

Early Years SEN Support: Model of Identification and Assessment

Check setting SEND provision Audit 1

Strategies and Interventions should be recorded using 'Next Steps' sheets or Group recording formats 2a &



Complete a meeting record with a copy given to parents and one kept in setting records

Universal EYFS Entitlement/Provision

Key person observations, assessment, next steps planning and review

Parent/ key person express concern

Those children who are making slower progress will need carefully differentiated learning opportunities to support their development, together with regular and frequent monitoring of their progress.

Discuss with parents with in normal systems



Children not making expected progress

These children will generally be expected to catch up with the appropriate support, and should not automatically move up to SEN Support.

Children should be supported with good quality planning in place that cross references provision with the progress of the children.

Settings will be expected to meet the needs of this group of children from within nursery resources with appropriately differentiated planning.



Parent/ key person and setting SENCO review progress, gather information and review strategies already implemented



A decision is made with parents on what happens next

Child has made progress or there are no longer concerns

Continue with Universal EYFS/ Provision or appropriately differentiated planning

Child has not made progress

It is decided that the child may need further support



Record information on a Profile- if a child is on SEN Support but not complex i.e. has only one area of difficulty (such as S&L) setting would only be required to complete the 'one page profile'.

Strategies and Interventions should be recorded using a Personal Learning Plan recording format

When 2 or more services are involved settings should be completing 6 monthly Team Around the Child (TAC) meetings to review progress and

inform any future

planning

If appropriate the child may be eligible to receive support from the Early Years Funding Panel (check criteria if so complete appropriate paperwork from targeted- childcare)



Complete timetable of support 8

SEN Support

Children who require specialist or longer term support

Key person/ SENCO collect further information (including from parents)

Decide on the next steps/ actions (possible referrals?)

What support and strategies will be implemented?



Personalised planning in place (reviewed approximately every 12 weeks) Interventions should be evidence based

(thought should be given to group sizes, and more individualised work is expected at this level.)



Child continues to make little or no progress



The Assess,
Plan Do
Review cycle

Continue the cycle with the child receiving more support with specialist advice that is outcome based and reviewed regularly.



Child continues to make little or no progress



Child's level of need is progressively more delayed and significant and a decision to request an Education Health and Care Plan may be necessary

Complex children on SEN Support and/ or are accessing additional funding from Early Years Funding Panel

A child moves onto SEN Support- specialist services are involved with the child to support a specific aspect or aspects of their development or are accessing additional funding from Early Years



The initial targets and strategies provided by the specialist service are discussed with the parents/carers.

Settings should record the different discussions with the parents/carers as the SEND Code of Practice states that they should be central to their child's care and any individually planned provision.



The agreed strategies and targets and are included within a Personal Learning Plan.

For complex children we advise settings to use a Personal Learning Plan to detail the general management strategies used to support the child.

(Whilst there are different names for the different formats, the content of the forms are more



Personal Learning Plan (and reviews of additional funding) should be reviewed approximately every 12 weeks with the parents/carers and outside agencies if appropriate.

Newly agreed targets are included within a revised Personal Learning Plan



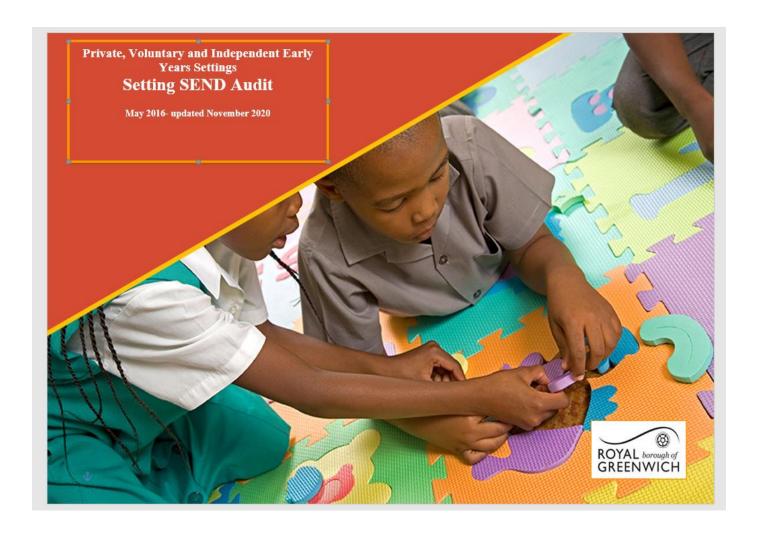
The Record of Intervention, Target monitoring summary sheet and Personal Learning Plan and timetable of support will provide on-going **evidence of the intervention**. This is essential to support the reviews of additional funding or any potential request for an Education Health and Care Plan in understanding the progress made over a period of time.

TAN TOWN

APPENDIX I

Template examples

Setting SEND Audit



APPENDIX 2a

Milestone Tracker

RBG Milestone Tracker form (next steps)

Childs name: Age in months: Key person: Sessions attended:

 January
 February
 March
 April
 May
 June
 July
 August
 September
 October
 November
 December
 Year

PSED	PHYS	C&L	
LITERACY	MATHEMATICS	U THE WORLD	EX. ARTS & DESIGN
PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING/ THINKING CRIT	TCALLY

Next steps for learning:

APPENDIX 2b Early Years Provision Map

Early Years Provision Map for use when mapping the needs of a group of children Setting						
Contributors:			Date Written:	Review Date:		
Area of Need			Early Identification			
Cognition and Learning	Children's names	Strategy/ Resource/ A	Activity			
Social, Mental and Emotional Health						
Communication and Interaction						
Physical Development and Medical						
Sensory, Visual and Hearing						

	MEETING RECORD	
Child's name:		
	D.o.B.	
Setting:	Date of meeting:	
Attending:	Date of Internal	
Apologies:		
Key purpose of mee	ting:	
Notes of the meeting		
rotes of the meeting	•	
Outcomes/actions:		
Outcomes/actions:		
Date/place for next	neeting:	
Signed:		
SENCo	etting file,	

This is child's name Profile



It has been created by my family and people that know me well so that you have information to help you understand my needs and how you can support me transition into my new school/ setting.

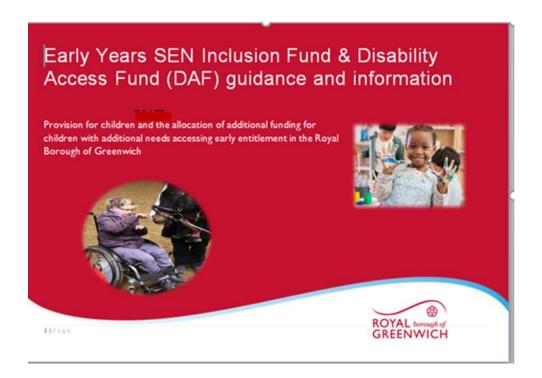


APPENDIX 5 Personal Learning Plan

	RNING PLAN	_			
Child's Name:	ь	oB: Age:			ion, Health & Care Plan (EHC)
Contributors:	_		Date Writter		Review Date:
What's working	Parents views		Setting	s views	
What's not working					
working					

TEAM AROUND THE CHILD MEETING FOR: Date:	

SEN Inclusion/ Disability Access Funding





Royal Greenwich Children's Services Free entitlement for two, three and four year olds



Royal Greenwich Children's Services DRAFT

Early Years SEN Inclusion Fund -Application/ Review form & Disability Access Fund (DAF)-Application

Please return the completed form to:

Email: early-years-inclusion-fund@royalgreenwich.gov.uk

 $\textbf{Post:} \, \mathsf{SEND} \,\, \mathsf{Outreach} \, \mathsf{Services}, \, \mathsf{King's} \, \mathsf{Park} \, \mathsf{Campus} \,\, \mathsf{Eltham} \, \mathsf{Palace} \,\, \mathsf{Road}, \, \mathsf{London} \, \mathsf{SE9} \, \mathsf{5LX}$

Please note:

- All funding requests require the front section to be completed/checked to ensure that it continues to be accurate (up to the end of referrer's details) and then the additional supplementary appendix form.
- Payments will be paid each term with provision for settings with all-year-round placements to spread as best fits their setting.
- Incomplete forms will be automatically rejected and returned.

Please indicate the funding request you are making:	Please tick	Please tick			
SEN Inclusion Fund Application - Complete front section and appendix I	2				
Review - Complete front section and appendix 2	Review / 🗆	Review 2	Review 3		
Specialist equipment - Complete front section and appendix 3					
Disability Access Fund (DAF) - Complete front section and appendix 4	e e				

Page 1

APPENDIX 8

Timetables of support

	name		Daily	timetable of s	upport intervention	weekl	y)	
All children								
Alongside/ with oth	ner children							
Targeted work								
Time	Monday		Tuesday		Wednesday		Thursday	Friday
12.30-12.45pm	Registration-arrival/ free	e play	Registration-an	rival/ free play	Registration-arrival/ fr	ee play	Registration-arrival/ free play	Registration-arrival/ free play
Start at 12.45pm Indoor play	Indoor play		Indoor play		Indoor play		Indoor play	Indoor play
	Adult led activity		Adult led activit	ty	Adult led activity		Adult led activity	Adult led activity
12.30-1.30pm	1:1 support -Child's nam	1-1 sun	nort worker was	- shi - si s b -				need and distanced
	1						ate; to model, explain, demonst evelop responsibility for herself	
1.30pm-2.00pm	1	k when in	tervention is no	t appropriate or r	equired to allow Child's			
1.30pm-2.00pm 2.00-2.30pm	support and to step back 1:1 support worker work 1:1 support -Child's name	k when in	tervention is no hild's name on t	t appropriate or n argeted work (PLI s this time to obs	equired to allow Child's i	ame to de		give details
	support and to step back 1:1 support worker work 1:1 support -Child's name	k when in	tervention is no hild's name on t	t appropriate or n argeted work (PLI s this time to obs	equired to allow Child's i	ame to de	evelop responsibility for herself	give details
	support and to step back 1:1 support worker work 1:1 support -Child's name support and to step back	k when in ks with ch te 1:1 sup k when in	tervention is no bild's name on t sport worker use tervention is no	t appropriate or n argeted work (PU is this time to obs t appropriate or n	equired to allow Child's in a second	ame to de	evelop responsibility for herself ste; to model, explain, demonst evelop responsibility for herself	– give details rate, provide additional give details
2.00-2.30pm	support and to step back 1:1 support worker work 1:1 support -Child's name support and to step back Snack	k when int ks with Ch ne 1:1 sup k when int Snack	tervention is no bid's name on t port worker use tervention is no r play	t appropriate or n argeted work (PLI s this time to obs t appropriate or n Snack	equired to allow Child's in the sequired to allow Child's in the s	ame to de	evelop responsibility for herself ste; to model, explain, demonst svevelop responsibility for herself Snack	give details rate, provide additional give details Snack
2.00-2.30pm Finish at 2.30pm	support and to step back 1:1 support worker work 1:1 support -Child's nam support and to step back Snack Outdoor play	k when int ks with Ch the 1:1 sup k when int Snack Outdoor Tidy up	tervention is no bid's name on t port worker use tervention is no r play	t appropriate or n argeted work (PLI is this time to obs t appropriate or n Snack Outdoor play	equired to allow Child's I P-give details erve, and to intervene as equired to allow Child's I Snack Outdoor play Tidy up time	appropria	evelop responsibility for herself ste; to model, explain, demonst evelop responsibility for herself. Snack Outdoor play	give details rate, provide additional give details Snack Outdoor play

Day	Time	Description of support / activity
Monday	9.00 -	Supporting child to explore available activities, modelling
-	9.30 am	play and language
	9.30 -	Ready steady go session with motivating supporting props
	9.45	e.g. bubbles, sparkle sheet.
uesday		

Settings may find this next template useful for collecting the outcome of daily activities.

Date:	Who/ What:	Comments/ Outcome:	
Please rec	ord each time an activity is carrie	d out and the outcome of the activity	