

Alison King

Brief description of the setting

Childminding setting, nurturing children from 0 to 11 years.

"To provide a safe, secure, & stimulating environment, where children of all backgrounds are welcomed, and their emotional and physical well-being are given the highest priority, in order to build confidence and high self-esteem."

How we identify if your child may need additional help and/or has special educational needs (SEN)

Through on-going observation and assessment, against EYFS Development Matters, and sharing information/feedback with parents. Also, guidance and support from local SENCO.

How we involve parents and carers in meeting the needs of their child and in whole setting developments

Continuous communication with parents/carers, and across settings where relevant, developing plans together which support each child's needs.

How we will involve your child in the planning and review of their support

By allowing child's input/ideas and involvement, seeking their views and listening, being sensitive to their wishes too.

How we match the curriculum, teaching and learning approaches if your child has SEND

Develop an Individual Learning Plan (with external support/involvement where appropriate), based on the child's development stages. Assess where they are at present, and determine/agree best NEXT STEPS, considering the child's preferred learning style.

How we provide additional support if your child has learning needs

To equip staff (myself) with the knowledge, and tools, etc. in order to enable me to provide the needed support, internally. Also, by involving external agencies where needed.

How we provide additional support if your child has social and communication needs

As above

How we provide additional support if your child has physical, sensory and/or medical needs

As above

How we provide help to support your child's emotional health and well being

As above. Creating a happy, stimulating, safe & secure environment.

How we promote developing independence

Lots of encouragement to "have a go" Lots of praise for small achievements, giving space and time, focussing on self-care.

How we measure and review your child's progress against their targets and longer term outcomes

As above. Through continuous observation and assessment (of next steps in their Individual development plans).

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

By providing an enabling environment With regard to appropriate resources and facilities.

How we include children with SEND in the life of our setting

By encouraging an environment where all children and adults attending the setting know that we promote the philosophy that we are ALL different, and ALL equal.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

I keep up to date with training.

External support and expertise we can call upon to help us to meet children's need

Local SENCO contact, liaising with child's school teachers (where applicable), appropriate charities and organisations who can provide support and guidance to parents and providers.

How we prepare children to join our setting

Visiting our setting (with parent/carer) before commencement of placement.

How we prepare children to move on from our setting

Being involved with the transition both internally talking about it and externally, providing information/communication with 'next' setting.

How we deploy our resources to meet the needs of children with SEND

As work alone, must ensure I am able to provide the necessary care and education needed for each and every child attending the setting.