



Lancashire Specialist Teaching Service

Early Years SEND Toolkit

Early Years SENCo Handbook

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Introduction

The Early Years SENCo Handbook is part of the Early Years SEND Toolkit developed by Lancashire Specialist Teaching Service. It has been produced to provide a comprehensive resource and guidance for Special Educational Needs Coordinators (SENcos) and their owners/leaders in Early Years settings.

The document will support SENcos and owners/leaders in meeting their responsibilities for children with Special Educational Needs and Disabilities (SEND). All children are individuals and practitioners will already have a range of policies and agreed practice in place to meet their needs. The document should be used to support and enhance inclusive practice and ensure the best possible outcomes are achieved for all children.

How to use the document

- These are five main sections in the document and each outlines a particular area. They include legal requirements, the role of the SENCo, working in partnership with parents, the graduated approach, seeking additional support and guidance.
- To help navigate the document more easily, the sections are colour coded. The contents page introduces the colours and signposts to corresponding sections of the document.
- The document can be read from start to finish or can be used to focus on specific issues as and when they are needed.
- Some legislation and guidance pointers are cross referenced across a number of sections. This is to highlight their importance and relevance.
- There are a number of websites providing further information and guidance included in the document which can be accessed by clicking on the web links.

Section One:

Legal Requirements

- Legislation
- Local offer
- SEND policy

'Practitioners must consider the individual needs, interests and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development'.

Statutory Framework for the Early Years Foundation Stage (2021) 1.11

Legal Requirements

This section outlines the key parts of legislation and statutory responsibilities which apply to all eligible providers in relation to children with Special Educational Needs and Disabilities (SEND).

[Statutory Framework for the Early Years Foundation Stage \(EYFS\) \(2021\)](#)



The EYFS sets standards for the learning, development and care of all children from birth to 5 years old.

All schools and Ofsted-registered Early Years Settings must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

The EYFS framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

The Early Years Foundation Stage was based on principles of inclusion which means that Early Years Providers oppose discrimination and prejudice and welcome all families and children and that inclusion is not optional.

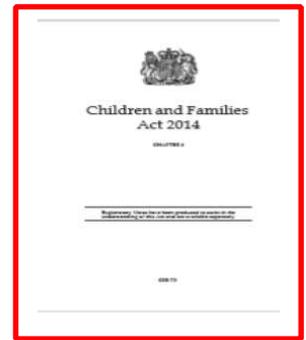
“The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.”

The Special Educational Needs & Disability Code of Practice 0-25 years (2015) 1.31

Legal Requirements

Children and Families Act (2014)

Part 3 of the Children and Families Act (2014) updates SEND legislation for both children and young people with special educational needs and disabilities. The duties of local authorities are outlined in their identification and assessment of children and young people in partnership with health and social care. Local parties, such as Early Years Providers, are required to cooperate with local authorities in their duties, including contributing to the local offer.



'A child who is under compulsory school age has a special educational need if they are likely to have a learning difficulty or disability that calls for special educational provision when they reach compulsory school age or they would do if special educational provision were not made for them' (Section 20, Children and Families Act 2014).

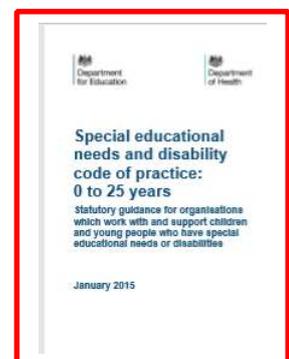
The Special Educational Needs & Disability Code of Practice 0-25 years (2015)

All Early Years Settings funded by the local authority must have regard to the Special educational needs and disability code of practice.

It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

All schools and Early Years Settings must have regard to the SEND Code of Practice when taking decisions relating to pupils with SEN or disabilities. The Code is applicable to Children and young people from birth to 25 years.

'Inclusive practice is about doing what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with SEN.' (SEND Code of Practice 2015)



Legal Requirements

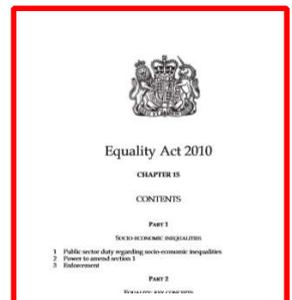
According to the Code, in a maintained Nursery School, the SENCo must be a qualified Teacher. In non-maintained Early Years Settings, providers are expected to identify a SENCo. Childminders are encouraged to identify a person to act as a SENCo. The DfE has introduced a level 3 NVQ qualification for Early Years SENCos in non-maintained settings.

The Equality Act 2010

The Equality Act (2010) legally protects people from discrimination in the workplace and in wider society.

The Equality Act protects individuals from unfair treatment and promotes a fair and more equal society.

The act brings together over 116 separate pieces of legislation into one single act. Combined, it is a legal framework to protect the rights of individuals and advance equality of opportunity for all. One of the main pieces of legislation which is merged into The Equality Act is the Disability Discrimination Act (1995)



Disabled children must not be treated less favourably than children without a disability without justification. Providers must make 'reasonable adjustments' to prevent disabled children being at a substantial disadvantage. This duty is anticipatory. As a body exercising public functions, all eligible providers are bound by the Public Sector Equality Duty.

Legal Requirements

The SEND Code of Practice (2015) states that;

'Early Years Providers must provide information for parents on how they support children with SEN and disabilities and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities'

'Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN.'

Settings can meet these requirements through the development of a setting local offer and a SEND Policy.

The Local Offer

The Code of Practice requires all local authorities to have a Local Offer. Local partners must cooperate in its development and review. In Lancashire all Early Years Providers are encouraged to produce their own local offer as a way of contributing to the local authority's Local Offer and to meet the responsibility to provide information as described above.

A setting's local offer should act as the prospectus for the SEND provision. It should enable parents/carers to compare and contrast what is available to meet SEN and disability needs between one setting and another.

A setting's Local Offer should include information about:

- the setting
- accessibility and inclusion
- early identification and early intervention
- teaching and learning – provision and practice
- supporting transitions
- staff training

It is the setting's responsibility to regularly review and update their local offer.

Legal Requirements

SEND Policy

When producing their SEND Policy, the setting should have regard to the requirements of the:

- Statutory Framework for the EYFS (2021)
- Special Educational Needs and Disability Code of Practice (2015)
- Equality Act (2010)

Maintained Early Years Settings should also refer to other relevant statutory requirements.

A setting's SEND Policy should include information about:

- the setting's commitment and philosophy regarding SEND.
- the name of the SENCo.
- how the setting promotes equality and inclusion, including reference to the duties under the Equality Act 2010.
- a link to the setting's local offer or detailed information about qualifications and experience of practitioners in meeting the needs of children with SEND.
- how the setting addresses concerns raised by parents and children.
- how the setting follows the 'graduated approach' to identify and support children with emerging difficulties, for example using information from the Progress Check at age 2.
- how the setting works with parents to understand their child's individual needs and how they are encouraged to contribute to their child's learning.
- a clear approach to identifying and responding to SEND using the graduated approach of assess, plan, do, review.
- arrangements in place to support children with SEND including accessing sources of funding such as DAF, Inclusion Fund etc.
- monitoring and recording of progress of children with SEND.
- referring to and working with other agencies.
- transition arrangements, whether to a new room, initially coming into setting or moving to a different setting.
- the key person policy.

The Equality Act (2010) requires providers to make reasonable adjustments where disabled children may be at a substantial disadvantage compared to other children who are not disabled. The duty to make reasonable adjustments is anticipatory and continuing.

Legal Requirements

Access Action Plans

Settings can evidence the manner in which they address this duty through the use of Access Action Plans. The format of an Access Action Plan should include aims, actions, evaluation and timescales.

When developing an Access Action Plan, it would be useful to review the following:

- Policies and procedures.
- The outdoor environment
- The indoor environment
- Access to entrances and exits
- Equipment, toys and books.
- Practitioner knowledge and CPD

Setting Access Action Plans should be monitored regularly and reviewed at least annually.

Section two:

Role of the SENCo

- Legislation
- Roles and responsibilities
- Getting started
- Keeping records
- A whole team approach

'The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting....'

SEND code of practice; 0-25 (2015) 5.45

This section outlines the role of the SENCo in relation to the expectations of the EYFS and SEND Code of Practice as well as what the SENCo role is like 'on the ground' for practitioners in early years settings in Lancashire.

[Statutory Framework for the Early Years Foundation Stage \(2021\)](#)

The EYFS Section 3.68 – Special Educational Needs – states that:

Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice.

[Special Educational Needs and Disability Code of Practice \(2015\)](#)

The SENCo role is clearly outlined in the SEND Code of Practice.

5.52 'A maintained nursery school must ensure that there is a qualified teacher designated as the SENCo in order to ensure the detailed implementation of support for children with SEN. This person should also have the prescribed qualification for SENCo co-ordination or relevant experience'.

5.53 'The EYFS framework requires other early years providers to have arrangements in place for meeting children's SEN. Those in group provision are expected to identify a SENCo..'

5.54 'The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with external professionals or agencies beyond the setting'

Being a successful SENCo

A successful SENCo will:

- have a clear understanding of their role and full range of responsibilities
- have good planning and organisational skills
- be supportive of colleagues in their day to day work with children through observations, setting targets and implementing targets
- support the ongoing professional development of colleagues during staff meetings and planned training
- work in close partnership with parents
- seek outside support and advice when it is needed
- make the most of SENCo networks, training and cluster events

The role of the Owner/Leader

When the owner/leader and SENCo are different, it is essential that the owner/leader is fully aware of the importance of the SENCo role. In order for the SENCo to carry out their duties effectively they will need:

- a clear job description that sets out and their responsibilities and what is required in the setting
- have non-contact time to observe children; liaise with staff in the setting, liaise with parents and professionals, and to complete paperwork
- to attend the Lancashire 'New SENCo Induction Training'
- ongoing support in their professional development through supervision and through regular appraisals
- allocated time at staff meetings to discuss and support staff in their work with individual children and SEND issues
- dedicated time for link contact with the Lancashire Specialist Teacher and to attend Autumn, Spring and Summer term SENCo Network Meetings
- opportunities to contribute to SEND policy and procedure

Role of the SENCo

Getting Started

Don't try to do everything at once!

- Step back and make a list of what you need to do.
- Decide what the priorities are.
- Make a timeline of when you are going to get tasks done.
- Talk to your owner/leader and share your plan.
- Contact your link Specialist Teacher who will signpost you to the new SENCo training.
- Think about how you can involve parents.

Setting up the SENCo file

It is recommended that you keep a folder of all the paperwork you will need. This can be kept as a paper copy or electronically. This should include:

- The setting's SEND policy and local offer
- Access action plan and provision mapping
- Contact details of the Specialist Teacher and STS team.
- Referral forms & contact details for other professionals
- Lancashire SEND local offer information
- Lancashire Assessment & Target Setting Tool (ATTS)
- Blank copies of:
 - Targeted learning plan
 - EYFS progress tracker
 - EHA/TAF forms
 - RFI form
 - IF forms
 - One page profile
 - SEN support plan
 - EY request and advice for EHC needs assessment

Role of the SENCo

Keeping Records

High quality record keeping is essential in Early Years settings, particularly for children with SEND. Practitioners have a duty to maintain clear, up to date written records of all concerns and action taken. Settings should refer to their own policy and procedures on 'keeping & storing records'.

The SEND Code of Practice (2015) section 5.50 states:

'Practitioners must maintain a record of children under their care as required under the EYFS framework. Such records about their children must be available to parents and they must include how the setting supports children with SEN and disabilities'.

The SENCo should have an overview of all children who are having targeted intervention and/or for whom special educational provision is made. This should be recorded in line with current GDPR legislation and the setting's own policies.

It is good practice to keep a written chronology of significant events such as meetings, telephone calls, appointments and requests made in supporting the child. It is important to also record the outcomes of such events.

A chronology forms part of the evidence of the Graduated Approach.

Role of the SENCo

Early Years Setting Provision Mapping

A Provision Map is a tool which provides an overview of the range of provision, resources and support that an Early Years setting makes available to young children with SEND.

A Provision Map shows the different levels of intervention and support that settings can provide for all children within the four areas of need identified in the SEND Code of Practice. It should link closely to the setting's Local Offer.

The SENCo should ensure that the Provision Map is up-to-date, developed and shared with other practitioners and accurately reflects current provision.

A template and a completed example of an early years setting Provision Map can be found in the Appendices.

A whole team approach

It is the responsibility of all practitioners to identify and support children with SEND. The role of the SENCo is to support practitioners and co-ordinate effective, inclusive practice in their early years setting.

The Council for Disabled Children – ['SEN and Disability in the Early Years Toolkit'](#), highlight the importance of the SENCo role in supporting practitioners within the setting.

The SENCo needs to ensure that all practitioners understand how the setting:

- responds to any cause for concern and identifies and responds to special educational needs
- focuses on improving children's progress and outcomes
- implements SEND support and the cycle of action: assess, plan, do, review
- meets the requirements for record keeping in a way that supports the participative decision-making process and at the same time avoids excessive paperwork

It is essential that everyone, including parents, work together to best meet the needs of individual children with SEND. Children are more likely to have better outcomes when there is a whole team approach with effective communication that involves parents, key staff and other professionals.

Section Three:

Working in Partnership with Parents

- Legislative framework
- Promoting partnership working
- Practical pointers

'children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.'

Statutory Framework for the Early Years Foundation Stage (2021) 6.

Working in Partnership with Parents

This section outlines the importance of the development of a positive relationship with parents, this is highlighted throughout all Early Years and SEND legislation.

Statutory Framework for the Early Years Foundation Stage (EYFS) (2021)

Practitioners are expected to engage with the parents of all children in the setting. **Where there is a cause for concern about the child's progress the focus on parents' participation increases.**

Overarching Principles, page 6 'children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.'

An inclusive approach is evident in the EYFS which promotes practitioners in Early Years settings to be responsive to individual needs and to have arrangements in place to identify and support children with SEND.

It also specifies that information should be made available to parents about how the setting supports children with SEND. This includes involving parents in identifying needs, deciding outcomes, planning provision, reviewing progress and requesting advice from other professionals.

The Children and Families Act (2014)

The Children and Families Act (2014) part 3, reinforces the requirement to engage with and involve parents in decision making. The Council for Disabled Children in 'SEN and Disability in the Early Years: a toolkit' highlight the following principles that focus on the importance of:

- the wishes, views and feelings of parents
- the wishes, views and feelings of children
- promoting the participation of parents in decision-making
- information and support to enable parents to participate in decision-making

Working in Partnership with Parents

The Special Educational Needs & Disability Code of Practice (2015)

5.20 'Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting... All the information should be brought together with the observations of parents and considered with them.'

5.37 'Where a setting identifies a child as having SEN, they **must** work in partnership with parents to establish the support the child needs.'

5.39 'Where professionals are not already working with the setting, the SENCo should contact them, with the parents' agreement.'

5.40 'Where it is decided to provide SEN Support, and having formally notified the parents (see 5.38...), the practitioner and the SENCo should agree, in consultation with the parents, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child'.

5.43 'The impact and quality of the support should be evaluated by the practitioner and the SENCo working with a child's parents and taking into account the child's views. Parents should have clear information about the impact of the support provided and be involved in planning the next steps.'

Wishes, views and feelings of parents

Parents have a wealth of knowledge about their children and may be the first person to raise a concern about their child's progress. It is important that early years providers enable parents to share their knowledge about their child and that this will be valued and acted upon.

It is a requirement of the EYFS for each child to be given a key worker. The key person has responsibility for working with a child on a daily basis and are in a unique position to respond to any concerns parents may have about their child's development. It is likely that the child's key person will be the first practitioner in the early years setting who parents talk to about their concerns.

Working in Partnership with Parents

It is important that all staff are alert to emerging difficulties of young children, listen and respond to parent's concerns about their child's development.

Wishes, views and feelings of children

Children make their wishes, views and feelings known in different ways. Practitioners can use a range of strategies including observations, children's choices and photographs to show how the child communicates their wishes, views and feelings.

The views of the child are an important part of any action taken through SEND support. The gathering of the child's views should be used to inform ongoing discussions and decisions.

Promoting the participation of parents in decision-making

The importance of parental participation throughout the cycle of assess, plan, do, review is promoted throughout the SEND Code of Practice. This should happen at the very early stages when a decision is being made about whether a child has SEND. Discussions with parents around initial concerns would usually be carried out by the key worker and/or SENCo. This should be done in a sensitive way that is respectful of the views of parents and in an environment that provides confidentiality

Settings **must** work in partnership with parents to establish the support needed when they have identified a child as having SEN. Parents are part of the decision-making process about the next steps within a graduated approach. Targeted Learning Plans should be used to agree the next steps of learning in the setting and wherever possible at home. A TLP should include SMART targets, strategies and an agreed date when progress can be reviewed.

In Lancashire, opening an EHA and subsequently having TAF meetings is a way of involving parents in discussions and key decision making with other professionals.

Parental views should inform when other specialist advice and involvement should happen. This could be from Speech & Language Therapist, Specialist Teacher, Health Visitor, Paediatrician or Outreach Worker. When referrals are being made to involve other professionals, it is important to make sure that written consent from parents is obtained.

Working in Partnership with Parents

Information and support to enable parents to participate in decision-making.

The importance of the child and their parents, being provided with the information and support necessary to enable them to participate in decision-making is embedded in the Children and Families Act and the SEND Code of Practice.

The availability of information to parents about how a setting supports children with SEND is a requirement of the EYFS. There is a range of information that is shared with parents. This will include policies and the practical arrangements of each setting along with information about their own child. The setting must gather information when they think a child may have a SEND need so that this can be shared and considered with parents. The sharing of information continues to be crucial to effective decision making throughout the SEND process.

Working in Partnership with Parents

Practical pointers in working with parents

Have an 'open door' policy

Actively listen to parents to show that you value and welcome their discussions and comments

Avoid overloading parents with information

Try not to bombard parents with too many questions or ask them to make decisions immediately

If parents seem overwhelmed invite them to come back at another time, when they are ready

Focus on the child's strengths as well as areas of need and meet regularly to keep parents informed of progress.

Always use clear, simple language – avoid professional terminology.

Provide different ways of sharing individual learning information, such as learning journeys, home school books, online platforms.

Build trust and respect, always being mindful of confidentiality

Do not make any presumptions about how parents might be feeling or what they might want

Allow time for parents to adjust and let your concerns and comments sink in

Find some joint targets to work on at home as well as in the setting

Have information available on parent support groups in your area.

Keep channels of communication open – don't communicate solely about problems.

Signpost to sources of information through information boards, newsletters, relevant documents.

Section Four:

The Graduated Approach

- Early identification
- Targeted planning
- Requesting involvement of a Specialist Teacher
- SEN Support
- Transitions

'Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children'.

SEND Code of Practice: 0-25 (2015) 5.4

The Graduated Approach

This section outlines the process of early identification and the graduated approach in supporting the learning and development of young children with SEND.

Early Identification

Early identification is about identifying the needs of young children and providing the appropriate intervention and provision, through the 'Assess, Plan, Do, Review' cycle.

Special Educational Needs and Disability Code of Practice (2015)

'It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.'

Getting Started

Quality early years provision is essential in enabling settings to be alert to children's emerging difficulties. Good processes and inclusive practice ensures that the gathering of information provides the best possible start for all children.

Ongoing observation, assessment & planning within the EYFS, is the key to early identification.

Statutory Framework for the Early Years Foundation Stage (EYFS) (2021)

'Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support.'

The Graduated Approach

Assess, Plan, Do, Review

The 'Assess, Plan, Do, Review' Cycle can be summarised as follows:

- **Assess**
Gathering information from all those involved, including the parents and child. Carrying out an analysis of this information to identify strengths and needs.
- **Plan**
Identifying and agreeing outcomes and the interventions and support to be put in place.
- **Do**
Working together to put the agreed interventions and support in place.
- **Review**
Evaluating the effectiveness and quality of the agreed support and its impact on the child's progress.

This approach matches the EYFS 'Observe, Assess and Plan' cycle.

The following diagram from Nasen's ['SEN Support and the Graduated Approach'](#) (2014) is a useful illustration of this cycle.



The Graduated Approach

Targeted Learning Plans (TLPs) and Reviews

A target identifies the next step(s) the child needs to achieve to progress towards the outcomes identified and to move their development forward.

This means targets are short term.

In Early Years, targets would usually be set for a 4-6 week period.

Activities designed to support children's progress towards achieving targets should:

- be built into the provision on offer within the setting (e.g. use of enhancements etc.)
- be planned for in small group times and sometimes may need to be planned for short periods of 1:1 time. Approaches and strategies for practitioners to use should be built into all aspects of the settings practice.

Targets should always be S.M.A.R.T. in the way they are written.

What is SMART?

Specific – can you easily identify what the child will be able to do/say when they have met the target?

Measurable – can you easily tell whether or not the child has achieved the target?

Achievable – Is the target the appropriate next small step based on where the child is currently 'at'? Is the target 'do-able'? Have we got the resources? Have we got enough time? Have we got the right environment?

Relevant - does the target work towards the outcomes that have been identified?

Time bound - is there a specified date by which the child will have successfully achieved the target and a date that the target will be reviewed?

When setting targets, it can also be helpful to think in terms of: **who** is going to do **what**, under what **conditions** with what **degree of success**. Practitioners also need to think about the activities, resources, strategies and approaches they are going to use to support the child when working towards the targets that have been set. Careful observation should be used to inform target setting and outcome planning.

The Graduated Approach

Examples of outcomes and targets and how they relate to each other:

Outcome (6-12 months / end of EYFS)	Target (4-6 weeks)
In 6 months' time Aaron will begin to use a small number of single words to name preferred objects/actions in structured situations with a familiar adult.	In play Aaron will vocalize the animal sound for lion, dog, cat, in imitation of an adult 50% of the time.
In 12 months' time, Isla will be able to feed herself independently with a fork and spoon at every meal time.	Isla will be able to take a pre-loaded spoon from the dish and place it in her mouth on three occasions at each mealtime, with hand over hand support.
By the end of the EYFS Safia will be able to share and take turns independently as part of a small group of 2-3 peers in all areas of continuous provision.	Safia will take part in a table-top game with an adult and one other child taking turns for 3 turns each.

Use of language when writing outcomes and targets

Careful use of language, especially when writing targets, allows skills/development to be broken down into manageable chunks and makes it possible to evidence children's small steps of progress more easily.

Guidance for developing Targeted Learning Plans can be found in the Lancashire Assessment, Tracking and Target Setting Tool (ATTS).

It is important that the Targeted Learning Plan is a practical document, used on a daily basis by all practitioners in the setting so that it is a meaningful and practical tool in supporting the development of the child's learning. Information about progress towards identified target(s) should be gathered on an ongoing basis and NOT left until the review date.

There are a variety of Targeted Learning Plan formats and examples are available within the appendices of this document. However, settings should use or develop a format which best fits in with their own planning.

The Graduated Approach

Targeted Learning Plans (TLPs) should contain the following:

- Name
- DOB and age
- Start date and review date
- Parental views, wishes and feelings
- Child's views, wishes and feelings
- What the child can do / strengths / areas of interests
- Areas for development (what the child needs support with)
- Longer term outcome(s)
- Specific target(s)
- Strategies/resources/role of the adult
- Evaluation/review (evidence of progress towards target/s)

Examples of Targeted Learning Plans can be found in the Appendices.

EYFS Assessment / Monitoring

Settings use a variety of electronic or paper-based assessment systems to assess and monitor the progress of all children. Accurately assessing, monitoring and recording the progress of children with SEND is particularly important to enable emerging needs to be identified and appropriate strategies put into place.

The Lancashire Assessment, Tracking and Target Setting Tool (ATTS) is particularly useful in identifying and showing small steps of progress.

There is also an 'ATTS Developmental Assessment Overview' sheet which can be used as a summative overview of progress. This can be found in the Appendices.

It is recommended that this small-steps assessment approach is continued for those children in your cohort placed on the SEND Code of Practice, as the newer age ranges of the revised EYFS may be too broad.

The Graduated Approach

Individual Provision Mapping

An individual provision map identifies specific provision, staffing and associated costs for a particular child. This should be developed for those children where provision is additional to and different from the setting's differentiated curriculum. Individual provision maps help Early Years Settings to manage, track and evaluate the effectiveness of provision on children's progress. A template can be found in the Appendices.

Individual Access Plans

When a child's individual needs require more detailed planning and changes to the setting's environment, it may be necessary to complete an Individual Access Plan.

This will highlight the 'reasonable adjustments' necessary in order to meet the child's individual needs. A template can be found in the Appendices.

The Early Help Assessment (EHA)

The Early Help Assessment replaced the CAF (Common Assessment Framework) on 6th September 2021.

Lancashire ceased to accept new CAF assessments from January 2022.

The Early Help Assessment is an intervention with a family to gather, explore and analyse with them information about all aspects of the child or young person (and their family's) life and then to identify areas where change will address support needs and positively impact on their lived experiences.

This is recorded on an Early Help Assessment form which includes the family's Early Help Plan.

The Early Help Assessment is **not** a referral form for professionals to complete to access other services supporting children, young people and families. The Early Help Assessment should be completed by the professional supporting the family to identify the family's unmet needs and develop a plan of support with the family.

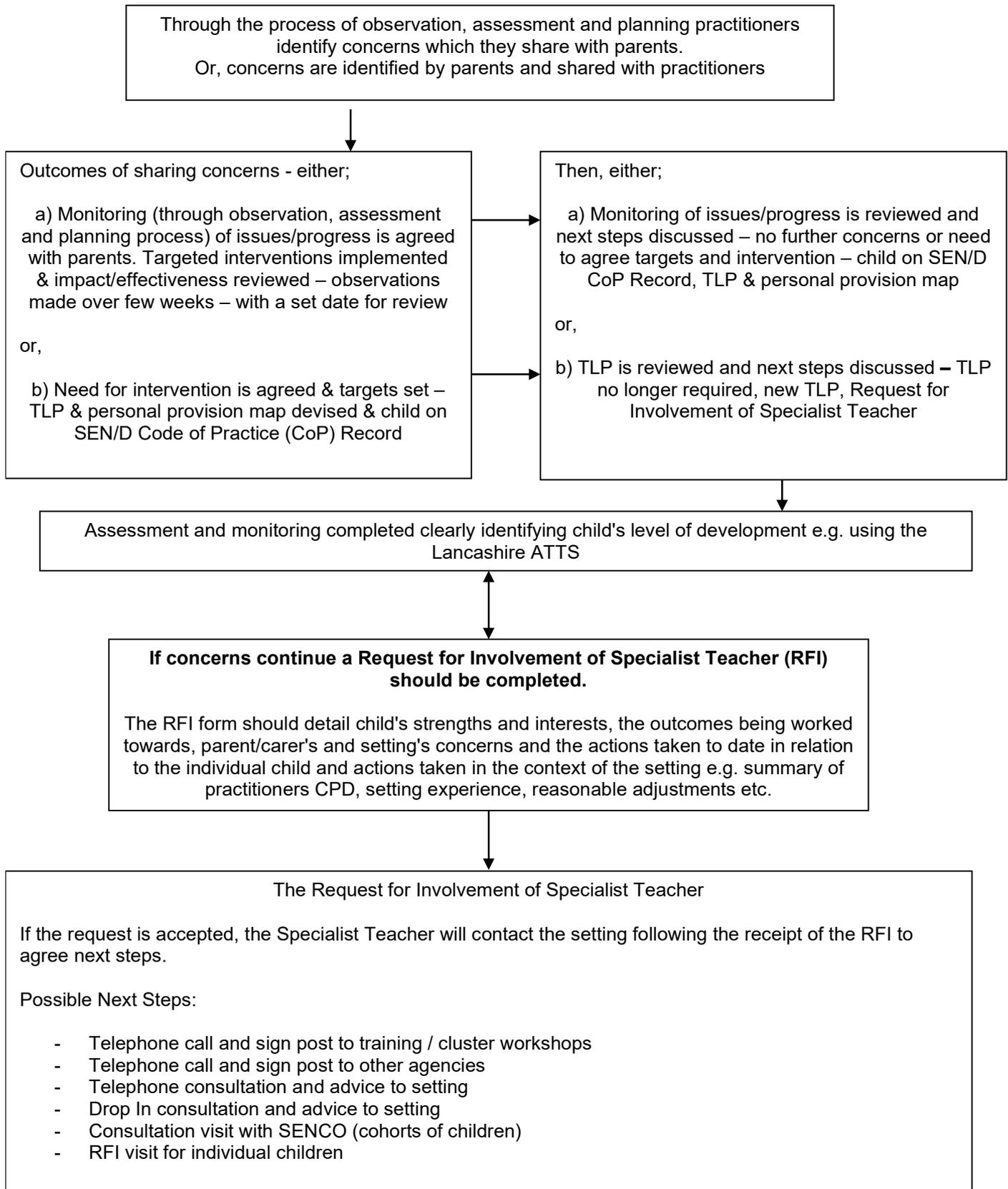
A Family's Early Help Assessment is available to all practitioners and professionals working with children, young people, and their families across Lancashire.

Working alongside families from a holistic, strength-based approach when areas of support are first identified will stop escalation towards crisis and the need for more intensive and specialist intervention.

The EHA and subsequent Team Around the Family (TAF) meetings are an effective way of co-ordinating provision and support for children with SEND.

The Graduated Approach

Request for Involvement of Specialist Teacher (RFI)



The Graduated Approach

SEN Support Plan

Children who do not meet the criteria for an Education Health and Care Plan may benefit from an SEN Support Plan. This will provide information, advice, outcomes and necessary provision to meet the child's needs and outlines support for their learning and development.

SEN Support Plans can be an effective way of providing a summative overview of children's needs, outcomes and provision to support a robust and positive transition into school.

Transition

Transitions need to be managed carefully and sensitively, in particular to ensure the social and emotional wellbeing of the child. Changes to the environment and key caregivers need to be carefully planned and carried out in a sensitive way. It is important to consider and involve parents and carers in this process so that they are reassured and able to contribute to an effective transition.

The SENCO, along with key staff, should plan and prepare for transition prior to a child moving into another setting or school, or even between rooms within settings.

Part of this process would involve a Transition meeting / TAF meeting to discuss successful strategies, progress and adjustments required.

The Graduated Approach

Practical pointers for effective transition

A flexible settling-in process.
Consider time, length and frequency of visits.

Ensure that the allocated key worker liaises closely with parents and is available during visits.

Setting to visit child at home prior to the start date (wherever possible).

Provide information about the new setting e.g. picture/photo booklet for the child to share at home.

Ensure that the setting has all of the information about a child prior to the start date (with parental consent).

Allocate time for key workers to share relevant information, including when transitioning between rooms within the setting.

Setting has accurate systems for summative assessments and this is shared with new setting.

In the summer term before school, introduce activities to prepare for school such as dressing up, stories.

Section Five:

Seeking Additional Support and Guidance

- Support for children and families
- Support for early years providers
- Specialist Teaching Service
- Funding

'It is particularly important in the early years that there is no delay in making any necessary special educational provision'.

'Early action to address identified needs is critical to the future progress and improved outcomes....'

SEND code of practice; 0-25 (2015) 5.36

Seeking Additional Support & Guidance

This section outlines a range of services available to support children and families. Some will be available for all children and families and are referred to as universal services. Others are targeted or specialist services for children with SEND and their families. In the first instance early years providers should always consider suitability of services available for all children and then consider, as appropriate, referral to more specialist services.

Support to Children, Young People and Families

There are a large number of [services in Lancashire](#) that can support families with a wide range of issues such as;

- benefits, housing, money and employment
- bereavement
- education, childcare and keeping children safe
- health and disability
- involvement with social care, the law and legal advice
- social networking and online parenting support
- relationships, separation and single parents
- minority groups and LGBTQ

Child & Family Wellbeing Service (CFW)

The Service offers support to children, young people and families age 0-19+yrs (0 - 25yrs for SEND) and their families. With a whole family approach, the service ensures that the needs of children, young people and families who are vulnerable to poor outcomes are identified early and that those needs are met by agencies working together effectively.

Health Visiting

Health Visitors are registered nurse/midwives who have additional training in community public health nursing. They provide a service based on best evidence of what works for individuals, families, groups and communities; enhancing health and reducing health inequalities through a proactive, universal service for all children 0-5 years and for vulnerable populations targeted according to need.

Seeking Additional Support & Guidance

Speech and Language Therapy

Speech and language therapists provide treatment, support and care for children who have difficulties with speech, language, communication and/or with eating, drinking and swallowing difficulties.

Child Development Centres

Child Development Centres are a multidisciplinary team of professionals offering assessment and ongoing support for children with emerging developmental difficulties, complex or additional needs.

The following link is a [directory to a range of health services](#) available to support children young people and families. This includes additional information on the above and other services such as Occupational Therapy, Physiotherapy and Paediatricians. Each of the services will have different referral criteria and referral routes.

Support to Early Years Providers

All early years providers can [access information](#) regarding early years provision.

[Early Years Foundation Stage \(EYFS\) Consultant Team](#)

The EYFS Consultants Team support Early Years practitioners in settings, nurseries and schools throughout Lancashire.

[Ethnic Minority & Gypsy, Roma and Traveller Achievement Service](#)

The statutory Framework for the Early Years Foundation Stage emphasises the importance of the child's home language in learning. Children with English as an Additional Language (EAL) do not automatically have a Special Educational Need (SEN).

The Ethnic Minority and Gypsy, Roma and Traveller Achievement Service is available for information, advice and resources.

Seeking Additional Support & Guidance

[Children's Social Care & Virtual School - Children Looked After \(CLA\)](#)

Not all children who are looked after with have SEND, although children looked after are one of our most vulnerable groups of learners. Children in care or looked after children are children who have become the responsibility of the local authority. This can happen voluntarily by parents who are struggling to cope or through an intervention by services because a child is at risk of significant harm.

Every child in care must have a Personal Education Plan PEP. The purpose of the PEP is to support the CLA to progress in learning, thrive in their education setting and achieve the best outcomes. Currently the requirement for a PEP in Lancashire is from the age of 2.

[Inclusion Service](#)

The Inclusion Service is made up of a number of teams including: The Specialist Teaching Service, Educational Psychology Service, Children with Disabilities Team and the SEND Case Management Team.

All early years settings have a named, link Specialist Teacher to support them in relation to:

- understanding and meeting SEND duties/responsibilities
- early identification and intervention for young children with emerging, developing or identified SEND.

The Specialist Teaching Service can also offer various training packages for early years providers, schools and colleges.

Specialist Teaching Service

The Specialist Teachers, Higher Level Teaching Assistants, Deaf Role Models and Sensory Technicians in the Specialist Teaching Service provide support to empower settings to meet the needs of children who have a range of special educational needs and disabilities.

Seeking Additional Support & Guidance

The service offers a range of interventions for young children with identified, emerging or developing SEND from birth. Including:

- Portage
- Early Years Sensory Support
- Support to private, voluntary, independent and maintained eligible early years settings and schools.

Portage

Portage is an educational home visiting service for pre-school (0-3 years old) children who have significant special educational needs and disabilities. The Portage Home Visitor works in partnership with parents and carers in their own home. The aim of the service is to empower parents and carers in developing their child's play and learning and promote positive outcomes. Lancashire Portage service is registered with the National Portage Association (NPA).

Referrals can be made by early years settings and other professionals by completing a Portage referral form. Parents can also self-refer by completing the Portage Referral Form.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/early-years-and-childcare/portage/>

Early Years Sensory Support

Early Years Sensory Support is an educational service for pre-school children with identified hearing, vision or multisensory impairments. It is provided by Specialist Sensory Teachers who have or are working towards additional, mandatory qualifications.

Children who have Hearing Impairment (HI), Visual Impairment (VI) and MultiSensory Impairment (MSI) would usually be referred to the service by audiology, ophthalmology or other medical professionals. If early years settings have concerns about children's sensory impairments, they may refer with additional relevant clinical information from audiology, ophthalmology by completing the Request for Involvement (RFI) Form.

Seeking Additional Support & Guidance

Support to Early Years Settings

The Specialist Teaching Service provides support to settings to understand and meet their responsibilities in relation to SEND through:

- New Early Years SENCo Induction Training
- Link contacts
- Early Years SENCo Network Meetings

Settings are also supported in the process of early identification and intervention for young children with emerging, developing or identified SEND through:

- Involvement of the Specialist Teacher

If a child has had no prior involvement with any other agencies or professionals, the early years setting may be the first to share any concerns.

The process of Observation, Assessment and Planning (OAP) supports practitioners to identify children's interest, strengths and needs and plan appropriately. Where concerns are identified, practitioners, with the support of the SENCo, follow the Assess, Plan, Do, Review (APDR) process. After following the APDR process and assessments show that a child would benefit from further support, a request for involvement from the Specialist Teacher can be made.

Requests for involvement of the Specialist Teacher for individual children can be made for a child of any age. They must be made with written parental consent by completing the Request for Involvement of Specialist Teacher (RFI) Form. Forms must be fully completed with requested additional information attached:

- Assessment information clearly identifying the child's current age/stage of development
- At least one reviewed Targeted Learning Plan (TLP)
- Individual Provision Map

As part of the RFI the Specialist Teacher will spend time discussing progress and concerns, including those of parents/carers, and will give feedback on strategies and next steps. This will support the settings to work towards the outcomes identified for the child.

Seeking Additional Support & Guidance

Funded Early Education for 2 Year Olds (FEE2)

Children who are accessing Portage and/or Early Years Sensory Support and in receipt of FEE2 will usually receive a visit once a term from a Specialist Teacher - at this time it is not necessary for the setting to complete a RFI form, the child's Portage Home Visitor will have obtained parental consent for the involvement of the Specialist Teacher.

As part of the FEE2 support, in addition to the involvement of the Specialist Teacher, a visit by the child's Portage Home Visitor may also be made within the setting. Any advice or actions from this involvement will become part of the setting's assess, plan, do, review cycle.

Process to move from 2 YO EEF to RFI for continuing Specialist Teacher involvement (where it is agreed and appropriate to do so)

- At the final 2 YO EEF 'visit' (this may be the only visit where 2 YO EEF referrals are made in the term in which the child turns 3) continued Specialist Teacher involvement is discussed and agreement reached with parents/carers* and practitioners as to whether or not this should continue.
- Where it is agreed that Specialist Teacher involvement should continue, a 'roll-over to RFI' form can be agreed for continuation.

Educational Psychology (EP) Service

Educational psychologists use psychology to help children and young people to do well in their learning and development and achieve the best possible outcomes.

The majority of children and young people with SEND will have their needs met through resources already available to their early years setting. However, sometimes an educational psychologist may be asked to help. This should be discussed with the link Specialist Teacher in the first instance, who will then advise on next steps.

Children with Disabilities (CwD) Team

Within Children and Young Peoples Social Care Services, assessing and meeting the needs of children with mild and moderate levels of disability falls within the responsibilities of Children's Social Care Teams.

Seeking Additional Support & Guidance

Where children have disabilities which are considered to be severe or profound, it is recognised that a specialist service is likely to be required and these children and young people should be referred to the CwD Teams.

SEND Team

For the majority of young children with SEND, their needs can be met at SEN Support. For those children with the most complex and severe special educational need a statutory Education, Health and Care Needs assessment may be required.

Requests for assessment are considered at an area Panel, chaired by the area SEND Team manager. Where assessments are agreed these will be coordinated by a SEND Case Manager or Assistant Case Manager.

Contact details for Lancashire [Inclusion Service Area Teams](#)

North Fylde, Wyre and Lancaster	Tel: 01524 581 200	Inclusion.North@lancashire.gov.uk
South Chorley, South Ribble, West Lancashire and Preston	Tel: 01772 531 597	Inclusion.South@lancashire.gov.uk
East Hyndburn, Ribble Valley, Rossendale, Burnley and Pendle	Tel: 01254 220553	Inclusion.East@lancashire.gov.uk

Seeking Additional Support & Guidance

Sources of Funding

The Early Years Pupil Premium – EYPP

The early years pupil premium (EYPP) provides direct funding to early years settings and childminders to help them improve the education they provide for three and four year olds

To get EYPP funding, children must already be receiving free early education, however, they do not have to take up the full 570 hours of early education they are entitled to.

Three and four year olds going to nursery may be eligible for EYPP if their family are in receipt of certain benefits.

EYPP is also available if a child has been in local authority care for at least one day or more, or was adopted from care in England or Wales, or left care under a special guardianship order, previously known as a residence order.

EHA Lead Professional Budget

As part of the early help assessment process a lead professional is identified. Lead professionals can access commissioned services to support their current work within the family.

A lead professional budget is also available to enable lead professionals to react to specific family needs. Where a gap in service or a barrier to progressions of work has been identified, this funding is available to bridge that gap, enabling the work with the families to progress.

Disability Access Fund (DAF)

DAF funding is available for all three and four year old children who receive Disability Living Allowance (DLA) and are accessing an early education funded childcare place. The funding can be claimed once each financial year. In order to claim the funding settings must submit a copy of the child's DLA eligibility letter and completed Parental Agreement.

Seeking Additional Support & Guidance

Inclusion Fund

All early years providers in Lancashire who are eligible to receive Funded Early Education for 3/4 Year Olds (FEE3/4) are able to apply for additional funding through the Inclusion Fund.

The Inclusion Fund provides support to early years settings to address the needs of individual children who have emerging and identified special educational needs and disabilities (SEND) and promote inclusion.

Applications to the Inclusion Fund form part of the graduated approach to meeting children's SEND. It is therefore expected that settings will have a range of evidence identifying the child's needs and the steps that they have taken as part of their everyday practice, reasonable adjustments and SEN Support interventions to address these e.g. assessment and monitoring over time and across the areas of learning and development within the EYFS, individual/personal provision maps, targeted learning plans (TLPs), reviewed TLPs etc.

Section Six:

Appendices

- Resources and references
- Lancashire Glossary
- Sample documents
 - Setting SEN Record (blank)
 - Targeted Learning Plan (blank)
 - Targeted Learning Plan (example)
 - EYFS Tracker (blank)
 - Provision Auditing Tool – Setting (blank)
 - Provision Auditing Tool – Setting (example)
 - Provision Map – Setting (blank)
 - Provision Map – Setting (example)
 - Provision Map – Individual child (blank)
 - Provision Map – Individual child (example)
 - Access Plan – Setting (blank)
 - Access Plan – Setting (example)
 - Access Plan – Individual child (blank)
 - Access Plan – Individual child (example)
 - Request for Involvement of Specialist Teacher (RFI)

Appendices

Resources and References

Support for parents/carers in Lancashire

SEND Local offer

Parents and children are entitled to impartial information, advice and support where a child is identified as having SEN. The Lancashire **SEND Local offer** is the first point of contact for all families that include a child with SEND. Find information at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

SEND: Guide for Parents and Carers

Find information at: <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

The Lancashire Family Information Network Directory (FIND) newsletter

This is a quarterly newsletter free of charge to help keep parents informed about services and support. There is also a FIND directory of local and national services, including voluntary organisations and support groups. Find the newsletter and directory at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/family-information-network-directory/>

Information, Advice and Support Team (IAS)

Provides advice, information & support around special educational needs and disabilities. The service is free and confidential. Find information at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/>

Lancashire Parent Carer Forum

This is a forum, set up by a group of independent parents and carers of children and young people who have additional needs and live in Lancashire. Email chair@lancashireparents.co.uk for more information. Find information at:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/lancashire-parent-carer-forum/>

Support for Early Years providers in Lancashire

Lancashire SEND Local Offer

Find information at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Lancashire Assessment Tracking and Target Setting Tool (ATTS)

Find information at: Request from your Specialist Inclusion Teacher

SEND forms and guidance

For Lancashire SEND forms, find information at:

<https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/send/send-forms/>

'Early Years guide to the 0 – 25 SEND Code of Practice Sept 2014'

<https://www.gov.uk/government/publications/send-guide-for-early-years-settings>

'Disabled Children and the Equality Act 2010': What Early Years Providers need to know and do, including responsibilities to disabled children under the children and families act 2014. Find information at:

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-early-years_online.pdf

'SEN and Disability in the Early Years Toolkit'. Find information at:

<https://councilfordisabledchildren.org.uk/help-resources/resources/sen-and-disability-early-years-toolkit>

Early Help Assessment

The Lancashire EHA and TAF forms are available at:

<https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/early-help-assessment/>

[Lead Professional budget application form](#)

Professional Development

A Quality Award for non-maintained setting SENCo's has been developed by The Department for Education and NASEN. Find information at:

<http://www.sendgateway.org.uk/resources.ey-senco-l3-qualification-specification.html>

[The Lancashire EYFS Training brochure is available at:](#)

<https://www3.lancashire.gov.uk/corporate/web/?siteid=2997&pageid=12924&e=e>

Inclusive practice

Support materials on developing inclusive practice are available from the DFE National Strategies Materials. Find information at: <http://www.idponline.org.uk/>

Appendices

Lancashire Glossary

2YO EEF	2 Year Old Early Education Funding
ASD	Autism Spectrum Disorder
CAF	Common Assessment Framework (replaced by EHA)
CFW	Child and Family Wellbeing Service
CIC	Children in Care
CLA	Children Looked After
CoP	Code of Practice (Special Educational Needs & Disability Code of Practice 0-25)
CWD	Children With Disabilities
DAF	Disability Access Fund
DLA	Disability Living Allowance
EAL	English as Additional Language
ECaT	Every Child a Talker
EHA	Early Help Assessment
EHCNA	Education Health & Care Needs Assessment
EHCP	Education, Health & Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
EYPP	Early Years Pupil Premium
FEE2	Free Entitlement to Early Education
GP	General Practitioner
GRT	Gypsy, Roma Traveller
HI	Hearing impairment
HV	Health visitor
IAS	Information Advice & Support service

IDP	Inclusion Development Programme
IF	Inclusion Fund
MSI	Multi-Sensory Impairment
OPP	One Page Profile
OT	Occupational Therapist
PEP	Personal Education Plan
PT	Physiotherapist
PHV	Portage Home Visitor
PPG	Pupil Premium Grant
RFI	Request for Involvement (of Specialist Teacher)
SALT	Speech & Language Therapy
SEMH	Social Emotional & Mental Health
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
ST	Specialist Teacher
STS	Specialist Teaching service
SW	Social Worker
TAF	Team around the Family
VI	Visual impairment

Setting SEN Record

Setting Name:

SENCO Name:

Date:

Child's Name and DOB	Start Date	Current Input/Provision (include CFWS and Children's Social Care involvement)	Catch up interventions	Inclusion Fund application	SEN Support	EHCP	Referral to Speech and Language	Referral to Portage	Specialist Teacher Involvement	Date Closed

Targeted Learning Plan for

PHOTO

Plan Start Date: _____

Review Date: _____

My Strengths and Interests

My Parent's Views

My Areas to develop (What do I need help with)

My Targets

Planning for Learning & Development

What Differentiation/Adjustments

Personal, social & emotional development

Communication, language & literacy

Physical development

Ideas for home

Date shared with parents/carers _____

Signature of parents/carers _____

Targeted Learning Plan

My name:	My setting:	Age:	TLP no.	Date Set:	Date of Review:				
EYFS (ATTS):			CoP:	Area/s of Difficulty/Type of SEND:					
PSE		C&L				PD			
SR	MS	BR				L&A	U	E	FM

What am I working towards (Long term **Outcomes** – next 12 months / by the end of the EYFS)

What am I working towards (Medium term Outcomes – next 3-6 months):	My views & my parent's views:
--	-------------------------------

Where I am now (what I do already - related to targets)	What is my next small step towards my outcome (Targets – next 4-6 weeks)	How are people going to help me to work towards my target (activities, approaches/strategies & resources)	How I got on (progress towards targets)

Progress towards medium term outcomes:

Date shared with parents:

Signed:

Targeted Learning Plan

My name:	My setting:	Age:	TLP no.	Date Set:	Date of Review:																											
EYFS (ATTS):			CoP:	Area/s of Difficulty/Type of SEND:																												
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td colspan="3">PSE</td> <td colspan="3">C&L</td> <td colspan="3">PD</td> </tr> <tr> <td>SR</td> <td>MS</td> <td>BR</td> <td>L&A</td> <td>U</td> <td>E</td> <td>FM</td> <td>GM</td> <td>SH&I</td> </tr> <tr> <td> </td> </tr> </table>			PSE			C&L			PD			SR	MS	BR	L&A	U	E	FM	GM	SH&I												
PSE			C&L			PD																										
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What am I working towards (Medium term Outcomes – next 3 / 6 months):	My views & my parent’s views:

Where I am now (what I do already - related to targets)	What is my next small step towards my outcome (Targets – next 4 / 6 weeks)	How are people going to help me to work towards my targets (activities, approaches/strategies & resources)	How I got on (Progress towards targets)

Progress towards medium term outcomes:
--

Date shared with parents:

Signed:

Targeted Learning Plan

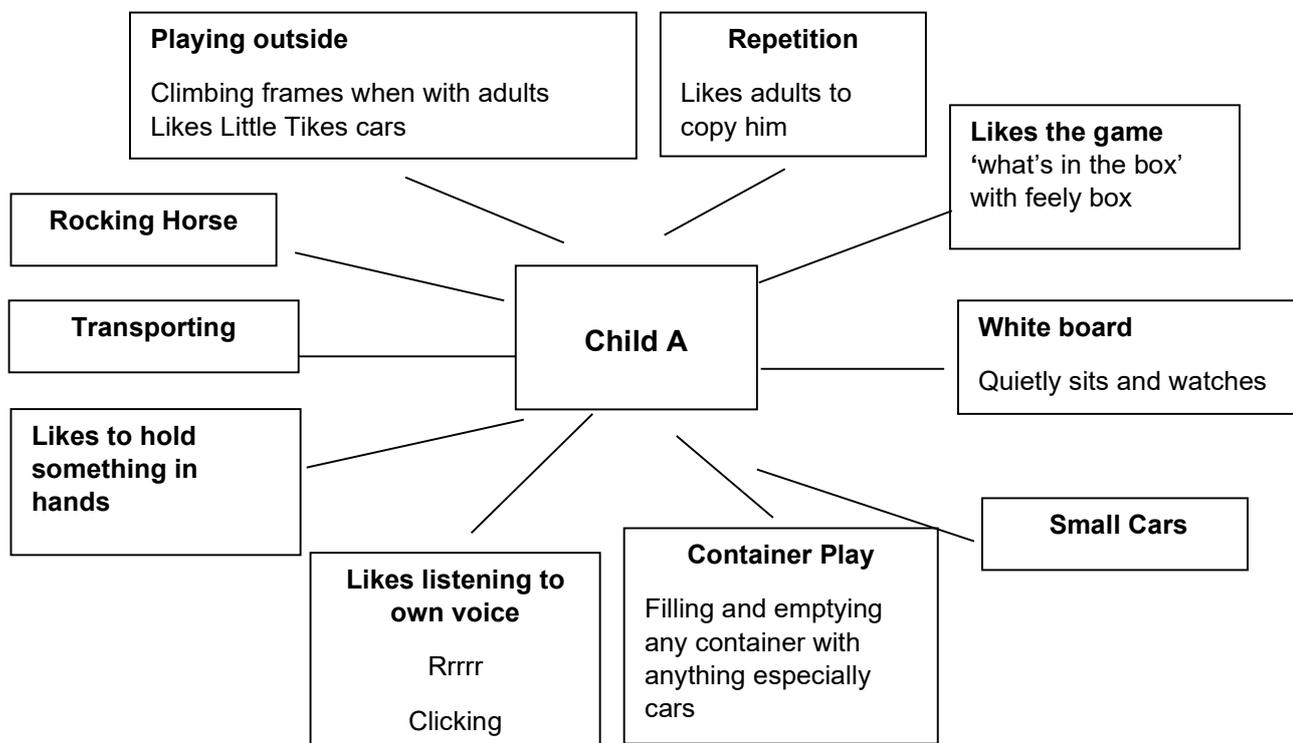
A Nursery School

Name: Child A

DOB: 18.12.2018

Date: 24.02.2022

Strengths and Interests:



Assessed Current Levels of Attainment [EYFS]

PSED	CLL	PD
16-26mths	B-11 mths	22-36mths

Targets and Success Criteria:

1. For Child A to watch and begin to copy simple actions and gestures modelled by an adult whilst working within his interests.
2. For Child A to copy sounds and early words already within his repertoire and begin to copy novel sounds and object labels.
3. For Child A to participate and turn take with an adult in early turn taking activities 2 out of every 3 turns.
4. For Child A to begin to understand and tolerate when an activity has finished.
5. For Child A to develop his container play by placing objects into a variety of different containers.

Strategies/Resources:

<p>Unique Child:</p> <ul style="list-style-type: none"> • Use Child A's interests • Ignore some of his behaviour e.g. when dropping things for you to pick up 	<p>Positive Relationship:</p> <ul style="list-style-type: none"> • To bring in social games e.g. Horsy, horsy; Ready steady go • Play along side him join him in his activities of interest.
--	---

<ul style="list-style-type: none"> • Keep language simple, repetitive and reinforce with visuals, gesture and signs. • Show interest and model to extend play/language. 	<ul style="list-style-type: none"> • Share this ILP and long-term plan with the whole staff and encourage all staff to look for opportunities to support develop his skills and share their observations. • Encourage parents to work on the same at home and for them to offer suggestions. • Use advice given by the speech and language therapist when she visits.
<p>Enabling Environments</p> <ul style="list-style-type: none"> • To use objects of reference to cue him in. • As he likes noise he might benefit from having quiet background music in quiet room [check not too distracting for him] 	<p>Learning and Development:</p> <ul style="list-style-type: none"> • Start turn taking 1:1 with an adult • Pre warn Child A about tidy up music • Cue into the nursery tidy up music [can you hear the music? What does it mean?]

Input from other Professionals

- Speech and Language Therapist
- Specialist Teacher

Monitoring Arrangements:

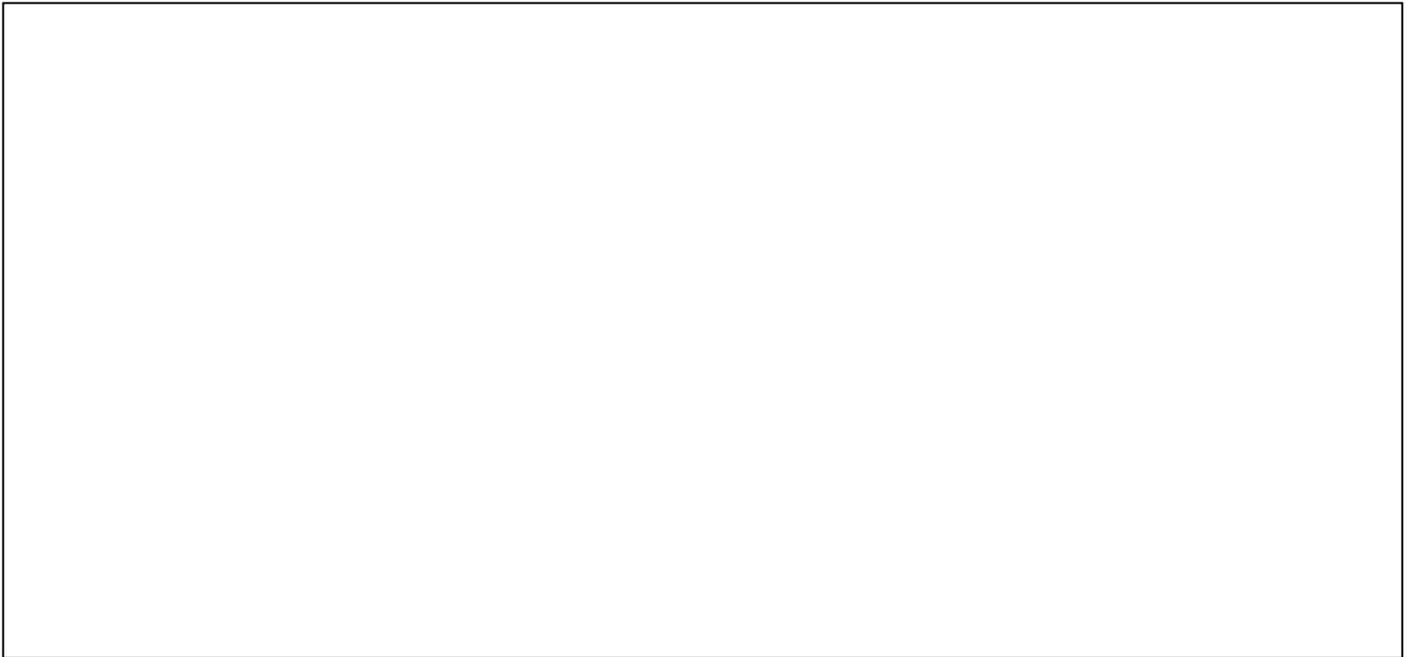
(How we will find about and record progress?)

- Observations (shared)
- Individual learning Journey (photographs)
- Parents comments

Parents Signature

SENCO Signature

Review/Progress towards targets

A large, empty rectangular box with a thin black border, intended for writing a review or progress report towards targets.

Targeted Learning Plan

My name: John Smith	DoB: 1/5/2019	Age: 45 mths	My setting: Fluffy Bunnies	TLP no. 2				
EYFS (ATTS): Sept 2022			Date Set: 2/9/2022	Date of Review: 15/10/22				
PSE		C&L			PD			
MR	SCSA	MFB	L&A	U	E	MH	HSC	SH&I
24-30	18-21	18-21	12-15	6-9	21-24	30-36	24-30	24-30

CoP: SEN Support
Area/s of Difficulty/Type of SEND: PSE, C&L

What am I working towards (Long term outcomes – next 12 months / by the end of the EYFS)

- Being able to use words and sentences of increasing length so that I can communicate my wants and needs and share my thoughts, ideas and learning with others
- Being able to give attention to an adult, listen and understand a range of simple instructions so that I can join in with routines and activities with increasing independence
- Being able to play co-operatively, taking turns with others...and form positive relationships with adults and other children. (ELG – PSED: MR)

<p>What am I working towards (Medium term outcomes – next 3 months / next 6 months):</p> <ul style="list-style-type: none"> Develop my vocabulary and consistently using two word phrases in spontaneous speech so that I can communicate my wants and needs and make choices from more than 2 options Developing my play and interaction skills so that I can begin to join my peers in a range of play situations (free play, adult supported play and adult led activities) 	<p>My views & my parent's views:</p> <p>My mum is happy with all the help I am getting. She would like to help me to play with other children when we go out at weekends.</p>
---	--

Where I am now (what I do already - related to targets)	What is my next small step towards my outcome (Targets – next 4 / 6 weeks)	How are people going to help me to work towards my target (activities, approaches/strategies & resources)	How I got on (progress towards small steps - Targets)
<p>I can use some single words to make my needs and wants known</p> <p>I will play alongside other children and sometimes watch what they do</p>	<p>I will be able to combine two words together 50% of the time after modelling by an adult</p> <p>With support from an adult to choose where to play and verbal modelling of language, I will approach another child and say 'me play' to join their game</p>	<p>Talk about what I am doing and what I am playing with e.g. 'car, blue car', 'feed baby' etc. (throughout the day)</p> <p>Share books and name what we can see (some 1:1 time each session)</p> <p>Adults will add another word to my single word utterances to extend what I am saying. (throughout the day)</p> <p>Ask me where I would like to play or suggest where I might play; base on your OAP, so you know what I like to do.</p> <p>Go with me to where we are going to play, help me to get the attention of the other children by showing me how to touch them gently on the arm and then saying 'me play' and waiting for me to say it too.</p> <p>Gradually fade the prompts to just saying 'John says...' and pausing for me to say 'me play'.</p>	

I can take turns with an adult for at least 4 turns each	When supported by an adult using a physical prompt, I will take turns with one other child for two turns each	<p>My mum will help me to play with other children at the park.</p> <p>Support me to 'wait' for my turn using gestures and physical prompts – using a hand up gesture for 'stop' and putting my hands down if I reach and it's not my turn. Use the language of 'John's turn' '(other children's names)'s turn'</p> <p>At home I can play games with my cousin when he comes to visit</p>	
<p>Progress towards medium term outcomes:</p>			

Date shared with parents:

Signature:

Detailed EYFS-related Developmental Assessment Monitoring/Tracking

Name:	DOB:	Setting:	Date of Assessment:	Chronological Age:
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Developmental Age Phase		0-3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	18-21 months	21-24 months	24-30 months	30-36 months	36-42 months	42+ months	
Prime Areas of Learning & Development	Personal, Social & Emotional Development	Self-regulation												
		Managing Self												
		Building Relationships												
	Physical Development	Gross Motor												
		Fine Motor												
		Self-help & Independence												
	Communication & Language	Listening & attention												
		Understanding												
Expressive														

*When indicating an age phase, remember it is a 'best fit' assessment and it is expected that only one age phase per area is identified as the child's current level of development.

Setting Provision Auditing/Self Evaluation Tool

Area of SEND (from SEND CoP):

		Current Provision Policy, Environment & Resources	Current Practice Practitioners	Areas to Develop
High Quality Early Years Provision (Universal)	What do we provide to support communication and interaction development for all children? <small>(HQ EY Provision (Universal))</small>			
	How do we identify children who are experiencing some delay (catch up) or more significant delay or difficulty (SEN) in this area?			
'Catch Up' Intervention	What do we provide for children who need some support to 'catch up' in relation to their communication and/or interaction development? <small>('Catch Up' Intervention)</small>			
SEN Support Provision	What do we provide to support children with more significant delay or difficulty in relation to their communication and/or interaction development – what is 'additional to or different from' that already provided universally or in 'catch up' provision? <small>(SEN Support Provision)</small>			

Setting Provision Auditing/Self Evaluation Tool – Example

Area of SEND (from SEND CoP): Communication & Interaction:

		Current Provision Policy, Environment, Resources, Activities	Current Practice Practitioners	Areas to Develop
High Quality Early Years Provision (Universal)	What do we provide to support Communication and/or interaction development for all children? (HQ EY Provision (Universal))	<p>No specific policy on C&I but reference to C&L and PSED in curriculum documentation available in setting</p> <p>Notice board with ideas for home based around developing speech and language</p> <p>Labelling used throughout setting on drawers, boxes etc.</p> <p>Letters and sounds used to plan focused activities. Resources from Letters and Sounds training and readily available and sometimes used</p> <p>Resources for staff include the Inclusion Development Programme booklets and DVDs for: SLCN, AS and BSED</p> <p>WellComm screen is used throughout the setting and follow up activities are planned and evaluated</p> <p>2 year old progress checks completed for all children</p>	<p>All staff attended 'communication friendly spaces' training</p> <p>Staff adapt language to needs of children – adding more words and extending language to support further development</p> <p>Varying levels of staff knowledge about S&L development</p> <p>2 staff attended Letters and Sounds training and cascaded at staff meeting to whole team – all staff familiar with Letters & Sounds</p> <p>Practitioners in 'Babies' respond effectively to coos and gurgles – as though they are intentional communication – they reciprocate by imitating the baby's sounds or by using words in a conversational style. They respond to babies' glances, infer meaning from these and respond to them as communication e.g. baby looks at a toy, practitioners says 'oh, you're looking at....is that what you want?' and then gives it to them</p> <p>Practitioners meet children and feedback on progress checks</p>	<p>Improve overall staff knowledge and confidence in supporting children's speech and language development including recognising when development in this area is not typical</p> <p>ACTION: What training is available? Ask Specialist Teacher, check training brochures – EYFS Consultant & SEND Traded</p> <p>Increase use of Letters & Sounds resources in pre-school</p>

'Catch Up' Intervention	<p>What do we provide for children who need some support to 'catch up' in relation to their communication and/or interaction development? (<i>'Catch Up' Intervention</i>)</p>	<p>Plan specific language or turn taking/interaction based activities for small groups from 2-4 children</p> <p>Opportunities to use quiet spaces are planned for to enable good listening activities to take place without distractions</p> <p>Additional resources are available to support some elements of WellComm which have been identified as affecting a larger number of children</p> <p>SEN Policy links to provision mapping and access action planning so parents can see the links</p> <p>Provision Mapping is displayed in setting so parents can see how we meet a range of children's needs</p> <p>2 Year Progress checks are used to identify concerns in any areas and interventions are linked to provision mapping</p> <p>In consultation with parents 'Request for Involvement' completed where a period of targeted intervention is not impacting on child's development or progress</p> <p>Specific resources may be purchased using notional AEN funding</p>	<p>Practitioners identify in tracking that PSED/C&L areas are not quite age appropriate. Not always consistent between practitioners</p> <p>Focused planning sometimes includes language specific activities to support language development</p> <p>WellComm activities are identified and included in small group and 1:1 activities. Children are able to have small amounts of key worker time to work on focused areas</p> <p>Practitioners support parents with WellComm links to activities for home</p> <p>Practitioners adapt their language to support specific language needs of children e.g. using fewer words, focusing on developing specific vocabulary groups</p> <p>Practitioners meet with parents to discuss Progress checks and concerns/issues raised</p> <p>Not all practitioners are confident when a RIST could/should be completed</p> <p>Notional AEN funding can be used to increase ratios for targeted periods of time or to facilitate increased opportunities for focused/targeted work with identified children</p>	<p>To further develop a bank of activities that can be used to support different areas of C&L or PSED where these are not quite at a typically expected level</p> <p>To further develop ways in which WellComm activities can be built in to general provision</p> <p>Develop practitioner awareness of the RIST process</p> <p>Improve effective use of notional AEN funding to enhance provision and practice with a medium to long term outlook</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SEN Support Provision</p>	<p>What do we provide to support children with more significant delay or difficulty in relation to their communication and/or interaction development – what is 'additional to or different from' that already provided universally or in 'catch up' provision? (SEN Support Provision)</p>	<p>Key sign graphics are displayed in appropriate areas of provision</p> <p>RIST completed where children's interaction and/or communications skills are significantly delayed for their age</p> <p>Where appropriate Panel referrals are made using CAF</p> <p>Specific resources may be purchased using IF funding</p>	<p>Some staff have experience of using Sign-A-Long and Makaton.</p> <p>Signing is used where it has been identified as a specific need for a child</p> <p>SENCO and key person develop targets for TLP</p> <p>Time is made available for key person and SENCO to work with external agencies supporting the child</p> <p>SENCO arranges regular reviews of TLPs and TAF meetings</p> <p>Additional staffing is provided using IF funding</p>	<p>To develop whole staff skills in signing and to develop signing as a skill used throughout the setting with all children</p> <p>To improve frequency of TLP reviews, to ensure targets are appropriate and include advice from other professionals. To ensure parents are actively involved in target setting either through discussion or through TLP meetings</p>
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Setting Provision Map

Area of SEND (from SEND CoP):

High Quality Early Years Provision (Universal)	'Catch Up' Intervention	SEN Support Provision

Setting Provision Map

Area of SEND (from SEND CoP):

Provision (Policy, Environment & Resources) & Practice (Practitioners & SENCO)	
High Quality Early Years Provision (Universal)	
'Catch Up' Intervention	SEN Support Provision
SEN Support Provision	SEN Support Provision

Setting Provision Map – Example

Area of SEND (from SEND CoP): **Communication & Interaction**

Provision (Policy, Environment & Resources) & Practice (Practitioners & SENCO)	
High Quality Early Years Provision (Universal)	<p>Practitioners:</p> <ul style="list-style-type: none"> - Promote a rich language environment. - Embellish children’s language to extend their utterances - Use a wide vocabulary and explain the meanings of words - Model language & re-cast children’s speech - Model and emphasise correct speech sound production. - Use open ended questions - Use prompt such as 'I wonder...' rather than asking lots of direct questions. - Use a wide range of communication strategies – gesture, sign, pictures and symbols - Plan specific activities to develop communication and interaction - Ensure daily routines are opportunities for developing language and communication e.g. nappy changing, meal times etc. - Use ECaT strategies & materials - Use IDP materials - Use Letters and Sounds materials - Use Wellcomm Screening <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Make choices - Develop listening and attention skills to support early phonological awareness - Develop speech & language and communications skills at an age appropriate level - Develop relationships with their peers - Take turns and share - Follow routines <p>Environment & Resources:</p> <ul style="list-style-type: none"> - Communication friendly spaces developed and identified within the setting - Images of signs and symbols are displayed around the setting - Use of bi-lingual support & resources - Wide range of resources available to support communication & interaction at appropriate level for ages of children e.g. microphones, Big Macs, talking tin lids, talking photograph albums

	Provision (Policy, Environment & Resources) Practice (Practitioners & SENCO)	Provision (Policy, Environment & Resources) Practice (Practitioners & SENCO)
'Catch Up' Intervention	<p>Practitioners:</p> <ul style="list-style-type: none"> - Use key words for instructions and to comment - Offer choices with reduced options to support children having difficulty making or expressing choices or preferences. - Plan activities to support specific areas of focus in small groups - Are supported by SENCO to plan appropriate focused activities and choosing resources - Are supported by SENCO to implement and evaluate TLPs - Use resources such as 'Early Language Builders', 'Ginger Bear' etc. - Use specific aspects of ECaT to support small groups - Wellcomm Programme continued beyond screening - Use specific elements of IDP materials to support small groups - Have access additional training opportunities <p>SENCO:</p> <ul style="list-style-type: none"> - Sets TLP with parents and key person - Supports practitioners to implement TLPs - Supports discussion with parents re: concerns - Seeks advice from Specialist Teacher &/or SLT <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Develop listening and attention skills in focused small group activities - Develop a wide vocabulary of single words and begin to combine words - Initiate interaction and communication with adults and peers <p>Environment & Resources:</p> <ul style="list-style-type: none"> - Specific resources obtained to support targeted work on communication and interaction in small groups - Quiet areas identified for focused work 	SEN Support Provision
		<p>Practitioners:</p> <ul style="list-style-type: none"> - Adopt specific strategies identified by Specialist Teacher &/or SLT. - Are aware of specific needs of individual children. - Deliver specific programmes. - Consistently use appropriate augmentative and alternative communication (AAC) systems - Support children to develop skills in AAC <p>SENCO:</p> <ul style="list-style-type: none"> - Identifies children on Code of Practice record - Sets TLP with parents and professionals - Supports practitioners to implement TLPs - Works with Specialist Teacher to take appropriate next steps e.g. CAF and Panel referral - Supports practitioners with report writing for reviews - Arranges reviews of progress through TLPs and TAFs <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Develop communication to express wants and needs - Engage and participate in targeted activities – 1:1, small and larger groups - Work towards individual targets <p>Environment & resources:</p> <ul style="list-style-type: none"> - Specific resources used to support work towards TLPs as advised by Specialist Teacher &/or S&LT

Setting Provision Map – Example

Area of SEND (from SEND CoP): **Communication & Interaction**

High Quality Early Years Provision (Universal)	'Catch Up' Intervention	SEN Support Provision
<p>Practitioners:</p> <ul style="list-style-type: none"> - Promote a rich language environment. - Embellish children's language to extend their utterances - Use a wide vocabulary and explain the meanings of words - Model language & re-cast children's speech - Model and emphasise correct speech sound production. - Use open ended questions - Use prompt such as 'I wonder...' rather than asking lots of direct questions. - Use a wide range of communication strategies – gesture, sign, pictures and symbols - Plan specific activities to develop communication and interaction - Ensure daily routines are opportunities for developing language and communication e.g. nappy changing, meal times etc. - Use ECaT strategies & materials - Use IDP materials - Use Letters and Sounds materials - Use Wellcomm Screening 	<p>Practitioners:</p> <ul style="list-style-type: none"> - Use key words for instructions and to comment - Offer choices with reduced options to support children having difficulty making or expressing choices or preferences. - Plan activities to support specific areas of focus in small groups - Are supported by SENCO to plan appropriate focused activities and choosing resources - Are supported by SENCO to implement and evaluate TLPs - Use resources such as 'Early Language Builders', 'Ginger Bear' etc. - Use specific aspects of ECaT to support small groups - Use specific elements of IDP materials to support small groups - Have access additional training opportunities <p>SENCO:</p> <ul style="list-style-type: none"> - Sets TLP with parents and key person - Supports practitioners to implement TLPs - Supports discussion with parents re: concerns - Seeks advice from Specialist Teacher &/or SLT <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Develop listening and attention skills in focused small group activities 	<p>Practitioners:</p> <ul style="list-style-type: none"> - Adopt specific strategies identified by Specialist Teacher &/or SLT. - Are aware of specific needs of individual children. - Deliver specific programmes. - Consistently use appropriate augmentative and alternative communication (AAC) systems - Support children to develop skills in AAC <p>SENCO:</p> <ul style="list-style-type: none"> - Identifies children on Code of Practice record - Sets TLP with parents and professionals - Supports practitioners to implement TLPs - Works with Specialist Teacher to take appropriate next steps e.g. CAF and Panel referral - Supports practitioners with report writing for reviews - Arranges reviews of progress through TLPs and TAFs <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Develop communication to express wants and needs - Engage and participate in targeted activities – 1:1, small and larger groups

<p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Make choices - Develop listening and attention skills to support early phonological awareness - Develop speech & language and communications skills at an age appropriate level - Develop relationships with their peers - Take turns and share - Follow routines <p>Environment & Resources:</p> <ul style="list-style-type: none"> - Communication friendly spaces developed and identified within the setting - Images of signs and symbols are displayed around the setting - Use of bi-lingual support & resources - Wide range of resources available to support communication & interaction at appropriate level for ages of children e.g. microphones, Big Macs, talking tin lids, talking photograph albums 	<ul style="list-style-type: none"> - Develop a wide vocabulary of single words and begin to combine words - Initiate interaction and communication with adults and peers <p>Environment & Resources:</p> <ul style="list-style-type: none"> - Specific resources obtained to support targeted work on communication and interaction in small groups - Quiet areas identified for focused work 	<ul style="list-style-type: none"> - Work towards individual targets <p>Environment & resources:</p> <ul style="list-style-type: none"> - Specific resources used to support work towards TLPs as advised by Specialist Teacher &/or S&LT
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Individual Provision Map

Child:

DoB:

Date/Duration:

Area of Need & Intended outcome/s	What will be done? How will it be done? What resources? What approaches? Where?	Who will do it?	How often?	Following the advice from?	Cost
<u>Other costs</u>					
<u>Total expected costs</u>					

Individual Provision Map

Child: Jonny Smith

DoB:

Date/Duration: Autumn term (15 weeks)

Area of Need & Intended outcome	What will be done? How will it be done? What resources? What approaches? Where?	Who will do it?	How often?	Following the advice from?	Cost
<p><u>Communication & Interaction</u></p> <p>Jonny will develop his sign vocabulary, so that he is able to use signs identified in his TLP related to preferred areas of continuous provision</p>	<p>Meeting to identify appropriate vocabulary to targets</p> <p>SENCO liaise with trainer re: specific needs All staff will attend evening training with Makaton sign trainer All staff use signs as appropriate throughout the day to support communication with Jonny</p> <p>Key person plans focus on vocab within continuous provision and key person groups throughout the week. See TLP</p> <p>Additional key person time with Jonny as part of a small group to target specific signs and facilitate 'catch up'. See TLP</p>	<p>Key person, SENCO, parents, SLT, Sp Tcher</p> <p>All staff</p> <p>Key person</p> <p>Key person</p>	<p>1/2 termly</p> <p>2x3 hours evening sessions</p> <p>Weekly (1 hour)</p> <p>Weekly (3x10 mins per week additional to usual key group times)</p>	<p>Sp Tcher & SLT Staff planning</p> <p>Key person observations Sp Tcher</p>	<p>£500 trainer cost, staff costs within CPD budget</p> <p>No cost, within staff role</p> <p>£60 - staff cost fall within reasonable adjustments</p> <p>= £500</p>
<p><u>Cognition & learning</u></p> <p>Jonny's attention and concentration will improve, so that he is able to participate in activities for increasing periods of time</p>	<p>Key person and SENCO to review weekly planning in setting and adapt to include appropriate activities and approaches to meet Jonny's needs</p> <p>1:1 play sessions. Resources selected from within settings available offer. Resources reviewed with specialist teacher and changes made as required. Any additional resources required purchased from within setting budget and identified on future provision map</p>	<p>Key person</p> <p>Key person</p>	<p>Daily review (5x15 mins)</p> <p>Twice daily (10x10 mins) plus time for planning & evaluating (10x5 mins)</p>	<p>Key person observations Sp Tcher</p> <p>Sp Tcher & PHV</p>	<p>5x15 mins = 1hr 15 mins p/wk within High Quality EY Provision</p> <p>10x10 mins = 1hr 40 mins p/wk</p> <p>10x5 mins = 50 mins p/wk</p> <p>= £300</p>

<u>Social, Emotional & Mental Health</u> Jonny will develop his interest in others, beginning to join peers at play for brief periods	All staff to provide support/intervention within daily provision – draw Jonny's attention to others playing in the same area, comment on what they are doing etc. Key person to present choices each session to encourage Jonny to notice what others are doing, approach, observe and join in with support.	All staff Key person	Throughout the day Twice daily (10x5 mins)	Sp Tcher	10x5 mins = 50 mins p/wk = £100
<u>Physical/Sensory</u> Jonny will be able to negotiate the setting safely avoiding obstacles and peers	All staff to remind Jonny to 'walk' when in setting. Verbal prompting from staff to slow down when required. Gross motor activities planned to practice negotiating obstacles (travelling around different things), practicing balance and other GM skills in planned outdoor activities	All staff	Daily Weekly (x3 days) as part of outdoor provision	Key person observations Sp Tcher	No cost, within staff role (3x 5/10 mins = 15-30mins p/wk) within High Quality Early Years Provision
<u>Independence & Self-help</u> Jonny will follow the bathroom routine with increasing independence	All staff to prompt Jonny as part of toileting routine using 'first' and 'next' language and referencing picture toileting schedule: toilet, wash hands, tissue in the bin, finished. See TLP Additional toileting times added to daily routine (on arrival, mid-morning, mid-afternoon, before leaving)	All staff Daily extra (20x5-10 mins = 1hr 40-3hrs 20 mins)			20x5-10 = 1 hr 40-3hrs 20 mins p/wk = £200-400
<u>Other costs</u> e.g. Admin	<ul style="list-style-type: none"> • TAF meeting – Sept – 2 hours + recording minutes (30 mins) • TAF meeting – Nov – 2 hours + recording minutes (30 mins) • ½ termly TLP reviews with parents – 2 x 2hrs • SENCO liaison with Specialist Teacher each visit – 3x 10min • SENCO liaison with SLT each visit 2x10 mins 				= 9 hours 50 mins p/term = £93.41
<u>Total expected costs</u>	Following the above plan for the Autumn term (15 weeks) the total expected costs are:				£1,193.41 – £1,393.41

Setting Access Action Plan

Name of Setting:

Date of Plan:

Review Due:

AIMS	ACTION & TIMESCALE	COMMENTS	EVALUATION

Setting Access Action Plan - Example

Name of Setting: Fluffy Bunnies

Date of Plan: 2022-2023

Review Due: September 2023

AIMS	ACTION & TIMESCALE	COMMENTS	EVALUATION
<p>To improve accessibility of welcome pack & policies for parents/carers with vision impairment</p>	<p>Over the next six months:</p> <ol style="list-style-type: none"> 1. Access RNIB website for information/guidance regarding most effective style of presentation 2. Prioritise policies according to importance 3. Using information from RNIB, systematically update e-copies of welcome pack & policies in order of priority 4. Make available in hard format welcome pack 5. Maintain e-copies of policies for use when required 6. Ensure any displayed policies are of the modified type 	<p>Time allowed within owner/leader/SENCO working day, some additional printing costs if updating out of usual review cycle and/or displaying additional policies</p>	
<p>To improve practitioner knowledge and confidence in ASD</p>	<p>Over the next year:</p> <ol style="list-style-type: none"> 1. Complete an audit re: AS from IDP materials 2. SENCO & owner/leader to work through IDP materials and identify suitable units for practitioners 3. Provide opportunities for practitioners to work through IDP materials with support from SENCO/owner/leader as appropriate 4. Complete a follow up audit re: AS from IDP to show improved knowledge and confidence 	<p>Time for CPD within staff meetings and additionally through usual allocated practitioner CPD time</p>	

<p>To develop 'catch-up' provision/interventions (as per nursery provision map) for children with SLCN</p>	<p>Over the next month: (4 months total)</p> <ol style="list-style-type: none"> 1. Room leaders to liaise with all staff re: key children and speech & language skills/development. 2. Potential 'concerns' to be tracked using WellComm <p>Over the subsequent month:</p> <ol style="list-style-type: none"> 3. SENCO & Room leaders to analyse WellComm information & comments from key person re: area of need for S&L for groups 4. SENCO & Room leader to develop appropriate packages/activities/programmes for use by practitioners with identified groups of children <p>After two months of 'catch-up' intervention:</p> <ol style="list-style-type: none"> 5. progress of identified children to be reassessed using information from key person comments/learning journey & updated WellComm 6. SENCO & Room Leaders analyse group information and impact of identified 'catch up' interventions 	<p>Time within usual room meeting time/practitioners supervision time</p> <p>Additional time for SENCO & Room leaders to analyse group information and identify appropriate interventions and support for practitioners as required</p> <p>Use of Key Person time focused around SLCN</p> <p>Additional assessment time for identified child if out of usual screening cycle.</p> <p>Additional time for SENCO & Room leaders to analyse group information and identify appropriate interventions and support for practitioners as required</p>	
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Setting Access Action Plan - Example

Name of Setting: Fluffy Bunnies

Date of Plan: 2022-2023

Review Due: September 2023

AIMS	ACTION & TIMESCALE	COMMENTS	EVALUATION
<p>To improve welcome of setting for children with SEND and their families</p>	<p>Over next 6 months:</p> <ol style="list-style-type: none"> 7. Review policy – make sure it is up to date in terms of legislation and local changes which affect how we provide for SEND 8. Review information – make sure it is accessible to parents with visual impairment, learning difficulties etc. 9. Audit toys, books and resources within setting – positive images of disability, variety of needs can be met with existing resources/additional resources required 	<p>Time allowed within owner/leader/SENCO working day, some additional printing costs if updating out of usual review cycle and/or displaying additional policies</p> <p>Identify resources for purchasing as required</p>	
<p>To improve physical access in to the setting</p>	<p>Over next 12 months:</p> <ol style="list-style-type: none"> 1. Audit current access arrangements – identify any issues: access for physical needs, access for visual needs (high contrast markings on steps, extended railings at end of steps etc) 2. Contact relevant professionals for advice & guidance 3. Identify any purchases which may ameliorate issues identified 4. Contact builders for quotes for any alterations required 5. Fire evacuation – consider altering meeting points if appropriate 	<p>Explore use of % of AEN funding to improve identified areas</p> <p>Explore any possibilities for obtaining funding from grants/charities/fundraising etc.</p> <p>Costs from within business budget</p>	

<p>Improve access within the setting</p>	<p>Over next 12 months:</p> <p>Layout:</p> <ol style="list-style-type: none"> 1. Walk through all areas of the setting typically accessed by parents & children and consider access issues – space, contrast between walls and floor, lighting 2. Consider reasonable adjustments – altering layout of the furniture 3. Consider issues around stairs – moving classes as required, installing lift, fire evacuation etc <p>Furniture:</p> <ol style="list-style-type: none"> 1. Consider whether furniture can be accessed by range of children – restricted growth, equipment needs etc. 2. Consider reasonable adjustments – making resources accessible in different places e.g. floor, on a lower table, moving chairs etc. 3. Consider a rolling programme of replacing furniture with height adjustable furniture <p>Toileting:</p> <ol style="list-style-type: none"> 1. Consider space within cubicles – equipment needs, changing facilities 2. Consider size of toilets, height of sinks and other bathroom fittings 3. Consider adaptations – grab rails, toilet seats as required 4. Consider reasonable adjustments that could be made – use of steps, installing a smaller/lower toilet/sink/hand dryer etc. <p>Outdoors:</p> <ol style="list-style-type: none"> 1. Consider accessibility of area from inside 2. Consider accessibility of all aspects of outdoors – surfaces, different levels, fixed equipment, other toys and equipment 	<p>Explore use of % of AEN funding to improve identified areas – possibly saved over a period of time for more costly or extensive works or supplemented by other funding from within business budgets or from grants/charities/specific fundraising events</p>	
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<p>To improve practitioner knowledge and confidence in meeting SEND</p>	<p>Over next 6 months:</p> <ol style="list-style-type: none"> 1. Audit current practitioner skill/knowledge/experience. 2. Identify priority areas – practitioner interest, frequency of children with specific identified needs, current national/local areas of focus 3. Consider most effective means of supporting development – attendance at training/e-study/time for reading own study 4. Consider effective means of cascading knowledge/skills 5. Consider means of supporting less experienced/confident practitioners to develop – mentoring, peer support etc. 	<p>Time for CPD within staff meetings and additionally through usual allocated practitioner CPD time</p> <p>Explore use of % of AEN funding</p>	
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Individual Access Action Plan

Name of Child:

Name of Setting:

Name of SENCO:

Date of Plan:

Review Due:

AIMS	ACTION & TIMESCALE	COMMENTS	EVALUATION

Individual Access Action Plan – Example

Name of Child: John Smith

Name of Setting: Fluffy Bunnies

Name of SENCO: Sam Senco

Date of Plan: July 2022

Review Due: Sept 2022

Access Plan developed with parents and relevant professionals at meeting on 12th July 2022

AIMS	ACTION & TIMESCALE	COMMENTS	EVALUATION
<p>To plan for John's successful inclusion in our setting</p>	<p>Anticipated total timescale 2 months:</p> <p>Next week:</p> <p>SENCO to contact children's community nursing team re: accessing training for ng feeding</p> <p>Next 1-2 months:</p> <p>Key person, room staff, SENCO and owner/leader to undertake training</p> <p>SENCO to work with parents and nursing staff to write feeding protocol/care plan (signed off by nursing team) for trained staff to follow</p> <p>Agreement with nursing team re: additional training (as required for change of staff etc.) and competency monitoring timescales</p>	<p>Depending on duration of training may need to be done outside or usual working hours or may need to be done in more than one session during working hours with John attending with parents</p> <p>Protocol/care plan to be completed as part of training process</p>	

	<p>Anticipated total timescale 2 months:</p> <p>Next week:</p> <p>SENCO to contact the specialist epilepsy nurse re: accessing training</p> <p>Next 1-2 months:</p> <p>Key person, room staff, SENCO and owner/leader to undertake training</p> <p>SENCO to work with parents and epilepsy nurse to write medical care plan (signed off by epilepsy nurse) for trained staff to follow</p> <p>Agreement with epilepsy nurse re: additional training (as required for change of staff etc.) and competency monitoring timescales</p>	<p>Depending on duration of training may need to be done outside of usual working hours</p> <p>Medical care plan to be completed as part of training process</p>	
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Individual Access Action Plan - Example

Name of Child: Jenny Smith

Name of Setting: Fluffy Bunnies

Name of SENCO: Sam Senco

Date of Plan: July 2022

Review Due: Sept 2022

Access Plan developed with parents at meeting on 12th July 2022

AIMS	ACTION & TIMESCALE	COMMENTS	EVALUATION
<p>To plan for Jenny's successful inclusion in our setting</p>	<p>Anticipated total timescale 2 months:</p> <p>Next week:</p> <p>SENCO to contact Physiotherapist re: equipment needs – what equipment will be required in the setting and what support Jenny will need from staff</p> <p>Next 1-2 months:</p> <p>Ensure all staff are up to date with basic moving and handling training – owner/leader to check training log – in case of need to undertake further M&H training (in line with H&S legislation)</p>	<p>Depending on support needs for using equipment a moving and handling risk assessment, moving and handling care plan and training for staff may be required – needs to be undertaken by suitably trained and qualified person</p> <p>Any staff not up to date to access basic training, especially staff who will be involved in supporting Jenny, to attend basic moving and handling training.</p>	

	<p>Further actions to be identified following discussion with physiotherapist e.g.</p> <p>1-2 months:</p> <p>Following discussion with Physio, if required, SENCO contacts appropriate providers re: moving and handling risk assessment, care plan and training for staff</p> <p>SENCO to work with parents, physio and training team re: moving and handling risk assessment, care plan and training. All appropriate staff to be trained in identified M&H techniques and familiar with care plan</p> <p>Agreement with training team re: additional training (as required for change of staff etc.) and competency monitoring</p>	<p>Risk assessment, and if required, care plan and training package purchased from appropriate, suitably trained and qualified, provider.</p> <p>Jenny to attend session/s with parents for risk assessment, and if required, care plan to be developed. Plan written by suitably trained and qualified trainer with parent and physio involvement.</p> <p>If required, in line with M&H risk assessment and care plan, specific training delivered by suitably trained and qualified trained.</p>	
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