to lay with which opens up new experiences for him. A short team outcome of Musharaf is in nursery he will get a lot of help. A long team

outcome of it is he will have more confidence in himself to talk to people and he will make friends.

M1 Case study 2- Non-Inclusive practise

Jessica has diabetes, her condition means that her insulin level has to be monitored and she needs regular injections. She also cannot go for long periods without food. Without insulin and food being given at the right time, Jessica can become dangerously ill. Her parents are keen for her to go to nursery so that she can play with other children and benefit from activities. The nursery has said they are unsure if they can accept Jessica as they don't have anyone trained to give injections. They will look into this but if Jessica does become unwell she will have to go home.

This case study shows non-inclusive practise because it talks about a girl Jessica who has diabetes and she wants to nursery but the nursery want be able to have her there because she needs a lot of care for example her insulin level have to be monitored and she needs regular injections for this, she also cannot go long periods without food. The nursery might not be able to accept Jessica because they don't have anyone who is trained to give her the injections because of this it will make Jessica feel unwanted and not feel like she is part of the nursery and she also might feel that it is her fault she cannot go to nursery because she has diabetes, her parents will also be very annoyed at the nursery because they have let them down. **According to Tassoni, P (page 79)** Children become poorly if their health needs are not met. A short term outcome of Jessica is she will not get to make friends and play with other child because she will always be in and out hospital. One of the long terms outcomes of her is she will always feel she is the only one who has diabetes and who needs injections.

D1 Case Study 1- Inclusive practise

Martin is 18 months old and has Down syndrome. His parents would like him to start attending the local private day nursery two afternoons a week. Martin and his parents have visited the nursery and discussed with the manager and his key worker his needs, interests and routine. Martin and his mum have carried out some setting in sessions to allow Martin to experience what nursery life would be like. The nursery has also visited Martin at home to see what he is like in his home environment. Martin is slightly delayed in his mobility as he has just started walking and his communication is also behind for his age. Martin's key worker has created a learning plan for Martin to encourage him with his mobility, communication and encourage him to socialise with his peers. Martin and his family are really pleased with the nursery and the support they have provided.

This case study shows a positive inclusive practise because it shows what the nursery does for Martin even though he has Down syndrome, one way the nursery shows a positive is by letting Martin and his parents come and visit the private day nursery to see if they like it and see what the nursery can do for Martin and his needs. The nursery has also gone to Martin's home to see how he is at home with his parents and how he learns. Another way the nursery have made it so that Martin feels welcome is they have made a learning plan for him to help him to learn different things because he is slightly delayed in his mobility, the learning plan also encourages him to meet new people and socialise with them. Martin and his parents are very happy with what the nursery have offered him this also helps Martin to feel welcome and help him feel like he is the same as everyone. Short term outcome for Martin is he will feel wanted by the nursery and he will feel he can do anything because he is in a good setting. Long term outcome is he will start to learn new things and his mobility will start to get a lot better and he will meet new people so he gets older.

D1 Case Study 1- Non- Inclusive Practise

Jake is 5 years old. He has significant mobility and physical needs as a result of a childhood accident. He was in a setting where there were no ramps or adaptations. He had to be lifted in and out of his wheelchair. He could not move around easily because the layout had not been changed. He often spent time sitting, waiting for adults to move him from one activity to another. Adults in the setting would dress him because it was quicker for them, even though he could manage tops, shirts and jumpers unaided. His parents were worried that he was 'giving up'.

Case study 1 shows a non- inclusive setting because the setting does not cater for Jake's needs because there is no ramps for Jake to get around in his wheelchair, he also has to be lifted in and out of wheelchair to get up the steps which means he will feel like he's the odd one out because he has to get special treatment for his needs. Another way the setting shows a non inclusive practice is he would have to wait for someone to come and move him because he can't move around because the setting is not made for his wheelchair. Adults who are looking after him in the setting would dress him even though he can do it himself which would make him feel different to everyone else and also it would make him feel less important. The setting is not made for him which means it's starting to knock his confidence and means he start to feel like he can't do anything anymore for himself. **According to Tassoni, P (page 75)** " A child who is just learning to talk needs adults to take time to listen carefully to them." A short term outcome is Jake will understand why he is in his wheelchair because none will tell him. A long term outcome is he will start to depend on a adult to help he will all the basic things.

Similarities

- Both have mobility needs.

- Both need a little bit more help in class.
- Both in nursery.

Differences

- Martin is getting all the things to make him feel welcome whereas Jake is able to do things he wants he can't because the setting is not made to help them.
- The setting in which Martin is in supports him so he can be independent but the setting which Jake they are not made to have someone who is in a wheelchair.
- Martin has a lot more confidence, Jake not happy which knocks his confidence and makes it so he doesn't try.