

## **Kerry Landers**

### **Brief description of the setting**

My setting consists of a conservatory, playroom and dining room. All of which the children use. I have a down stairs washroom and cloak room. The garden is fully enclosed with gates. Off street parking is used.

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

I follow the EYFS booklet provided by early years which are followed up by close observations which are shared with parents regular.

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

A daily diary is sent home every day, regular observations and close contact with parents/school at all times. I encourage us all to work as one unit that is consistent to help the child. Talking is the key.

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

Discussions with the child on a regular basis about upcoming events the same will be carried out in the home setting as well as my setting. Talks would be aimed at the child's understanding. Observations would be made to assess if the child's needs change over time and if so appropriate help will be sought after the contact early years.

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

I encourage children to achieve to the best of their ability despite their disability. Children are encouraged to gain confidence. I follow the EYFS for preschool children and would modify this to suit the child's ability.

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

I get in touch with the appropriate support groups, consult with parents/teachers and observations would provide additional equipment if needed.

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

Close monitoring, close observations playgroups, music bug sessions to encourage socialisation. Contact local support group ie The Point Doncaster ect and consult with parents/teachers.

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

Close monitoring/observations regular discussions with parents/teachers would provide any equipment needed may need additional training.

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

Lots of praise, and encouragement, work with parents and encourage them to use the same techniques as used at home. Work in partnership. Provide healthy balance meals with regular discussions on why we eat the foods we do.

### How we promote developing independence

Children are encouraged to do activities independently with lots of praise and encouragement given regardless of the outcome.

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

Close observations and monitoring in line with the EYFS.

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

Consultation with parents assessments of the child and their needs adjust the setting accordingly to meet the child's needs.

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

Pre-visits discussions with parents. Discussions with children already attending the setting as to some of the needs of the child.

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

Pacey training, engage training, any additional when needed.

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

Early years first point of call.

### How we prepare children to join our setting

Pre-visits these will involve parents at first then the child on their own, home visits to the child's home if parents wish, activities which are of interest to the child will be carried out to help settle the child in. The child may bring objects from home with them to help them feel a little more secure.

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

A transition report will be carried out. Also the new setting will be invited to visit my setting on a day when the child attends with permission of the parents. I will be more than willing to visit the new setting with the child. I will send observations which I will have carried out over time of the child to the new setting, again with permission of the parents.

We will have conversations about what is going to be happening and the changes that are going to occur so the child is aware of what is going to happen.

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

#### Contact for more information

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