



Adventure Pre-School – Early Identification Policy: Additional and Special Educational Needs

If a child is not progressing or hitting developmental milestones Adventure must work with the children's family to identify the best way forward to meet their needs. This is a statutory responsibility under the Early Years Foundation Stage guidance as well as being a moral responsibility to help all children achieve.

If a member of staff or a parent have a concern about a child's development this must be raised sensitively so that action can be taken if needed.

Concerns must be acted on quickly in terms of finding out information, making decisions, involving others and acting to meet needs. This is in part due to the importance of helping children make progress but is also a reflection on the limited availability of some external services and the timescales involved in engaging external support if needed.

This early identification is not to seek to diagnose but to seek in greater depth an understanding of the child and the factors that are influencing their development. This includes:

- Home factors (including siblings, parental expectations, family history)
- Cultural factors (including English as an Additional Language, religious practises)
- Developmental factors (including premature birth, disability)
- Medical factors (including health problems, periods of illness)

When gathering evidence, it is important that the information:

- is accurate
- considers the context
- considers the child as a whole
- is from a range of sources
- is from a range of people

In order to ensure this, the first level of evidence gathering must be completed over at least two weeks and would include:

- Two-weekly summaries
- Photo observations
- Flashcards/ABCC
- Accident and injury records
- Age/stage band assessments

If, after analysis of initial evidence, further and more in-depth evidence is considered to be needed then a decision will be made to secure targeted evidence in the areas of need.



This may include completion of a Wellcom assessment of language, a Boxall profile of behavioural needs or more focused observations of play, physical movement or other areas of development.

Evidence gathered must be kept confidential and given a context and a purpose. It must be treated as sensitive data under our Data Policy.

Evidence must come from a range of sources including the views of the child's family, the key carer, setting leads and Duty Managers.

Once evidence is gathered and the child is understood in greater depth there must be a meeting with the child's family to talk through the concerns if they are still present. Within this meeting it should confirm that in our view the child needs additional support, and therefore will be supported as a child with Special Educational Needs.

This would then proceed to agreeing a plan of action. The plan would set out any external involvement to be sought, targets for progress and strategies that would be used within the setting to meet the child's needs.