



EYES

SEND HANDBOOK

Our Approach to Supporting Children with SEND in EYFS

At Coleridge Primary School, we want every child to feel safe, happy, included and able to achieve their best. We have high expectations for all children, including children with SEND, and we focus on their individual strengths, needs and wellbeing.

We know that children learn best when they feel secure and valued. Positive relationships are at the heart of our approach. We take time to understand each child, support their emotional wellbeing and help them feel that they belong.

We aim to meet children's needs through high-quality teaching and thoughtful adaptations, helping children with SEND to learn, play and develop alongside their peers wherever possible. Where a child needs something more personalised, we provide this through targeted support, interventions and individualised learning.

We work closely with families to identify needs early and make sure the right support is put in place. We use the Assess, Plan, Do, Review approach to understand what each child needs, put support in place and regularly check what is working.

Most importantly, we want every child to feel known, valued and included. By working together with families, we can help every child make progress from their own starting point and feel confident about their next steps.

Emotion Coaching

Emotion coaching is a key part of our approach to behaviour management for all children in EYFS, including those with SEND. It focuses on building nurturing, supportive relationships that encourage children to reflect. It helps children to be regulated and resilient and follows four steps.

- 1) Recognise and Empathise
- 2) Label and Validate
- 3) Set Expectations
- 4) Problem Solve

We do not jump straight to setting expectations or expecting children to solve the issue, as we know that this is not possible and children are able to recognise how they are feeling, and why they feel that way.

A key part of our conversations with children focuses on the idea that while all feelings are okay, all behaviours are not.

Emotion Coaching

Step 1

Recognise and Empathise

We do this step before we interact with the child. We recognise what the child is feeling and why they are feeling it. We don't have to agree that it is the 'correct feeling,' we just have to know why they are feeling that way.

e.g. The child is feeling angry because the bike they want is being used.

Step 2

Label and Validate

Now we explain to the child what we think they are feeling, and why they might be feeling it. If a child doesn't know what they are feeling or why, it becomes something big and scary to them.

e.g. "I can see you are angry. You really wanted to go on that red bike now."

Step 3

Set Expectations

Once a child is regulated, we can acknowledge any negative behaviour. We make it clear that every feeling is okay, but that every behaviour is not. We only set these expectations around genuine negative behaviour.

e.g. "It's okay that you are angry. It isn't okay to push people to get to the bike."

Step 4

Problem Solve

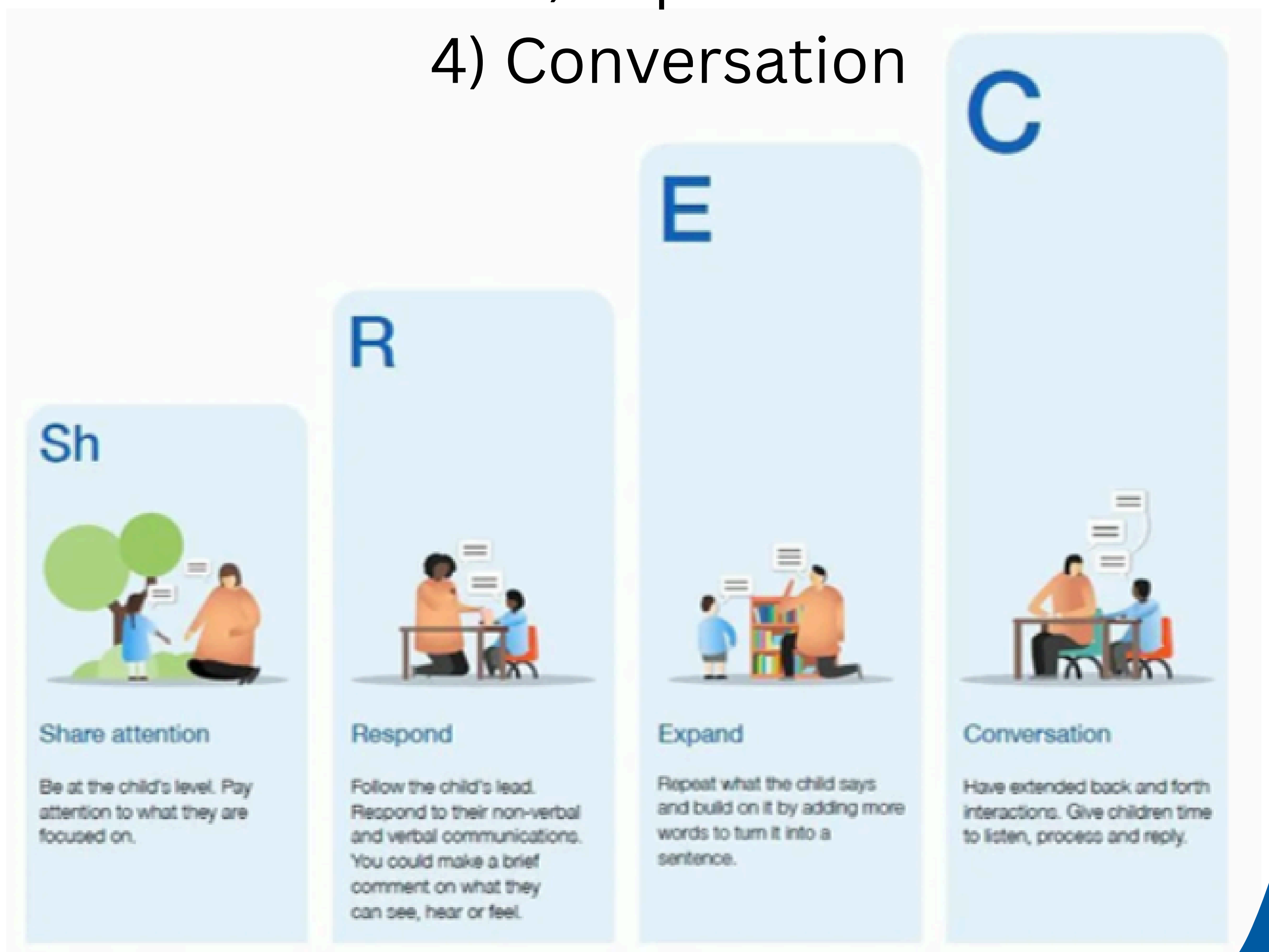
Finally, we help the child re-build relationships with adults and peers. This is not a punishment, but is a way to deal with any natural consequences of the child's behaviour or reflect strategies to help the child with the problem in the future.

e.g. "Someone else is on the red bike now. We'll turn the timer around, when it runs out it will be your turn."

ShREC

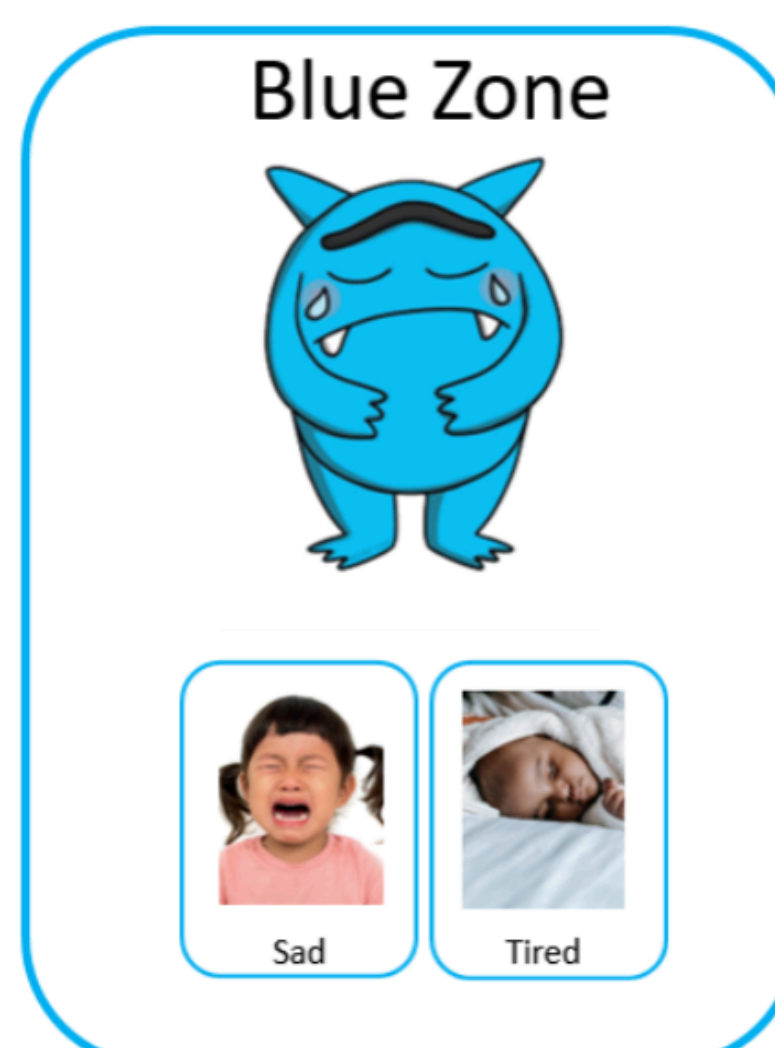
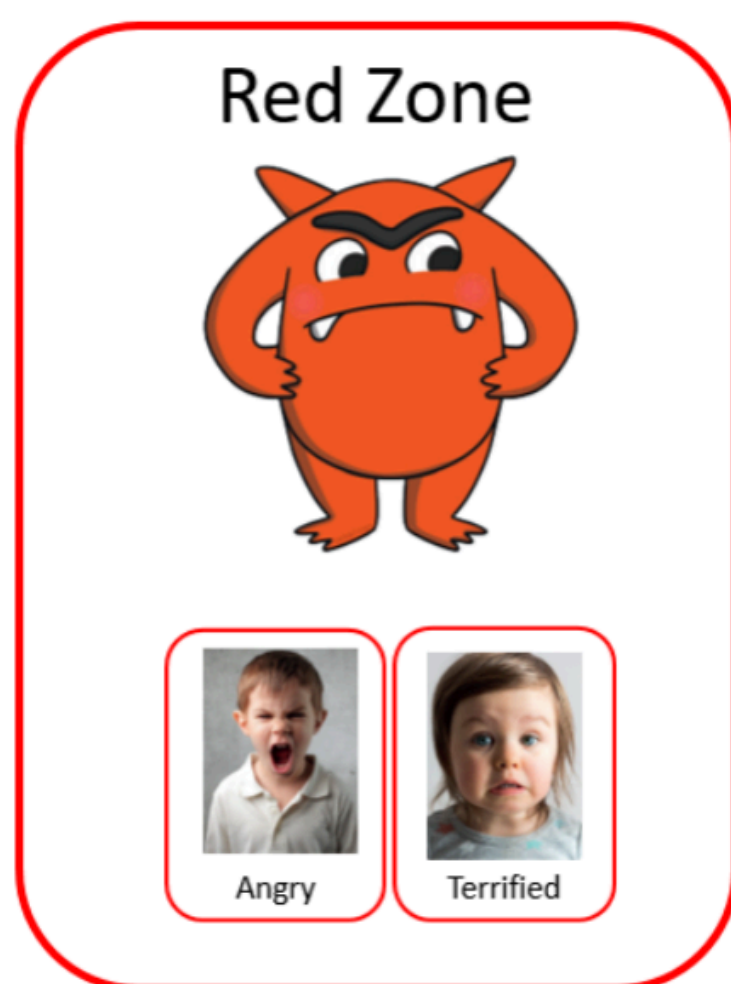
ShREC is the approach that we use to ensure that we have high quality interactions with all children, including those with SEND It can be used whether children use verbal communication or not. It follows four steps -

- 1) Share attention
- 2) Respond
- 3) Expand
- 4) Conversation

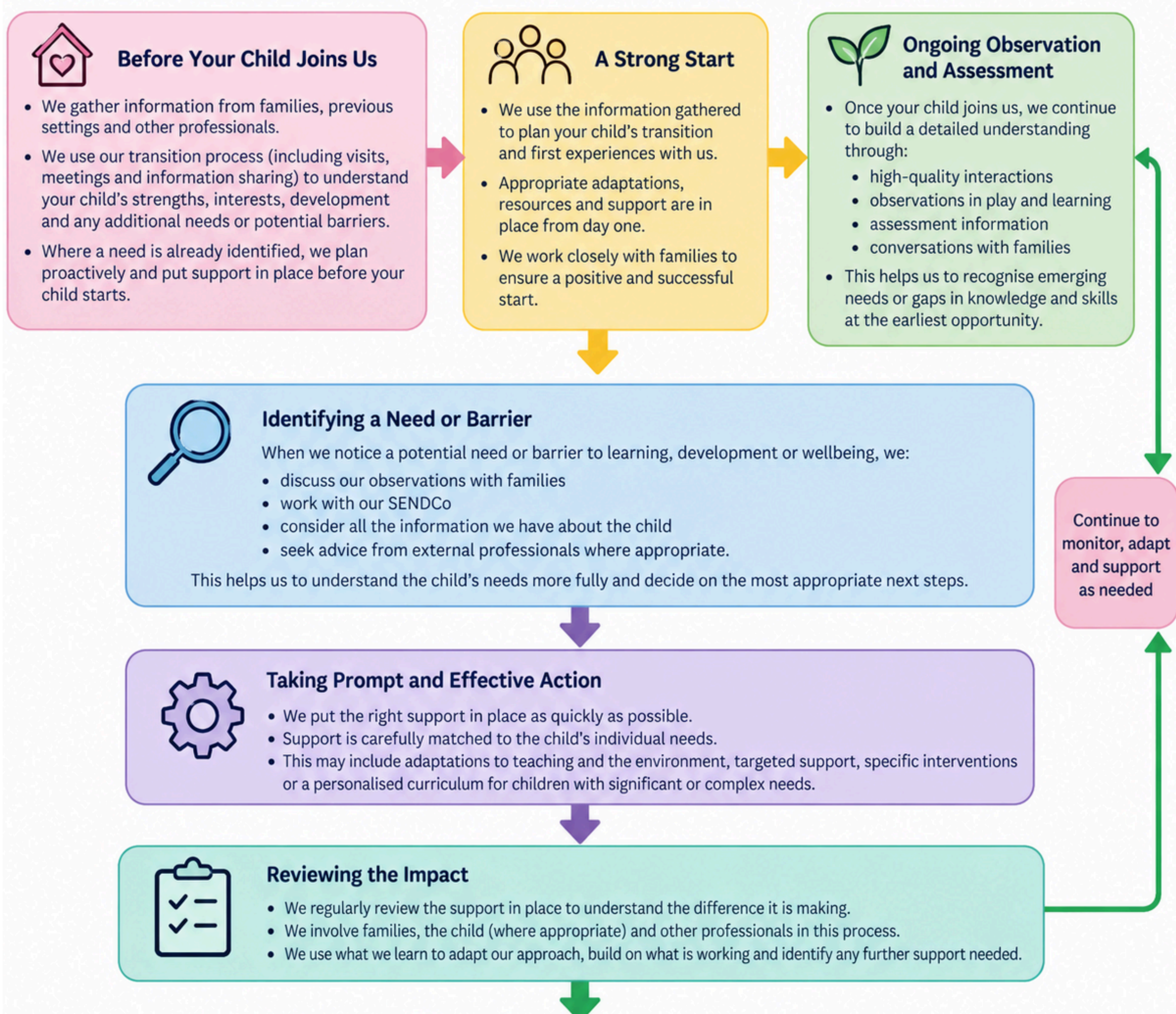


Zones of Regulation

Children are taught what each zone represents through their PSED learning. Each child will place their photo in the zone that they are in when they come into school each day. Staff will check in and discuss this with them during the day. When we are having emotion coaching conversations with child, we will link this to zones of regulations wherever possible.



Early Identification of need



Pupil Passports

Pupil passports are created for children on the schools Inclusion and Monitoring register. This is used when we have concerns about a child's development and feel extra support and some adapted provision is needed. Children will have two targets set that are individualised and specific to their needs. These will be reviewed and updated at least once a term but will often need updating and altering more often than this. Children will be on a pupil passport for a maximum of one academic year, at which point a decision about next steps for the child will be made. Children can be taken off a pupil passport if there is no longer concerns about their development, this will also be shared with parents.

1.) All targets must be individualised and appropriate.

Concerns around a child's development in a specific area may arise from staff observations, conversations with parents, or through data. It is important that targets children are given are linked to these areas of need.

2) Targets must be specific and measurable.

E.g. 'To build relationship with the staff in their class.' is not a suitable target. It doesn't detail the skill that the child is developing and is difficult to measure to know whether it has been met or not.

E.g. 'To use gesture or vocalisation to make a request to a familiar member of staff at least 5 times' is a suitable target. It details the skill that the child is developing (communication of a request) and is clear on how it will be measured. All staff know that once this skill has been shown 5 times, it can be adapted to further develop the child's skills. If at the end of the review period it has not been met 5 times, we know that it is not currently a suitable target for the child.

3) The provision must be clearly detailed.

Once a target has been set, we need to list the provision that we will provide to support the child in meeting this target. This might include particularly activities we will do, resources we will use or interventions the child will take part in. The provision must link clearly to the target set.

4) Targets are updated and changed at least each term.

All pupil passports must be reviewed and updated at the end of each term (Autumn 2, Spring 2 and Summer 2). However, when children have clearly met their targets earlier than this, new ones can be set earlier.

If a child has not met their target by the end of the review period, it cannot just be left the same for another term. Either the target needs to be adapted to make it more achievable, or the provision needs to be altered to give the child additional support.

Pupil Passports

This sheet can be used for all staff working with the child to add comments which may support the class teacher when targets are being reviewed. It is helpful for staff to write a short comment about what happened, where, which adult was present, whether the skill was prompted, supported or independent etc,

Pupil Name: Term:	Comment and date What did they do? With who? For how long?	Comment and date What did they do? With who? For how long?	Comment and date What did they do? With who? For how long?	Comment and date What did they do? With who? For how long?	Comment and date What did they do? With who? For how long?
Target 1:					
Target 2:					

SEND Support Plan

A SEND Support Plan is usually the next step after a Pupil Passport when a pupil has a higher level of need, or has been on a Pupil Passport for some time with little or no progress. When a pupil has a SEND Support Plan, they are placed on the SEND Register. The plan gives us a clearer picture of the pupil's needs, with specific targets and strategies to help them make progress.

The plan is created and reviewed with parents, with termly SEND Review meetings involving the family and SENDCo to discuss progress, what is working well and what may need to change. The plan must be updated at least three times a year, although it can be reviewed and added to more often if needed.

A child on a SEND Support Plan may also benefit from an Early Years Development Journal, which can help us record and track their progress over time. At the end of each term (Autumn 2, Spring 2, Summer 2) these sections will need to be updated

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Part 5 (My development): An update on the child's development in Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and Physical and Independence.

Part 6 (Relevant observations, assessment and progress information): An update on the child's progress using the data from the end of that term. We enter what stage they are on and the number of steps of progress that they have made in each area.

Part 10 (Pupil Passport): An update on the targets set the previous term, with the provision detailed and new targets set (See Pupil Passport Information).

Early Years Development Journal

Some children with SEND may benefit from an Early Years Developmental Journal. This allows us to track a child's progress in Communication and Interaction, Physical, PSED and Thinking.

It is helpful when children are not able to fully access the EYFS curriculum or are not showing progress on our typical data trackers, and the steps they are making may be too small. This information can be used when supporting and interacting with the child, setting and reviewing targets and thinking about next steps for the child.

At the end of each term (Autumn 2, Spring 2 and Summer 2) the statements that name with the child can consistently do are highlighted using a different colour each term. We can then see what stage they are working at in each area and the age that this typically relates too.

Interventions we offer

Name	Aim of intervention	Who is it for?
Attention Autism	A fun, structured approach developed to help children build attention, listening and communication skills. It uses motivating activities, such as sensory play, puppets and exciting objects, to encourage children to watch, listen, take turns and gradually join in.	Children who find it difficult to focus, attend, communicate or engage with others, including autistic children.
TacPac	A sensory communication approach that combines touch, music and rhythm. It gives children opportunities to experience and respond to different sounds, movements and types of touch, helping them to develop connection, communication and awareness of others.	Children who may have limited verbal communication, including those with autism or additional needs.
Intensive Interaction	An approach that focuses on building communication and relationships through simple, enjoyable interactions. Adults follow the child's lead and respond to their sounds, movements, facial expressions and actions to help develop shared attention, turn-taking and connection.	Children who have difficulties with communication, social interaction or connecting with others.
Treasure Basket	A collection of safe, everyday objects that children can explore using their senses. Children can touch, hold, look at, smell and listen to the objects at their own pace. This encourages curiosity, exploration, attention and early communication.	Children who benefit from sensory exploration and hands-on learning, particularly those with additional needs.
See Me Hear Me	A six-week, structured programme that helps children understand, recognise and regulate their emotions. Each week focuses on different activities and skills to help children explore their feelings and develop strategies for managing them.	Children with social and emotional needs who may need support to understand and manage their emotions.

This is a quick guide to help you think about what interventions might be helpful when you notice a particular need.

If you see...	You could try...
Difficulty staying focused or joining in	Attention Autism – short, fun and structured activities to build attention and listening.
Little interest in interacting with others	Intensive Interaction – follow their lead and build simple, enjoyable interactions together.
Very little spoken language or difficulty communicating	TacPac or Intensive Interaction use touch, sounds, rhythm and simple interactions to encourage communication.
Lots of sensory seeking or exploring objects	Treasure Basket – offer safe objects to touch, hold, explore and investigate.
Difficulty recognising or talking about feelings	See Me Hear Me – structured activities to help recognise, understand and regulate emotions. Zones of Regulation.
Big reactions, meltdowns or difficulty calming down	See Me Hear Me, alongside consistent routines and simple regulation strategies. Zones of Regulation.
Difficulty understanding instructions or conversations	Attention Autism and Intensive Interaction. Keep language simple and use visuals to support understanding.
Not responding to sounds, voices or their name	Gain their attention before speaking and use visual prompts alongside spoken instructions.
Finding changes, transitions or new situations difficult	Use clear routines, visual timetables using widget symbols, preparation and simple language.
Avoiding activities, withdrawing or becoming overwhelmed	Look at what happens before the behaviour. Try Intensive Interaction, sensory activities or Treasure Basket, depending on the need.
A mixture of communication, sensory, social or emotional difficulties	Start with the intervention that best matches what you are seeing. Keep it consistent and see what helps.