



**ST BERNARD'S PREPARATORY SCHOOL
EARLY YEARS DEPARTMENT**

**APPENDIX TO SEND:
INCLUSION AND SEND IN THE EYFS
DEPARTMENT**

LENT 2018

ST BERNARD'S PREPARATORY SCHOOL

EARLY YEARS DEPARTMENT

Appendix to SEND Policy: Inclusion and SEND in the Early Years Foundation Stage (EYFS)

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

INTRODUCTION

Across St Bernard's Preparatory School and in our EYFS Department we believe that all our children matter. We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Expected outcome of the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. For these children we complete target sheets which identify ways in which to advance and stretch these children accordingly. We differentiate within the classroom in order to challenge able children and where necessary plan more advanced activities which build upon and extend the work that the rest of the class is completing. This involves looking at the Year 1 curriculum and beyond if appropriate.

At St Bernard's Preparatory School we are aware that some children may not progress at the expected rate as outlined in the document 'Early Years Outcomes' September 2013. We identify those children who do not meet these developmental milestones through a range of methods. Monitoring and tracking is completed at periodic intervals throughout the year and allows practitioners to identify specific areas of learning in which children may not be making adequate progress i.e. moving within the developmental brackets from one point of assessment to the next. In addition to our tracking, we also use a range of information where appropriate to help practitioners to identify children who may not be progressing at the expected rate, including:

- Information from parents
- Information/records from Playgroups/Nurseries/Pre-Schools

- Information from outside agencies
- On-going teacher observations
- Foundation Stage Profile
- Termly school reports

Any child who is not making adequate progress will have specific targets. These targets will identify areas which practitioners will be focussing on over the following weeks. They allow for practitioners to note observations as children display their newly developed skills, in order to make a judgement of when each child has met their specific targets. The targets should be shared with parents, usually through a specific meeting to discuss the child's progress. These targets will only be used as long as practitioners feel is necessary to enable the child to reach the developmental milestones for their age.

Those children who may need additional help in order to meet the Early Learning Goals are largely supported in the EYFS through in-class strategies which are implemented by the class teacher. These may include:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing extra time/ 1:1 activities with the class teacher or teaching assistant, these focus on key areas for development.
- Literacy and numeracy focus groups
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

In the instance that in-class methods have been used and the child in question is still not making adequate progress, then a referral may be made to the Slough Early Years Inclusion Team, via a referral form available from the SENDCo/Head of Pre-Prep- A Underwood. A formal referral is always made with the consent of parents. Under the guidance of the SENDCo some children may be placed on the Additional Needs or SEND Record following the procedures outlined in the SEND Policy.

Legal Status:

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

Reference has been made to the following documents:

St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- Statutory Guidance on Supporting Pupils with Medical Conditions-April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document- September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCo with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Applies to:

Whole School including Early Years Foundation Stage (EYFS), all staff, peripatetics, clubs and extra-curricular activity providers, volunteers, Trustees, Governors.

Related policies:

SEND, Curriculum, Teaching and Learning, English as an Additional Language (EAL), More Able & Talented, Three-year plan for compliance with Schedule 10 of the Equality Act 2010

Availability:

This Policy is available to parents on the website www.stbernardsprep.org or a copy can be requested from the school office.

Monitoring and Review

The Governors will undertake a formal annual review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by _____

Headmaster _____

Date _____

Chair of Governors _____

Date _____