

# Special Educational Needs

## The EYFS says:

6. children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

1.6 Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and

2.3. When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator or health professionals) as appropriate.

3.67. Providers must have arrangements in place to support children with SEN or disabilities. Maintained nursery schools and other providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs (SEN) Code of Practice<sup>32</sup>. Maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator<sup>33</sup> and other providers (in group provision) are expected to identify a SENCO.

## I ask parents to:

- Work closely with me to meet your child's developmental needs
- Contribute their knowledge and understanding of their child.
- Raise any concerns that you may have about your child's needs and if you think my provision is meeting them.

## I will:

- Listen to any concerns that you have regarding your child
- Work closely with parents to build on children's previous experiences
- Have regard for the Special Educational Needs Code of Practice

- Keep an up to date copy of the Code of Practice and make available to parents if required
- Use the EYFS to observe, assess and plan
- Discuss with you if your child appears not to be making progress either generally or specifically in one of the Prime areas then we will try alternative ways of learning, e.g. using Makaton
- Upon identifying that a child has special educational needs then I will use the graduated approach as described in the Code of Practice. (Early Years Action and Early Years Action Plus)
- Discuss my observations and any proposed plans with parents
- With parents' permission, use Individual Education Plans. These will record information about the short term targets set for the child, the teaching strategies and the provision to be put in place, when the plan will be reviewed and the outcome of the action taken. I will continually review the IEPs and seek the parents' views on the child's progress.
- Seek support from the Inclusion team. I will continue to develop our knowledge of special educational needs by attending training where possible and carrying out my own research

Policy Written July 2014 by Jodie McTear (Little Cubs Childminding Wotton Under Edge)/ Reviewed Sept 2016.