

7. Early Years Foundation Stage

Part 1 - Introduction and Overview

This guidance relates to children in the Early Years Foundation Stage (EYFS) from birth to 5 years old that have a special educational need (SEN) and should be read in conjunction with the relevant specialism band descriptors if identified for:

- Autism Spectrum Condition (ASC) including Social Communication and Interaction needs
- Blind or Vision Impairment (B/VI)
- Cognition and Learning
- Deafness and Hearing Impairment (D/HI)
- Developmental Language Disorder (DLD)
- Physical/Medical Difficulties
- Social Emotional and Mental Health (SEMH) Difficulties

and the ***Early Years SEN Support Table (See Part 4)***

Children can be identified as having additional needs when they are very young. It can be clearly evident what a child's primary need is, however for the majority of children identified early, it takes time for this to be recognised through ongoing observation and assessment. Children in the EYFS with additional needs become known to Children's Services through the Early Help Assessment (EHA) from an early year's provider or a health professional.

Children access their entitlement to early education from a range of providers including settings in the Private, Voluntary and Independent sector (PVI), childminders and in those schools offering 2 year old Early Education places, Nursery and Reception places. Children may also be at home or accessing no provision but are known to Children's Services through the EHA.

Every child is an individual and all learn, develop and progress at different rates. Monitoring a child's progress throughout the EYFS is essential and the judgements made relating to a child's level of need should be part of a continuous and systematic cycle of observation, assessment and planning within a school/setting. If a child is not making expected progress in relation to the 3 prime areas of development (Personal, Social and Emotional, Communication and Language, and Physical Development) this will clearly impact on their ability to make good progress in relation to the 4 specific areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) through which the prime areas are strengthened and applied.

The EYFS emphasises the importance of identifying child who require additional support as early as possible and ensuring full involvement of

parents/carers and child in the process. Support includes listening to families concerns about their child's development and taking part in a sensitive two-way exchange of information which supports effective planning. Ensuring that:

- Parents/carers contribute to the assessment
- Parents/carers are invited to participate in target setting, monitoring progress and reviews, and may be involved in supporting targets in the home
- The views of the child are taken into account
- Parents/carers are informed about the Cumbria Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)

Support for a young child does not always require extra staffing to enable one to one support to be given to the child. This may not be the most appropriate way of helping the child. Early support may take the form of training, physical or sensory adaptations, creating enabling environments or provision planning to enable very young children with special educational needs to learn and progress fully.

Some children may need effective individualised amendments for teaching and learning. The resources might be extra adult time; the provision of different materials or special equipment; some individualised or group support or staff deployment and training.

In addition to the EYFS Statutory guidance, Early Support materials and Developmental Journals (Available on the Cumbria Local Offer) are useful tools to be used in conjunction with the EYFS.

As specified in the SEND Code of Practice, in a very few exceptional cases a young child may have severe and complex need, the extent of the needs will be evident. In such exceptional cases requests for an EHCP might be made prior to any interventions at implemented (See bands 1/2). It is likely that such children will have a significant SEN and will have been supported by a multi-disciplinary team. Examples may include children with profound sensory impairment or those with significant physical or cognition and learning difficulties. Children in the EYFS with needs at bands 4/5 may be accessing specialist provision such as a special school.

Inclusive practice is part of everyday provision and may require practitioners to alter routines or differentiate planning to meet the needs of the child. However some children's needs may be such that they require increased staffing levels in order for them to be safe, have medical needs met or achieve their learning potential.

The Local Authority (LA) must ensure that disabled children entitled to a free entitlement place are found suitable provision. The Equality Act (2010) ensures that local authorities and providers must not discriminate, harass or victimise disabled children, and must make reasonable adjustments.

To ensure that this is in place access to two funding streams are available to ensure support is available for children with disabilities or SEN:

- the disability access fund aids access to early years places by, for example, supporting providers in making reasonable adjustments to their provision and/or helping with building capacity, e.g. Makaton follow-up taster session to whole staff team (15 people), 1 x Dark den and sensory

- lights (be that for the child in question or for the benefit of children as a whole attending the provider).
- the SEN inclusion fund requires local authorities to set up a fund to help providers' better address the needs of individual children.

The funding will allow providers to make sure that they support high quality and inclusive provision for all children with SEN and disabilities.

Please see the Cumbria Local Offer for further details.

For those children who continue to require significant support an assessment for an EHCP would be appropriate (See band 3). This assessment may conclude that the child's needs could only be met by a package of support that may include additional funding for a setting to meet the child's individual needs.

Part 2 - Band Descriptors

Band 1 (Mild SEND)	<p>The child is not making expected progress. Difficulties are becoming apparent in relation to prime areas of learning:</p> <ul style="list-style-type: none"> Personal, social and emotional development Communication and language development Physical development including fine and gross motor skills <p>Using the EYFS outcomes and being aware that every child is an individual and that they all learn and develop at different rates, the child's developmental picture shows some delay. Setting/school to continue to support and monitor ongoing development.</p>
Band 2 (Moderate SEND–Early Help)	<p>The child will have moderate but continued difficulties and is not making expected progress despite a number of interventions and quality teaching. Difficulties are becoming increasingly evident in relation to prime areas:</p> <ul style="list-style-type: none"> Personal, social and emotional development Communication and language development Physical development including fine and gross motor skills

	<p>Using the Early Years SEN support table as a guide and being aware that every child is an individual and that they all learn and develop at different rates, the child's developmental picture shows the following level of delay:</p> <ul style="list-style-type: none"> • At 2 years functioning at 12 - 16 months • At 3 years functioning at 18 - 22 months • At 4 years functioning at 24 - 31 months • At 5 years functioning at 35 - 41 months
Band 3 (Severe SEND - EHCP)	<p>The child will have severe and continued difficulties and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching. Difficulties are clearly evident in relation to prime areas:</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Communication and language development • Physical development including fine and gross motor skills <p>Using the Early Years SEN support table and being aware that every child is an individual and they all learn and develop at different rates, the child's developmental picture shows the following level of delay:</p> <ul style="list-style-type: none"> • At 2 years functioning at 9 - 13 months • At 3 years functioning at 15 - 19 months • At 4 years functioning at 21 - 25 months • At 5 years functioning at 30 - 36 months <p>An application to the SEN Inclusion Fund for children aged 3 and 4 years old might be considered or if the child is eligible for Disability Access Funding (DAF) they must be in receipt of Disability Living Allowance (DLA) to access this funding.</p> <p><i>Please see the Local Offer for further information.</i></p>
Band 4 (More Severe SEND)	<p>The child will have more severe and persistent difficulties, and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching. Difficulties are clearly apparent in relation to prime areas:</p>

	<ul style="list-style-type: none"> • Personal, social and emotional development • Communication and language development • Physical development including fine and gross motor skills <p>Using the Early Years SEN support table and being aware that every child is an individual and they all learn and develop at different rates, the child's developmental picture shows the following level of delay:</p> <ul style="list-style-type: none"> • At 2 years functioning at 6 - 10 months • At 3 years functioning at 12 - 16 months • At 4 years functioning at 18 - 22 months • At 5 years functioning at 24 - 31 months
Band 5 (Profound SEND)	<p>The child will have profound and exceptional difficulties, and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching. Difficulties are clearly apparent in relation to prime areas:</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Communication and language development • Physical development including fine and gross motor skills <p>Using the Early Years SEN support table and being mindful that every child is an individual and they all learn and develop at different rates, the child's developmental picture shows the following level of delay:</p> <ul style="list-style-type: none"> • At 2 years functioning at 0 - 7 months • At 3 years functioning at 9 - 13 months • At 4 years functioning at 15 - 19 months • At 5 years functioning at 21 - 25 months

Part 3 - Provision		
Band 1 - Mild SEND		
Descriptor	<p>The child is not making expected progress. Difficulties are becoming evident in relation to the prime areas of learning:</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Communication and language development • Physical development including fine and gross motor skills 	
	Setting/Governing Body	Local Authority
Assessment and Planning	<p>Assessment</p> <ul style="list-style-type: none"> • Setting to liaise with the parents/carers. • Assessment, planning and review will need to take account of whether the child is accessing a 2 year old Early Education place, Nursery or Reception Year and may need to take account of the child's attendance at more than one setting/school. • Setting complements their normal systems of assessment, monitoring and planning by further observation in order to understand the child's current interests, development and learning needs e.g. needs that are additional to or different from what is usually provided for all children within the setting. • Observation takes place across the different activities and environments within the setting e.g. outdoor environment 	<ul style="list-style-type: none"> • Area SENCO support for SENCO's in Private, Voluntary and Independent (PVI), settings/school or childminders as needed to support inclusive practice and/or in meeting child's individual needs.

	<p>and at lunchtime.</p> <ul style="list-style-type: none"> • Strategies employed to ensure child's voice is taken in to account in planning and delivery. • Identify the child's strengths as well as areas of additional need. <p>Planning</p> <ul style="list-style-type: none"> • Planning of interventions involving the parents/carers, child, setting Special Educational Needs Coordinator (SENCO), key person. • Early Years SEN support plan is drawn up with SMART targets. • Half-termly (approximately 6-weekly) review of the child's progress towards targets within as identified in the SEN support plan. 	
Teaching and Learning Environment	<ul style="list-style-type: none"> • Grouping strategies used flexibly to enhance learning and to allow access to the curriculum, and to focus available adult support where needed. • Additional adult attention and/or support for group activities are provided where relevant. Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them. • Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources. 	

Human Resources and Staffing	<ul style="list-style-type: none"> • Main provision by early years practitioner, class teacher or Foundation Stage Coordinator with advice from the setting SENCO. • Additional adults are used to support flexible groupings and differentiation. 	
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Full access to the EYFS curriculum. • Early Support Developmental Journals used to support small step approach to learning. • Developmentally appropriate activities planned for through Quality First Teaching. • Differentiation and small group support where appropriate. 	
Resources and Intervention Strategies	<p>Resources/Provision</p> <ul style="list-style-type: none"> • Access to Continuous Professional Development (CPD) for teaching in the EYFS provided by LA or other external training providers. • CPD for PVI and maintained settings is provided by the LA through the Early Years and Childcare Team, SEND team and other providers. 	<ul style="list-style-type: none"> • A programme of training will be available to PVI setting SENCO's and childminders through the Early Years and Childcare team. • SENCO clusters. • All Our Children training for new SENCO's or anyone wishing to refresh knowledge of the SEND expectations and processes.

Band 2 - Moderate SEND – Early Help		
Descriptor	<p>The child will have moderate but continued difficulties and is not making expected progress despite a range of interventions and quality first teaching. Difficulties are becoming increasingly apparent in relation to the prime areas of learning:</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Communication and language development • Physical development including fine and gross motor skills 	
	Setting/Governing Body	Local Authority
Assessment and Planning	<p>As in Band 1 plus</p> <p>Assessment</p> <ul style="list-style-type: none"> • SENCO involved in ongoing observation, picture of child's development across the 3 prime areas indicates that the child is not making expected progress. • Early Help Assessment form should be completed to request specialist educational involvement and other professionals as appropriate using the relevant referral forms, for example: Speech and Language service, Health Visitor (HV). • Strategies employed to ensure child's voice is taken in to account in planning and delivery. • Identify the child's strengths as well as areas of additional need and review previous plans. 	<p>Assessment</p> <ul style="list-style-type: none"> • Early Help requests for educational support are assessed by the LA and support allocated as needed from the appropriate specialist. • Use of specific Early Support Developmental Journals to support target setting (Available online). <p>Planning</p> <ul style="list-style-type: none"> • Advice provided on target setting, appropriate interventions and strategies to address needs. • Support provided with SMART targets and SEN support plan. • Signposting to training available to support settings with identifying and planning for children with SEN. • Signposting for families accessing a 2 or 3 year old Early Education place in a PVI or school.

	<p>Planning</p> <ul style="list-style-type: none"> • Planning of intervention involving the parent/carers, child, school/setting SENCO, key person, class teacher and advising agencies. • SEN support plan drawn up with SMART targets, which take account of specialist advice. • Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the SEN support plan. • Input or attendance made by appropriate external agencies to reviews if appropriate. 	<ul style="list-style-type: none"> • Signposting to relevant supporting materials as relevant to the child's individual needs. • Summary/feedback given to SENCO/Key person/family by relevant supporting educational professional this can be written or verbal.
Teaching and Learning Environment	<ul style="list-style-type: none"> • Grouping strategies are used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed. • Additional adult attention and/or support for group activities. • Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on targets. 	
Human Resources and Staffing	<ul style="list-style-type: none"> • Additional adult attention and/or support for some activities, including targets. • Supervision and monitoring of the SEN support plan by the setting/school SENCO. • Time allocated for key person to liaise with external agencies. • Access to ICT and specialist equipment/materials, as appropriate. 	

Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them. • Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's developmental and social language levels, with key learning outcomes identified from SEN support plan. • Increased focus on specific activities (Child initiated or adult led) and/or use of resources, including ICT and specialist equipment/materials/communication aids, quiet withdrawal space. 	
Resources and Intervention Strategies	Resources/Provision <ul style="list-style-type: none"> • Staff training needs are addressed, and information passed to other staff and parents, as appropriate. • Advice is sought on an ongoing basis. • Schools allocate funding as required from the school budget. 	<ul style="list-style-type: none"> • Telephone/email advice on request from relevant professionals involved with the child. • Additional visit on setting request if possible.

Band 3 - Severe SEND EHCP		
Descriptor	<p>The child will have severe and continued difficulties and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching. Difficulties are clearly apparent in relation to prime areas:</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Communication and language development • Physical development including fine and gross motor skills <p>An application to the SEN Inclusion Fund for children aged 3 and 4 years old might be considered or if the child is eligible for Disability Access Funding (DAF) they must be in receipt of Disability Living Allowance (DLA) to access this funding.</p> <p><i>Please see the Local Offer for further information.</i></p> <p>A child at Band 3 may require consideration for an EHCP.</p>	
	Setting/Governing Body	Local Authority
Assessment and Planning	<p>As in band 2 plus</p> <p>Assessment</p> <ul style="list-style-type: none"> • Setting/school SENCO involved in ongoing observation, picture of child's development indicates child is not making expected progress despite significant levels of focussed intervention and implementation of advice from external agencies. • Progress is closely monitored by the setting. • EHA form review section must be completed and in place 	<p>Assessment</p> <ul style="list-style-type: none"> • If after the school/setting has demonstrated the use of advice and recommendations from external agencies and the child is still not making expected progress: <ul style="list-style-type: none"> ○ As Band 2 plus meeting with the family/SENCO/Lead teacher/practitioner and other agencies to discuss next steps. ○ Use of specific Early Support Developmental

	<p>for 6 months then resubmitted with supporting evidence included to request an EHCP. Parental consent for this must be gained to support this request and then submitted to the relevant area office.</p> <ul style="list-style-type: none"> Strategies employed to ensure child's voice is taken in to account in planning and delivery. Identify the child's strengths as well as areas of additional need. <p>Planning</p> <ul style="list-style-type: none"> Planning of intervention involving the parent/carer, child, setting SENCO, key person, and any external agencies involved with the child. SEN support plan drawn up with SMART targets, which take account of specialist advice. Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the SEN support plan. Input or attendance made by appropriate external agencies to reviews. Refer to EHCP outcomes, advice and strategies for further support. 	<p>journals to support target setting (available online).</p> <ul style="list-style-type: none"> Assessment may identify specific involvement of Area SENCO or Early Years Specialist Advisory Teacher (SAT) is needed. Moderation of developmental levels and amend/update, as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Advice provided on target setting, appropriate interventions and strategies to address needs. Support provided with SMART targets and SEN support plan. Signposting to training available to support settings with identifying and planning for child with SEN. Signposting to relevant supporting materials as relevant to the child's individual needs. Written report given to school/setting and family by relevant supporting educational professional.
Teaching and Learning Environment	<p>As in Band 2 plus</p> <ul style="list-style-type: none"> Daily 1:1 additional adult attention and/or support for individual and group activities following specialist advice. 	
Human Resources and Staffing	<p>As in Band 2 plus</p> <ul style="list-style-type: none"> Daily 1:1 trained additional adult attention and/or support for individual and group activities following specialist 	<ul style="list-style-type: none"> Early Years SAT or Area SENCO if appropriate to carry out assessment and give written feedback. Attendance at Multi agency meetings, as appropriate.

	<p>advice.</p> <ul style="list-style-type: none"> • Supervision and monitoring of the SEN support plan by SENCO. • Time allocated for key professionals to liaise with external agencies. • Access to ICT and specialist equipment/materials, if appropriate. 	<ul style="list-style-type: none"> • LA will provide agreed level of top up funding, as specified in EHCP, in addition to delegated resources. All of this will be spent on meeting the needs of the child. • LA to monitor the use of these funds.
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them. • Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from SEN support plan. • Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication aids. 	
Resources and Intervention Strategies	<p>Resources/Provision</p> <ul style="list-style-type: none"> • Schools allocate funding as required from the school budget. • Evidence must be produced to show how the SEN funding has been used over the past 6 months. 	

Band 4 - More Severe SEND		
Descriptor	<p>The child will have more severe and continued difficulties, and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching. Difficulties are clearly apparent in relation to prime areas:</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Communication and language development • Physical development including fine and gross motor skills 	
	Setting/Governing Body	Local Authority
Assessment and Planning	<p>Assessment</p> <ul style="list-style-type: none"> • The EHA form review section must be completed and resubmitted with supporting evidence included to request an EHCP. Parental consent for this must be gained to support this request. • Setting/school SENCO involved in ongoing observation. • Picture of child's development indicates child is not making expected progress despite significant levels of focussed intervention and implementation of advice from external agencies. • Progress is closely monitored by the school/setting and recorded using EYFS and Early Support Development Journals. • SENCO and class teacher/early years practitioner implement advice provided by Educational Psychologist (EP), Specialist Teacher (SAT) and Area SENCO (If appropriate) and other professionals involved for 	<p>Assessment</p> <ul style="list-style-type: none"> • If after the school/setting has demonstrated the use of advice and recommendations from external agencies and the child is still not making expected progress despite significant levels of focussed intervention: <ul style="list-style-type: none"> ○ Meeting with the family/SENCO/Lead teacher/practitioner and other agencies to discuss next steps. ○ Support for request for an EHCP if not already completed. ○ Discussion about educational pathway including access to specialist provision e.g. special school, resourced provision etc. ○ Use of Early Support Developmental Journals to support target setting (Available online).

	<p>example: Speech and Language Therapist (SLT).</p> <ul style="list-style-type: none"> Strategies employed to ensure child's voice is taken in to account in planning and delivery. Identify the child's strengths as well as areas of additional need. <p>Planning</p> <ul style="list-style-type: none"> Planning of curriculum intervention involving the parent/carers, child, class teacher, setting/school SENCO, key person, and advising agencies. SEN support plan drawn up with SMART targets, which take account of specialist advice. Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the SEN support plan. Refer to EHCP outcomes and strategies for further support. 	<ul style="list-style-type: none"> Moderation of developmental levels and amend/update as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Advice provided on target setting, appropriate interventions and strategies to address needs. Support provided with SMART targets and SEN support plan. Signposting to training available to support settings with identifying and planning for children with SEN. Signposting to relevant supporting materials as relevant to the child's individual needs. Written report given to setting/school SENCO/Key person and family by relevant supporting educational professional.
Teaching and Learning Environment	<ul style="list-style-type: none"> Grouping strategies used flexibly to enhance learning and access to the curriculum. Daily opportunities for 1:1 support on the SEN support plan targets. Daily opportunities for small group work on the SEN support plan targets as appropriate. 	
Human Resources and Staffing	<ul style="list-style-type: none"> Main provision by practitioner with support from the setting/school SENCO. Daily trained additional adult support for individual and group activities following specialist advice. Supervision and monitoring of the SEN support plan by setting/school SENCO. 	

	<ul style="list-style-type: none"> • Time allocated for key person to liaise with external agencies. • Access to ICT and specialist equipment/materials, as appropriate. 	
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them. • Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from SEN support plan. • Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication aids. 	<ul style="list-style-type: none"> • Implementation of advice from EP/Early Years SAT/Health Professionals or Area SENCO, if appropriate.
Resources and Intervention Strategies	<p>Resources/Provision</p> <ul style="list-style-type: none"> • Modified access to the EYFS and support in place for the child to access indoor and outdoor environment. • Multi-sensory approaches used to support access to the EYFS if appropriate. • Staff training needs are addressed, and information passed to other staff and parents, as appropriate. • Advice is sought on an ongoing basis. 	

Band 5 - Profound SEND		
Descriptor	<p>The child will have profound and exceptional difficulties, and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching. Difficulties are clearly apparent in relation to prime areas:</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Communication and language development • Physical development including fine and gross motor skills <p>A clearly identified educational need is evident that will affect lifelong learning due to Profound and Multiple Learning Difficulties (PMLD).</p>	
	Setting/Governing Body	Local Authority
Assessment and Planning	<p>As in Band 4 plus</p> <p>Assessment</p> <ul style="list-style-type: none"> • Progress is closely monitored by the setting and recorded using EYFS, Early Support Development Journals or other relevant assessment materials. • Setting/school SENCO implement advice provided by Educational Psychologist/ Early Years Specialist Advisory Teacher, Area SENCO (If appropriate) and other professionals involved for example: Speech and Language Therapist. • A multi-agency approach should be in place to support the needs of the child and family. • Strategies employed to ensure child's voice is taken in to 	<p>Assessment</p> <ul style="list-style-type: none"> • If after the school/setting has demonstrated the use of advice and recommendations from external agencies and the child is still not making expected progress despite significant levels of focussed intervention. • As Band 3 - 4 plus meeting with the family/SENCO/Lead teacher/practitioner and other agencies to discuss next steps which may include: <ul style="list-style-type: none"> ○ Use of specific Early Support Developmental Journals to support target setting. ○ Moderation of developmental levels and amend/update as appropriate. ○ Discussion about educational pathway including access to specialist provision e.g. special school,

	<p>account in planning and delivery.</p> <ul style="list-style-type: none"> Identify the child's strengths as well as areas of additional need. <p>Planning</p> <ul style="list-style-type: none"> Planning of intervention involving the parent/carer, child, setting/school SENCO, key person, and advising agencies. Action plan SEN support plan drawn up with SMART targets, which take account of specialist advice. Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the SEN support plan. Input or attendance made by appropriate external agencies to reviews. Refer to EHCP outcomes and strategies for further support. 	<p>resourced provision etc.</p> <p>Planning</p> <ul style="list-style-type: none"> Advice provided on target setting, appropriate interventions and strategies to address needs. Support provided with SMART targets and SEN support plan. Signposting to training available to support settings with identifying and planning for children with SEN. Written report given to school/setting SENCO/Key person and family by relevant supporting educational professional, as appropriate.
Teaching and Learning Environment	<ul style="list-style-type: none"> Grouping/strategies used flexibly to enhance learning and access to the curriculum. Daily opportunities for 1:1 support on SEN support plan targets. Daily opportunities for small group work on SEN support plan targets. 	
Human Resources and Staffing	<ul style="list-style-type: none"> Main provision by practitioner with support from the setting/school SENCO. Daily additional adult attention and/or support for some activities, including SEN support plan targets. Supervision and monitoring of the SEN support plan by setting/school SENCO. 	

	<ul style="list-style-type: none"> • Time allocated for key person to liaise with external agencies. • Access to ICT and specialist equipment/materials, as appropriate. 	
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Emphasis on providing an enabling individualised environment both inside and outside, with developmentally appropriate resources, with increasingly modified and personalised curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from. • SEN support plan and the EHCP outcomes. • Small step approach to target setting using Early Support Developmental Journals and EYFS. • Increased focus on specific activities and/or use of resources, including ICT and specialist equipment, materials and communications aids. 	<ul style="list-style-type: none"> • Implementation of advice from EP/Early Years SAT/Health professional or Area SENCO, if appropriate.
Resources and Intervention Strategies	<p>Resources/Provision</p> <ul style="list-style-type: none"> • Modified access to the EYFS and support in place for the child to access indoor and outdoor environments. • Multi-sensory approaches used to support access to EYFS. • Staff training needs are addressed, and information passed to other staff and parents, as appropriate. • Advice is sought on an ongoing basis. 	