

Lynsey Gilleard

Brief description of the setting

My childcare setting is run from my family home, it has 1 good size playroom & a garden at the rear of the house, the children in my care are from age 1 to 4 years.

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

Through close observation & interaction with key person and peers, through the EYFS to see if a child is at risk of delayed development.

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

Regular discussions at the end of the child's daily session with parents if there are any needs to be addressed; I support parents with verbal and written information regarding development/areas of the EYFS for extended learning at home. Listen to parents about the child's interests and routines at home; include parents in any plans to change things within the setting.

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

Observations, child's interests and abilities are taken into account when planning. Observation, Assessment, Planning, Summative assessment from age 2 years to 5 years written reports.

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

Depending on a child's individual interests, needs, abilities, the child may demonstrate learning in different ways; extra support will be given from key person and other professionals.

How we provide additional support if your child has learning needs

Working with parents, we will contact professionals for support within the local authority-local offer.

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

Working with parents, we will contact professionals for support within the local authority-local offer.

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

Working with parents, we will contact professionals for support within the local authority-local offer.

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

Children are in a warm caring environment, their listened to and understood, the children share resources and work well together.

How we promote developing independence

Children choose resources independently, are encouraged to be independent in self-care from an early age.

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

Through EYFS observation on daily basis, sharing a summary with parents at 2-3 years, and around the time they reach 5 years, Early intervention if needed for a child additional needs to be met for children to meet their potential in their future as adults.

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

All children and families are welcome at my setting as stated in my inclusion policy, parent's knowledge of the child's routines at home will be taken into account to settle the child, my setting is safe and welcoming.

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

As stated in my inclusion policy, all children are welcome and included with their individual interests and needs taken into account when planning activities/outings.

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

Up to date training, up to date legislation documents, online training courses/research related to the wide range of children's needs, working with other professionals.

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

Pre-school inclusion team: 01302 329634

Families Information Service: 01302 862136

SAID SEND Service: SAIDSEND@doncaster.gov.uk

How we prepare children to join our setting

Gradual visits over the week, parents stay for a while then leave the child to stay when the child feels comfortable. The children can bring a photo of their parents which is placed in the playroom. Straight away we get information on the child's interests so they can have activities / toys related to these.

How we prepare children to move on from our setting

Early intervention- addressing any needs for the child before problems arise, helping children to reach their potential.

Give the children's assessments to the school including information about the child's characteristics of effective learning for future learning needs.

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

All resources are available and accessible to all children within the setting additional support is available for any children who need it.

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.