Observe
“Practitioners’ observations of children help them to assess the progress which children are making. Observations help practitioners to decide where children are in their learning and development and to plan what to do.”

Practice Guidance for the Early Years Foundation Stage

An essential element of gathering information also involves talking sensitively to parents/carers to gain more detailed background information.

Differentiate
Practitioners must ensure that adjustments are being made, and consider whether there are further adjustments that can be put in place to enable a child to access the environment and learning opportunities.

Observations will inform further strategies to support the child, for example if a child needs support with understanding instructions then visual prompts may be used.

“You should also take into account the differing needs of individual children within the setting and tailor your approach to each child’s needs. For example, some children may find it very tiring to concentrate for long periods and need frequent pauses and rests, while others may benefit from longer sessions”

Practice Guidance for the Early Years Foundation Stage

Review
The effectiveness of the support and its impact on the child’s progress should be reviewed regularly.

Changes should be made to the outcomes and support for the child in light of the child’s progress and development.

Where children are identified as receiving SEN Support, strategies and interventions should be reviewed in increased detail with increased frequency.

The EYFS seeks to provide:

“...a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly”

Statutory Framework for the Early Years Foundation Stage

Plan
The support and specific interventions provided should be selected to meet the outcomes identified for the child.

Any additional support or training required by the childminder should be identified and addressed.

Parents should be involved in planning support and, where appropriate, in reinforcing the provision at home.

“You must plan for each child’s individual care and learning requirements. The focus should be on removing or helping to counter underachievement and overcoming barriers for children where these already exist. You should also identify and respond early to needs which could lead to the development of learning difficulties...”

Practice Guidance for the Early Years Foundation Stage

Statutory Framework for the Early Years Foundation Stage