

The Broad Areas of Need

Communication and Interaction

Children with speech, language and communication needs will be supported by their setting SENCO who understands their strengths and difficulties.

Cognition and Learning

Children learn and develop in different ways. Learning needs are on a continuum and will vary across situations and activities.

Social, Emotional and Mental Health

Children who need support to manage social skills and may have difficulty managing their own behaviour or expressing their feelings.

Sensory and/or Physical Needs

Children with visual, hearing or multi-sensory impairment or a physical disability are fully supported with strategies to enable them to access their learning.

Want to Know More?

Talk to your child's nursery/pre-school SENCO or childminder, they will show you the Best Practice Guidance and tell you how it's used to support your child's development and learning.

Kent Local Offer

For additional information to support your child and services across education, health and social care go to: <https://www.kent.gov.uk/education-and-children/special-educational-needs/support-for-children-under-5>



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In partnership with
**THE EDUCATION
PEOPLE**

Best Practice Guidance: Supporting Children in their Early Years

A Guide for Families



The Best Practice Guidance

All early years settings have been given a copy of a document called Best Practice Guidance (BPG) for the Early Years. All children, some of whom may have special educational needs and/or disabilities (SEND), have a right to good quality provision. This document has been developed to offer guidance to practitioners on supporting children to achieve their potential.

It should be read in conjunction with the SEND Code of Practice (2015). The Code of Practice identifies four broad areas of need that children may need support with, and these are outlined within this leaflet.

The BPG gives staff the opportunity to review their inclusive practice and to identify specific strategies that can be used to support individual children or groups of children.



Statutory Requirements

All early years providers have to work within a statutory framework. This includes: The Early Years Foundation Stage (EYFS), The Special Educational Needs Code of Practice: 0-25 (2015) and The Equality Act 2010.

What Support Can I Expect My Child to Receive?

Your setting SENCO/childminder will make sure all the children with SEND have the support they need. Your child will have a named key person in group care – this is the person who is responsible for your child on a daily basis. This is the person to speak to first if you have any worries or just want to talk about how your child is doing.



The Graduated Approach to Support Children with SEND Includes Four Stages:

Assess: The SENCO/childminder and parents should work together to identify the child's needs.

Plan: The SENCO/childminder and/or key person will talk to you about the extra help you think your child may need and set this out in a plan. The BPG will be used at this point.

Do: Depending on their needs, your child may receive extra help from an adult or help in small groups, for example to develop language skills.

Review: The review is a chance to look at your child's progress and to decide if the support is working or to decide if more specialist support is needed.

Partnership with Parents

It is really important that you are fully involved in your child's learning. Your child's key person will show you a copy of the BPG and explain how it has been used to support your child. The key person will also share BPG audit tools when you meet to talk about your child's progress, the audit tool will show what has been put in place and the impact of the interventions and strategies.

'Every child deserves the best start in life'.