

trust this person, this trust make the child feel comfortable to talk and express their feeling. An educational psychologist can show the child ways in which to control issues such as anger and anxiety, all of this work can then be communicated back to the practitioner. This helps the practitioners to understand the child's behaviour and also ways in which to help the child with their issues and adapt their planning to meet their needs. Educational psychologists may also support groups of practitioners to develop children's self-esteem and social skills, along with introducing new methods of providing learning opportunities for children with SEN. The parents of the child must be kept informed of the child's progress and encouraged to actively aid the child outside of the childcare provision. The parent's wishes must be respected as they often know their child best and have the right to their say in any decisions concerning their child. The practitioner must take into account information from the parent about the child's likes, dislikes and interests in order to provide engaging and appropriate care for the child. This communication between professionals and parents allows for effective information sharing, in turn ensuring the child's needs are met promptly, thus reducing the need for long term service use. All professionals involved in information collection and sharing concerning a child must keep all information confidential and adhere to guidelines set by The Data Protection Act 1998 which requires information to be stored in a locked filing cabinet or a password protected computer and only shared with relevant other authorities. In some cases a child and their family may be working with Social Workers due to their domestic situation, this may include the parents not looking after the child properly or the child may have already been taken into social care. In this instance the Social Worker will communicate important information, regarding the child, to the practitioner, informing them on some significant changes in the child's life and introducing methods to help the child. The social worker may also help children with behavioural problems due to their family situation through regular meeting with practitioners and explaining their potentially violent behaviour, allowing for adequate care to be planned and health and safety arrangements made.

When a child's needs are not met their holistic development can easily be stunted. Children who always fail at tasks, due to them not suiting their needs, may begin to lose confidence and may shy away from future activities. They may begin to feel unwelcome if they do not receive the attention they require, damaging the social and emotional development and also their relationship with the practitioner.

Play provides the platform for children to learn new things and also develop a range of other skills. From a young age, children learn the basics of life through play and are often taken to baby groups; this allows for children to socialise and learn alongside others their age. Sure Start centres run sessions like this weekly for children below statutory school age, these sessions range from pre-natal and anti-natal classes to transition groups for children entering education. Activities in the setting can be tailored to develop a certain skill while being fun and engaging for the child, puzzles develop a child intellectual and problem solving skills while keeping them interested in the task.

The Forest School initiative allows children to experience the outdoor environment safely. The children who attend the programme are given the chance to broaden their range of physical skills as well as learning to problem solve and build confidence; this is achieved through informal independent play with their peers while being supervised by known and trusted adults. The environment in which the children enter during The Forest School programme can be, for some children, a completely new experience and the only time they frequently get outdoors. When the children first attend, they may be very cautious and apprehensive; however, over the course of many weeks the children gain confidence in their new surroundings and learn to adapt to new situations- a vital skill. The woodland environment also presents the children with different kinds of problems to those they'd usually face in other environments; the unique experience allows the children to take control of their own learning in an informal, non-structured fashion, in turn boosting their self-esteem and self-confidence, making the experience individual to that child, further enhancing a child's independence. All of the skills the children learn are crucial to their holistic development; they get a chance to interact and work with their peers in the woods- aiding their social development, solving problems such as how to move through the woods and how to climb- developing their intellectual and physical skills. The children are constantly faced with new challenges in the ever changing