

Early Years Graduated Approach – Sensory Impairment / Hearing

Universal Provision – Quality First Teaching

Description of need

- The child is not making the expected progress with minor difficulties becoming apparent in relation to some aspects of the prime areas of learning.
- The child may have occasional absence from school/setting to attend appointments e.g. ENT, audiology or may suffer from frequent ear infections which affect school attendance.
- Progress within the Early Years curriculum may be unaffected or mildly affected.
- The child is able to participate in all activities.
- Some mild problems with speech clarity.
- Mild problems with language skills
- Mild difficulties with listening in noise.
- Mild difficulties in acquiring early phonic skills.
- Possible low levels of self-esteem.
- Some implications for risk assessment e.g. safety near roads, in traffic – hearing instructions, traffic.
- The child may require some minor adaptations to the environment – such as noise reduction strategies.
- May be prescribed a hearing aid(s) and need support to manage these in nursery setting.
- The condition may cause fatigue and affect concentration levels.

Assess and Plan

- The key person to liaise with the setting SENCO who can support in identifying strategies and differentiated activities to support the child.
- Record structured observations of the child around specific areas of focus over a period of time and in a variety of contexts.
- Base assessments around the belief that parent/carers know their children best and that their observations and views are key. Views of the parent, child (where appropriate) and involved practitioners are sought to ensure full participation and to support targets at home.
- Children involved in monitoring and setting targets.
- Normal curriculum planning including group or individual targets.
- Individual learning plan in place, if appropriate, written with advice from the Sensory Impairment Support Service (SISS) and using resources from the [NDCS](#) website.
- Agree one or two targets with all involved and phrase these as positive SMART outcomes for the child. SMART outcomes should be based on severity, frequency and how realistic it is for the child to be successful. All adults supporting the child within the setting and at home should be aware of planned outcomes and be involved in setting these ('co-production').
- Refer to [NASEN Early Years SEND resources](#) for more information on the co-production of SMART outcomes.

Do

- Work in partnership with parent/carers to establish Assess, Plan, Do, Review (APDR) cycles of intervention with the child. Each cycle should last around 6 weeks and at least 2 APDR cycles should be completed prior to referring to an external agency. This will ensure you can

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provide sufficient evidence of the strategies/interventions you have tried.

- If a child appears to have very significant needs, contact the [Trafford Sensory Impairment Support Service](#) (SISS) for advice (with parental consent) at the earliest opportunity without waiting for 2 APDR cycles.
- Continue to monitor and record the child's progress using Development Matters in the EYFS and Early Years Outcomes.
- Liaise with your [Link Health Visitor](#) to discuss your concerns and whether an [ASQ-3](#) assessment has or should be carried out.
- Refer to [Safeguarding Children in Education Information](#) and [Early Help and Multiagency Working](#) published by Trafford Strategic Safeguarding Partnership to consider any immediate care needs or safeguarding concerns that need to be addressed.
- Consider [Early Years training opportunities](#) for staff members.
- Support children and their families to access any relevant universal and targeted services in the community. Information on local services can be found online in the [Trafford Directory](#) and further advice is available from [Trafford Family Information Service](#).
- The children are supported to manage their hearing aid equipment with increasing independence and confidence in line with their overall development.
- Layout and organisation of the room may need to be considered taking into account the child's needs. For example position in the classroom to improve listening and ability to see faces for lip-reading.
- Simple low cost actions to reduce background noise and improve [listening conditions](#).
- Differentiation of some activities may be necessary e.g. may tire more easily so pace of activities may need some consideration.
- Resources are used to promote the child's independence.
- SENCO informed if no progress apparent after targeted teaching approach.

Review

- Continue to monitor and record the child's progress using the Unique Child sections in Development Matters in the EYFS and Early Years Outcomes.
- Children involved in reviewing what's working and what's not working where appropriate.
- Individual plans are reviewed with parent/carers and the child.
- Meet with parent/carers to discuss plans and progress and address any learning and development needs, with interpreters where necessary.
- Parent/carers should be encouraged to provide information about anything happening at home which may help or hinder their child's development and share ideas with practitioners on how to support their child.
- For children whose home language is not English, discussion should take place with parent/carers in their home language so strengths and areas for development can be explored.
- Consider whether there is a need to move up to the next stage of the process, building on what has worked but introducing more intensive approaches based on a greater understanding of needs (SEN Support).

Expected Outcomes :

- Able to access the mainstream early years curriculum with support
- Increased confidence

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- Increased independence
- Increase self esteem
- Improved curriculum access
- Increased/equal access to the curriculum
- Improved social inclusion

SEN Support

Description of need

- The child has mild to moderate, persistent difficulties and is not making expected progress in identified areas for development despite a range of interventions, quality first teaching and differentiated provision over time.
- Difficulties are becoming increasingly apparent and there is evidence the child continues to work at levels below age related expectations in some or all aspects of the prime areas of learning.
- Repeated Assess, Plan, Do, Review (APDR) cycles have not resulted in a marked increase in progress and assessments over time indicate a more individualised or differentiated cycle is required.
- Professional judgement – practitioners and parent/carers agree the child has achieved limited progress and requires an enhanced level of intervention with an individually targeted approach.
- Continuing mild to moderate problems with listening and language development.
- Making slow or little academic progress despite provision of targeted teaching approaches.
- May have continuing problems with self-esteem and peer relationships.
- The child's needs require additional regular support from a dedicated staff member to facilitate access to the curriculum and manage specialist equipment. The child's condition requires regular liaison with parent/carers and health practitioners.
- The child's hearing needs are a significant barrier to accessing all subject areas.
- There may be significant difficulties learning independently e.g. if left without targeted adult supervision due to fatigue/impact of hearing impairment on the child and their concentration to task.
- Hearing impairment may impact on social and emotional development e.g. low self-esteem, confidence maintaining friendships due to difficulties with communication.
- The child may require dedicated pieces of equipment to access the curriculum.
- Adaptations to the environment may be necessary to ensure the child's access e.g. attention to the acoustic environment, reduction in background noise.
- The child is dependent on adult support to manage equipment such as hearing aids and [FM systems](#).
- The school/setting may need to consider safe access to educational visits and extra-curricular activities.

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SEN Support

Assess and Plan

- Ongoing assessment is central for all Early Years children. More intensive and regular assessment is needed for children with significant emerging concerns and reasonable adjustments must be made to the assessment process.
- Children who may need SEN Support in Early Years often have difficulties in using and understanding language making it difficult to assess precisely the level of delay in their overall development. Practitioners can contact [Trafford Area SENCO](#) for advice on supporting and monitoring children with SEND.
- The key person should liaise with the school/setting SENCO and parent/carers to share concerns and begin an Individual Support Plan which incorporates the views of parent/carers. Ensure any specialist advice is included in the plan. Refer to [NASEN Early Years SEND resources](#) for information on the co-production of SMART outcomes.
- Continue to monitor and review the Individual Support Plan, recording the child's progress and the impact of strategies and interventions used. This should be completed at least every 6 weeks as part of the APDR cycle. The following free online tool can help with assessment and planning -

[Early Years Developmental Journal](#) helps identify areas where extra help may be needed as age ranges are narrower than those within the Early Years Outcomes, for example the 0 to 11 months age band is broken down into 4 steps. It therefore provides a more precise picture of a child's strengths and areas for development and of where support should be targeted.

- Remember that you can make a referral to the [Sensory Impairment Support Service](#) for advice and for support for children with a diagnosis of hearing impairment.
- Continue to liaise with your Link Health Visitor as appropriate.
- Consider [early years training opportunities](#) for staff members.

Do

- As for universal provision but SENCO may be involved in more specific assessments and observations.
- Personalised approach to accessing the curriculum taking the impact of hearing impairment into account.
- SENCO may seek advice from Sensory Impairment Support Service in relation to curriculum adaptation.
- The child's hearing impairment should be monitored by trained staff supported by a [Teacher of the Deaf](#) and parents.
- SENCO involvement if no progress apparent after targeted teaching approach.
- Child's needs have been discussed with Teacher of the Deaf and advice implemented.
- Refer to 'Helpful hints for pre-school settings' document written by the [Sensory Impairment Support Service](#) (see 'downloads' section on right hand side).

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SEN Support

Groupings for teaching

- As above but may be working on modified Early Years curriculum tasks.
- Small group or one to one adult input to practise skills.
- Attention to position in classroom.

Human resources & staffing

- Main provision from nursery class teacher or key worker with support from SENCO.
- Occasional input from additional adult to provide targeted support under the direction of teacher/key worker.
- Advice may be sought from Teacher of the Deaf.
- Sensory Impairment Support Service will offer advice following receipt of a SARF and support the nursery/ school to make reasonable adjustments and contribute to assessments.

Curriculum and Teaching Methods

- Quality First Teaching
- Completed [Portage checklist](#). Portage is a model of support for children and families which can be adapted and used effectively both in the home and in Early Years settings.
- A rich language environment, lots of opportunities for talk and meaningful communication.
- Strong visual support – use of lots of pictures and practical experiences to support the spoken word.
- Refer to resources and advice provided by the Sensory Impairment Support Service and the [NDCS](#) website.

Resources/Provision and Intervention Strategies

- Consideration of provision of [FM system](#) to improve listening.
- Direct teaching / non-teaching support from the Sensory Impairment Support Service in line with the services eligibility criteria.

Review

- Parent/carer and Multiagency (PAM) review meetings should be held every 6 weeks as part of the APDR approach. Ideally this will be chaired by the SENCO with a written record of the meeting circulated afterwards.
- PAM review meetings should take a [person-centred approach](#) in order to ensure that practitioners are:
 - Making sure that they're truly taking into account the experiences of the child, their family and those supporting them when reviewing how well things are going.
 - Creating an environment where people are made to feel comfortable in expressing themselves honestly.
 - Developing actions that are based on experiences and learning, leading to an environment where they are constantly improving their support.

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SEN Support

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- The views of any involved external agencies who are unable to attend should be sought prior to the meeting if possible – this can be done by the SENCO.
- Individual Support Plans are presented and updated at review meetings. Where specialist advice exists (e.g. Speech and Language Therapy, Sensory Impairment Support Service) recommendations should be highlighted to staff and implemented within the updated Individual Support Plan.
- There should be increased involvement of parent/carers in the assessment, monitoring and review process. During reviews, the views of parents/carers, and children wherever possible, should be sought, recorded and respected.
- Discuss with the child, parents and involved practitioners what is working and what is not working so well. From a shared understanding of information gathered through the review agree some person-centred outcomes and provision that can meet these outcomes.
- Consider whether there is a need to move up to the next stage of the process, building on what has worked but introducing approaches aimed at supporting children with more complex and persistent difficulties (High Level SEN Support).

Expected outcomes:

- Increase self-confidence and self-worth
- Increase in engagement levels and motivation
- Language development in line with general developmental levels
- Able to access learning and school environment

High Level SEN Support

Description of need

- The child will have severe long-term difficulties and may not be making expected progress despite significant levels of focused intervention, implementation of specialist advice and extensive differentiation of the EYFS curriculum. Difficulties are clearly apparent in relation to the development of speech language and communication.
- The child will be experiencing ongoing difficulties, significantly impeding their development across several areas of the EYFS curriculum.
- The child has a significant hearing impairment and requires intensive 1-1 support.
- Key staff need training in the management of the child's hearing impairment to support the child and carry out programmes of support.
- Child has significant difficulties listening and concentrating for the same amount of time as the rest of the class e.g. requires regular individual support to stay on task, access small group work.
- Child needs 1:1 communication support to access the curriculum due to hearing impairment.
- Adaptations to the environment need to be made to ensure the child's access to

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High Level SEN Support

nursery/school e.g. acoustic modifications to improve listening environment.

- Specialist equipment will be required to ensure full participation as assessed by the Teacher of the Deaf.

Assess and Plan

- Assessment and planning should be as within the SEN Support section, plus the following:

Early Years Provision Maps

At this stage, where children need high levels of support, schools/settings should complete an [Early Years Provision Map](#). Provision mapping is a way of evaluating the impact on children's progress of provision that is additional to and different from the school/setting's curriculum. Evaluated provision maps can help settings manage this provision to ensure that it is and continues to be effective in helping children to make progress. The provision mapping and evaluation cycle should run in parallel with the school/setting's system for tracking and evaluating children's progress and it should feed into the Parent/carer and Multiagency (PAM) review meetings. The provision map should be constructed in partnership with the parent/carers and the Teacher of the Deaf during the Assess, Plan, Do, Review (APDR) process and parents should be fully involved in agreeing the outcomes.

- [Portage SEND Best Practice Assessment Checklist](#) links into the EYFS curriculum and aids assessment and planning. The skills are broken down into small steps so that parents and practitioners can assess and celebrate every skill that the child has achieved. It can then act as a guide to the design of teaching activities to further promote development. A checklist may be allocated to children who access the highest levels of Early Years SEND Funding by the EY SEND Panel.
- Ensure that all staff have relevant training to support the child within the school/setting.
- Normal curriculum planning including group or individual targets.
- Individual targets on Individual Support Plan following advice from the Teacher of the Deaf.
- All plans co-produced with parents and the child with the involvement of Teacher of the Deaf.
- SENCO seeks advice from The Teacher of the Deaf in order to discuss next steps.
- Child may need specialist assessment and advice regarding curriculum access from Teacher of the Deaf.
- Advice from Teacher of the Deaf on risk assessments, swimming, educational visits day/residential, Personal Evacuation and Egress Plan (P.E.E.P.)

Do

- Continue with strategies/approaches listed within 'do' sections of Universal Provision-Quality First Teaching and SEN Support.

Groupings for teaching

- Small group or one to one adult interventions.
- Individual skills based work may need to take place.
- Nurture group input may be necessary to promote self-esteem.

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High Level SEN Support

- Attention to position in classroom.

Human resources & staffing

- Main provision from nursery teacher or key worker with support from SENCO and/or Teacher of the Deaf / specialist support assistant (Sensory Impairment Support Service).
- Flexible use of nursery classroom support to access Early Years curriculum.
- Staff providing care/support have access to appropriate training and specialist advice from Teacher of the Deaf.
- Systems policies and procedures are in place to assess risk both in nursery/ school and outside school (including trips) to ensure child is fully included.
- Key staff to report any concerns regarding the child's hearing impairment in a timely way to ensure that the child is fully included and receiving the right support. This is crucial to ensure effective communication.
- Monitoring of the use of specialist equipment by Teacher of the Deaf.

Curriculum and Teaching Methods

May need the following:

- Further differentiation to support access to curriculum in conjunction with Teacher of Deaf.
- Deaf friendly strategies – see [NDCS](#) website and resources offered by the [Sensory Impairment Support Service](#) (see 'downloads' section on right hand side).

Resources and Intervention Strategies

- Specialist equipment to support access to the curriculum.
- Monitoring of the use of specialist equipment by Teacher of the Deaf
- Specialist teaching (Teacher of Deaf) to promote listening and language development.
- Specialist support (Specialist TA Sensory Impairment Support Service) to support access and communication.

Review

- [Person-centred](#) Parent/carer and Multiagency (PAM) review meetings should continue to be held every 6 weeks as part of the APDR approach. The child's provision map should be reviewed as part of this process.
- Child is involved with monitoring and setting targets where appropriate.
- Interventions and progress are carefully assessed, tracked, monitored and evaluated with support from Teacher of the Deaf.
- Discuss with the child, parents and involved practitioners what is working and what is not working so well.
- From a shared understanding of information gathered through the review agree some person-centred outcomes and provision that can meet such outcomes.
- Through the review process invite professionals to contribute a summary of their involvement and assessment.
- Where Early Years practitioners and parent/carers are happy with the progress being made, consideration should be given to returning to the earlier stages of the graduated approach or to universal provision.
- Where there continues to be ongoing concern about a child's rate of progress and needs

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High Level SEN Support

are being seen as potentially significant and long term then schools/settings can consider applying for an [Early Years SEND Grant](#). This resource is for the very small number of children with highly complex needs to support them to access their early education place. Applications are considered monthly by the Early Years SEND Panel and must be supported by a provision map which outlines the projected outcomes for the child and strategies required to meet them. This should be linked to the resources/funding needed to achieve this. This should be discussed and agreed with the Teacher of the Deaf before making the application.

- As Early Years children are very young and still at the early stages of development, funding is allocated on a short term basis initially for either one or two terms. After this period, the school/setting must submit an evaluated provision map and decide whether to return to an earlier stage of the graduated approach or to apply for another Early Years SEND Grant.

Expected outcomes:

- Improved staff confidence in meeting the needs of children who are deaf/ hearing impaired.
- Increased parental confidence in the nursery/ school's ability to manage the child's needs.
- The child feels safe in nursery/ school.
- Positive engagement and participation in learning.
- High aspirations and can-do attitude to achieving goals.
- Able to access the Early Years curriculum by using a variety of tools.
- Language development in line with general development.

Requesting an Education, Health and Care (EHC) Needs Assessment

The following actions should be evident before considering a referral for [EHC Needs Assessment](#), usually following implementation of support through an Early Years SEND Grant.

- Targets for Individual Support Plans have been informed by external advice from specialists and reviewed every 6 weeks over a significant period of time.
- Advice has been regularly sought from agencies appropriate to child's needs and there is clear evidence of its implementation. This could include from the [SEN Advisory Service](#) (SENAS), [Sensory Impairment Support Service](#) (SISS), [Trafford Early Development Service](#) (TEDS).
- An [Early Help Assessment](#) will have been carried out if a child with significant needs has several agencies involved, and the family needs help to coordinate support.
- SEN support has been adapted or modified depending on how effective it has been in achieving the agreed outcomes. If the school/setting having taken relevant and purposeful action to identify, assess and meet the SEN of the child but they have not made expected progress, the school/setting or parents should consider requesting an EHC Needs Assessment.