

## SEND Information for EYFS

### **Responsibilities in accordance with The SEND Code of Practice Sept 2014, The Equality Act 2010 and The Children and Families Act 2014**

#### **Aims and values of Queen Elizabeth Grammar School Junior School including EYFS in relation to provision**

In the Early Years Foundation Stage planning is in place for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.

As a school we seek to promote a whole school policy where all staff are aware and informed of the requirements of all pupils with SEND/learning support needs. We operate a graduated approach: assess/plan/do/review.

The primary aim of the Learning Support Department is to identify the presence of a specific learning difficulty or disability, to enable access to the curriculum and assessments, and to improve the pupils learning profile by improving skills and strategies in order that they can take responsibility for their own learning. We aim to put parents and young people at the heart of the process.

In accordance with the Equality Act 2010, we are committed to ensuring that all pupils have a fair opportunity to demonstrate their abilities in assessments and examinations.

We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination against age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' - The Equality Act 2010)

#### **Commitment to the school, pupils and parents.**

We offer whole school support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning.

We employ a range of strategies to achieve this including;

- Early identification and assessment of individual needs
- Communicating with parents and giving support and advice.
- A 'graduated approach' to monitor and address needs.
- Individualised learning programmes and Interventions
- Advising and working with colleagues (academic and pastoral)
- Liaising with external agencies