NORMALLY AVAILABLE EARLY YEARS SETTINGS OFFER



Barnet Early Years SEND Advisory Team is committed to supporting early year's settings to move to more inclusive environments for children with a variety of special educational needs and disabilities. Please contact your SEND Advisor for further information. This Document has been produced by Barnet Early Years SEND Advisory Team

Revised February 2023. Barnet Early Years SEND Advisory Team can be contacted on 020 8361 2456 (Ext 1)

The Statutory Framework

The Statutory Framework for the Early Years Foundation Stage (EYFS) September 2021 sets out the requirements for all children aged 0-5 attending any Early Years Provision, whether maintained (schools) or non-maintained (private, voluntary and independent)

Barnet Local Education Authority has an ordinarily available document that describes expectations for settings:

Barnet Ordinarily Available Document

The Four Guiding Principles

Four guiding principles shape our practice. These 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, in which
- their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates.

The Statutory Framework for the Early Years Foundation Stage (September 2021) covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). All early years providers who deliver early education must ensure that they have regard to the SEN code of practice (2014) and that they effectively meet the needs of children with special educational needs and disabilities. Special educational provision may be additional to or different from that made generally for others of the same age and early years providers must use their best endeavours to support all children in their setting using a high quality personalised learning approach.

FAQ

1. How does the setting know what my child needs?

- All settings have a member of staff who is the **Special Educational Needs Coordinator (SENCO)** who will follow a clear system of identifying needs of children in their care and follow a graduated approach to meeting the needs of

those children (including seeking advice from the SEND Advisor, who fulfils the role of area SENCo);

- Staff in the setting undertake an initial baseline assessment of all children using the EYFS in order to identify next steps for each child's development;
- The SENCO will ensure that all practitioners working with your child understand your child's needs and how to meet them;
- Staff, including the setting SENCO, regularly update their knowledge and skills by attending training and seeking advice from their SEND Advisor;
- All 2 year olds attending an early years setting will have a 'progress check' which will identify strengths and needs together with any identified strategies to support a child's development. (A further assessment is made at the end of the EYFS – EYFS profile. This usually takes place when a child is in school);

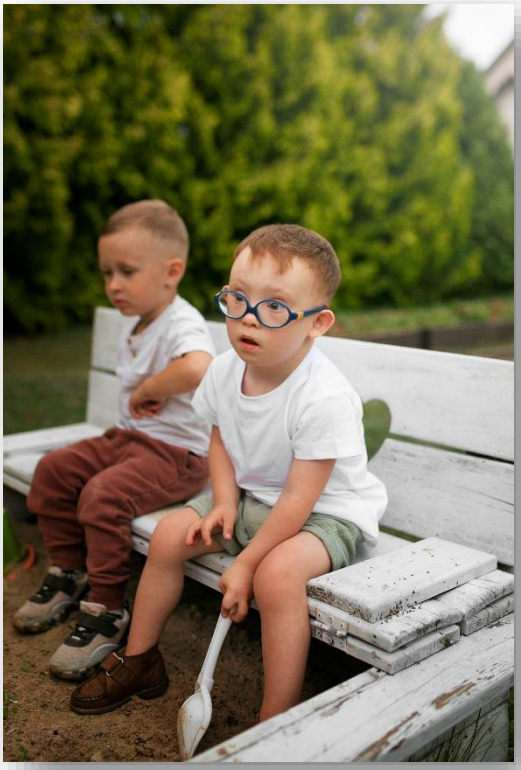


- Robust transition arrangements are put in place in order to gather information about the child and to support best practice transitions from home to setting or between early years settings.
- Each child is observed by their key person and other staff in a variety of environments in order to plan for the individual needs of the child;
- A personalised/SEN support plan is developed (a SEND Advisor can support if necessary) for each child showing areas for development which will include clear and measurable targets and expected outcomes reflecting need. The plan is reviewed at least termly. Children and Parents/Carers are involved in planning and reviewing targets and outcomes. (Assess, plan, do, review);
- Children are supported to make choices about their own learning. Strengths and interests are reflected in their SEN support plan;
- Targets, next steps and outcomes are developed to support a child's learning and success is celebrated;
- Parents/carers are supported and listened to through regular exchanges of strategies and information regarding progress and development.

2. What support does my child get in the setting?

- Support is given to individual children through a combination of planned small group activities and individual activities linked to the personalised/SEN support plan for each child;
- A variety of activities are on offer where access to these activities is adapted for each child based on their individual learning need and learning style;
- The child is supported and enabled to form relationships, try new experiences, make choices and develop independence as a unique individual.
- The key person builds a close relationship and ensures open sharing of information between home, setting and other important people.
- Staff will join in with and play alongside an activity with a child and support turn taking with other children;
- Children will be given time and opportunity to build relationships with key person and peers;
- Effective communication strategies are used by everyone in the setting, e.g. sharing of non-verbal communication, signs and symbols.
- Positive language is used and specific praise and positive reinforcement is given immediately;
- Positive behaviour is modelled and recognised and highlighted in others.
- Adaptations of the environment will be made and equipment and routine use of additional resources e.g. Visual Timetables, sand timers, PECS, sensory resources etc. as appropriate;

- Approaches to facilitate alternative form of communication e.g. Use of signs (Makaton) and symbol/picture labels will be used as appropriate;
- Staff ensure the provision of facilities to enable personal care for children who may not be toilet trained or who need health care support. This will include ensuring that health care plans are put in place for children with identified medical needs (including making arrangements for drug administration);
- Staff ensure that the setting has a wide range of resources/equipment that supports and anticipates a variety of individual needs and which reflects the rich and diverse nature of the wider community.
- Staff ensure that resources are easily accessible to all children e.g. in low level baskets or containers clearly marked with a photo or object of reference related to the content.
- Children will have access to acoustically and visually friendly environments/structured and organised to include a quiet and low arousal space;



- There is accessible outdoor space that has a variety of activities and equipment to meet the developmental needs of all children;
- There is a plan for physical accessibility;
- The setting has accessible changing facilities and all staff are available to deal with accidents;

3. How is their learning planned?

- All staff members at the early years setting are aware of the needs of children through robust information sharing systems;
- Planning for the whole group takes into account personalised/SEN support plans for individual children and incorporates advice from outside involved professionals (if appropriate);
- All activities are adapted to meet the learning needs and styles of all children and include a variety of activities presented in different ways;
- Active learning activities are routinely planned where children can fully engage in practical ways;
- Whole group planning takes into account the individual needs and learning styles of each child;

- Resources reflect children's interests, learning styles and promote independence, e.g. the provision of sensory resources provided in a small low level tray.

