

## The SEND Code of Practice (2015) and the EYFS Framework (2021): at a glance

Area	SEND Code of Practice	EY Foundation Stage Framework
<p style="text-align: center;"><b>Key principles</b></p>	<ul style="list-style-type: none"> <li>• the participation of children, their parents and young people in decision-making</li> <li>• the early identification of children and young people’s needs and early intervention to support them</li> <li>• greater choice and control for young people and parents over support</li> <li>• collaboration between education, health and social care services to provide support</li> <li>• high quality provision to meet the needs of children and young people with SEN</li> <li>• a focus on inclusive practice and removing barriers to learning</li> <li>• successful preparation for adulthood, including independent living and employment</li> </ul>	<ul style="list-style-type: none"> <li>• quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind</li> <li>• a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly</li> <li>• partnership working between practitioners and with parents and/or carers</li> <li>• equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported</li> </ul>
<p style="text-align: center;"><b>SENCO</b></p>	<p><b>Section 5.52</b> A maintained nursery school must ensure that there is a qualified teacher designated as the SENCO in order to ensure the detailed implementation of support 89 for children with SEN. This individual should also have the prescribed qualification for SEN Co-ordination or relevant experience. 5.53 The EYFS framework requires other early years providers to have arrangements in place for meeting children’s SEN. Those in group provision are expected to identify a SENCO. Childminders are encouraged to identify a person to act as SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.</p>	<p><b>Section 3.68</b> Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the LA to deliver early education places must have regard to the SEND Code of Practice. Maintained schools and maintained nursery schools must identify a member of staff to act as SENCO and other providers (in group provision) are expected to identify a SENCO. Childminders are encouraged to identify a person to act as a SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share the role between them.</p>

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<p><b>Parents and carers</b></p>	<p><b>Section 5.5</b> 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. 5.7 Early years providers must provide information for parents on how they support children with SEN and disabilities and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities.</p>	<p><b>Section 1.12</b> Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.</p> <p><b>Section 3.74</b> Information for Parents and Carers must include how the setting supports children with special educational needs and disabilities.</p>
<p><b>Assessment</b></p>	<p><b>Section 5.38</b> Where a setting makes special educational provision for a child with SEN, they should inform the parents and a maintained nursery school must inform the parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.</p> <p><b>Section 5.44</b> This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.</p>	<p><b>Section 2.1</b> Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.</p>

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<b>EAL</b>	<p><b>Section 5.30</b></p> <p>Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.</p>	<p><b>Section 1.13</b></p> <p>For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.</p>
<b>EYFS Profile</b>	<p><b>Section 5.26</b></p> <p>The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is usually completed for children in the final term of the year in which they turn five. It is particularly helpful for children with SEN and should inform plans for future learning and identify any additional needs for support.</p>	<p><b>Section 2.14</b></p> <p>The Profile must be completed for all children, including those with SEND. Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of knowledge, skills and abilities across the Profile, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.</p>

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<p><b>Records</b></p>	<p><b>Section 5.50</b> Practitioners must maintain a record of children under their care as required under the EYFS framework. Such records about their children must be available to parents and they must include how the setting supports children with SEN and disabilities.</p>	<p><b>Section 3.69</b> Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or the childminder agency with which they are registered, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents' and/or carers' comments into children's records.</p>
<p><b>Key Person</b></p>	<p><b>Section 5.27</b> In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years.</p> <p><b>Section 5.28</b> Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.</p>	<p><b>Section 1.16</b> Each child must be assigned a key person. Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.</p>

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<p><b>Areas of Need/ Learning</b></p>	<p><b>Section 5.32</b> Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support</p> <ul style="list-style-type: none"> <li>• communication and interaction</li> <li>• cognition and learning</li> <li>• social, emotional and mental health</li> <li>• sensory and/or physical needs</li> </ul> <p><b>Section 5.33</b> These areas give an overview of the range of needs that provider should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an autism spectrum disorder may have needs across all areas.</p>	<p><b>Section 1.4</b> Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are the prime areas:</p> <ul style="list-style-type: none"> <li>• communication and language</li> <li>• physical development</li> <li>• personal, social, and emotional development</li> </ul> <p><b>Section 1.5</b> Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:</p> <ul style="list-style-type: none"> <li>• literacy</li> <li>• mathematics</li> <li>• understanding the world</li> <li>• expressive arts and design</li> </ul>
<p><b>Progress Check Age 2</b></p>	<p><b>Section 5.23</b> When a child is aged between 2 and 3, early years practitioners must review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development, and personal, social and emotional development. This progress check must identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEND) practitioners should develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO or the Area SENCO, as appropriate. The summary must highlight areas where: good progress is being made, some additional support might be needed, and where there is a</p>	<p><b>Section 2.4</b> When a child is aged between 2 and 3, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified SEN or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals as appropriate. 2.5. Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight areas in which a child is progressing</p>

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	concern that a child may have a developmental delay (which may indicate a SEN or disability)	well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a SEN or disability)