

PROCESS OF NOTIFICATION BETWEEN GREENWICH HEALTH SERVICES AND ROYAL BOROUGH OF GREENWICH LOCAL AUTHORITY  
RBG PRE-SCHOOL CHILDREN WITH OR LIKELY TO HAVE SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)  
STEP 1 HEALTH & PARENTS

“If through direct assessment with the child and parents, health professionals identify that a child under compulsory school age has, or probably has special educational needs or disabilities (SEND), they must inform parents and the Local Authority, to facilitate early support arrangements.”  
Section 23 Children & Families Act (2014) and the SEND Code of Practice (2015)



Points at which the children with disabilities or probable SEND are identified by Early Years professionals and universal health professionals

- A. Children’s Centre staff, nursery SENCo discuss observations with parents, and with consent make referrals to health and education professionals for developmental assessments.
- B. Health Visitor assessments and 2-year check – if the child is not yet known to Oxleas Specialist Children’s Services *and* has neuro-developmental needs or a disability, raise awareness with parents of opportunity for ‘early notification of needs to LA early year’s services. If child’s needs are identified, complete an Early Years Coordination Team referral and indicate that you are making a Section 23 Notification... If additional health referrals are required, please indicate the service(s) you would like the child to be referred to by ticking the appendices which will need to be completed as appropriate to support a referral to that service



Points at which the children with SEND or probable SEND are identified by Oxleas/ Bromley staff and sent to RBG LA:

- A. **Developmental Concerns Clinics or other clinics – By a Community Paediatrician\***  
Following developmental assessments, if the Doctor realises SEND or probable SEND, then a Notification should be discussed with parent/carer and an EYCT referral completed indicating that you are making a Section 23 Notification...
- B. **By Speech and Language Therapists\*, Physiotherapist\* or by Occupational Therapists\***  
At any stage following assessments, the therapist realises SEND or probable SEND, then a Notification should be discussed with parent/carer and an EYCT referral completed indicating that you are making a Section 23 Notification...
- C. **Early Years Coordination Team (EYCT) \*** – if identified at meeting that e-Notification not yet completed, agreement as to nominated professional to discuss probable SEND with the parent/carer. e-Notification completed and sent.



\*Points to be aware of:

1. Early Years Coordination Team referral form, which includes the ‘Early Notification of SEND Needs’ is available on Rio.
2. Clinician to check whether the Notification has already been sent by another professional and uploaded in Rio, to avoid duplication.
3. Clinician to check the form for further clarification of Child’s Needs/Criteria for notification.
4. Parent/Carer agreement/verbal consent to Notification is important. If parents are informed and don’t consent, record ‘today parent declined early notification of child’s needs to early education services in Rio and don’t start the form or send at that stage. Discuss again at a later stage; when more information may be available for parents to consider and agree.

PROCESS OF NOTIFICATION BETWEEN HEALTH & LOCAL AUTHORITY  
RBG PRE-SCHOOL CHILDREN WITH OR LIKELY TO HAVE SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)  
STEP 2 LA EARLY YEARS TEAM & PARENTS

Through involvement with individual children, health professionals identify or form a professional opinion that a child under compulsory school age has (or probably has) special educational needs or disabilities (SEND).

Local authority EARLY YEARS TEAM receive Section 23  
Notification through the EYCT referral form

For a child accessing early education and childcare at point of notification

Local authority will check:  
Is the child in receipt of Early Education funding & how many hours?  
If the child is eligible, does the provider receive Disability Access Fund, Early Years Pupil Premium, SEN Inclusion Funding.  
Is the provider aware and engaged with local authority support e.g. consultation forum, SEND P & M provision planning with an Area SENCo's from the Early Years Inclusion Team

Local Authority Early Years Inclusion Team will establish what support/review the setting may require. If there has been minimal contact with the local authority, the setting's assigned Area SENCo will make contact to identify and discuss what support the setting may need.

Local Authority Early Years Inclusion Team will share information with parents and other teams, as needed by the child and family  
Planning support will be joined up at multi-agency early years forums i.e.: Early Years Coordination Team, other services as required

Setting SENCO will ensure support for the child's learning and development is available on a daily basis

For a child not accessing early nursery education, but receiving educational services at point of notification e.g. Sensory Service support

Local Authority Early Years Inclusion Team will raise with health professionals involved with the child and the identified educational services for more information (to be gathered in preparation for EYCT meeting).  
Planning support will be joined up at Early Years Coordination Team EYCT

Local Authority Early Years Inclusion Team will offer parents information about free early education entitlement (this is likely to be in an advisory capacity through the involved LA educational service)  
The team will work with other agencies including health to support parents to make informed choice about educational provision

If parents do not wish to take up an education place, they will be advised how they can get back in touch with the local authority in the future.  
Parents will be signposted to the Local Offer, Independent Advice and Support Service, information about Children's Centres, nurseries.  
Parents offered referral to FIS

If parents decide to take up an educational place, a multi-agency transition meeting may be appropriate to listen to concerns of parents and to highlight any challenges to access to overcome.  
Identify any planning prior to entry i.e.: SEN Inclusion Funding application, training for staff if needed, specialist equipment, other.

Setting SENCO will ensure support for the child's learning and development is available on a daily basis

For a child not in receipt of any educational support at point of notification

Not complex needs but being supported by involved health service: Local Authority (through the SEND Outreach Service Admin) will signpost / refer parents to information about free early education entitlement and the Family Information Service (FIS)

Complex needs: Local Authority will offer parents information about free early education entitlement through the SEND Early Years (0-3yrs) keyworker  
The keyworker will work with other agencies, including health, to support parents to make informed choice about educational services dependent on age.

If parents do not wish to take up an education place, they will be advised how they can get back in touch with the local authority in the future.  
Parents will be signposted to the Local Offer, Independent Advice and Support Service, information about Children's Centres, nurseries.

If parents decide to take up an educational place, a multi-agency transition meeting may be appropriate to listen to concerns of parents and to highlight any challenges to access to overcome. Identify any planning prior to entry i.e.: SEN Inclusion Funding application, training for staff if needed, specialist equipment, other.

Setting SENCO will ensure support for the child's learning and development is available on a daily basis

This process will support the needs of children with likely special educational need or disability, and ensure services are planned with parents and carers before the child is of school age  
Anonymised data will support planning and development of RBG's early years and educational services for children and families