



City of  
**Stoke-on-Trent**

# **Stoke-on-Trent City Council**

The Early Years Needs Guidance

# Early Years Guidance

Range	Descriptor	Planning	Pupil Groups	Staffing	Differentiation	Resources
1	<p>The pupil is not making expected progress: difficulties are becoming apparent in relation to prime areas.</p> <p><b>Communication</b> and language development</p> <p><b>Physical</b> development</p> <p><b>Personal</b>, social and emotional development.</p>	<p><b>Setting/</b> school to liaise with the family/carer. Assessment planning and review will need to take account of whether the child is accessing a 2 year old Early Education place, nursery or reception year and may need to take account of the child's attendance.</p> <p><b>Action</b> plan (ISP) drawn up with SMART targets.</p> <p><b>Half-termly</b> (approximately 6 weekly) review of child's progress towards targets recorded in the ISP.</p> <p><b>Setting</b> supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs.(i.e. needs that are additional to or different from what is usually provided for all children within the setting)</p> <p><b>Observation</b> takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime.</p> <p><b>Planning</b> of intervention involving the parent/ carer, child, setting, SENCO and key person.</p>	<p><b>Mainstream</b> maintained or private, voluntary or independent sector (PVI) Early Education provider, nursery, reception class or Foundation Stage unit.</p> <p><b>Grouping</b> strategies used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed.</p> <p><b>Additional</b> adult attention and/or support for group activities where relevant.</p> <p>Approaches used to show acceptance and empathy for the child, support for their emotions and aims to build positive relationships with them.</p> <p><b>Emphasis</b> on providing an enabling environment both inside and outside, with developmentally appropriate resources, and on differentiation for curriculum access.</p>	<p><b>Main</b> provision by class teacher or Foundation Stage Coordinator with advice from the SENCO.</p> <p><b>Additional</b> adults used to support flexible groupings and differentiation.</p>	<p><b>Full</b> access to the Early Years Foundation Stage curriculum.</p> <p><b>Early</b> Support Development flexible groupings and differentiation.</p>	<p><b>Continuous</b> Professional Development for teaching on Early Years Foundation Stage provided by LA and other external training providers.</p> <p><b>CPD</b> on Early Years Foundation Stage provided by LA and other external training providers.</p> <p><b>CPD</b> for PVI and maintained Early Education provided by LA through Early Childhood Services.</p> <p><b>Ten</b> top tips on BSO</p> <p><b>Rolling</b> programme of training will be available to LAPs or groups of schools in.</p> <p><b>Small</b> step approach to learning.</p> <p><b>Treasure</b> baskets.</p> <p><b>Busy</b> Boxes and Magic Bags.</p> <p><b>Working</b> with parents and key wording .</p> <p><b>Quality</b> transition.</p> <p><b>Quality</b> First Provision— movement play areas—gross and fine motor skills; gaining independence; early language intervention.</p> <p><b>Early</b> intervention strategies, activities and resources.</p> <p><b>Nurturing</b> practitioners and classrooms. <b>Inclusion</b> and the role of practitioners.</p> <p><b>Assessment</b>, practice and provision</p> <p><b>One</b> off advisory discussion with class teacher/ senco on the telephone available if required.</p>

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2	<p>The pupil will have mild but persistent difficulties and is not making expected progress despite a range of interventions and quality teaching: difficulties are becoming increasingly apparent in relation to prime areas.</p> <p><b>Communication</b> and language development. Physical development.</p> <p><b>Personal</b>, social and emotional development.</p>	<p>As Range 1 + SENCO involved in ongoing observation, profile of children's development across 3 prime areas indicates child is not making expected progress.</p> <p>Refer and involve educational and other professionals as appropriate for example: speech and language service; health visitor.</p> <p>Planning of intervention involving the parent/ carer, child, setting SENCO, key person and advising agencies.</p> <p>Action plans (ISP) drawn up with SMART targets, which take account of specialist advice.</p> <p>Half-termly (approximately 6 weekly) review of child's progress towards targets recorded on the ISP.</p> <p>Input or attendance made by appropriate external agencies to reviews.</p> <p>Consideration given to using the CAF or Early Support Family File.</p> <p>Within 12 weeks of allocation X 1 SEN Specialist Teacher or Educational Psychologist to attend x 1 Advisory Visit to school/ setting or home visit if child is not accessing any group based provision.</p> <p>Specialist teacher/ EP observation of child undertaken in school/ setting/ home.</p> <p>Moderation of developmental levels and amend/ update as appropriate.</p> <p>Advice provided on target setting, appropriate interventions and strategies to address needs. Support provided with SMART targets and ISP.</p> <p>Signposting to training available to support schools with identifying and planning for children with SEN.</p> <p>Signposting for family on 2 year old Early Education place, 3 year old Early Education place and PVI.</p> <p>Written summary/ feedback given to SENCO/ Key person/ family.</p>	<p><b>Grouping</b> strategies used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed.</p> <p><b>Additional</b> adult attention and/ or support for group activities.</p> <p><b>Access</b> to individually support activities. This may involve working as part of a small group or one-to-one with an adult on ISP targets.</p>	<p><b>Additional</b> adult attention and/ or support for some activities, including ISP targets.</p> <p><b>Supervision</b> and monitoring if the ISP by SENCO.</p> <p><b>Time</b> allocated for key professionals to liaise with external agencies.</p> <p><b>Access</b> to ICT and specialist equipment/ materials, as appropriate.</p>	<p><b>Approaches</b> used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them.</p> <p><b>Emphasis</b> on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from ISP.</p> <p><b>Increased</b> focus on specific activities and/or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p>	<p><b>Staff</b> training needs are addressed, and information passed to other staff and parents, as appropriate.</p> <p><b>Advice</b> is sought on an ongoing basis.</p> <p><b>Telephone/</b> email advice on request.</p> <p><b>Additional</b> visits on school request.</p>

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3	<p>The pupil will have moderate and persistent difficulties and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching: difficulties are clearly apparent in relation to prime areas:</p> <p><b>Communication</b> and language development. Physical development. <b>Personal</b>, social and emotional development.</p>	<p><b>As</b> range 2 + SENCO involved in ongoing observations, profile of children’s development indicates child is not making expected progress despite significant levels of focussed intervention and implementations of advice from external agencies. <b>Progress</b> is closely monitored by the school/ setting. <b>Refer</b> and involve educational and other professionals as appropriate for example: Speech and Language Therapy Service, Health Visitor. <b>Planning</b> of intervention involving the parent/ carer, child, setting SENCO, key person and advertising agencies. <b>Action plan</b> (ISP) draw up with SMART targets, which take account of specialist advice. <b>Half-termly</b> (Approximately 6 weekly) review of child’s progress towards targets recorded on the ISP. <b>Input</b> or attendance made by appropriate external agencies to reviews. <b>Consideration</b> given to using the Common Assessment Framework (CAF) or Early Support Family File. <b>If</b> after the school/ setting has demonstrated the use of advice and recommendations from external agencies and the child is still not making expected progress. <b>As</b> range 2 plus meeting with the family/ SENCO/ Lead teacher/ practitioner and other agencies to discuss next steps which may include. <b>Use</b> of specific Early Support Developmental Journals to support target setting. <b>Assessment</b> may identified time specific involvement of SEN EIT Specialist Early Years Practitioner. <b>X 1</b> additional observation and planning visit to update progress and support transition planning. <b>Moderation</b> of developmental levels and amend/ update as appropriate. <b>Advice</b> provided on target setting, appropriate interventions and strategies to address needs. <b>Support</b> provided with SMART targets and ISP. <b>Signposting</b> to training available to support schools with identifying and planning for children with SEN. <b>Written</b> report given to SENCO/ Key person and family. <b>May</b> be appropriate to allocate specialist Early Years Practitioner time to support transition and/or modelling interventions to support progress.</p>	<p>As for Range 2 provision plus: Daily 1:1 additional adult attention and/ or support for individual and group activities following specialist advice for at least 30 mins per day.</p>	<p><b>As</b> for Range 2 Provision plus: <b>Daily</b> 1:1 trained additional adult attention and/ or support for individual and group activities following specialist advice for at least 30 mins per day. <b>Supervision</b> and monitoring of the ISP by SENCO. <b>Time</b> allocated for key professionals to liaise with external agencies. <b>Access</b> to ICT and specialist equipment/ materials, if appropriate. <b>Specialist</b> teacher to carry out assessment and write report. <b>Attendance</b> at multi agency meetings as appropriate. <b>Time</b> specific involvement of SEN EIT Specialist Practitioner between 1-2 terms x 1 sessions per week.</p>	<p><b>Approaches</b> used to show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them. <b>Emphasis</b> on providing an enabling environment both side and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child’s developmental and language levels, with key learning identified from ISP. <b>Increased</b> focussed on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p>	<p><b>Staff</b> training needs are addressed and specific specialist training accessed and information passed to other staff and parents, as appropriate. <b>Advice</b> is sought on an ongoing basis. <b>As</b> 2 plus termly contact via telephone or at meetings on school request.</p>

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4a	<p>The pupil will have severe and persistent difficulties, and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching: Difficulties are clearly apparent in relation to prime areas.</p> <p><b>Communication</b> and language development. Physical development.</p> <p><b>Personal</b>, Social and emotional development.</p> <p><b>Children</b> at range 4a will require and EHCP.</p>	<p>As range 3 + SENCO involved in ongoing observation, profile of children's development indicates child is not making expected progress despite significant levels of focussed intervention and implementation of advice from external agencies.</p> <p><b>Progress</b> is closely monitored by the school/setting and recorded using EYFS and Early Support Development Journals.</p> <p><b>SENCO</b> and class teacher implement advice provided by EP or Specialist Teacher and other professionals involved for example: Speech and Language Therapist.</p> <p><b>Planning</b> of intervention involving the parent/carer, child, setting SENCO, key person, and advertising agencies.</p> <p><b>Action</b> plan (ISP) drawn up with SMART targets, which take account of specialist advice.</p> <p><b>Half-termly</b> (approximately 6 weekly) review of child's progress towards targets recorded on the ISP.</p> <p><b>Input</b> or attendance made by appropriate external agencies to reviews.</p> <p><b>Consideration</b> given to using the Common Assessment Framework (CAF) or Early Support Family File.</p> <p><b>Refer</b> to EHCP.</p> <p><b>If</b> after the school/ setting has demonstrated the use of advice and recommendation from external agencies and the child is still not making expected progress despite significant levels of focussed intervention.</p> <p><b>As</b> range 3 plus, meeting with the family/ SENCO/ Lead teacher/ practitioner/ and other agencies to discuss next steps which may include:</p> <p><b>Referral</b> for an EHCP.</p> <p><b>Discussion</b> about educational pathway.</p> <p><b>Use</b> of specific Early Support Developmental Journals to support target setting.</p> <p><b>Assessment</b> may identify time specific involvement of SEN EIT Specialist Early Years Practitioners.</p> <p><b>10</b> hours specialist teacher time assessment and planning.</p> <p><b>Moderation</b> of developmental levels and amend/ update as appropriate.</p> <p><b>Advice</b> provided on target setting, appropriate interventions and strategies to address needs. Support provided with SMART targets and ISP.</p> <p><b>Signposting</b> to training available to support schools with identifying and planning for children with SEN.</p> <p><b>Signposting</b> to BSO Top 10 Tips.</p> <p><b>Written</b> report given to SENCO/ key person and family.</p> <p><b>May</b> be appropriate to allocate Specialist Early Years Practitioner time to support transition and/ or modelling interventions to support progress x 2 terms 40 hours.</p>	<p>Grouping strategies used flexibly to enhance learning and access to the curriculum, Daily opportunities for 1:1 support on ISP targets. Daily opportunities for small group work on ISP targets</p>	<p><b>Main</b> provision by class teacher with support the SENCO.</p> <p><b>Daily</b> trained additional adult attention and/ or support for individual and group activities following specialist advice for at least 2 hours a day under direction of the class teacher.</p> <p><b>Supervision</b> and monitoring of the ISP by SENCO.</p> <p><b>Time</b> allocated for key professionals to liaise with external agencies</p> <p><b>Access</b> to ICT and specialist equipment/ materials, as appropriate.</p> <p><b>Assessment</b> may identify time specific involvement of SEN EIT Specialist Early Years Practitioner x 2 Terms.</p>	<p><b>Approaches</b> used show acceptance and empathy for the child, support for their emotions, and aims to build positive relations with them.</p> <p><b>Emphasis</b> on providing and enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from ISP.</p> <p><b>Increased</b> focussed on specific activities and/ or use of resources, including ICT and specialist equipment/ materials</p> <p><b>Implementation</b> of advice from EP/ Specialist Teacher.</p>	<p><b>Modified</b> access to the EYFS. Pupil supported to access indoor and outdoor environment.</p> <p><b>Multi</b> sensory approaches used to support access to EYFS.</p> <p><b>Staff</b> training needs are addressed, and information passed to other staff and parents as appropriate.</p> <p><b>Advice</b> is sought on an ongoing basis.</p> <p>10 hours Specialist <b>Teacher</b> Time assessment and planning, attendance at TAC.</p> <p><b>Assessment</b> may identify time specific involvement of SEN EIT specialist Early Years practitioner max X 2 terms.</p>

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4b	<p>The pupil will have severe and persistent difficulties, and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching. Difficulties are clearly apparent in relation to prime areas. <b>Communication</b> and language development. <b>Physical</b> development. <b>Personal</b>, social and emotional development. <b>Children</b> at range 4b will require an EHCP. <b>Using</b> the EY SEN Support Grid as a guide and being mindful that every child is an individual and they all learn and develop at different rates, the child's developmental profile shows the following level of delay:</p> <p><b>At</b> 2 years functioning at 0-6 months.  <b>At</b> 3 years functioning at 0-9 months.  <b>At</b> 4 years functioning at 0-12 months.  <b>At</b> 5 years functioning at 0-16 months.</p>	<p><b>As</b> Range 3-4a + SENCO involved in ongoing observation, profile of children's development indicates child is not making expected progress despite significant levels of focussed intervention and implementation of advice from external agencies.</p> <p><b>Progress</b> is closely monitored by the school/ setting and recorded using EYFS and Early Support Development Journals.</p> <p><b>SENCO</b> and class teacher implement advice provided by EP/ Specialist Teacher and other professionals involved for example: S&amp;L Therapist.</p> <p><b>Planning</b> of intervention involving the parent/carer, child, setting SENCO, key person and advising agencies.</p> <p><b>Action</b> plan (ISP) drawn up with SMART targets, which take account of specialist advice.</p> <p><b>Half-termly</b> (Approximately 6-weekly) review of child's progress towards targets recorded on the ISP.</p> <p><b>Input</b> or attendance made by appropriate external agencies to reviews.</p> <p><b>Consideration</b> given to using the CAF or Early Support Family File.</p> <p><b>If</b> after the school/setting has demonstrated the use of advice and recommendations from external agencies and the child is still not making expected progress despite significant levels of focussed intervention</p> <p><b>As</b> range 3-4a plus meeting with the family/ SENCO/ Lead teacher/ practitioner and other agencies to discuss next steps which may include.</p> <p><b>If</b> the child is accessing mainstream it may be appropriate to discuss with the family the local authorities specialist offer for young children with SEN as a possible future educational pathway.</p> <p><b>Support</b> a school to make a referral for an EHCP.</p> <p><b>Use</b> of specific Early Support Developmental Journals to support target setting.</p> <p><b>Assessment</b> may identify time specific involvement of SEN EIT Specialist Early Years Practitioner.</p> <p><b>10</b> hours Specialist Teacher time assessment and planning.</p> <p><b>Moderation</b> of developmental levels and amend/ update as appropriate.</p> <p><b>Advice</b> provided on target setting, appropriate interventions and strategies to address needs. Support provided with SMART targets and ISP.</p> <p><b>Signposting</b> to training available to support schools with identifying and planning for children with SEN.</p> <p><b>Signposting</b> to BSO Top Ten Tips.</p> <p><b>Written</b> report given to SENCO/ key person and family.</p> <p><b>May</b> be appropriate to allocate specialist Early Years Practitioner time to support transition and/or modelling interventions to support progress.</p>	<p>Grouping strategies used flexibly to enhance learning and access to the curriculum.</p> <p>Daily opportunities for 1:1 support on ISP targets.</p> <p>Daily opportunities for small group work on ISP targets.</p>	<p><b>Main</b> provision by class teacher with support from the SENCO.</p> <p><b>Daily</b> additional adult attention under the direction of the class teacher and/ or support for some activities, including ISP targets.</p> <p><b>Supervision</b> and monitoring of the ISP by SENCO.</p> <p><b>Time</b> allocated for key professionals to liaise with external agencies.</p> <p><b>Access</b> to ICT and specialist equipment/ materials, as appropriate.</p> <p><b>Assessment</b> may identify time specific involvements of SEN EIT Specialist Early Years Practitioner max x 2 terms.</p> <p><b>10</b> hours Specialist Teacher time assessment and planning, attendance at TAC.</p>	<p><b>Emphasis</b> on providing an enabling individualised environment both inside and outside, with developmentally appropriate resources, with increasingly modified and personalised curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from ISP.</p> <p><b>Small</b> steps approach to target setting using Early Support.</p> <p><b>Developmental</b> Journals and EYFS.</p> <p><b>Increased</b> focus on specific activities and/ or use of resources including ICT and specialist equipment/ materials/ communication aids.</p>	<p><b>Modified</b> access to the EYFS. Pupil supported to access indoor and outdoor environment.</p> <p><b>Multi</b> sensory approaches used to support access to EYFS.</p> <p><b>Staff</b> training needs are addressed, and information passed to other staff and parents, as appropriate.</p> <p><b>Advice</b> is sought on an ongoing basis.</p> <p><b>Assessment</b> may identify time specific involvement of SEN EIT</p> <p><b>Specialist</b> Early Years Practitioner max x 2 terms.</p> <p><b>10</b> hours specialist teacher time assessment and planning, attendance at TAC.</p>