



SEND- Ambition and Access in the EYFS

<p>Ambition- What are we aiming for children with SEN to achieve in this subject?</p>	<p>Access- What amendments are made to the subject in order to help children with SEN to achieve?</p>
<p>At St Bridget's, we believe that all children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate</p>	<ul style="list-style-type: none"> • Focus on the foundational skills: <ul style="list-style-type: none"> Literacy and language skills: Reading fluency, phonics, vocabulary, and writing proficiency. Numeracy: Number facts, calculation, and basic problem-solving. Knowledge of the world: Science, social concepts, and general knowledge to help children understand their environment. Personal development: Social, emotional, and physical skills, including executive function such as focus, memory, and adaptability. • Settling in periods with a reduced timetable (where needed). • Needs identified early on. • Regular communication with parents. • Adapted assessment on tapestry (when appropriate).



their own views and ready to make the transition into compulsory education.

- Adaptations based on need.
- 1-1 support.
- Focussed 1-1 interventions to work towards individual goals.
- Inclusive curriculum.
- Adult support during play.
- Adult model communication and language.
- Targeted oracy support.
- Working alongside other professionals (Speech and Language, Early Years advisory teachers).
- Adapted resources.
- Time to build physical abilities (gross and fine motor skills).
- Time to practise and repeat.