

**Early Years SEN Support:**

**Model of Identification**

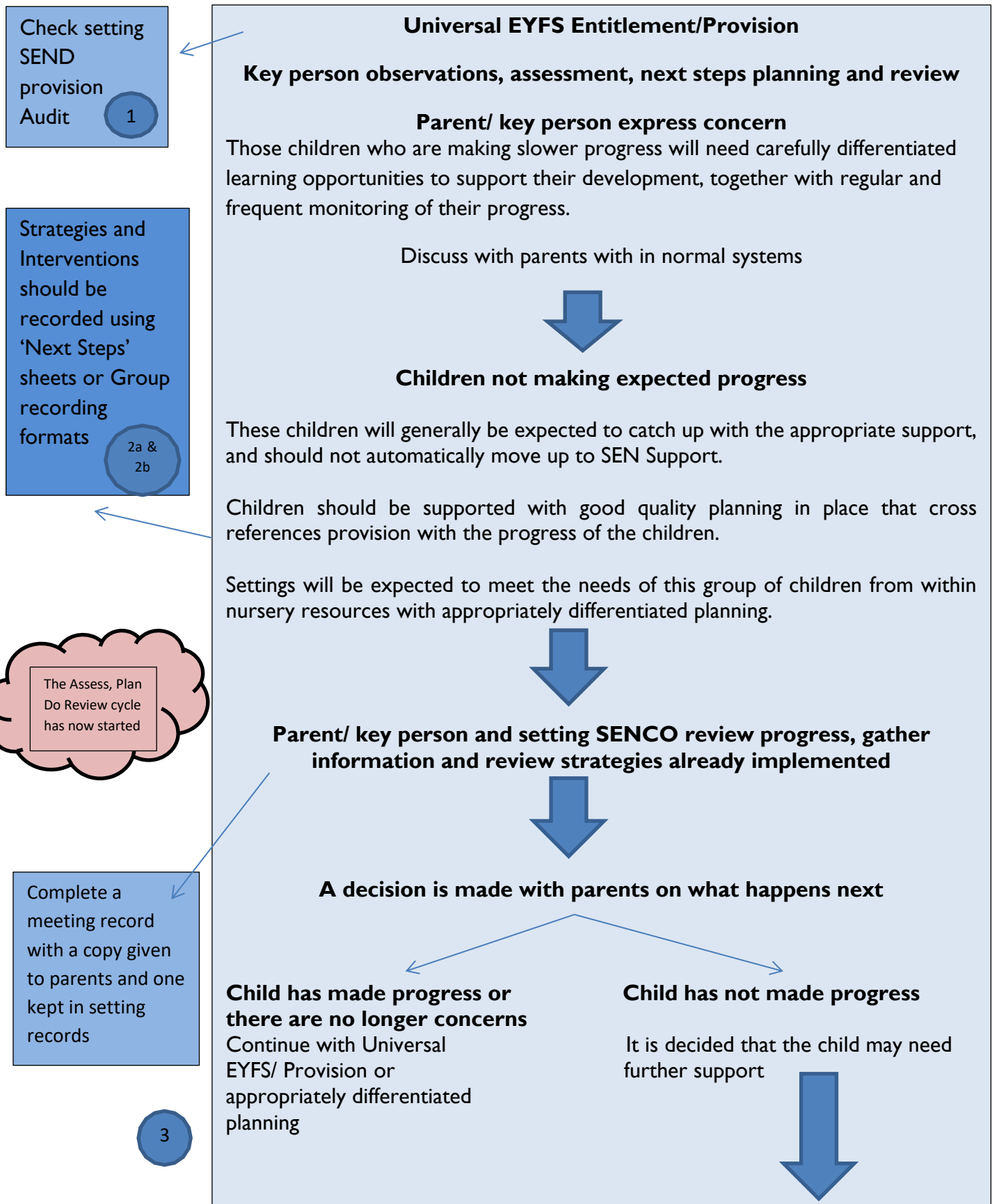
**and Assessment**

**Flow Chart and template examples**

May 2016- updated November 2020



## Early Years SEN Support: Model of Identification and Assessment



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'.

4

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

5

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

6

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)

7

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**



**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**

**The Assess, Plan Do Review cycle**



**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.



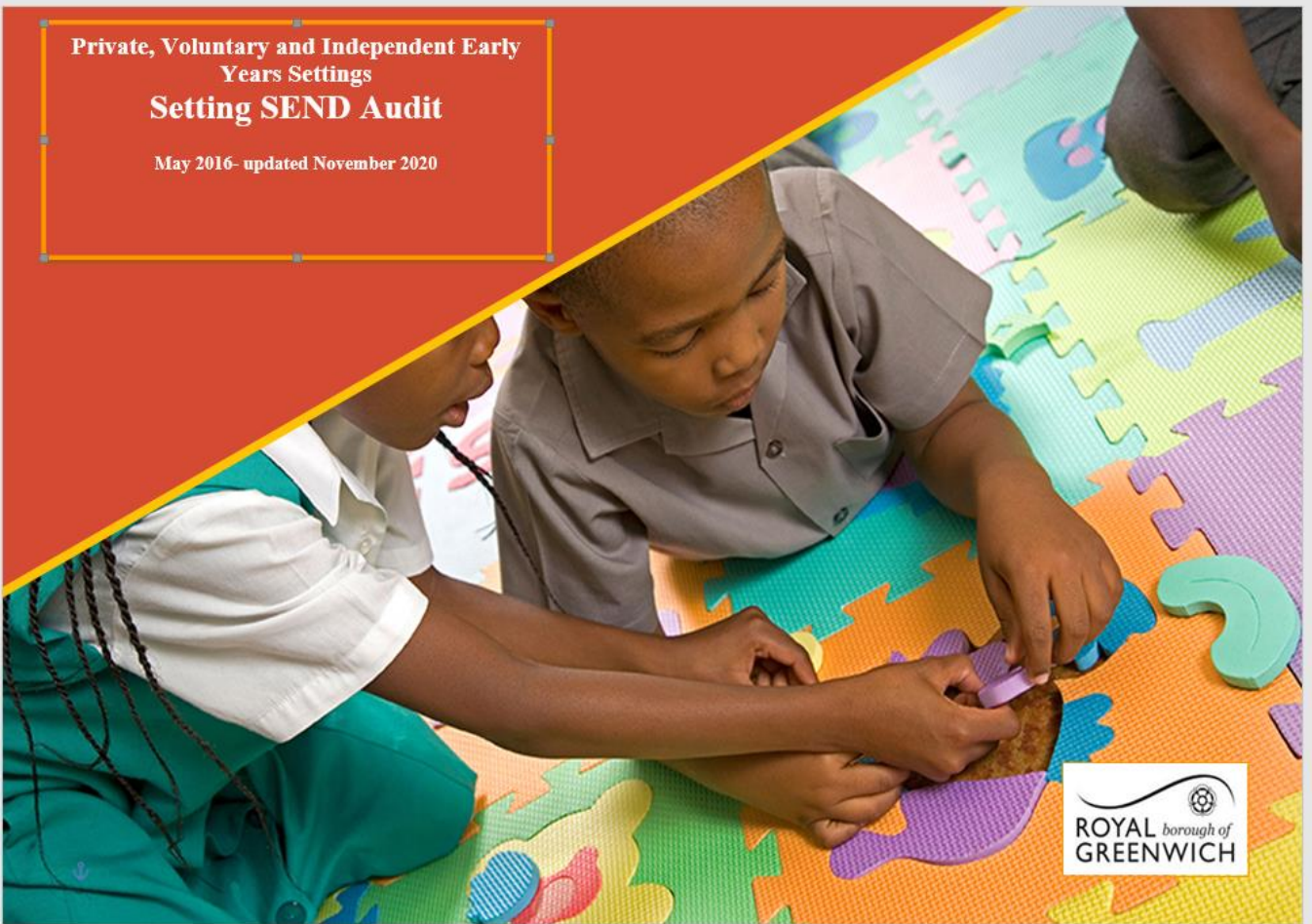
# Template examples

## APPENDIX I

## Setting SEND Audit

Private, Voluntary and Independent Early  
Years Settings  
**Setting SEND Audit**

May 2016- updated November 2020



## APPENDIX 2a

## Milestone Tracker

### RBG Milestone Tracker form (next steps)

Child's name:

Age in months:

Key person:

Sessions attended:

January	February	March	April	May	June	July	August	September	October	November	December	Year
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PSED	PHYS	C&L	
LITERACY	MATHEMATICS	U THE WORLD	EX. ARTS & DESIGN
PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING/ THINKING CRITICALLY	

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	
	Children's names	Strategy/ Resource/ Activity
Cognition and Learning		
Social, Mental and Emotional Health		
Communication and Interaction		
Physical Development and Medical		
Sensory, Visual and Hearing		

## APPENDIX 3

## Meeting Record

MEETING RECORD	
Child's name:	
Setting:	<u>D.o.B.</u>
	Date of meeting:
Attending:	
Apologies:	
Key purpose of meeting:	
Notes of the meeting	
Outcomes/actions:	
Date/place for next meeting:	
Signed:	
	<u>SENCo</u>
Copies to:	Parents, setting 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



## PERSONAL LEARNING PLAN

Child's Name: DoB: Age: SEN Support / EHC Ass / Education, Health & Care Plan (EHC)

Contributors: Date Written: Review Date:

	Parents views	Settings views
What's working		
What's not working		

**TEAM AROUND THE CHILD MEETING FOR:**

**Date:**

# Early Years SEN Inclusion Fund & Disability Access Fund (DAF) guidance and information

Provision for children and the allocation of additional funding for children with additional needs accessing early entitlement in the Royal Borough of Greenwich




ROYAL borough of GREENWICH

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



ROYAL borough of GREENWICH

**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](mailto:early-years-inclusion-fund@royalgreenwich.gov.uk)

**Post:** SEND Outreach Services, King's Park Campus Eltham Palace Road, London SE9 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
<b>SEN Inclusion Fund Application</b> - Complete front section and appendix 1	
<b>Review</b> - Complete front section and appendix 2	Review 1 <input type="checkbox"/> Review 2 <input type="checkbox"/> Review 3 <input type="checkbox"/>
<b>Specialist equipment</b> - Complete front section and appendix 3	
<b>Disability Access Fund (DAF)</b> - Complete front section and appendix 4	

Page 1



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

**Record of Intervention/ Actions Observed**

Date:	Who/ What:	Comments/ Outcome:

**Please record each time an activity is carried out and the outcome of the activity**