



Early Years Foundation Stage (EYFS) – Special Educational Needs and Disability Policy

Version Control	
Issue/Version Number	1.2
Policy Author(s)	Head of Personalised Learning Deputy Head Pre-Prep Head of Early Years
Key Staff	Teaching Staff Early Years Staff SMT
Review Frequency	Annually
Next Review Date	Michaelmas 2027
Through School Policy	No
Policy Category	Academic
Approved By (SMT Member)	Head
Ratified By & Date (Committee)	Academic Committee TBC Michaelmas 2026
Published (Internal and/or Web)	Internal and Website

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1. Introduction

This policy applies to children in Nursery and Reception. Helen Ewins, Head of Early Years, is the named EYFS SENCO and works with the Deputy Head Pre-Prep, the Head of Personalised Learning, class teachers and key persons to identify needs early, plan support and review its impact with parents. The school has arrangements to support children with SEND and to enable them to participate in EYFS learning and activities.

The Head of Personalised Learning, Deputy Head Pre-Prep and the EYFS SENCO ensure that practitioners understand their responsibilities for children with SEND, advise and support colleagues, ensure that parents and carers are closely involved, and liaise with relevant professionals and agencies. The class teacher or key person remains responsible for the child's day-to-day learning, development and provision.

Applications from children with SEND or disabilities are considered individually under the Admissions Policy. The school will not discriminate because of disability and will consider reasonable adjustments to avoid substantial disadvantage, in discussion with the family. We will discuss the child's needs, the provision available and any relevant EHC plan before admission or transition. Decisions will be made in accordance with the Equality Act 2010 and applicable admissions requirements.

This policy relates to the Early Years Foundation Stage. The Educational Provision for SEND Policy sets out the provision for KS1 to KS3.

This policy is relevant to all academic staff and should be read in conjunction with the following policies and documents:

- Accessibility Plan 2025-2028
- Admissions
- Curriculum
- Educational Provision for SEND
- Educational Provision for EAL
- EYFS statutory framework for group and school-based providers (effective 1 September 2026)
- Repton Prep Safeguarding and Child Protection
- Special educational needs and disability code of practice: 0 to 25 years, January 2015, last updated September 2024
- Equality Act 2010
- Keeping Children Safe in Education 2026
- Working Together to Improve School Attendance 2026
- Supporting Pupils at School with Medical Conditions
- Intimate Care Policy

The school delivers local-authority-funded early education places and has regard to the SEND Code of Practice in respect of that provision. We use the assess, plan, do, review approach consistently across Nursery and Reception to identify needs, plan support and review outcomes with children and parents. Parents are informed when special educational provision is made for their child.

2. Aims

- 2.1. To have regard to the SEND Code of Practice in our local-authority-funded early education provision and to use its graduated approach throughout the EYFS.
- 2.2. To make reasonable adjustments to ensure that children with SEND are not placed at a substantial disadvantage.
- 2.3. To ensure parents are informed of any concerns and are at the centre of decision making about any SEND provision that is being made for their child.
- 2.4. To ensure parents are fully informed and involved with how their child is progressing.
- 2.5. To identify emerging needs promptly, use assess, plan, do, review to plan support, and consider specialist or multi-agency advice when it would help clarify a child's needs or improve provision. Early help for wider family needs will be considered with the DSL under the school's safeguarding procedures.
- 2.6. To ensure that children with SEND engage in activities alongside children who do not have SEND.
- 2.7. To make appropriate provision and reasonable adjustments to support access, participation and progress to ensure that children with SEND receive the support they need to allow them to make progress and access the curriculum as they move through the school.
- 2.8. To organise appropriate provision for children identified as having SEND, using the School's available resources effectively and seeking additional advice, support or funding where appropriate, without limiting the School's duties under the Equality Act 2010 or the EYFS Framework.
- 2.9. To ensure that all teaching staff are aware of pupils' SEND and have the information necessary to make reasonable adjustments for them.
- 2.10. To enable children with SEND to participate fully in school life alongside their peers, making reasonable adjustments and providing appropriate support to remove barriers to access and participation.
- 2.11. To consider and respond appropriately to recommendations from external professionals, in consultation with parents and carers, taking account of the child's needs, the evidence provided and the School's statutory duties.
- 2.12. To work with parents, the child and the local authority when an EHC needs assessment is requested or an EHC plan is in place; to contribute to the local authority's review of the plan and implement the provision agreed for the child at this school.

If provision may need to change, the school will review the child's needs, adjustments and available options with parents and relevant professionals, taking account of its legal duties and the child's best interests.

3. Identification, Assessment and Provision

Practitioners identify emerging needs through day-to-day interactions, observations, information from parents and previous settings, the progress check at age two and other relevant assessments. A delay in one area or an emerging result against an early learning goal does not, by itself, establish SEND. The teacher or key person discusses any concerns with parents and carers. The teacher or key person, EYFS SENCO and Deputy Head Pre-Prep then consider the child's strengths, needs, home language, development and wider context and agree the appropriate support and next steps, in consultation with the Head. A difficulty arising solely from learning English as an additional language is not SEN. Assessment remains proportionate and informs teaching rather than requiring extensive evidence collection. At the end of Reception, the EYFS Profile is completed for every child, including those with SEND, with reasonable adjustments to assessment where appropriate. Relevant SEND information and effective strategies are shared with the Year 1 teacher to support transition.

4. Graduated Response

Where a concern arises, the teacher or key person and EYFS SENCO will gather a proportionate picture of the child's strengths, needs and barriers, including the views of the child and parents. When SEN support is agreed, parents are informed of the special educational provision being made. They will plan appropriate teaching, reasonable adjustments and, where needed, targeted support; record the agreed outcomes, responsibilities and review date; put the provision into practice; and review its impact with parents. A Personalised Learning Plan (PLP) is used where a written plan will help coordinate targeted provision, but support and reasonable adjustments do not wait for a PLP, diagnosis or repeated lack of progress. Specialist advice may be sought when it would help identify needs or improve support, with parents involved in the decision. Safeguarding concerns are referred promptly to the DSL and are not held within the SEND review cycle.

When a child is identified as having a special educational need or disability, interventions in addition to those provided as part of the setting's usual interventions may be necessary. Staff will consider whether a child has needs across one or more of the four broad areas: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These areas are used to support assessment and planning and are not treated as fixed labels. Staff will consider the whole child and will not treat behaviour alone as proof of SEND or assume that a child's disability explains a safeguarding indicator.

5. Nature of Intervention

The EYFS SENCO and teacher or key person, with parents and the child where appropriate, decide the provision needed and review its effect. This may include adapted teaching and communication, changes to routines or the environment, suitable equipment, targeted individual or small-group support, staff training, and advice from health, educational psychology or other specialist services. The class teacher or key person remains responsible for the child's day-to-day learning and the SENCO coordinates the response.

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness.
- The provision of different learning materials or special equipment.
- Some individual or group support or appropriate staff development and training to introduce more effective strategies.
- Access to Local Education Authority support services for one-off or occasional advice on strategies or equipment.

Decisions concerning admission or transition are managed under the Admissions Policy and the School's Equality Act duties. Requests for an EHC needs assessment are addressed in Section 7 of this policy. Wider family-help or safeguarding needs are referred through the School's safeguarding procedures.

6. A Child's Personalised Learning Plan

Where a PLP is used, it records the child's strengths and needs; the child's and parents' views; a small number of clear outcomes; teaching, adjustments and targeted provision chosen for the child's needs; who will provide support and when; the expected impact and how progress will be noticed; and the review date and outcome. The teacher or key person, with the EYFS SENCO, discusses the plan with parents and includes the child's views in an age-appropriate way. Plans are reviewed at least termly and sooner where need changes, provision is not working or transition is approaching. A PLP does not replace everyday inclusive teaching, reasonable adjustments or an EHC plan.

The EYFS SENCO and parents may seek advice from relevant specialists whenever the child's needs are unclear, a specialist assessment or strategy would improve provision, or progress and participation remain a concern despite appropriate support. Referrals and information sharing follow the school's consent, safeguarding and data protection procedures. The advice received is incorporated into the child's provision and reviewed for impact. Where specialist advice is sought, relevant information will be shared securely, lawfully and proportionately, normally with parental knowledge and consent unless safeguarding or another legal basis requires otherwise. The teacher or key person remains responsible for implementing agreed provision, supported by the EYFS SENCO, the Head of Personalised Learning and Deputy Head Pre-Prep.

Progress is monitored through everyday assessment and review of the agreed outcomes. Parents receive regular updates and are involved in each formal PLP review; additional meetings are arranged when needs or provision change.

Parents and carers receive regular information about their child's progress through the School's reporting and consultation arrangements. Formal SEND support plans are reviewed at least termly and sooner where needs or provision change. Where attendance difficulties appear linked to SEND, the EYFS SENCO and Attendance Officer work with the family to identify barriers, agree reasonable adjustments and support, and review whether these improve access and attendance. The Attendance Policy governs registers, absence follow-up and statutory returns. Where an EHC plan is in place, the school liaises with the local authority if attendance falls or barriers relate to the child's needs.

Staff remain alert to the additional safeguarding barriers that children with SEND or relevant medical conditions may face, including communication difficulties; isolation or bullying; dependence on adults for care; intimate-care needs; assumptions that behaviour, mood, injury or distress arise from the child's condition; and difficulty distinguishing fact from fiction in online content or understanding that what is happening to them may be abuse.

The DSL, DDSL, DDSL (EYFS), and EYFS SENCO liaise on reports of abuse involving a child with SEND and consider any communication or pastoral support needed.

7. Education Health and Care Needs Assessment and EHC Plans

Where a child may need provision beyond that ordinarily available through the school's support, the Deputy Head Pre-Prep and the EYFS SENCO will discuss with parents whether to request an EHC needs assessment from the local authority. A parent may also request an assessment directly. A request can be considered without waiting for a set number of PLP cycles or for the child to fail to make progress. The local authority decides whether an assessment and, subsequently, an EHC plan are required. The school will contribute relevant evidence of the child's needs, strengths, provision, outcomes, parental and child views, and any professional advice. Where there is an urgent need for assessment or provision, the School will not delay a request solely to complete a predetermined number of PLP cycles. Information will be shared proportionately, securely and lawfully. Where an EHC plan is in place, the School will work with the child, parents and carers, the local authority and relevant professionals to deliver the provision specified in the plan, monitor progress and contribute to statutory reviews. The local authority remains responsible for arranging the annual review.

8. Transitions

SEND support includes planning for transitions into the School, between Nursery and Reception, into Year 1 and, where applicable, to another setting. Relevant information about the child's strengths, needs, effective strategies, reasonable adjustments and safeguarding or medical requirements will be shared securely with the receiving staff or setting, in consultation with parents and carers.

9. Review

The Deputy Head Pre-Prep, Head of EYFS and Head of Personalised Learning review this policy annually and sooner if the statutory framework or school provision changes. The review considers feedback from children and parents, the effectiveness of provision and any relevant safeguarding or attendance themes. Approval follows the school's policy governance arrangements.