



Guidance

Inclusion and the EYFS profile

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Overview

1.

The early years foundation stage (EYFS) profile is an inclusive assessment, capable of capturing a wide range of children's learning and development outcomes. It may be challenging for practitioners to observe and assess some children. This challenge applies both to:

- understanding how some children might demonstrate attainment at the level expected at the end of the EYFS
- how to capture the attainment of children whose development is judged to be at the 'emerging' level

Practitioners must address this challenge in order for children's attainment to be accurately judged and recorded.

2.

Taking account of the needs of individual children

Reaching accurate assessments using the EYFS profile requires practitioners to enable all children to reach their full potential. Consequently, you must be alert to the general diversity of children's interests, needs and inclinations.

For instance, there may be children who are at an earlier stage of development than others in the cohort; some may have summer birthdays. These children may be highly active and more likely to demonstrate what they know, understand and can do in situations which are sympathetic to this inclination. This will often be outdoors.

Practitioners should reflect on their observations and ensure that the provision enables all children, to demonstrate attainment in ways that are

motivating to them. This should be regardless of their stage of development or interests, needs and inclinations.

3.

Children with special educational needs and disability

Special educational needs and disability (SEND) includes physical, emotional, sensory and learning needs. Settings will develop additional relationships with other professionals when working with children with SEND. It is vital that communication between all professionals and the child's [parent](#) is strong so that practitioners can get a clear picture of the child's learning and development.

Observational assessment is the most effective way of making judgements about all children's learning and development. (This is described in the EYFS profile purposes, principles and processes section of this handbook.) P scales shouldn't be used for assessing children in the EYFS; they are an assessment tool designed for use at key stage 1.

Depending on their special educational need, children will demonstrate learning and development in different ways. Practitioners observing a child involved in day to day activities must be alert to the child demonstrating attainment in a variety of ways, including eye pointing, use of symbols or signs. With the exception of ELG03 Speaking, where the EYFS profile contains the word 'talks' or 'speaks' children can use their established or preferred mode of communication.

Children should use the adaptations they normally use to carry out their activities so that practitioners come to know all children at their most capable.

Adaptations include:

- mobility aids
- magnification
- adapted ICT and equipment

If a child's learning and development doesn't yet meet the description of the level expected at the end of the EYFS for an individual ELG, you should record the outcome as 'emerging'. You should also record details of any specific assessment and provision in place for the child. This will be used in discussions with parents so that they have a clear understanding of their child's development and any additional support which will be offered. Settings should also use the details to support planning for future learning.

4.

Children for whom English is not their home language

The EYFS profile assessment is underpinned by an understanding that language is central to our sense of identity and belonging to a community. The profile recognises and values linguistic diversity.

The communication skills of children for whom English is not their home language will vary. However, learning English as an additional language is not a special educational need.

Children will be at different stages of learning English and 1 or more other languages. Practitioners need to find out as much as they can about a child's prior language experience and any education they have received elsewhere. [Parents](#), as the first educators, are an important source of information.

Practitioners may need to help parents understand that a child's home language development will help them learn English. Parents also need to know that it is perfectly acceptable, even desirable, for the child's home language to be used in the setting. Practitioners will need to observe the child over time and raise questions with the parents, and / or bilingual support assistants, to be confident about what the child knows and understands.

The 3 aspects specific to the assessment of children for whom English is not their home language are:

- development in their home language
- development across areas of learning, assessed through their home language
- development of English

Within the EYFS profile, the early learning goals (ELGs) for communication and language and for literacy must be assessed in relation to the child's competency in English. The remaining ELGs may be assessed in the context of any language – including the child's home language and English.

This has implications for provision. The principles of good practice for children learning English are the principles of good practice for all children. Children must have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success. They must be able to participate in ways that reveal what they know and can do in the security of their home language. For children to grow in confidence, and hence demonstrate their embedded learning:

- their environment must reflect their cultural and linguistic heritage
- their learning be supported by a wide range of stimuli and experiences

5.

Children from minority groups

The ethnicities of children within a setting can be diverse, particularly in urban settings. Children may be refugees or asylum seekers, their families may have histories of persecution and trauma. Children may come from settled communities or travel frequently. They may have had a positive experience but their cultural conventions, eg governing behaviours or gender roles, may be different. Cultural background may also determine how early education is perceived. It may affect how much experience a child has had of school or other early years settings before their EYFS profile assessment.

Practitioners must take particular care to make sure the learning environment echoes children's positive experiences. Children will be able to demonstrate their attainment best when opportunities such as role play, cookery, celebrations, visits to special places or events are linked to their cultural experience. This will also be captured in the narrative relating to the 'Playing and exploring: using what they know in their play' characteristic of effective learning. This is where the child's ability to begin their play and exploration with things which are familiar to them is expressly considered. The narrative also considers how well the child builds new knowledge and learning from this starting point.

A practitioner's relationship with [parents](#) is crucial to developing knowledge of the child and the practitioner's ability to make an accurate assessment. Parents can help practitioners understand the values that explain their child's responses to the environment and social situations. A child will find it easier to express their feelings and feel confident in their learning if practitioners listen and respond in ways that show understanding.

Transition conversations for children with an

6.

outcome at the 'emerging' level

Where children have an outcome of 'emerging' for an ELG, it is likely that this will not provide full information about their learning and development at the end of the EYFS. Additional information should be considered alongside EYFS profile outcomes. This will ensure conversations between EYFS and year 1 staff are meaningful so that the child makes a successful transition.

An outcome of 'emerging' may mask a wide range of levels of learning and development. The detail behind this outcome is built up over a period of time through observation, interaction with the child and ongoing assessment. There are many sources of information about how children learn and develop, how this may be demonstrated, and how further learning and development might be supported. You don't need to use any specific source of information in this context.

Specialist professional guidance is available for many specific special educational needs and disabilities. Children with SEND may have records from professionals within and outside of the setting. These records should inform assessment and transition processes. Wherever possible other professionals working with the child should be invited to contribute to transition conversations.

Settings should consider providing information in addition to the child's EYFS profile, to support the child's successful transition and ensure a smooth learning journey. You should think about what information could be useful for the child's new year 1 teacher before the summer term. This will allow processes to be built on a shared understanding and planned and implemented in good time. Decisions about what guidance might be used and what information might be shared should be made at a setting level. They should reflect local needs and circumstances.

7.

‘Parent’ – a definition

The term ‘parent’ is used here as defined in section 576 of the Education Act 1996 as:

- parents of a child
- any person who is not a parent of a child but who has parental responsibility for the child
- any person who has care of the child

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