

Reading Borough Council Early Years Special Educational Needs Coordinator (SENCO) Guidance and toolkit.

This guidance is to support Early Years SENCOs with supporting their children, and ensuring that they are supporting inclusive practice in line with the SEND Code of Practice (2014) and the Equality Act (2010).

What's included in this guidance?

- Special Educational Needs and the legislation
- Your SEN Policy
- The Local Offer.
- Role of the SENCO
- 30 Hours and Supporting Children with SEND.
- Working with parents
- The graduated Approach
- Early Identification
- SEND Support Planning (Individual Education Plans)
- Strategies to support.
- Additional Funding Support
- Transitions to new settings and/or school.



Special Educational Needs and the Legislation

Special Educational Needs and Disabilities Definitions from the Equality Act 2010 and SEND Code of Practice 2014:

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

A disability under the Equality Act is defined as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. For schools and services this means;

- They must not discriminate and they must make reasonable adjustments for disabled children and young people.
- Public bodies are also under wider duties to promote equality of opportunity.
- The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer.
- Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Fundamental principles for inclusion for children with SEND

- All Children have the right to an education that enables them to make progress.
- All children with SEND should have their needs met.
- We must have regard to the view of the child and parent/carer wishes.
- We must be supporting the child to prepare for adulthood.
- We must not discriminate against users of service including those with SEND.

What does this mean for Early Years Providers in Practice?

- Everything you do must not be discriminatory in practice.
- You cannot refuse to provide a service or a lower standard of service to a child with disabilities (e.g. cannot refuse to increase to 30 hours to a child with SEND).
- You must make “reasonable adjustments” for children with disabilities.
- You must have a Special Educational Needs and Disability Policy which should be reviewed and updated regularly.
- You should know where your children are in their development and recognise early signs of SEN.
- Ensure decisions are informed with the insights of children and their parents.
- Review the provision that you have available for children with SEN.
- Have high aspirations and targets that are ambitious for those children.
- Promote positive outcomes for the children.

Your setting's policy for Special Educational Needs and Disability.

All Early Years settings must have a policy for Special Educational Needs which should be reviewed and updated regularly. You must demonstrate a commitment to inclusion and the entitlement of all children to the whole curriculum.

Your policy should include the name of your current SENCO and when they attended SENCO training.

Your policy should cover:

- Your setting's philosophy, values and aims regarding SEND.
- The role of the SENCO including the named SENCO and their experience/qualifications.
- Admission arrangements for children with SEND.
- How children with SEND will be identified and assessed within your setting including the graduated approach.
- What provision and support the setting will make for children with SEND.
- How the progress of children with SEN will be recorded and monitored.
- How the setting will work with parents and involve parents.
- The setting's policy for initiating an early help assessment.
- Staff training in SEND issues.
- Transfer arrangements for children with SEND.
- Monitoring arrangements of the policy, including how and when the policy is reviewed.

The Local Offer

What is the Local Offer?

The Local Offer is an online resource that brings together information about Education, Health and Care services for children with Special Educational Needs and Disabilities aged 0 to 25.

What does this mean for early years providers?

Early Years Providers will need to work with the Local Authority to provide information about how their settings support children with SEND to be published within the Local Offer. They should also review this submission annually to ensure their local offer is up to date.

What information should I provide?

You should provide information about admission arrangements, how you support children with additional needs, what experience you already have and training that staff have regarding supporting children with SEND.

How do I submit to the Local Offer?

Early Years providers submit via the online Reading Services Guide and there is a template provided to support this process through the Family Information Service.

Free 30 Hours Childcare for Children with SEND.

In September 2017, the government has committed to increasing the hours of free childcare for working parents of three and four year olds.

What does this mean for children with SEND that we are supporting?

Children with SEND whose parents are entitled to the increase of free childcare are equally entitled to increase their hours in line with this. Under the Equality Act 2010 we cannot discriminate based on SEND. This means that if you have a child with Special Educational Needs you cannot refuse to increase hours/accept a child because of their SEND needs.

Plan to increase hours and additional funding.

You must have a plan in place to increase children's hours to enable them to access their full entitlement and this may include further staff training, applying for additional funding, making reasonable adjustments or arranging suitable shared provision with another setting and/or a child minder. This plan should not take too long, and you may steadily increase the child's hours over a few weeks until they are receiving their full entitlement.

There are two additional funding streams that have been put in place to support the increase in free childcare; Disability Access Funding and Inclusion Funding for 3 and 4 year olds. Further information is detailed within the funding section of this guidance document.

The role of the SENCO

Responsibilities

The keyworker still remains the main person responsible for the day to day tasks with the child.

Supporting children with SEND is the responsibility of ALL practitioners in the setting.

- Is it your job to co-ordinate support for children with SEND.
- You must be aware of the legal requirements for children with SEND.
- You must ensure that you are liaising with parents and other professionals for children with additional needs.
- Your role is to ensure there is high quality practice regarding meeting the needs of all children.
- You must ensure relevant information about a child with SEND is collated and recorded appropriately.
- This means ensuring that SEND Support Plans (IEPS) are in place and being reviewed.
- You need to be seen to be working with all members of the staff team to ensure they are aware of the child's needs and strategies to support the child.
- Ensuring parents are ALWAYS consulted in decisions and outcomes for their children.
- You can apply for additional support/funding when appropriate.
- It is your job to ensure that your setting has appropriate arrangements in place to support children with SEND.

SENCO organisation

Organisation is your best friend:

- Make sure that you have a secure method of recording and filing children's details.
- A suggestion is to have a section in the main file for that child related to the support that the child is receiving for their SEN needs (as all staff need to be aware of this)
- But have your own files for SEND which include further information e.g. medical reports, referrals, SEN Support Reviews.
- Ensure you have a list of up to date professional contacts and keep this updated.
- It is advised that you have regular planned time in the office to complete relevant paperwork.
- Build relationships with local school SENCO's to ensure smooth transition.
- Link with other setting SENCOs to support each other and attend SENCO networking sessions to gain and share knowledge.
- Be aware of national organisations and local organisations that can provide support.
- Ensure you have a copy of the Equality Act, Code of Practice and EYFS easy to hand.

Partnership with Parents

- Provide a consistent approach for the child
- Respect for the parents, their beliefs and wishes for their child.
- Empowering parents and giving them confidence
- Sharing skills, resources and support with the parent to use at home.
- Can use a variety of ways to keep parents informed.
- Ensure we start with informal conversations about child's development so that if we then need to formally start SEN process, it is not a huge shock to parents.
- Listen to their views and concerns
- Involve parents in every step of the process.
- Choose a suitable time and place to discuss concerns (Not in front of children or other parents)
- Ensure you are not going to be interrupted.
- The SENCo and Keyworker are enough members of staff to be involved initially with parent conversations and meetings.
- Have observations and relevant paperwork ready to support your concerns.
- Allow time for parents to ask questions.

Remember: Signpost parents and carers to the Local Offer as it will have information about local and national parent support groups available.

The Graduated Approach



When we identify a child has requiring additional provision because of their special educational needs, we need to follow the Graduated Approach as detailed in the SEND Code of Practice which includes an Assess; Plan; Do and Review continuous cycle.

Remember: Each Step of the Graduated Approach Process should be completed in partnership with parents.

Early Identification

A: Child has an identified SEND need before starting at your setting.

- Parents may already have professional involvement and reports. Request permission to view these so that you can have the knowledge of their SEND needs to support the child and put strategies in place to support the child.
- Plan for any additional support required to transition the child into the setting including the requirement for changing the layout/access, purchasing special equipment or employing staff as required.
- Combine all information to ensure that the child has an appropriate SEN Support plan to enable them to access the setting and curriculum.

B: Child will emerge has having SEND whilst attending the setting:

- Ensure you have applied appropriate support within the EYFS framework and if you are still concerned about a child's progress, discuss with parents.
- Agree a SEND Support Plan/Individual Education Plan with outcomes to work towards with targeted provision for the child.
- If required seek parental permission to obtain further advice and support from external services.
- Continue to work with parents and ensure both are able to put strategies in place to support the child in making progress.
- Review this plan of support regularly to monitor progress, and change the provision if required.
- If little or no progress is being made, the next steps would be to apply for additional funding or an EHCP needs assessment.

Areas of Concern within Early Identification

Please note this is not an exhaustive list and is only guidance and must not be used as a checklist.

Physical/Motor Difficulties

- Difficulty in coordinating hands and feet
- Balance problems
- Limited gross motor skills
- Limited fine motor skills
- no awareness of toileting needs
- sleeping difficulties
- eating difficulties (Taste/textures)

Sensory difficulties

- Over sensitive to noises/touch.
- Seeking sensory behaviors
- Spinning/rocking
- Fidgeting
- Excessive smelling objects
- Chewing/mouthing on objects.

Emotional/Social Difficulties

- Has difficulties playing with other children in an appropriate way for their expected level of development.
- Unable to share or take turns.
- Difficulties remaining on task with adult support.
- Difficulty moving from one task to another.
- Struggles to cope with unfamiliar or new situations.
- Unable to accept unexpected changes.
- Struggles to make choices.
- Repetitive play.
- Behavior causes disruptions.
- Dependent on adult support.
- Limited conversational skills

Speech and Language Difficulties

- Minimal talk
- Unable to communicate via gestures
- Echoes/imitates words
- Delays or unclear speech
- Difficulty understanding instructions
- Unable to express themselves
- Laughing loudly or for too long.
- Babbles
- Makes in appropriate noises
- Ritualistic/obsessive behaviors
- Poor conversational skills
- Repetitive language
- Conversations based on only own interest
- Unable to adapt to social context

Hearing Difficulties

- Excessive concentration on adult body language and facial expressions.
- May occasionally not follow instructions or follow them incorrectly.
- Unable to respond to name being called especially if person calling is not in front of them.
- May watch other children to see what the instructions are.
- Needing visual support for daily routines.
- Behavioural concerns and frustration without a clear cause.
- Talking loudly, delayed speech and changes in voice tone.
- Lower level skills that require listening skills.
- Discharge in ears.
- Appearing in world of their own.

Visual Difficulties

- Looking closely at books and objects.
- Sitting at the front for story time/television/group time.
- Falling over objects/walking into objects.
- Lack of confidence when moving around the room.
- Unable to focus on objects.
- Unable to track objects.
- Poor hand eye coordination.
- Unusual visual movements e.g. random eye movements.
- Holding head in an unusual posture.
- Rubbing or poking eyes.

Learning Difficulties

- Levels of development that noticeably behind peer group.
- Difficulty in acquiring and retaining skills.
- Difficulty dealing with abstract ideas.
- Unable to generalize concepts from experiences.
- Making little progress despite high quality early years education.

SEND Support Plans/Individual Education Plan

There is no set way of creating these, and these are individual to the unique child and the setting.

The Plan should include:

- Information about the child's strengths and Special Educational Needs.
- Targets/Outcomes specifically created for the child's progress.
- Strategies and specific provision that will be used to support these outcomes.
- When the plan will be reviewed.
- Review of the plan following implementation.

There is a template available in the appendix; however this is not a requirement to use this template. You can create your own template that suits the needs of your setting and child you are supporting.

Top tips for effective IEPs/SEN Support Plans.

- Write them with the parent/carers, keyperson and the SENCo.
- Write a maximum of 2 or 3 targets based on the primary concerns.
- The targets should be written as positive outcomes and be SMART.
- Ensure that you have a strong and accurate assessment of the child's current level of development to build on.
- Use the child's strengths to build targets.
- Ensure that it is clear what success will look like for the target.
- Ensure you set a reasonable time limit to implement the support and to review this.
- Ensure the strategies/support that is being put in place is clear so that staff working with children are aware of what support needs to be done.
- This is a working document and therefore will continue to be used whilst necessary.
- Must be kept confidential and only shared where appropriate.
- Ensure the document is jargon free so that parents/carers can understand it.
- Ensure that you book a review date.
- Include parent views within the IEP and reviews.
- Use the strategies/support to support planning of activities within the room/for the child.
- Try to include time to observe the child and monitor progress being made.
- Extend the target if necessary, e.g. child achieves the target.
- Make sure the support is realistic for what you can do within your setting.
- Share resources/activities with parents to reinforce learning at home.
- If you can, involve the children, or capture the child's voice for reviews.

- Strategies

General strategies to support developmental delays

- Activities should suit the child's developmental age (differentiating EYFS curriculum).
- Provide activities that stimulate all the child's senses.
- Say the child's name before you speak to them.
- Give the child time to understand and respond.
- Break down activities into small steps.
- Sit opposite the child/come down to the child's level.
- Use the child's interest to engage them with positive activities
-

Visual Prompts

- Use 3d objects
- Use photographs of actual things that are familiar and important to the child.
- Makaton Signs/Symbols
- Introduce visual prompts gradually; one at a time.
- Visual Timetable to help with transitions.

Small Steps Approaches

- Look at each skill needed to complete a task and focus on teaching the easiest skills first.
- Build up the skills that the child can do.
- Adult can support completing the tasks.
- Skills do not need to be taught in order of how they happen in the task.
- You may need to do the task yourself to work out how to break down the skills.

Verbal Prompts

- Simple verbal instructions (too many in one time will confuse the child).
- Allow time for the child to process and respond to the information.
- If using Makaton signs/symbols all staff in the setting should be encourage to used it.

Modelling

- Demonstrate the activity/behavior you want the child to learn and let the child imitate you.

Physical Prompts

- Exaggerated gestures and body language.
- Makaton Signs and Symbols
- Manual guidance where it is too difficult.
- Initially lots of support then gradually reduce this support.

Supporting children with Speech, Language and Communication Delays.

It is important to liaise with a speech and language therapist and if a programme of strategies is recommended, implement these into the child's SEN Support Plan.

- Ensure everyone knows any special way that the child communicates.
- Model actions/behavior and language for the child.
- Use visual resources to support your communication with the child.

Turn taking

- Any game the child is interested in can be used, adult turn, child turn.
- Blowing bubbles, throwing games, pushing cars along, pouring pretend tea into cups.
- Picture Lotto games or placing pieces into a puzzle.
- Do this with adult first and then introduce another child.
- Praise good turn taking when this happens.

Attention Control

- Building towers and counting numbers.
- Use sand timers or music. Child finishes activity when sand timer or music finishes.
- Young children can only concentrate for short periods of time – do not expect too much!
- Plan activities that are interesting and multi-sensory for the child.
- Stop and sign "finish" so the child knows when the activity is done.

Listening

- Say child's name to get their attention.
- Speak clearly and slowly.
- Simplify your language.
- Use gestures and body language
- Reduce background noise where possible.
- Play listening games.

Talking

- Comment on child's actions.
- Do not always expect a response.
- Avoid asking too many questions.
- Support and extend by adding a word to what the child has said.

Vocabulary

- Use real objects to support learning new words.
- Use relevant vocabulary not abstract.
- Provide concrete objects when introducing new words.

Expressive language

- Provide activities to extend language and allow for discussion
- Let child talk through what they are doing
- Use sequencing cards
- Use props for story time.

Supporting children with Behavioural, Emotional and Social Difficulties

- It takes time and patience to change behavior.
- Behavior management is a whole team approach
- Training is available for Therapeutic Thinking for Behaviour in Early Years via the SLA.
- Some behavior may be developmentally “normal” for that age e.g. biting at 2 years of age.
- Use the behavior triggers tool as observations to identify triggers that can then be supported/prevented.
- Behavior is a form of communication, and therefore may be due to other areas of need results in the behavior e.g. speech and language delay, sensory processing difficulties.
- Deal with the behavior at the time it happens, then draw a line and move on.
- Negative expectations result in negative behavior.
- Ensure there is somewhere in your setting those children can go to calm down.
- Be consistent across the staff team in your message.
- Role model what is good behavior. How do children know if they have not ever been shown?
- Ensure the child is supported to come back into the main group/setting. Do not isolate a child all day because of their behavior.
- Be positive where possible, praise the child for good behavior as much as possible.
- Ensure you inform parents in a sensitive manner at an appropriate time and place.
- Boredom = behavior. Ensure the activities and experiences you provide are stimulating and challenging for the children.

Giving Instructions

- Ensure the rules are simple and clear
- Instructions must be short and precise.
- Ensure you are at the child's level and facing the child when giving instructions.
- Keep background noise to a minimum where possible.



Make sure tasks are achievable and/or challenging for child's developmental level.

- Break down tasks into smaller parts.
- Give children lots of time and attention and plan activities/experiences that will challenge the children appropriately.
- Choose an aspect of behaviour which you are most likely to see a positive change in and work on this.

Managing Negative Behaviour

- Deal with negative behaviour at the time, and stay calm yourself.

- use non-verbal language as well as expressive language.

“Sign the word Stop and Say the word Stop”

Avoid using the word “no” as this is often overused.

- ensure you are still supporting the well behaved children.

Remember children have off days like we do as adults.

Say what you want the child to do, now what you don't want them to do.

e.g. “David please walk inside” rather than “David Don't run”.

Positive Message

- Use praise.
 - Name what the child is being good at - good sitting, good listening, good waiting etc
 - Make your own behaviour more positive
 - Make encouragement part of your natural communication with children
 - Develop the habit of catching children 'being good'. Notice children who are displaying the behaviour you would like and commend this behaviour. Other children will notice this.
 - Resist being negative when you think you are being positive
- e.g. 'Why can't you always be like this?'

Supporting children with sensory processing difficulties

Children who have sensory processing difficulties may have difficulty in figuring out what is happening inside and outside of their bodies.

There are a variety of symptoms of sensory processing difficulties and these may include being over sensitive to touch; noises; smells and other people. Children may have difficulty dressing and eating, as well as toilet training. They may have weak poor motor skills, need to be in constant movement, not understand personal space and they may have frequent or long temper tantrums that appear to have no cause/trigger.

Berkshire Health has created an Early Years Toolkit which includes Sensory Processing difficulties and ways that you can help children with these which can be found here:

https://www.berkshirehealthcare.nhs.uk/media/168255/bh_cypittoolkit_sensoryprocessing_pr1.pdf

Supporting children with Physical difficulties

- Throwing, rolling, catching a ball/bean bag activities
- Using bubbles to encourage children to reach and pop bubbles
- Using indoor and outdoor equipment e.g. tunnels, slopes etc.
- Pushing and pulling activities.
- Crawling and tumbling games.
- Stop and starting games.
- Music, movement and dance activities.
- Gaining independence with role play activity e.g. putting coat on
- Activities to develop hand/eye coordination
- Messy trays with items for child to pick up using their fine motor grips. (Can you find the.... Activity).
- Rhymes that use our hands or bodies.
- Using scissors to cut different shapes and textures including playdough.
- Variety of textures and materials for creative arts.
- Malleable materials e.g. playdough, slime, sand, corn-flour.

Equipment to help children move about - checks!

- Is the floor layout practical for ease of movement?
- Is there enough room for child to move, turn around etc.?
- Are the pathways clear?
- Has the toilet being adapted?
- Are the tables the right height for children's equipment to fit under?

Breaking down tasks? Differentiating curriculum?

What does this mean for you?

This means that you need to adapt the task so that it suits the developmental needs of the child, and is working towards their next steps for *their* development.

How can I do this with activities in EYFS?

- You can vary the materials or resources on an activity
 - small buttons on a shirt to Large buttons
 - large bricks instead of small bricks for a tower building activity
 - thin pencils rather than thick crayons.
- Reduce the cognitive selection of an activity

e.g. for a child learning how to make choices, keep it simple first

- find a colour, use all blue bricks and ask to choose a blue brick
- then have 3 blue bricks and 1 red brick – ask for a blue brick
- then have 2 blue bricks and 2 red bricks – ask for a blue brick.

Additional Funding Support

Disability Access Funding (DAF):

This is for children who are in receipt of Disability Living Allowance. As a setting you can apply with parent permission for the DAF and the provider will receive £615 per child per year. This can be used to purchase equipment or make changes to the setting to ensure that it improves access and inclusion for the child. Only one setting can apply for the Disability Access Funding and therefore if a child attends two settings, the parents can agree which setting they would like to apply.

Early Years Inclusion Funding:

This is additional funding for children who have emerging SEN needs and require additional resources/provision to help meet their needs. This can be used for resources, staff training, additional support, specific programmes and specific interventions.

Application is made via the exceptional needs funding form which can be found on the Reading Services Guide followed by attendance at the cluster panel meeting to discuss the case.

Please see guidance document and application forms available on the Local Offer Webpage.

Transitions for children with additional needs.

Transitions are an important time for all children, however especially for children with additional needs. Children with additional needs can often feel more vulnerable and anxiety levels increase when they are transitioning to a new setting and can take longer to feel settled in their new setting.

The SEND Code of Practice states that all transitions should include a review of the SEN Support/IEP therefore it is important that if you have any children with SEN, that with parental permission, you share important information about the child's needs and ideally hold a transition meeting with the new setting so that you can share information that will ensure a smooth transition process.

Tracking and EYFS information is shared with the new setting as part of the transition process for all children, however there is an additional template ([Early Years SEN Passport](#)) enclosed in the appendices that may support in the sharing of key information for a child with additional needs that will provide information that the new teacher may need, to help the child feel more settled in their new environment. There is also further information about holding a transition meeting and recommendations on how this can be structured.

The Early Years SEN Passport also includes key information about strategies that have been effective in supporting the child with additional needs, and the new setting will need to be aware of these and possibly create an action plan to ensure they have the relevant resources ready for the child's arrival.

For children starting reception, it is expected that all transition documents are shared by the 1st of July with the new reception class to ensure that transition visits/meetings can be held.

Applying for an Education Health Care Plan (EHCP) Assessment

If you are supporting a child with additional needs, regularly reviewing SEN support and used additional funding and professional advice, and the child is making little or no progress, or the child's needs are complex, and it is likely that the child is going to need additional support when they start school, you may need to consider if it is appropriate to apply for an Education, Health and Care Plan Assessment (EHCP).

What is an EHCP?

An EHCP is the statutory process that is undertaken by the Local Authority when a child has additional needs and they will require additional support and/or specialist provision. It brings together assessment information about their Education, Health and Care needs.

An EHCP assessment application requires evidence to show that the child's needs cannot be met with services provided within the local offer, and they will require additional support to help their learning and development. This will require a minimum of 2 cycles of a SEN Support Plan Review/Individual Education Plan and a costed provision map, as well as relevant information from professionals that are supporting the child. This is why it is so important to start the SEN Support Plan Process once additional needs have been identified, so that if you are required to make an EHCP application, you have the relevant evidence to support this application, and will ensure that there is not a delay in the child receiving the right support and the right time.

Further support in when and how to apply for an EHCP application can be sought from the Early Years Advisory Teacher for SEND and via the exceptional needs panel process.

What is a costed provision map?

This is a tool that details how much additional time/resources that you have used to support the child with their additional needs. It would need to correlate with the strategies/provision that you are providing as detailed within the SEN Support Plan.

Reading Local Authority additional Services and how to access them for support.

www.reading.gov.uk/servicesguide

Portage

Portage is a home teacher services for Reading families who have children preschool aged with additional needs.

Parents can self-refer or with permission professionals can refer.

Contact 0118 937 4698

Educational Psychology

Access via the Inclusion Funding Exceptional Needs Panel.

Information available by contacting Deborah Hunter on 0118 9376545

Early Years Advisory Teacher for Special Educational Needs and Disability.

Contact Aimee Deacon on aimee.trimmer@brighterfuturesforchildren.org for a referral form (In appendix) for a specific child or to request a general SEN support visit. There is also training available, or if you have a specific training that you feel yourself or staff at your setting require, please raise this with Aimee.

Berkshire Health Services

Including Speech and Language, Occupational Therapy, physiotherapy and can be accessed via the Berkshire Children and Young People's Integrated Therapy Team via an online referral form below or by contacting 0300 365 1234 if it is urgent.

<https://www.berkshirehealthcare.nhs.uk/our-services/childrens-healthcare/cypit-toolkit-the-school-years/>

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Appendix

SEN Support/Individual Education Plan template

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Early Years SEN Transition Passport

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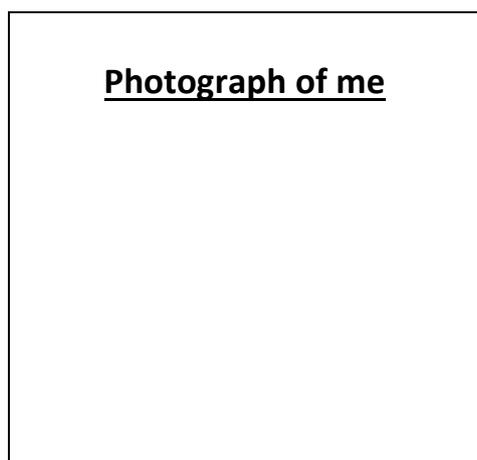
Behaviour Triggers Tool

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SEN Environment Self Evaluation Audit Tool

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Early Years Special Educational Needs and Disability (SEND) Support Plan.



Family Name:		First Name:	
Known as:			
Date of birth:		Gender:	
NHS/NI/ICS/other registration numbers:			
Parent/carer names:			
Siblings:			
Ethnicity:		First language:	
Language used at home:		Religion:	
Main communication method:			
Language interpretation support needed:			
GP Name and contact details:			
Current consultant(s) details:			
Other practitioners who are/have been involved (Name, email, telephone):			
Times that are difficult for me or family to attend appointments:			
Barriers that might make it more difficult for me or family to attend appointments:			
Other relevant plans:			
Other useful information:			

Background Information	
Strengths of the child:	
Special Educational Needs/Disability.	
Impact of the child's SEND on his/her learning	

Individual Education Targets

OUTCOME (1)	Arrangements to be put into place (What, when, Where, whom, How often?)	Review Date	Progress Review What has gone well? / Barriers to further progress. (Date of Review)
OUTCOME (2)	Arrangements to be put into place (What, when, Where, whom, How often?)	Review Date	Progress Review What has gone well? / Barriers to further progress. (Date of Review)
OUTCOME (3)	Arrangements to be put into place (What, when, Where, whom, How often?)	Review Date	Progress Review What has gone well? / Barriers to further progress. (Date of Review)

Important information that you may need to know about me.

How I may communicate with you?

How can you help me communicate?

These are things I enjoy doing/like to do...

When I am happy you may see me doing....

Things that I do not like/make me sad...

When I am sad you may see me doing.....

These things can make me anxious and I react to them.....

Strategies that you can use to help me.

What is important to keep me safe and well

How I move around my environment

Equipment that I may need

My Self Help Skills (What I can do by myself and what I need help with)

How can you help me to become more independent

**Other things you may need to be aware of throughout my day
(dietary, medical, health, allergies)**

What needs to be put into place to support my additional needs at my new setting?

Action Plan (To be discussed as part of transition meeting).

Date of Transition meeting:

<u>Strategies to Consider at new setting:</u>	<u>Outcome for Child</u> For example:	<u>Action to be taken</u>	<u>By whom and when?</u>
<i>Possible Areas to consider:</i>	<p><i>X will be able to enter the classroom independently.</i></p> <p><i>X will be familiar with their new teacher.</i></p>	<p><i>Ensure that activities X enjoys are planned within first week and available for child to access to support this.</i></p> <p><i>There will be a minimum of 3 visits across settings and provide photos as for current setting to explore with X.</i></p>	<p><i>Miss Smith completed planning by Sept 2017.</i></p> <p><i>Miss Smith and Miss Jones will set dates within 2 weeks of transition meeting.</i></p>
<p><u>Classroom Organisation</u> Layout, workstation, quiet area, toilet's etc.</p>			
<p><u>Visual Strategies</u> Photographs, Symbols (consider the size), timeline required? Makaton used?</p>			
<p><u>Materials and Strategies</u> Social Stories, Circle time, Weighted Blankets, Special boxes,</p>			
<p><u>Breaktime</u> Buddy required? Quiet area for breaktime?</p>			
<p><u>Lunchtime</u> Is the room different? Menu's required in advance, timings different to current routine?</p>			
<p><u>Classroom Routine strategies.</u> Lining up, Visual timetable, Risk assessment for trips, timers.</p>			
<p><u>Other factors:</u> Noise, Lighting, unable to communicate hunger/pain etc.</p>			

Planned Visits to new setting/Staff to visit current setting.

<u>Date of Visit</u>	<u>Aim of Visit</u>

Additional Information for new setting to be aware of:

Has an Education Health Care Plan been Requested? Yes/No
In Process? Yes/No
Completed and in place? Yes/No
Declined? Yes/No

Has the setting been in receipt of funding to support inclusion for this child?
(Please provide dates and level of support provided).

Has there been an Early Help Assessment completed for the family? Yes/No

Is the Early Help Assessment still active? Yes/No

Please attach all Individual Education Plans, Reports, Parent Reports, Behaviour Plans, Care Plans etc. that will support the inclusion of child in the new setting.

SEN Transition Meeting.

- 1) Introductions (Do not start with parent, this can be an overwhelming situation for them).
- 2) Outline Purpose of the meeting.
- 3) All to state what they admire about child (positive beginning).
- 4) Parent to state concerns regarding transition.
- 5) New and current setting to highlight similarities and differences between settings.
 - Are there any significant differences that may need to be supported
 - E.g. toilet is no longer within same room therefore more prompting required to remind them of toilets to allow time.
 - E.g. snack time is not in the classroom but in a lunch hallway, do we need photos to show child this as well as of the classroom they will be present in.
 - Is the route different e.g. is parent walking instead of driving, does parent need to practice with child to familiarise them with this.
 - Are there any situations that will raise the child's anxiety/behaviour?
- 6) Agree strategies to support their SEN needs into new setting.
 - What strategies have worked well within the current setting.
 - How can these be put into action at new setting
 - Any amendments to strategies to meet the needs of the child.
- 7) Agree action plan.
- 8) Agree date and times for transition visits (both ways).
- 9) Summarise and agree to share action plan and minutes with all parties.

Behaviour Management Recording Sheet

Childs Name:

D.O.B.

Date completed:

Key person:

Date	Description of Behaviour	Where, When and Who with?	What was the adult's response?	Outcome

<u>Evaluation of SEND Provision and Accessibility</u>	Current Provision	Any further developments required Yes/No and action	Priority High/Medium/Low
<u>In Car Park/Entrance</u>			
Designated Spaces and proximity to entrance?			
Surface (Is it even, non-slip etc)			
Is the route clear into the setting/school?			
Are there any Hazards? Can we remove these?			
Entrance Steps? Ramps? Kerbs to navigate around?			
Is there enough space in the entrance for manoeuvring around especially during busy periods e.g. beginning and end of day. If not what adjustments are being made e.g. arrive earlier/pick up earlier.			
<u>Inside (Particularly in the child's classrooms)</u>			
Space to manoeuvre around?			
Appropriate/adaptable lighting (Clear and Bright but ensuring sun is not entering children's eyes, e.g. use of blinds).			

Can a child in a wheelchair/limited mobility access workspaces			
Floor surface is suitable for wheelchair/limited mobility (e.g. child who walks on their knees)			
Acoustics of the room? Is the room acoustically friendly, e.g. carpet, curtains, cushions (soft furnishings to absorb background noise).			
Sufficient storage for child's equipment if required e.g. wheelchair when child is choosing not to use it in the room.			
Is there level access for all children and those with access requirements e.g. nothing too high out of reach that should be accessible, access to toys and equipment easily.			
Are the doors visible with handles accessible?			
Toilets are fully accessible?			
Clear space within toilet area (free from obstacles).			
Nappy changing area available?			
Is there privacy within the toilets?			
Fittings and fixtures are accessible e.g. loo roll holder, hand soap, paper towels, etc.			

Communication Audit (Considering Visual, Auditory and comprehension levels to enable communication.	Current Provision	Any further developments required Yes/No and action	Priority High/Medium/Low
Clearly Labelled (picture and/or tactile) of equipment, timetables, weather, etc.			
Large print version of key documents			
Visual/Auditory alarm signal			
Signage in the room has a visual/tactile element to it.			
Displays are large, tactile, and at the right height for children eye level to access?			
Are instructions being supported with visual cues (e.g. gestures or objects).			
Is language being used simple, commentary nature, positive and inclusive			
Is there a range of communication systems to support			
Is there visual material being used during story/carpet times?			

Is there a range of books to support different needs e.g. tactile, audio, cloth, board books?			
Photos being used to share (recent) past activities with children and parents.			
There is quiet “private communication” areas e.g. dens, cubbies are available.			
Layout of the nursery enables face to face play as well as alongside play			
Routines and Experiences provided in the setting			
We provide flexible routines to suit the needs of the child.			
Is there a range of prompts to warn when an activity is going to change?			
Is there a visual timetable being used throughout the day			
The routines and experiences being planned take into account the developmental stage of the child			
Choices are planned for to enable the child to make choices			
Staff will look for underlying causes in behaviour			
Children are included in trips and special events			

There are areas for quiet play and physical play both indoors and outdoors.			
We have a range of sensory experiences and/or equipment available			
There is a variety of wheeled toys			
Creative area has variety of equipment including thickness/sizes			
There is a range of scissors available			
Musical instruments are presented in a variety of ways			
There is a range of resources to promote throwing/catching			
There is a quiet area that children can choose to go to if feeling overwhelmed.			
There is a range of resources to support feelings and emotions			
There is a range of natural materials alongside man made or product toys.			