

Good Practice for All Children

Universal provision

How will you keep my child safe and cared for?

The Early Years Foundation Stage (EYFS) makes a legal requirement on settings to ensure your child is safe. These are some of the relevant ones that are key for your child:

- ◇ **Staffing arrangements must meet the needs of all children and must ensure their safety. Setting must insure that children are adequately supervised and decide how to deploy staff to ensure all children's needs are met. Settings must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff; always at least be within sight or hearing of staff. EYFS Statutory Guidance 2014 3.28.**
- ◇ **Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.10), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. EYFS Statutory Guidance 2014 3.27.**
- ◇ Ongoing, regular sharing of information with parents and carers by key worker.
- ◇ Induction for new staff to ensure they are aware of their responsibilities and roles regarding the early identification process.
- ◇ All staff fully aware and adhere to all relevant policies.
- ◇ All staff to keep children safe and well through promoting good health, managing behaviour and maintain records and follow agreed procedures.
- ◇ All adults to be consistent in their approach to daily routines to support children's understanding and to feel secure.
- ◇ At transition all relevant staff take responsibility to develop an appropriate transition plan for all children in collaboration with parents.
- ◇ Availability of a quiet restful space for children to use when they need it.
- ◇ Children are supported to make relationships with children and adults.
- ◇ Staff ensure that the physical environment and the resources within it are safe and Appropriate.
- ◇ Setting signposts families to the Special Educational Needs and Disability (SEND) Local Offer for information from specialist agencies and support groups.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Key persons must ensure that every child's learning and care is tailored to their individual needs.
- ◇ The environment and staff interactions provide opportunities for children to learn by playing, exploring and having a 'go' and trying new things both inside and outside. (Supporting the characteristics of effective learning).
- ◇ The cycle of observe, assess, plan, do and review helps the key worker to provide appropriate opportunities for individual children's learning needs and specific strategies to support the child.
- ◇ Planning provides a balance of play activities led by an adult, planned by an adult and activities initiated by the child (that is related to age & stage).
- ◇ Opportunity to revisit activities to enable children to embed the skills previously learnt.
- ◇ The environment supports inclusive practise i.e. photo timetable, staff using gestures, signs and objects to support understanding, equipment clearly labelled with visual clues and some text etc.
- ◇ All staff adopt strategies to support the language needs of all children i.e. waiting for children to process what has been said.
- ◇ Small group times to develop listening and attention skills explicitly using the 'look, listen & think (symbols)', people games, interactive stories, paired talking, songs and games.
- ◇ All staff are aware of the indicators of Speech Language and communication needs and when there is a need refer to Speech and Language Therapist (SALT).
- ◇ Leaders and managers regularly reflect on the learning environment, adult – child interactions, the routine/ schedule to ensure children are fully engaged.
- ◇ All staff have high expectations of children's progress and achievement.
- ◇ Inclusive strategies (Support activities and strategies plan) in place and working for the inclusion of individual children as part of the early identification process.
- ◇ The environment and resources reflect the diversity of the group including children with SEND.
- ◇ Continuing training opportunities for all staff relevant to the needs of all children.
- ◇ Special Educational Needs Co-ordinator (SENCO) is responsible for monitoring and coordinating all of the SEN interventions.
- ◇ SENCO to refer children to other specialist service when appropriate through the appropriate referral mechanism which might include a Common Assessment Framework (CAF).

How will I / you know my child is making progress?

- ◇ All staff trained and are aware of broad continuum of needs. They are able to contribute to the early identification of these.
- ◇ Staff are confident in using the Observation and assessment cycle to assess and identify children's next appropriate steps and accurately monitor their stage of development; using resources such as early years outcomes, development matters and Every Child A Talker tracker.
- ◇ Regular reviews of progress to include child and parents (and where appropriate with other professionals).
- ◇ Individual support plans in place to support children needing additional support (support activities and strategies plan).
- ◇ Senior staff monitor children's progress and use the group tracker to review provision, by monitoring termly Summative assessments, Statutory assessments i.e. 2 year old progress check, and the EYFS profile progress. (when appropriate).
- ◇ SENCO to monitor the 2 year old progress check as part of the early identification process.
- ◇ SENCO to recognise significant delay to a child's development and following discussions with parents refer to appropriate services / agencies. Consider the use of CAF to support this process.
- ◇ SENCO to refer to the Early Years Support Officer when strategies and support have been established and there is little progress seen.