



EARLY YEARS SUPPORT

working together to give the right support at the right place at the right time.

EARLY YEARS FOUNDATION STAGE



The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The Early Years framework is based around four overarching principles which are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn 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 (SEND)

(Department of Education, 2021)

The early years foundation stage



EARLY YEARS SUPPORT

Assessments are an important part of teaching young children, they benefit both the child and the provision. With our assessment knowledge we are able to ensure each child is able to access the opportunities that we provide and we are able to change our practice to meet the varying needs of the children.

Assessments involve us stepping back to gain an overview of the children's development and progress.

Each child's own unique pathway of development and learning involves many elements woven together to help us understand the holistic child.

The assessment documents used to support us with teaching and learning are

Development Matters - guidance tool for development.

Birth to Five Matters - guidance tool for development.

Individual Assessment Early Learning Development - a Hertfordshire guidance tool to support practitioners working with parents to track development and identify what support is needed.

Early Years Development Journal - supports practitioners and parents to track development and identify what support is needed.

A discussion with parents will take place as to which documents will be used.



WORKING WITH PARENTS

PARENT CONSULTATIONS

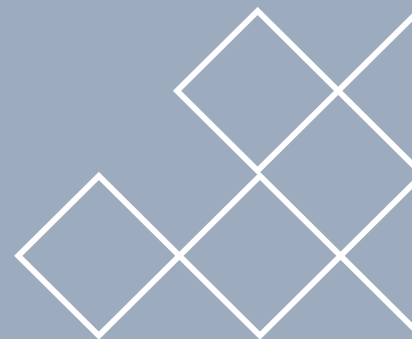
This is an opportunity to identify your child's strengths, interests, and needs, and to discuss any concerns you may have. As early child's development is unique it is important for practitioners, professionals and parents to share knowledge and experience. Then we can work together to support children's wellbeing, learning and development.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

While this can sound like a scary word, it is important to remember that with early intervention and support from early years practitioners and extended services such as the family centres, Speech and Language Therapists and the early years SEND team, we can support each child to reach their full potential. Research suggests that early identification of SEND is crucial. Timely, effective provision can help to narrow the educational gaps between pupils with SEND and those without (Ofsted 2021).

CONCERNS IDENTIFIED

When there are concerns with a child's development we can work together and by adopting a problem-solving approach we are able to provide a more unique approach to support the child.



SPECIAL EDUCATIONAL NEEDS COORDINATORS (SENCO)

All settings will have a named SENCo. The Early Years SENCO role involves:

- ensuring all practitioners in the setting understand their responsibilities to children with special educational needs and the setting's approach to identifying and meeting the needs.
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting

The SENCo will be able to advise parents on the additional support that can be sought and how to access it. Each setting has access to an Inclusion Development Officer (IDO) who will support the practitioners with strategies that will benefit the children according to the child's individual needs.





KAY SMITH

Inclusion Development Officer

LEVELS OF SUPPORT

My work is aimed at a universal plus level to support children who may need a little extra help to access learning which we call 'Tier 2' support.

➤ MY ROLE

I support your child's nursery, by offering advice to the practitioners on how they are able to make reasonable adjustments and differentiate their practice to support your child.

In partnership with your child's Key Person and nursery SENCo we will focus on your child's strengths to enable us to establish how best to support your child.

In addition to the individual child support, I work closely with nursery settings to ensure effective inclusion for all children.

➤ DURING MY VISIT TO THE NURSERY

With parental permission I will arrange a time to visit your child in the nursery, where I will discuss with the nursery SENCo and Key Person the difficulties identified and offer different strategies and ideas on how to support your child's development.

➤ **I DO NOT WORK DIRECTLY WITH PARENTS BUT IF YOU HAVE ANY QUESTIONS, PLEASE DISCUSS THEM WITH THE NURSERY WHO CAN RAISE THEM WITH ME.**

SEN SUPPORT

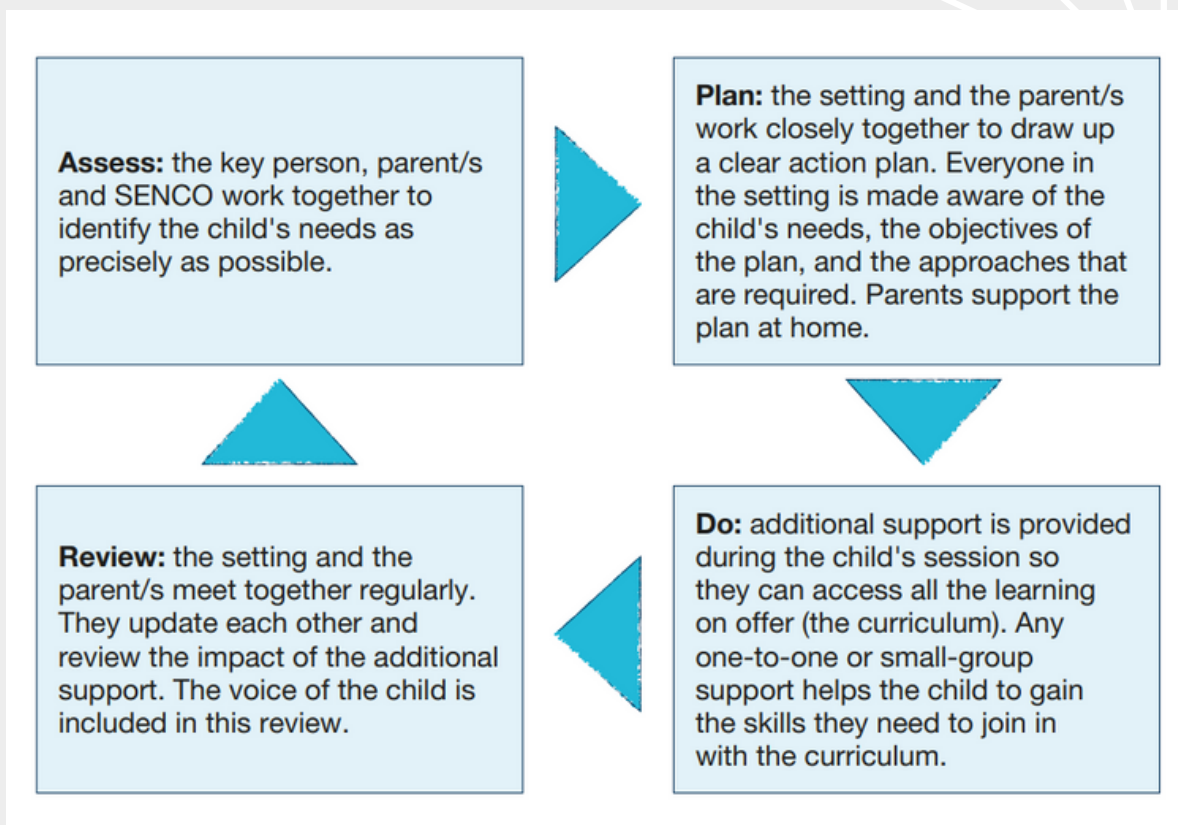
SEN support is the term that is used to identify that a child is receiving a more personalised approach to their learning.

All early years setting are required by the Department of Education to adopt a 'graduated approach' to guide their support.

A graduated approach means that with parent permission a period of assessment will take using one of the documents discussed above so that the most appropriate support is put in place in the form of a plan.

The plan will consist of up to three small targets that will be practiced with children over an agreed period of time within the setting and at home is appropriate.

At the end of the agreed period of time parents and practitioners will review the impact the targets have had on the child and agree next steps.





Integrated Services for Learning

This document has been developed with information
from government guidance

[Supporting SEND - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Progress check at age 2 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)