



SEND covers many different needs, which can present differently during the reception year. Through quality first teaching and identified intervention, we support each child with the tools they need to achieve and reach their potential within our early years (EY) curriculum, which we have designed to suit the needs of our cohorts at Horn's Mill. Each child is an individual with their own individual needs – our intent is to nurture this.

Adaptations to the Provision

When completing the EYFS Profile for children with SEND, we assess children against the early learning goal (ELG) criteria based on what they can do on a day-to-day basis when using any adaptations that are part of their daily learning experience, such as mobility aids, magnifications and adapted equipment. Children can use their preferred mode of communication for all of the ELGs except 'Speaking'. Most often reception teachers start to recognise signs of emerging SEND and have supported children across their reception year to access the provision and achieve well with additional aids, such as writing slops, wobble cushions, PEC cards etc.

Alternative Assessment Criteria

As a child with significant SEND finishes their reception year, but is developmentally well behind their peers, we use an alternative assessment to help give accurate information on their EYFS Profile outcomes, ready for transition into Year 1. We have often used a format called *PIVATS (Performance Indicators for Valued Assessment and Targeted Learning)* which allow small steps of progress to be recognised and achieved and more milestones celebrated. Assessment outcomes from the PIVATS format are used to inform termly targets for individuals. The EYFS teacher, SENCO and new Year 1 teacher will meet to put this in place.

Outreach

If we feel further support and advice is needed for those children with significant SEND, there is an option to apply for support through Outreach. Professionals from local SEND schools will come to school to observe, support and complete appropriate interventions. This service is currently available in our local authority, Cheshire West and Chester.

Transitions

The EYFS Profile is a key transition document and we see it as a vital tool for the Year 1 teacher. We share our outcomes and data from the EYFS Profile for each pupil, teaching strategies that we found useful for each cohort of children, adapted resources for pupils that were embedded into the provision, timetables of intervention and anything else that each cohort has needed to achieve that year. This happens during a transition meeting with the new Year 1 teacher, which is scheduled for later in the Summer Term. For example, for a child who is non-verbal and uses a Picture Exchange Communication System (PECS) folder as their form of communication, this will be moved to their new classroom to provide consistency. Any other resources and adaptations will be moved up too. A transition day is organised in the Summer term also.

For children with significant and emerging SEND, transition is planned based upon their individual needs. Sometimes they will have extra sessions in their new classroom with familiar and/or new adults. Social stories are created and other strategies put in place to prepare for the change. The Year 1 teacher, parents and SENCO are involved in any SEND review meetings. Any SEND profiles are also shared at this point, which detail all SEND information about each child.

Important Role of the Special Educational Needs Coordinator (SENCO)

We have a fantastic SENCO at Horn's Mill who is a key support when completing the EYFS Profile for children with significant and emerging SEND. Their expertise of different SEND can support the accuracy of the assessments made. For example, physical development needs and accuracy against the Writing ELG. They can also support with identifying SEND early, advise adaptations to the provision, and help get support/funding in place. The SENCO's attendance during pupil progress meetings and EYFS moderation meetings attended by the Senior Leadership team and other colleagues in school is very beneficial and helps to give a SEND expert opinion. Most often, for pupils with emerging SEND, this is the first time that potential SEND is discussed with parents and our SENCO supports these discussions.

Assessment

We have found, when completing the EYFS Profile, that some children with emerging SEND achieve 'expected' level of development for some ELGs and 'emerging' for other ELGs. SEND covers many different needs and can present differently during the reception year. However, through quality first teaching and identified intervention, we support each child with the tools they need to achieve and reach their potential within our EY curriculum, that we have designed to suit the needs of our cohort at Horn's Mill.

For children with significant SEND, who are working well below their peers developmentally and are likely to be emerging across the ELGs, the EYFS Profile can be limited in the information it provides and doesn't show progress these children make across the course of reception year. Therefore, we use Horn's Mills version of the '*Development Matters - Birth to 3 years*' document to complete ongoing assessment and give an end of year reception judgement for these children. It is important here to note that this document is only used to assess children with significant SEND and not emerging SEND. We adapted the assessment format, so that it takes the developmental milestones from DfE's Development Matters guidance and organises those into the ELG sub headings – a copy is available on our school website, under the EYFS section:

<https://www.hornsmill.cheshire.sch.uk/page/early-years-foundation-stage/133105>

SEND Profiles

We use the SEND profile, in line with our local authority Cheshire West and Cheshire, which is available on their website:

<https://www.livewell.cheshirewestandchester.gov.uk/Information/What-do-I-need-to-include-with-my-EHC-request> A SEND profile is a single document that captures all the important information about one person. It contains general information about the individual, child and parent's views, history of professional involvement and the child's SEND provision map. This contains the child's targets and termly reviews for each area of need. EYFS Profile data is also recorded on this SEND profile.