

Early Years



Additional support provided for pupils with SEND in Early Years

Provision made in these areas:	Nature of provision
Meal Times	<p>Can be seen as noisy or difficult for those with sensory needs. Pupils are assigned to an adult key worker who will supervise them.</p> <p>Easy-Z chairs/ Hi-chairs have been used in the past when the small round seats in the dining room are not suitable</p> <p>Food is cut up for many EYFS children</p>
Transitions	<p>Specific adults are assigned to specific children for hand-overs. Children are pre-warned and sometimes move a minute before the other children.</p> <p>Now and Next boards and visual timetables used</p>
Continuous provision time	<p>Supported discussions with the children on where they want to go and what they want to do</p> <p>Modelling of relationships</p> <p>Adult hovering to give support if needed</p>
Toileting/ self-care	<p>Support for intimate care by a care plan being drawn up between home and school</p> <p>Hand rails provided to allow children to pull themselves up for the toilet in some cubicals</p>
Story time/ sitting on the carpet	<p>Careful seating arrangement. Coloured space to sit (spot) for some children or wobble cushions and fidget toys if needed</p>
Adult- led activities	<p>Focus is chunked of all children to help listening. Grouping carefully considered. Use of “what’s in the box” to engage others.</p> <p>Visual timetable</p> <p>Now and next board.</p> <p>Modelling</p> <p>New vocabulary modelled- pre- teaching and catch up with new vocabulary. Child’s own interests taken into account when planning learning.</p>
Outdoor play	<p>Clear boundaries in place. Safety of equipment risk assessed. Adults hover with some children to support if needed.</p>
Trips	<p>Carefully risk assessed. It is our hope that we can always include all children on trips. Sometimes we need the support of a parent to help us to do this. We always discuss trips with parents on an individual basis.</p>



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Sensory needs	Some children need chew or fidget toys- decided with the teachers on an individual basis. Some children need transitional objects from home. Some children find acoustics of a big hall difficult
Personal and social development	Advanced warnings, Now and Nest board, Zones of Regulation
Equipment	Some children needs alternative equipment- eg scissors. Some need enlarged text. Resources labelled and within reach

