

Early Years SENCO TOOLKIT

This SENCO toolkit has been produced to provide SENCOs in early years settings with a comprehensive resource of information and guidance. It should be used to support and develop inclusive practice and allow early years providers to meet their statutory responsibilities under the Special educational needs and disability code of practice 0 – 25 (2015) and the Equality Act 2010.

We hope this toolkit is both informative and useful and enables setting SENCOs to fulfil their role and responsibilities but if you require further support please contact the City Lead Early Years Advisor.

Throughout this document the term parent will be used to refer to all parents and carers.



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SETTING SENCO

AN OVERVIEW: GETTING ORGANISED!

Starting points for SENCO's

On 1 September 2014, a new Act of Parliament came into effect. This is the Children and Families Act 2014, which sets in stone the biggest changes to the laws governing special educational needs and disabilities for 30 years. These reforms are intended to create a real change in the way professionals work with families, children and young people.

What's new?

- A real focus on the aspiration and outcomes for children and young people
- Participation/equal partnership in decision making for parents and children and young people
- A joint approach between education, health and care services
- Requirement to publish information about all services available locally (Local Offer)
- It replaces Statements of Special Educational Needs (2-19 years) with Education, Health and Care (EHC) plans for children and young people from birth to 25 years.

The EHC needs assessment is a single assessment process, coordinating the approach across education, health and social care. This process will take 20 weeks (instead of the previous 26).

The intention is to enable young people, children and their families to only have to 'tell their story' once. Children, young people and their families will be involved throughout the assessment process.

As well as taking into account the Children and Family Act 2014, the EYFS framework requires early years' providers to have arrangements in place for meeting children's special educational needs. Those in a group

provision are expected to identify a SENCO and the role is defined on p89 of the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015). The SENCO's role is to co-ordinate the support for children with SEND but it does not mean they need to do everything!

Supporting children with SEND is the responsibility of all setting practitioners.

All settings' SENCO's must:

- have completed SENCO training
- be aware of the SEND Code of Practice
- be aware of the Equalities Act 2010
- be aware that all settings should have arrangements in place to support children with SEN or disabilities. These should be outlined in the settings SEND policy giving a clear approach of how they will identify and respond to the needs of children with SEND and how the support will be offered
- be aware that the setting should provide information for the 'Local Offer' and ensure this information is regularly reviewed and updated. (referred to in section 3)

Definition of Disability

Many children with SEN may have a disability under the Equality Act 2010 – that is:

A physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities.

This definition includes sensory impairments, such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between children who have a disability and those with SEN. Where a disabled child requires special educational provision they will be covered by the SEN definition.

Children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identifying and assessing SEND

Some children will start the setting with an identified SEND or additional need and some children will emerge as having a special educational or additional need once they are attending the setting.

The SENCO should create a register of children who meet the definition of SEN in the Code of Practice. The SENCO might also want to keep an inclusion log for the children who might have other needs or vulnerability to identify when additional resources, especially staffing are needed.



The graduated approach

For children attending with an identified need, they may need additional planning and settling in. An Individual Outcomes Plan should be implemented to ensure the child's needs are met and progress is ensured. This will be the start of the graduated approach with its four stages of action: assess, plan, do and review.

For children whose difficulties may emerge once at the setting you may need to raise your concerns with parents.

Please note that there should have been lots of informal conversations about children's strengths and interests before concerns are raised. This ensures that parents know you value their child as an individual and will help to build a positive partnership.

Plan an appropriate and personalised way of discussing concerns considering how, where, when, what will be communicated and ensuring that parents are dealt with appropriately and sensitively.

Remember just as all children are different, so are their families and carers. In order to collaborate and work effectively with parents we need to involve them in setting targets and strategies with a planned intervention and ensure they participate in reviewing targets and outcomes.

For some children planned interventions and the cycle of assess, plan, do and review will be sufficient in ensuring their individual needs are met and that they will make reasonable progress. It is important to keep the dialogue and discussions with parents going so they feel fully informed.

Definition of SEN support

In the new SEND Code of Practice the categories of Early Years/School Action and Early Years/School Action plus have been replaced by a single category called SEN Support.

Where a pupil is identified as having SEN, to enable the pupil to participate, learn and make progress schools should take action to remove barriers to learning and put effective special educational provision in place.

For other children, further support from specialist agencies may be required and parental permission will be needed to involve sources of specialist advice, resources, training etc. Agencies such as Portage, Speech and Language Services, ASD Specialist Support Teams, etc. may offer helpful advice.

Early Help

The Early Help approach may also be a constructive tool in supporting children and families and providing an early intervention.

Education, Health and Care (EHC) plan

For some children an EHC Plan may be in place and this may bring a Personal Budget. Further support and guidance on this is in the Education Health and Care Plan section of the Toolkit.

Transitions

For any child with an additional or special educational needs it will be important to consider any point of change for them. The effective sharing of information is part of high quality provision during the period of change from home to setting, within settings, and between provisions, and will help children and families.

Early Years Inclusion Flowchart

Supporting children with SEND or other vulnerabilities is the responsibility of all practitioners



WAVE 1

UNIVERSAL PROVISION

In everyday, practical situations, the best early years settings do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes, irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child.

Inclusive settings:

- Provide high quality environments, relationships and teaching that is differentiated and personalised, promoting positive outcomes to all.
- Commit to inclusive practice and removing barriers to learning.
- Know children well and are able to make judgements about their progress.
- Have high expectations of all children.
- Have many informal conversations about children's strengths and interests so that parents know you are concerned about their child as an individual
- May call on outside specialists/experts as part of the identification process as well as after a need has been identified



WAVE 2

TARGETED PROVISION

A. Some children will start the setting with an identified SEN or disability.

Parents will already have information from other professionals involved with the child's developmental progress.

Seek permission to view these so that you can coordinate your approach within the setting.

Plan for any additional arrangements needed for transitioning into the setting e.g. for settling in, obtaining specialised equipment/ resources or employing additional staff.

Combine the child's support plan from other professionals with your intervention plan to ensure the child's needs are met and progress is made within the setting. Write a Care Plan when there are medical needs.

B. Some children will emerge as having a special educational or additional need once they are attending the setting.

Once you have tried support through your usual provision and you are still concerned about a child's progress, plan an appropriate and personalised way of discussing concerns with the parent/carer.

Obtain parental involvement and permission to put in additional or different support. Find out if other agencies/ professionals are already involved.

In collaborating and working effectively with parents, you can promote participation and agreement in setting targets. Both you and the parents can implement these planned interventions and strategies together. Write these up as an intervention plan, which the parents sign. This can be in the form of an Individual Outcomes Plan (IOP) or Play Plan. It will include specific actions, which are different from or additional to your usual planning to support the child. Be clear about your success criteria (what you expect the child will be able to achieve) within a time frame (usually six weeks) and evaluate them regularly, showing whether or not targets have been met.



WAVE 3

SPECIALIST PROVISION

For some children, planned interventions and the cycle of assess, plan, do and review (or a series of cycles) will be sufficient in ensuring their individual needs are met and they make reasonable progress. It is important to keep the dialogue and discussions with parents going, so they feel fully informed.

For other children, further support from specialist agencies may be required.

Parental permission will be needed to involve sources of specialist advice, resources, training etc. e.g. Speech and Language Services, Paediatrician, Portage, and Early Years Advisors. It is good practice to try to co-ordinate the support you are giving with the strategies other agencies are doing to support the child.



The Role of the SENCO

An effective SENCO:

- starts by thinking about the unique child
- believes in every child as an individual who has the potential to develop
- has patience and tenacity
- captures the child's and family's voices
- is empathetic and is a good listener

It helps if you know or know how to find out about:

- the needs and background of individual children with additional needs
- the strategies and techniques of how to support individual children with additional needs
- outside agencies that can give you advice and support
- where to build your knowledge of supporting children with additional needs
- where to obtain useful resources

Things you (and/or others) might have to do:

- have regard to the SEND code of practice
- implement the SEND policy
- maintain on-going good relationships with parents/carers of children with additional needs
- liaise with other professionals from other agencies e.g. SALT, Educational Psychologists, etc.
- give advice and support to colleagues within the setting
- ensure that individual children's support plans are written, followed and evaluated
- attend training sessions
- organise, and possibly plan and deliver, in house training
- attend meetings e.g. EHCP, LAC, Section 17/47 etc.
- help with any funding applications
- organise smooth transitions for children with additional needs

SENCO survival tips

Don't try to be a superhero!

Don't try to do it all by yourself - delegate to colleagues

Make the most of opportunities to network with SENCO's in other settings

Speak to your Lead Early Years Advisor and refer to this manual

Communicate- remember this involves listening as well expressing yourself

Celebrate the fact that you will make a difference to children's lives

An example

Consider Emma

Emma is 2 years and 10 months old. She started the setting four months ago. She used to cry a bit when Mum left her but now she comes in and settles well.

Theresa, her key person, has noticed that Emma does not tend to play with the other children very much and seems to prefer spending time by herself pushing the dolls in the pram. Sometimes she babbles to the dolls but nobody quite catches what she says.

Identifying needs - where to begin?

Theresa will start a period of further investigation into Emma's difficulties. She will observe Emma a little more closely and she will also chat to Emma's parents in order to gain as full a picture as possible. She may ask questions such as what experience she has of playing with other children and whether she talks much at home.

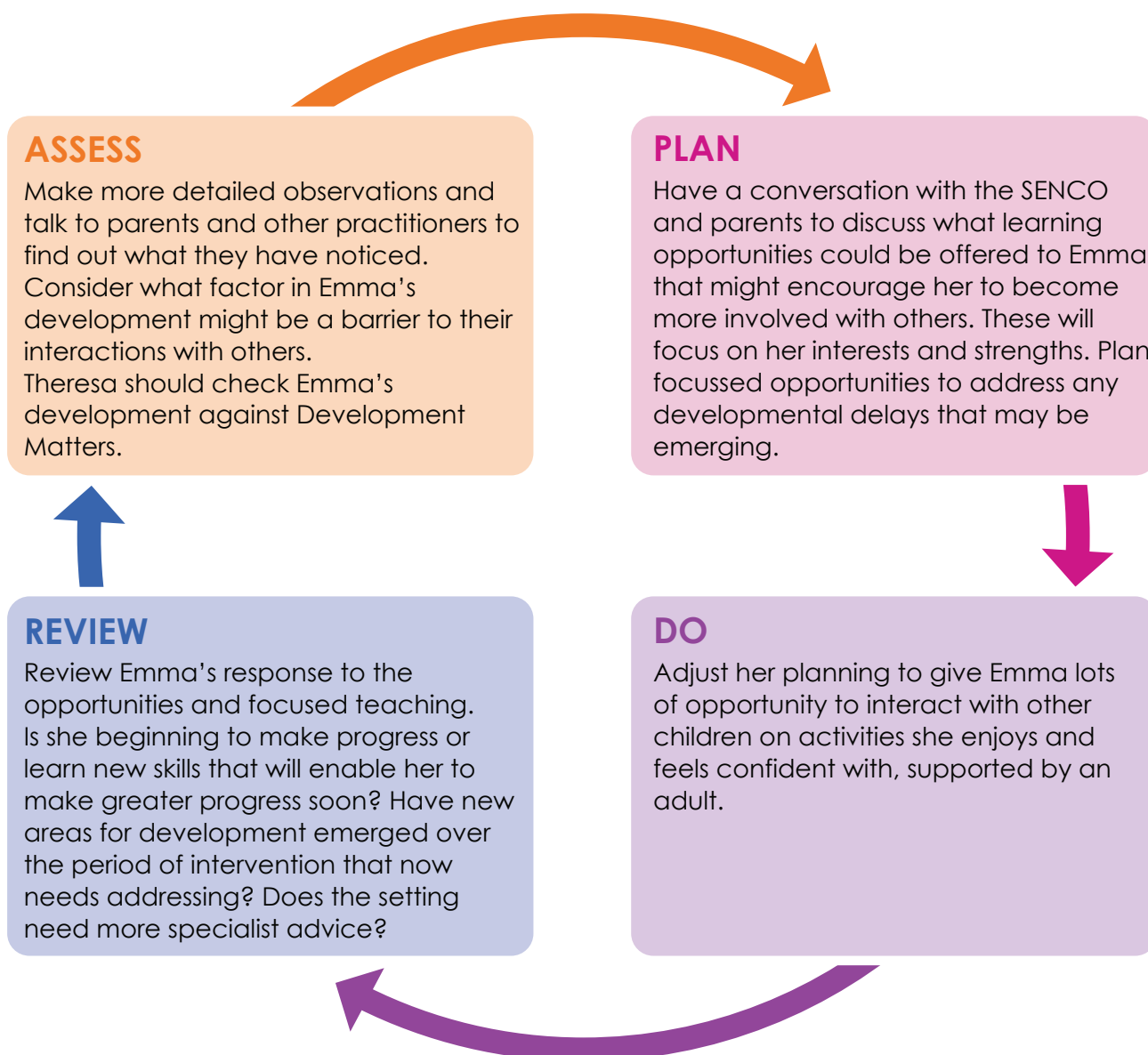
She will talk to her colleagues to find out if they have noticed any special friends Emma may have made. She will also talk to the setting SENCO.

As part of this process, Theresa will use information she has on expected development, particularly in Speech, Language and Communication as her SENCO has suggested that difficulties in this area might be a reason why Emma is not playing with others.

Gathering this information will help Theresa to build a profile of Emma's needs and her strengths. This is key to supporting the possible identification of SEN should the lack of progress continue despite high quality teaching and appropriate support.



This early stage provides a crucial opportunity for Theresa to reflect on her own practice with Emma and evaluate whether different approaches may be part of the solution (a critical feature of high quality practice). With the SENCO's support, Theresa may then adjust her planning and teaching to address Emma's areas of difficulty over a reasonable period of time before reviewing the outcomes, including progress, again.

In summary



Early Identification

A Graduated Approach to a Continuum of Need for Children with SEND

LOWER LEVEL OF NEEDS		GREATER LEVEL OF NEEDS
Observing progress, using the Early Years Foundation Stage Framework	Setting based planned and evidenced intervention e.g. Individual Education Plan, Play Plan, etc.	Coordinated planned and evidenced intervention with reference to specialist expertise
<p>Setting have identified concerns that need to be observed and monitored, leading to discussion with parents.</p> <p>Needs met through good inclusive practice that the setting provides day-to-day, within the Early Years Foundation Stage, with different opportunities and approaches.</p>	<p>When a setting can meet a child's needs from their own resources. A support plan (IEP, Play Plan, etc.) is written for a child when the setting has identified the need for greater differentiation or intensity of support. It is a working document for daily use by all and should involve the parents and the child</p>	<p>When outside agencies (e.g. Early Years advisors, Speech and Language Therapists, etc.) become involved Support Plans are implemented, reviewed and revised with input from outside agencies. Strategies should fit in with the daily/weekly planning.</p>
		
MONITORING 'ADEQUATE PROGRESS' THROUGH THE CYCLE OF ASSESS, PLAN, DO AND REVIEW		
		



LOCAL OFFER AND POLICIES

The Local Offer – Information for education settings

All local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have education, health and care (EHC) plans.

Early years providers must cooperate with the local authority to ensure the 'Local Offer' provides a comprehensive, transparent and accessible picture of the range of services available. (SEND Code of Practice 2015 (paragraph 4.1))

The Local Offer – Information for education settings

What do we mean by education settings?

We say 'education settings' because there is no easy single term to cover early years settings, maintained schools and units, academies and units, non-maintained special schools, further education colleges, independent specialist providers, and Pupil Referral Units.

What is the Local Offer?

The Children and Families Act has introduced a requirement for every Local Authority to publish a Local Offer. This will contain information about services the local authority expects to be available in their area for children and young people (from birth to 25) who have special educational needs and/or disabilities (SEND). Services outside of the area, but which the Local Authority expects to be used by children, young people and their families, will also be included.

The Code of Practice explains that the Local Offer has two main purposes:

- to provide clear, comprehensive and accessible information about the support and opportunities that are available; and
- to make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parent carers, and service providers in its development and review.

The Local Authority must involve parents, children and young people in developing and reviewing their Local Offer. Local services, including early years settings, schools, colleges, health and social care agencies, must also be consulted. The Local Offer is a new way of providing information and should not simply be a directory of existing services – an address and telephone numbers will not be sufficient.

Educational setting's role

- Schools and early years settings have a duty to cooperate and work with the local authority to inform, develop and review the Local Offer.
- Schools must also publish a SEN information report on their own website which sets out all the information around SEN within their school.
- Schools should engage with children and young people with SEND and their parents when producing this information.

Local Authority's role

(Family and Young People Information Service)

- Ensure the Local Offer is up-to-date with relevant information and services for families, and make accessible to all.
- Engage with families including children and young people, education and service providers when producing this information, taking into consideration how it is laid out and how it will be made available to those who do not have access to the internet.

Parents, carers and young people can

- Use the Local Offer website as a key source of information on provision and services available.
- Provide feedback to the Local Offer about services or provision including any gaps or issues that they encounter (these are known as insufficiencies).

How will publishing this information help education settings?

- the information will help to communicate to parent carers, and others who work with the setting, how children and young people with SEN are supported. It will provide a clear profile of the individual setting
- it will help to prevent misunderstandings which can sometimes make working together difficult
- co-producing the information with parent carers and children and young people will help to develop strong partnerships and increase understanding
- It will be an opportunity to review processes and ways of working together
- it will provide clear, transparent information about how funding works in schools

Suggested framework for writing a SEND policy

Relevant legislation and key documents:

- Children and Families Act 2014
- Equality Act 2010
- EYFS Statutory Framework 2017
- SEND Code of Practice 2015

Values and Aims

- consider setting's aims, values and principles and how they reflect those of the Code of Practice e.g. the voice of the child, close partnership with parents, removing barriers whenever possible
- do all staff have high expectations for all children?
- how does the setting intend to meet the diverse and individual needs of their children and families?

Name of SENCO:

- explain roles and responsibilities
- give details of any relevant qualifications/ experience

Roles and responsibilities:

- check the policy against the Code of Practice
- work with staff to identify and review services for the Local Offer
- consider who is the main contact person for parents who are new to the setting
- ensure the policy is put into practice by all staff and volunteers
- liaise with staff, parents, children and outside agencies
- record and distribute reports and individual outcomes plans
- set review dates
- co-ordinate meetings

- keep managers informed and up-to-date on SEND issues
- ensure the Local Offer is updated

Staffing and training

- describe your commitment to training and responsibility of all staff
- describe your commitment to ensuring experienced practitioners will support children with additional needs if funding is applied for
- describe specialist qualifications and training
- what SEND training is accessed and planned for and how is training shared?

Admissions arrangements

- explain how individual children are settled into your setting and how you gather information with parents (cross-reference with Admissions Policy)
- explain staffing ratios per session and how individual needs are met
- do you have any procedures/ arrangements for making additional arrangements? E.g. Induction, meetings with all involved professionals prior to admission

Partnership with parents

- how do you build a partnership with parents?
- how does the setting work with parents in discussing their child's strengths and areas of concern?
- do you have any set times when you are available to talk to parents?
- how can parents access your policies?
- how do you ensure early support and help for your families to help improve the outcomes for your vulnerable learners?

- how do you inform parents about the SEND Information, Advice and Support Service (IASS)? Do you have information leaflets readily available in a set location for them?
- how do you monitor and review plans and progress with parents?
- how are parents helped to support their child's learning at home?

Identification and assessment

- how are individual children included, valued and supported?
- who will work with children who have SEND and how often?
- how is the learning environment and the provision differentiated?
- how do you identify needs as early as possible which require 'additional to' and 'different from' the usual provision? We recommend that whenever possible plans are in place within 6 weeks of entry into the setting if children are identified as having a SEND
- consider how you will meet the social, health and pastoral needs of children with SEND to ensure their well-being
- how do you enable the child to have a voice?

The graduated approach

- explain how you have a graduated approach with a 4 stage cycle of actions: assess, plan, do and review
- allow space in your policy to explain how you will meet the needs of children with an Education Health and Care Plan. How will you manage the referral process and support parents whose children have high and complex level needs?
- explain your approach to record-keeping

Resources and learning environment

- how are additional resources acquired and funding applied for?

- describe the specialist resources available to the setting
- how do you allocate staff?
- is the learning environment and are all routines accessible for all children?
- consider visual and auditory issues, as well as physical adjustments
- how are all children included for trips and special events held outside the setting?
- how is the differentiated curriculum delivered?
- how will you ensure access to a full and balanced curriculum to all children?
- does your learning environment/learning opportunities ensure that your approach is inclusive?

Links with support services and outside agencies

- how are referrals made for external support and parental permission requested?
- what specialisms do staff have and what specialist services can the setting access?
- explain the role of the LA Early Years Advisor

Transitions

- explain the transition process for when children move into new rooms, schools or other settings. Cross reference with your transition policy
- explain your procedures for sharing information with other settings

Arrangements for dealing with complaints

- Cross reference with setting's complaints policy

Monitoring the policy

- explain how the policy is monitored, evaluated and reviewed annually by all staff and date the policy and review date
- when and how is the Local Offer updated?

Points to consider when writing policies

Special Educational Needs and Disability Policy

- the policy is not just the work of the setting SENCO
- consider how you are going to involve and share with staff, managers and parents?
- discuss and reflect your setting's values and goals in your policy
- make sure the policy is 'real' and reflects practice
- keep a vision of how you want to develop inclusion (SEF)
- a SEND policy should be tailored to an individual setting (not just copied and pasted from a website)
- all settings require a SEND written policy to support children and promote inclusion
- a written SEND policy should be available during an Ofsted inspection
- the policy must have due regard to the SEND Code of Practice (2015)
- avoid the overuse of jargon and abbreviations
- the SEN policy needs to be a standalone document, but will relate to other policies
- consider the use of appendices for sections that change frequently e.g. details of training

Promoting Positive Behaviour

- name the practitioner responsible for behaviour management
- identify the aims and principles of the policy
- explain how you work with parents
- detail your approach to using positive approaches, seeing behaviour as a form of communication and trying to understand the root causes for the behaviours

- explain the importance of personalised approaches and strategies
- explain how unsafe behaviour is risk assessed and managed
- explain how records will be kept and the format for recording behavioural strategies
- explain how the policy will be monitored and evaluated
- detail the training undertaken, specialist resources and use of specialist agencies

Equal Opportunities and Anti-discrimination

- identify the aims and principles of the policy
- explain how individual children's needs are met
- explain how children and families are valued and included
- detail approaches to promote value and respect for others
- detail your policy in relation to children, family, staff and committee when applicable
- detail your policy in relation to employment, resources, environment, curriculum, food and timing of events
- emphasise how staff team will be supported to challenge inappropriate attitudes and practices
- give details how you will review, monitor and evaluate the effectiveness of inclusive practices
- detail the training undertaken

When writing and reviewing policies always consider requirements of the Early Years Foundation Stage Statutory Framework.



PARENT PARTNERSHIP

Parents as Partners

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. It is therefore essential that all professionals actively seek to work with parents and value the contribution they make.

Participation suggests a partnership of equals: practitioners are experts in children and childcare; parents are experts in their children.

All those working with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen to and understand when parents express concerns about their child's development. (SEND Code of Practice paragraph 5.5).

Parents as Partners

Working in collaboration with parents is central to the Early Years Foundation Stage and should underpin our practice in early years. This is because about 70% of children's lives are spent not in a setting, but with their family and the wider community.

The evidence from research is undeniable; the activities that take place at home have the largest impact on children's learning and children do better if there is good partnership working between parents and settings. Partnership encourages parents to be closely involved in their children's learning and also allows access to services that can help to support the whole family.

Positive relationships are central to partnership working. Clear and honest communication is needed within a framework of mutual trust and respect.

There should be no presumption about what parents can or cannot do to support their child's learning. It is important to be mindful that a lack of involvement may be due to any number of factors including fear, lack of confidence or awareness, so it is important to find ways to include parents in as many different ways as possible.

Evidence from successful settings shows that effective practitioners are able to:

- build supportive relationships with parents, using active listening
- understand why parents and the home learning environment are so important
- work with a wide range of parents including fathers, parents from different cultural backgrounds and parents with additional support needs
- draw on parental knowledge and expertise in relation to their child, e.g. through an on-entry assessment, which is regularly updated
- focus on the child's strengths and the things they enjoy as well as areas of additional need
- identify difficulties early (within 6 weeks) and know when and how to involve other specialist services
- tailor information to meet individual parent's needs, recognising their starting points
- maintain regular contact through both planned meetings and informal opportunities
- support parents to develop the confidence, knowledge and skills to help their children
- be aware of parents' feelings, concerns and the personal and emotional investment they make
- respect the validity of different views and seek constructive ways to problem solve

What about parents who are unable or unwilling to work alongside practitioners?

Not all parents will have the time to attend sessions in a setting. Parents may have many competing demands on their time, especially if their child has additional needs. They may respond positively to being asked to talk about their child's play or favourite things at home or take photographs with a loaned or disposable camera.

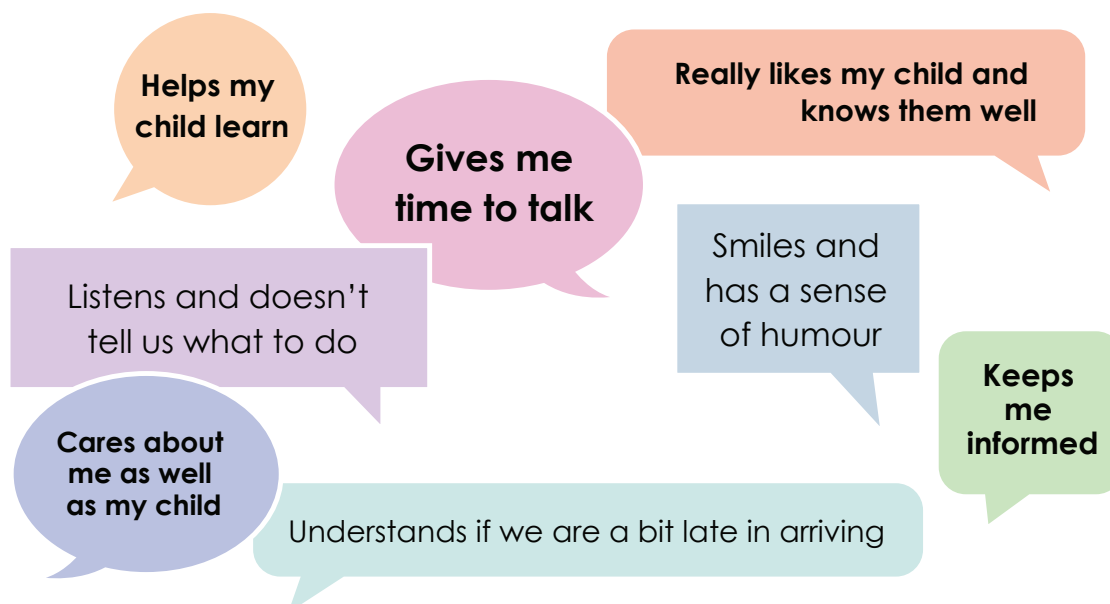
Many parents are happy to be kept informed about what is happening in the setting via email or text and are more likely to respond when any response can be short and instant.

It is important to think about how accessible you are – not just in terms of the physical position and layout, but in terms of how welcoming you are to those who are less confident.

Practitioners often talk about 'hard to reach' parents but it is often the setting that is 'hard to reach' for the parents.

What helps parents to work with practitioners?

When parents say what they need from practitioners, their comments usually include the following. Someone who:



(Taken from Understanding the revised EYFS, Early Education 2012)

Parent Partnership Discussion Format – SAMPLE

Name of child:	Date of Birth:
Who was present?	
What is working well?	
What are the difficulties or needs you are worried about?	
What approaches have been tried so far?	
What effects have been noticed?	
How would you like things to change?	
Are there other factors you think might be important?	
How are parents/carers and other adults involved?	
What are the views of the parent/carer?	
What are the views of the child?	
Is any other agency involved?	
What will we do to meet the needs of this child?	
Actions: To be carried out by:	
Date of discussion: Review date:	



Department of Community and Children's Services
City of London
PO Box 270
Guildhall
LONDON EC2P 2EJ

REQUEST FOR EARLY YEARS INVOLVEMENT: PARENT/CARER AGREEMENT

The role of the Early Years Team is to assist Early Years settings by providing advice and support for all children including those with additional/special educational needs. We work closely with staff and parents, finding ways to best help the children make the most of the learning opportunities available to them.

We may observe the children and offer advice on their play, learning and development. Where needed, we can provide support or help in drawing up personalised planning for the children. We can also help to access other specialist support, where appropriate.

Name:

Date of Birth:

Address:

Tel:

Ethnicity:

Home language:

Child Attends (circle all that apply):

Mon am pm **Tues** am pm **Wed** am pm **Thurs** am pm **Fri** am pm

Staff at the setting have suggested that it might be helpful to contact a member of the Early Years Team for advice or a visit regarding your child's needs.

Please confirm that you agree to this involvement and for information to be stored on the City of London database and shared with other agencies, as appropriate. I understand that any information gathered will be kept confidential and will only be shared with other professionals working with my child. I also understand that on request I may access written records on my child.

Parental/carers views:

Name (please print)

Signature:

Relationship to child:

Involvement requested by:

Role:

Setting's name and address:

Date:



Department of Community and Children's Services
City of London
PO Box 270
Guildhall
LONDON EC2P 2EJ

Please summarise this child's strengths

Areas for development
(Including strategies already put in place)

What outcomes would you like to achieve for this child (and how might the EY Team help you to achieve them)?



Department of Community and Children's Services
 City of London
 PO Box 270
 Guildhall
 LONDON EC2P 2EJ

REQUEST FOR EDUCATIONAL PSYCHOLOGY INVOLVEMENT

Please discuss with EP before completion.

Name:

Date of Birth:

Address:

Tel:

Ethnicity:

Home language:

Parent/carer agreement

Date:

I give full permission for the Educational Psychology Service to be involved and for information to be stored on the City of London database and shared with other agencies, as appropriate.

Parental/carer views:

Name (please print)

Signature:

Relationship to student:

Involvement requested by:

Title:

School:

Current N.C. Levels and any other school based assessment information

Please summarise this child's: Strengths	Needs
Strategies in place (please attach IOP)	Outcomes for each strategy
Other outside agencies	Outcomes
What outcomes would you like to achieve for this pupil and how might the EP help you to achieve them?	



THE GRADUATED APPROACH

Assess, Plan, Do, Review

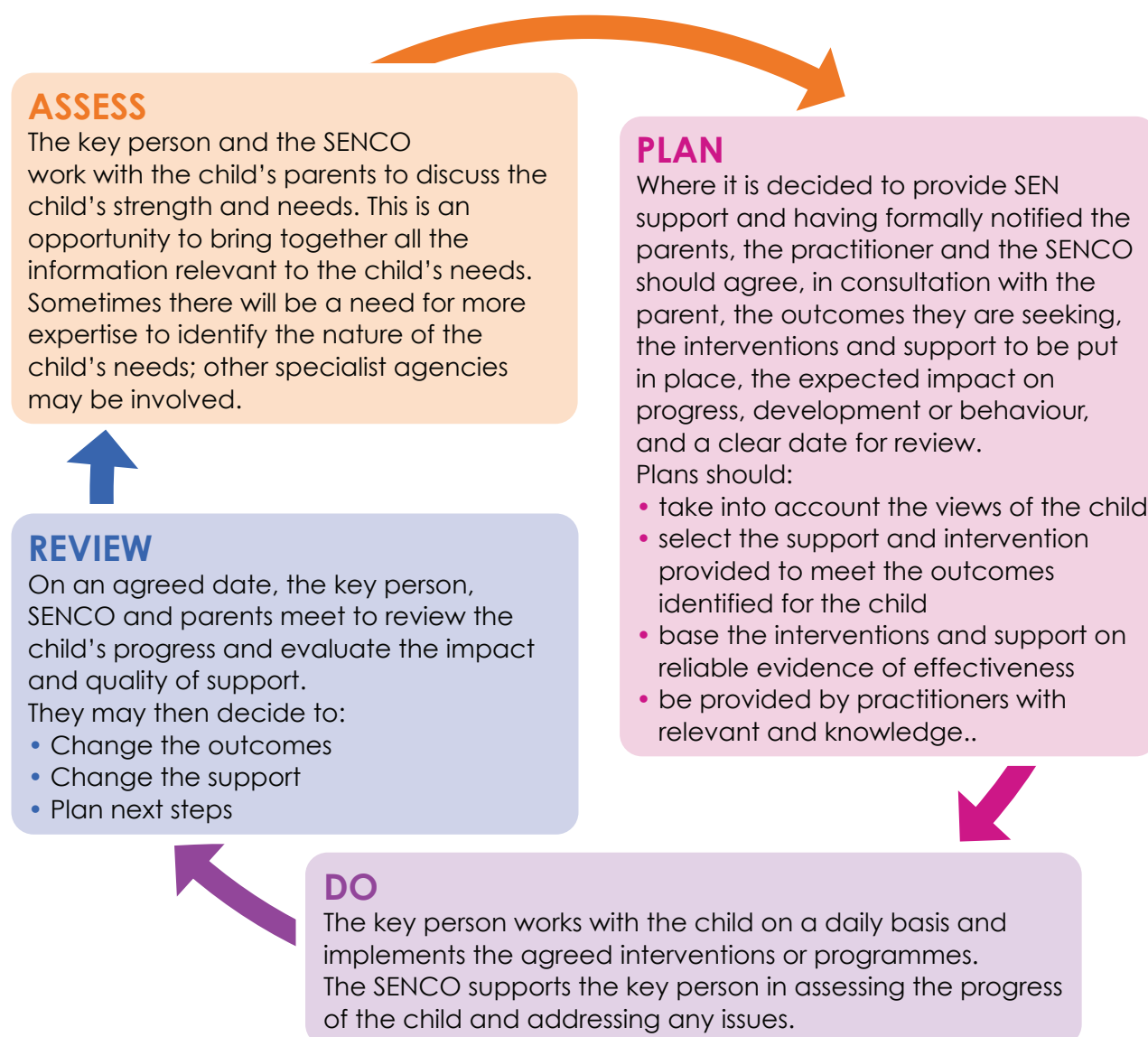
The SEND Code of Practice 0-25 states:

All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents. In addition, the early years outcomes is an aid for practitioners, including childminders,

nurseries and others such as inspectors, to help them understand the outcomes they should be working towards.

Where a setting identifies a child as having SEN they must work in partnership with parents to establish the support the child needs. (Code of Practice paragraph 5.37)

SEN support in the early years includes a graduated approach with four stages of action: assess, plan, do and review.



Remember you are also reviewing your practice, how inclusive is your setting, how effective is the strategy you tried?

Evidence based Individual Outcomes Plans

While there is no longer a statutory requirement to have an IEP, you do need evidence of your actions, and an Evidence Based Individual Outcomes Plan (IOP) to fulfil the “Assess, Plan, Do, Review” cycle. You may hear these referred to as “Play Plans” or IOP.

These plans should be parent friendly and set out:

- Why special help is being given - **Assess**
- What special help is being given - **Plan**
- Who will provide the help and how often - **Do**
- What help you can give your child at home – **Do**
- When the Plan will be updated – **Review**

The IOP

- Should be an assessment, planning, teaching and reviewing tool
- Should underpin the process of planning intervention for the individual child with SEN
- Should set out “Why there is a need”, “what” should be developed and “how” it should be addressed and “how often”
- Is the structured planning of the differentiated steps and requirements needed to help the child achieve identified targets.
- Is a working document for all setting staff
- Must be accessible and understandable to all concerned

It should contain

- Short term targets set for the child
- The settings strategies to be used
- The provision to be put in place
- When the plan is to be revised
- Assessment opportunities
- Success or exit criteria – Outcomes

- Be signed by the parent
- Take into account information from other professionals

Planned outcomes and targets should be SMART and should provide an appropriate level of challenge. The child's strengths should underpin the targets and strategies.

SPECIFIC
MEASURABLE
ACHIEVABLE
REALISTIC
TIME BOUND

Summary

A good Individual Outcomes Plan should:

- Be easy to use
- Focus on key difficulties
- Include 2-4 specific measurable targets
- Involve parents
- Monitor progress
- Be regularly reviewed
- Link with existing planning
- Be implemented by all staff working with the child

Continue to Assess and Review

Remember that the assess-plan-do review cycle might equally apply to:

- Trying a new routine
- Introducing a new activity or resource
- A focus activity to address a specific area of learning with a child
- A new policy or procedure for the whole setting

So what is an outcome?

According to the Code of Practice an outcome is “the benefit or difference made to an individual as a result of an intervention”

Outcomes should do the following:

- Lay out the steps to be taken, in order for the child to progress in their learning and be best prepared for school.
- Set out what the child needs to achieve by the end of a phase or stage of education in order to enable them to successfully progress to the next phase or stage.
- Be personalised to the child (reflecting their own and their family's priorities (i.e. what matters to them and what they want to achieve)).
- Be about more than academic achievement and attainment (e.g. building positive relationships with peers).
- Be SMART.

Child-centred outcomes are those which reflect what is important **to** as well as what is important **for** the individual child.

What is important **to**: focuses on what the child thinks.

What is important **for**: focuses on what others think is important for the child.

So for example, when it is snowing outside and a child wants to go and build a snowman, parents know it is important for him/her to wear a coat but as far as the child is concerned he/she just wants to get out and have fun; it isn't important to him/her.

Well-defined outcomes

- Are clearly linked to what matters to the child (and their family), their interests and activities, the people they value, the places they most enjoy as well as their long term aspirations
- List their needs/targets and for each need/target, formulate next steps for the child in order to progress
- Are positive (build on something that is working well or changing something that doesn't work well)
- Are written in terms that are meaningful for the child (i.e. simple, concrete, child-centred) and are SMART

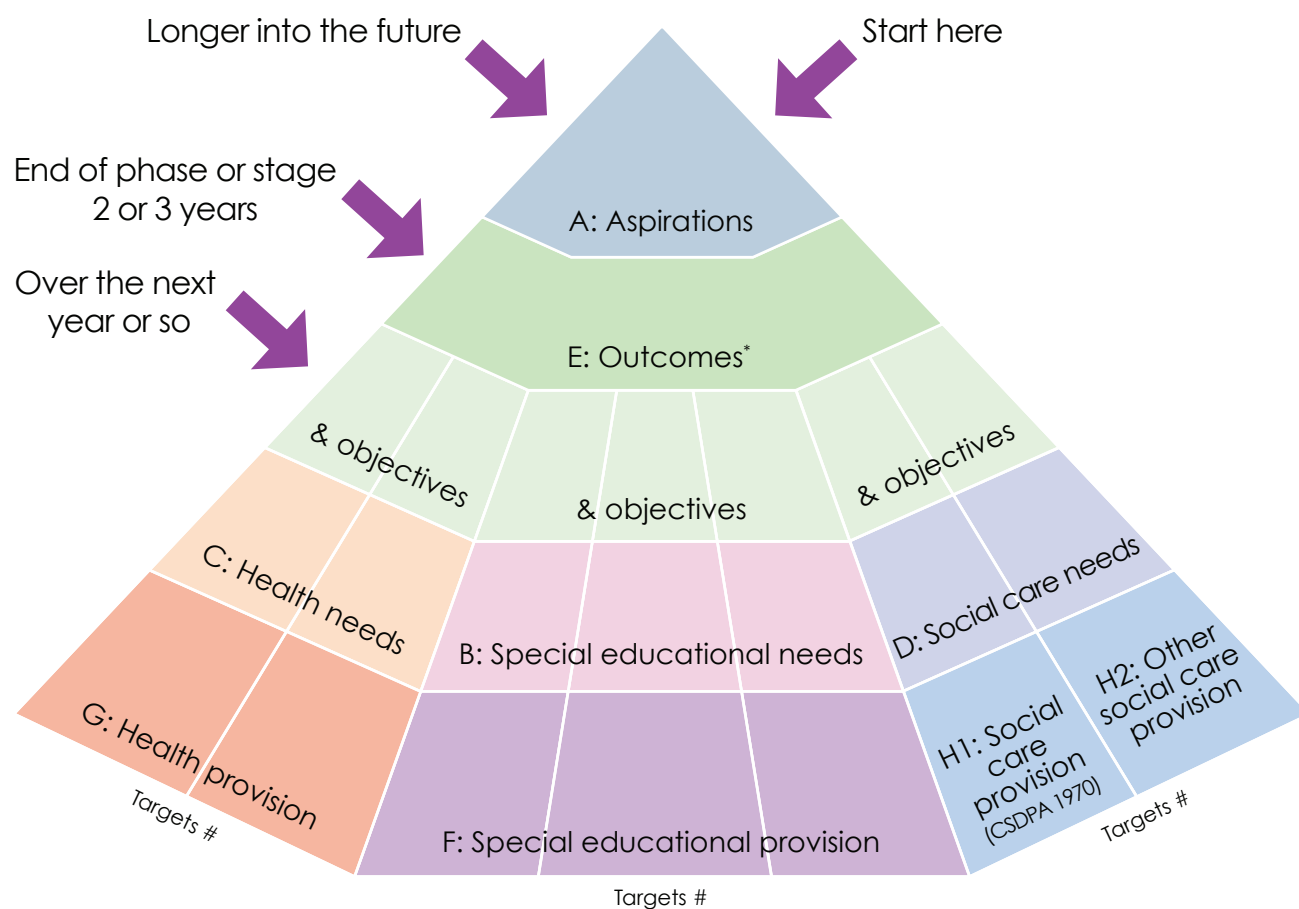
Asking the following questions can help you to define outcomes:

- What would it give the child?
- What would it do for the child?
- What would it make possible for the child?

For example:

Outcome: "I will be able to move independently around a familiar setting"

- What would it give the child? Greater independence
- What would it do for the child? Raise self-esteem
- What would it make possible for the child? A chance to interact with peers



Parent Partnership Discussion Format – SAMPLE

Child's Name:

Date of Birth:

Name of Setting:

Last updated:

Name of child:	Name(s)	Contact Details	Action/Update
Parents/Carers			
Key Person			
Support Worker			
Health Visitor			
Setting SENCO			
Early Years Adviser			
Portage			
SALT			
Occupational Therapist			
Physiotherapist			
Paediatrician			
Educational Psychologist			
Sensory Support			
GP			
Early Help/Social Worker			

When a child starts and other professionals are already involved

In this case you will skip forward in your graduated approach and get ready to plan transition with suitable support and input

BEFORE the child starts

Gather information - What are the child's needs? Strengths?

Talk to parents	
Get permission to obtain further information/talk to other professionals	
Gather reports	
Invite parent and child to visit and make observations of how they are in the setting	

Do we need to know more?

Would a transition meeting be useful?	
Arrange transition meeting if appropriate	

How can we meet the child's needs?

Preparation needed	
Equipment needed	
Training needed	
Invite other professional to visit the setting to provide advice	
Make sure we have permission to involve and seek advice from our Early Years	

To ensure a successful, safe start do we need.....?

A gradual start	
Write a settling in plan	
A Care Plan for any medical needs	
A Risk Reduction plan	
An extra person	

STARTING at the setting

Use all your good transition strategies

Make sure you establish a good key person relationship	
Allow for a settling in time	
Write a plan for a gradual start e.g. start with 1 hour visits with parent, then longer	

If some extra time from a person is needed we need to consider “why?”

What will they do?	
Can we cover this with our own staff and out of our own funds?	
Can we employ an extra person if needed?	
Will we need to apply for funding for support?	

Good practice says we should...

Agree a support plan (suitable starting targets will include to settle into the setting and separate from main carer)	
Co-ordinate other targets with other professionals, taking into account parent's	
Priorities and making sure the target makes sense in our context	
For very complex needs we may need to make a funding application. If this is the case we need to gather information e.g. observations from visits, info from reports, support plan, Care Plan, Risk Reduction Plan, summary of needs, details of our setting context, etc.	

Remember, although we are aiming to be inclusive we must also ensure a good start for every child. With care and planning we can minimise stress. This means everyone is happier and we are more able to maximise progress.

IF UNSURE, TALK TO THE CITY LEAD EARLY YEARS ADVISOR



Support Plan Monitoring Sheet

Child's Name:

Date of Birth:

Key person:

Target(s):	
Week beginning:	Comments

Support Plan Monitoring Sheet – EXAMPLE

Child's Name:

Date of Birth:

Key person:

Target(s): <i>To be able to take turns in turn taking games with one other child</i>	
Week beginning:	Comments
<i>8th Sept 16</i>	<i>Tom started the week needing lots of reminding to take turns. Helps to say his name to get his attention and give him the 'wait' picture symbol to reinforce words.</i>
<i>15th Sept 16</i>	<i>Doing well – fewer prompts needed by end of week</i>
<i>22nd Sept 16</i>	<i>Tom is enjoying the marble run sessions. Doesn't need to use the 'wait' symbol after first reminder.</i>
<i>29th Sept 16</i>	<i>Bit of a set-back this week. Tom tired and emotional. Needed lots of reminders again but still able to wait if adult gives a verbal reminder first.</i>
<i>6th Oct 16</i>	<i>Discussed with all staff about introducing another child to the game (a good role model) Will discuss with parents at review next week</i>

Individual Outcomes Plan

Name:

Date of birth:

Date:



Targets:

Steps (What will the child do?)	Who will do it? (Who will support?) and How? (How is the adult going to support? What strategies will they use?)	Resources needed	How is it going? (to be completed for review meeting)	Child's comments

Signed by parent/carer

Signed by SENCO

Review Notes:

Signed by parent/carer

Signed by SENCO

Date of review:

I give permission for this document to be shared with other professionals during transition to school or to another provider

Signed by parent/carer:




Date:

Individual Outcomes Plan EXAMPLE

Name: Sam

Date of birth: 04/09/14

Date: 11/09/17

<p>Outcomes: Sam to be able to express himself in sentences so he can describe his needs clearly. Sam to be able to use language to interact effectively and make friends.</p> <p>Target 1:</p> <ul style="list-style-type: none"> Sam will be able to express himself using a short sentence of 2-3 words 				
Steps (What will the child do?)	Who will do it? (Who will support?) and How? (How is the adult going to support? What strategies will they use?)	Resources needed	How is it going? (to be completed for review meeting)	Child's comments
As a first step – Sam will be able to use familiar words to label and request during favourite activities, 4x/5.	Key person will join Sam's play and comment using selected car vocabulary to describe his play. Staff will allow up to 10 seconds for Sam to comment or repeat words. Books/songs about cars to be shared with Sam each day.	<ul style="list-style-type: none"> Books about cars. List of words relating to cars will be identified to ensure frequent encounters with the same words. 		  
Signed by parent/carer _____ Signed by SENCO _____				
Review Notes:				
Signed by parent/carer _____ Signed by SENCO _____ Date of review: _____				

I give permission for this document to be shared with other professionals during transition to school or to another provider

Signed by parent/carer: _____ Date: _____

The Individual Outcomes Plan is a planning, teaching and reviewing tool



The SEND Code of Practice states:

5.43

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development.

5.44

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

5.45

The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

By following the cycle of the graduated approach, gathering information about different aspects of the child, you will be building a profile of strengths and needs. Remember to continue considering the following questions:

- What are the child's strengths?
- How long have they been in the setting?
- What experience did they have before starting in the setting?
- What other experience do they have outside the setting?
- What has been the child's progress over their time in the setting?
- What strategies are known to be most and least effective?
- What development stage is he/she at in the areas of learning where they are most challenged?
- What additional resources do I need to have ready that are likely to support learning?
- How independent are they in learning across the curriculum and the session?
- What particularly motivates and engages him/her?
- What specialist support has been involved that I can draw upon over the year?
- What are the parents/carers perspectives on their child's learning and development?

The EEF Teaching and Learning Toolkit states:

- High quality provision is essential with well-qualified and well-trained staff
- Extended attendance (1 year +) and starting early (i.e. at 3 years old) is more likely to have an impact than shorter sessions starting later, which on average produce much lower gains
- Disadvantaged children benefit from good-quality programmes, especially where these include a mixture of children from different social backgrounds, and a strong educational component





TRANSITIONS

Transition Pack

Information sharing is an important part in helping parents, carers and practitioners to recognise children's progress and understand their needs in a transition process. The effective sharing of information is part of high quality provision during the period of change from home to setting, within settings, and between provisions, and will help children and families.

The SEND Code of Practice states:

5.47

SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process (page 87)

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly.

Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan (page 26)

Transitions

Effective transitions are important for all practitioners and the following should support you to plan and implement effective transitions and ensure robust systems are in place. They should also act as a useful prompt when reviewing and developing policies.

Makaton symbol for "Next"



Supporting parents

- have a calendar displayed showing school transition events
- if a parent does not want a transition meeting consider how you can share information with the receiving school. What does the parent want shared? Is this in your policy?
- a transition meeting can be an informal discussion between the parent, key person and receiving school – it does not have to be a roomful of professionals. Parents know their child best and the strategies that work for them.
- do you have permission to share inclusion plans, letters or reports from other professionals, care plans?
- as well as each child being an individual so is each family – consider their needs when arranging transitions
- do you need to translate any information or documents?
- An EHCP is needed for a place in a special school

Working with schools and other providers

- invite visits from other providers and schools
- arrange transition meetings for children with SEND – this can be within the Family Support process
- new teacher visits to pre-school can include meeting parents as well as children
- inform the new setting or school about familiar routines – is the child used to a relaxed start to the day? Can parents stay to settle their child?

Settings and their staff

- ensure early communication with other providers and schools
- complete written transition documents for all children
- transition into setting meetings can help identify needs before settling visits and a child starting with you
- set up school role play areas in the summer term
- have school photo books in your reading area
- photos of staff from the new school/setting could be available
- have books with photos from the new school/setting
- consider how you would plan for a child with SEND who turns up unexpectedly – and include this in your policy

The following are some prompts to consider and discuss with parents during home or initial visits:

Children and their families

- child's names and pronunciation
- pronunciation of other family members' names
- what languages are spoken and understood by your child? You? (Parent / carer)
- what are your child's main interests/ special toys at the moment?
- what opportunities does your child have for outside play?
- what do they like to do outside?
- what experience does your child have of being cared for away from the family?
- what experience does your child have of playing with other children? How is your child in these situations?
- how does your child usually react to new situations and with new people?
- how do you think your child will settle into pre-school?
- what do you think they will particularly enjoy?
- is there anything we need to know to make the settling process as easy as possible?
- do you have any concerns about your child's development?
- has s/he had a Health Visitor 2 year progress check? If so, would you be happy to share it with us?
- do you always understand what your child says to you? (in all languages)
- will your child need support in using the toilet, eating or drinking independently, putting on or taking off clothes?
- does your child have any allergies/medical conditions that we need to be aware of?
- is there anything your child should not eat?



Settings

- inform parent/carers about the ethos of the pre-school; why and how you promote inclusion, learning through play, the importance of practical activities and access to the outside
- your provision for children with SEND (Local Offer), the inclusive ethos, identification through monitoring, what parents/carers should do if they have a concern – who they should talk to, the support services that can be called on, the name of the SENCO (explain the title and have an up to date photo for identification). Explain where the policy is kept and have a copy to share
- the procedures for settling in – taster sessions, a familiar adult staying with the child until settled
- mention the importance of time given to settling a child and helping them form attachments with Key people. Talk about what you will do to help during the separation and settling process.
- the key person system- why you have it, what the key person will do, what happens if they are away (co-key person/ buddy system?)
- the names of the key person and other adults who will care for the child – have photos to share
- mention what your arrangements are for lunch, outside play, snack
- discuss the importance of appropriate clothing and footwear: clothing can get dirty and messy from paint, clay, outside play etc. Shoes need to support running and climbing (and be waterproof), trousers are easy for children to manage independently when using the toilet
- have examples of observation records and profile books to show, explain why and how you use them, where they are stored so parent/carers can access and contribute to them. The importance of the ongoing dialogue between home and setting, why and how you use observations, the importance of confidentiality with regard to other children, their records and families
- your key policies – what they are and where to find them.

- How you deal with accidents/illness, your legal Safeguarding responsibilities, the importance of current emergency contact details
- mention you promote and encourage positive behaviour; what the expectations are for children/parents/carers/staff; how you work with children and families, the named member of staff responsible for this area and where the policy is kept
- how parents/carers can become involved: using the computer with a couple of children, mending books, playing games with a small group, reading with children, doing a mother tongue story session etc.

General

- you need the contact details of at least one familiar adult to contact in an emergency, explain why you need this information and say how important it is that you are kept advised of any changes.
- do the parent/ carers know their local Children's Centre?
- remember to see a birth certificate
- who has legal responsibility? Do you need to consider creating a 'safe password'?
- is there anything else you would like to ask or tell us?

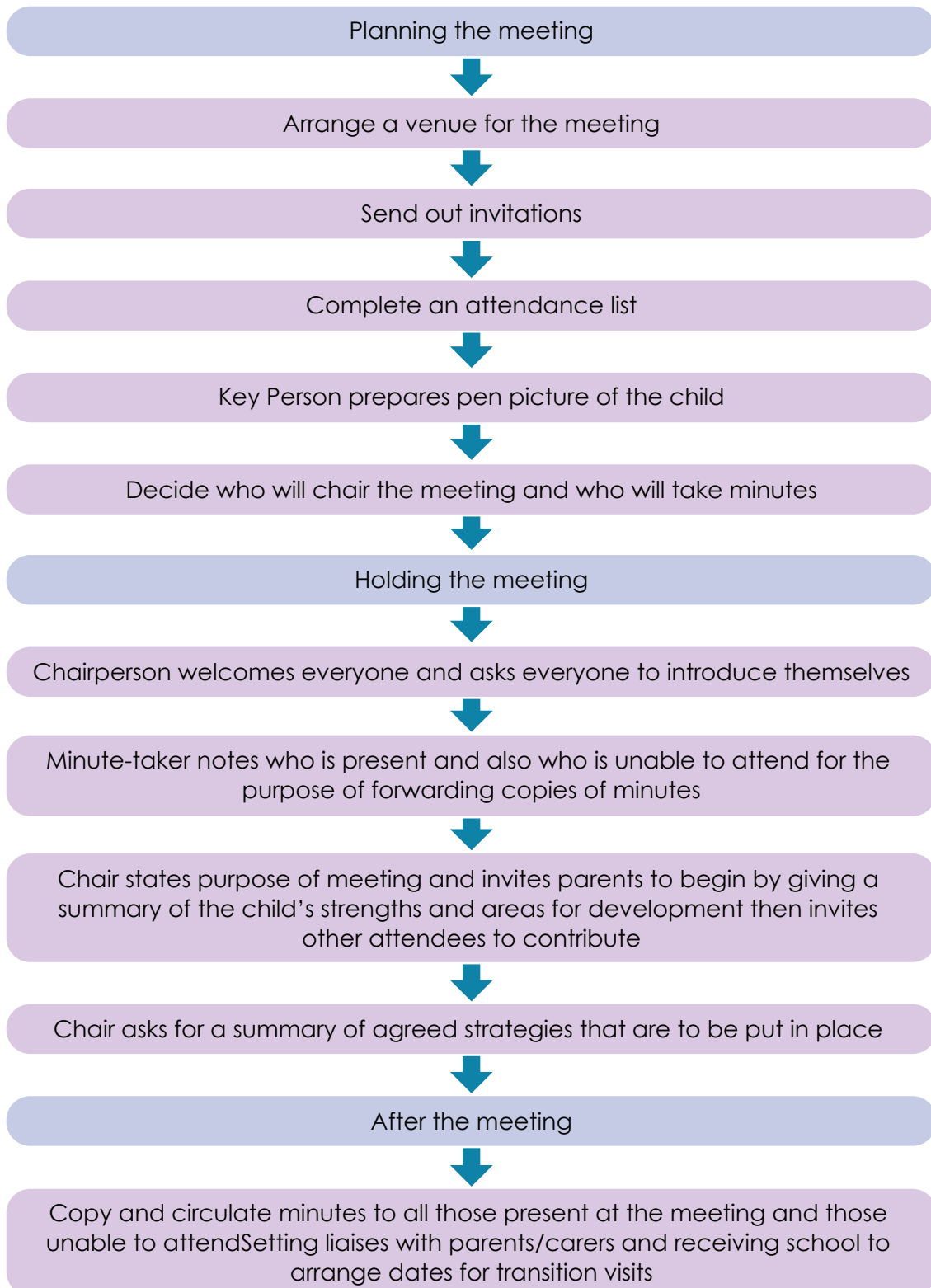
The following are some prompts parent/ carers may wish to consider when contacting and/or visiting prospective schools for their child:

- arrange a visit with the Head, Deputy, Foundation Stage Co-ordinator or SENCO so someone is available to answer any questions you may have. Ask for a tour of the whole school
- how large is the class group? What is the adult / child ratio? Is it the same throughout the school? Is the second adult there all day or a few hours?

- what is the settling-in procedure? Are they flexible? Can I stay with my child until they are settled?
- what system of regular communication / feedback do you have in place to discuss progress or concerns (e.g. home/school book etc.)
- what other support services are available within the school? (i.e. Educational Psychologist, Speech and Language therapist).
- what after school provision is available? How inclusive is it?
- what support is available at lunchtimes and playtimes? How many adults normally supervise the playground?
- do the children have open access to the outdoor environment in the Early Years Foundation Stage? Is the outside environment secure?
- who do I talk to about my child's progress or any concerns I may have?
- what transition arrangements are there for transition into Year 1?
- what sort of behaviour management strategies does the school use? Is there a behaviour policy and a named person responsible for behavioural learning?
- what sort of strategies does the school use to deal with issues around bullying?
- how often are inclusion or EHC plans reviewed and are parents / carers invited to the review?
- What sort of SEND support is available within the reception class? And higher up the school?
- what experience do the staff have in supporting children with SEND?
- what sort of strategies are used in school to support children with SEND?
- visual timetables?
- Makaton or any other signing system?
- Are there any support groups such as a language group?

Transition meetings with schools flowchart

The following provides a suggested overview for transition meetings with schools.





Setting's Name

Setting's Address

Consent for liaison with outside professionals at times of transition

In accordance with our SEND policy, it is our responsibility to share relevant information with outside agencies at transition times in order to support children's progress.

Transition times involve a significant amount of change and every child has the right to have their individual emotional needs met and coherently supported from one setting to the next.

Transition times will be to another setting (to include childminders) in and out-of-borough or transition to school in and out-of-borough

Wherever possible we will always discuss with you in the first instance, any information that will be shared.

Declaration

I do/do not give permission for (name of setting)

..... to discuss my child with outside agencies.

Please state any agencies that you do not want me to discuss your child with.....

.....

I understand that by contacting other agencies

(name of setting)is working in partnership with us as parent/guardian/carer to meet the needs of

Child's name..... Date of Birth.....

Signature of parent/guardian with parental responsibility

.....

Please print your name.....

Date.....

(Manager's signature).....Date.....

You have the right to withdraw your consent to share information at any time

Consent withdrawn

Signed.....



Early Years Transitions

Written Record at Transfer from Pre-school/Nursery to School
Supporting Transitions - Key messages

- Practitioners have a statutory duty to share information and support children's transitions.
- Good settings and schools use a variety of ways to prepare children and their families for change. These include meetings and visits between pre-school/ nursery, school, children and their families, as well as indirect communication such as letters and photo books; all designed to make children and families feel secure and confident about a successful move to a new school.
- A written overview of each child's individual needs and interests is an important part of the transitions process. All early years settings should complete a written record of transfer for each child who is moving to school.
- The child's Key Person is usually the best person to write the record of transfer.
- Written records should be passed on to school with parental permission.
- The Record of Transfer is a positive document, which enables schools to be welcoming and to plan supportive and appropriate environments for each child and his/her family.
- The Record of Transfer should be completed in the second half of the summer term.

Please remember: You cannot possibly write everything you know about a child!

Ask yourself: What will help the next teacher to make this child feel settled, secure and ready to learn and develop?

On the next page you will find an example of Record of Transfer from Pre-school/Nursery to School.

Record of Transfer from Pre-school/Nursery to School

To be completed with the child's parent/carer

My name is: I like to be called:	My date of birth is:	My place in my family is:
My setting is (contact details):	My home language is:	Significant People with Parental Responsibility:
	My gender:	
Start Date Leaving Date	This is me (Insert photograph – optional) .	Significant People with Parental Responsibility:
My key person is:		Significant People with Parental Responsibility:
Hours I attend per week:		
My attendance is (%):	I have these medical needs (including allergies and dietary requirements):	Significant People with Parental Responsibility:
Other settings (inc. childminder) I attend:		Significant People with Parental Responsibility:
My social worker's name is:	My interests are:	
How you can help and communicate with me:		

Characteristics of Effective Learning <ul style="list-style-type: none"> • Playing and exploring • Active learning • Creating and thinking critically 	Personal, Social and Emotional Development					
	Making relationships					
	0–11	8–20	16–26	22–36	30–50	40–60+
	Self-confidence and self-awareness					
	0–11	8–20	16–26	22–36	30–50	40–60+
	Self-confidence and self-awareness					
	0–11	8–20	16–26	22–36	30–50	40–60+
Communication and Language	Physical Development					
	Listening and attention					
	0–11	8–20	16–26	22–36	30–50	40–60+
	Understanding					
	0–11	8–20	16–26	22–36	30–50	40–60+
	Speaking					
	0–11	8–20	16–26	22–36	30–50	40–60+
Literacy	Mathematics					
	Reading					
	0–11	8–20	16–26	22–36	30–50	40–60+
	Writing					
	0–11	8–20	16–26	22–36	30–50	40–60+
	Understanding the World					
	Expressive Arts and Design					
	People and communities					
	0–11	8–20	16–26	22–36	30–50	40–60+
	The world					
	0–11	8–20	16–26	22–36	30–50	40–60+
	Technology					
	0–11	8–20	16–26	22–36	30–50	40–60+
	Exploring and using media and materials					
	0–11	8–20	16–26	22–36	30–50	40–60+
	Being imaginative					
	0–11	8–20	16–26	22–36	30–50	40–60+

Areas of strength
What does the child need help with?
What is in place to support this (inc. equipment)?
What else needs to be in place to support this?
<p>Any confirmed diagnosis:</p> <p>Please list:</p> <ul style="list-style-type: none"> • any successful strategies • any activities that motivate the child • Possible stress factors in the new school environment
Does the child have an EHC Plan in place?
Parent/Carer's Comments: Our hopes and dreams for our child's future are:



Date:

INVITATION TO TRANSITION MEETING – SAMPLE

Child's name:

DOB:

Address:

I am writing to invite you to a transition meeting, which has been arranged for **Child's name** on **Date of meeting** at **Time of meeting**.

This meeting will take place at **Venue of meeting**.

This will be an opportunity to discuss and begin to plan for **Child's name** transition into school.

It would be helpful if you could either forward or bring with you any relevant reports.

Please complete the reply slip below and return it to the above address.

Yours sincerely
[SIGNATURE]

Name and Role

Transition Meeting Reply Slip

Name of child

I will / will not be able to attend the Transition meeting on

I will / will not be sending a report.

Signed:

Date:

Name:



Setting Address/Contacts

Minutes of Transition/Planning Meeting – SAMPLE

Name of Child:

Address:

Date of Birth:

Parent/Guardian:

Date of Meeting:

Name of receiving School:

EHCP:

Present at Meeting:

Apologies:

Background Information/Main concerns:

Reports and Information considered:

Main points of discussion:

Summary of agreed strategies

Action points:

Further action and review arrangements:

Signed:

Date:

C.C. Parent, Setting

School, Other attendees

Professionals involved with the child who were unable to attend the meeting

This information is confidential to parents and those concerned professionally with the child



Anytown Pre-school
Lambs Lane
Duckford
DM14 6NH
Tel: 01234 123456
Email: anytown@abc.co.uk

Minutes of Transition Meeting – EXAMPLE

Child's Name: *Hermione Smith*

Address: *17 Anytown Corner, Duckford. DB14 6MF*

Date of Birth: *17/04/11*

Parent/Guardian: *Mr and Mrs Smith*

Date of Meeting: *20/06/15*

Name of receiving school: *Anytown Primary School*

EHCP ✓

Attended by:

Mr and Mrs Smith (Parents), Hannah Abbott, Julia Chaplin (Pre-school), Harry Motter (SENCo), and Ron Measley (Teacher) Anytown Primary School, Mathilda Bagshot (Autistic Nurse), Katie Bell (Portage).

Apologies:

Amelia Bones (Pre-school Speech and Language Therapist), Penelope Clearwater (SEN Caseworker), Marietta Edgecombe (School Speech and Language Therapist), Angelina Johnson (Dietician), Dr Jordan (GP), Dr Lestrangle (Paediatrician), Teresa Macnair (Health Visitor)

Background information/Main concerns:

Hermione has had a diagnosis of Autistic Spectrum Disorder since September 2013. She has been attending Anytown Pre-school since she was 2 ½ with 1:1 support. Hermione has weekly visits from Portage and has reviews with the Autistic Nurse every 6 months. Hermione has to follow a gluten free diet due to gluten intolerance. She has monthly speech therapy.

Reports and information considered:

Reports from Julia Chaplin (Hermione's Key person), Amelia Bones (Speech and Language attached to Pre-school), Dr Lestrangle (Paediatrician), Angelina Johnson (Dietician), Dr Jordan (GP), Mathilda Bagshot (Autistic Nurse), Penelope Clearwater (SEN Caseworker). Verbal feedback from Mr and Mrs Smith (Parents) and Katie Bell (Portage).

Main points of discussion:

- *Hermione is having successful speech therapy appointments. She has a visual timetable and her vocabulary is increasing. She communicates through pointing and single words.*
- *Hermione likes routine and can become distressed if this is altered with no advance warning.*

- Her favourite book is 'We're going on a bear hunt'.
- Hermione loves the outside area and physical play.
- She is not yet toilet trained and will need support in this area.
- Mrs Smith (Hermione's Mother) is anxious about her daughter starting school and unsure how she will cope. Shared visits to the school should help this and these will be put into place after Easter
- Mrs Smith would appreciate a home visit.

Summary of agreed strategies:

- Continuation of monthly speech therapy appointments.
 - Implementation of visual timetable in the classroom.
 - Shared visits to the school and class with parents and Key person.
 - Take photographs of the school and classroom so that Hermione can become familiar with the setting.
 - Appoint a SEN assistant to work with Hermione in school.
 - Make an appointment for a meeting with the school meals service to implement gluten free school meals.
 - Staff made aware of Hermione's toileting requirements.
 - Ron Measley (Reception Class Teacher) will carry out a home visit in July.
 - Parents to forward a copy of Hermione's Statement to the school so that they can be aware of her statementing requirements.
-

Signed:

Date:

Name and position held:

This information is confidential to parents and those concerned professionally with the child

Cc.

Mr and Mrs Smith (Parents)

Hannah Abbott, Julia Chaplin (Pre-school)

Harry Motter (SENCo), and Ron Measley (Teacher) Anytown Primary School

Mathilda Bagshot (Autistic Nurse)

Katie Bell (Portage)

Amelia Bones (Pre-school Speech and Language Therapist)

Penelope Clearwater (SEN Caseworker)

Marietta Edgecombe (School Speech and Language Therapist)

Angelina Johnson (Dietician)

Dr Jordan (GP)

Dr Lestrangle (Paediatrician)

Teresa Macnair (Health Visitor)

Examples of possible agreed strategies

- Training issues (usually for the receiving school)
 - e.g. Implementing PECS system
 - Using specialist equipment
 - Implementing visual timetables
 - Makaton training etc.
- Transition visits to school
- Photos of school to help familiarise the child
- If not already in place, link diary for when a number of professionals are involved with the child.
- Informal visits to the school e.g. into the playground and around the buildings etc.
- Informal update meeting/s with the school SENCO and / or the Reception Teacher.
- Meet Learning Support Assistant, if possible, prior to starting school.
- Home visit carried out by school
- A plan of structured entry into school
- Visit to the early years setting by school SENCO/Reception Teacher.
- Early Years setting's staff meet with school to share strategies they have found to be successful.
- Where appropriate, Medical Care Plan and updated for entry to school as necessary.
- Where appropriate, physiotherapist / occupational therapist visit school / setting to assess environment.



Transition Meeting Plan – SAMPLE

Name:

DOB:

Current Early Years Setting(s):

Receiving School:

Present at Meeting

Date:

Name	Role	Contact details

Child's Interests:

To be completed prior to meeting

Strengths:

To be completed prior to meeting

Areas for support

To be completed prior to meeting

Progress made

To be completed prior to meeting

Strategies that are working well

To be completed prior to meeting

Next Steps to support successful transition
To be completed at the meeting

Agreed Actions	Who is involved?	Time Scale

Additional Information

Care Plan

Inclusion plan

EHC plan

other/specify

Reports included:

Signed:

Date:

----- Parent

----- Early Years Setting

----- School



EDUCATION, HEALTH AND CARE PLANS

The SEND code of practice

The SEND code of practice 2015 states that:

9.1 The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years' settings, schools or colleges (as set out in the information on identification and support in Chapters 5, 6 and 7). Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

9.2 The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes



Healthcare plans

Some children will not need an Education, Health and Care plan but will still need an Individual Healthcare Plan due to their medical conditions.

On the next page is an example of a draft template for an Individual Healthcare Plan.

Such a plan is essential for any child with:

- Daily prescribed and emergency rescue medication
- Eating and drinking needs
- Moving and handling needs

Some conditions might include:

- Anaphylaxis
- Arthritis (JIA/SJIA)
- Asthma
- Bowel and Bladder Conditions
- Coeliac
- Diabetes
- Epilepsy
- Single ventricle heart condition
- Migraine
- Myalgic Encephalomyelitis (M.E.)



Health Conditions in Schools Alliance

www.medicalconditionsatschool.org.uk

Individual Healthcare Plan

1 CHILD/ YOUNG PERSON'S INFORMATION

1.1 CHILD/ YOUNG PERSON DETAILS

Child's name:	
Date of birth:	
Year group Nursery/School/College:	
Address:	
Town:	
Postcode:	
Medical condition(s): Give a brief description of the medical condition(s) including description of signs, symptoms, triggers, behaviours.	
Allergies:	
Date:	
Document to be updated:	

1.2 FAMILY CONTACT INFORMATION

Name:	
Relationship:	
Home phone number:	
Mobile phone number:	
Work phone number:	
Email:	
Name:	
Relationship:	
Home phone number:	
Mobile phone number:	
Work phone number:	
Email:	
Name:	
Relationship:	
Home phone number:	
Mobile phone number:	
Work phone number:	
Email:	

1.3 ESSENTIAL INFORMATION CONCERNING THIS CHILD / YOUNG PERSON'S HEALTH NEEDS

	Name	Contact details
Specialist nurse (if applicable):		
Key person:		
Consultant paediatrician (if applicable):		
GP:		
Link person in education:		
Class teacher:		
Health visitor/ school nurse:		
SEN co-ordinator:		
Other relevant teaching staff:		
Other relevant non-teaching staff:		
Headteacher/manager:		
Person with overall responsibility for implementing plan:		
Any provider of alternate provision:		

This child/ young person has the following medical condition(s) requiring the following treatment: _____

Medical condition	Drug	Dose	When	How is it administered?

Does treatment of the medical condition affect behaviour or concentration?	
Are there any side effects of the medication?	
Is there any ongoing treatment that is not being administered in school? What are the side effects?	

Any medication will be stored _____

2. ROUTINE MONITORING (IF APPLICABLE)

Some medical conditions will require monitoring to help manage the child/ young person's condition.

What monitoring is required?	
When does it need to be done?	
Does it need any equipment?	
How is it done?	
Is there a target?	
If so what is the target?	

3. EMERGENCY SITUATIONS

An emergency situation occurs whenever a child/ young person needs urgent treatment to deal with their condition.

What is considered an emergency situation?	
What are the symptoms?	
What are the triggers?	
What action must be taken?	
Are there any follow up actions (eg tests or rest) that are required?	

4. IMPACT ON CHILD'S LEARNING

How does the child's medical condition effect learning?	
i.e. memory, processing speed, coordination etc	
Does the child require any further assessment of their learning?	

5. IMPACT ON CHILD'S LEARNING and CARE AT MEAL TIMES

	Time	Note
Arrive at school		
Morning break		
Lunch		

Afternoon break	
School finish	
After school club (if applicable)	
Other	

☐ Please refer to home-school communication diary

☐ Please refer to school planner

6. CARE AT MEAL TIMES

What care is needed?	
When should this care be provided?	
How's it given?	
If it's medication, how much is needed?	
Any other special care required?	

7. PHYSICAL ACTIVITY

Are there any physical restrictions caused by the medical condition(s)?	
Is any extra care needed for physical activity?	
Actions before exercise	
Actions during exercise	
Actions after exercise	

8. TRIPS AND ACTIVITIES AWAY FROM SCHOOL

What care needs to take place?	
When does it need to take place?	
If needed, is there somewhere for care to take place?	
Who will look after medicine and equipment?	
Who outside of the school needs to be informed?	
Who will take overall responsibility for the child/young person on the trip?	

9. SCHOOL ENVIRONMENT

Can the school environment affect the child's medical condition?	
How does the school environment affect the child's medical condition?	
What changes can the school make to deal with these issues?	
Location of school medical room	

10. EDUCATIONAL, SOCIAL and EMOTIONAL NEEDS

Pupils with medical conditions may have to attend clinic appointments to review their condition. These appointments may require a full day's absence and should not count towards a child's attendance record.

Is the child/young person likely to need time off because of their condition?	
What is the process for catching up on missed work caused by absences?	
Does this child require extra time for keeping up with work?	
Does this child require any additional support in lessons? if so what?	
Is there a situation where the child/young person will need to leave the classroom?	
Does this child require rest periods?	
Does this child require any emotional support?	
Does this child have a 'buddy' e.g. help carrying bags to and from lessons?	

11. STAFF TRAINING

Governing bodies are responsible for making sure staff have received appropriate training to look after a child/young person. School staff should be released to attend any necessary training sessions it is agreed they need.

What training is required?	
Who needs to be trained?	
Has the training been completed? Please sign and date.	

Please use this section for any additional information for this child or young person.

	Name	Signatures	Date
Young person			
Parents/ carer			
Healthcare professional			
School representative			
School nurse			

This general Individual Healthcare Plan was developed from a plan originally designed by a subgroup led by Sandra Singleton; with Margot Carson, Elaine McDonald, Dawn Anderson, Paula Maiden, Jayne Johnson, Jill Cullen, Helen Nurse, Linda Connellan and Daniel Hyde, on behalf of the North West Paediatric Diabetes Network.

ADDITIONAL INFORMATION

Glossary of Special Educational Needs and Disabilities (SEND)

Terms and Abbreviations	
Senco/SENCO	Special Educational Needs Coordinator
SEND	Special Educational Need and Disability
ASD/ASC	Autistic Spectrum Disorder Autistic Spectrum Condition
CDU	Child Development Unit
AOS	Autism Outreach Service
CoP	Code of Practice
EYA	Early Years Adviser
EP	Educational Psychologist
EHCP	Education, health and care plan
SALT	Speech and Language Therapist
Physio	Physiotherapist
OT	Occupational Therapist
VI	Visual Impairment
HI	Hearing Impairment
PD	Physical Difficulties
MSI	Multi-sensory Impairment
SI	Sensory Integration
ADHD	Attention Deficit Hyperactive Disorder
SLCN	Speech, Language and Communication Needs
SEMH	Social, Emotional and Mental Health
SpLD	Specific Learning Difficulty
FSW	Family Support Worker
CAMHS	Children and adolescents mental health service

Useful websites

The City of London Local Offer

<http://fyi.cityoflondon.gov.uk/kb5/cityoflondon/fyi/localoffer.page?familychannel=7>

is a guide to services, events and activities that are available for children and young people with special educational needs (SEN) and disabilities aged from birth to 25 living in the City.

The City of London Family Information Service

<http://fyi.cityoflondon.gov.uk/kb5/cityoflondon/fyi/home.page>

is an online resource providing information, advice and guidance about early years education, childcare, schools, leisure activities, places to go and other family support services available to families with children and young people aged from 0-25 living in the square mile.

IASS Tower Hamlets

<http://cyp.iasnetwork.org.uk/service/parents-and-young-people-advice-information-and-support-service/>

provides independent support for parents and young people undergoing statutory assessment for EHCPs. They also offer a weekly SEN Support group and Bengali Parents Support Group.

KIDS

<https://www.kids.org.uk/london-independent-support>

supports families and young people through the Education,

Health and Care (EHC) needs assessment process and with developing an EHC plan

Contact

<https://contact.org.uk>

supports families with the best possible guidance and information and help families to campaign, volunteer and fundraise to improve life for themselves and others.

Communication Trust

www.thecommunicationtrust.org.uk

aims to highlight the importance of speech, language and communication across the children's workforce and to enable practitioners to access the best training and expertise to support the communication needs of all children.

Royal College of Speech and Language Therapists

<https://www.rcslt.org>

the professional body for speech and language therapists in the UK, providing leadership and setting professional standards.

I CAN

www.ican.org.uk

experts in helping children with communication difficulties and unlocking their potential and supporting early communication and language. Visit their website to download a range of resources, training courses and find out

more about I Can's Early Talk programme.

Elkan

www.elklan.co.uk

aims to improve the interaction and communication skills of children and young people by training those who live and work with them.

Family and Parenting Institute, Early Home Learning Matters

www.familyandparenting.org (EHLM)

brings together the evidence about the vital role played by parents in securing good outcomes for children, and provides practical information about how to plan and implement effective services to involve parents in their children's learning from birth to age 5.

Makaton

www.makaton.org

with Makaton, signs or symbols are used with speech in spoken word order. Using signs can help people who have no speech or whose speech is unclear.

National Autistic Society

www.autism.org.uk

provides specialist help, information and care for children, adults and families across England. Their local services include residential homes, one-to-one support, support in your home, daytime hubs and support in further and higher education.

Royal National Institute for the Blind

[RNIB – www.rnib.org.uk](http://www.rnib.org.uk)

provides practical and emotional support for blind and partially sighted people.

Deaf Children's Society

www.ndcs.org.uk

is dedicated to creating a world without barriers for deaf children and young people.

Attention Deficit Disorder Information and Support Service (ADDISS)

www.addiss.co.uk

provides people-friendly information and resources about Attention Deficit Hyperactivity Disorder to anyone who needs assistance - parents, sufferers, teachers or health professionals.

Social, Emotional and Behavioural Difficulties Association (SEBDA)

www.sebda.org

SEBDA is a multi-professional organisation that has been a registered charity since 1975. SEBDA is committed to social inclusion and to building capacity in mainstream schools in the support of children with social, emotional and mental health difficulties.

SCOPE

www.scope.org.uk

provides information for all those who have a physical impairment, learning disability or any other condition.

British Epilepsy Association

www.epilepsy.org.uk

has a range of books, booklets and factsheets about epilepsy.

Cystic Fibrosis Trust

www.cysticfibrosis.org.uk

funds cutting-edge research, drives up standards of care and supports people with the condition and their loved ones.

Centre for Studies on Inclusive Education

www.csie.org.uk

is a registered charity and registered company working to promote equality and reduce discrimination in education. They support schools and other education settings through talks, training and consultancy nationally and internationally. They also offer resources for schools, local authorities, academy chains, parents and students, including student teachers.

Muscular Dystrophy

www.muscular-dystrophy.org

supports professionals caring for someone living with a muscle-wasting condition.

Multiple Sclerosis

www.mssociety.org.uk

funds research, gives grants, campaigns for change, provides information and support, invests in MS specialists and lends a listening ear to those who need it.

Spina Bifida and Hydrocephalus

www.shinecharity.org.uk

provides specialist support from before birth and throughout the life of anyone living with spina bifida and/or hydrocephalus, as well as to parents, families, carers and professional care staff.

Down's Syndrome Association

www.downs-syndrome.org.uk

is the only organisation in the UK focusing solely on all aspects of living successfully with Down's syndrome.

SOSISEN

<http://www.sossen.org.uk>

is a free independent and confidential helpline for parents and others looking for information and advice on Special Educational Needs.

Independent Parental Special education Advice (IPSEA)

www.ipsea.org.uk

is a national organisation providing legal advice via comprehensive website, advice line, call-back service and training.

Useful Documents and Publications

SEND code of Practice 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Special educational needs and Disabilities: a guide for parents and carers

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

EYFS Development Matters

<https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Early Years Outcomes

https://www.foundationyears.org.uk/files/2012/03/Early_Years_Outcomes.pdf

EYFS Statutory Framework

https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf
https://www.foundationyears.org.uk/files/2017/03/EYFS-2017_One-page-guide-for-providers_FINAL.pdf

National Strategies Inclusion Development Programme books, Guidance for practitioners in the Early Years Foundation Stage.

- 1. Supporting children with Speech, Language and Communication Needs
- 2. Supporting children on the Autistic Spectrum
- 3. Supporting children with behavioural, emotional and social difficulties

<https://www.foundationyears.org.uk/?s=inclusion+Development+Programme>

Early Support Developmental Journals

<https://www.ncb.org.uk/search/node/developmental%20journal>
<https://councilfordisabledchildren.org.uk/help-resources/resources/early-years-developmental-journal>

Department for Education SEND newsletters

<https://councilfordisabledchildren.org.uk/help-resources/resources/department-education-send-newsletters>



City of London's Local Offer

City of London Local Offer is your first stop for information, advice and support for children and young people aged 0-25 with special educational needs and/or disabilities living in the city.

localoffer.cityoflondon.gov.uk



EARLY YEARS AND CHILDCARE



MONEY & WELFARE



EDUCATION & LEARNING



SHORT BREAKS & RESPITE



EDUCATION, HEALTH & CARE PLAN



HEALTH SERVICES



PREPARING FOR ADULTHOOD



SOCIAL CARE



LEISURE ACTIVITIES & RECREATION



SUPPORT GROUPS

FYi

Making family life easier

Family & Young People's Information Service

020 7332 1002

fyi@cityoflondon.gov.uk

[facebook.com/CityFYi](https://www.facebook.com/CityFYi)

[@CityFamilyInfo](https://twitter.com/CityFamilyInfo)



