**How are SEND children catered for in the EYFS Provision?**

“At Bryn Offa we ensure that we are an inclusive school by encouraging all pupils to achieve their potential and make the best possible progress regardless of their specific need.”–Bryn Offa SEN Policy

All teachers receive regular training on our school's SEN procedures and policies and we work closely with the school SENCO, Mental Health Lead and outside agencies. In addition, every member of staff has received high quality Level 2 Attachment training to enable a deeper understanding of the barriers children with attachment difficulties face and provide strategies on how to identify and support these children from their early years. De-escalation training has further equipped our staff with strategies and skills to manage behavioural difficulties effectively.

Baseline assessments are completed with every child within the first 3 weeks of the children starting school which not only helps staff get to know the children very quickly, but also provides early identification of children who show significant gaps in their learning. As a result we are then able to offer levels of support to help close those gaps.

Every child at Bryn Offa receives 1 of 4 levels of support which we refer to as waves. Most of our children are in Wave 1 and receive quality first teaching (QFT) to ensure they can achieve their full learning potential. The strategies we use include, but are not limited to are;

* Delivery of a broad, balanced and engaging curriculum
* Consistently high (yet realistic) expectations
* Carefully seating children during adult led carpet sessions
* Visual timetable
* Clearly displayed class rules and ‘clouds’ visual behaviour system.
* Plenty of opportunities to think and talk through ideas using talk partners
* In class adult support
* Visual aids such as alphabet mats, tricky word cards and number lines for children to access independently.

Where we believe intervention is necessary to support children to make essential gains in their learning, children move onto Wave 1+, Wave 2 or Wave 3. We support those children through carefully planned interventions, utilising times of the day that has the least amount of impact on their time in other curriculum areas. Each session is logged with a brief comment, and the impact of the interventions assessed which then informs our next steps. Recognising the integral role that parents play in the children’s learning journey, we ensure they are informed of and involved with the activities we put in place to support their children.