

Revised September 2023

Meet the Early Years Inclusion Service

in The Royal Borough of Greenwich



Early Years Inclusion Service

The Royal Borough of Greenwich has developed a team of professionals (EYIS) to support Private, Voluntary or Independent sector early years settings to meet the needs of children with emerging SEND needs. Settings must be in receipt of the Free Entitlement to Early Learning (FEEL) and Together for Two's (TF2's) funding to be able to use the service.

The service provides advice, support and training around early identification and Special Education Needs and Disability. This includes support to SENCO's and training.

The service has recently expanded to include a SEND Early Years Keyworker who will support and signpost families to appropriate services which are available before their child starts in an early year's setting.

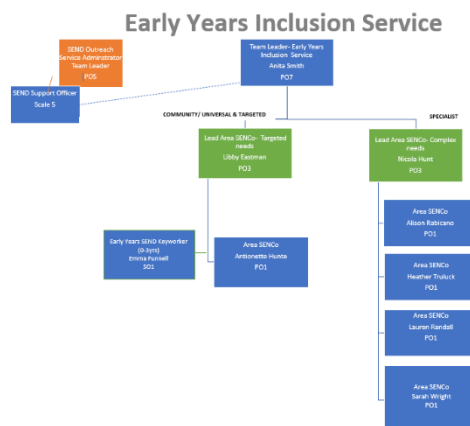
The Early Years Inclusion Service is managed within the Royal borough of Greenwich Children's Services within the Inclusion, Learning and Achievement Division and is part of the SEND Outreach Support Services.

SEND Outreach Support Services consists of the ASD Outreach Service, Early Years Inclusion Service, Sensory Service and STEPS Team (Support Team for Education in Primary and Secondary schools), all these teams provide services to children attending Greenwich mainstream schools/PVI's.

SEND Outreach Support Service



The Early Years Inclusion Service consists of a manager, two lead Area SENCO's, five Area SENCO's, SEND Early Years Keyworker and a SEND Childcare Officer who is the administrator for the SEN Inclusion Fund.



Greenwich has private, voluntary, independent (PVI) early years education settings split into five areas, each setting will have its own allocated Area SENCo.

1. East - Thamesmead
2. Central A - Abbey Wood/ Plumstead
3. Central B - Woolwich/ Charlton
4. South - Eltham/ New Eltham/ Kidbrooke
5. West – Blackheath/ Greenwich



The Early Years Inclusion Service comprises of professionals from a range of backgrounds. All have SEND qualifications, training and experience, and DBS checks are completed regularly in line with Authority guidelines.

The service have access to advice from other professionals such as qualified specialist teachers, Education Psychologists, Occupational Therapists and Speech and Language Therapists.



EARLY YEARS INCLUSION SERVICE

Early Years Inclusion Service Members

Early Years Inclusion Service manager Leader - Anita Smith



Anita has worked in the early years sector for over 36 years within a range of provisions; nanny, childminder, private voluntary and independent nurseries (PVI) and school-based settings working across all key stages.

Throughout Anita's career her main experience and passion has been in supporting children with a range of special educational needs or disabilities (SEND).

She has worked within the Early Years Inclusion Team for the last 17 years, first in the role of Inclusion Worker, then as an Area SENCO and since July 2015 as the Team Leader.

In her present role she manages the team of Area SENCO's and an Early Years SEND keyworker.

Anita also oversees the decision making for the SEN Inclusion Fund & Disability Access Fund (DAF).

Anita chairs the Early Years Co-ordination Team (EYCT), whose purpose is to ensure that pre-school children have equity of access to services across health and education as early as possible to ensure that their needs are identified prior to starting formal education.

Contact details:

Email: anita.smith@royalgreenwich.gov.uk Mobile: 07908230569

She can also be contacted on either:

SEN Inclusion Fund email: early-years-inclusion-fund@royalgreenwich.gov.uk

SEND Early Years (0-3yrs) Keyworker: Early-Years-Keyworker@royalgreenwich.gov.uk

Early Years Area SENCo's

Alison Rabicano



Alison started work in Greenwich in 1990 where she worked with the Greenwich Psychology Service providing administrative support.

After 2 years she became a volunteer home visitor in the Portage Team, it was a role she really loved; working with families in their home with children who had an emerging Special Educational Need in the Abbeywood and Thamesmead area.

The role was to help children learn through play working in partnership with their parents. This post became permanent, and Alison remained with the Portage Team until the service ceased in April 2015.

Alison joined the Early Years Inclusion Service in October 2015 and has been working as an Area SENCo since then.

Contact details:

Email: Alison.Rabicano@royalgreenwich.gov.uk Mobile: 07908805999

Heather Truluck



Heather has worked in early years for 18 years, working in a range of settings including Schools and Day nurseries.

She began her career in a day nursery where she completed her NVQ level 2 and 3 going on to become a room leader.

Heather has since then worked across many of the Greenwich Nursery Schools and was the team leader in one setting.

She was able to gain lots of experience working alongside other professionals to support children with special educational needs/ disabilities.

Heather has also worked in Early Help supporting children and families through the Greenwich Children's centres.

Heather joined the Early Years Inclusion Service in April 2022 as an Area SENCo.

Contact details:

Email: heather.truluck@royalgreenwich.gov.uk Mobile: 07564056208

Libby Eastman



Libby has worked in the early years sector for 13 years within a range of settings including day nurseries and primary schools.

She started her career in 2010 as a Level 2 nursery nurse apprentice at a day nursery in Bexley and then went on to complete a Level 3 in Childcare at the same setting.

It was during her first year as an apprentice that she discovered her passion in working with and supporting children who have additional needs.

In 2013 she worked in a Greenwich primary school as an LSA for 4 children from reception age through to year 6. She then took on a temporary nursery nurse role in a day nursery in Kent for 9 months before joining a nursery team in a Greenwich PVI where she became a room leader and SENCo for 3 years.

She joined the Early Years Inclusion Service in September 2017 as an Inclusion Worker, then in December 2018 she became an Area SENCO. She has recently been appointed to the role of Lead Area SENCo- Targeted Needs

Contact details:

Email: Libby.Eastman@royalgreenwich.gov.uk Mobile: 07525916359

Lauren Randall



Lauren has worked in the early year sector for 15 years within a range of primary schools, private voluntarily and independent nurseries (PVI).

She particularly enjoys working within the early years and supporting children with a range of special educational needs and/or disabilities.

She originally started her career in a primary school nursery and worked alongside the nursery teacher as the nursery nurse. She also worked within key stage 1 as a teaching assistant, Key stage 2 as a learning mentor and then joined a PVI where she stayed for just under 10 years, working as a level 3 assistant, SENCo, deputy manager and then the manager.

Lauren joined the Early Years Inclusion Service in October 2019 as an Area SENCo.

Contact details:

Email: Lauren.Randall@royalgreenwich.gov.uk Mobile: 07714073018

Nicola Hunt



Nicola has worked within the Early Years sector for 19 years, with most of this time being spent within private voluntarily and independent (PVI) nurseries as the named SENCo.

Nicola's motivation has always been around SEND and Inclusion and whilst gaining her Early Years Level 2 and then Level 3 Diploma in Childcare she has also trained to become a level 3 Forest School Leader, in which Nicola continues to have a particular passion as she feels this environment and structure can be of particular benefit to children with additional needs.

Nicola began her career in 2003 as a nursery practitioner, very soon after she was named the setting SENCo and completed the Greenwich level 1 and 2 SENCo training. She eventually moved on to a Bromley setting, again as the SENCo for the next 11 years; establishing a Forest School from 2011.

Nicola returned to Greenwich and joined the Early Years Inclusion Service as an Area SENCo in 2016. She has recently been appointed to the role of Lead Area SENCo-Specialist Needs

Contact details:

Email: Nicola.Hunt@royalgreenwich.gov.uk Mobile: 07714 487560

Sarah Wright



Sarah has worked in the childcare sector for 32 years. She's worked in a variety of settings; nursery schools, nursery classes within a primary school, creches and a brief period as a live out nanny.

She has a vast experience, working with young children from a few months old to approx. 5 years old.

Sarah joined the newly formed Early Years Inclusion Service in 2000 first as an Inclusion Worker whose primary role was to promote inclusion and increase capacity in nursery aged children in schools and PVI's. Then after a number of years Sarah changed her role and began working within the team in the newly developed role of Area SENCo.

Her passion is early years education for all children to access, enjoy and make progress.

Contact details:

Email: Sarah.Wright@royalgreenwich.gov.uk Mobile: 07961 032 023

Antoinette Hunte



Antoinette has worked in the childcare sector for 19 years.

She's worked in a variety of PVI settings, nursery schools and nursery classes within a primary school.

She has a vast experience, working with young children and enjoys making a difference to young children and the family's lives.

Antoinette has only very recently joined the Early Years Inclusion Service and is looking forward to working with families and settings in her new capacity.

Contact details:

Email: antoinette.hunte@royalgreenwich.gov.uk Mobile: 07864685539

SEND Early Years (0-3yrs) Keyworker

Emma Funnell



Emma's career spans 29 years working within education, firstly as a nanny before moving to a specialist ASD school where she worked for 12 years in the nursery and reception class as a nursery nurse. She had a brief spell as a childminder when her own children were small before returning to work in an ASD DSP (Designated Special Provision) in Bromley with children ranging from 5 to 10 years.

Emma moved from there to join the ASD Outreach Services in Greenwich working with under 5's with social communication difficulties and ASD in the four maintained nursery schools. After 7 years she decided to utilise her skills to further support families who have children with SEND.

In September 2019 Emma joined the Early Years Inclusion Service as a SEND keyworker where she continues to offer support to families of young children with SEND before they start an educational provision.

Contact details:

Email: Emma.Funnell@royalgreenwich.gov.uk Mobile: 07714073019

SEND Childcare Officer

Jessica Meyer



Jessica joined the SEND Outreach Team in May 2023 she successfully applied for the post of SEN Support Officer with the Early Years Inclusion Service. Her main responsibility within this role, is to process applications from PVI's, nurseries and schools for SEN Inclusion & DAF Funding.

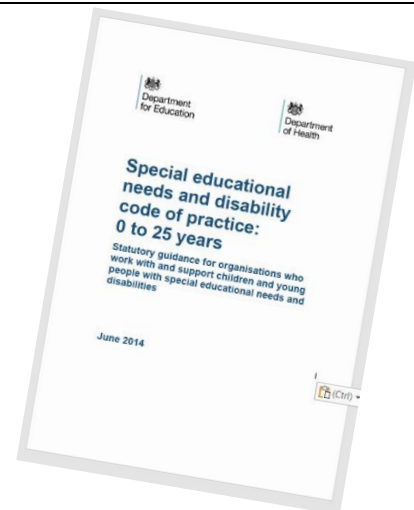
Prior to this Jessica worked in several clerical roles in retail.

She can be contacted on either:

SEN Inclusion Fund email: early-years-inclusion-fund@royalgreenwich.gov.uk

Telephone number: 0208 921 3311

Statutory responsibilities as set out in the SEND Code of Practice 0-25yrs (2014)



To fulfil their role in identifying and planning for the needs of children with SEN, local authorities should ensure that there is sufficient expertise and experience amongst local early years providers to support children with SEN.

Local authorities use Area SENCOs to provide advice and guidance to early years providers on the development of inclusive early learning environments.

Typically, the role of the Area SENCO includes:

- providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice
- providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN
- strengthening the links between the settings, parents, schools, social care and health services
- developing and disseminating good practice
- supporting the development and delivery of training both for individual settings and on a wider basis
- developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes, and
- informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years The Area SENCO plays an important part in planning for children with SEN to transfer between early years provision and schools.

Area SENCOs

- work with early years providers who are registered with either Ofsted or a childminder agency.
- help make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.
- work with early years providers who are registered with either Ofsted or a childminder agency.

Early Years Inclusion Service universal offer to private, voluntary, independent (PVI) early years settings

Area SENCo's within the borough of Greenwich provide regular termly SEN Planning and Monitoring visits or contact which support:

- Learning/Curriculum Support



- Support to adapt the curriculum and environment to make sure all children make the best possible progress in their early years setting.
- Physical and emotional wellbeing
- Work with parents and setting staff to try and understand the child's views, thoughts and feelings.



- Access and Inclusion Resources



- Advise and offer practical materials and other resources needed to support children in the setting.



Setting based training/ in house and virtual training.

The team offer a range of SEND related training that it either delivered to groups of mixed practitioners or as a whole setting offer.



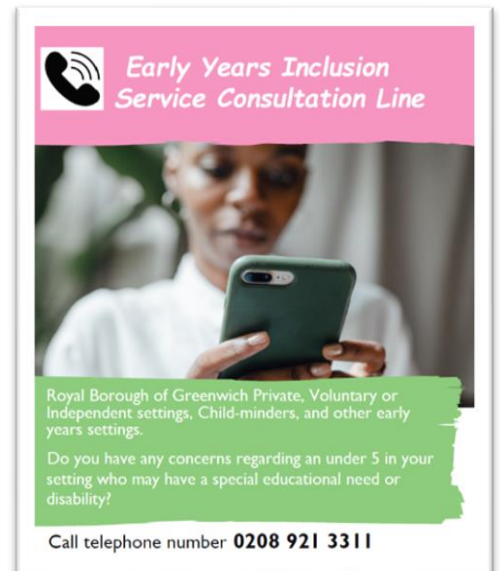
The service offer currently consists of:

- Introduction to SEND (Special Educational Needs & Disability).
- Supporting children with Autism and Social Communication Difficulties in early years settings
- Using Observation to support children with SEN
- Promoting Positive Behaviour in Early Years Settings 1
- Promoting Positive Behaviour in Early Years Settings 2
- Legislation and Early Identification
- An Introduction to Visual Support in Early Years Settings/ Social Stories
- Planning for Progress for children with SEND (PLP)
- SEND (Special Educational Needs & Disability) Foundation Certificate.
- Early Years Consultation Forums
- Working with parents/voice of the child
- Multi –agency working and TACs
- Developing a Profile and EHCP requests
- Profile Workshops
- Talking Mats
- Disability Awareness
- Practical Training sessions- turn taking, visual support and intensive interaction

PVI settings can also access advice and support through:

Early Years Inclusion Service-Consultation Line

Consultation Advice telephone line is where you can discuss your concerns with a member the Early Years Inclusion Service who will offer general advice and support around early identification, referrals and Special Education Needs and Disability issues that arise in a setting.



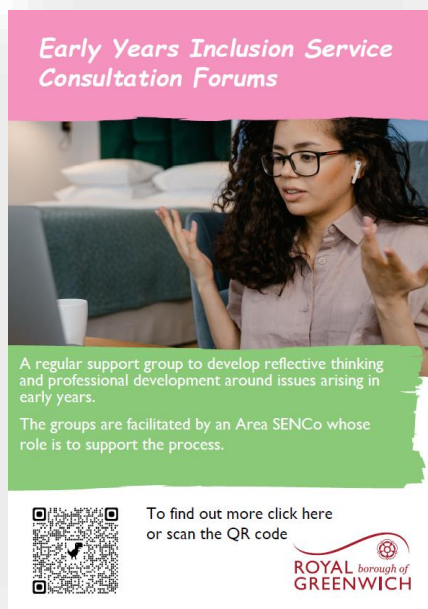
Early Years Inclusion Service Consultation Line

Royal Borough of Greenwich Private, Voluntary or Independent settings, Child-minders, and other early years settings.

Do you have any concerns regarding an under 5 in your setting who may have a special educational need or disability?

Call telephone number **0208 921 3311**

Early Years Inclusion Service-Consultation Forum





Early Years Inclusion Service Consultation Forums

A regular support group to develop reflective thinking and professional development around issues arising in early years.

The groups are facilitated by an Area SENCo whose role is to support the process.

To find out more click here or scan the QR code



A regular support group to develop reflective thinking and professional development around issues arising in early years.

Practitioners who benefit the most have been those early years practitioners who have daily contact and first-hand knowledge of the children.

It has been most useful when one person has been able to attend consistently for a period of time, thus building up knowledge, skills and trust within the group

Newsletter

The Royal Borough of Greenwich has developed an early years' service to support Private, Voluntary or Independent sector early years settings to meet the needs of children with emerging and complex SEND needs.

The service has developed a newsletter for managers, SENCo's and practitioners packed full of useful information and resources

Early Years Inclusion Service-PVI SENCo



Early Years Inclusion Service PVI SENCo Newsletter

Summer 2024

1. Updates
2. EYIS Focus
3. EYIS Training Offer
4. SENIF / DAF Fund
5. Local Offer
6. Good News
7. Top Tips
8. Other

The Royal Borough of Greenwich has developed an early years' service to support Private, Voluntary or Independent sector early years settings to meet the needs of children with emerging and complex SEND needs. The service has developed a newsletter for managers, SENCo's and practitioners packed full of useful information and resources.

The Early Years Inclusion Service can be contacted via:
Early Years Consultation Phoneline 0208 921 3311

Early Years Consultation Forums

[Click here or scan the QR code for the link](#)



Email eyis@royalgreenwich.gov.uk

Further Information/ resources can also be found on the Local Offer:

[Click here or scan the QR code to visit the website](#)



More inside >>>

Children in a private, voluntary, independent (PVI) early years education setting can be referred into the service if

- The child lives in the Royal Borough of Greenwich and attends a PVI setting for 2,3-, and 4-year-olds.
- The child has identified, or emerging complex needs who has or may require sustained specialist interventions, therapies and teaching approaches.



How to access the service

- A referral can only be made with written parental permission, although general advice can be given around issues that arise in a setting.
- Referrals can be made for children who have identified, or emerging complex needs and are not attending a school based educational provision for 2-, 3- and 4-year-olds.

Single referral- SEND Outreach Support Services with the appendix for the Early Years Inclusion Team (EYIT).

Please complete and return form, together with any supporting documents to:

SEND Outreach Support Services, King's Park Campus,
 Etham Palace Road, London SE9 5LX
 or telephone: 02028 921 3311

Complex needs-If the child's need is more complex and they have or are likely to require 3 services (even if they are already involved) it is best to refer into the Early Years Coordination Team (EYCT)

Or has recent had a section 23 notification (health services are required to make a section 23 notification to the Local Authority if they believe a child under school age has or is likely to have, special educational needs or a disability (SEND)

How do you refer to the Early Years Co-ordination Team (EYCT)?

Any professional within Health, Children's Services, the Voluntary Sector or General Practice can make a referral request to the EYCT.

The Referral form for the Early Years Co-ordination Team should be completed by the referrer for each child after discussion and signed agreement with his or her parents.

The completed referral form **must** contain details of all professionals involved, and their reports, a summary of the child's current difficulties, background information and parent's views. Supporting information may also include.

- Targets- reviewed/ current
- Setting report/ SALT / CP/ OT/ Physio/ etc reports
- Setting reports or EYFS Tracking
- Risk Assessments

Ideally, evidence should be provided of targeted short-term support over and above that provided routinely as part of universal services and as part of the settings general practice in meeting the needs of all children in their setting, demonstrating that you have implemented strategies to support the child and the outcome of this support.

Once completed the Early Years Co-ordination Team referral form should be sent to the administration team at the address below.

Child Development Centre
Administration Team,
Early Years Co-ordination Team (EYCT)
Single Point of Access Team
Memorial Hospital Shooter's Hill
London SE18 3RG

telephone number: 020 8294 3118

Or email: oxl-tr.childrenstherapies@nhs.net

Any professional can refer a child subject to the following:

- Children aged between 0 to 5 years of age and is resident in the borough of Greenwich.
- The child has complex health, developmental and/or learning difficulties
- The child needs to be known to three or more professional services represented on the team.
- The child needs a joint approach or plan and there is not already one agency in 'firm management' of the case.

- The purpose of the Early Years Co-ordination Team is to ensure that pre-school children have equity of access to services as early as possible and ensure that their needs are identified prior to starting formal education.

The EYCT is represented by several services including the following:

- Community Paediatrics
- NDC
- Early Years Inclusion Service- comprising of Area SENCo's / SEND Early Years (0-3yrs) keyworker
- Educational Psychologist Service
- Music Therapy
- Paediatric Occupational Therapy
- Paediatric Physiotherapy
- Speech and Language Therapy
- Sensory Service
- STEPS
- ASD Outreach Service



Under 5's Early Years Co-ordination Team- "Getting an early start"

Direct support offered when children in a PVI have been referred into the service

The Early Years Inclusion Service will support setting SENCo's to:

- Chair/ minute take and write meeting notes for TAC/ Transition meetings.
- Write Profile's/ make requests for Education Health and Care Plans (EHCP)
- Write Personal Learning Plan targets/ agree long term outcomes
- Make additional referrals to services/ agencies
- Modelling/ demonstration in settings
- Further requests for 1: 1 support/ setting support from EYIT
- Signposting to available resources within the Local Authority

It is particularly important in the Early Years that there is no delay in making any necessary special education provision. Where a setting identifies a child as having SEN they will be advised to adopt a graduated approach with 4 stages of action: assess, plan, do, review. This is:



- usually led by the key person, supported by the setting SENCo/ Area SENCO
- requires parents engaged throughout
- informed by the child's views throughout
- can be revisited in order to identify the best way of securing good progress.

The setting will be supported to gather clear and well monitored evidence that the child is not making expected progress, despite the interventions and strategies put in place, and that the child is significantly delayed in relation to their peers.

There will also likely to be clear agreements across professionals that the child does require increased differentiation and direct teaching to help them make progress.

Services for example, Occupational Therapist, Physiotherapists, Speech & Language Therapist or Educational Psychologists may advise on targets and long-term outcomes and carry out professional assessments, advise on strategies etc.

The Early Years Inclusion Service work very closely the Educational Psychology Service; every Area SENCo has an allocated Educational Psychologist who they have an opportunity to have

planning meetings with to discuss children on the Area SENCo caseload to:

Prioritise those who need EP involvement and to support the decision making around appropriate longer-term support and learning needs (including requests for an Education Health and Care Plans)

Plan next steps

Review children discussed previously and consultations for children who do not need direct EP involvement.

SEND Early Years (0-3) Keyworker

This role has been developed to support families of children with complex needs and disabilities who often need to see a whole range of health, educational and care professionals, for a variety of reasons, at different stages and times of the child's life.



Some families and carers can be overwhelmed by the many different agencies, organisations or people they may have to deal with; others may not be aware of all the services and support on offer to them.

The Key Worker works together with families, to ensure that they can access all the support and services which they may require.



Referral to SEND Early Years Keyworker



To be eligible for a Keyworker a child/ family must meet the following criteria:

- Child lives in the Royal Borough of Greenwich
- The child is not in an educational setting and are aged between 0-3 years old
- Child has complex disabilities
- Child is / or should be known to 3 or more Targeted or Specialist services
- Child has been referred to Early Years Coordination Team (EYCT)
- Child has just moved into RBG and has complex disabilities

The keyworker will offer targeted home-based support within a time limited framework.

They will consult with the family and other professionals involved to clearly identify child and family need, this support will be assessed and reviewed regularly with the parent / carer, Keyworker and Team Leader.



Possible short-term support options

- Referrals- coordination of services
- Support in 'building' a Profile
- Support in completing Disability Living Allowance (DLA) forms
- Support in accessing early years setting, if child has DLA or meets other criteria for Together for Two's placement (TF2's)
- Intervention support (if appropriate)
- Team Around the Child (TAC)/ Transition meetings
- Signposting to other services/resources and advice (telephone/ email)



For more information or general enquiries regarding the SEND early Years Keyworker email Early-Years-Keyworker@royalgreenwich.gov.uk

SEN Inclusion Funding

The SEN Inclusion Fund is administered by the Early Years Inclusion Team; to stream line SEN Inclusion Funding arrangements so that they directly support future appropriate requests for an Education Health and Care Plan, within an Assess, Plan, Do, Review process.

Statutory changes

SEN Inclusion Fund

- *The Early Years Entitlement: local authority funding of providers Operational guide 2018 to 2019'* provides a guide for local authorities to the rules relating to how to use the Special Educational Needs Inclusion Fund.

Disability Access Fund (DAF)

- From April 2017 the Disability Access Fund (DAF) came in to effect for all three- four-year olds who are taking up their free funding entitlement and are in receipt of Disability Living Allowance. It is equivalent to £800 per child per year and is paid to the registered Childcare Provider where the child attends to help support access to the free funding entitlement

Many children will not require any additional funding at SEN support level, and the child-minder, setting or school will be able to put effective strategies and interventions into place which are having a positive impact upon the child's outcomes.

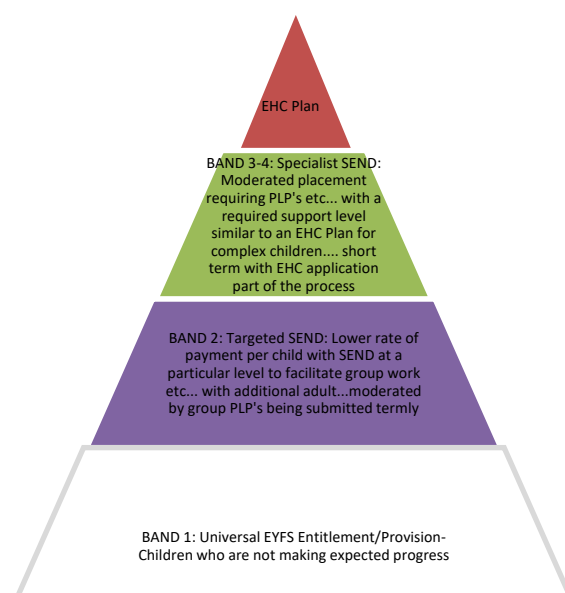
However, there will be some children who will require additional funding to enable the setting or school to be able to support the child to make progress.

Funding is currently only available to children in receipt of the Free Entitlement to Early Learning (FEEL) 2-, 3- & 4-year-old funding.

Any application for funding will need to demonstrate that existing provision /resources have been effectively implemented and other non-financial support including specialist advice has been sought. Despite taking relevant and purposeful action to identify, access and meet need the expected progress has not been made.

There is an expectation that needs would be met within the early years provision. Where a child-minder, setting or school identify a child who they feel will benefit from additional funding, they may apply for SEN Inclusion Funding.

This is a tiered level of support based on the individual needs of each child, enabling a tiered response to intervention, monitored through response to interventions put in place, as recommended in the SEND Code of Practice.



All early year's providers have been given a very comprehensive guide



They will be required to provide clear and well monitored evidence that the child is not making expected progress, despite the interventions and strategies put in place, and that the child is now significantly delayed in relation to their peers. There are also likely to be clear agreements across professionals that the child does require increased differentiation and direct teaching to help them make progress.

Funding support that could be used to resource Band2/ Band 3/ Band4 and could include:

- Adult support for particular times when child would benefit e.g., lunchtimes, start/end of a session
- Adult support to group/paired based support and interventions
- Special equipment or resources
- Training – bespoke/INSET or attendance/cover to attend training.
- Staff covers for TAC meetings, time to write referrals, EHC requests or SENCO time

SEN Inclusion Fund paperwork

Providers will need to complete the appropriate section of the form.

The SEN Inclusion Form is intended to be 'built on' as a continuum to demonstrate the graduated approach – over a period of time with application/ termly reviews.



If there is a need for on-going funding at Band 3 & 4, we would expect the setting to be working towards submitting an NA1 request for an Education, Health and Care (EHC) assessment, to the SEN Assessment and Review Service as soon as they have the required evidence of response to interventions etc..

Disability Access Fund (DAF)



How early years providers will receive DAF funding?

- The local authority will fund all early years' settings providing a place for each child eligible for the DAF in their area at the fixed annual rate of £828 per eligible child
- The DAF will not be offset against any other funding which the local authority may ordinarily be providing for children eligible for the DAF.
- The DAF is payable as a lump sum once a year per eligible child. If a child eligible for the DAF is splitting their free entitlement across two or more providers, the local authority will ask parents to nominate the main setting. This setting will be where the local authority will pay the DAF for the child.
- If a child receiving DAF moves from one setting to another within a financial year, the new setting is not eligible to receive DAF funding for this child within the same financial year. DAF funding received by the original setting will not be recouped by the local authority.
- All early year's providers who are eligible to receive funding for the 3- and 4-year-old early entitlement education are also eligible to receive the DAF.

For further information on the SEN Inclusion Fund email:
early-years-inclusion-fund@royalgreenwich.gov.uk