

## 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 primary need descriptors if identified for:

- Autism Spectrum including Social Communication and Interaction needs
- Speech, Language and Communication Needs (Developmental Language Disorder)
- Hearing Impairment
- Vision Impairment
- Physical and Medical
- Severe Learning Difficulties (SLD)

and the ***Revised Early Years SEN Support Table***

A child may be identified as having additional needs when they are very young. It may be clearly evident what the 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. A child in the Early Years Foundation Stage (EYFS) with additional needs becomes known to The Local Authority via the Early Help process (EHA), initiated by their Early Years setting or a health professional.

A child accesses 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. A child may also be at home or accessing no provision but are known to the Local Authority through the EHA.

Every child is an individual and they 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 plan, do and review 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 alongside the Characteristics of Effective Learning (CoEL).

The EYFS emphasises the importance of identifying a child who requires 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.

Ensure 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 must be taken into account
- Opportunities for parents/carers to learn how to help their child further are provided
- Parents/Setting/School are signposted to the Local Offer for further support
- Parents/carers are informed about the Cumbria Special Educational Needs and Disability Information Advice and Support Service (SENDIASS).

Support for a young child does not always require the deployment of extra staff 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 intervention may take the form of training, physical or sensory adaptations, creating enabling environments or provision planning to enable a very young child with special educational needs to learn and progress fully.

Some children will need effective individualised amendments for teaching and learning. These adjustments may take the form of extra adult time; changes to the learning environment for example, the provision of different materials or special equipment; some individualised or group support or staff deployment and training. It is important to consider how children's learning can be scaffolded within the EYFS provision/class/space making best use of the indoor and outdoor environments and continuous provision.

In addition to the EYFS Statutory guidance, Development Matters, Birth to 5 Matters and the Early Years Developmental Journal are useful assessment tools (available on the Cumbria Local Offer/Cumbria Early Years Website). It may also be for some children appropriate to use additional assessment tools that a professional would suggest/advise.

As specified in the SEND Code of Practice, in a very few exceptional cases of a young child having severe and complex needs, the extent of the needs will be evident. In such exceptional cases requests for an Education Health and Care Plan (EHCP) might be made prior to any intervention by a setting at Bands 1-2. It is likely that such a child will have a significant disability and have been supported by a multi-disciplinary team. Examples may include a child with profound sensory impairment or those with significant physical or cognition and learning difficulties.

Inclusive practice is part of everyday provision and everyone's responsibility. This may require practitioners to alter routines and teaching to meet the needs of the child. However, for some children their 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 LA must ensure that all children entitled to a free early education place are found suitable provision. The Equality Act (2010) requires that the Local Authority and providers must not discriminate, harass or victimise disabled children and must make reasonable adjustments.

To enable children to access their early education place there are some funding streams available, these are explained here

<https://cumbria.gov.uk/childrenservices/childrenandfamilies/cfis/freeearlyyears.asp>

<b>Part 2 - Band Descriptors</b>	
<b>Band 1 (Mild SEND)</b>	<p><b>The child is not making expected progress:</b> difficulties are becoming apparent in relation to prime areas of learning:</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Communication and language development</li> <li>• Physical development including fine and gross motor skills</li> </ul> <p>Practitioners should use their knowledge of the child alongside typical child development to determine if the child is showing some delay in learning/development. The non-statutory guidance documents Development Matters and Birth to 5 Matters may act as a guide alongside the EYFS Statutory Framework. Setting to continue to support and monitor ongoing development.</p>
<b>Band 2 (Moderate SEND)</b>	<p><b>The child will have moderate but continued difficulties and despite interventions and quality teaching, expected progress is not being made:</b> difficulties are becoming increasingly evident in relation to prime areas:</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Communication and language development</li> <li>• Physical development including fine and gross motor skills</li> </ul> <p>Using the Early Years SEN support table (Part 4) 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 (using the Early Years Developmental Journal):</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at Step 6 (Early Years Developmental Journal 12-16 months)</li> <li>• At 3 years functioning at Step 8 (Early Years Developmental Journal 18-22 months)</li> <li>• At 4 years functioning at Step 10 (Early Years Developmental Journal 24-31 months)</li> <li>• At 5 years functioning at Step 12 (Early Years Developmental Journal 35-41 months)</li> </ul>

<p><b>Band 3 (Severe SEND)</b></p>	<p><b>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 high quality teaching:</b> difficulties are clearly evident in relation to prime areas:</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Communication and language development</li> <li>• Physical development including fine and gross motor skills</li> </ul> <p>Using the Early Years SEN support table (Part 4) 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 (using the Early Years Developmental Journal):</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at Step 5 (Early Years Developmental Journal 9-13 months)</li> <li>• At 3 years functioning at Step 7 (Early Years Developmental Journal 15-19 months)</li> <li>• At 4 years functioning at Step 9 (Early Years Developmental Journal 21-25 months)</li> <li>• At 5 years functioning at Step 11 (Early Years Developmental Journal 30-36 months)</li> </ul>
<p><b>Band 4 (More Severe SEND)</b></p>	<p><b>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 high quality teaching:</b> difficulties are clearly apparent in relation to prime areas:</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Communication and language development</li> <li>• Physical development including fine and gross motor skills</li> </ul> <p>Using the Early Years SEN support table (Part 4) 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 (using the Early Years Developmental Journal):</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at Step 4 (Early Years Developmental Journal 6-10 months)</li> <li>• At 3 years functioning at Step 6 (Early Years Developmental Journal 12-16 months)</li> <li>• At 4 years functioning at Step 8 (Early Years Developmental Journal 18-22 months)</li> <li>• At 5 years functioning at Step 10 (Early Years Developmental Journal 24-31 months)</li> </ul>

<p><b>Band 5 (Profound SEND)</b></p>	<p><b>The child will have profound 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 high-quality teaching:</b> difficulties are clearly apparent in relation to prime areas:</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Communication and language development</li> <li>• Physical development including fine and gross motor skills</li> </ul> <p>Using the Early Years SEN support table (Part 4) 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 (using the Early Years Developmental Journal):</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at Steps 1-3 (Early Years Developmental Journal 0-7 months)</li> <li>• At 3 years functioning at Step 5 (Early Years Developmental Journal 9-13 months)</li> <li>• At 4 years functioning at Step 7 (Early Years Developmental Journal 15-19 months)</li> <li>• At 5 years functioning at Step 9 (Early Years Developmental Journal 21-25 months)</li> </ul>
--	--

**Part 3 - Provision**

**Band 1 - Mild SEND**

<p><b>Descriptor</b></p>	<p><b>The child is not making expected progress:</b> difficulties are becoming apparent in relation to prime areas of learning:</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Communication and language development</li> <li>• Physical development including fine and gross motor skills</li> </ul> <p>Practitioners should use their knowledge of the child alongside typical child development to determine if the child is showing some</p>
--------------------------	---

	<p>delay in learning/development. The non-statutory guidance documents Development Matters and Birth to 5 Matters may act as a guide alongside the EYFS Statutory Framework. Setting to continue to support and monitor ongoing development.</p>	
	<p><b>Setting/Governing Body</b></p>	<p><b>Local Authority</b></p>
<p><b>Assessment and Planning</b></p>	<p><b>Assessment</b></p> <p>Setting to liaise with the parents/carers</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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 (i.e. needs that are additional to or different from what is usually provided for all child within the setting)</li> <li>• Observation takes place across the different activities and environments within the setting, e.g. outdoor environment and at lunchtime</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Planning of interventions involving the parents/carers, child, setting Special Educational Needs Coordinator (SENCO), key person</li> <li>• Early Years SEN support plan is drawn up with SMART targets</li> <li>• Half-termly (approximately 6-weekly) review of the child’s progress towards targets identified in the SEN support</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>plan.</li> <li>• Ongoing monitoring of child's progress through a graduated response.</li> </ul>	
<p><b>Teaching and Learning Environment</b></p>	<ul style="list-style-type: none"> <li>• Mainstream maintained or private, voluntary or independent sector (PVI) Early Education provider, Nursery, Reception class or Foundation Stage Unit</li> <li>• Grouping strategies used flexibly to enhance learning and to allow access to the curriculum, and to focus available adult support where needed</li> <li>• 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 aim to build positive relationships with them</li> <li>• Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources</li> </ul>	
<p><b>Human Resources and Staffing</b></p>	<ul style="list-style-type: none"> <li>• Main provision by early years practitioner, class teacher or Foundation Stage Coordinator with advice from the setting SENCO</li> <li>• Additional adults are used to support flexible groupings and differentiation</li> </ul>	
<p><b>Curriculum and Teaching Methods</b></p>	<ul style="list-style-type: none"> <li>• Full access to the Early Years Foundation Stage curriculum</li> <li>• Early Years Developmental Journal used to support small step approach to learning</li> <li>• Developmentally appropriate activities planned for through High-Quality Teaching</li> <li>• Differentiation and small group support where appropriate</li> </ul>	

<p><b>Resources and Intervention Strategies</b></p>	<p><b>Resources/Provision</b></p> <ul style="list-style-type: none"> <li>• Access to Continuous Professional Development (CPD) for teaching in the Early Years Foundation Stage provided by Local Authority and other external training providers</li> <li>• CPD for PVI and maintained settings is provided by the Local Authority through the Learning Improvement Service Early Years team and other providers</li> </ul>	<ul style="list-style-type: none"> <li>• A programme of training will be available to PVI setting SENCO's and childminders through the Learning Improvement Service Early Years team.             <ul style="list-style-type: none"> <li>○ Termly SENCO networks</li> <li>○ All Our Children training for new SENCO's or anyone wishing to refresh knowledge of the SEND expectations and processes</li> <li>○ Whole Setting Approach to SEND review</li> <li>○ Termly Effective Communication Training</li> </ul> </li> </ul>
---	--	--

**Band 2 - Moderate SEND**

<p><b>Descriptor</b></p>	<p><b>The child will have moderate but continued difficulties and despite interventions and quality teaching, expected progress is not being made:</b> difficulties are becoming increasingly evident in relation to prime areas:</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Communication and language development</li> <li>• Physical development including fine and gross motor skills</li> </ul> <p>Using the Early Years SEN support table (Part 4) 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 (using the Early Years Developmental Journal):</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at Step 6 (Early Years Developmental Journal 12-16 months)</li> <li>• At 3 years functioning at Step 8 (Early Years Developmental Journal 18-22 months)</li> <li>• At 4 years functioning at Step 10 (Early Years Developmental Journal 24-31 months)</li> <li>• At 5 years functioning at Step 12 (Early Years Developmental Journal 35-41 months)</li> </ul>
--------------------------	--

	<b>Setting/Governing Body</b>	<b>Local Authority</b>
<b>Assessment and Planning</b>	<p>As in Band 1 plus</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• SENCO involved in ongoing observation, picture of child’s development across the 3 prime areas indicates that the child is not making expected progress</li> <li>• 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 etc.</li> <li>• Ongoing monitoring of child’s progress through a graduated response</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Planning of intervention involving the parent/carer, child, setting SENCO, key person, and advising agencies</li> <li>• SEN support plan drawn up with SMART targets, which take account of specialist advice</li> <li>• Half-termly (approximately 6-weekly) review of child’s progress towards targets recorded on the SEN support plan</li> <li>• Input or attendance made by appropriate external agencies to reviews if appropriate</li> </ul>	<p>As Band 1 plus</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Early Help requests for support are assessed by the Local Authority and support allocated as needed from the appropriate specialist</li> <li>• Use of Early Years Developmental Journal to support target setting</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Advice provided by Area Senco on target setting, appropriate interventions and strategies to address needs. Support provided with SMART targets and SEN support plan</li> <li>• Signposting to training available to support settings with identifying and planning for child with SEN</li> <li>• Signposting for family to funded 2, 3 or 4 year old early education place</li> <li>• Signposting to supporting materials relevant to the child’s individual needs</li> <li>• Written summary/feedback given to SENCO/Key person/family by relevant supporting educational professional</li> </ul>
<b>Teaching and Learning Environment</b>	<ul style="list-style-type: none"> <li>• Grouping strategies are used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed</li> </ul>	

	<ul style="list-style-type: none"> <li>• Additional adult attention and/or support for group activities</li> <li>• Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on targets</li> </ul>	
<p><b>Human Resources and Staffing</b></p>	<ul style="list-style-type: none"> <li>• Additional adult attention and/or support for some activities, including targets</li> <li>• Supervision and monitoring of the SEN support plan by the setting SENCO</li> <li>• Time allocated for key person to liaise with external agencies</li> <li>• Access to ICT and specialist equipment/materials, as appropriate</li> </ul>	
<p><b>Curriculum and Teaching Methods</b></p>	<ul style="list-style-type: none"> <li>• Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them</li> <li>• 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</li> <li>• Early Years Developmental Journal may be used to support small step approach to learning</li> <li>• Increased focus on specific activities (Child-initiated or adult led) and/or use of resources, including ICT and specialist equipment/materials/communication aids</li> </ul>	

<p><b>Resources and Intervention Strategies</b></p>	<p><b>Resources/Provision</b></p> <ul style="list-style-type: none"> <li>• Staff training needs are addressed, and information passed to other staff and parents, as appropriate</li> <li>• Advice is sought when needed on an ongoing basis</li> <li>• School to allocate funding as required from the school budget.</li> </ul>	<ul style="list-style-type: none"> <li>• Contact via telephone/email/Microsoft Teams for advice on request</li> <li>• Additional visit to setting if appropriate following contact as stated above.</li> <li>• Additional funding may be available for some nursery aged child in some circumstances. Seek further advice from an Area SENCO.</li> <li>• Setting to signpost the family to DLA if applicable</li> <li>• Setting to consider DAF funding if applicable</li> </ul>
---	---	--

<p><b>Band 3 - Severe SEND</b></p>		
<p><b>Descriptor</b></p>	<p><b>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 high-quality teaching:</b> difficulties are clearly evident in relation to prime areas:</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Communication and language development</li> <li>• Physical development including fine and gross motor skills</li> </ul> <p>Using the Early Years SEN support table (Part 4) 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 (using the Early Years Developmental Journal):</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at Step 5 (Early Years Developmental Journal 9-13 months)</li> <li>• At 3 years functioning at Step 7 (Early Years Developmental Journal 15-19 months)</li> <li>• At 4 years functioning at Step 9 (Early Years Developmental Journal 21-25 months)</li> <li>• At 5 years functioning at Step 11 (Early Years Developmental Journal 30-36 months)</li> </ul>	
	<p><b>Setting/Governing Body</b></p>	<p><b>Local Authority</b></p>

<p><b>Assessment and Planning</b></p>	<p>As in band 2 plus</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Setting/School SENCO involved in ongoing observation, picture of child’s development indicates child is not making progress despite significant levels of focussed intervention and implementation of advice from external agencies</li> <li>• Progress is closely monitored by the setting</li> <li>• The Early Help Assessment form review section should have been in place for 6 months and should be reviewed. This should be submitted to the relevant area office, along with supporting evidence and parental consent, if an EHCP assessment is to be requested.</li> <li>• Strategies employed to ensure child’s voice are taken into account during planning and delivery.</li> <li>• Identify the child’s strengths as well as areas of additional need.</li> <li>• If issued, EHCP to be reviewed on a 6 monthly basis until the end of the Early Years foundation stage. (Area SENCO no longer involved when EHCP is agreed to be assessed)</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Planning of intervention involving the parent/carer, child, setting SENCO, key person, and any external agencies involved with the child</li> <li>• SEN support plan drawn up with SMART targets, which take account of specialist advice</li> <li>• Half-termly (approximately 6-weekly) review of child’s progress towards targets recorded on the SEN support plan</li> </ul>	<p>As Band 2 plus</p> <p><b>Assessment</b></p> <p><b>If, after the school/setting has demonstrated the use of advice and recommendations from external agencies and the child is still not making progress:</b></p> <ul style="list-style-type: none"> <li>• Meeting with the family/SENCO/Key person/teacher and other agencies to discuss next steps</li> <li>• Use of Early Years Developmental Journal to support target setting</li> <li>• Assessment may identify specific involvement of Area SENCO or Early Years Specialist Advisory Teacher</li> <li>• Moderation of developmental levels and amend/update as appropriate</li> <li>• Support for an EHCP application</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Advice provided on target setting, appropriate interventions and strategies to address needs. Support provided with SMART targets and SEN support plan</li> <li>• Signposting to training available to support settings with identifying and planning for child with SEN</li> <li>• Signposting to supporting materials as relevant to the child’s individual needs</li> <li>• Written report given to school/setting and family by</li> </ul>
---------------------------------------	---	--

	<ul style="list-style-type: none"> <li>• Input or attendance made by appropriate external agencies to reviews</li> <li>• Refer to EHCP outcomes and strategies for further support</li> </ul>	relevant supporting educational professional
<b>Teaching and Learning Environment</b>	<p>As in Band 2 plus</p> <ul style="list-style-type: none"> <li>• Daily 1:1 additional adult attention and/or support for individual and group activities following specialist advice</li> </ul>	
<b>Human Resources and Staffing</b>	<p>As in Band 2 plus</p> <ul style="list-style-type: none"> <li>• Daily 1:1 trained additional adult attention and/or support for individual and group activities following specialist advice</li> <li>• Supervision and monitoring of the SEN support plan by setting SENCO</li> <li>• Time allocated for key professionals to liaise with external agencies</li> <li>• Access to ICT and specialist equipment/materials, if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Early Years Specialist Teacher or Area SENCO (if appropriate) to carry out assessment and give written feedback</li> <li>• Attendance at Multi agency meetings as appropriate</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Approaches used show acceptance and empathy for the child, support for their emotions, and aim to build positive relationships with them</li> <li>• 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</li> <li>• Early Years Developmental Journal may be used to</li> </ul>	<ul style="list-style-type: none"> <li>• Additional funding may be available for nursery age children in certain circumstances. Seek Area SENCO/EYSAT advice.</li> </ul>

	<p>support small step approach to learning</p> <ul style="list-style-type: none"> <li>Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication aids</li> </ul>	
<p><b>Resources and Intervention Strategies</b></p>	<p><b>Resources/Provision</b></p> <ul style="list-style-type: none"> <li>School to allocate funding as required from the school budget</li> <li>Evidence must be produced to show how the SEN funding has been used over the past 6 months.</li> <li>Advice is sought when needed on an ongoing basis</li> </ul>	

**Band 4 - More Severe SEND**

<p><b>Descriptor</b></p>	<p><b>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 high-quality teaching:</b> difficulties are clearly apparent in relation to prime areas:</p> <ul style="list-style-type: none"> <li>Personal, social and emotional development</li> <li>Communication and language development</li> <li>Physical development including fine and gross motor skills</li> </ul> <p>Using the Early Years SEN support table (Part 4) 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 (using the Early Years Developmental Journal):</p> <ul style="list-style-type: none"> <li>At 2 years functioning at Step 4 (Early Years Developmental Journal 6-10 months)</li> <li>At 3 years functioning at Step 6 (Early Years Developmental Journal 12-16 months)</li> <li>At 4 years functioning at Step 8 (Early Years Developmental Journal 18-22 months)</li> </ul>
--------------------------	--

	<ul style="list-style-type: none"> <li>At 5 years functioning at Step 10 (Early Years Developmental Journal 24-31 months)</li> </ul>	
	<p><b>Setting/Governing Body</b></p>	<p><b>Local Authority</b></p>
<p><b>Assessment and Planning</b></p>	<p>As Band 3 plus</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>The Early Help Assessment 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</li> <li>Setting 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</li> <li>Progress is closely monitored by the school/setting and recorded using EYFS, Early Years Developmental Journal or other assessment materials recommended as appropriate.</li> <li>SENCO and class teacher implement advice provided by Educational Psychologist (EP), Specialist Teacher and Area SENCO (if appropriate) and other professionals involved for example: Speech and Language Therapist</li> <li>Strategies employed to ensure child’s voice is taken into account during planning and delivery.</li> <li>Identify the child’s strengths as well as areas of additional need.</li> <li>EHCP to be reviewed on a 6 monthly basis until the end of the Early Years foundation stage</li> </ul>	<p>As band 3 plus</p> <p><b>Assessment</b></p> <p><b>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:</b></p> <ul style="list-style-type: none"> <li>Meeting with the family/SENCO/key person/teacher and other agencies to discuss next steps</li> <li>Support for referral for an EHCP if not already completed</li> <li>Early Years Developmental Journal or other assessment materials to support target setting</li> <li>Moderation of developmental levels and amend/update as appropriate</li> </ul>

	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Planning of intervention involving the parent/carer, child, setting SENCO, key person, and advising agencies</li> <li>• SEN support plan drawn up with SMART targets, which take account of specialist advice</li> <li>• Half-termly (approximately 6-weekly) review of child’s progress towards targets recorded on the SEN support plan</li> <li>• Refer to EHCP outcomes and strategies for further support</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Advice provided on target setting, appropriate interventions and strategies to address needs. Support provided with SMART targets if needed.</li> <li>• Signposting to training available to support settings with identifying and planning for child with SEN</li> <li>• Signposting to relevant supporting materials as relevant to the child’s individual needs</li> <li>• Written Report given to setting/school and family by relevant supporting educational professional</li> </ul>
<p><b>Teaching and Learning Environment</b></p>	<ul style="list-style-type: none"> <li>• Grouping strategies used flexibly to enhance learning and access to the curriculum</li> <li>• Daily opportunities for 1:1 support on the SEN support plan targets</li> <li>• Daily opportunities for small group work on the SEN support plan targets</li> </ul>	
<p><b>Human Resources and Staffing</b></p>	<ul style="list-style-type: none"> <li>• Main provision by practitioner with support from the setting SENCO</li> <li>• Daily trained additional adult attention and/or support for individual and group activities following specialist advice</li> <li>• Supervision and monitoring of the SEN support plan by setting SENCO</li> <li>• Time allocated for key person to liaise with external agencies</li> <li>• Access to ICT and specialist equipment/materials, as appropriate</li> </ul>	
<p><b>Curriculum and Teaching Methods</b></p>	<ul style="list-style-type: none"> <li>• Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from Educational Psychologists/Early Years Specialist Teacher/Area SENCO (if appropriate).</li> </ul>

	<p>positive relationships with them</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Early Years Developmental Journal may be used to support small step approach to learning</li> <li>• Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication aids</li> </ul>	
<p><b>Resources and Intervention Strategies</b></p>	<p><b>Resources/Provision</b></p> <ul style="list-style-type: none"> <li>• Modified access to the EYFS and support in place for the child to access indoor and outdoor environment</li> <li>• Multi-sensory approaches used to support access to EYFS</li> <li>• Staff training needs are addressed, and information passed to other staff and parents, as appropriate</li> <li>• Advice is sought when needed on an ongoing basis</li> </ul>	

<p><b>Band 5 - Profound SEND</b></p>	
<p><b>Descriptor</b></p>	<p><b>The child will have profound 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 high-quality teaching:</b> difficulties are clearly apparent in relation to prime areas:</p>

	<ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Communication and language development</li> <li>• Physical development including fine and gross motor skills</li> </ul> <p>Using the Early Years SEN support table (Part 4) 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 (using the Early Years Developmental Journal):</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at Steps 1-3 (Early Years Developmental Journal 0-7 months)</li> <li>• At 3 years functioning at Step 5 (Early Years Developmental Journal 9-13 months)</li> <li>• At 4 years functioning at Step 7 (Early Years Developmental Journal 15-19 months)</li> <li>• At 5 years functioning at Step 9 (Early Years Developmental Journal 21-25 months)</li> </ul>	
	<p><b>Setting/Governing Body</b></p>	<p><b>Local Authority</b></p>
<p><b>Assessment and Planning</b></p>	<p>As in Band 4 plus</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Progress is closely monitored by the setting and recorded using the EYFS and the Early Years or a more specific Developmental Journal</li> <li>• Setting SENCO implement advice provided by Educational Psychologist/ Early Years Specialist Teacher, Area SENCO (if appropriate) and other professionals involved for example: Speech and Language Therapist</li> <li>• A multi-agency approach should be in place to support the needs of the child and family</li> <li>• Strategies employed to ensure child’s voice is taken into account in planning and delivery.</li> <li>• Identify the child’s strengths as well as areas of additional need.</li> </ul>	<p>As Band 4 plus</p> <p><b>Assessment</b></p> <p><b>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</b></p> <p>Meeting with the family/SENCO/teacher/-key person and other agencies to discuss next steps which may include:</p> <ul style="list-style-type: none"> <li>○ Support a setting to make a referral for an EHCP if not already in place</li> <li>○ Developmental Journal or other appropriate resources to support target setting</li> <li>○ Moderation of developmental levels and amend/update as appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>• EHCP to be reviewed on a 6 monthly basis until the end of the Early Years foundation stage.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Planning of intervention involving the parent/carer, child, setting SENCO, key person, and advising agencies.</li> <li>• Action plan SEN support plan drawn up with SMART targets, which take account of specialist advice</li> <li>• Half-termly (approximately 6-weekly) review of child’s progress towards targets recorded on the SEN support plan</li> <li>• Input or attendance made by appropriate external agencies to reviews</li> <li>• Refer to EHCP outcomes and strategies for further support</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Advice provided on target setting, appropriate interventions and strategies to address needs. Support provided with SMART targets if needed.</li> <li>• Signposting to training available to support settings with planning for a child with SEN</li> <li>• Written report given to school/setting and family by relevant supporting educational professional</li> </ul>
<p><b>Teaching and Learning Environment</b></p>	<ul style="list-style-type: none"> <li>• Grouping strategies used flexibly to enhance learning and access to the curriculum</li> <li>• Daily opportunities for 1:1 support on SEN support plan targets</li> <li>• Daily opportunities for small group work on SEN support plan targets</li> </ul>	
<p><b>Human Resources and Staffing</b></p>	<ul style="list-style-type: none"> <li>• Main provision by practitioner with support from the setting SENCO</li> <li>• Daily additional adult attention and/or support for some activities, including SEN support plan targets</li> <li>• Supervision and monitoring of the SEN support plan by SENCO</li> <li>• Time allocated for key person to liaise with external agencies</li> </ul>	

	<ul style="list-style-type: none"> <li>• Access to ICT and specialist equipment/materials, as appropriate</li> </ul>	
<p><b>Curriculum and Teaching Methods</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Small step approach to target setting using the Early Years Developmental Journal or other assessment materials recommended as appropriate.</li> <li>• Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication aids</li> </ul>	<ul style="list-style-type: none"> <li>• Support/Advice from Educational Psychologist/Specialist Teacher/Area SENCO (if appropriate)</li> </ul>
<p><b>Resources and Intervention Strategies</b></p>	<p><b>Resources/Provision</b></p> <ul style="list-style-type: none"> <li>• Modified access to the EYFS and support in place for the child to access indoor and outdoor environment</li> <li>• Multi-sensory approaches used to support access to EYFS</li> <li>• Staff training needs are addressed, and information passed to other staff and parents, as appropriate</li> <li>• Advice is sought when needed on an ongoing basis</li> </ul>	