



Early Years Foundational Stage (EYFS) – Special Educational Needs and Disabilities Policy

Date reviewed: Michaelmas 2023
Date of next review: Michaelmas 2024

This policy relates to the Early Years Foundation Stage. The Learning Enhancement SEND Policy sets out the provision for KS1 to KS3.

This policy is relevant to all academic staff and should be read in conjunction with the following policies:

- Accessibility
- Admissions
- Curriculum
- Learning Enhancement – SEND
- Learning Enhancement – EAL
- Teaching and Learning
- Examination Arrangements

1 Introduction

This policy covers children in our Early Years Foundation Stage; Nursery and Reception. This policy sets clear expectations to give children in the Early Years Foundation Stage with Special Educational Needs and Disabilities, (SEND), a good start by adopting a graduated approach to support and focus on outcomes.

Admission of a pupil to Repton Prep is dependent on the School's ability to educate and develop the prospective pupil to the best of his/her potential in order that educational progress can be made. The School's policy is to apply these admission criteria to all pupils regardless of any SEND of which it is aware. This is subject to our obligation, paying due regard to the recommendations of the Special Educational Needs and Disabilities, (SEND), Code of Practice (2015), to make reasonable adjustments as outlined in the School's accessibility plan.

2 Aims

- 2.1 To have regard to the Special Educational Needs and Disabilities Code of Practice (2015), when carrying out its duties to all pupils with SEND.
- 2.2 To make reasonable adjustments to ensure that children with SEND are not placed at a substantial disadvantage.
- 2.3 To ensure parents are informed of any concerns and are at the centre of decision making about any SEND provision that is being made for their child.
- 2.4 To ensure parents are fully informed and involved with how their child is progressing.
- 2.5 To seek 'early help', if appropriate, where a child appears to be behind expected levels, using the cycle of action: assess/plan/do/review, in order to create a graduated response to their needs. Any decision taken to involve external specialists will be taken in discussion with parents.
- 2.6 To ensure that children with SEND engage in activities alongside children who do not have SEND.
- 2.7 To use best endeavours to ensure that children with SEND receive the support they need to allow them to make progress and access the curriculum as they move through the school.

- 2.8 To organise appropriate provision for those pupils identified as having SEND within the resources available.
- 2.9 To ensure that all teaching staff are aware of pupils' SEND, and have the information necessary to make reasonable adjustments for them.
- 2.10 To ensure that pupils with SEND are able to participate in all aspects of school life as fully as is reasonably practical and compatible with their educational provision, within the resources available.

If the school feels that it is not possible to achieve these aims, the suitability of Repton Prep and/or future schools may need to be reviewed. This will be carried out in consultation with parents.

3 Identification, Assessment and Provision

The Government's Early Learning Goals set out what most children will have achieved by the end of the Foundation Stage/school Reception Year. Children will progress at different rates and by the end of the Foundation Stage, some may still be working towards the goals.

4 Graduated Response

Monitoring the children's progress throughout the Foundation Stage is essential. Ongoing observations, the use of Tapestry (online assessment tool), termly and daily assessments and parent consultations are used throughout the EYFS to monitor and identify any potential areas of concern that may affect a child's ability to reach their potential. If necessary, in consultation with the form teacher and the Head of EYFS/Head of Learning Enhancement external services may be sought in order to assess need and provide additional support. To meet the child's needs, a graduated response is employed. Where a child is not making progress, it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children in an EYFS setting.

If concern is raised about a child, the Head of EYFS and/or Head of Learning Enhancement will review the concerns and put in place a plan of support and/or monitoring as appropriate. This will outline the concern and strategies that will be used within the form room to support that child. If there are continued areas of concern the teacher, in consultation with parents, will place a child on to a Personalised Learning Plan (PLP) where intervention/targeted SEND provision will be outlined. Review dates will be set termly. If this intervention does not enable the child to make satisfactory progress, further advice will be sought - including early help from external agencies.

When a child is identified as having a special educational need or disability, interventions in addition to those provided as part of the setting's usual interventions may be necessary. The triggers for intervention through a Personalised Learning Plan (PLP), could include a concern about a child who, despite receiving appropriate early education:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- presents emotional and/or behavioural difficulties, which cannot self-regulate or respond positively to regulation from others.
- has sensory or physical needs and continues to make little or no progress, despite the provision of personal aids and equipment.

- Has communication and/or interaction difficulties and requires specific individual interventions in order to access learning.
- Is achieving well in advance of expected levels.

5 Nature of intervention

The Early Years SENCo and the child's teacher, in consultation with parents, will decide on the action needed to help the child to progress in the light of ongoing reviews of their progress. This action will comprise of individualised arrangements for learning and teaching. These will be recorded on the Whole School Learning Enhancement Provision Map. These arrangements may include:-

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness
- The provision of different learning materials or special equipment
- Some individual or group support or appropriate staff development and training to introduce more effective strategies
- Access to Local Education Authority support services for one-off or occasional advice on strategies or equipment
- Guidance from the coordinator for More Able and Exceptionally Able, or other year group leads
- Consideration of placement within another year group (below chronological age).
- Applications for SEND services as appropriate: 0-5 years, Early Help and/or Education and Health Care Plans

6 A child's Learning Plan" Personalised Learning Plan

Strategies employed to enable the child to progress will be recorded within a child's Personalised Learning Plan (PLP). PLPs will include setting clear SMART targets for progress, agreeing with parents what support should be provided and reviewing termly. Children and parents will be put at the centre of decision making, including making sure parents are fully informed and involved with how their children are progressing.

These should include information about:

- the short-term targets set for the child
- the teaching strategies
- the provision to be put in place,
- when the plan is to be reviewed
- the outcome of the action taken
- the child's views (age appropriate)
- the parents' views

The Personalised Learning Plan will record only that which is additional to, or different from, the differentiated curriculum in place as part of normal provision. The Personalised Learning Plan will focus on three or four key targets and will be discussed with parents and the child (age appropriate). Parents are invited to attend a meeting to discuss the Personalised Learning Plan. The plan and targeted support are outlined, explaining how support will be delivered in school and should be supported at home. The plan will be continually kept 'under review,' but is formally reviewed three

times a year. Parents will be consulted as part of the review process.

As part of the Personalised Learning Plan (PLP) it may be necessary to involve external support services who can provide more specialist assessments, give advice on the use of new or specialist strategies or materials and, in some cases, provide support for particular activities.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas.
- continues working at a level substantially below that expected of children of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the pupil's records, including their current level of attainment, in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting Personalised Learning Plan (PLP) for the pupil will set out new strategies for supporting the pupil's progress. Delivery of the PLP will remain the responsibility of the Early Years practitioner.

The child's progress towards their Personalised Learning Plan (PLP) will be monitored and reviewed regularly via:

- Observations (snapshot, focused, Post It notes)
- Tapestry (online assessment tool)
- Termly individual trackers
- Form room based assessments – Maths, Phonics, Key Words, Assessed Writing

Reporting pupil progress to parents will be through:

- Meetings to discuss the Personalised Learning Plan (PLP) and gain parent input
- Daily contact if required
- Reports (twice a year)
- Parents' Evenings (three times a year)
- Parent meetings at the request of the teacher/parent (as needed)
- Termly review meetings to be scheduled at appropriate times

7 Requests for statutory assessment

For a very few children the support given by the early education setting through the Personalised Learning Plan (PLP), will not be sufficiently effective to enable the child to make satisfactory progress. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. Where a request for a statutory assessment is made to an LEA, the pupil will have demonstrated significant cause for concern and the setting will provide evidence to the LEA detailing:

- The school's action through the Personalised Learning Plan (PLP)
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the pupil
- Involvement of other professionals
- Any involvement by the social services or education welfare service.

Pupils who have an EHC plan are reviewed regularly in consultation with pupils and parents.

The school will work with the LEA as per statutory guidance.

7.1 Additional Notes

Information for parents regarding EYFS

- Parent Handbook
- A Guide to Nursery and Reception Early Years Foundation Stage
- Initial Information Evening
- Requested meetings by teacher/parent once concerns have been raised and two way communication
- Open door policy at the beginning and end of the school day
- Policies available online and/or on request
- Support and advice can be sought from the Learning Enhancement Department

8 Review

The 'EYFS SEND' policy is the responsibility of the Deputy Head Pre-Prep/Head of EYFS/Head of Learning Enhancement and will be reviewed according to the school's policy review cycle.