

## Deborah Buckley

### Brief description of the setting

My setting is based in a four bedroomed semi-detached house with large garden. I have two rooms laid out for childminding, one is also used for quiet time or for the use of homework, pc, board games etc.... there is plenty of outside parking spaces and the rear entrance to the large playroom is wheelchair friendly. The age range my setting includes is 0 – 16 years.

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

I identify a child may need help and/or has special educational needs by monitoring and reviewing the progress and development of all children within the early years in my setting, I make regular progress and development checks and determine if they may need more help from these checks, for example, if a child is behind expected levels or a child progress gives cause for concern.

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

I would work in partnership with parents having regular meetings and including them in any decisions made on behalf of their child. I would talk to parents about their child's progress and development, I achieve this by making observations on their child which is documented then shared.

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

I would plan to involve a child by setting clear targets which are achievable, these plans would take into account the views of the child and parents would also be consulted. Regular reviews of the effectiveness of the targets set would be made.

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

I would match this by the Assess, Plan, Do, Review cycle.

### How we provide additional support if your child has learning needs

For additional support in learning I would get in touch with SENCo.

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

By including more activities which involve Social and Emotional skills for example, games which involves sharing and taking turn, singing and stories.

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

To provide the additional support of a child with Physical, Sensory and/or medical needs I would first make a plan with parents to help me meet the needs of their child. The plan may include any equipment or alterations to be made within the setting. I would attend extra training if this was needed. Any medication to be administered would be documented and signed for by myself and parents.

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

I create an environment which is warm, friendly and accepting to everyone, children are treated with respect and are valued, I emphasise with children and support their emotions and well-being.

### How we promote developing independence

To promote developing independence, the children are encouraged to 'have a go' at things by themselves for example:

- Putting on their own shoes and coat
- Going to the toilet independently and washing their own hands
- Choosing which toys they would like to play with and getting them themselves

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

I use an EYFS Tracker book for each child which enables me to do regular assessments and monitor each child's progress, next steps, so they can reach longer term outcomes.

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

As according to my Inclusion Policy ALL children are welcomed into my setting, the facilities I offer are safe and welcoming, the children are valued. If a child needs something adapting I would do this to meet the child's needs, for example, if a child has a visual impairment and needed something enlarging so they can see it, I would do it.

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

I will make sure that I actively promote equality of opportunity and anti-discriminatory practices for all children including send. I will make sure that I treat all children with equal concern and respect.

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

Regular training is undertaken.

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

If I needed external support I would get in touch with Early Years, I also have a copy of Special educational needs and disability (A guide for parents and carers) August 2014, all external support and expertise information and useful contacts are listed.

### How we prepare children to join our setting

If a parent decides they would like to access my childcare provision, I would invite them to attend my setting with their child a few times before a contract has been made. The child can get used to my setting and this also allows me to gather as much information as possible about the child's needs from parents.

### How we prepare children to move on from our setting

Before a child moves on from my setting I would gather all the information I have on that child and make it accessible to the new setting. I would fill in a transition report which is in their tracker book.

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

I have resources which suit children with SEND, however if there is something a child needs I would try to adapt or make use of the toy library within the local children's centre.

### 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.