



HEYWOOD PREP  
CORSHAM

EYFS  
POLICY FOR SUPPORTING  
CHILDREN WITH SPECIAL  
EDUCATIONAL NEEDS AND  
DISABILITIES

**Updated  
March 2019**

## **1. Introduction**

This policy applies to the EYFS, including after school and holiday clubs.

## **2. Policy statement**

We provide an environment in which all children, including those with special educational needs or disabilities, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs and disability Code of Practice: 0 to 25 years (2015).
- We ensure our provision is inclusive to all children with special educational needs or disabilities.
- We support parents and children with special educational needs or disabilities (SEND).
- We identify the specific needs of children with special educational needs or disabilities and meet those needs through a range of SEN strategies and Gifted & Talented as well.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

## **3. Procedures**

- We designate a member of staff to be the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and give his/her name to parents. Our SENDCO for the EYFS is Katie Cowan. Our SENDCO for the whole school is Annette Bidgood.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs or disabilities. We conduct the Progress Check at Two to assist us in identifying additional needs early and offering support.
- We work closely with parents of children with special educational needs or disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs or disabilities and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs or disabilities.
- We use a system of planning; implementing, monitoring, evaluating and reviewing Learning Plans (LPs) for children with special educational needs or disabilities. These are generally reviewed on a six weekly cycle but the review period may be flexible according to the individual child's needs. If a child is working towards Speech and language therapy targets these will be reviewed within a six monthly timescale.
- We ensure that children with special educational needs or disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children identified as SEN support and during the 1 page profile, support plan and education, health and care plan process.
- We follow a graduated response to children with SEND. The SEND register follows the following stages and children may be moved on or off the register at any point.

### Step 1 – Watch List

Children will be placed on the Early years watch list should initial support be identified in a particular area. This will be detailed in the form of next steps either in their 2 year old check, or termly when targets are set for parents evening or in the end of year transition report. Differentiation strategies are used by the class Teacher to meet the child's needs. Parents are informed that their child has been put on the Watch List and this is reviewed half termly. If a child has made significant progress they can be removed from the watch list and parents are informed.

### Step 2 – SEND Register

A child will be moved to the Early Years SEND register should it be felt that significant progress hasn't been achieved. A Learning Plan will be implemented, detailing strategies to achieve the desired outcomes with the SENDCO, child's Class Teacher and parent. Parents are informed that their child has been put on the SEND register which is reviewed half termly. If a child has made significant progress and a Learning Plan is no longer required, the child may be monitored by the class teacher, whilst still receiving any necessary support through differentiation strategies.

### Step 3 – Intervention from outside agencies

If despite receiving a Learning Plan, the child continues to make little or no progress, the SENDCO and Class Teacher will meet with the child's parents to discuss involving outside agencies. This will be to either make a referral to the Speech and Language Therapy Service or to seek advice from the Early Years Inclusion Officers. If intervention is in the form of a Speech and Language Therapist, Nursery will support the child with the targets set and review within six months. If needs are met within the six months and the child is discharged from the service, they can be monitored by the class Teacher and supported through differentiation strategies. A support programme may be implemented in the form of a My Support Plan in which information and outcomes will be reviewed 3 times a year. An Education, Health and Care Plan can be applied for if any child has a high level of need. This is for any child showing a fifty percent delay in two or more areas of development and with the input of outside agencies for example – Health Visitor, Speech and language therapist, Paediatrician.

- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs or disabilities.
- We provide resources (human and financial) to implement our Special Educational Needs and Disabilities Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. Learning Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.
- We provide a complaints procedure.
- We monitor and review our policy annually.

## 4. Approval & Review

This policy was reviewed in March 2019 and approved by Katie Cowan, SENDCO for the EYFS. It will be reviewed on an annual basis. The next policy review will take place in February 2020.

Katie Cowan  
EYFS SENDCO