



**BURGESS HILL**  
— GIRLS —

<b>Special Educational Needs &amp; Disabilities (SEND) Policy Early Years and Foundation Stage (EYFS)</b>	<b>2 (h)</b>
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<b>Responsible for Initiating Review of Policy</b>	SLT (Head of Prep. School, Nursery Manager)
<b>Committee to Review</b>	SLT (SENCOs)
<b>Last Review Date</b>	September 2019
<b>Review Period</b>	Two years, or as required.
<b>Approved by (Committee and Date)</b>	SLT April 2021
<b>Approved by Board of Governors</b>	JEC November 2021
<b>Effective Date of Policy</b>	September 2021
<b>Next Review Date</b>	September 2023
<b>Related Policies</b>	2f SEND Policy – Senior School and Sixth Form September 2021 2g Prep. School SEND Policy – September 2021 2h SEND Policy EYFS – September 2021 2a Curriculum Policy Statement – Senior School and Sixth Form 2a(i) Curriculum Policy Statement – Prep School and EYFS 4c External Examination Policy 17b Accessibility Policy 17b(i) Accessibility Plan Additional learning Support – process and charges

### **1.0 The Early Years Foundation Stage**

Meeting the individual needs of the children lies at the heart of the **Early Years Foundation Stage (EYFS)**, delivering personalised learning through continuous provision and adult led activities. In assessing progress of children in the early years, we may use Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age.

- The EYFS profile provides parents, teachers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities. It is particularly helpful for children with SEND and will inform plans for future learning and identify any additional needs for support. When EYFS teachers/practitioners have identified specific needs of an individual, a range of inclusion strategies and attainable targets are logged in Tapestry, the Learning Journal, and may be included in an individual Play Plan as appropriate. Tapestry includes a SEND assessment framework to use with children who have been identified as having special educational needs and/or disabilities. The framework is based on the Development Matters document, using statements which could help in identifying those smaller steps of progress that children with SEND might demonstrate
- The teacher/practitioner identifies the child's strengths and areas for specific development using small/specific, measurable, appropriate/achievable, realistic, time-based targets (SMART.) The teacher/practitioner will then use this to inform their planning and to track progress. All information is shared with parents on an on-going basis but certainly every term.
- Any concerns regarding a child of EYFS age (those under 5) are discussed with parents and joint decisions made as to whether an outside agency should become involved e.g.: Health Visitor, Family Doctor, Speech & Language Drop-in Service or First Visiting Team.
- If it is felt that a child's needs cannot be met within the school/Nursery without 1:1 support, funding will be sought for the employment of an additional member of staff as appropriate from an outside agency or via private parental funding.

**As a provider funded by the Local Authority to deliver early education places we have regard to the SEND Code of Practice 2014.**

- We plan for the four areas of need, communication & interaction, cognition & learning, social emotional & mental health, sensory and/or physical needs. (see accessibility plan)
- We have a clear approach to identifying and responding to SEN.
- In addition to the two specific points in the EYFS for formal assessment, there will be monitoring & review of progress throughout the Early Years.
- Where a child appears to be not meeting targets , we refer to the SEND code 2014 for gathering information and seeking "early help" as outlined in the SEND review. The cycle of action ASSESS, PLAN, DO, REVIEW, will be used to create a graduated response to needs.

- We seek external help of a specialist or request an EHC assessment following given guidelines.
- Decisions to involve external specialists will be taken in discussion with parents. Parents will be informed if their child is receiving SEND support. For example, the teacher/practitioner will in the first instance meet with the parents to discuss progress and either request their consent to involve the FIRST visiting team from the local authority, or suggest the parent goes with the child to the speech & language drop centre. Follow up & progress meetings will continue.