



# Early Years Foundation Stage (EYFS) Neurodiversity & Inclusion Policy

*(Aligned with the EYFS Statutory Framework – UK Department for Education)*

## 1. Legal Context and Framework

This policy is written in line with the **Statutory Framework for the Early Years Foundation Stage (EYFS)** (Department for Education), and supports compliance with:

- The EYFS Statutory Framework (current version)
- SEND Code of Practice (0–25 years)
- Keeping Children Safe in Education (KCSIE)
- Equality Act 2010
- Whole School Safeguarding Policy
- Whole School SEND / Neurodiversity Policy

The EYFS framework states that providers must promote the good health, safety and welfare of children and ensure they are supported in developing their learning and development to their full potential.

## 2. EYFS Principles

In line with the EYFS statutory requirements, we ensure that:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults.
- Children develop and learn in different ways and at different rates.

These principles underpin all identification, support and intervention in EYFS.

## 3. Inclusion and Neurodiversity in EYFS

The school is committed to providing an inclusive EYFS environment in which all children, including those who may be neurodivergent or have additional needs, are supported to access the full curriculum.

We recognise neurodiversity as part of human variation and ensure that provision is adapted to meet individual needs without lowering expectations.

We aim to:

- identify needs early;
- remove barriers to learning;
- ensure full participation in learning and play;
- promote independence and wellbeing;
- work in partnership with parents and carers.

## 4. Characteristics of Effective Learning

In line with EYFS statutory guidance, we recognise that children learn through:

- playing and exploring;
- active learning;
- creating and thinking critically.

Staff observe these characteristics carefully to identify children who may need additional support with:

- engagement in learning;
- persistence and motivation;
- thinking and problem-solving;
- communication and interaction.

## 5. Identification of Additional Needs

In EYFS, identification is based on ongoing assessment through observation and interaction.

Staff use:

- formative assessment (observations in play and learning);
- baseline assessments;
- Birth to 5 matters guidance;
- Early Learning Goals;
- ongoing tracking of progress;
- parental information;
- professional discussion;
- wellbeing and behaviour observations.

Concerns may relate to:

- communication and language development;
- personal, social and emotional development;
- physical development;
- sensory processing needs;
- social interaction and play skills;
- attention and regulation.

Staff recognise that development is not linear and consider contextual factors such as:

- English as an Additional Language (EAL);
- emotional wellbeing;
- transition into school;
- home circumstances.

## 6. Early Support and Intervention

In line with EYFS expectations, children identified as needing additional support will receive early intervention through:

- high-quality inclusive teaching;
- targeted adult support;
- differentiated learning through play;
- small group interventions;
- modelling and scaffolding;
- communication support strategies;
- emotional regulation support.

Provision is delivered primarily within the classroom and through play-based learning.

## 7. Graduated Approach (SEND Code of Practice)

The school follows the **Graduated Approach**:

### 1. Assess

Identification of needs through observation and assessment.

### 2. Plan

Agreed strategies and targets are set with parents/carers and staff.

### 3. Do

Interventions and support strategies are implemented.

### 4. Review

Progress is reviewed and next steps agreed.

This cycle is continuous and responsive to the child's needs.

## 8. Cause for Concern (EYFS Monitoring)

Where a child is not making expected progress despite high-quality teaching and appropriate support, staff may initiate a Cause for Concern process.

This may involve:

- structured observations;
- collection of evidence over time;

- review of provision;
- consultation with the ND team;
- meetings with parents/carers;
- review of developmental progress against EYFS framework.

The purpose is early identification and support, not diagnosis.

## 9. Early Help Approach

Where additional coordinated support is required, the school will implement an **Early Help Plan**, in line with safeguarding expectations.

Early Help aims to:

- provide timely intervention;
- support children's development and wellbeing;
- strengthen home-school partnerships;
- coordinate support across professionals where appropriate.

Early Help Plans may include:

- targeted developmental goals;
- communication and language strategies;
- emotional regulation support;
- sensory and environmental adjustments;
- review and monitoring arrangements.

Parents/carers are central to this process.

## 10. Working in Partnership with Parents and Carers

In accordance with EYFS statutory expectations, parents and carers are recognised as children's primary educators.

We will:

- share concerns early and sensitively;
- involve parents in decision-making;
- provide regular updates on progress;
- agree strategies for home and school;
- signpost external support where appropriate.

All communication is respectful, confidential and supportive.

## 11. Learning Environment and Inclusive Practice

The EYFS environment is designed to support all learners through:

- enabling indoor and outdoor provision;
- continuous provision accessible to all children;
- visual supports and structured routines;
- communication-friendly environments;
- differentiated play-based learning;
- adult scaffolding and modelling;
- sensory-friendly adaptations where needed.

Children are supported to develop independence, confidence and self-regulation.

## **12. Safeguarding and Welfare**

In line with EYFS statutory safeguarding requirements:

- children's safety and welfare are paramount;
- all staff are trained to recognise early signs of concern;
- any safeguarding concerns are referred immediately in line with school procedures and KCSIE guidance.

Wellbeing is closely linked to learning and development.

## **13. Transition**

Transitions are carefully planned to support continuity of care and learning.

This may include:

- transition meetings between practitioners;
- sharing of EYFS profiles and learning records;
- visits to new settings or classrooms;
- visual transition supports;
- additional settling-in arrangements where needed.

## **14. Monitoring and Review**

This policy is reviewed annually and monitored through:

- ongoing assessment data;
- Early Help Plan reviews;
- Cause for Concern tracking;
- leadership oversight;
- parental feedback.

The policy is updated in line with changes to EYFS statutory guidance and SEND Code of Practice.