



# Foundation Stage 1 and 2

## SEND in the Early Years



## Overview

Children who are identified as having additional needs are identified early in EYFS and measures are put in place to support progress. Universal support for SEND is provided through quality first teaching in the EYFS provision.

If targeted support is required specialised programmes are carried out to meet targets set out in the individual support plan.

Parents are communicated with regularly, sharing ideas and updates to support the child in partnership with school.

If specialist support is required external agencies offer advice and support to families and school.

We follow a graduated response to meet all children's needs

Communication and Language	Physical Development	Personal, Emotional and Development
<p>Pre-teach vocabulary using in print to support memory. Refer to vocabulary frequently during provision. Targeted adult interactions to support language development. Use of gestures to support understanding of vocabulary. Use of visual aids in classroom. Use simplified instructions. Model speaking using sentence stems. My turn, your turn. Use partner talk. Speech and Language Interventions delivered where necessary. Ensure face to face when speaking to aid speech sounds. Seated close to the front. Phonics – teach specific mouth shapes for individual phonemes. Chunking instructions. Allow more time to formulate interactions. Communication boards available in specific areas – snack table, cloakroom. One to one/small group targeted support.</p>	<p><b><i>Fine Motor Difficulty</i></b> Chunky pencils and crayons available. Pencil grips. Wide handled paint brushes. Easy Grip scissors. Support scissors. Use of sponges/fingers for painting. Large eyed needles for sewing. Fine motor activities to build strength.</p> <p><b><i>Gross Motor Difficulty</i></b> Ride along toys available at different stages – four wheeled, three wheeled, two wheeled, seating, standing, arms only etc. Ensure adequate space allowed for safe movement around provision. Adult support and when accessing large apparatus – balance beams/climbing frame. Adaptations to equipment – size, weight, grip, colour,</p> <p><b><i>Sight/Hearing Difficulty</i></b> Seating Plan Adult check ins Enlarged resources Picture prompts Physical manipulatives One to one/small group targeted support.</p>	<p>Consider positioning in the class – do they prefer to work alone or in a group? Opportunities to move – classroom jobs Non-verbal reminders Seating plans Advance preparation for events, transitions, lessons etc. Ensure child knows expectations in advance where necessary. Now and Next strategy. Visual timetable. Adult check ins Rest area to aid self-regulation. Zones of regulation display to refer to support identification of emotions and strategies. Fast paced interactive lessons to support attention and listening. Clear classroom routines – tidy up song, lining up, lunchtime. Use of timers to support difficulties in turn taking. Support children in clarifying rules of play. One to one/small group targeted support.</p>

Literacy	Mathematics	Expressive Arts and Design	Understanding of the World
<p>Little Wandle SEND support programme delivered where appropriate</p> <p>Additional nursery rhymes</p> <p>Alphabet Arc</p> <p>Sound Mats</p> <p>Adult scaffolding writing process.</p> <p>Picture cues</p> <p>Word banks to support composition</p> <p>Pencil Grips</p> <p>Chunky Pencils</p> <p>One to one/small group targeted support.</p>	<p>Practical Resources available in provision and during adult directed tasks.</p> <p>One to one or small group work to focus on specific targets identified on individual support plan.</p> <p>Variety of models and images used to aid understanding.</p> <p>Additional number rhymes.</p> <p>One to one/small group targeted support.</p>	<p>Model – Do approach.</p> <p>Variety of resources available –</p> <p>Easy Grip scissors, support scissors.</p> <p>Poster Paint/powder paint</p> <p>Glue and spreaders, glue sticks.</p> <p>Sponges, brushes, rollers, stamps.</p> <p>Picture Prompts</p> <p>One to one/small group targeted support.</p>	<p>Retrieval questions used in provision.</p> <p>Pre-teach subject content and vocabulary.</p> <p>Visual aids to support understanding.</p> <p>Practical Experiences.</p> <p>One to one/small group targeted support.</p>