

# Section 7



EYFS Advice, Guidance and Templates

## 2.1 The Whole Team Approach

'All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.'

SEND Code of Practice

Early Years Settings must adhere to the SEND Code of Practice. Within this, practitioners within the setting **must** have a clear approach to early identification and response to SEN and ensure all children engage with all activities.

Key to early identification will be gathering information from the family about the child and accurate assessment of the child's attainment. This will be underpinned by observations of the child in a variety of situations and at different times of the day, some of which will be written down and some will be things the key worker and other practitioners will know about the child.

Assessments will initially be made using either the 2 year old check or the EYFS as a basis, but other assessment tools may be used to support best fit judgements. For further information on assessment, please contact your Setting Support Officer or Early Intervention Officer directly or via [earlyyears@southglos.gov.uk](mailto:earlyyears@southglos.gov.uk)

*'The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programs agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.'*

SEND Code of Practice

As part of planning for the child the key person must consider the child's developmental needs, their interests and how they learn best. They need to differentiate and provide an appropriate and challenging environment that the child can access and learn through the experiences on offer.

The SENCO and key person **must** follow the graduated approach (assess, plan, do review) to support the child through the cycle to ensure the child outcomes and targets are being worked towards and the strategies and interventions are effective, monitored and reviewed regularly.

## **The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals**

*'As a SENCo, you are given the opportunity to support the whole team to work cohesively towards giving every child equal learning opportunity to ensure they are given the best start in life. Tapping into the individual child's learning style and thinking out of the box to ensure we demonstrate equity across the setting pushes me to do my best every day, for every child.'*

*SENCO, Day Nursery*

## **Further reading and advice**

SEND Code of Practice -Section 5 Early Years Providers

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>