



This policy relates to the Early Years Foundation Stage. There is a separate policy for KS1 and the Prep School.

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
- Early Intervention- Read First
- Teaching and Learning

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 Foremarke Hall is dependent on the School's ability to educate and develop the prospective pupil to the best of his/her potential and so 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.

Aims:

- To have regard to the Special Educational Needs and Disabilities Code of Practice (2015), when carrying out its duties to all pupils with SEND.
- To make reasonable adjustments to ensure that children with SEND are not placed at a substantial disadvantage.
- To ensure parents are informed of any concerns and are at the centre of the decision making about any SEND provision that is being made for their child.
- To ensure parents are fully informed and involved with how their child is progressing.
- 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.
- To ensure that children with SEND engage in the activities alongside children who do not have SEND.
- 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.
- To organise appropriate provision for those pupils identified as having SEND within the resources available.
- To ensure that all teaching staff are aware of pupils' SEND, and have the information necessary to make reasonable adjustments for them.

- 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.

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

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.

Graduated Response

Monitoring the children's progress throughout the Foundation Stage is essential. Ongoing observations, 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, the Child Monitoring Tool will be employed for further assessment. 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, an Expression of Concern form will be completed. 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 Learning Plan: SEN Support (IEP) where intervention/targeted SEND support will be outlined. Review dates will be set regularly. If this intervention does not enable the child to make satisfactory progress the SENCO will seek advice from our Learning Enhancement Department and, if necessary, 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 Learning Plan: SEN Support (IEP), could be 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 persistent emotional and/or behavioural difficulties, which are not reduced/alleviated by the behaviour management techniques usually employed in the setting
- has sensory or physical problems 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.

Nature of intervention

The 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 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 LEA support services for one-off or occasional advice on strategies or equipment
- Access to work from other year groups.
- Consideration of placement within another year group (one year above/below chronological age).

A child's Learning Plan: SEN Support (IEP)

Strategies employed to enable the child to progress will be recorded within a child's Learning Plan: SEN Support (IEP). The Learning Plan: SEN Support (IEP) will include setting clear targets for progress, agreeing with parents what support should be provided and tracking how it is working. 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.

The Learning Plan: SEN Support (IEP) 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
- the parents' views

The Learning Plan: SEN Support (IEP) will record only that which is additional to, or different from, the differentiated curriculum in place as part of normal provision. The Learning Plan: SEN Support (IEP) will focus on three or four key targets and will be discussed with parents and the child. Parents are invited to attend a meeting to discuss the Learning Plan: SEN Support (IEP). The plan and targeted support are outlined, explaining how support will be delivered in school and 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 Learning Plan: SEN Support (IEP) 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 Learning Plan: SEN Support (IEP) for the pupil will set out new strategies for supporting the pupil's progress. Delivery of the Learning Plan: SEN Support (IEP) will remain the responsibility of the Early Years practitioner.

The child's progress towards their Learning Plan: SEN Support (IEP) will be monitored and reviewed regularly via:

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

Reporting pupil progress to parents will be through:

- Meetings to discuss the Learning Plan: SEN Support (IEP) and gain parent input
- Daily contact if required
- Reports (three times a year)
- Parents' Evenings
- Parent meetings at the request of the teacher/parent
- Review meetings to be scheduled at appropriate times

Requests for statutory assessment

For a very few children the support given by the early education setting through the Learning Plan: SEN Support (IEP), will not be sufficiently effective to enable the child to progress satisfactorily. 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 Learning Plan: SEN Support (IEP)
- 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 endeavour to work with the LEA to work with the statutory guidance.

Additional Notes:

Information for parents regarding EYFS.

- Parent Handbook
- EYFS Information sheet
- 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

Review:

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

Last Review: Summer 2016

Next Review: Summer 2017