

Gaye Freeman

Brief description of the setting

Ofsted Registered Childcare

0-15yr old

Homebased childcare

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

If a child seems to have any difficulties on reaching developmental milestones or is displaying unusual behaviour, if a child is very reserved or doesn't make eye contact if the child displays constant aggressive behaviour or anything I notice that I think should be observed.

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

I would ask to talk with the parents at a convenient time to discuss the child's needs and decide how we should move forward.

Ask if the parent is aware of SENCo.

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

If the child is old enough talk with them and offer choices, try to keep consistency regarding support ie work with parent/carer.

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

If old enough for nursery or school the child will be able to get extra support there. I would help in any way that would support this.

How we provide additional support if your child has learning needs

As above also by working with professionals.

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

If portage or speech therapy was needed I would work with them to encourage the child. I am portage trained myself so I would apply these skills if parents agreed.

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

Provide or hire appropriate toys and equipment. Undertake extra training if required.

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

Praise the child, spend quality time with the child building up their self esteem, provide a healthy environment to encourage the child, be a good role model.

How we promote developing independence

Encouragement, praise, building up self esteem, leading by example, providing stimulation and as many positive learning opportunities in early years as possible. A variety of experiences and social opportunities. Giving a child choices and the chance to learn from those choices.

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

Regular observations, monitoring progress deciding on next steps and how to reach them.

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

My setting is already warm, welcoming and safe if the child seemed uncomfortable in any way I would address this as needed and include the parents and/or support workers.

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

I have included children with send by helping the other children understand their needs and trying to all work together for example I taught all the children in my setting sign language so they could communicate with a child with no speech.

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

Regular training sessions and working with parents and support workers in the best interests of the child.

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

Health visitor, SENCo, family information services, school.

How we prepare children to join our setting

I like to introduce the children gradually building up their confidence over a period of a few weeks first with the parent or carer and then slowly on their own perhaps 15 minutes on the first occasion building up to including a meal time and an outing (ie playgroup or park) I find out as much as I can about the child and their likes, dislikes, comfort things ie blankets toys. Favourite foods and what they enjoy doing.

How we prepare children to move on from our setting

I offer care from 0-15 so the child has consistency in their life which I believe is extremely important.

When a child is old enough for nursery or school we talk about this visit as often as possible over a period of time talk about what will happen in their day ie toilets, food drink, play and how long they will be there/ where and how I (9or parent) will collect them, ask the child about their expectations.

If the child is leaving my setting I would talk about this with them and parents and offer a gradual weaning period, with contact either in person or letters/pictures on an informal basis.

I have stayed in contact with most of my minded children and families as I think it is important to a child.

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

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.