



The Froebelian School SEND in EYFS Policy

The Froebelian School welcomes all children and recognises that individual needs will vary. In order to help all pupils to achieve their potential, we work closely with parents and carers and, where necessary, other agencies.

We aim to identify any learning or behavioural difficulties a child might have as early as possible and to work with parents and carers to address those difficulties.

How we support those with special educational needs and disabilities (SEND)

Our Special Educational Needs and Disabilities Co-ordinator (or SENDCo) is Mrs. Louise Handley and she:

- assists in identifying any difficulties a child might have;
- helps plan approaches and strategies, drawing up Individual Education Plans when necessary;
- supports the class teachers in keeping parents and carers in touch with progress;
- reviews the whole school SEND policy regularly;
- knows about outside agencies who can help;
- acts as a resource for all staff regarding SEND.

Admission arrangements for children with SEND

The School's Registration and Admission forms ask for information about any special educational needs and disabilities the child may have and any agencies already approached. Before admission, all parents or carers are invited to visit the school and should discuss any issues with the Headteacher. There is also an informal morning session for prospective children. Upon acceptance of a place, information is requested from parents, carers and any previous setting.

Training

The following members of staff have had training in special educational needs:

- Mrs. L. Handley

All staff are encouraged to attend appropriate SEND training courses.

For the full development plan, please refer to the main SEND Policy.

Other resources

We have a range of books and pamphlets on SEND. We will also seek advice and support from external agencies (e.g. the local authority Early Years Development Partnership).

Identifying SEND and taking action

1. With regard to the identification of all the children's strengths and weaknesses:
 - We observe the progress that **all** the children make and note any child who seems to have needs with learning. This includes children who are having difficulties in behaving, following simple instructions and concentrating. If we have **any** concerns about any of the children, we will screen them for Dyslexia using "COPS".
 - We record progress and share it with parents regularly.
 - If we consider that a child needs something additional to, or different from, our usual provision, we discuss this with parents and initially we would expect to provide short-term support using staff in the Early Years Department. Subsequently, if appropriate, we will prepare an individual education plan (IEP) outlining clear targets for that child. This is called SEND Support.
 - We review this plan regularly (at least once each term) with parents or carers.
 - We plan ways in which parents and carers can also support their child's progress at home.
 - At every stage, and wherever practically possible, the child will be involved in the assessment process and his/her views sought.
 - If, with the resources normally available to us, we consider that a child is still experiencing difficulties and his or her needs are not adequately being met, we can request further support and advice through various support professionals. This may, for example, involve one or more of the following: Learning Support Teacher; Educational Psychologist; Specialist Health Visitor; Speech and Language Therapist.
 - The SENDCo will liaise with external professionals in drawing up an IEP and planning suitable strategies.

The SENDCo will co-ordinate review meetings with external professionals, parents, carers and the class teacher to monitor progress.

2. If the child's needs remain so substantial that they cannot be met effectively within the resources normally available to our setting, the school, after consultation with parents, carers and external professionals, will request the Local Authority to carry out a

statutory assessment. The SENDCo will co-ordinate all reports, IEPs, review meeting notes etc. and submit these to the Local Authority with the relevant paperwork.

Planning support for children with SEND

We endeavour to provide an inclusive environment by:

- making sure that our planning for all the children also contain approaches and activities for ensuring the progress of those children who have SEND;
- differentiating our activities so that they are achievable by all children and that all children experience success and gain confidence;
- adapting our materials and teaching styles to deliver our learning activities to children with different individual needs;
- monitoring how each child with SEND learns.

We keep parents and carers in touch with their child's progress through regular meetings (**at least** once a term) when their child has SEND. External professionals are not normally contacted without parental consent.

Premises

All teaching areas and facilities used by Early Years pupils are on the ground floor and have level access. This includes a quiet space for small group work. The outdoor play area includes a section with soft, safety surfacing.

Monitoring our SEND Policy

We monitor our SEND policy by:

- reviewing it regularly;
- making it known and available to all parents and carers;
- consulting with parents, carers and staff regularly about how well we are meeting SEND in our school;
- talking with children about how they feel about their school.

Transition arrangements

If the pupil leaves the Froebelian School at any stage, we pass our progress reports, plans and assessments on to the next setting or school a child will attend.

Complaints procedure

Complaints about SEND provision should be made initially to the SENDCo. If parents are not satisfied having consulted the SENDCo they may arrange an appointment with the Headteacher.

This policy is reviewed regularly by the Headteacher, in consultation with the governing body, in the light of experience, research and good practice.

Policy Date: November 2021

Policy Review Date: November 2024

Signed (Headteacher):



Signed (Chair of Governors):

