

Upperwood Academy Policy for Inclusion and SEND

(Also refer to SEND Offer on School Website, Access Plan, Equalities plan, Provision for Medical Needs)

This Policy is in line with The SEN Code of Practice June 2014, and The Equalities Act 2010.

Date of Review Autumn 2021
Written By Katie Hirst SENDCO

National Curriculum 2014 Statement for Inclusion

Setting suitable challenges

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

- Teachers should take account of their duties under equal opportunities legislation that covers disability, ethnicity, gender, sexual identity, gender identity, and religion or belief.
- A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full National Curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice will outline what needs to be done for them.
- Many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every National Curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.
- Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- The ability of pupils for whom English is an additional language to take part in the National Curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Upperwood Academy is an Inclusive School

Upperwood School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- In relation to gender
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- Learners who are Pupil Premium
- learners who are disabled or have medical needs
- those who are gifted and talented
- those who are looked after by the local authority and those who are previously looked after
- others such as those who are sick; those who are young carers and those who are in families under stress
- any learners who are at risk of disaffection and exclusion
- children with social, emotional and behavioural difficulties
- vulnerable children
- LGTB

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our FS2 and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Management of Inclusion

At Upperwood Academy we aim to identify student needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. Also where possible we will aim to support wider family needs beyond school.

The development and monitoring of Inclusion in school is managed by the Inclusion team, comprised of:

- The Principal Mr Budd
- The Vice Principal in charge of Assessment and Pupil Premium – Miss Charity
- The Assistant Principal/ SENDCo- Mrs Hirst
- HLTA/ School Support Worker- Mrs Merrills
- Nurture and behaviour team – Mrs Cavnor and Miss Woodward
- Team of full and part time time TAs
- Governor for SEND – Mrs Pollard
- Governor for Looked After Children and Safeguarding – Mrs Williams

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination in relation to race, gender, disability, SEN.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through differentiated planning by class teachers, SENDCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN Support and **EHC Plan** through One page profiles, School Focused Plans and support from other agencies/specialist support.
- To support pupils who may be underachieving through personalised learning opportunities, additional classroom support, resources and structured timed interventions. Also to offer children extra curricular opportunities to build self- esteem.
- To support pupils who have social emotional and behavioural difficulties/ and or mental health difficulties.
- To ensure that pupils with additional needs are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers. Raising awareness of anti bullying, safeguarding, e-safety and disability through PSHE and Citizenship curriculum.
- To involve those agencies as required where students require additional support or are experiencing family issues, through Early Help Frameworks.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning. To provide effective transition procedures.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them. To help children to understand and set their own learning goals.

An inclusive classroom culture

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Assessment for Learning is embedded in school practice, and quality planning and differentiation will meet the needs of the majority of children. Teachers are aware of the barriers to learning which may be experienced by some children. They make reasonable adjustments to provide improved access to curriculum, written information and equipment/ resources including ICT. Children may work in short intensive group activities with the teacher or TA, but may not require further intervention. This is at the discretion of the teacher in liaison with SENDCO.

TAs are deployed to work with SEND children and those with additional needs. They also work with the wider school population to focus on those who may be underachieving, or as a resource to release the teacher so that the teacher can work with a particular focus group.

Arrangements for coordinating additional provision in school

1. SLT analysis of termly data highlights pupil needs.
2. The SLT will meet with each class teacher to set targets and identify children at risk of underachieving. Staff complete Cohort Action plans and School Focused Plans
3. SLT and SENDCO does audit of need to inform provision map and set in place annual cycle for intervention using Assess Plan Do and Review
4. Teaching assistants are deployed in all classrooms. Allocation of human resources may depend on year group, ratio requirements, SEND, subjects and TA expertise.
5. SENDCO/ HLTA meet parents and discuss concerns before initiating graduated approach through SEN Code of Practice or EHA.
6. SENDCO meets with teachers to support on School Focused Plans and additional strategies.
7. Regular reviews take place and Team around the Child meetings. Where necessary, reviews will be held more frequently than twice a year for some children. Class teachers also review with parents in the Autumn and Spring Term. During Covid regulations this may be a remote meeting.
8. Targets arising from School Support meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
9. SEND and Inclusion is an area of the School Development Plan.
10. Principal reports on SEND in his annual report to the Governing Body
11. Inclusive practice in school is monitored by the Principal and SLT through lesson observations and pupil progress meetings.
12. SEN support is funded from the school budget with additional top up funding in line with LA Local Offer for those with a higher level of need
13. Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
14. All staff undertake regular training on Inclusion, SEN and Equal Opportunities and Safeguarding.
15. For those learners demonstrating increasing levels of need, an educational report (School Focused Plan) will be commenced which is chronological over time and will review impacts of interventions.

Identification of children requiring additional support or having additional needs

Concerns may be raised by children, their parents and by staff. Concerns are brought to the attention of SENDCO or SLT.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCO and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class Element 1
- SEN support through a graduated response – small group or 1-1 intervention Element 2
- Early Help
- Assessment through Education, Health and Care/ EHC Plan Element 3

All children with identified additional needs are registered on the School Provision Map. SEND children, and other groups are identified on school data systems.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

School evidences progress using these criteria:

Progress-
Closes the attainment gap between the child and their peers.
Prevents the attainment gap from growing wider.
Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
Matches or betters the child's previous rate of progress.
Ensures full access to the curriculum.
Demonstrates an improvement in self-help or social or personal skills.
Demonstrates an improvement in the child's behaviour.
Demonstrates improved performance against the categories of Identified SEN.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision for SEN support may need to be made.

SEN Support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions**
- Additional support is required to develop Learning and Cognition**
- Additional support is required for emotional, behavioural or social development**
- Additional support is required for sensory or physical impairments**
- Additional support is required for communication or interaction needs**
- Additional Support is required for Speech and Language Needs**

Graduated Reponse – Based on Assess, Plan, Do and Review

There are likely to be three groups of children recorded at **SEN Support**.

Quality First Teaching Element 1

- Pupils are making expected differentiation or may require some classroom differentiation. They may have short term interventions which accelerate learning.

SEN Support Element 2

- Children who have additional needs within the class and require more specific intervention/provision. Progress over time is slower or less accelerated due to identified needs.
- Resources are met through school budget
- Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice and a EHA
- These children **will** have individual targets identified on a School Focused Plan and a one page profile.
- These children may have wider targets identified on an Action Plan for a Team around the Child as part of the Early Help.
- There may be other agency support involved. E.g. Educational Psychologist
- An educational report will be required at reviews to be updated by relevant staff

Education and Health Care Plan Element 3

- Children who have been assessed by multi agency teams and have statutory provision in place.
- These children will have outcomes identified annually on an Education, Health and Care Plan.
- These children will have a costed provision map.
- These children will continue to have their SFP updated by staff for reviews.
- These children will have a one page profile.. This may also include a risk assessment or a medical needs provision form.
- These children may have wider targets identified on an Action Plan for a Team around the Child as part of the EHA.
- These children have targets which are identified and reviewed as part of an annual review process.
- Other agencies may continue to be involved.
- Additional top up funding may be required which will be met by the LA.

Once the stage of SEN support has been identified for the pupil, a cycle is implemented using school support structures. This is the implementation of the graduated response

Assess- SEN identified and stage of process
Plan- targets identified and relevant paperwork in place
Do- Implementation of planning
Review- review of targets and review of stage of SEN stage

Monitoring

Monitoring will be carried out on a weekly basis using the school's standard lesson planning proforma and through 'drop in' lesson observations. We use SLW to determine successful outcomes. Significant achievements and difficulties will be recorded during regular data reviews and provision map updates with all staff. The SENDCO will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

Targets are created using an School Focused Plan for those pupils on Element 2 or 3 by the Class teacher. Children with a higher level of need will also have an All about Me which shares their views. Plans are reviewed termly and new targets set, where necessary. Parents/carers and the pupil, will be invited to contribute and will be consulted about any further action.

It is the responsibility of class teachers to maintain School Focused Plans for children, but reviews need to be carried out in consultation with SENDCO.

Parents do need to be consulted and where necessary, views sought of both parent and pupil where SEN Support is required.

Permission from parents is required if any other agency involvement is required.

The role of the Inclusion Officer (SENDCO) at Upperwood Academy

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) **must** ensure that there is a qualified teacher designated as SENDCO for the school.

The SENDCO **must** be a qualified teacher working at the school. A newly appointed SENDCO **must** be a qualified teacher and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

A National Award **must** be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes (see the References section under Chapter 6 for a link). When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENDCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

The SENDCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENDCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date. The school should ensure that the SENDCO has sufficient time and resources to carry out these functions. This should include providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

(SEN Code of Practice June 2014)

The School's Arrangements for CDP for SEN and Inclusion

1. The SENDCO attends regular LA network meetings to update and revise national developments in Special Needs Education and Inclusion.
2. Refer to Appendix 1 for EYFS Inclusion requirements.
3. Meeting additional needs and Inclusion issues are targeted each year through the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
4. In-house additional needs and Inclusion training is provided through staff meetings by the SLT, SENDCO and HLTA.
5. All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
6. Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

Links with outside agencies

The use made of teachers and facilities from outside the school, including support services

The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENDCO as to the purpose of each visit.

The LA BESST team are involved as a result of referral. This requires service level agreements in place. Inclusion staff may visit to provide specific information, observe and assess children, share resources and provide in-service training.

The LA Behavioural Support Service offer placement for children prioritised as having severe behavioural and emotional difficulties.

Teachers from the Sensory Impairment Team, Physiotherapy and OT and Speech and Language Therapy work in school to support children, both with and without EHC Plans, who have vision or hearing impairment, speech language and communication needs. The specialist teachers work directly with children. Class teachers plan alongside these specialist teachers who also attend and contribute to SEN reviews.

The Inclusion Team liaise frequently with a number of other outside agencies, for example:

- Social Care
- FSW FIS
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Behaviour Support
- CAHMs
- Educational Psychology
- Secondary Schools
- Charities

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Pupil targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. School Focused Plans, Progress data, Educational reports and reviews will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Principal or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

EYFS staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue, or the child has an EHA the SENDCO will provide information on request. Additional visits and adjustments are made accordingly.

Year 6 pupils, have planned transition days, and these are enhanced with liaison with the Secondary provider where necessary.

Year 5 pupils with SEND will have planned meetings around transition in Year 6.

Clubs and extra curricular opportunities

We are proud as a school of the breadth of opportunities children experience in clubs. We listen to their requests and work hard with provision. Children of all ages, abilities, regardless of gender, disability or race are encouraged to take part in clubs. For some children, clubs have proven to be therapeutic and improve physical, social skills and behaviour. At times children have been invited to join clubs solely to support additional needs, or because they are able and talented children. School employs a full time PE coach and part time specialist Music teachers. Children take part in residential visits and where necessary, reasonable adjustments are made.

Access to the Environment (see also School Access Plan)

Upperwood is a single site school, with FS2, Key Stage 1 and Key Stage 2 departments joined by the dining area. The school is built on one level. There are no stairs. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by shared open plan areas from which there is also wheelchair access. There are 2 new

outdoor classrooms which are all accessible.

Toilet and washroom facilities are available in each learning area and for staff and other adults. There are toilets with disabled access.

We have made sure that there are good lighting and safety arrangements, and there are appropriate signs around school.

There are a large number of IPADs in school. All children have regular access to ICT and multisensory learning provision as required.

School supports pupils with sensory needs as required, and evaluate the environment and the use of aids to support as required.

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

The school will ensure that all children have access to a ^A balanced and broadly based curriculum, and that the National Curriculum and Foundation Stage programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT, or additional adult where this is appropriate.

Children in Y6 may be disapplied from SATs Tests. They may take part in the tests and have specific support which the Year 6 Teacher and Assessment Coordinator applies for.

Access to Information (see also School Access Plan)

We will ensure that any child with a sensory impairment has appropriate access to print/ text/ ICT/ colour material or reading material which is designed to enable access to learning,

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through

peer/extra adult scribing/ ICT

We strive to use a range of assessment procedures within lessons (such as practical, role-play and drama, video, photograph and drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

There is one FS2 split into 2 classes and we have a range of mixed age classes. Pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

Where there is a clear rationale for a child to not be placed into a class, then this is done with the agreement of parents and other involved parties.

Prior to starting school, parents/carers of children with an EHC Plan pending or an EHC plan in place will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

The PSHE/Cit curriculum includes issues of disability, difference and valuing diversity.

We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy. We are currently reviewing our Anti-bullying Policy in consultation with disabled students.

Listening to disabled pupils and those identified with additional needs

Our school encourages the inclusion of all children in the School Council and other consultation groups.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

Children have opportunities to take part in 1-1 pastoral sessions where they can talk and be reflective and be listened to.

The staff has on-going training opportunities on issues relating to communication and listening skills.

Supporting the needs of disabled parents or carers

When a child starts at the school we ask the parents/carers about their access needs. We make appropriate adjustments as required. We operate a flexible approach to supporting our parents.

Supporting the needs of parents with children who have SEND or additional needs

We have an open door policy where parents can come and discuss issues.

There are regular reviews.

Parents experiencing difficulties with their children at home have the opportunity to join Webster Stratton Parenting Support or Solihull which school can help them access.

Barnado's offer a Family Link project which parents of pupils with ASD can access.

School can signpost parents to Family Support Service and Disabled Children's Services.

Children's services offer workshops e.g around Sensory Processing Disorder

We use our Website or Facebook page to share useful information

Children with medical needs

Refer to Policy

Upperwood Policy for Pupils with Medical Needs

Trips or out of school activities

We have a strong policy to ensure all children participate in school trips. We make reasonable adjustments, liaise with parents and assess risks with educational visits coordinator. Where necessary, planning is done in advance. Children with medical needs are supported appropriately. We do not accept that a child will not attend a school trip due to disability, medical need, behaviour or other factor without a dedicated effort to resolve the issue. It is only in extreme circumstances that the Principal would decide that a pupil does not participate, e.g. if a risk assessment shows that the pupil or other peers would not be safe.

Evaluating the success of the School Inclusion Policy

SLT analyses the progress of all children in school. SENDCO analyses the progress of groups, interventions and multi agency action. SENDCO reports on Inclusion Development in an Inclusion Report.

Date of Review Autumn 2021

Ratified by Governing Body

Appendix 1 EYFS Inclusion

The EYFS Profile is an inclusive assessment, capable of capturing a wide range of children's learning and development outcomes. For some children, the processes of observation and assessment present a particular challenge to practitioners, which must be addressed for attainment to be accurately judged and recorded. This challenge applies both to

understanding how some children might demonstrate attainment at the level expected at the end of the EYFS; and

how to capture the attainment of children whose development is judged to be at the 'emerging' level.

3.1 Children with special educational needs and disability

The range of special educational needs and disability (SEND) is diverse and includes physical, emotional, sensory and learning needs.

For children with SEND the setting will develop additional relationships with other professionals. It is vital that communication between all professionals and the child's parent is strong so that a clear picture is gained of the child's learning and development.

Observational assessment is the most effective way of making judgements about all children's learning and development. Depending on their special educational need, children will demonstrate their learning and development in different ways.

Practitioners observing the child involved in day to day activities must take account of the following:

- with the exception of ELG03 Speaking, where the EYFS Profile contains the word 'talks' or 'speaks' children can use their established or preferred mode of communication; and
- the need to be alert to the child demonstrating attainment in a variety of ways, including eye pointing, use of symbols or signs. Any adaptations children use to carry out their activities, such as mobility aids, magnification or adapted ICT equipment, should be employed so that practitioners come to know all children at their most capable.

Where a child's learning and development does not yet meet the description of the level expected at the end of the EYFS for an individual ELG, the outcome will be recorded as 'emerging'. Practitioners should also record details of any specific assessment and provision in place for the child, and use this comprehensive record as a basis for discussion with parents and to support planning for future learning. This will ensure that parents have a clear, rounded picture of their child's development and are informed about additional support and future activities. 2014 Early Years Foundation Stage Profile Handbook **15**

Please note that P scales are an assessment tool designed for use at key stage 1 and should not be used for assessing children in the EYFS.

3.2 Children for whom English is not their home language

The communication skills of children for whom English is not their home language are not all the same. These children will be at different stages of learning English and one or more other languages. Learning English as an additional language is not a special educational need. Practitioners need to find out as much as they can about a child's prior language experience and any education experienced elsewhere. Parents, as the first educators, are an important source of information.

Underpinning the EYFS Profile assessment is the understanding that language is central to our sense of identity and belonging to a community, and that linguistic diversity is a strength that is recognised and valued. Practitioners may need to help parents understand that a child's home language development will help them learn English.

Parents also need to know that it is perfectly acceptable, even desirable, for the child's home language to be used in the setting. Practitioners will need to observe the child over time and raise questions with the parents, and/or bilingual support assistants, to be confident about what the child knows and understands.

There are three aspects specific to the assessment of children for whom English is not their home language:

- development in their home language;
- development across areas of learning, assessed through their home language; and
- development of English.

Within the EYFS Profile, the ELGs for communication and language and for literacy must be assessed in relation to the child's competency in English. The remaining ELGs may be assessed in the context of any language – including the child's home language and English.

This has implications for provision. The principles of good practice for children learning English are the principles of good practice for all children. Children must have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success, and where they can participate in ways that reveal what they know and can do in the security of their home language. For children to grow in confidence, and hence demonstrate their embedded learning, their environment must reflect their cultural and linguistic heritage and their learning be supported by a wide range of stimuli and experiences. **16** 2014 Early Years Foundation Stage Profile Handbook

3.3 Children from minority groups

The ethnicities of children within a setting can be diverse, particularly in urban settings. The children may be refugees or asylum seekers, their families may have histories of persecution and trauma, or they may have had positive experiences but different cultural conventions governing behaviours and gender roles. This cultural background may also determine how early education is perceived, and how much experience of school or another Early Years setting the child may have had prior to their EYFS Profile assessment.

Children may come from settled communities or travel frequently. This latter consideration affects minority groups such as Gypsy, Roma and Traveller children as well as children with armed forces, embassy and global corporate backgrounds.

Practitioners must take particular care that the environment echoes children's own positive experiences. Children will be able to demonstrate their attainment when opportunities such as role play, cookery, celebrations and visits to special places or events are linked to their cultural experience. This will also be captured in the narrative relating to characteristics of learning, where the child's ability to begin their play and exploration with things which are familiar and build new knowledge and learning from this starting point, are expressly considered (Playing and exploring: using what they know in their play).

The relationship with parents is crucial to developing the practitioners' knowledge of the child and their ability to make an accurate assessment. Parents can help practitioners understand the different values that explain their child's responses to the environment and social situations. A child will find it easier to express their feelings and feel confident in their learning if practitioners listen and respond in ways that show understanding.

3.4 Taking account of the needs of individual children

Reaching accurate assessments using the EYFS Profile requires practitioners to enable all children to reach their full potential. Consequently, practitioners must be alert to the general diversity of children's interests, needs and inclinations.

For instance, there may be children who are at an earlier stage of development than others in the cohort; some may have summer birthdays. These children and others may be highly active and more likely to demonstrate what they know, understand and can do in situations which are sympathetic to this inclination, often outdoors.

Practitioners should reflect on their observations and ensure that the provision enables all children, regardless of their stage of development or interests, needs and inclinations, to demonstrate attainment in ways that are motivating to them. 2014 Early Years Foundation Stage Profile Handbook **17**

3.5 Transition conversations for children with an outcome at the 'emerging' level

Where children have an outcome of 'emerging' for an ELG, it is likely that this will not provide full information about their learning and development at the end of the EYFS. Additional information should be considered alongside EYFS Profile outcomes, to ensure that conversations between EYFS and year 1 staff are meaningful, and lead to a successful transition for the child.

An outcome of 'emerging' may mask a wide range of levels of learning and development, the detail of which is built over time through observation, interaction with the child and ongoing assessment. There are many sources of information about how children learn and develop, how this may be manifested and how further learning and development might be supported. There is no requirement on practitioners to use any specific source of information in this context.

Specialist professional guidance is available for many specific special educational needs and disabilities. Children with SEND may have records from professionals within and outside of the setting. These records should inform the assessment and transition processes. Wherever possible other professionals working with the child should be invited to contribute to transition conversations.

The provision of additional information around the 20 items of the EYFS Profile, in order to support successful transition and a smooth learning journey for the child, should be considered by settings in advance of the summer term so that processes can be built on shared understanding, thoroughly planned, and implemented in good time. Decisions about what sources of guidance might be used and what additional information shared, should be made at a setting level and reflect local needs and circumstances.

Appendix 2

Typical Interventions at Upperwood Academy

Welcomm Communication EYFS 2	Speech And Language Therapy	Jump Ahead	Level 5 and 6 Maths and English boosters
Phonics Read Write Inc	Music Interaction Funtime	Socially Speaking	Reading Comprehension
Early Reading Reciprocal Reading Reading Rocketeers	Group Maths	Craft Club	Teoderescu Handwriting
Time to Talk	Sensory Circuit	Lego Therapy	Mighty Writer Y1/2
Nurture/Social Group	Structured Lunchtime provision	1-1 mentoring	Comprehension

