**Good Practice for All Children High Quality Universal Provision**

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| **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:-* Settings to collect clear and concise information about individual children prior to admission including specific questions about parental concerns.
* Information on children’s needs shared with all relevant staff.
* Staffing arrangements must meet the needs of all children and must ensure their safety. Early Years Foundation Stage (EYFS) Statutory Guidance 2014 3.28.
* Each child must be assigned a keyperson. 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 keyperson.
* 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.
* Policies acknowledge that differentiation may be needed to take account of the individual needs of children
* 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.
* All children are supported, by appropriate adults to develop positive relationships with adults and children.
* Staff ensure that the physical environment and the resources within it are safe and appropriate.
* Children are given additional time to process and complete instructions.
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| **What activities, adult interactions and support will be provided to help my child learn?*** Keypersons 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 new experiences, both inside and outside. (Supporting the characteristics of effective learning).
* The cycle of observe, assess, plan, do and review helps the keyperson 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 by modelling appropriate communication i.e. allowing 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 to refer to Speech and Language pathway. i.e. Chatterboxes.
* 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 play 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 co-ordinating all of the SEN interventions.
* SENCO to refer children to other specialist services when appropriate through the Child Development Team.
* When appropriate initiate an Early Help Assessment (EHA).
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| **How will I / you know my child is making progress?*** All staff trained and 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, Early Excellence Assessment Tool (EEXAT) Development Matters and Every Child A Talker tracker.* Regular reviews of progress to include child and parents (and where appropriate with other professionals).
* Individual play plans in place to support children’s additional needs.
* Early Years Lead to 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).
* Early Years Lead to monitor the 2 year old progress check as part of the early identification process.
* Early Years Lead to refer to the SENCO if there is significant delay in a child’s development following discussions with parents.
* SENCo to refer to Child Development Team to involve relevant professionals when strategies and support have been established and there is little progress seen.
* Consider the use of EHA to support this process.
* In Private, Voluntary and Independent settings (PVI’s) SENCo’s to refer to the Area SENCo for further advice and support.
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