



# EARLY YEARS SEND PROVISION

**In EYFS, we work to identify needs early and provide appropriate support. While most of the information in the SEND Academy Information Report is relevant to children in EYFS, there is also some additional information below that may be helpful to parents and carers.**

## **Working with Parents and Carers**

We feel that discussion with parents and carers is vital in identifying needs and finding the best way to support pupils. Parents and carers are encouraged to speak with the class teachers about any concerns and staff will raise any difficulties noted in school. This means that parents/carers and staff are able to work together to identify appropriate support.

## **How do we identify need in EYFS?**

In addition to working closely with parents/carers, wherever possible, we contact nurseries that children attend before they start school. Where need is identified, we will often offer additional visits for the child to come into school and/or visit the child in their nursery setting. We may also join meetings with other agencies, where they are involved with supporting a child or family. All children have the opportunity to visit the academy on transition visits during the summer term and we encourage parents/carers to share any concerns with us so that we can signpost support that may be available before starting school. This helps us give every child the best possible start in school.

When children start school, staff monitor for indicators of need. If these are observed, any concerns are shared with parents/carers and support is put in place if needed.

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## What support may be available?

Many strategies and adaptations are available. Support is flexible and will be adapted to the needs in EYFS at the time. Support may be provided on an individual or group basis. Speech and language interventions, additional support with numbers, phonics and handwriting and interventions to develop focus (Bucket-based on Attention Autism), are common areas of support.

As children settle into school some children need additional support and reassurance when entering the class. We use visuals (pictures) and have daily routines to support understanding and help children know what will happen next, throughout the day. Strategies such as social stories, which help children understand social situations may also be used. We are fortunate enough to have staff that are experienced in running a number of interventions and that frequently access training. Each class has a full-time teaching assistant based in the class, in addition to the class teacher, which supports consistency. For children entering school with an Education Health and Care Plan, school will provide the support detailed in the plan.

## Speech and Language

We screen all children entering EYFS for speech and language needs, aiming to identify any difficulties as soon as possible, so we can provide relevant support. Staff are knowledgeable about the development of speech sounds which allows difficulties to be identified early, and individual screenings are carried out as needed.

We use speech link to screen for any understanding difficulties, during EYFS. If difficulties are picked up, then school-based interventions are put in place. We refer to the NHS speech and language therapists where this is helpful and work with therapists to give tailored support to individuals.

## Working with Outside Agencies Specific to Early Years

Details of external agencies that the academy frequently work with can be found in the main school offer. In addition to these, when a child joins EYFS, the academy sometimes will liaise with Portage, health visitors and work with the Early Years Support Pathway, if these services have been involved prior to the child starting school. This helps to ensure a smooth transition.

## Transition

Transition sessions for parents/carers and children are held during the summer term, before children start school. Parents/carers are invited to a session where the academy routines and processes are explained and this gives an opportunity for parents/carers to discuss any concerns with staff so the academy can signpost support available before starting school and begin to plan support in school when the children attend in September.