

# **Graduated Response**

**Early Years: How to support children with SEND in  
Surrey aged from 0-end of Early Years Phase**

**September 2019**

## Cognition and Learning

### Profile of Need (ASSESS)

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>Child is broadly working within the appropriate developmental learning phase, using the EYFS as guidance.</p> <p>They may require support from time to time for specific areas of need but generally make the required progress as a result.</p> <p>Can remain on task with some additional prompts i.e. using visual timetables e.g. <a href="#">Do 2 learn Widget</a>.</p> <p>Can play independently with appropriate differentiation as well as spending a short amount of time in group activities.</p> <p>Child is engaged with other people and their environment, can be seen to be playing and exploring, is an active learner and can create and think critically, with adult support at times.</p>	<p>Assessment shows the child is not making the same progress as their peers.</p> <p>Assessment shows the child is not making the expected progress against their chronological age.</p> <p>Some reminders / encouragement to persevere with an activity that is adult led.</p> <p>Some additional support and prompts to listen and attend more than expected for their chronological age.</p> <p>Difficulties with acquiring skills needed for literacy and numeracy e.g. listening, attending to activity and/or adult; and the beginning of phonological awareness.</p> <p>Some difficulty in showing interest in text or pictures associated to text. (books, name card, visual timetable, signs).</p> <p>Some difficulty in generating ideas for imaginative play.</p> <p>Some difficulty in sharing their thoughts and ideas accurately.</p> <p>Some difficulty accessing the whole curriculum and sometimes limits their play to specific interests.</p>	<p>Significant delay across prime areas of learning, with the child demonstrating need for:</p> <ul style="list-style-type: none"> <li>Detailed approaches to learning</li> <li>Specialist interventions targeting the needs of the child</li> </ul> <p>Not making expected progress despite evidence based support through Setting SEND Support.</p> <p>The child needs planned intervention (support) and prompts to listen and attend and to maintain attention on an activity.</p> <p>The child needs planned support and prompts to start and work through an appropriately differentiated activity e.g. scaffolding.</p> <p>Requires planned strategies and additional support to retain and use learned skills.</p> <p>Significant difficulties with acquiring pre-requisite skills for literacy and numeracy E.g. play, interaction and listening and attention during group times, songs/rhymes, letters and sounds phase 1. Joining in stories</p>	<p>Sustained delay across prime areas of learning, with the child demonstrating need for:</p> <ul style="list-style-type: none"> <li>Detailed approaches to learning</li> <li>Specialist interventions targeting the needs of the child</li> </ul> <p>Gap is widening despite robust evidence based intervention.</p> <p>Not making expected progress despite interventions through Specialist SEND Support.</p> <p>The child has a sustained need that will require high levels of support in order to make progress</p> <p>The child requires significant support in order to engage child's attention and support to play and learn.</p> <p>Child needs sustained reminders / encouragement to persevere with an activity that is adult led.</p> <p>The child requires sustained intervention and support to generalise skills.</p> <p>Sustained difficulties with acquiring pre-requisite skills for literacy and numeracy e.g. play, interaction and listening and attention during group times,</p>

		<p>Significant difficulty in generating ideas for imaginative play, home corner/role play.</p> <p>Needs additional support to share and communicate ideas and experiences</p> <p>Child's play is not age appropriate. It is significantly limited and repetitive.</p>	<p>songs/rhymes, letters and sounds phase 1. Joining in stories</p> <p>Sustained difficulties in generating ideas for imaginative play/ home corner not able to recreate when role modelled by the adult.</p> <p>The child requires sustained support and a differentiated approach to enable them to share and communicate ideas and experiences.</p>
--	--	---	--

## Assessment and Planning (PLAN)

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>Early Years non-maintained settings are required to have a named SENCO with access to advice and support from the Early Years SEND Team. Managers must have a minimum level 3 qualification and 50% of staff must be a minimum level 2 qualified.</p> <p>Staff ratio of 1:3 for 0-2 year olds, 1:4 for 2-3 year olds and 1:8 for 3-5 year olds. Staff ratio for 3-5 years supported by Early Years Professional/teacher is 1:13, as in a maintained nursery class, and in Reception class ratio 1:30 with TA support</p> <p>Gather information from parents about their child by using tools such as the One Page Profile or <a href="#">Early Years Passport</a> (document is available on the local offer website under the</p>	<p><b>In addition to universal</b></p> <p>Use specific assessment tools to assess and plan for the child:  <a href="#">Early Language Monitoring Tool</a>            Teaching Talking Assessment (available to buy <a href="#">here</a>)  <a href="#">Sensory Workbook</a> (under the resources tab)</p> <p>These are additional to the assessments used at Universal level and these should continually be used and updated in partnership with the parents.</p> <p>Use the information gathered from the assessment tools to ensure support for the child is appropriate and the provision is meeting the child's individual needs.</p>	<p><b>In addition to Setting SEND Support</b></p> <p>Regularly review and update the child's records, by using the information gathered from the assessment tools. If available, include agency advice and add recommendations to the child's SEND Support Plan and include in everyday practice.</p> <p>Signpost and talk to parents about the 'Disability Living Allowance' (DLA). If their child is eligible, settings can apply for the 'Disability Access Fund' (DAF) for three- and four-year-olds to help with additional resources and/or adaptations/training/one to one.</p> <p>If a SEND Support Notification has been received, the SENCO must follow the advice on the notification letter and act as</p>	<p><b>In addition to Specialist SEND Support</b></p> <p>Consider, with parents, whether a request for a statutory assessment is appropriate for the child by reviewing the child's SEND Support plan and progress made against their outcomes.</p> <p>Discuss and record the views and aspirations of the child and their parents.</p> <p>Consider advice and written reports from outside professionals.</p> <p>Establish which type of educational provision they would like their child to attend. Use <a href="#">Finding the Right Primary School</a> document</p>

<p>transitions tab). Keyperson to support parent and child with transition into nursery.</p> <p>Consider if your provision meets the need of the unique child:</p> <ul style="list-style-type: none"> <li>• Appropriate expectations</li> <li>• Appropriate age and stage resources</li> <li>• Enabling/Inclusive environments</li> <li>• Routine</li> </ul> <p>Assessment tools available:</p> <ul style="list-style-type: none"> <li>• Summative assessments.</li> <li>• A variety of observations, such as timed observations, narrative, tracking and frequency.</li> <li>• Regular parent conversations</li> <li>• <a href="#">Progress check for two year old children</a> (to access this link, you will need to have signed up to the Foundation Stage forum, using a Surrey password)</li> <li>• <a href="#">EYFS Tracker</a> (to access this link, you will need to have signed up to the Foundation Stage forum, using a Surrey password)</li> </ul> <p>Use the <a href="#">Characteristics of Effective Learning</a> (within the EYFS Curriculum) to understand the individual child's approach to learning.</p> <p>Use of the <a href="#">Early Years Foundation Stage – Development matters 2012</a>, <a href="#">Early years outcomes 2013</a> Parents informed about <a href="#">'What to expect, when'?</a></p>	<p>Use 'assess, plan, do and review' cycle as outlined in the Code of Practice for SEND 2014.</p> <p>The Occupational Therapy and Speech and Language packs are useful tools to support assessment and planning.</p> <p>Staff should access training to meet the specific needs of individual children for example Makaton training.</p> <p>Implement a risk assessment, if and when appropriate.</p> <p>Consider whether an Early Help Assessment would be appropriate, this would not be required but can be used as an information gathering tool.</p> <p>Consider if a 'request for support' to the Early Years SEND Team is needed.</p> <p>Consider making an application for Inclusion Fund (under Funding tab) for short term, promoting positive behaviour or small group funding. This supports children with low and emerging SEND needs.</p> <p>You must organise a transition meeting for children moving between rooms/settings or schools</p>	<p>key point of contact for the child. An Early Years SEND advisor may then contact you to discuss the arrangements you have in place.</p> <p>If an Early Help Assessment is in place organise/attend a Team Around the Family meeting to review the assessment.</p> <p>If transition is needed, organise a <a href="#">transition meeting</a> for child moving between rooms/settings or schools.</p> <p>Assess if the child is making progress within Specialist SEND Support approaches.</p> <p>Consider whether a request for an EHC assessment is appropriate for the child. You should have the evidence and information to support this application as you have followed this graduated response.</p>	<p>A statutory assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the nursery or school can meet the child's needs without an EHC plan.</p> <p>The statutory process and time scales for EHC needs assessment are on the local offer <a href="#">here</a>.</p> <p>Parents can be given a copy of the <a href="#">One page guide to the EHC assessment and planning process</a>. This is also a helpful visual for practitioners to understand the EHC process.</p> <p>Signpost the parents to SSIASS for support with EHC processes and mediation if required.</p> <p>Parents of children with final EHCP in the summer term of their -2 year need to be aware of the school admissions process going into the Reception year of school. Guidance can be found <a href="#">here</a>, under EHCP tab.</p>
--	---	--	--

<p>Use the 'assess, plan, do and review' cycle as outlined EYFS.</p> <p>Have regard to the <a href="#">Disabled children and equality Act 2010 - Early years</a>.</p> <p>Regularly exchange information about the child with their parents and plan opportunities to develop a respectful partnership.</p> <p>Staff must be aware of all health needs and subsequent health care plans. Staff must receive relevant training to support the child, e.g. epi-pen training or administration of inhalers. Guidance on <a href="#">Health care plans</a>, under Resources tab.</p> <p>Consider if the child has made little or no progress at Universal, move to Setting SEND Support if appropriate.</p>			
--	--	--	--

## Intervention and Support (DO)

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>All children should have a One Page Profile (level 1 of the SEND Support Plan), either new or updated. This person centred document is information about the child to help key adults working with them understand what is important to them and what people like about the child. The parents would feed information into this document.</p>	<p>Update the child's One Page Profile and complete level 2 of the SEND Support Plan. Write some Outcomes and targets for the child using the information you have gathered from the assessment section of this document and through conversations with parents.</p> <p>Staff must be consistent in their approach to support the individual child. E.g. signing, behaviour strategies, use of visuals and language used.</p>	<p>Complete level 3 of the SEND Support Plan with parents. Review what has been in place for the child and consider the unmet needs. Write new outcomes and targets and discuss appropriate referrals with parents.</p> <p>If appropriate, refer the child to health professional through <a href="#">'One Stop' 'Children and Family Health Surrey'</a> (CFHS) A set of reviewed targets and new targets need to be in place on a Setting SEND Support plan</p>	<p>Complete level 4 of the SEND Support Plan. Review what has been in place for the child and consider the unmet needs. Write new outcomes and targets and discuss if child's needs can only be met through a request for Statutory Assessment.</p> <p><a href="#">Complete with parents, a request for statutory assessment.</a> A statutory assessment will not always lead to an EHCP. The</p>

<p>Adopt an EYFS unique child approach to support learning and development.</p> <p>Each child should have a named keyperson, their role is to ensure that every child's care is tailored to meet their individual needs. Ensure good procedures are in place and work with parents as partners.</p> <p>Ensure differentiation by adapting play opportunities to meet all developmental stages, e.g. smaller groups, repetition or modelling activity</p> <p>Use individualised approaches to support transitions for children e.g. on arrival, at meal times and when moving between rooms. These may include visual timetable and now and next board.</p> <p>Encourage familiar or favourite items to support children's emotional well-being e.g. comfort blankets, family photos, transitional object.</p> <p>Adaptations to your environment, inside and out, e.g. furniture, resources, accessibility.</p> <p>Provide an environment that meet sensory needs (low and high stimulus) e.g. quiet area, pop up tent and messy play.</p> <p>Provide multiple items of popular toys/resources.</p>	<p>Advice and interventions identified in the behaviour audits (if appropriate) are being utilised to support the needs of the child.</p> <p>Signpost parents to relevant support <a href="#">Surrey Local Offer</a> and local family centres for outreach support.</p> <p>Support could be provided by 'Race Equality and Minority Achievement' (REMA). The team can provide expertise to support Gypsy/Roma/Traveler children (GRT) and children who have English as an Additional Language (EAL). They can carry out assessments in the child's home language within the setting. . A communication and language development delay may not imply that a child has a special educational need or disability, most children need more time to learn two or more languages at the same time.</p> <p>If required, complete a <a href="#">Request for support form</a> with parent permission to seek support from an Early Years SEND Advisor. The Early Years SEND Advisor can offer support which may include observations and discussions with parents, signposting (where appropriate) to other services, and general advice to the SENCO.</p> <p>Complete an <a href="#">application</a> for Inclusion Fund (under Funding tab) for short term, promoting positive behaviour or small group funding, if required. This supports children with low and emerging SEND needs.</p>	<p>to support the referral. These are the therapies you can refer to:</p> <p>Occupational Therapy          Physiotherapy          Speech and Language Therapy (early years and acute intervention, including dysphagia)          Enuresis and Contenance (integrated enuresis and continence assessment and treatment service)          Tongue Tie (Ankyloglossia)          PIMHS (Parent-Infant Mental Health Service)          Nutrition and Dietetics (Please note: Nutrition &amp; Dietetics referrals can only be accepted from Surrey Downs)          Community Development Pediatrician Service.</p> <p>Consider an application for discretionary funding to provide longer term one to one support. A provision map needs to be written to include <i>how</i> the 1:1 time is to be used.</p> <p>Staff should access training to meet specific needs of individual children. For example, Picture Exchange Communication System(PECS)</p> <p>Refer to Early Support team if appropriate by completing an Early Help Assessment with the family</p> <p>Consider a Portage Positive Play referral as home based intervention to support parents with understanding preschool children's behaviour.</p>	<p>information gathered during an EHC needs assessment may indicate ways in which the nursery or school can meet the child's needs without an EHCP.</p> <p>Continued support is available from health and education professionals, some have helplines or telephone consultations (<a href="#">use Surrey SEND Local offer for further information</a>)</p> <p>The statutory process and time scales for an EHC needs assessment are on the local offer <a href="#">here</a>.</p> <p>Parents can be given a copy of the <a href="#">One page guide to the EHC assessment and planning process</a>. This is also a helpful visual for practitioners to understand the EHC process.</p> <p>Parents of children with final EHCP in the summer term of their -2 year need to be aware of the school admissions process going into the Reception year of school. Guidance can be found <a href="#">here</a>, under EHCP tab.</p> <p>Signpost the parents to SIASS for support with EHCP processes and mediation if required.</p> <p>If it is a transition time, arrange a meeting with the school or other setting. Agree actions to support the child, record in the EY Passport and</p>
---	--	--	--

<p>Complete a provision audit and refer to the practice considerations in Promoting Positive Behaviour in Early Years Settings under resources tab. Audits include considerations of Unique Child, Positive Relationships and Enabling Environments.</p> <p>Make changes to routines to meet individual children's needs, some tasks may need to be broken down into small steps. Also consider, backward chaining/reduced waiting times/frequent movement breaks.</p>		<p>Consider an application for the Inclusion Fund for short term funding (this may be because a child is starting at your setting with SEND already identified) or whilst collating evidence and information to support a Discretionary Funding application. A provision map needs written to include <i>how</i> the time is to be used with 1:1 staff support.</p>	<p>distribute along with: minutes, health report, reviewed SEND Support plan and/or EHCP</p> <p>Continued support from the Early Years SEND team, as appropriate.</p> <p>If Discretionary Funding and/or EHCP in place, the child will have a Case Worker from the Local Authority for setting to contact if advice needed.</p>
--	--	---	---

## Evaluating Progress and Reviewing (REVIEW)

Universal	Setting SEND Support	Specialist SEND Support	Statutory Assessment
<p>Regularly review and update the child's developmental records using the information gathered from the assessments on the child.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Child's views should <b>always</b> be sought as part of the review process.</p> <p>Review the information in the child's One Page Profile and update where necessary.</p> <p>In reviewing the progress that has been made, the child may continue to be supported by universal</p>	<p>Regularly review and update the child's developmental records in line with the assessments used. Review the information in the child's One Page Profile, outcomes and targets and update where necessary.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Child's views should <b>always</b> be sought as part of the review process.</p> <p>Review your use of inclusion funding and the impact it has had on the child's progress</p> <p>In reviewing the progress that has been made, the child may continue to be</p>	<p>Regularly review and update the child's SEND Support Plan (SSP). Where appropriate reviews can involve professionals if they have provided advice or support to the child.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Children's views should <b>always</b> be sought as part of the review process.</p> <p>Review your use of discretionary funding and the impact it has had on the child's progress and decide whether a further application is needed. Ensure your application goes to the Early Years Panel before your current funding finishes.</p>	<p>The majority of children with SEND will have their needs met within local mainstream early year's settings however a small number of children may be offered a specialist nursery or school place.</p> <p><a href="#">EHCP to be reviewed</a> 6 months after final plan is issued. The early years setting need to chair this meeting, invite case worker, health and educational professionals and parents.</p> <p>Continue to use assessments and review at least termly to assess the child's progress.</p>

<p>approaches. However, if little or no progress has been made at this level, then move on to Setting SEND Support.</p>	<p>supported by Setting SEND Support. However, if little or no progress has been made at this level, then move on to Specialist SEND Support.</p>	<p>In reviewing the progress that has been made, the child may continue to be supported by Specialist SEND Support. However, if little or no progress has been made at this level, then move on to Statutory Assessment.</p>	<p>Continue to review and update the SEND Support Plan (SSP) unless a final EHCP is in place</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Children's views should <b>always</b> be sought as part of the review process.</p> <p>Reviews should involve the appropriate external professionals working with the child/young person.</p> <p>In reviewing the progress that has been made, the child may no longer need provision through an EHCP and agree that needs will be met through a Specialist SEND Support. Continue to need provision through an EHCP.</p>
---	---	--	--



## Communication and Interaction

### Profile of Need (ASSESS)

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>Child is broadly working within the appropriate developmental learning phase, using the EYFS as guidance.</p> <p>They may require support from time to time for specific areas of need but generally make the required progress as a result.</p> <p>Child is aware of cues for active listening i.e. eye contact.</p> <p>Child is aware of normal cues used to gain attention and before receiving instructions i.e. adult getting down to their level.</p> <p>Child is able to use age appropriate gestures, signs, key words and/or appropriate vocabulary.</p>	<p>Some speech is difficult to understand, for example, when:</p> <ul style="list-style-type: none"> <li>Communicating their wants and needs</li> <li>Some difficulties with swallowing and eating</li> <li>Some difficulty with cleft palate, excessive dribbling of saliva, difficulties with chewing and swallowing, an usual tone and a robotic voice.</li> <li>answering questions</li> <li>Retelling stories or events</li> </ul> <p>Child unwilling to talk due to lack of confidence/self-esteem</p>	<p style="text-align: center;"><b>Speech</b></p> <p>Ongoing involvement with speech and language therapist required.</p> <p>Difficulty with swallowing and eating</p> <p>Excessive dribbling of saliva</p> <p>Ongoing and significant difficulties with cleft palate</p> <p>Demonstrating frustration at not being understood.</p> <p>Child unwilling to talk due to lack of confidence/self-esteem</p>	<p>Sustained impact on literacy attainment (rhyming and joining in with stories) and/or wellbeing and/or social interaction.</p> <p>Sustained frustration at not being understood.</p> <p>Sustained difficulties due to cleft palate e.g. swallowing, sounds</p>
<p>Child has a rapid word explosion between two and three years of age.</p> <p>Child is aware of social cues and responses i.e. seeks contact with others, joint attention, can take turns and is interested in other children's play.</p>	<p>Some difficulties with:</p> <ul style="list-style-type: none"> <li>Listening and attention</li> <li>Play – Flits around the setting – little exploration or play with toys/activities</li> <li>Delayed play skills</li> <li>Easily distracted during group sessions</li> <li>Copying word/echolalia or using jargon</li> </ul>	<p style="text-align: center;"><b>Language</b></p> <p>Language difficulties affecting access to EYFS.</p> <p>Significant difficulties with:</p> <ul style="list-style-type: none"> <li>Listening and attention even after inputting EY SAL resource ideas.</li> <li>Copying word/echolalia or using jargon</li> <li>Continued delay of play skills</li> <li>Following instructions</li> <li>Learning new vocabulary</li> <li>Thinking of the right word</li> </ul>	<p>Persistent and severe language delays or disorders preventing the child from accessing the EYFS even with high level of individualised adult support.</p> <p>Unable to focus easily, distracted and continued difficulty even with significant 1:1 support and intervention</p>

	<ul style="list-style-type: none"> <li>Following instructions, tends to watch or follow others, looked vacant or anxious. Withdraws or becomes aggressive towards others.</li> <li>Does not respond to name</li> <li>Learning words then stop using them</li> <li>Learning new vocabulary, nouns &amp; verbs etc</li> <li>Thinking of the right word</li> <li>Joining words together - phrases</li> <li>Saying sentences in the right order</li> </ul> <p>Limited progress in comparison with peers.</p>	<ul style="list-style-type: none"> <li>Saying sentences in the right order</li> <li>Following routines</li> <li>Focusing in very small groups, may need 1-1 support to stay focused</li> <li>Not joining in with songs, rhymes although may join in with actions without frequent support from adult</li> <li>Joining words into short phrases 'I goed' 'big train' 'I run gate'. Continued slow or no progress</li> </ul>	<p>Flits around Early Years setting – unable to stay at a task without significant 1:1 support</p> <p>Play skills and learning are significantly impacted</p>
<b>Interaction</b>			
	<p>Engages with peers and adults but is more confident following their own agenda.</p> <p>Child flits around the setting without exploring anything in depth</p> <p>May lack confidence and show limited social understanding</p> <p>Little or fleeting eye contact</p> <p>Some evidence of anxiety but child manages it.</p> <p>Needs support to manage unstructured times or changes in routine</p> <p>Child has some difficulties in participation in activities with peers</p>	<p>Significant communication delay is impacting on social interactions and wellbeing</p> <p>Impacting on ability to demonstrate their learning and play.</p> <p>May express frustration through social and emotional behaviours linked to significant delays in acquiring communication skills.</p> <p>Has significant difficulties with social interaction/ participation with peers which effect their wellbeing.</p> <p>Frequent unexpected behaviour in social interactions (i.e. language, eye contact, proximity) requiring adult support</p>	<p>Sustained difficulties with social interaction and behaviour preventing child from accessing EYFS even with high level of individualized adult support.</p> <p>Child is passive or withdrawn affecting sustained access to socialisation.</p> <p>Requires sustained planned support to manage transitions</p> <p>Child unable to calm without sustained additional support.</p>

	May lack confidence and show limited social understanding	Significant rigid and obsessive behaviours but can respond to boundaries and expectations that are consistently reinforced within a structured environment	Sustained rigid and obsessive behaviours and does not respond to boundaries and expectations that are consistently reinforced within a structured environment
--	---	--	---

## Assessment and Planning (PLAN)

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>Early Years non-maintained settings are required to have a named SENCO with access to advice and support from the Early Years SEND Team. Managers must have a minimum level 3 qualification and 50% of staff must be a minimum level 2 qualified.</p> <p>Staff ratio of 1:3 for 0-2 year olds, 1:4 for 2-3 year olds and 1:8 for 3-5 year olds. Staff ratio for 3-5 years supported by Early Years Professional/teacher is 1:13, as in a maintained nursery class, and in Reception class ratio 1:30 with TA support</p> <p>Gather information from parents about their child by using tools such as the One Page Profile or <a href="#">Early Years Passport</a> (document is available on the local offer website under the transitions tab). Keyperson to support parent and child with transition into nursery. Consider if your provision meets the need of the unique child:</p> <ul style="list-style-type: none"> <li>• Appropriate expectations</li> <li>• Appropriate age and stage resources</li> </ul>	<p><b>In addition to Universal:</b></p> <p>Use specific assessment tools to assess and plan for the child: <a href="#">Early Language Monitoring Tool</a> Teaching Talking Assessment (available to buy <a href="#">here</a>) <a href="#">Sensory Workbook</a> (under the resources tab)</p> <p>These are additional to the assessments used at Universal level and these should continually be used and updated in partnership with the parents.</p> <p>Use the information gathered from the assessment tools to ensure support for the child is appropriate and the provision is meeting the child's individual needs.</p> <p>Use 'assess, plan, do and review' cycle as outlined in the Code of Practice for SEND 2014.</p> <p>The Occupational Therapy and Speech and Language packs are useful tools to support assessment and planning.</p> <p>Staff should access training to meet the specific needs of individual children for example Makaton training.</p>	<p><b>In addition to Setting SEND Support:</b></p> <p>Regularly review and update the child's records, by using the information gathered from the assessment tools. If available, include agency advice and add recommendations to the child's SEND Support Plan and include in everyday practice.</p> <p>Signpost and talk to parents about the 'Disability Living Allowance' (DLA). If their child is eligible, settings can apply for the 'Disability Access Fund' (DAF) for three- and four-year-olds to help with additional resources and/or adaptations/training/one to one.</p> <p>If a SEND Support Notification has been received, the SENCO must follow the advice on the notification letter and act as key point of contact for the child. An Early Years SEND advisor may then contact you to discuss the arrangements you have in place.</p> <p>If an Early Help Assessment is in place organise/attend a Team Around the Family meeting to review the assessment.</p>	<p><b>In addition to Specialist SEND Support:</b></p> <p>Consider, with parents, whether a request for a statutory assessment is appropriate for the child by reviewing the child's SEND Support plan and progress made against their outcomes.</p> <p>Discuss and record the views and aspirations of the child and their parents.</p> <p>Consider advice and written reports from outside professionals.</p> <p>Establish which type of educational provision they would like their child to attend. Use <a href="#">Finding the Right Primary School</a> document</p> <p>A statutory assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the nursery or school can meet the child's needs without an EHC plan.</p>

<ul style="list-style-type: none"> <li>• Enabling/Inclusive environments</li> <li>• Routine</li> </ul> <p>Assessment tools available:</p> <ul style="list-style-type: none"> <li>• Summative assessments.</li> <li>• A variety of observations, such as timed observations, narrative, tracking and frequency.</li> <li>• Regular parent conversations</li> <li>• <a href="#">Progress check for two year old children</a> (to access this link, you will need to have signed up to the Foundation Stage forum, using a Surrey password)</li> <li>• <a href="#">EYFS Tracker</a> (to access this link, you will need to have signed up to the Foundation Stage forum, using a Surrey password)</li> </ul> <p>Use the <a href="#">Characteristics of Effective Learning</a> (within the EYFS Curriculum) to understand the individual child's approach to learning.</p> <p>Use of the <a href="#">Early Years Foundation Stage – Development matters 2012</a>, <a href="#">Early years outcomes 2013</a> Parents informed about <a href="#">'What to expect, when'?</a></p> <p>Use the 'assess, plan, do and review' cycle as outlined EYFS.</p> <p>Have regard to the <a href="#">Disabled children and equality Act 2010 - Early years</a>.</p>	<p>Implement a risk assessment, if and when appropriate.</p> <p>Consider whether an Early Help Assessment would be appropriate, this would not be require but can be used as an information gathering tool.</p> <p>Consider if a 'request for support' to the Early Years SEND Team is needed.</p> <p>Consider making an application for Inclusion Fund (under Funding tab) for short term, promoting positive behaviour or small group funding. This supports children with low and emerging SEND needs.</p> <p>You must organise a transition meeting for children moving between rooms/settings or schools</p>	<p>If transition is needed, organise a <a href="#">transition meeting</a> for child moving between rooms/settings or schools.</p> <p>Assess if the child is making progress within Specialist SEND Support approaches.</p> <p>Consider whether a request for an EHC assessment is appropriate for the child. You should have the evidence and information to support this application as you have followed this graduated response.</p>	<p>The statutory process and time scales for EHC needs assessment are on the local offer <a href="#">here</a>.</p> <p>Parents can be given a copy of the <a href="#">One page guide to the EHC assessment and planning process</a>. This is also a helpful visual for practitioners to understand the EHC process.</p> <p>Signpost the parents to SSIASS for support with EHC processes and mediation If required.</p> <p>Parents of children with final EHCP in the summer term of their -2 year need to be aware of the school admissions process going into the Reception year of school. Guidance can be found <a href="#">here</a>, under EHCP tab.</p>
--	---	---	--

<p>Regularly exchange information about the child with their parents and plan opportunities to develop a respectful partnership.</p> <p>Staff must be aware of all health needs and subsequent health care plans. Staff must receive relevant training to support the child, e.g. epi-pen training or administration of inhalers. Guidance on <a href="#">Health care plans</a>, under Resources tab.</p> <p>Ensure planned times within the day for talking and listening activities, songs and rhyme, using the EYFS as guidance.</p> <p>Use communication friendly spaces (Elizabeth Jarman <a href="http://www.elizabethjarman.co.uk">www.elizabethjarman.co.uk</a> to assess your environment regularly.</p> <p>Utilise The Communication Trust <a href="http://www.thecommunicationtrust.org.uk/media/93826/makingyourplacegreatorcommunication">www.thecommunicationtrust.org.uk/media/93826/makingyourplacegreatorcommunication</a></p> <p>Consider if the child has made little or no progress at Universal, then move onto Setting SEND Support interventions.</p>			
--	--	--	--

## Intervention and Support (DO)

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
-----------	----------------------	-------------------------	----------------------

<p>All children should have a One Page Profile (level 1 of the SEND Support Plan), either new or updated. This person centred document is information about the child to help key adults working with them understand what is important to them and what people like about the child. The parents would feed information into this document. Adopt an EYFS unique child approach to support learning and development.</p> <p>Each child should have a named keyperson, their role is to ensure that every child's care is tailored to meet their individual needs. Ensure good procedures are in place and work with parents as partners.</p> <p>Ensure differentiation by adapting play opportunities to meet all developmental stages, e.g. smaller groups, repetition or modelling activity</p> <p>Use individualised approaches to support transitions for children e.g. on arrival, at meal times and when moving between rooms. These may include visual timetable and now and next board.</p> <p>Encourage familiar or favourite items to support children's emotional well-being e.g. comfort blankets, family photos, transitional object.</p>	<p>Update the child's One Page Profile and complete level 2 of the SEND Support Plan. Write some outcomes and targets for the child using the information you have gathered from the assessment section of this document and through conversations with parents.</p> <p>Staff must be consistent in their approach to support the individual child, e.g. signing, behaviour strategies, use of visuals and language used.</p> <p>Advice and interventions identified in the behaviour audits (if appropriate) are being utilised to support the needs of the child.</p> <p>Staff must be consistent in their approach to support the individual child. E.g. signing, behaviour strategies, use of visuals and language used.</p> <p>Use individualised communication methods. Simplified language required to follow instructions.</p> <p>Use the information within the One page profile within daily activities to support the child.</p> <p>Behaviour audits that can be found <a href="#">in Promoting Positive Behaviour in Early Years settings</a></p> <p>Signpost parents to relevant support <a href="#">Surrey Local Offer</a> and local family centre, some have targeted speech and language groups.</p>	<p>Complete the Setting SEND Support Plan with parents. Consider the unmet needs and discuss appropriate referrals.</p> <p>If appropriate, refer the child to health through '<a href="#">One Stop</a>' 'Children and Family Health Surrey' (CFHS). A set of reviewed targets and new targets need to be in place on a Setting SEND Support plan to support the referral. These are the therapies you can refer to:</p> <p>Occupational Therapy Physiotherapy Speech and Language Therapy (early years and acute intervention, including dysphagia) Enuresis and Continence (integrated enuresis and continence assessment and treatment service) Tongue Tie (Ankyloglossia) PIMHS (Parent-Infant Mental Health Service) Nutrition and Dietetics (Please note: Nutrition &amp; Dietetics referrals can only be accepted from Surrey Downs) Community Development Pediatrician Service. Multi-Disciplinary Assessment</p> <p>Consider a Portage Positive Play referral as home based intervention to support parents with understanding preschool children's behaviour.</p> <p>Consider whether a referral to Educational Psychologist is needed to support with early intervention or following an SSN.</p>	<p>Complete level 4 of the SEND Support Plan. Review what has been in place for the child and consider the unmet needs. Write new outcomes and targets and discuss if child's needs can only be met through a request for Statutory Assessment.</p> <p>Continued support available from health and education professionals, some have helplines or telephone consultations (<a href="#">use Surrey SEND Local offer for further information</a>)</p> <p>Continued support from the Early Years SEND team, as appropriate.</p> <p>If Discretionary Funding and/or EHCP in place, the child will have a Case Worker from the Local Authority for setting to contact if advice needed.</p> <p>Sign post parents to <a href="#">SSIASS</a>.</p> <p>Arrange a transition meeting with the school or other setting, to agree actions to support the child and distribute minutes and health report and updated SEND Support Plan or EHCP to the receiving provision.</p>
---	--	---	--

<p>Adaptations to your environment, inside and out, e.g. furniture, resources, accessibility.</p> <p>Provide an environment that meet sensory needs (low and high stimulus) e.g. quiet area, pop up tent and messy play.</p> <p>Provide multiple items of popular toys/resources.</p> <p>Complete a provision audit and refer to the practice considerations in <a href="#">Promoting Positive Behaviour in Early Years Settings</a> under resources tab. Audits include considerations of Unique Child, Positive Relationships and Enabling Environments.</p> <p>Make changes to routines to meet individual children's needs, some tasks may need to be broken down into small steps. Also consider, backward chaining/reduced waiting times/frequent movement breaks.</p> <p>Setting to support child with interaction with peers and adults. Support required to facilitate listening and attention, understanding and speaking. <a href="#">Early Language Guidance</a>.</p> <p>Support required to access the language for learning and development. For example, <a href="#">Makaton</a>.</p> <ul style="list-style-type: none"> <li>• <a href="#">Communication and Language in the EYFS</a></li> </ul>	<p>Signpost parents to Health Visitors/GPs if concerns around low level behaviour or with swallowing/eating concerns or glue ear.</p> <p>Support could be acquired from 'Race Equality and Minority Achievement' (REMA). The team have expertise in Gypsy/Roma/Traveler children (GRT) and children who have English as an Additional Language (EAL) and can carry out assessments in the child's home language within the setting. A communication and language development delay may not be because of SEN, children need more time to learn two or more languages at the same time.</p> <p>Use the Early Years Speech and Language Resource pack found on the Surrey Local Offer for information on activities and targets.</p> <p>Consider a <a href="#">Request for support form</a> completed with parent permission to seek support from a SEND Advisor. The SEND Advisor will offer support with observations and discussions with parents, signposting where appropriate to other services, and offer general advice to the SENCO.</p> <p>Consider an <a href="#">application</a> for the Inclusion Fund (under Funding tab) for short term or small group funding. This supports children with low and emerging SEND needs.</p>	<p>Staff should access training to meet specific needs of individual children. For example, Picture Exchange Communication System(PECS)</p> <p>Referral to Early Support if appropriate.</p> <p>Consider an application for the Inclusion Fund for short term funding (this may be because a child is starting at your setting with SEND already identified) or whilst collating evidence and information to support a Discretionary Funding application. A provision map needs written to include <i>how</i> the time is to be used with 1:1 staff support.</p> <p>Consider an application for discretionary funding to provide longer term one to one support. A provision map needs to be written to include <i>how</i> the time is to be used with 1:1 staff support. (Contact the Early Years SEND team for a SEND Surgery appointment for support with paperwork, if needed.)</p> <p>If funding awarded, use of 1:1 to encourage child to access the provision, become more independent and self-sufficient as when appropriate to the child's needs.</p>	
---	---	---	--

<ul style="list-style-type: none"> <li>• <u>Speech and Language Therapy pack.</u></li> <li>• <u>Inclusion Development Programme. Speech, Language and Communication needs</u></li> <li>• 'Universally Speaking' document found at: <a href="https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking.aspx">https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking.aspx</a></li> </ul>			
---	--	--	--

## Evaluating Progress and Reviewing (REVIEW)

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>Regularly review and update the child's developmental records using the information gathered from the assessments on the child.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Child's views should <b>always</b> be sought as part of the review process.</p> <p>Review the information in the child's One Page Profile and update where necessary.</p> <p>In reviewing the progress that has been made, the child may continue to be supported by universal approaches. However, if little or no progress has been made at this</p>	<p>Regularly review and update the child's developmental records in line with the assessments used. Review the information in the child's One Page Profile, outcomes and targets and update where necessary.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Child's views should <b>always</b> be sought as part of the review process.</p> <p>Review your use of inclusion funding and the impact it has had on the child's progress</p> <p>In reviewing the progress that has been made, the child may continue to be supported by Setting SEND Support. However, if little or no progress has been made at this level, then move on to Specialist SEND Support.</p>	<p>Regularly review and update the child's SEND Support Plan (SSP). Where appropriate reviews can involve professionals if they have provided advice.</p> <p>Parents should always be involved in the review of the child's progress. Children's views should always be sought as part of the review process.</p> <p>Review your use of discretionary funding and the impact it has had on the child's progress and decide whether a further application is needed. Ensure your application goes to the Early Years Panel before your current funding finishes.</p>	<p>The majority of children with SEND will have their needs met within local mainstream early year's settings however a small number of children may be offered a specialist nursery or school place.</p> <p><a href="#">EHCP to be reviewed</a> 6 months after final plan is issued. The early years setting need to chair this meeting, invite case worker, health and educational professionals and parents.</p> <p>Continue to use assessments and review at least termly to assess the child's progress.</p> <p>Continue to review and update the SEND Support Plan (SSP) unless a final EHCP is in place</p>



<p>level, then move on to Setting SEND Support.</p>		<p>Review the individualised communication methods and modify if appropriate.</p> <p>In reviewing the progress that has been made the child may:</p> <p>No longer need specialist SEND support and needs will be met from setting based SEND support.</p> <p>Continue to need Specialist SEND support.</p> <p>Need a referral for statutory assessment as needs cannot be met by specialist SEND Support.</p>	<p>Parents should <b>always</b> be involved in the review of the child's progress. Children's views should <b>always</b> be sought as part of the review process.</p> <p>Reviews should involve the appropriate external professionals working with the child/young person.</p> <p>In reviewing the progress that has been made, the child may no longer need provision through an EHCP and agree that needs will be met through a Specialist SEND Support. Continue to need provision through an EHCP.</p>
---	--	---	---

## Social Emotional and Mental Health

### Profile of Need (ASSESS)

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>Child is broadly working within the appropriate developmental learning phase, using the EYFS as guidance.</p> <p>All children aged 0-5 need support from practitioners and teachers in learning to regulate their social and emotional skills. Crying and not understanding others' behaviours are an expected, everyday occurrence for the majority of children in this age group.</p>	<b>SOCIAL: Relationship with others</b>		
	<p>Child has some difficulty in turn taking/sharing and participating in groups.</p> <p>Child showing some difficulty in building and/or maintaining relationships with others</p>	<p>Child showing significant difficulty in building and/or maintaining relationships with others.</p> <p>Child showing significant difficulty in turn taking/sharing/ participation in group activities.</p> <p>Child showing significant difficulty in using and reading non-verbal cues resulting in increasing isolation from peers.</p>	<p>Child is showing sustained difficulty in building and/or maintaining relationships with others.</p> <p>Child is showing sustained difficulty in turn taking/sharing/ participation in group activities.</p> <p>Sustained inappropriate physical contact with others.</p>

<p>Child may require regular support for specific areas of need but generally make the required progress as a result.</p> <p>Child can remain on task with some additional prompts.</p> <p>Child can work independently with appropriate differentiation and access to good quality early years provision.</p>			Child showing sustained difficulty in using and reading non-verbal cues.
	<b>SOCIAL: Language</b>		
	Child appears shy and hesitant, lacks confidence and is sometimes withdrawn.	Child showing significant difficulty in following instructions.	Child showing sustained difficulty in following instructions.
	Child showing some difficulty in using and reading non-verbal cues.	Significant use of inappropriate language. (This includes all discriminatory language related to protected characteristics as defined in the Equality Act 2010)	Sustained use of inappropriate language. (This includes all discriminatory language related to protected characteristics as defined in the Equality Act 2010)
	Some use of inappropriate language. (This includes all discriminatory language related to protected characteristics as defined in the Equality Act 2010)		
<b>Emotional</b>			
Child has some difficulty in managing and regulating emotions resulting in avoidant behaviour, for example hiding under tables.	Significant inappropriate physical contact with others.	Child appears consistently shy and hesitant, lacks confidence and is persistently withdrawn.	
Child has some anxiety impacting on their day to day behaviour.	Child appears significantly shy and hesitant, lacks confidence and is significantly withdrawn.	Child has sustained difficulty in managing and regulating emotions resulting in avoidant behaviour, for example hiding under tables.	
Child has some difficulty in remaining calm. This may impact their peers and the activity.	Child has significant difficulty in managing and regulating emotions resulting in avoidant behaviour, for example hiding under tables.	Child has sustained anxiety impacting on day to day behaviour.	
Inappropriate physical contact with others.			
Child expresses discomfort and anxieties through pushing, hitting, kicking, biting and non-deliberate harm to others.	Child has significant anxiety impacting on day to day behaviour.	Child has sustained difficulty in remaining calm. This persistently impacts on the child's learning and play.	
	Child has significant difficulty in remaining calm and this may result in upsetting an		

		activity by making noise, distracting peers, calling out.  Child expresses significant discomfort and anxieties through pushing, hitting, kicking, biting and non-deliberate harm to others.	Child expresses sustained discomfort and anxieties through pushing, hitting, kicking, biting and non-deliberate harm to others.
<b>Learning Behaviours</b>			
	Child has some difficulty in following setting routines e.g. difficulty coping with boundaries, difficulty in coping with changes in routine/staff etc.  Child has some difficulty with attention, focus & concentration	Child has significant difficulty in following setting routines e.g. difficulty coping with boundaries, difficulty in coping with changes in routine/staff etc.  Child has significant difficulty with attention, focus & concentration	Child has sustained difficulty in following setting routines e.g. difficulty coping with boundaries, difficulty in coping with changes in routine/staff etc.  Child has sustained difficulty with attention, focus & concentration

### Assessment and Planning (PLAN)

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>Early Years non-maintained settings are required to have a named SENCO with access to advice and support from the Early Years SEND Team. Managers must have a minimum level 3 qualification and 50% of staff must be a minimum level 2 qualified.</p> <p>Staff ratio of 1:3 for 0-2 year olds, 1:4 for 2-3 year olds and 1:8 for 3-5 year olds. Staff ratio for 3-5 years supported by Early Years Professional/teacher is 1:13, as in a maintained nursery class, and in Reception class ratio 1:30 with TA support</p>	<p><b>In addition to universal:</b></p> <p>Use specific assessment tools to assess and plan for the child:  <a href="#">Early Language Monitoring Tool</a>            Teaching Talking Assessment (available to buy <a href="#">here</a>)  <a href="#">Sensory Workbook</a> (under the resources tab)</p> <p>These are additional to the assessments used at Universal level and these should continually be used and updated in partnership with the parents.</p> <p>Use the Promoting Positive Behaviour pack, available under the resources tab <a href="#">here</a> to take a whole setting approach to</p>	<p><b>In additional to Setting SEND Support:</b></p> <p>Regularly review and update the child's records by using the information gathered from the assessment tools. If available, include agency advice and add recommendations to the child's SEND Support Plan</p> <p>Signpost and talk to parents about the 'Disability Living Allowance' (DLA). If their child is eligible settings can apply for the 'Disability Access Fund' (DAF) for three- and four-year-olds to help with additional resources and/or adaptations.</p> <p>If a SEND Support Notification has been received, the SENCO must follow the</p>	<p><b>In addition to Specialist SEND Support:</b></p> <p>Consider, with parents, whether a request for a statutory assessment is appropriate for the child by reviewing the child's SEND Support plan and progress made against their outcomes.</p> <p>Discuss and record the views and aspirations of the child and their parents.</p> <p>Establish which type of educational provision they would like their child to attend. Use <a href="#">Finding the Right Primary School</a> document</p>

<p>Gather information from parents about their child by using tools such as the One Page Profile or <a href="#">Early Years Passport</a> (document is available on the local offer website under the transitions tab).          Keyperson to support parent and child with transition into nursery.          Consider if your provision meets the need of the unique child:</p> <ul style="list-style-type: none"> <li>• Appropriate expectations</li> <li>• Appropriate age and stage resources</li> <li>• Enabling/Inclusive environments</li> <li>• Routine</li> </ul> <p>Assessment tools available:</p> <ul style="list-style-type: none"> <li>• Summative assessments.</li> <li>• A variety of observations, such as timed observations, narrative, tracking and frequency.</li> <li>• Regular parent conversations</li> <li>• <a href="#">Progress check for two year old children</a> (to access this link, you will need to have signed up to the Foundation Stage forum, using a Surrey password)</li> <li>• <a href="#">EYFS Tracker</a> (to access this link, you will need to have signed up to the Foundation Stage forum, using a Surrey password)</li> <li>• Complete a provision audit and refer to the practice considerations in <a href="#">Promoting Positive Behaviour in Early Years Settings</a> under resources tab. Audits include considerations of</li> </ul>	<p>planning for the behavioural needs of the child.</p> <p>Use the information gathered from the assessment tools to ensure support for the child is appropriate and the provision is meeting the child's individual needs.</p> <p>Use 'assess, plan, do and review' cycle as outlined in the Code of Practice for SEND 2014.</p> <p>The Occupational Therapy and Speech and Language packs are useful tools to support assessment and planning.</p> <p>Staff should access training to meet the specific needs of individual children for example Makaton training.</p> <p>Implement a risk assessment, if and when appropriate.</p> <p>Consider whether an Early Help Assessment would be appropriate, this would not be require but can be used as an information gathering tool.</p> <p>Consider if a 'request for support' to the Early Years SEND Team is needed.</p> <p>Consider making an application for Inclusion Fund (under Funding tab) for short term, promoting positive behaviour or small group funding. This supports children with low and emerging SEND needs.</p>	<p>advice on the notification letter and act as key point of contact for the child. A SEND advisor could contact you to discuss the arrangements you have in place.</p> <p>Plan to organise/attend a Team Around the Family meeting to review the Early Help Assessment (if one is in place)</p> <p>Plan to organise a <a href="#">transition meeting</a> for individual children moving between rooms/settings or schools.</p> <p>Consider whether a request for an EHC assessment is appropriate for the child. You should have the evidence and information to support this application as you have followed this graduated response.</p>	<p>A statutory assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the nursery or school can meet the child's needs without an EHC plan.</p> <p>The statutory process and time scales for EHC needs assessment are on the local offer <a href="#">here</a>.</p> <p>Parents can be given a copy of the <a href="#">One page guide to the EHC assessment and planning process</a>. This is also a helpful visual for practitioners to understand the EHC process.</p> <p>Parents of children with final EHC Plans in the summer term of their -2 year need to be aware of the school admissions process going into the Reception year of school. Guidance can be found <a href="#">here</a>, under EHCP tab.</p> <p>Signpost the parents to SIASS for support with EHC processes and mediation, if required.</p>
---	--	--	---

<p>Unique Child, Positive Relationships and Enabling Environments.</p> <p>Use the <a href="#">Characteristics of Effective Learning</a> (within the EYFS Curriculum) to understand the individual child's approach to learning.</p> <p>Use of the <a href="#">Early Years Foundation Stage – Development matters 2012</a>, <a href="#">Early years outcomes 2013</a> Parents informed about '<a href="#">What to expect, when?</a>'</p> <p>Use the 'assess, plan, do and review' cycle as outlined EYFS.</p> <p>Have regard to the <a href="#">Disabled children and equality Act 2010 - Early years</a>.</p> <p>Regularly exchange information about the child with their parents and plan opportunities to develop a respectful partnership.</p> <p>Staff must be aware of all health needs and subsequent health care plans. Staff must receive relevant training to support the child, e.g. epi-pen training or administration of inhalers. Guidance on <a href="#">Health care plans</a>, under Resources tab.</p> <p>Ensure planned activities for child to learn about emotion and enjoy small group times. Adults should role model</p>	<p>You must organise a transition meeting for children moving between rooms/settings or schools</p>		
---	---	--	--

<p>when things don't go to plan and how they deal with mistakes.</p> <p>Consider if the child has made little or no progress at Universal, then move onto Setting SEND Support interventions.</p>			
---	--	--	--

## Intervention and Support (DO)

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>All children should have a One Page Profile (level 1 of the SEND Support Plan), either new or updated. This person centred document is information about the child to help key adults working with them understand what is important to them and what people like about the child. The parents would feed information into this document.</p> <p>Adopt an EYFS unique child approach to support learning and development.</p> <p>Each child should have a named keyperson, their role is to ensure that every child's care is tailored to meet their individual needs. Ensure good procedures are in place and work with parents as partners.</p> <p>Ensure differentiation by adapting play opportunities to meet all developmental stages, e.g. smaller groups, repetition or modelling activity</p>	<p>Update the child's One Page Profile and complete level 2 of the SEND Support Plan. Write some outcomes and targets for the child using the information you have gathered from the assessment section of this document and through conversations with parents.</p> <p>Staff must be consistent in their approach to support the individual child, e.g. signing, behaviour strategies, use of visuals and language used.</p> <p>Staff must be consistent in their approach to support the individual child. E.g. behaviour strategies, use of visuals and language used.</p> <p>Advice and interventions identified in the behaviour audits (if appropriate) are being utilised to support the needs of the child.</p> <p>Consider application for the <a href="#">Inclusion Fund</a> to support small groups or positive behaviour strategies. (under Funding tab)</p>	<p>Complete the Setting SEND Support Plan with parents. Consider the unmet needs and discuss appropriate referrals.</p> <p>If appropriate, refer the child to health through '<a href="#">One Stop</a>' 'Children and Family Health Surrey' (CFHS). A set of reviewed targets and new targets need to be in place on a Setting SEND Support plan to support the referral. These are the therapies you can refer to:</p> <ul style="list-style-type: none"> <li>Occupational Therapy</li> <li>Physiotherapy</li> <li>Speech and Language Therapy (early years and acute intervention, including dysphagia)</li> <li>Enuresis and Continence (integrated enuresis and continence assessment and treatment service)</li> <li>Tongue Tie (Ankyloglossia)</li> <li>PIMHS (Parent-Infant Mental Health Service)</li> <li>Nutrition and Dietetics (Please note: Nutrition &amp; Dietetics referrals can only be accepted from Surrey Downs)</li> </ul>	<p>Complete level 4 of the SEND Support Plan. Review what has been in place for the child and consider the unmet needs. Write new outcomes and targets and discuss if child's needs can only be met through a request for Statutory Assessment.</p> <p>Continued support available from health and education professionals, some have helplines or telephone consultations (<a href="#">use Surrey SEND Local offer for further information</a>)</p> <p>Continued support from the Early Years SEND team, as appropriate.</p> <p>If Discretionary Funding and/or EHCP in place, the child will have a Case Worker from the Local Authority for setting to contact if advice needed.</p> <p>Sign post parents to <a href="#">SSIASS</a>.</p>

<p>Use individualised approaches to support transitions for children e.g. on arrival, at meal times and when moving between rooms. These may include visual timetable and now and next board.</p> <p>Encourage familiar or favourite items to support children's emotional well-being e.g. comfort blankets, family photos, transitional object.</p> <p>Adaptations to your environment, inside and out, e.g. furniture, resources, accessibility.</p> <p>Provide an environment that meet sensory needs (low and high stimulus) e.g. quiet area, pop up tent and messy play.</p> <p>Provide multiple items of popular toys/resources.</p> <p>Complete a provision audit and refer to the practice considerations in <a href="#">Promoting Positive Behaviour in Early Years Settings</a> under resources tab. Audits include considerations of Unique Child, Positive Relationships and Enabling Environments.</p> <p>Make changes to routines to meet individual children's needs, some tasks may need to be broken down into small steps. Also consider,</p>	<p>Signpost parents to relevant support <a href="#">Surrey Local Offer</a> and local Family Centre for outreach support.</p> <p>Consider a Portage Positive Play referral as home based intervention to support parents with understanding preschool children's behaviour.</p> <p>Support could be acquired from 'Race Equality and Minority Achievement' (REMA). The team have expertise in Gypsy/Roma/Traveler children (GRT) and children who have English as an Additional Language (EAL) and can carry out assessments in the child's home language within the setting. A communication and language development delay may not be because of SEN, children need more time to learn two or more languages at the same time.</p> <p>Consider completing a <a href="#">Request for support form</a>, with parent permission to seek support from a SEND Advisor. The SEND Advisor will offer support which may involve observations and discussions with parents, signposting where appropriate to other services, and general advice to the SENCO.</p>	<p>Community Developmental Pediatrician Service.</p> <p>Staff should access training to meet specific needs of individual children.</p> <p>Consider an application for the Inclusion Fund for short term funding (this may be because a child is starting at your setting with SEND already identified) or whilst collating evidence and information to support a Discretionary Funding application. A provision map needs written to include <i>how</i> the time is to be used with 1:1 staff support.</p> <p>Consider an application for discretionary funding to provide longer term one to one support. A provision map needs to be written to include <i>how</i> the time is to be used with 1:1 staff support. (Contact the Early Years SEND team for a SEND Surgery appointment for support with paperwork, if needed.)</p> <p>If funding awarded, use of 1:1 to encourage child to access the provision, become more independent and self-sufficient as when appropriate to the child's needs.</p> <p>Referral to Early Support if appropriate.</p>	<p>Arrange a transition meeting with the school or other setting, to agree actions to support the child and distribute minutes and health report and updated SEND Support Plan or EHCP to the receiving provision.</p>
---	---	---	--

backward chaining/reduced waiting times/frequent movement breaks.			
---	--	--	--

## Evaluating Progress and Reviewing (REVIEW)

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>Regularly review and update the child's developmental records using the information gathered from the assessments on the child.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Child's views should <b>always</b> be sought as part of the review process.</p> <p>Review the information in the child's One Page Profile and update where necessary.</p> <p>In reviewing the progress that has been made, the child may continue to be supported by universal approaches. However, if little or no progress has been made at this level, then move on to Setting SEND Support.</p>	<p>Regularly review and update the child's developmental records in line with the assessments used. Review the information in the child's One Page Profile, outcomes and targets and update where necessary.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Child's views should <b>always</b> be sought as part of the review process.</p> <p>Review your use of inclusion funding and the impact it has had on the child's progress</p> <p>In reviewing the progress that has been made, the child may continue to be supported by Setting SEND Support. However, if little or no progress has been made at this level, then move on to Specialist SEND Support.</p>	<p>Regularly review and update the child's SEND Support Plan (SSP). Where appropriate reviews can involve professionals if they have provided advice.</p> <p>Parents should always be involved in the review of the child's progress. Children's views should always be sought as part of the review process.</p> <p>Review your use of discretionary funding and the impact it has had on the child's progress and decide whether a further application is needed. Ensure your application goes to the Early Years Panel before your current funding finishes.</p> <p>Review the individualised communication methods and modify if appropriate.</p> <p>In reviewing the progress that has been made the child may:            No longer need specialist SEND support and needs will be met from setting based SEND support.            Continue to need Specialist SEND support.            Need a referral for statutory assessment as needs cannot be met by specialist SEND Support.</p>	<p>The majority of children with SEND will have their needs met within local mainstream early year's settings however a small number of children may be offered a specialist nursery or school place.</p> <p><a href="#">EHCP to be reviewed</a> 6 months after final plan is issued. The early years setting need to chair this meeting, invite case worker, health and educational professionals and parents.</p> <p>Continue to use assessments and review at least termly to assess the child's progress.</p> <p>Continue to review and update the SEND Support Plan (SSP) unless a final EHCP is in place</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Children's views should <b>always</b> be sought as part of the review process.</p> <p>Reviews should involve the appropriate external professionals working with the child/young person.</p>



			<p>In reviewing the progress that has been made, the child may no longer need provision through an EHCP and agree that needs will be met through a Specialist SEND Support or they may continue to need provision through an EHCP.</p>
--	--	--	--

## PHYSICAL AND SENSORY NEEDS

(There is a wide spectrum of sensory, multi-sensory and physical difficulties. This section relates to delay or difficulties with fine and gross motor, difficulties with movement, balance, co-ordination, taste/smell sensitivities and spatial awareness).

### Profile of Need

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>Child is broadly working within the appropriate developmental learning phase, using the EYFS as guidance.</p> <p>Child may require support from time to time for age appropriate activities and tasks, (e.g. fine motor, self-help tasks) but generally makes the required progress as a result.</p> <p>Child has an awareness of and can attend to the daily routine with some additional prompts i.e. using visual timetables.</p> <p>Can access resources independently within a clearly labelled and organized environment.</p> <p>Can join in small group times for a short amount of time with an adult differentiating the activity.</p> <p>Child may have slightly reduced interactions with peers and adults.</p> <p>Child may require more opportunities to be more active than</p>	<p>Child is not making the expected progress within the EYFS physical development section against their chronological age. This needs daily additional support. This may be a transient difficulty.</p> <p>Child may need more adult support and direction to access fine motor activities.</p> <p>Child may find noisy areas/times of the day distressing and will need support and direction to quieter areas.</p> <p>Child may require more time outside or regular sensory breaks. (e.g movement breaks or calming area/resources).</p> <p>Child may require additional adult support and time for completion of tasks and activities. This may require some physical support such as hand over hand support, or leading by the hand.</p> <p>Child may require some additional differentiated toys/activities such as larger wooden jigsaws, fatter pencils, pencil grips, scissors and sensory toys.</p>	<p>Child is showing a significant delay in one or more of the prime areas and is making little or no progress towards their learning outcomes with the intervention in place.</p> <p>Child may already have a diagnosis that identifies their physical, sensory or multi-sensory development.</p> <p>Child's sensory difficulties prevents them from playing, learning and participating in daily routines. (i.e. affects or can have a sensitivity to sight, hearing, touch, vision, or taste).</p> <p>Child has a physical disability that requires additional, on-going support and equipment to ensure they have the same learning opportunities as their peers.</p> <p>Child has a physical disability that considerably impairs their fine motor and gross motor skills and prevents them from accessing the curriculum independently.</p> <p>Child will need additional time for completion of tasks and will need sensory breaks which will be the usual way of playing and learning.</p>	<p>A child is not making expected progress despite interventions through Specialist SEND Support.</p> <p>Child has an identified diagnosis that affects their physical, sensory or multi-sensory development over a sustained period of time.</p> <p>Child's physical or sensory impairment affects their learning, communication, social interaction, and interaction with the environment over a sustained period of time.</p> <p>Child has a physical disability that has a sustained impact on their child's ability to learn.</p> <p>Child will require highly structured and individual play and learning with sustained and significant intervention from the adult.</p> <p>Child will require significant modifications and adjustments made to resources and the environment, making it easier to access the curriculum and become more independent.</p>

<p>their peers and access the outdoor environment.</p>	<p>Child may need some differentiation and / or some modification in self-help tasks or learning activities. This may include signs, gestures and visuals, hand over hand or adult role modelling, (e.g. eating, handwashing, dressing and when age appropriate working towards using the toilet independently).</p>	<p>Child may need specialist equipment such as a specialist chair, standing frame, foot and ankle orthotics, walking frame and splints to ensure they have the same opportunities as their peers.</p> <p>Child requires additional adult support and time for completion of tasks and activities and requires significant physical support such as hand over hand support, or leading by the hand or access to specialist equipment and resources.</p> <p>In addition to visuals child requires additional adult support for self-help skills, (dressing, hand washing, feeding, using the toilet independently if appropriate). Support could be hand over hand support, or leading by the hand or access to specialist equipment and resources.</p> <p>Child requires significant differentiation and / or some modification and to participate in the EYFS curriculum. A child will need planned support for their sensory or physical needs.</p>	
--	--	--	--

## Assessment and Planning

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>Early Years non-maintained settings are required to have a named SENCO with access to advice and support from the Early Years SEND Team. Managers must have a minimum level 3 qualification</p>	<p><b>In addition to universal:</b></p> <p>Use specific assessment tools to assess and plan for the child:  <a href="#">Early Language Monitoring Tool</a></p>	<p><b>In addition to Setting SEND Support:</b></p> <p>Regularly review and update the child's records by using the information gathered from the assessment tools. If available, include agency advice and add</p>	<p><b>In addition to Specialist SEND Support:</b></p> <p>Consider, with parents, whether a request for a statutory assessment is appropriate for the child by reviewing</p>

<p>and 50% of staff must be a minimum level 2 qualified.</p> <p>Staff ratio of 1:3 for 0-2 year olds, 1:4 for 2-3 year olds and 1:8 for 3-5 year olds. Staff ratio for 3-5 years supported by Early Years Professional/teacher is 1:13, as in a maintained nursery class, and in Reception class ratio 1:30 with TA support</p> <p>Gather information from parents about their child by using tools such as the One Page Profile or <a href="#">Early Years Passport</a> (document is available on the local offer website under the transitions tab). Keyperson to support parent and child with transition into nursery. Consider if your provision meets the need of the unique child:</p> <ul style="list-style-type: none"> <li>• Appropriate expectations</li> <li>• Appropriate age and stage resources</li> <li>• Enabling/Inclusive environments</li> <li>• Routine</li> </ul> <p>Assessment tools available:</p> <ul style="list-style-type: none"> <li>• Summative assessments.</li> <li>• A variety of observations, such as timed observations, narrative, tracking and frequency.</li> <li>• Regular parent conversations</li> <li>• <a href="#">Progress check for two year old children</a> (to access this link, you will need to have signed up to</li> </ul>	<p>Teaching Talking Assessment (available to buy <a href="#">here</a>) <a href="#">Sensory Workbook</a> (under the resources tab) These are additional to the assessments used at Universal level and these should continually be used and updated in partnership with the parents.</p> <p>Use the Promoting Positive Behaviour pack, available under the resources tab <a href="#">here</a> to take a whole setting approach to planning for the behavioural needs of the child.</p> <p>Use the information gathered from the assessment tools to ensure support for the child is appropriate and the provision is meeting the child's individual needs.</p> <p>Use 'assess, plan, do and review' cycle as outlined in the Code of Practice for SEND 2014.</p> <p>The Occupational Therapy and Speech and Language packs are useful tools to support assessment and planning.</p> <p>Staff should access training to meet the specific needs of individual children for example Makaton training.</p> <p>Implement a risk assessment, if and when appropriate.</p> <p>Consider whether an Early Help Assessment would be appropriate, this</p>	<p>recommendations to the child's SEND Support Plan. Assessments should also be made, of the impact of the child's difficulty, on their ability to access the EYFS</p> <p>Signpost and talk to parents about the 'Disability Living Allowance' (DLA). If their child is eligible settings can apply for the 'Disability Access Fund' (DAF) for three- and four-year-olds to help with additional resources and/or adaptations.</p> <p>If a SEND Support Notification has been received, the SENCO must follow the advice on the notification letter and act as key point of contact for the child. A SEND advisor could contact you to discuss the arrangements you have in place.</p> <p>Plan to organise/attend a Team Around the Family meeting to review the Early Help Assessment (if one is in place)</p> <p>Plan to organise a <a href="#">transition meeting</a> for individual children moving between rooms/settings or schools.</p> <p>Consider whether a request for an EHC assessment is appropriate for the child. You should have the evidence and information to support this application as you have followed this graduated response.</p> <p>Continued close home-setting links, so setting is aware of changes in</p>	<p>the child's SEND Support plan and progress made against their outcomes.</p> <p>Discuss and record the views and aspirations of the child and their parents.</p> <p>Establish which type of educational provision they would like their child to attend. Use <a href="#">Finding the Right Primary School</a> document</p> <p>A statutory assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the nursery or school can meet the child's needs without an EHC plan.</p> <p>The statutory process and time scales for EHC needs assessment are on the local offer <a href="#">here</a>.</p> <p>Parents can be given a copy of the <a href="#">One page guide to the EHC assessment and planning process</a>. This is also a helpful visual for practitioners to understand the EHC process.</p> <p>Parents of children with final EHC Plans in the summer term of their -2 year need to be aware of the school admissions process going into the Reception year of school. Guidance can be found <a href="#">here</a>, under EHCP tab.</p>
---	---	--	--

<p>the Foundation Stage forum, using a Surrey password)</p> <ul style="list-style-type: none"> <li>• <a href="#">EYFS Tracker</a> (to access this link, you will need to have signed up to the Foundation Stage forum, using a Surrey password)</li> <li>• Complete a provision audit and refer to the practice considerations in <a href="#">Promoting Positive Behaviour in Early Years Settings</a> under resources tab. Audits include considerations of Unique Child, Positive Relationships and Enabling Environments.</li> </ul> <p>Use the <a href="#">Characteristics of Effective Learning</a> (within the EYFS Curriculum) to understand the individual child's approach to learning.</p> <p>Use of the <a href="#">Early Years Foundation Stage – Development matters 2012</a>, <a href="#">Early years outcomes 2013</a> Parents informed about <a href="#">'What to expect, when'?</a></p> <p>Use the 'assess, plan, do and review' cycle as outlined EYFS.</p> <p>Have regard to the <a href="#">Disabled children and equality Act 2010 - Early years</a>.</p> <p>Regularly exchange information about the child with their parents and plan opportunities to develop a respectful partnership.</p>	<p>would not be require but can be used as an information gathering tool.</p> <p>Consider if a 'request for support' to the Early Years SEND Team is needed.</p> <p>Consider making an application for Inclusion Fund (under Funding tab) for short term, promoting positive behaviour or small group funding. This supports children with low and emerging SEND needs.</p> <p>You must organise a transition meeting for children moving between rooms/settings or schools</p>	<p>circumstances that may impact on the child's vision and hearing.</p> <p>Early Support Service, social workers, community and charity groups involved with the child may also contribute to the planning process.</p> <p>Through assessment of progress a few children may require a statutory assessment of their special educational needs which may lead to an Education, Health and Care Plan.</p>	<p>Signpost the parents to SIASS for support with EHC processes and mediation, if required.</p>
---	---	--	---

<p>Staff must be aware of all health needs and subsequent health care plans. Staff must receive relevant training to support the child, e.g. epi-pen training or administration of inhalers. Guidance on <a href="#">Health care plans</a>, under Resources tab.</p> <p>Ensure planned activities for child to learn about emotion and enjoy small group times. Adults should role model when things don't go to plan and how they deal with mistakes.</p> <p>Consider if the child has made little or no progress at Universal, then move onto Setting SEND Support interventions.</p>			
<b>Intervention and Support</b>			
Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment

<p>All children should have a One Page Profile (level 1 of the SEND Support Plan), either new or updated. This person centred document is information about the child to help key adults working with them understand what is important to them and what people like about the child. The parents would feed information into this document.</p> <p>Adopt an EYFS unique child approach to support learning and development.</p> <p>Each child should have a named keyperson, their role is to ensure that every child's care is tailored to meet their individual needs. Ensure good procedures are in place and work with parents as partners.</p> <p>Ensure differentiation by adapting play opportunities to meet all developmental stages, e.g. smaller groups, repetition or modelling activity</p> <p>Use individualised approaches to support transitions for children e.g. on arrival, at meal times and when moving between rooms. These may include visual timetable and now and next board.</p> <p>Encourage familiar or favourite items to support children's emotional well-being e.g. comfort</p>	<p>Update the child's One Page Profile and complete level 2 of the SEND Support Plan. Write some outcomes and targets for the child using the information you have gathered from the assessment section of this document and through conversations with parents.</p> <p>Staff must be consistent in their approach to support the individual child, e.g. signing, behaviour strategies, use of visuals and language used.</p> <p>Advice and interventions identified in the behaviour audits (if appropriate) are being utilised to support the needs of the child.</p> <p>Consider application for the <a href="#">Inclusion Fund</a> to support small groups or positive behaviour strategies. (under Funding tab)</p> <p>Signpost parents to relevant support <a href="#">Surrey Local Offer</a> and local Family Centre for outreach support.</p> <p>Consider a Portage Positive Play referral as home based intervention to support parents with understanding preschool children's behaviour.</p> <p>Support could be acquired from 'Race Equality and Minority Achievement' (REMA). The team have expertise in Gypsy/Roma/Traveler children (GRT) and children who have English as an Additional Language (EAL) and can carry out assessments in the child's home language within the setting.</p>	<p>Complete the Setting SEND Support Plan with parents. Consider the unmet needs and discuss appropriate referrals.</p> <p>If appropriate, refer the child to health through 'One Stop' 'Children and Family Health Surrey' (CFHS). A set of reviewed targets and new targets need to be in place on a Setting SEND Support plan to support the referral. These are the therapies you can refer to:</p> <ul style="list-style-type: none"> <li>Occupational Therapy</li> <li>Physiotherapy</li> <li>Speech and Language Therapy (early years and acute intervention, including dysphagia)</li> <li>Enuresis and Continence (integrated enuresis and continence assessment and treatment service)</li> <li>Tongue Tie (Ankyloglossia)</li> <li>PIMHS (Parent-Infant Mental Health Service)</li> <li>Nutrition and Dietetics (Please note: Nutrition &amp; Dietetics referrals can only be accepted from Surrey Downs)</li> <li>Community Development Pediatrician Service.</li> </ul> <p>Staff should access training to meet specific needs of individual children.</p> <p>Consider an application for the Inclusion Fund for short term funding (this may be because a child is starting at your setting with SEND already identified) or whilst collating evidence and information to support a Discretionary Funding</p>	<p>A statutory assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the nursery or school can meet the child's needs without an EHC plan</p> <p>The statutory process and time scales for EHC needs assessment are on the local offer <a href="#">here</a>.</p> <p>Parents can be given a copy of the <a href="#">One page guide to the EHC assessment and planning process</a>. This is also a helpful visual for practitioners to understand the EHC process.</p> <p>Parents of children with final EHC Plans in the summer term of their -2 year need to be aware of the school admissions process going into the Reception year of school. Guidance can be found <a href="#">here</a>, under EHCP tab.</p> <p>Signpost the parents to SIASS for support with EHC processes and mediation if required.</p> <p>Child will need sustained support for planned social interaction and independence. Will require support to manage equipment.</p> <p>Multidisciplinary approach required. A range of professionals will be involved. This can be a large number of professionals.</p>
--	---	---	---

<p>blankets, family photos, transitional object.</p> <p>Adaptations to your environment, inside and out, e.g. furniture, resources, accessibility.</p> <p>Provide an environment that meet sensory needs (low and high stimulus) e.g. quiet area, pop up tent and messy play.</p> <p>Provide multiple items of popular toys/resources.</p> <p>Complete a provision audit and refer to the practice considerations in <a href="#">Promoting Positive Behaviour in Early Years Settings</a> under resources tab.</p> <p>Audits include considerations of Unique Child, Positive Relationships and Enabling Environments.</p> <p>Make changes to routines to meet individual children's needs, some tasks may need to be broken down into small steps. Also consider, backward chaining/reduced waiting times/frequent movement breaks.</p> <p>Support the child in the play and learning environment.</p> <p>Child may need opportunities to develop the use of fine motor, gross motor and self-help skills.</p>	<p>Consider completing a <a href="#">Request for support form</a>, with parent permission to seek support from a SEND Advisor. The SEND Advisor will offer support which may involve observations and discussions with parents, signposting where appropriate to other services, and general advice to the SENCO.</p> <p>The Occupational Therapy pack and Sensory Workbook activities are useful tools to support the child and implement strategies.</p> <p>Implement a risk assessment, if and when appropriate.</p> <p>Referrals to the Health Visitor can be suggested to support with self-help skills and routines at home.</p> <p>Provide multi-sensory toys and activities at each session. E.g. Resources that stimulate hearing and touch, sight. Equipment and resources maybe recommended by Early Years SEND Team, Sensory Support Team and/or health professionals.</p> <p>Suitable lighting and seating for specific tasks and activities.</p> <p>Model language, reinforce key words where children have delay in the use and understanding of language.</p> <p>Child may need some support during unstructured times because they are not picking up on social cues. Intervention should begin using a child's interest and developing into a teachable moment.</p>	<p>application. A provision map needs written to include <i>how</i> the time is to be used with 1:1 staff support.</p> <p>Consider an application for discretionary funding to provide longer term one to one support. A provision map needs to be written to include <i>how</i> the time is to be used with 1:1 staff support. (Contact the Early Years SEND team for a SEND Surgery appointment for support with paperwork, if needed.)</p> <p>If funding awarded, use of 1:1 to encourage child to access the provision, become more independent and self-sufficient as when appropriate to the child's needs.</p> <p>Referral to Early Support if appropriate.</p> <p>Consider a referral to Physical sensory Support Service for children with VI, HI and PD if not already in place.</p> <p>External agencies (e.g. Physical and Sensory Support Service) continue to offer support and advice following a referral, this should contribute to the SEND Support Plan.</p> <p>Enlarged copies of texts and books to be available if needed.</p> <p>Equipment and resources as recommended by Sensory Support</p>	<p>Arrange a transition meeting with the school or other setting. Agree actions to support the child and distribute minutes and health report Plan and updated EHCP to the receiving provision.</p>
---	---	---	---



<p>Child may need planned access to groups to promote inclusion and development of friendships.</p>		<p>Team and / or health professionals</p> <p>Training and advice for setting from Qualified Teacher for MSI (Physical Sensory Support Service)</p> <p>High level of support required to access the EYFS.</p> <p>Preparation of additional materials and a high level of differentiation.</p> <p>Consider adjustments to lighting and seating recommended by health and education professionals, together with support for moving around the setting.</p> <p>Child may need significant support during unstructured times because they are not picking up on social cues. Intervention should begin using a child's interest and developing into a teachable moment.</p> <p>If appropriate, consider other referrals or re-referrals to health professional through <a href="#">'One Stop' 'Children and Family Health Surrey' (CFHS)</a>. A set of reviewed targets and new targets need to be in place on a SEND Support plan to support the referral. These are the therapies you can refer to: Occupational Therapy Physiotherapy Community Development Pediatrician Service.</p> <p>Advice may be sought from therapists and health professionals.</p>	
---	--	--	--

		<p>Interventions need to be delivered regularly and consistently and should be clearly evidenced through record keeping.</p> <p>SENCO and key person may also need to make further referrals to external support services, for example qualified teacher for multisensory impairment, ophthalmology, audiology, ENT and further specialist assessments and advice</p>	
--	--	---	--

Evaluating Progress and Reviewing			
Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>Regularly review and update the child's developmental records using the information gathered from the assessments on the child.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Child's views should <b>always</b> be sought as part of the review process.</p> <p>Review the information in the child's One Page Profile and update where necessary.</p> <p>In reviewing the progress that has been made, the child may continue to be supported by universal approaches. However, if little or no progress has been made at this level, then move on to Setting SEND Support.</p>	<p>Regularly review and update the child's developmental records using the information gathered from the assessments on the child.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Child's views should <b>always</b> be sought as part of the review process.</p> <p>Review the information in the child's One Page Profile and update where necessary.</p> <p>In reviewing the progress that has been made, the child may continue to be supported by universal approaches. However, if little or no progress has been made at this level, then move on to Setting SEND Support.</p> <p>Reviews should include progress across the EYFS. If progress not made – change the approach and review provision.</p> <p>When reviewing the progress that has been made the child may:            No longer need special educational provision and needs will be met from universal approaches.            Continue to need special educational provision through a Setting SEND Support Plan as needs cannot be met from universal approaches.            If child is not making progress they will need support through Specialist SEND Support approaches.</p>	<p>Regularly review and update the child's SEND Support Plan (SSP). Where appropriate reviews can involve professionals if they have provided advice.</p> <p>Parents should always be involved in the review of the child's progress. Children's views should always be sought as part of the review process.</p> <p>Review your use of discretionary funding and the impact it has had on the child's progress and decide whether a further application is needed. Ensure your application goes to the Early Years Panel before your current funding finishes.</p> <p>Review the individualised communication methods and modify if appropriate.</p> <p>In reviewing the progress that has been made the child may:            No longer need specialist SEND support and needs will be met from setting based SEND support.            Continue to need Specialist SEND support.            Need a referral for statutory assessment as needs cannot be met by specialist SEND Support.</p>	<p>The majority of children with SEND will have their needs met within local mainstream early year's settings however a small number of children may be offered a specialist nursery or school place.</p> <p><a href="#">EHCP to be reviewed</a> 6 months after final plan is issued. The early years setting need to chair this meeting, invite case worker, health and educational professionals and parents.</p> <p>Continue to use assessments and review at least termly to assess the child's progress.</p> <p>Continue to review and update the SEND Support Plan (SSP) unless a final EHCP is in place</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Children's views should <b>always</b> be sought as part of the review process.</p> <p>Reviews should involve the appropriate external professionals working with the child/young person.</p> <p>In reviewing the progress that has been made, the child may no longer need provision through an EHCP and agree that needs will be met through a Specialist SEND Support or they may</p>

			continue to need provision through an EHCP.
--	--	--	---

## MULTI-SENSORY NEEDS

Profile of Need Children may have a multi-sensory impairment that affects their vision and hearing. Information relevant to multi-sensory impairment learners will also be within the hearing impairment and visual impairment sections of the profiles of need.

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
-----------	----------------------	-------------------------	----------------------

<p>Child is broadly working within the appropriate developmental learning phase, using the EYFS as guidance.</p> <p>Child may require support from time to time for specific activities and tasks but generally make the required progress as a result.</p> <p>Child has an awareness and can attend to the daily routine with some additional prompts i.e. using visual timetables e.g. <a href="#">Do 2 learn Widget</a>.</p> <p>Can access resources independently within a clearly labelled and organized environment.</p> <p>Can join in small group times for a short amount of time with an adult differentiating the activity.</p> <p>Child may struggle at times to complete tasks and activities independently and may need a small amount of adult intervention</p> <p>Child may appear to disregard or misunderstand group instructions and require individual reinforcement or instructions</p> <p>Child may have slightly reduced interaction with peers and adults</p>	<p>An assessment shows a child is not making the same progress as their peers within the prime areas of development within the EYFS. This delay needs additional support.</p> <p>Child may have a combination of clinically identified hearing and vision impairment. This may be unilateral (affect one ear or eye) or bilateral (both) and will affect some aspects of learning. Some of these difficulties may be transient (e.g. glue ear or a squint) or more persistent difficulties.</p> <p>Child may require some additional adult support and time for completion of tasks and activities and require some physical support such as hand over hand support, or leading by the hand.</p> <p>Child may need instructions to be delivered in clear steps to ensure they can be processed and followed that include signs, gestures or visuals.</p> <p>Child may need some differentiation and / or some modification in some tasks or learning activities that include signs, gestures and visuals or adult role modelling.</p>	<p>Child is showing significant delay in one or more of the prime areas and is making little or no progress towards their learning outcomes and the intervention in place.</p> <p>Combination of clinically identified permanent hearing and vision impairment which will affect learning.</p> <p>Child requires additional adult support and time for completion of tasks and activities and require some physical support such as hand over hand support, or leading by the hand.</p> <p>Child will need significant amount of instructions to be clear and supported with appropriate visual or tactile reinforcement (e.g. keywords, pictures, objects)</p> <p>Significant differentiation and/or some modification and with planned support to participate in the EYFS curriculum.</p> <p>Child is not making expected progress despite evidence based support through the SEND Support Plan.</p>	<p>Combination of clinically identified hearing and vision impairment where there may be a severe/profound impairment of vision and/or hearing.</p> <p>Child multi-sensory impairment significantly affects learning, communication, social interaction, and interaction with the environment.</p> <p>Child will need additional time for completion of tasks and will need sensory breaks which will be the usual way of playing and learning.</p> <p>Highly structured and individual play and learning with sustained and significant intervention from the adult.</p> <p>Fully modified adjustments made to materials. Braille or Moon tactile diagrams, 3D representations to access EYFS.</p> <p>Child is not making expected progress despite interventions through Specialist SEND Support.</p>
---	---	--	---

## Assessment and Planning

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
-----------	----------------------	-------------------------	----------------------

<p>Gather information from parents about the child by using tools such as the One Page Profile or <a href="#">Early Years Passport</a> (document is available on the local offer website under the transitions tab). These promote supporting the child's individual needs from the outset and for general transitions.</p> <p>Systems to be in place for staff to regularly seek information and views of parents about their children's hearing and vision needs.</p> <p>A child can access an enabling environment that considers noise levels, physical accessibility and has visual aids e.g visual timetable.</p> <p>Appropriate whole setting inclusion policy for supporting children with multisensory impairment.</p> <p>Health and safety policy and risk assessment procedures to be in place and appropriate risk assessments completed.</p> <p>There should be effective internal communication and liaison arrangements between staff.</p> <p>Regularly review and update the child's development record by selecting from a range of assessment tools. For example:-</p>	<p>In addition to universal assessment and planning approaches, some children will require additional assessments. Assessment and observation by key person or SENCO indicates child's multisensory (hearing/vision) difficulty affecting access to play and learning. Through use of: <a href="#">Early Language Monitoring Tool</a> Teaching Talking Assessment (available to buy <a href="#">here</a>) <a href="#">Sensory Workbook</a> (under the resources tab)</p> <p>Key person in consultation with the SENCO has established a clear analysis of the child's needs</p> <p>Consideration of individual child's development in comparison to peers and their response to universal interventions.</p> <p>The setting to raise and discuss concerns with the child's parents and involve them in planning support approaches. Parents should always be involved in the review of the child's progress.</p> <p>Continuous assessment may be supplemented by diagnostic tests through a health referrals via the GP.</p> <p>Plan for the use of support which relates to expected long term outcomes and include short term SMART targets in the Setting SEND Support Plan.</p>	<p>In addition to universal and Setting SEND Support approaches some children will also require:</p> <p>Continued close home-setting links, so setting is aware of changes in circumstances that may impact on the child's vision and hearing.</p> <p>Assessment from external services may contribute to the child's Specialist SEND Support Plan. Professionals may include speech and language therapist, occupational therapist, teacher of inclusive practice, the Surrey Outreach Service and physiotherapists – in order to facilitate the inclusion of children with multi-sensory impairment.</p> <p>Social workers, community and charity groups involved with the child may also contribute to the planning process.</p> <p>Assessments should also be made of the impact of the child's difficulty on their ability to access the EYFS</p> <p>Through assessment of progress a few children may require a statutory assessment of their special educational needs which may lead to an Education, Health and Care Plan.</p>	<p>A few children's multi-sensory needs are more severe and cannot be met by setting or Specialist SEND Support approaches.</p>
--	---	---	---

<p>Summative assessments          Regular parent conversations          Updating One page profile  <a href="#">Progress check for two year old children</a>          (to access this link, you will need to have signed up to the Foundation Stage forum, using a Surrey password)  <a href="#">EYFS Tracker</a> (to access this link, you will need to have signed up to the Foundation Stage forum, using a Surrey password)          A variety of observations</p> <p>Where there are suspicions of multisensory difficulties, settings should advise parents to seek a hearing and vision assessment</p>			
<p><b>Intervention and Support</b></p>			
<p><b>Universal</b></p>	<p><b>Setting SEND Support</b></p>	<p><b>Specialist SEND Support</b></p>	<p><b>Statutory assessment</b></p>



<p>Support the child in the play and learning environment</p> <p>Adopt an EYFS unique child approach to support learning and development.</p> <p>Use individualised approach to support transitions for children e.g. on arrival at mealtimes and moving between rooms. This may include a visual timetable and Now and Next Board.</p> <p>Child may need opportunities to develop use and understanding of language, through the use of words, gestures and sign (e.g Makaton)</p> <p>Child may need planned access to groups to promote inclusion and development of friendships.</p> <p>Implement an effective keyperson approach and work with parents as partners</p> <p>Provide an environment that meets sensory needs ( low and high stimulus) e.g. quiet area, pop up tent, sensory play.</p> <p>Adaptation to the environment inside and out, e.g. furniture, accessibility and resources.</p>	<p>Ensure the child uses their prescribed hearing aids and / or glasses. The child may use hearing aids and / or glasses as well as other amplification equipment such as a radio aid or sound field system. May use low vision aids.</p> <p>SENCO should seek advice on the implications of multisensory impairment including hearing and visual difficulties and have knowledge of strategies that facilitate the inclusion of children with multisensory impairment. Liaison and consultation with external professionals and support services, where appropriate (e.g Physical and Sensory Support Service) Add link.</p> <p>Consider completing a <a href="#">Request for support form</a> with parent permission to seek support from a SEND Advisor. The SEND Advisor will offer support with observations and discussions with parents, signposting where appropriate to other services, and offer general advice to the SENCO.</p> <p>Consider an <a href="#">application</a> for the Inclusion Fund (under Funding tab) for short term or small group funding. This supports children with low and emerging SEND needs.</p> <p>Provide multi-sensory toys and activities at each session. E.g. Resources that stimulate hearing and touch, sight. Equipment and resources maybe recommended by Early Years SEND Team, Sensory Support Team and / or health professionals.</p>	<p>External agencies (e.g. Physical and Sensory Support Service) continue to offer support and advice following a referral, this should contribute to the Specialist SEND Support Plan.</p> <p>Enlarged copies of texts and books to be available.</p> <p>Equipment and resources as recommended by Sensory Support Team and / or health professionals</p> <p>General delay across prime areas of learning with a child demonstrating a need for:</p> <p>More detailed approaches</p> <p>More specialist expertise in matching intervention to the needs of the children</p> <p>Training and advice for setting from Qualified Teacher for MSI (Physical Sensory Support Service)</p> <p>High level of trained support required to access the EYFS.</p> <p>Preparation of additional materials and a high level differentiation.</p> <p>Suitable lighting and seating may be required together with support for moving around the setting.</p> <p>Child will require frequent modelling of language to reinforce key words where children have delay in the use and understanding of language.</p>	<p>A statutory assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the nursery or school can meet the child's needs without an EHC plan</p> <p>The statutory process and time scales for EHC needs assessment are on the local offer <a href="#">here</a>.</p> <p>Parents can be given a copy of the <a href="#">One page guide to the EHC assessment and planning process</a>.</p> <p>This is also a helpful visual for practitioners to understand the EHC process.</p> <p>Parents of children with final EHC Plans in the summer term of their -2 year need to be aware of the school admissions process going into the Reception year of school. Guidance can be found <a href="#">here</a>, under EHCP tab.</p> <p>Signpost the parents to SIASS for support with EHC processes and mediation if required.</p> <p>Constant level of trained support required to access the EYFS</p> <p>All aspects of the EYFS highly differentiated.</p>
<p>Early Years Profile of Need &amp; Graduated Response V1, October 2019</p>	<p>Suitable lighting and seating for specific tasks and activities.</p>	<p>Child may need frequent support during unstructured times because they are not picking up on social cues. Intervention should begin using a child's interest and</p>	<p><b>Suitable lighting and seating will be required together with support for moving around the building.</b></p> <p>Modified methods of</p>

Evaluating Progress and Reviewing			
Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>Regularly review and update the child's developmental records using the information gathered from the assessments on the child.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress. Child's views should <b>always</b> be sought as part of the review process.</p> <p>Review the information in the child's One Page Profile and update where necessary.</p> <p>In reviewing the progress that has been made, the child may continue to be supported by universal approaches. However, if little or no progress has been made at this level, then move on to Setting SEND Support.</p>	<p>Reviews of progress should take place every six weeks.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include progress across the EYFS. If progress not made – change the approach and review provision.</p> <p>Parents should always be involved in the review of the child's progress.</p> <p>Records of steps taken to meet the needs of the child should be kept and made available as needed.</p> <p>When reviewing the progress that has been made the child may:</p> <p>No longer need special educational provision and needs will be met from universal approaches.</p> <p>Continue to need special educational provision through a Setting SEND Support Plan as needs cannot be met from universal approaches.</p> <p>If child is not making progress they will need support through Specialist SEND Support approaches.</p> <p>Reviews of progress should take place every six weeks.</p>	<p>Reviews of progress should take place every six weeks.</p> <p>Reviews should feed into the assessment process and should be fully recorded. For some children very small steps of progress may be identified.</p> <p>Reviews should include progress in line with the identified outcomes. If progress is not made – change the approach, support and review provision.</p> <p>Parents should always be involved in the review of the child's progress.</p> <p>Records of steps taken to meet the needs of individual children should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the child.</p> <p>When reviewing the progress that has been made the child may:</p> <p>No longer need provision through a Specialist Support SEND Plan and needs will be met through a Setting SEND Support Plan or universal approaches.</p> <p>A child may continue to need provision through a Specialist SEND Support Plan as needs cannot be met through School SEND Support.</p>	<p>The majority of children with SEND will have their needs met within local mainstream early years settings however a small number of children may be offered a specialist nursery or reception/ place.</p> <p>EHC plan needs to be reviewed 6 months after final plan is issued and then annually after that time. The early years setting need to chair this meeting, invite case worker, health and educational professionals and parents.</p> <p>Parents should always be involved in the review of the child's progress.</p> <p>Records of steps taken to meet the needs of individual children should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the child.</p> <p>When reviewing the progress that has been made, the child may:</p> <p>No longer need provision through an Education, Health and Care Plan and agree that needs will be met through a Specialist SEND Support Plan.</p>

	<p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include progress across the EYFS. If progress not made – change the approach and review provision.</p> <p>Parents should always be involved in the review of the child’s progress.</p> <p>Records of steps taken to meet the needs of the child should be kept and made available as needed.</p> <p>Where appropriate reviews can involve professionals, if they have provided advice.</p> <p>When reviewing the progress that has been made the child may:</p> <p>No longer need special educational provision and needs will be met from universal approaches.</p> <p>Continue to need special educational provision through a Setting SEND Support Plan as needs cannot be met from universal approaches.</p> <p>If child is not making progress they will need support through Specialist SEND Support approaches.</p>	<p>If a child continues to make little or no progress toward their outcomes consider the need to request a statutory assessment.</p>	<p>Continue to need educational provision through an EHCP as needs cannot be met through a Specialist SEND Support Plan.</p>
--	---	--	--

**DRAFT – HEARING IMPAIRMENT PROFILE OF NEED**

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
-----------	----------------------	-------------------------	----------------------

A mild hearing loss (21 – 40dB). May also include some children with a moderate loss	Moderate hearing loss (41 – 70dB)	Severe hearing loss (71 – 95dB). May also include some children with a moderate loss.	Profound hearing loss, unaided excess of 95dB. May also include some children with a severe loss.
May use hearing aids and assistive listening devices (ALD). May require training in the use of any assistive technology and/or hearing aids.	Needs support to use learned skills independently  May use hearing aids and assistive listening devices. May require training in the use of any assistive technology and/or hearing aids.	Uses aids, technology and may use visual communication (BSL, SSE)  May require training in the use of any assistive technology and/or hearing aids.	Uses hearing aids or cochlear implants and ALD technology. May use visual communication. May also have complex learning difficulties or speech and language difficulties/delay associated with HI or as a result of additional needs. May require training in the use of any assistive technology and/or hearing aids.
Difficulties more noticeable when there is background noise. May have trouble hearing some speech sounds.	May have speech and language delay / gaps in vocabulary May need encouragement to engage/access social interactions	Access to speech is very limited and considerable differentiation and / or modification is needed in all subject areas	Unaided access to spoken language not possible.

## Assessment and Planning

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>All children require:</p> <p>Systems to be in place for staff to routinely seek information about children's hearing needs and concerns.</p> <p>Systems to be in place for staff to regularly seek the views of parents about their children's hearing needs.</p> <p>Appropriate arrangements for assessment of the setting and environment which are reviewed</p>	<p>In addition to Universal:</p> <p>The setting to seek to gather the child's views about their difficulties and the Setting SEND Support approaches to be put in place.</p> <p>The setting to raise and discuss concerns with the child's parents and involve them in planning these support approaches.</p> <p>Key person in consultation with the SENCO has established a clear understanding of the child's needs.</p>	<p>In addition to Setting SEND Support:</p> <p>Continued close home-setting links, so settings are aware of changes in circumstances that may impact on the child's hearing.</p> <p>Access to external services who may contribute via consultation or specialist assessment, which leads to a Specialist SEND Support Plan. Professionals may include speech and language therapist, occupational therapist, teacher of inclusive practice, the Surrey Outreach Service and</p>	<p>In addition to Specialist SEND Support:</p> <p>A few children have hearing loss needs that are more severe and cannot be met by universal or Specialist SEND Support approaches.</p>

<p>at least annually – in relation to noise levels.</p> <p>Whole staff awareness of the implications of hearing difficulties and knowledge of strategies that facilitate the inclusion of children with hearing impairment.</p> <p>Appropriate whole setting policies for supporting children with hearing difficulties.</p> <p>Health and safety policy and risk assessments procedures to be in place.</p> <p>There should be effective internal communication and liaison arrangements between staff.</p> <p>When child appears to have visual Difficulties, settings should suggest for parents to seek medical advice (e.g. G.P).</p>	<p>Consideration of individual child's development in comparison to peers and their response to previous interventions.</p> <p>Liaison and consultation with external professionals and support services, where appropriate.</p> <p>Close home-setting links, so setting is aware of changes in circumstances that may impact on the child's hearing needs.</p> <p>Assessment and observation by key person or SENCO indicates child's hearing difficulty affecting access to EYFS.</p> <p>Where there are suspicions of ongoing hearing difficulties settings should advise parents to seek any appropriate medical advice.</p> <p>Teacher of the Deaf or educational audiologist input may be to advise for additional audiological equipment (e.g. a radio aid).</p> <p>Continuous assessment and curriculum assessments may be supplemented by diagnostic tests.</p> <p>For some children a Specialist SEND Support Plan may be required. This will relate to long term outcomes and include short term targets. This</p>	<p>physiotherapists – in order to facilitate the inclusion of children hearing impairment. Social workers, community and charity groups involved with the child/young person may also contribute.</p> <p>SENCO and key persons may need to refer to external support services for example qualified Teacher of the Deaf, audiology, ENT and further specialist assessments and advice.</p> <p>Rigorous qualitative and quantitative measures should be used from which progress can be judged.</p> <p>Measures should also be made of the impact of the child's difficulty on their ability to access the EYFS</p> <p>Some children may require a statutory assessment of their special educational needs.</p>	
--	---	--	--

	<p>may involve a range of professionals including: Early Years SEND advisors, Advisory Teaching Service, Children and Young People's Service, Educational Psychology Service, Targeted Support Teams, Social Care Teams, a range of health professionals and other support groups.</p>		
<b>Intervention and Support</b>			
<b>Universal</b>	<b>Setting SEND Support</b>	<b>Specialist SEND Support</b>	<b>Statutory assessment</b>

<p>Be aware of background noise.</p> <p>Additional attention should be paid to Speech development, expressive language and interaction.</p> <p>Training and advice for setting from Qualified Teacher for Hearing Impairment (may also be referred to as Teacher of the Deaf/ ToD)</p> <p>In reviewing the progress that has been made, the child may continue to be supported by universal approaches. However, if little or no progress has been made at this level, then move on to Setting SEND Support.</p>	<p>May need support in small groups in addition to support in integrated classwork for language extension and re-enforcement.</p> <p>Will need access to good speech models auditory training and visual reinforcement May need some support to access learning and the curriculum.</p> <p>Setting to use resources from Speech and language therapy service such as the resource pack.</p> <p>Training and advice for setting from Qualified Teacher for HI / ToD. Recommendations to inform child' next steps.</p> <p>Specific strategies learnt from training should be implemented. Interventions need to be delivered regularly and consistently and should be clearly evidenced through record keeping.</p>	<p>May need individual or small group teaching in addition to support in integrated classwork for language extension and re-enforcement.</p> <p>Access to good speech models, auditory training and visual reinforcement.</p> <p>May need high level of support for learning and access to the curriculum.</p> <p>Speech and language therapy service, including advice or consultation with specialist HI SLT Training and advice for setting from Qualified Teacher for HI/ToD. Long term assessment and involvement from ATHI.</p> <p>Specific strategies learnt from training should frequently be implemented.</p> <p>Interventions need to be delivered regularly and consistently and should be clearly evidenced through record keeping.</p>	<p>Requires exceptional differentiation, together with individual or small group teaching in addition to support in integrated classwork for language extension and re-enforcement.</p> <p>Access to good speech models, auditory training and visual reinforcement. May be reliant on signed communication.</p> <p>Will need high and constant level of support for learning and access to the curriculum.</p> <p>Speech and language therapy service, including advice or consultation with specialist HI SLT Training, assessment, advice and direct input for setting from Qualified Teacher for HI / ToD</p> <p>Specific strategies learnt from training should consistently be implemented.</p>
--	---	--	---

<b>Evaluating Progress and Reviewing</b>			
<b>Universal</b>	<b>Setting SEND Support</b>	<b>Specialist SEND Support</b>	<b>Statutory assessment</b>

<p>All children's progress must be monitored through regular reviews in consultation with their parents/carers. Through the use of EYFS monitoring tools and summative assessments which inform any next steps.</p>	<p>Reviews of progress should take place every six weeks. Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include progress across the EYFS. If progress not made – change the approach and review provision.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress.</p> <p>Children's views should <b>always</b> be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual children should be kept and made available as needed.</p> <p>Where appropriate reviews can involve professionals if they have provided advice.</p> <p>When reviewing the progress that has been made the child may: No longer need special educational provision and needs will be met from universal approaches. Continue to need special educational provision through a School SEND Support Plan as needs cannot be met from universal approaches. Needs support through Specialist</p>	<p>Reviews of progress should take place every six weeks.</p> <p>Reviews should feed into the assessment process and should be fully recorded. For some children very small steps of progress may be identified. Reviews should include progress across the EYFS. If progress not made – change the approach and review provision.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress.</p> <p>Children's views should <b>always</b> be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual children should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the child.</p> <p>When reviewing the progress that has been made the child may:  No longer need provision through a Specialist Support SEND Plan and needs will be met through a School SEND Support Plan or universal approaches.  Continue to need provision through a</p>	<p>Review through the annual review of the Education, health and Care Plan.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress.</p> <p>Children's views should <b>always</b> be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual children should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the child/young person.</p> <p>When reviewing the progress that has been made, the child / young person may:</p> <p>No longer need provision through an Education, Health and Care Plan and agree that needs will be met through a Specialist SEND Support Plan.</p> <p>Continue to need educational provision through an EHCP as needs cannot be met through a Specialist SEND Support Plan.</p>
---	--	--	--



	SEND Support approaches.	Specialist SEND Support Plan as needs cannot be met through School SEND Support.  Need a referral for a statutory assessment	
--	--------------------------	--	--

### VISUAL IMPAIRMENT PROFILE OF NEED

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
Functional visual impairment and / or field loss which impedes visual access to the EYFS and environment.	Functional visual impairment and / or field loss which impedes visual access to the EYFS and environment.	Functional visual impairment and / or field loss which impedes visual access to the EYFS and environment.	Functional visual impairment and / or profound field loss which impedes visual access to the EYFS and environment.
Vision is not brought to within what is considered the normal range (6/6 to 6/12) when using both eyes together and wearing glasses, contact lenses or following surgery.	Vision is not brought to within what is considered the normal range (6/6 to 6/12) when using both eyes together and wearing glasses, contact lenses or following surgery.  Meets one of the criteria for registration as sight impaired / partially sighted if visual acuity is measured at 6/18 or even better if a large part of the field of vision or peripheral vision is missing. Or at a minimum of 6/24 with a moderate reduction of field of vision or with central vision that is clouded or blurry.	Vision is not brought to within what is considered the normal range (6/6 to 6/12) when using both eyes together and wearing glasses, contact lenses or following surgery.  Meets one of the criteria for registration as sight impaired / partially sighted if visual acuity is measured at between 3/60 to 6/60 with a full field of vision.	Vision is not brought to within what is considered the normal range (6/6 to 6/12) when using both eyes together and wearing glasses, contact lenses or following surgery.  Meets one of the criteria for registration as severely sight impaired / blind if visual acuity is measured at between 3/60 and 6/60 with a severe restriction of field of vision; or 6/60 and above with a considerable reduced field of vision.
Children are experiencing some difficulty seeing resources. May tire easily in visual tasks, Glare and bright light cause difficulty with child's vision. Child bumps into obstacles or trips over steps. Child unable to name/match colours	May have a distinct head position when concentrating on using their vision. Has difficulty with fine motor skills/hand eye co-ordination. May experience difficulties with friendships.	Increasing difficulty with fine motor skills/hand eye co-ordination. May experience difficulty with social interaction.	May be registered educationally blind.  May experience difficulty with social interaction due to missed incidental learning.  Complex learning difficulties other than that as a result of VI.

Child may require differentiation within the environment and activities.	Child may require some adjustments to be made to provision and/or activities. For example, visually presented information may need to be enlarged.	Child may require frequent adjustments to be made to provision and/or activities as recommend by other professionals.	Child may require consistent adjustments to be made to provision as recommend by other professionals.

## Assessment and Planning

Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment
<p>All children require:</p> <p>Processes to be in place for staff to routinely seek information about children's visual needs/concerns.</p> <p>Processes to be in place for staff to regularly seek the views of parents about their children's visual needs.</p> <p>Planned opportunities to ensure that setting is physically accessible to children with a visual impairment.</p> <p>Whole setting awareness of the implications of visual difficulties and knowledge of strategies to support the inclusion of children.</p> <p>Appropriate setting policies to be in place for supporting children with visual difficulties.</p> <p>Health and safety policies and risk assessment procedures to be in place and appropriate risk</p>	<p>*****In addition to universal assessment and planning approaches, some children will require:</p> <p>The setting to gather the child's views about their difficulties and the SEND Support approaches to be put in place, using for example the One Page Profile.</p> <p>The setting to raise and discuss concerns with the child's parents and involve them in planning support approaches.</p> <p>Class teacher in consultation with the SENCO has established a clear analysis of the child's needs.</p> <p>Consideration of individual child's development in comparison to peers and their response to previous interventions.</p> <p>Liaison and consultation with external professionals and support services, where appropriate.</p> <p>Close home-school links, so school are</p>	<p>In addition to universal and School SEND Support approaches a few children will also require specialist SEND Support:</p> <p>Continued close home-school links, so school are aware of changes in circumstances that may impact on the child's vision.</p> <p>Rigorous qualitative and quantitative measures should be used as a baseline from which progress can be judged.</p> <p>Measures should also be made of the impact of the child's difficulties on their ability to access the curriculum.</p> <p>Access to external services who may contribute via consultation or specialist assessment, which leads to a Specialist SEND Support Plan.</p> <p>Professionals may include speech and language therapist, occupational therapist, teacher of inclusive practice, the Surrey Outreach Service and physiotherapists –</p>	<p>A few children needs that are more severe and cannot be met by universal, School SEND Support or Specialist SEND Support approaches.</p>

<p>assessments completed.</p> <p>There should be effective internal communication and liaison arrangements between staff.</p> <p>When child appears to have visual Difficulties, settings should suggest for parents to seek medical advice (e.g. G.P).</p>	<p>aware of changes in circumstances that may impact on the child's visual needs.</p> <p>Assessment and observation by subject/class teacher or SENCO indicates child's visual difficulties affecting curriculum access as indicated by attainment below expected level/ability to engage in school activities.</p> <p>Where there are suspicions of ongoing visual difficulties, schools should advise parents to seek any appropriate medical advice.</p> <p>Careful monitoring of visual access to the curriculum.</p> <p>Assessment of functional vision by Advisory Teacher for Children with Visual Impairment.</p> <p>Continuous assessment and curriculum assessments may be supplemented by diagnostic tests.</p> <p>For some children a Specialist SEND Support Plan may be required. This may involve a range of professionals including: Advisory Teaching Service, Children and Young People's Service, Educational Psychology Service, Targeted Support Teams, Social Care Teams, a range of health professionals and other support groups.</p>	<p>in order to facilitate the inclusion of children with visual impairment.</p> <p>Social workers, community and charity groups involved with the child/young person may also contribute.</p> <p>SENCO and teaching staff may need to refer to external support services for example Teacher of the Visually Impaired, and Ophthalmology for further specialist assessments and advice.</p> <p>A few children may require a statutory assessment of their special educational needs which may lead to an Education, Health and Care Plan.</p>	
<b>Intervention and Support</b>			
Universal	Setting SEND Support	Specialist SEND Support	Statutory assessment

Equipment and resources as recommended by Sensory Support Team or ophthalmologist	Some support to access the curriculum. May require training in the use of any assistive technology and/or low vision aids.	High level of support required to access the curriculum. May require training in the use of any assistive technology and/or low vision aids.	Constant level of support required to access the curriculum. Will require training in the use of assistive technology and where applicable low vision aids.
Enlarged copies of texts	Preparation of additional curriculum materials	Preparation of additional curriculum materials	Preparation of additional curriculum materials
		Pre and post teaching / tutoring	Generalisation of objects and development of concepts will require direct input. Pre and post teaching / tutoring of key vocabulary.
Appropriate seating arrangements	Appropriate seating arrangements	Appropriate seating arrangements	Appropriate seating arrangements
May need mobility training for orientation and independent travel within school from / directed by a qualified paediatric habilitation officer.	Likely to need mobility training for orientation and independent travel within school from / directed by a qualified paediatric habilitation officer. Also, may need independent living skills training.	Will need mobility training including long cane skills from / directed by a qualified paediatric habilitation officer. Also, will need independent living skills training.	Will need mobility training including long cane skills from / directed by a qualified paediatric habilitation officer. Also, will need independent living skills training.
Training and advice for setting from Qualified Teacher for VI	Training and advice for setting from Qualified Teacher for VI. Input into assessment.	Training and advice for setting from Qualified Teacher for VI. Long term assessment and involvement from ATVI.	Training, assessment, advice and direct input for setting from Qualified Teacher for VI.
	A cycle of intervention should always last a minimum of two terms and where needed to be extended.  A cycle of intervention will need to be delivered regularly and consistently and should be clearly evidenced through record keeping.	A cycle of intervention should always last a minimum of two terms and where needed to be extended.  A cycle of intervention will need to be delivered regularly and consistently and should be clearly evidenced through record keeping.	
<b>Evaluating Progress and Reviewing</b>			
<b>Universal</b>	<b>Setting SEND Support</b>	<b>Specialist SEND Support</b>	<b>Statutory assessment</b>
All children's and young people's progress must be	Reviews of progress should take place at least termly.	Reviews of progress should take place at least termly.	Review through the annual review of the Education, health and Care Plan.

<p>monitored through regular reviews in consultation with themselves and their parents/carers. Through school reports, termly assessments with available data through the school tracking system with analysis of learning and progress to inform next steps.</p> <p>In reviewing the progress that has been made, the child may continue to be supported by universal approaches. However, if little or no progress has been made at this level, then move on to Setting SEND Support.</p>	<p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed, or targets reduced.</p> <p>Parents should <b>always</b> be involved in the review of the child's/young person's progress.</p> <p>Children's /young person's views should <b>always</b> be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual children should be kept and made available as needed.</p> <p>Where appropriate reviews can involve professionals if they have provided advice.</p> <p>When reviewing the progress that has been made the child may: No longer need special educational provision and needs will be met from universal approaches. Continue to need special educational provision through a School SEND Support Plan as needs cannot be met from universal approaches.</p>	<p>Reviews should feed into the assessment process and should be fully recorded. For some children/young people, very small steps of progress may be identified.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed, or targets reduced.</p> <p>Parents should <b>always</b> be involved in the review of the child's progress.</p> <p>Children's views should <b>always</b> be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual children should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the child.</p> <p>When reviewing the progress that has been made the child may: No longer need provision through a Specialist Support SEND Plan and needs will be met through a School SEND Support Plan or universal approaches.</p> <p>Continue to need provision through a</p>	<p>Parents should <b>always</b> be involved in the review of the child's progress.</p> <p>Children's views should <b>always</b> be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual children should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the child/young person.</p> <p>When reviewing the progress that has been made, the child /young person may: No longer need provision through an Education, Health and Care Plan and agree that needs will be met through a Specialist SEND Support Plan.</p> <p>Continue to need educational provision through an EHCP as needs cannot be met through a Specialist SEND Support Plan.</p>
---	--	---	--

	Needs support through Specialist SEND Support approaches.	Specialist SEND Support Plan as needs cannot be met through School SEND Support. Need special educational provision and referral for a statutory assessment.	
--	---	---	--

### Glossary of Terms

CFHS:	Children and Family Health Surrey
C of P:	Code of Practice
COIN:	Communication and Interaction Needs
DAF:	Disability Access fund (For 3 to 4 year olds)
DF:	Discretionary Funding
EAL:	English as an additional language
EHA:	Early Help Assessment
EHCP:	Education and Health Care Plan
ES	Early Support
EYP/T	Early Years Professional/Teacher
FEET	Funded Early Entitlement for Two Year Olds
GRT	Gypsy, Roman, Traveller
ISP	Individual Support Plan
MLD	Moderate learning Difficulties

MSI	Multi-Sensory Impairment
OT	Occupational Therapist
PMLD	Profound and multiple learning difficulties
PSS	Physical and Sensory Support
REMA	Racial, Equality and Minority Achievement team
SLT	Speech and Language Therapy
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SEMH	Social, Emotional and Mental Health
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties
TA	Teaching Assistant

**The following links can guide you through relevant processes:**

Surrey Local Offer – Includes SEND paperwork, Information on funding, EHCP and resources – [Surrey local offer – online hub for 0-25 year olds with special educational needs or a disability](#)

Right Provision at the Right Time - [Right Provision at the Right Time](#)

Early Help for Professionals working with children and families - [Early Help](#)

Early Support – [Service for young children with disabilities.](#)

One Stop portal for Health referrals - <https://sabpsecure.simplifyhealth.co.uk/>

Speech and Language and Occupational therapy resource packs - <http://www.surreychildrenstherapies.co.uk/resources/schools/>

SEND Code of Practice - [SEND code of practice: 0 to 25 - Publications - GOV.UK](#)

Inclusion development Programme - <http://www.idponline.org.uk/eyautism/launch.html>

The statutory framework for the Early Years Foundation Stage 2016 -<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The development matters for the Early Years Foundation Stage 2012 - <https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Outcomes for children - [https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early\\_Years\\_Outcomes.pdf](https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf)

What to expect, when - <https://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide/>