



Early Years

SENDCO TOOLKIT



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This SENDCO toolkit has been produced to provide SENDCOs 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 (SEND) Code of Practice: 0 to 25 years (2015) and the Equality Act 2010. The City of London has developed the SEND Ranges, which have been produced by multi-disciplinary teams to support the 'graduated approach' and which clearly outline what should be 'ordinarily available' in settings, schools and colleges.

We hope this toolkit is both informative and useful and enables setting SENDCOs to fulfil their role and responsibilities; however, 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 SENDCO

AN OVERVIEW: GETTING ORGANISED!

Starting points for SENDCOs

The Children and Families Act 2014 heralded the most radical changes to the laws governing special educational needs and disabilities for 30 years. The reforms created a real change in the way professionals work with families, children and young people, with a focus on:

- the aspiration and outcomes for children and young people
- participation/equal partnership in decision making for parents, children and young people
- a joint approach between education, health and care services
- a requirement to publish information about all services available locally (Local Offer)
- 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 should be completed within 20 weeks.

Young people, children and their families should only have to 'tell their story' once and should be involved throughout the assessment and planning process.

The Children and Families Act 2014 and the EYFS statutory framework require early years providers to have arrangements in place for meeting children's special educational needs.

Early years settings are expected to identify a SENDCO and the role is defined on p89 of the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015). The SENDCO's role is to coordinate the support for children with SEND, but it does not mean they need to do everything! The key person is responsible and accountable for the progress and development of the children in their care.

2022 saw a major review of the SEND Code of Practice and the government will announce further changes to the guidance in due course.

All setting SENDCOs should:

- have completed SENDCO 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 and/or disabilities. These should be outlined in the setting's SEND policy, giving a clear approach to 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 SEN

Early years practitioners, supported by the SENDCO, should regularly monitor the progress of all children. This will allow them to identify where children are making less than expected progress given their age and individual circumstances. 'Less than expected progress' is where the child's progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers or
- widens the attainment gap.

This progress can be wider than merely attainment. It could, for example, include where a child needs to make additional progress with social development or with communication skills.

The child's key person and SENDCO should then together consider whether the child is making less than expected progress because of:

- gaps in previous learning or experience
- other factors in the child's life (such as family breakdown or bereavement)
- less than good quality teaching or
- special educational needs.

The definition of special educational needs under Section 20 of the Children and Families Act 2014 and Section 312 of the Education Act 1996 is:

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Special educational provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age by maintained nursery schools or by relevant early years providers.

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.

It is important to remember that the disability equality duty is anticipatory and covers prospective children as well as children already attending the setting.

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. Early identification is essential to children's progress – academic, emotional and social, and general wellbeing. Communication with parents needs to start as soon as possible, ideally within the child's early years.

The SENDCO should create a register of children who meet the definition of SEN in the Code of Practice. The SENDCO 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 SEND Code of Practice sets out four broad areas of need and support, which may be helpful when identifying, reviewing and managing special educational provision. These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health and
- sensory and/or physical needs.

These four broad areas are merely an overview of the range of needs that early years settings should plan to meet. The purpose of identification is to work out what action the setting needs to take, rather than to fit children into categories. Individual children often have needs that cut across all four areas and their needs may change over time.



The graduated approach

The SEND Ranges are a useful tool in terms of what is ordinarily available through quality teaching and then through a graduated approach across the four areas of the SEND Code of Practice. The Ranges outline the requirements, assessment, planning and deployment of resources in a sequential approach. Ranges 1–3 highlight those needs which should be met within existing or limited additional resources while Ranges 4–6 highlight the more complex needs which may require additional resources or an EHC plan.

For children attending with an identified need, they may need additional planning and settling in. An Individual Outcomes Plan (IOP) 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.

When children's difficulties emerge once they are at the setting, you may need to raise your concerns with parents.

There should have been plenty 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 and what will be communicated and ensuring that you engage with parents 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, you need to involve them in setting targets and strategies with a planned intervention and ensure they participate in reviewing targets and outcomes. Settings should also support parents to participate in reviewing targets and outcomes. Parents are the experts on their own children and it is important that practitioners and other professionals listen and respond positively to any concerns that parents raise about their child's development and their views about their child's provision.

For some children, short-term, targeted interventions and the cycle of assess, plan, do and review will be sufficient in ensuring their individual needs are met and that they will then make good or better progress.

It is important to maintain regular dialogue with parents throughout any period of intervention, so they feel fully informed.

What is an 'outcome'?

The SEND Code of Practice defines an outcome as the benefit or difference made to an individual as a result of an intervention. An outcome should be an 'end point' – what we expect to be the result of the provision the setting has put in place. Outcomes set out what needs to be achieved by the end of a phase or stage of education in order to enable the child to progress successfully to the next phase or stage and to prepare for adult life.

The four Preparation for Adulthood outcomes – employment/training, independence, good health and community inclusion – should be incorporated alongside academic outcomes. Examples of these can be found in the SEND Ranges from early years to post-16 under each area SEND Code of Practice.

An outcome should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education, it will describe what the expected benefit will be to the individual as a result of the educational intervention provided.

(SEND Code Practice 2015 page 163)

Definition of SEN support

The 2015 SEND Code of Practice introduced a single category of special educational needs in settings – SEN support.

Where a child has been identified as having special educational needs (SEN), settings should take action to remove barriers to learning and put in place effective special educational provision. The purpose of special educational provision is to enable the child to participate, learn and make progress. The special educational provision should also include actions to make sure the setting ensures that children with SEN engage in activities together with other children who do not have SEN.

Quality first teaching and ordinary available provision

The manager and the SENDCO act as champions for inclusion and have evidence of effective policy, practice and procedures that hold everyone to account.

The SENDCO has time and administrative support to carry out their role effectively in supporting quality teaching as well as supporting those children with more significant needs.

The setting's ethos and values are in tune with effective inclusive practice. Leaders are ambitious for children with additional needs and this ambition is shared by all staff.

Staff know that they work in an inclusive setting where diversity is valued and welcomed and can provide examples of how they establish and maintain an inclusive environment within day-to-day practice.

The curriculum:

- is well planned and incorporates the Preparation for Adulthood (PfA) outcomes which are embedded from the early years
- meets needs and reflects leaders' high aspirations for all children from disadvantaged groups
- is successfully adapted to be ambitious and meet the needs of all children, which includes their independence and aspirations. The planning of various professionals reflects this.
- identifies needs, strengths and interests as well as gains in knowledge
- identifies additional resources needed and appropriate methods of communication
- pace is good and the environment effective and regularly reviewed

- staff are committed to developing their expertise
- PfA is built in at every level.

Staff adapt learning approaches to provide suitable learning challenges, and cater for different learning needs and styles with individual and/or small group planning and programmes where appropriate.

Every practitioner, room leader and manager is a teacher and leader of SEND.

- Learning is carefully planned.
- Staff effectively interact with the children.
- Communication and language are at the heart of the curriculum.
- Staff have the skills to implement interventions.
- Multi-sensory teaching techniques are embedded.
- Key resources are within easy reach of all children.

Staff ensure that children have opportunities to work in different ways, i.e. independently, or in small and large groups.

- Strategies to promote independent learning.
- Scaffolding of learning.
- Staff trained in delivering specific interventions.
- Effective use of additional adults.
- Building and maintaining positive relationships.

Assessment and individual planning

- Staff are aware of children's starting points.
- Staff are aware of children's strengths and areas for development.
- Information is shared effectively between and across rooms and phases.

- All children have equal opportunities across the curriculum.
- There are regular reviews of children's progress.
- Children's voices are captured at all times.

Expertise is in place to manage access arrangements

- Adaptations are made.
- Procedures are in place to inform parents/carers.
- Reasonable adjustments are made in the light of needs.
- Adapted resources and/or equipment are available to support the access.

Partnership and co-production with children and parent carers

The setting works in co-production with the parents/carers:

- Understanding and use of the Local Offer.
- Parents are made aware of the communication channels and their child's individual needs.
- Good and effective communication between the setting and parents/carers is in place.
- Information on the Local Offer is comprehensive and shows a variety of bespoke pathways and benefits.
- There are formal and informal events for parents/carers to share their views.
- Transition is carefully and sensitively managed.
- Children's voices are heard in all reviews.

Supporting social and emotional development/pastoral care

The setting recognises and responds to the social and emotional aspect and support needs of children with additional needs and the provision must take account of issues and the impact of these, such as family

breakdown, family illness, moving home, bereavement and other key challenges and changes.

- There is a calm and purposeful environment.
- Language is differentiated to meet needs.
- The setting promotes the emotional regulation of all children.
- Children feel safe and valued and know that they can approach staff who will listen to their opinions and concerns.
- Negative beliefs are challenged.
- The voice of the child is central to the setting improvement and is encouraged and acted upon.

The physical and sensory environment

- The physical environment is adapted to meet the needs of children.
- There is a purposeful and well organised learning environment.
- Physical accessibility checks of the building and individual learning spaces are regularly carried out with various tools such as an environmental audit.
- The furniture and equipment are of the right size and quality.
- Visits are planned to fully include all children.
- Staff are aware of the sensory needs and issues that may impact on children.
- Needs are known and planned for.
- Equipment is readily available to support equal access.
- The environment is adapted to meet the needs of sensory impaired children.
- Displays are meaningful and do not create visual overload.
- Staff are aware of lighting, smells and noises in the room that could affect those children with sensory needs.
- All sensory experiences are risk assessed.

Equipment and resources

- The quality and impact of the support is scrutinised.
- Resources are easily accessible and readily used to promote learning and independence and reduce stigma.
- There is easy access to sensory equipment.
- Resources are clear, uncluttered and labelled using text and images.

Specific resources and strategies are provided to overcome potential barriers to learning:

- ICT and augmentative assistive technology are available for those with more complex needs. These are planned and used effectively to support learning.
- Staff skills, training, transitions and use of expertise.

All staff make a positive contribution to the progress of children with SEND and/or who are vulnerable.

- Additional adults are employed effectively.
- Clear and regular communication take place between adults.
- Staff are well trained and there is a clear plan for ongoing professional development. Best practice is shared across the setting.

All transitions during the day are well planned and well managed and provide the opportunities for the children to develop the skills to manage change.

- Some of the transitions include the start and end of the day, special events and life events.
- Staff prepare the children for the forthcoming events through visual timetables and discussions about daily transitions.
- Support for children is readily available on entry to the setting and when moving to school.

- One page profiles are in place.
- There is strong liaison between parents and the staff within the next stage of education.

For some 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 Speech and Language Services and ASD Specialist Support Teams, may offer helpful advice.

The role of the key person in SEN support

The role of the key person is to make the education of all their key children their first concern and to enable them to achieve the highest possible standards. As well as providing inspiring learning experiences, the key person is also at the forefront of forging positive professional relationships with parents so that they can work together in the best interests of the child. The key person is responsible for setting next steps that stretch and challenge children of all backgrounds, abilities and dispositions.

A key person's first response to a child making less than expected progress should be high quality teaching targeted at the child's particular areas of weakness. Where progress continues to be less than expected, the key person and the SENDCO should together assess whether the child has SEN or whether additional amendments need to be made to the teaching and learning approaches on offer.

While the SENDCO will offer advice and guidance, it is the responsibility of the key person to implement the graduated approach and regularly assess the progress made by children with SEND.

In relation to their key children, the key person is expected to:

- be accountable for children's progress and outcomes
- be aware of children's capabilities and their prior knowledge, and plan teaching to build on these
- adapt teaching to respond to the strengths and needs of all children
- know when and how to differentiate appropriately, using approaches which enable all children to learn
- have a secure understanding of how a range of factors can inhibit children's ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children's learning at different stages of development
- have a clear understanding of the needs of their key children, including those with special educational needs; those of high ability; those with English as an Additional Language; and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Early Help

The Early Help approach is a constructive tool in supporting children and families and providing early intervention. Early Help means taking action to support a child or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood and applies to any problem or need that the family cannot deal with or meet on their own.

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 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 FOR ALL

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 need provision for a child.

Inclusive settings:

- Provide high quality environments, relationships and teaching that is differentiated and personalised, promoting positive outcomes for all.
- Commit to inclusive practice and removing barriers to learning.
- Know children well and be able to make judgements about their progress.
- Have high expectations of all children.
- Have many informal conversations about children's strengths, needs 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 FOR SOME

A. Children whose special educational or additional needs emerge while they are attending the setting.

Once you have tried support through quality teaching, appropriately differentiated for the child's individual needs, and you are still concerned about their progress, plan an appropriate and personalised way of discussing concerns with the parents/carers.

Obtain parental involvement and permission to put in additional or different support.

Find out if other agencies/professionals are already involved. Other professionals can be asked to support the identification process.

In co-production with parents, together agree targets, outcomes and provision. Both you and the parents can implement these planned interventions and strategies together. Write these up as an early intervention plan, which the parents sign. This can be in the form of an IOP or Provision Map. It will include specific actions, which are different from or additional to your usual provision.

Be clear about your success criteria (what you expect the child will be able to achieve) within a time frame (usually six to eight weeks) and evaluate them regularly, showing whether or not targets have been met.

B. Where children 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.



WAVE 3

SPECIALIST PROVISION FOR A FEW

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 and training, e.g. Speech and Language Services, paediatricians, Early Years Advisors/ Area SENDCOs, etc. It is good practice to try to coordinate the support you are giving with the strategies other agencies are implementing to support the child.



The role of the SENDCO

An effective SENDCO:

- starts by thinking about and valuing the unique child
- believes in every child as an individual who has the potential to develop and make progress
- 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 most effective, evidence-based 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 ongoing 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 relevant training
- organise, and possibly plan and deliver, in-house training
- attend meetings, e.g. EHCP annual reviews, Looked After Children, Section 17/47, etc.
- help with any funding applications
- organise smooth transitions for children with additional needs.

SENDCO survival tips

- ✓ Don't try to be a superhero!
- ✓ Don't try to do it all by yourself – delegate to colleagues
- ✓ Speak to your Lead Early Years Advisor and refer to this manual
- ✓ Communicate – remember this involves listening as well as expressing yourself
- ✓ Celebrate the fact that you will make a difference to children's lives
- ✓ Make the most of opportunities to network with SENDCOs in other settings

An example

Consider Skye

Skye is two years and ten months old. She started in the setting four months ago. She used to cry when Mum left her, but now she comes in and settles well.

Ayesha, her key person, has noticed that Skye 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?

Ayesha will start a period of further investigation into Skye's difficulties. She will observe Skye a little more closely and she will also chat to Skye'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.

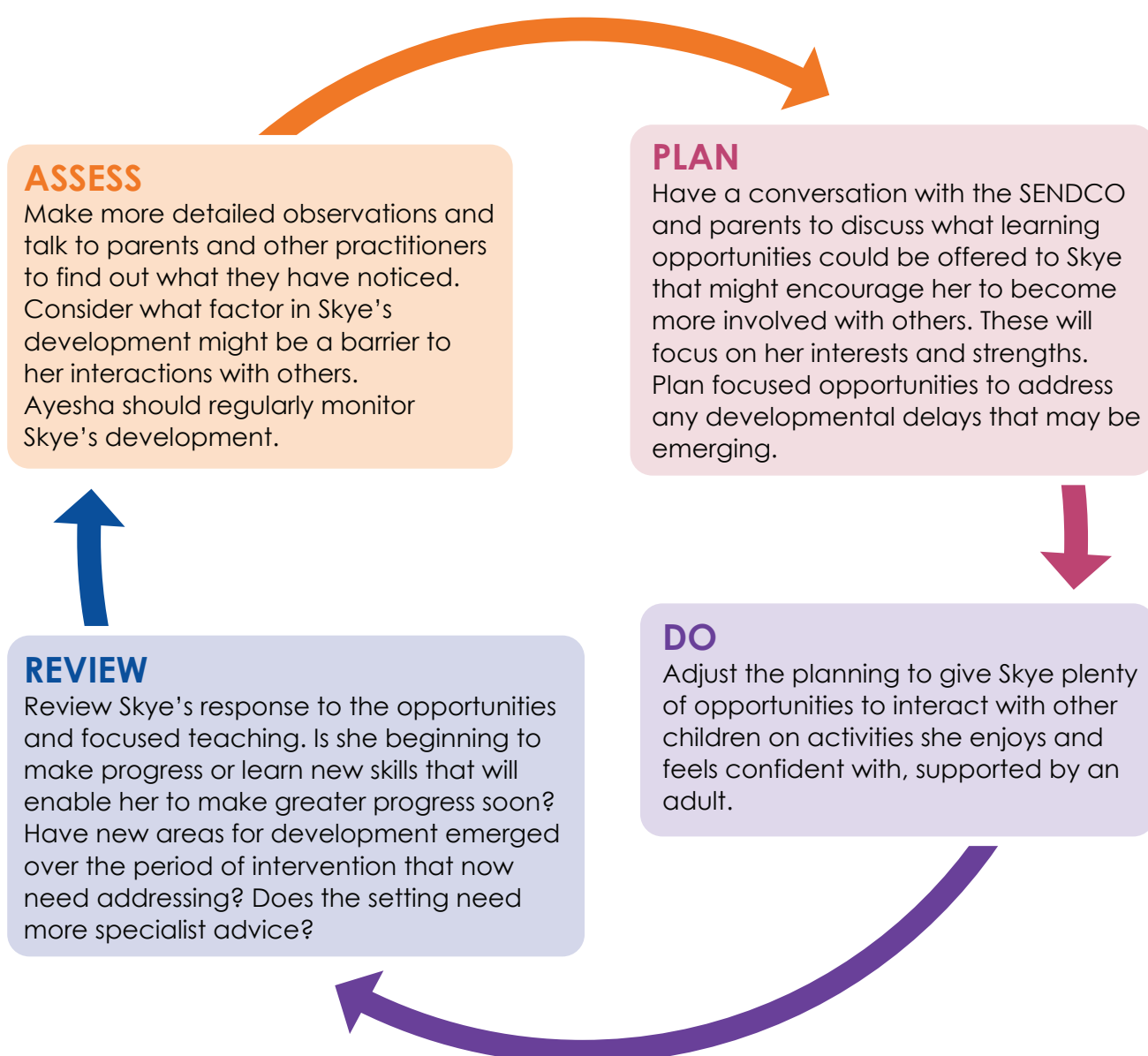
She will talk to her colleagues to find out if they have noticed any special friends Skye may have made. She will also talk to the setting SENDCO.

As part of this process, Ayesha will use information she has on expected development, particularly in communication and language, as her SENDCO has suggested that difficulties in this area might be a reason why Skye is not playing with others.

Gathering this information will help Ayesha to build a profile of Skye's strengths and needs. 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 Ayesha to reflect on her own practice with Skye and evaluate whether different approaches may be part of the solution (a critical feature of high quality practice). With the SENDCO's support, Ayesha may then adjust her planning and teaching to address Skye'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 and monitoring progress	Setting based planned and evidenced intervention, e.g. IOP.	Coordinated planned and evidenced intervention with reference to specialist expertise	
<p>Setting has 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>	When a setting can meet a child's needs from their own resources. A support plan (e.g. IOP) 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>When outside agencies (e.g. Early Years Advisors, SALTs, etc.) become involved. Support plans are implemented, reviewed and revised with input from outside agencies.</p> <p>Strategies should fit in with the daily/weekly planning.</p>	
 <p style="text-align: center;">MONITORING 'ADEQUATE PROGRESS' THROUGH THE CYCLE OF ASSESS, PLAN, DO AND REVIEW</p>			

SEN Early Years Inclusion Fund

The purpose of the SEN Early Years Inclusion Fund is to support local authorities to work with providers to address the needs of individual children and to make it easier for families of children with SEND to take up their free entitlement.

All early years providers in the City of London who are eligible to receive funding for the two-, three- and four-year-old early education entitlement are also eligible to receive support from the SEN Early Years Inclusion Fund.

The City of London's SEND Panel will consider requests where there is evidence of a child being delayed, particularly in any of the three prime areas of the Early Years Foundation Stage (EYFS) in comparison with the expected outcomes for their age, or where there are medical needs which require a high level of adult intervention and supervision.

LOCAL OFFER AND POLICIES

The Local Offer – information for early years 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 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 is the Local Offer?

www.fis.cityoflondon.gov.uk/send-local-offer

The Local Offer contains information for parents and young people 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 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, parents, carers and service providers in its development and review.

The local authority must involve parents, children and young people in developing and reviewing its Local Offer. Local services, including early years settings, schools, colleges, health and social care agencies, must also be consulted.

The Local Offer is a way of providing information and should not simply be a directory of existing services – an address and telephone numbers will not be sufficient.

What do we mean by educational settings?

We say 'educational 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.

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 Information Service)

- Ensure the Local Offer is up to date with relevant information and services for families, and made accessible to all.
- Engage with families, including children and young people, and 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 on 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 settings.

Suggested framework for writing a SEND policy

Relevant legislation and key documents

- Children and Families Act 2014
- Equality Act 2010
- EYFS statutory framework 2021
- SEND Code of Practice 2015.

Values and aims

- Consider the 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 and 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 SENDCO

- 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 TAC 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.
- Explain what SEND training is accessed and planned for and how training is 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 children?
- How do you inform parents about the SEND Information, Advice and Support Service (SENDIASS)? Do you have information leaflets readily available in a set location?

- 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 as early as possible needs which require 'additional to' and 'different from' the usual provision? We recommend that whenever possible plans are in place within six weeks of entry into the setting if children are identified as having a SEND.
- Consider how you will meet the social and emotional needs of children with SEND to ensure their wellbeing.
- How do you enable the child to have a voice?

The graduated approach

- Explain how you have a graduated approach with a four 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 EHC 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 deploy 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 for 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 Local Authority Early Years Advisor/Area SENDCO.

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 your setting's complaints policy

Monitoring the policy

- Explain how the policy is monitored, evaluated and reviewed annually by all staff and date the policy.
- 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 SENDCO
- 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
- 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 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 of how you will review, monitor and evaluate the effectiveness of inclusive practices
- detail training undertaken

When writing and reviewing policies, always consider requirements of the EYFS statutory framework.



PARENT PARTNERSHIP

Parents as partners

Parents have a pivotal role to play in their children's education and hold a wealth of information. 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 early years education; parents are experts in their children.

All those working with 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 practice in early years. This is because about 70 per cent of children's lives is 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 a key 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 and actively work to develop this
- 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
- focus on the child's strengths and the things they enjoy as well as areas of additional need
- identify difficulties early on and know when and how to involve other specialist services
- tailor information to meet an individual parent's needs and 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 and 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 which can be shared.

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 that 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:



Person-centred and family-centred approaches

Person-centred approaches and planning are all about enabling children and their families to be active participants in the process of planning how to achieve their aspirations and outcomes for their life. The views of children and families must be sought at all stages of the processes of identifying and planning outcomes.

The key features of person-centred approaches are:

- practitioners take a holistic view of the child in the context of their unique family
- practitioners are open and transparent about their concerns and what they would like to do to help
- consent to seek and share information in an informed and transparent manner
- provide alternative ways of gathering and recording children's views
- the views and ideas of the family are sought and valued, acknowledging their knowledge and experience
- meetings are welcoming and inclusive – practitioners avoid jargon and are prepared to listen as well as to contribute
- practitioners are flexible about where and when meetings are held
- practitioners provide alternative ways to gather and record the views of the child and the family.

There are a number of tools/approaches that practitioners can use to support the person-centred planning process, such as:

One page profile

A one page profile captures all the important information about a child on a single sheet of paper under three simple headings:

- what people appreciate about me
- what's important to me
- how best to support me.

A one page profile helps to support people better by:

- helping build better relationships by understanding what really matters to the child and how they can best be supported
- providing a record that can move with the child as they transition from room to room, setting to school or service to service
- being regularly updated to reflect the child's changing circumstances and aspirations.

When staff also create their own one page profiles, parents feel they get to know the real person, rather than just the job title.

Important to/Important for

Working in a person-centred way requires that we understand what matters to the child, not just what their needs are. We need to learn both what is important to the child and what is important for them and find the balance that works for them. This is then recorded on a one page profile.

Working/Not working

To develop outcomes and actions, we must first work out what is and isn't working for the child – looking at things both from their perspective and from others. Working/Not working helps to develop outcomes and actions to make sure the change happens.

Good day/Bad day

This person-centred thinking tool supports conversations about what a good day is like, from when a child wakes up to when they go to bed. The same detailed information is then discussed for a bad day. This helps to identify what is important to the child – both what must be present in their day and what must not happen.

Person-centred reviews

Reviewing progress is an essential part of the graduated approach and allows children and families together with practitioners to focus on the progress that is being made. Reviews also highlight where progress is not being made and provide opportunities for practitioners and families to refocus and understand the barriers to improvement and the next steps that need to be taken. Maintaining a person-centred approach is vital to enabling participation from children and families.

The City Parent Carer Forum (CPCF)

CPCF is for parents and carers of all children and young people in the City of London who have special educational needs and/or a disability (SEND).

CPCF represents the collective voice of parents and carers in the City. They work with the City of London, NHS and other support groups to shape services.

CPCF provides a range of consultation opportunities, fun and social events, opportunities for 'time out' and peer support, and signpost families to appropriate services.

CPCF is working with the North East London Foundation Trust (NELFT) to ensure that parents' voices are heard when decisions are being made which may affect children and young people with SEND.

SENDIASS

Parents can seek independent support from Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) in Tower Hamlets where there is a dedicated Family Partnership Officer to support City families:

Parents Advice Centre
30 Greatorex Street
London E1 5NP
020 7364 6489



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:	



Isabelle Denniee
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:

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 school/setting have suggested that it might be helpful to contact a member of the Education and Early Years Team for advice and a visit regarding your child's needs.

By ticking the box below, I understand that I agree to this involvement and for information to be stored on the City of London database. Any personal data processed as part of this visit/review is processed for the purposes of supporting my child's needs at the earliest opportunity, to ensure they continue to make progress and to plan for their transition to primary school.

I understand and agree that any information gathered will be kept confidential but may be shared with other professionals working with my child and with the local authority I live in.

Please note that you are able to withdraw your consent at any time by contacting EEYService@cityoflondon.gov.uk

I agree to this involvement and for my and my child's personal data to be processed for the above purposes

I disagree to this involvement and for my and my child's personal data to be processed for the above purposes

For further information as to how the City of London process your personal and special category data please see our privacy notice as held at: www.cityoflondon.gov.uk/privacy

Parental/carer views:		
Name (please print)	Signature:	Relationship to child:
Involvement requested by:		Role:
Setting's name and address:		Date:
Please summarise this child's strengths	Areas for development (including strategies already put in place)	
<p>What outcomes would you like to achieve for this child (and how might the EY Team help you to achieve them)?</p>		





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:

Home language:

Ethnicity:

Gender:

Parent/carer agreement

Date:

I give full permission for the Educational Psychology Service to be involved and for my child's reports and subsequent communication and information to be stored on the Department of Community and Children's Services database and only shared with other involved agencies in the City of London.

Parental/carer views:

Name (please print)

Signature:

Relationship to student:

Involvement requested by:

Title:

School:

Current Attainment Levels & any other school based assessment information

Please summarise this student's: Strengths	Areas for development
Strategies in place (please attach provision map)	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?	

EP Signature

Date:

CI CL SEMH SP

Reviewed and amended February 2023



THE GRADUATED APPROACH

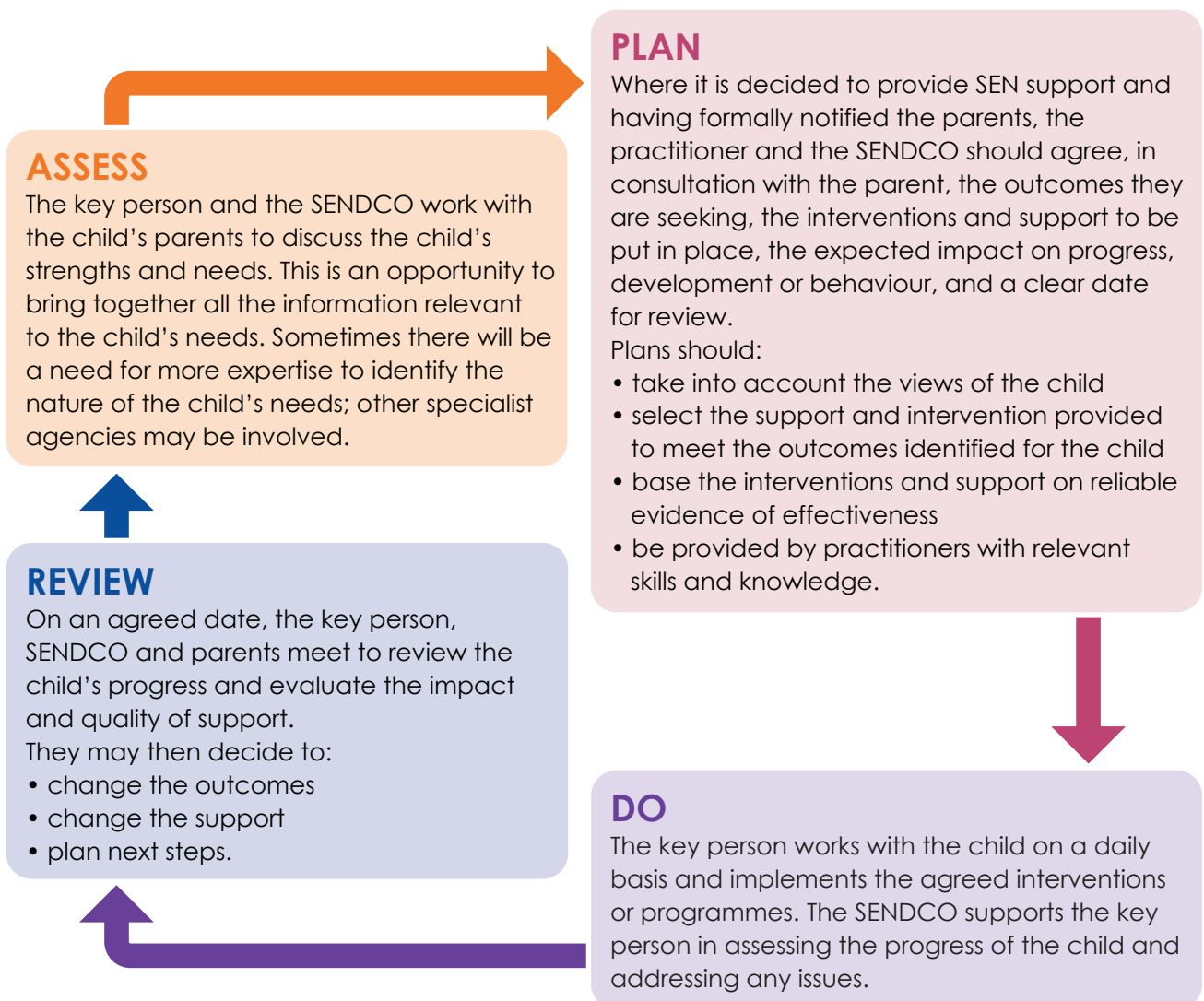
Assess, plan, do and review

The SEND Code of Practice (page 100) states:

Where a child is identified as having SEN, school/ settings should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach.

The Preparation for Adulthood four outcomes – employment/training, independence, good health and community inclusion – should be incorporated into any assess, plan, do and review process. Examples of these outcomes are in the SEND Ranges.

Remember you are also reviewing your practice, the inclusiveness of your setting and the effectiveness of the strategy/ strategies you tried.





Evidence based Individual Outcomes Plans

While there is no longer a statutory requirement to have an Individual Education Plan, you do need evidence of your actions, and an evidence based Individual Outcomes Plan (IOP) will support the “assess, plan, do and review” cycle. You may hear this referred to as an IOP.

An IOP 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**
- How parents can help their child at home – **Do**
- When the IOP 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 by 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

- be signed by the parents
- 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 IOP should:

- be easy to use
- focus on key difficulties
- include two to four 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 and review cycle might equally apply to:

- trying a new routine
- introducing a new activity or resource
- 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 and 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

Provision Maps

A Provision Map is a strategic management tool that helps settings to plan and monitor the range of provision available to children. An effective Provision Map provides a direct link between the provision offered and the progress made by children. It provides an overview of all the provision made by the setting, which is 'additional to and different from' the setting's differentiated curriculum.

Provision Maps support school leaders to:

- illustrate the graduated approach – the cycle of assess, plan, do, and review
- match provision to children's identified needs and highlight gaps in provision
- confirm interventions are age-appropriate and build on prior learning
- highlight where provision is effective and any ineffective resources
- provide an overview of provision costs and demonstrate accountability
- highlight the need for additional training for staff.

Many settings start by mapping provision across the four areas of need. These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs.

Tracking the child's progress helps managers to evaluate the effectiveness and appropriateness of the intervention/provision.

Templates for Provision Maps can be found in the appendices.

The IOP 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 SENDCO 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 SENDCO 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 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 them?
- 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 Education Endowment Foundation Teaching and Learning Toolkit states:

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

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 professionals to visit the setting to provide advice	
Make sure we have permission to involve and seek advice from the Local Authority early years team	

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 one-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)	
Coordinate other targets with other professionals, taking into account parent's priorities and making sure the target makes sense in our context	
For more 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, information from reports, support plan, Care Plan, Risk Reduction Plan, summary of needs, details of our setting's 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: *Tom*

Date of Birth:

Key person: *Ayesha*

Target(s): <i>To be able to take turns in games with one other child</i>	
Week beginning:	Comments
<i>12th Sept 22</i>	<i>Tom started the week needing lots of reminders to take turns. Helps to say his name to get his attention and give him the 'wait' picture symbol to reinforce words.</i>
<i>19th Sept 22</i>	<i>Doing well – fewer prompts needed by end of week</i>
<i>26th Sept 22</i>	<i>Tom is enjoying the marble run sessions. Doesn't need to use the 'wait' symbol after first reminder.</i>
<i>3rd Oct 22</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>10th Oct 22</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 SENDCO _____				
Review Notes: Signed by parent/carer _____ Signed by SENDCO _____ 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 SENDCO _____				
Review Notes:				
Signed by parent/carer _____ Signed by SENDCO _____ 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: _____



TRANSITIONS

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 the setting and between provisions, and will help children and families.

The SEN 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 88).

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

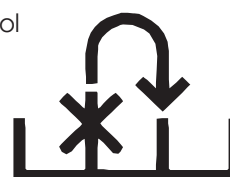
Admissions authorities:

- **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

- Offer parents a meeting with you and the reception class teacher during the summer term.
- If the child will receive support from an additional adult in the school, offer an opportunity for the parents and child to meet them as well.
- If parents do not want to meet, consider how you can share information with the next setting/school. What do the parents want shared? Is this in your policy?
- A transition meeting can be an informal discussion between the parents, key person and class teacher or SENDCO – 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, or 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?
- Remember that an EHCP is needed for a place in a special school.

Working with schools and other providers

- Ensure early communication with the school or other early years 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's visits to setting 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?
- Ask the school/setting for books containing photographs of the school and key staff.
- Discuss with the school/setting any specialist equipment or training required for the child.

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 the child and their family?
- What are the child's main interests/special toys at the moment?
- What opportunities does the child have for outside play?
- What do they like to do outside?
- What experience does the child have of being cared for away from the family?
- What experience does the child have of playing with other children? How is the child in these situations?
- How does the child usually react to new situations and with new people?
- How do they think their child will settle into the school?

- What do parents think they will particularly enjoy?
- Is there anything you need to know to make the settling process as easy as possible?
- Do they have any concerns about their child's development?
- Have they had a health visitor two-year progress check/integrated review?
- Do they always understand what their child is saying (in all languages)?
- Will their child need support in using the toilet, eating or drinking, or putting on or taking off clothes?
- Does their child have any allergies/medical conditions that you need to be aware of?
- Is there anything their child should not eat?
- Is there anything else the parents/carers would like to ask or share?

Sharing information about your setting

- Inform parents/carers about the ethos of your setting; 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 (as outlined in your Local Offer), 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, or the name of the SENDCO (explain the title and have an up-to-date photo for identification).
- Explain where the SEND Policy is kept and have hard copies available.
- Explain the procedures for settling in – taster sessions, or 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.
- Explain the key person system – why you have it, what the key person will do and

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 – consider having photos to share.
- Mention what your arrangements are for lunch, outside play and snacks.
- 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 need to be easy for children to manage independently when using the toilet.
- Have examples of observation records and profile books to show, and explain why and how you use them, and where they are stored so parents/carers can access and contribute to them.
- Reinforce the importance of the ongoing dialogue between home and setting, why and how you use observations, and the importance of confidentiality with regard to other children, their records and families
- Share your key policies – what they are and where to find them.
- Explain how you deal with accidents/illness, your legal safeguarding responsibilities and the importance of current emergency contact details
- Mention how 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

- Explain that 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 parents/carers know their local Children's Centre?
- Remember to ask to see a birth certificate.
- Who has legal responsibility? Do you need to consider creating a 'safe password'?
- Is there anything else parents would like to ask or tell you?

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

- Arrange a visit with the head teacher, deputy, Foundation Stage Co-ordinator or SENDCO 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? (e.g. 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 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? E.g. visual timetables, Makaton or any other signing system?
- Are there any support groups such as language groups?

Key messages

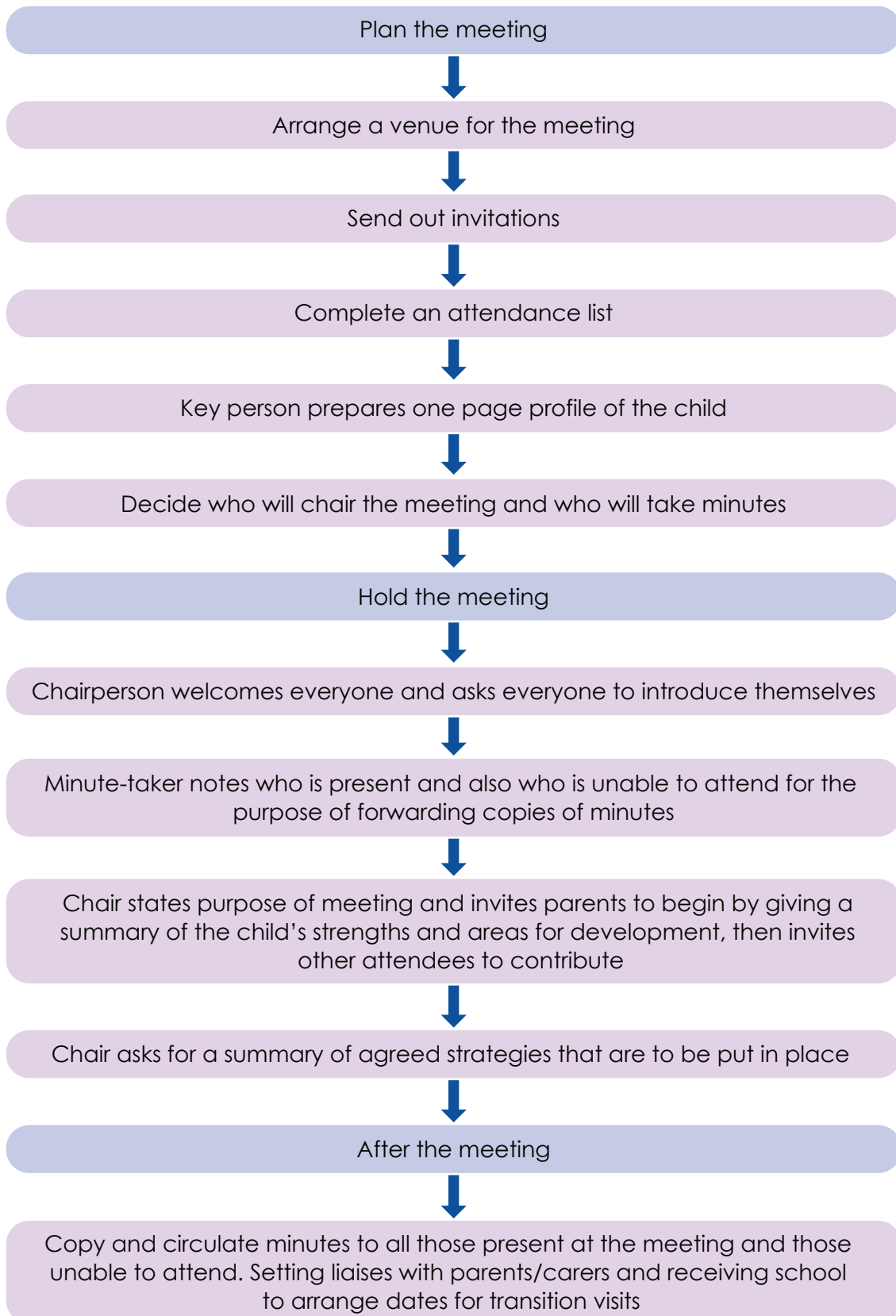
- Practitioners have a statutory duty to share information and support children's transitions.
- Good settings and schools use a variety of ways to prepare children and their families for change. These include meetings and visits between setting, school, children and their families, as well as indirect 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 transition 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?

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.....

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:
Start Date Leaving Date	My gender:	
My key person is:	This is me (Insert photograph – optional) .	Significant People with Parental Responsibility:
Hours I attend per week:		Significant People with Parental Responsibility:
My attendance is (%):		Significant People with Parental Responsibility:
Other settings (inc. childminder) I attend:	I have these medical needs (including allergies and dietary requirements):	
My social worker's name is:	My interests are:	Please note that personal details supplied on this form will be held and/or computerised by this setting for education purposes only.
How you can help and communicate with me:		

<p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> • Playing and exploring • Active learning • Creating and thinking critically 	<p>Personal, Social and Emotional Development</p>
<p>Communication and Language</p>	<p>Physical Development</p>
<p>Literacy</p>	<p>Mathematics</p>
<p>Understanding the World</p>	<p>Expressive Arts and Design</p>

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:



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 (e.g. PECS, Makaton, specialist equipment, etc.)

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



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 the following:

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.



Considering an Education, Health and Care Needs Assessment and plan

If you are considering making a request for an Education, Health and Care (EHC) plan, you should first discuss this with the professionals who visit or are in contact with your setting (e.g. Early Years Advisor, educational psychologist, SALT, OT, etc).

You should collate evidence, including views from the child and family and make a request for an EHC Needs Assessment. An EHC plan is a legal document prepared by the local authority that describes the specialist support children with complex and long-term special educational needs require to make progress in their education and learning and to achieve their full potential.

An EHC plan:

- can apply to children and young people from birth to 25 years (if the person stays in education or training)
- describes a child's strengths and needs
- brings together all the information about a child and the support needed from education, health and social care
- is designed with families to enable children to set their own goals for the future.

Requesting an EHC Needs Assessment

A request for an EHC Needs Assessment is made where a child does not make expected progress following the assess, plan, do and review cycle and the special educational provision required cannot reasonably be provided from within the resources normally available to the educational setting.

Family conversation

If the discussion suggests that an assessment is needed, then the family conversation should take place. For children under five, this is likely to be done with the setting's staff and/or perhaps a health professional. The completed family conversation record is submitted to the local authority.

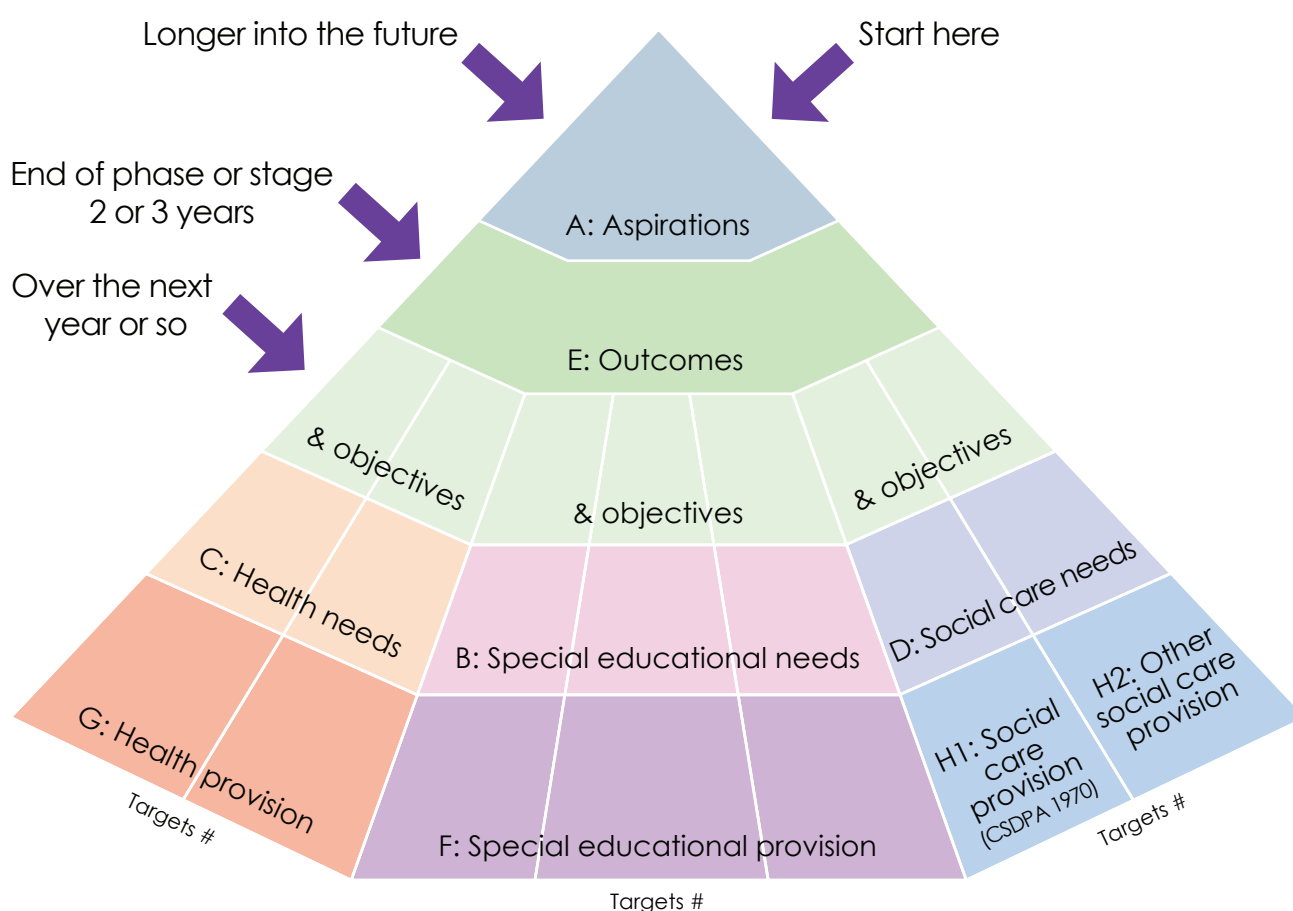
Parents and carers can also request a needs assessment. In that event, the setting will need to hold the family conversation to make sure all the necessary information is available to make the right decision.

To request an EHC Needs Assessment, complete the referral form and send it to the City of London's Education and Early Years Team, who will arrange for the request to be considered by a multi-agency panel of professionals from education, health and social care known as the SEND Panel. A referral form template can be found in the appendices.

All requests are decided against consistent and rigorous criteria, which consider:

- whether the child has complex SEND that affects their everyday life
- whether the child needs support over and above that which is normally available in their setting
- whether the child needs intensive support from other services such as health and/or social care
- what support is already in place under the Local Offer and SEN support
- the impact of current support on the child's progress.

Council for Disabled Children EHC Outcomes Pyramid (2015)



Please note: Children whose health or care needs are considered exceptional but whose educational needs can be met from the resources normally available to the setting do not normally require an EHC plan.

The Education Health and Care planning process (20 weeks)

The statutory process begins when a request has been received by the local authority from:

- the parent or carer of a child
- a person acting on behalf of a setting (this should be done with parental knowledge and agreement wherever possible). Please refer to the Code of Practice 2015 (Section 9.9) for further information.

A multi-agency SEND Panel meets each month to consider requests for an EHC Needs Assessment and based on the evidence presented will make a decision whether an EHC Needs Assessment is necessary.

The local authority must make a decision and communicate the decision to the child's parent within six weeks of receiving the request.

If the decision is not to proceed with an EHC Needs Assessment, a member of the SEND Team will contact the parent/carer and SENDCO with the reasons given by the Panel together with any recommendations, for example updated professional advice may be required, or needs are being met, or could be met, from within the setting's resources and can continue to be met through an IOP/Provision Map.

If the decision is to proceed with an EHC Needs Assessment, the SEND Team will request advice from all those already involved with the child or young person. At this stage, the SEND Team will contact the setting to ask them to coordinate a meeting to be held prior to the multi-agency SEND Panel.

The evidence gathered during the needs assessment will be used by a designated member of the SEND Team to form the basis of a draft EHC plan.

The SENDCO will be contacted by the SEND Team to coordinate a meeting to bring together all those involved with the child to discuss a draft EHC plan. This meeting will build on the family conversation to capture any additional information about:

- aspirations – what are the child's and his family's hopes for the future
- outcomes (maximum of eight) – what will the child need to have achieved in the next two or three years in order to achieve his or her aspirations
- needs – what educational, health or social needs will get in the way of the child achieving his or her outcomes and
- provision – what needs to be put in place to support the child to achieve his or her outcomes.

It is helpful at this stage for the SEN Team to provide an indication of the level of resource and cost needed to meet the outcomes identified.

The draft EHC plan will be taken to the SEND Panel for a decision on the level of resourcing. Once agreed, a final EHC plan is issued with a specified review date.

Reviewing EHC plans

The annual review process is an essential tool in order to review and monitor an EHC plan. It is a statutory requirement for the local authority to review an active plan at least annually in order to monitor and evaluate outcomes and the impact of the special educational provision.

Where there are extenuating circumstances that do not allow for the review to take place within the 12 months period, parent/carer permission should be sought in writing and the setting/school should inform the local authority.

The review process should reflect the natural circumstances of the child's situation at that time, for example review dates may need to be moved to relate more appropriately to a key stage/phase transition.

The review process is a natural opportunity to ensure that the family of the child is involved in planning and decision making with regard to provision and personal budgets where applicable.

It is good practice for settings to use person-centred approaches in their planning and implementation of the review meeting. There is further guidance about this model and approach in the Code of Practice.

The purpose of the review is to ensure that monitoring and planning is focused on the child's needs and to identify the progress made against the outcomes since the previous review.

As a result, it is essential that a variety of viewpoints are captured to inform the decision making in this process, and that all relevant adults and professionals involved

with the child are invited. Invitations to the annual review should be sent out at least two weeks before the meeting.

Following the review meeting, copies of the paperwork should be sent out to all parties who had been previously invited and any additional adults as agreed at the review.

After the review, paperwork should be received by the SEND Team within ten days or before the end of a term, whichever is the earlier date.

With transition reviews, the receiving school should also be invited to participate in the meeting to support effective transition planning.

More detailed statutory guidance can be found in the Code of Practice.



Healthcare plans

Some children will not need an EHC plan but will still need an Individual Healthcare Plan due to their medical conditions.

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 (ME).

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



Health Conditions in School 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:	
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:		
Key person:		
Health visitor/school nurse:		
SENDCO:		
Other relevant staff:		
Manager:		
Person with overall responsibility for implementing plan:		
Any other provider:		

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 the setting? 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'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 (e.g. tests or rest) that are required?	

4. IMPACT ON CHILD'S LEARNING

How does the child's medical condition affect 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
Arriving at the setting		
Morning break		
Lunch		
Afternoon break		
Leaving the setting		
Other		

6. CARE AT MEAL TIMES

What care is needed?	
When should this care be provided?	
How is 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 THE SETTING

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 the setting needs to be informed?	
Who will take overall responsibility for the child on the trip?	

9. SETTING'S ENVIRONMENT

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

10. EDUCATIONAL, SOCIAL and EMOTIONAL NEEDS

Children 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 likely to need time off because of their condition?	
Does this child require any additional support in the setting? If so, what?	
Is there a situation where the child will need to leave the room?	
Does this child require rest periods?	
Does this child require any emotional support?	

11. STAFF TRAINING

Managers are responsible for making sure staff have received appropriate training to look after a child. 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.

	Name	Signatures	Date
Parents/carers			
Healthcare professional			
Setting representative			

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 AND APPENDICES

Glossary of Special Educational Needs and Disability

Terms and Abbreviations	
ADHD	Attention Deficit Hyperactivity Disorder
AOS	Autism Outreach Service
ASD/ASC	Autistic Spectrum Disorder/Autistic Spectrum Condition
CAMHS	Children and Adolescents Mental Health Service
CDU	Child Development Unit
EHCP	Education, Health and Care plan
EP	Educational Psychologist
FSW	Family Support Worker
HI	Hearing Impairment
MSI	Multi Sensory Impairment
OT	Occupational Therapist
PD	Physical Difficulties
Physio	Physiotherapist
SALT	Speech and Language Therapist
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disability Coordinator
SI	Sensory Integration
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Useful websites

The City of London Local Offer

<https://www.fis.cityoflondon.gov.uk/send-local-offer>

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

<https://www.fis.cityoflondon.gov.uk/>

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

<https://www.towerhamletsandcitysendiass.com/>

provides independent support for parents and young people undergoing statutory assessment for EHCPs. It also offers 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 helps families to campaign, volunteer and fundraise to improve life for themselves and others.

Royal College of Speech and Language Therapists

<https://www.rcslt.org>

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

Speech and Language UK (previously ICAN)

<https://speechandlanguage.org.uk/>

are experts in helping children with communication difficulties and to unlock their potential and supporting early communication and language. Visit their website to download a range of resources and training courses and find out more about the Early Talk Boost Programme.

Elklan

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 (EHLM)

www.familyandparenting.org
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. Its local services include residential homes, one-to-one support, support in families' homes, daytime hubs and support in further and higher education.

Royal National Institute of Blind People (RNIB)

www.rnib.org.uk

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

National 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

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. It supports schools and other education settings through talks, training and consultancy nationally and internationally. It also offers 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 Society

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.

SOS!SEN

<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 a comprehensive website, an advice line, a 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 statutory framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Early Years Developmental Journal

<https://www.ncb.org.uk/resources/all-resources/filter/transition-adulthood/early-years-developmental-journal>



Provision Map template

Area of need	Universal provision – for all	Targeted provision – for some	Specialist provision – for a few
Communication and interaction			
Cognition and learning			
Social, emotional and mental health			
Sensory and/or physical needs			

Communication and interaction						
Intervention	Description and evidence base	Expected impact	Group size	Delivered by	Cost per session	Actual impact

Cognition and learning						
Intervention	Description and evidence base	Expected impact	Group size	Delivered by	Cost per session	Actual impact

Social, emotional and mental health						
Intervention	Description and evidence base	Expected impact	Group size	Delivered by	Cost per session	Actual impact

Sensory and/or physical needs						
Intervention	Description and evidence base	Expected impact	Group size	Delivered by	Cost per session	Actual impact



My Support Plan (Early Years)

Name (Date of Birth)

Start date of plan	
Date of review	

City of London Corporation



Section 1 – All About Me

Name

I like to be known as

Date of Birth

Gender

Home Language

Is the Child/Young person a Looked After Child

Care Authority

Name of Parent Carer with parental responsibility

Relationship to child/young person

Contact Number

Email Address

Address if different from the child/young person

Is an interpreter required?

Yes No

Address

Contact Number (if 16 or over)

Religion

School

Mosaic Reference

UPN Number

Name of Parent Carer with parental responsibility

Relationship to child/young person

Contact Number

Email Address

Address if different from the child/young person

My One Page Profile

What I enjoy doing	My Picture
What I am good at	

How I like to be helped	How I communicate
People who are important to me	What may upset me



Other things that it would be useful to know about me

What my parents/carers think

Your child's journey so far

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Aspirations for the future

What would you like your child to be able to do:

In the next 3 months?	In the next 12 months?
In the next 5 years?	
What would you like your child to do/have as an adult? (PfA link)	

Things you would like people to know about your family

What could be done to best support you as a family?

Are there any times that would best suit you for review meetings and meeting professionals?

Section 2 – My Support Network

Family and friends who provide support

Who offers support? (name and relationship to child/young person)	What support do they offer?

Professionals and other agencies who provide support

Agency/role	Name	Currently involved Yes/No	Address	Phone/email

Section 3 – My Special Educational Needs

Briefly outline the SEN the child/ young person has in the following areas (please note that the child/young person may not have a need in all areas):

Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs	Independence

Section 4 – My Progress

Area of Learning	Current Attainment/Levels	Attainment/Levels from start of plan or last review
Communication and Language		
Physical Development		
Personal, Social and Emotional Development		
Literacy		
Maths		
Understanding the World		
Expressive Arts and Design		

Section 5 – My Provision Map

Start Date	Identified Need	SMART Target	Description of Provision	Costings (Staffing and Resources)	Frequency and length of Provision	Evaluation of intervention (to be completed in the review meeting)
	What are the concerns/needs that require intervention?	What will the child be able to do after this intervention?	Please consider the curriculum and teaching methods to be used and the staff: child ratios.	Please consider preparing a SEN costing spreadsheet to break down the cost of individual intervention.	Length of each session. Frequency of sessions. Total number of sessions.	What were the successes/ limitations of the intervention?

Section 6 – My Healthcare Needs

Diagnosis and Disabilities

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Other Health Needs

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Section 7 – My Social Care Needs

Current Social Care Involvement

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If Applicable:

Name of responsible local authority	
Name of Early Help Worker/Social Worker and contact information	

Section 8 – Information used to create My Support Plan

ADVICE AND INFORMATION RECEIVED			
Agency/position	Name	How did they contribute?	Report provided?

Section 9 – Consent

Parent/Carer Signature		Date	
Parent/Carer Signature		Date	
SENDCO Signature		Date	



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.

<https://www.fis.cityoflondon.gov.uk/send-local-offer>

 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

City of London Family Information Service
020 7332 1002
EEYservice@cityoflondon.gov.uk
@SqMileFamilies



