

Debbie Hilton

Brief description of the setting

Debbie's child minding setting.

- Ages- birth to 11 years
- I live in a 3 bed semi-detached house with a safe and secure garden
- I teach children how to respect others
- I help children to develop, grow and be confident

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

Trouble with physical ability. Behaviour problems. Problems reading or writing (dyslexia). Trouble being able to concentrate.

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

Listening to parents is important, working with them and learning about the child's individual needs and supporting each step of their child's development and progress.

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

I always encourage the child to be involved in their planning and will never dismiss their views. Always praise their individual achievements.

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

Work alongside the EYFS curriculum taking into account the stage of the child and try to boost their progress.

How we provide additional support if your child has learning needs

Support them by working closely with them; help them with communicating with other children. Encouragement with their learning, if needed bring in extra help.

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

Make sure that I am up to date with SEND. Adapt and focus on the needs of each child and provide support for them (eg sign language, books, face to face communication). Be patient and understanding.

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

Provide equipment for individual child, eg soft play in a safe environment. Up to date on knowledge for medical needs. Sensory equipment to help with the child's learning and progress.

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

By being supportive, never dismissing their ideas, being a good listener and encouraging each child and praising their achievements. Providing a balanced diet and a happy environment for their wellbeing.

How we promote developing independence

By encouraging them to do well and try to better themselves, give responsibilities, praise them when they help, avoid using negative words, respect them and teach them to respect others.

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

Observations, baseline, assessments, working with their parents/carers about their progress.

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

Provide a friendly and safe setting. Make everyone aware of each child disabilities or needs. Talk to parents about simple ways to adapt to benefit their child.

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

Talk to parents and the other children about how we can help any new child with SEND. Involve the child as much as possible in the everyday activities and roles in the setting.

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

Read up on any knowledge that will be useful. Attend any training needed. Work alongside the parents.

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

Health visitors, parents, schools, Ofsted

How we prepare children to join our setting

Take time to meet with the parents and child to discuss important information. The children visit me a couple of weeks before the official start date. Let the other children in my setting know of any changes.

How we prepare children to move on from our setting

Make sure all necessary information is passed on to where ever they are going so they can see what stage the child is at and get them ready for their next stage.

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

Keep up to date with the EYFS framework. Go to relevant courses; make necessary changes to keep my setting running efficiently for the well-being of the children.

Contact for more information

For up to date contact information, please use the Childcare and School search on the home page of the Families Information Service website.