Early Years SEN Support Flowchart

**Stage 1:** Manager/SENCO identifies assessment of need in relation to a child attending their setting.

- **Senco** completes an Early Years SEN targeted support forward planning record of discussion, Baseline assessment, EYFS Tracker or assessment of need with parents. SENCO accesses support through universal SEND Drop-in clinic.

**Stage 2:** Recognised need for Targeted SEN Support identified at SEND Drop in clinic. Manager/SENCO completes an Early Years SEN Targeted Support Request for Service Involvement and demonstrates the areas where support/intervention is required and the outcomes expected. i.e. Advice on practice/strategies, training/co-delivery on a specific issue, facilitation of a meeting, role modelling, shadowing and assessment and observation.

- Referrer contacted and signposted to alternative universal services; for example; SEND Drop in Clinics, training session or identifies further training need.

**Stage 3:** EY Parenting & Families Worker facilitates a 2 hour targeted support visit to the setting. Visit used to identify a SMART action plan and ascertain targeted support this includes role modelling, observing, advising on practice/strategies, coaching/mentoring, training, on specific issue e.g. attend setting staff meeting, co-delivery on specific. Evaluation and detailed chronology retained detailing SMART outcomes, impact measures and progress throughout the process of intervention.

**Stage 4:** EY Parenting & Families Worker agree with Childcare setting future actions, i.e. referral to Educational Psychologist if further assessment/intervention is required, referral to SALT, Health professional, further bespoke training. Evaluation of intervention completed comprising of chronology of visits (child log), record of meetings maintained throughout the process which contributes to individual case studies, results of the intervention will reflect measurable outcomes.
**Specialist Support:** Need identified for additional funding, resources/equipment. Manager/SENCO completes an Early Years SEN Targeted Support Request for Additional Funding/Resources and provides a holistic assessment of the child’s special educational needs and/or disability that identifies strengths, gaps and barriers to learning to include levels of functioning and attainment and demonstrate the areas where support/intervention is required and the outcomes expected i.e. Evidence of Baseline Assessment on entry and ongoing assessment of need.

Parenting & Families Worker/Portage/Educational Psychologist presents the completed Early Years SEN Targeted Support Request for Additional Funding/Resources to the Early Years SEN Nursery & Pre School Panel.

- **Additional funding for resources/equipment** agreed by the Early Years SEN Nursery & Pre School Panel
- **Additional funding for resources/equipment** declined by the Early Years SEN Nursery & Pre School Panel

EY setting to continue with Access Plan Do, Review cycles and access universal support through SEND Drop in Clinics & SEND training sessions. Universal support is also accessible through SENCO Training & Networks, Parenting Clinics, Outreach support and Health services.

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- Settings to complete an Early Years SEN Targeted Support Additional Funding Review in partnership with parent/carer and other professionals/agencies working/in involved with the child

It is expected that the additional support a provider receives from the Early Years Parenting and Families Team is a CPD opportunity that must be embedded in practice. There is an expectancy that the provider is empowered, their knowledge and understanding is developed and strategies are devised and implemented. Developed practice must be disseminated to the staff team in order to support and enhance future policy, procedures and practice.

**There is an expectation that the support received enables the provider to develop their policy in order that they have strategies and plans in place to support future practice.**