



Horn's Mill  
Primary School

# SEND Assessment & Support in the Early Years at Horn's Mill Primary School



Special Educational Needs and Disabilities (SEND) covers many different needs and can be presented differently during the Reception year. Through quality first teaching and identified intervention, we support each child with the tools they need to achieve and reach their potential within our EY's curriculum, that we have designed to suit the needs of our cohorts at Horn's Mill. Each child is an individual with their own individual needs – our intent is to nurture and support this.

## ***Adaptations in the Provision***

For children with emerging levels of SEND, we assess children against the ELG criteria, on what they can do on a day-to-day basis when using any adaptations that are part of their daily learning experience such as mobility aids, magnifications and adapted equipment. Children can use their preferred mode of communication for all of the ELGs except 'Speaking'. Most often reception teachers start to recognise signs of emerging SEND and have supported children across their reception year to access the provision and achieve well with additional aids, such as writing slops, PEC cards etc.

## ***Outreach***

If we feel further support and advice is needed for those children with significant SEND, there is an option to apply for support through Outreach. Professionals from local SEND schools will come to school to observe, support and complete appropriate interventions.

## ***Assessment***

For children with significant SEND who are working well below their peers developmentally and are likely to be emerging across the ELGs, the EYFSP can be limited in the information it provides and doesn't show progress these children make across the course of reception year. Therefore, we use Horn's Mills version of the '*Development Matters - Birth to 3 years*' document to complete ongoing assessment and give an end of year Reception judgement for these children. It's important here to note that this document is only used to assess children with significant SEND and not emerging SEND. We adapted the assessment format, so that it takes the developmental milestones from DfE's Development Matters guidance and organises those into the ELG sub headings – a copy is available on our school website, under the EYFS section.

## ***Important Role of the SENCO***

Our fantastic SENCO at Horn's Mill is a key support when completing the EYFSP for children with significant and emerging SEND. Their expertise of different SEND can support the accuracy of the assessments made. For example, physical development need and accuracy of the Writing ELG. They can also support with identifying SEND early, advise adaptations to the provision and help get the support/funding in place. Their attendance during pupil progress meetings and EYFS moderation meetings is very beneficial and helps to give a SEND expert opinion. Most often for pupils with emerging SEND during the Reception year, this is the first time that potential SEND is discussed with parents and our SENCO supports these discussions.

## ***SEND Profiles***

A SEND profile is single document that captures all the important information about one person. We use the SEND profile, in line with our local authority Cheshire West and Cheshire. It contains general information about the individual, child and parent's views, history of professional involvement and the child's SEND provision map. This contains the child's targets and termly reviews for each area of need. EYFSP data is also recorded on this SEND profile, as well as the Baseline Assessment Data from the Autumn Term.

## ***Alternative Assessment Criteria***

As a child with significant SEND finishes their reception year, but is developmentally well behind their peers, an alternative assessment is considered to give accurate information on their EYFSP outcomes, ready for transition into Year 1. We use a format called *PIVATS (Performance Indicators for Valued Assessment and Targeted Learning)* which allow small steps of progress to be recognised and achieved and more milestones celebrated. Assessment outcomes from the PIVATS format are used inform termly targets for individuals. The EYFS teacher, SENCO and new Year 1 teacher will meet to put this in place.