

Guidance for SENCOs in Early Years Settings



Haringey's Area SENCo team are available to offer you advice and/or support in any area regarding the inclusion of children who may have special or additional educational needs and disabilities (SEND).

We have also produced the EY SEND Support Guidance, to support you in your role.

Your Area SENCo is:	
Contact Number:	
Email Address:	

You can email the team: areasenco@haringey.gov.uk

As a team we are committed to offering you ongoing training to ensure you have the skills, knowledge, and expertise to undertake your role.

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SEND Policy & Practice

What is SEND?



A child or young person has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition when they reach compulsory school age or would do so if special educational provision was not made for them.

(Special Educational Needs and Disability Code of Practice: 0 to 25 years Jan 2015)

(Section 20 Children and Families Act 2014)

Key Documents Overview



The Children and Families Act (2014)

The Children and Families Act 2014 seeks to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and Supporting Pupils at School with Medical Conditions (2014), form part of this Act.

Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)

The SEND Code of Practice describes the principles that should be observed by those working with children and young people who have SEN or disabilities. These include:

- **taking into account the views of children, young people, and their families**
- **enabling children, young people, and their parents to participate in decision-making**
- **collaborating with partners in education, health, and social care**
- **early identification of the needs of children and young people**
- **making high quality provision to meet the needs of children and young people**
- **focusing on inclusive practices and removing barriers to learning**
- **helping children and young people to prepare for adulthood**

Statutory framework for the Early Years Foundation Stage (EYFS) (updated Sept 2021)

Requires all providers to set out how they will identify and support children with special educational needs or a disability, how they will make this information available to parents and how they will involve parents in identifying needs as part of the processes of **reviewing each child's progress**. The EYFS framework requires all practitioners to be aware of their responsibilities in identifying in supporting all the children.

The themes 'Unique Child,' 'Positive Relationships,' 'Enabling Environments' and the four areas of 'Learning and Development' combined with the characteristics of effective learning and teaching provide a strong basis for high quality teaching and learning and effective inclusive practice

Equality Act 2010

The Equality Act 2010 brings together a range of legislation into a single act. It provides the legal framework to protect the rights of individuals and promote equality of opportunity for all.

The Act states that disabled children must not be discriminated against, settings must provide equality of opportunity and make reasonable adjustments to ensure disabled children are fully included in the life of the setting.

The Equality Act (2010) defines disability in the following way:

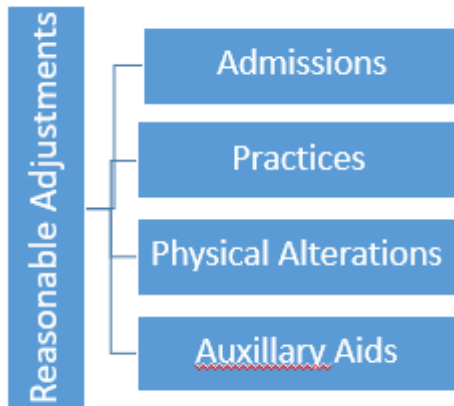
A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes learning difficulties, mental health conditions and hidden impairments such as specific learning difficulties, autism and speech, language and communication impairments.

Substantial is defined as 'more than minor or trivial'

Long term is defined as a 'year or more'

Equality Act (2010) – Reasonable Adjustments



The act protects people from discrimination and disability is one of the protected characteristics.

It applies equally to children, parents, visitors, and staff.

Settings should make any changes which are necessary to meet the needs of the individual, which would generally be considered 'reasonable'.

'Reasonable adjustments' ensure that no group or individual is disadvantaged.

Adding a ramp, so the building is accessible

Making adjustment to the menu offered

Being flexible about hours of attendance



Key Points:

The EYFS is based on the principle of Inclusion.

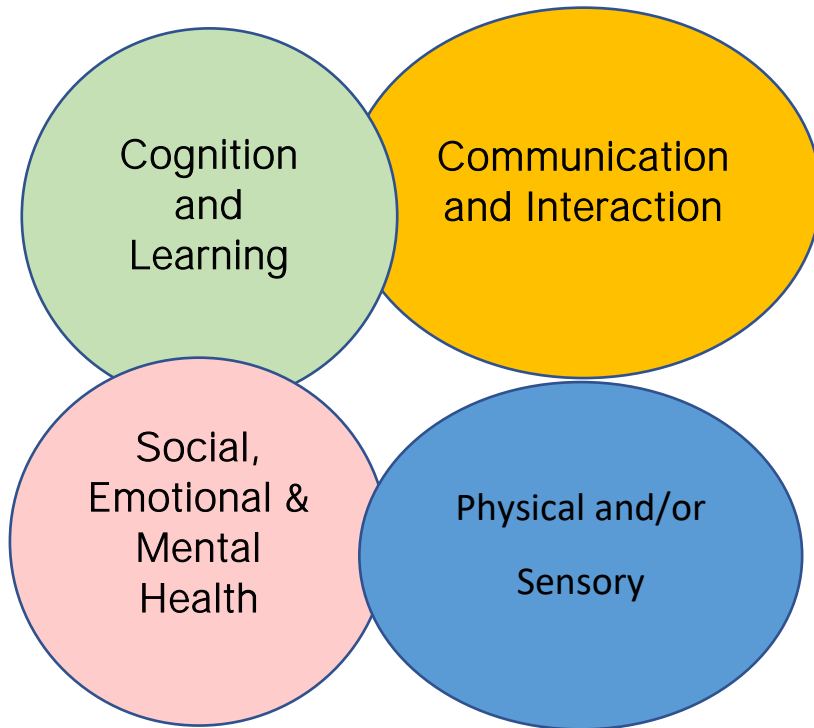
The Equality Act ensures equal treatment for everyone.

The SEND Code of Practice is statutory guidance. It recommends a graduated response to meeting children's needs.

'Inclusive practice' means practice which enables every child to be included, that is, no child is left out or denied the opportunities to take part in the same activities as all other children; it is a very important theme across all good practice for children with SEND.

SEND The Four Areas of Need

The SEND Code of Practice 2015 sets out four broad areas of special educational need that include a range of difficulties and conditions:



1. Cognition and Learning (C&L)
2. Communication and Interaction (C&I)
3. Social, Emotional and Mental Health difficulties (SEMHD)
4. Physical and/or Sensory Needs (P&SN)

The SEND Code of Practice (2015) clearly states that 'the purpose of identification is to work out what action the school [or setting] needs to take, not to fit a child into a category.'



Every child will also have strengths and possibly areas of exceptional skill, so look out for these too!

For provision to be effective it needs to be matched to the child's need. The Code of Practice defines four areas of need:

Cognition & Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Communication & Interaction

Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives. Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Social, Emotional & Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Nurseries should have clear processes to support children, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other children.

Physical and/or Sensory

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

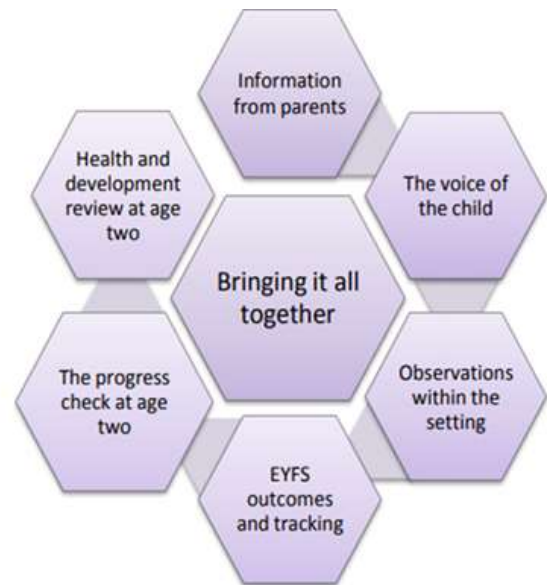
Children with MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Early Identification

Early years settings are required to have a clear approach to identifying and responding to **children's needs, ensuring** ongoing partnership with parents, and accessing external support where needed and in a timely manner.

All practitioners need to be alert to any emerging needs of children within their setting and respond promptly, i.e., discussions with SENCO and parents and work together to identify and plan for each individual child.

Children with more complex developmental and sensory needs may be identified from birth or in very early life. Information sharing and close partnership working with parents and other professionals involved will support effective early intervention for children.



It is particularly important in the early years that there is no delay in making any necessary special educational provision.

Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015

Procedures to follow when you are concerned about a child

Key Person gathers observations on the child.

Key person and SENCo discuss these.

Parents and Key Person have a meeting to discuss concerns and agree strategies to try.

Key Person records the discussion and gives a copy to the parents.

In 6-8 weeks, Key person and parents review the progress the child has made with the agreed strategies.

This may be sooner if the need is urgent i.e., child starting school soon.

Are you and the parents still concerned?

YES

NO

SENCo, Key Person and Parents agree a formal Support Plan for the child.

This is recorded on the child's *My Early Years Support Plan* and will include 3 SMART targets.

Early Support Plan signed off by parents and shared with all adults working with child.

The child is placed on the setting's SEND Register.

Records filed in **child's** file. They can be reviewed again if more concerns arise

In 6-8 weeks, Key person and parents review the progress the child has made with the agreed strategies.

The child needs more support to make progress.

The child is making steady progress with the support given.

You and the parents no longer have concerns.

Complete any necessary referrals and requests ie SLT referral/Inclusion funding request

Review the support and targets and set new ones based on the child's current strengths and needs

Meeting notes filed in child's file. They can be reviewed again if more concerns arise.

Every 6- 8 weeks continue to complete this cycle of Assess, Plan, Do and Review.

Each time review your targets and set new ones

If the child is not making progress, you should try and assess why this is and what additional support is needed.

If you are not sure talk to your Area SENCo or discuss in your EPS Cluster Group. They may advise you to request an EHC Needs assessment.

* It is important when informing the parent that you reassure and clearly explain the process as a **support system to ensure that you are fully catering for their child's needs. It is also key to talk about the child's strengths and interests as well as concerns and get as much feedback from the parent as possible.**

** You must have parental consent to make any referrals. You can however, contact us for support around ways of approaching the parent, an informal chat about your concerns (without naming the child) and/or other support teams e.g., Speech and Language Team. If it is a child protection concern you have, you must go through your **setting's child protection procedures.**

You can talk to your Area SENCO at any time in the process if you need more support or advice.

For some children timescales may be shortened.

When to refer to Speech & Language Therapy? (SLT)



Refer by 12 months if a child:

- Is having difficulty eating and drinking
- Is not babbling
- Is not responding to noises and familiar voices

Refer by 24 months if a child:

- Is not understanding simple routines and instructions (show me the ball)
- Is saying less than 20 words
- Shows no interest in play

Refer by 30 months if a child:

- Cannot follow 2 key word instructions i.e., “give me the key and spoon”
- Has less than 50 words
- Is not joining words together
- Shows no interest in other children

Refer by 3 years if a child:

- Is only using single words and 2-word phrases
- Does not mix or interact with other children
- Is only able to follow short instructions
- Repeatedly echoes words and phrases
- Has disjointed speech / speech which is hard to understand

Refer by 4 years if a child:

- Has a limited vocabulary
- Unable to hold a conversation
- Has unclear speech
- Has difficulty mixing with peers

If a child is stammering it is important to refer from 2 years

Working in Partnership with Parents

Parents know their children best

All those who work with young children should be alert to emerging difficulties and respond early. Parents know their children the best and it's important that all practitioners listen and understand when parents express concerns about their **child's development. They should also listen to and address any concerns raised by children themselves.**

Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015



Being a parent is a complex and difficult role. It is important to believe that parents are deeply committed to their child, their development and learning journey.

It is important to recognise and acknowledge feelings that some parents may be experiencing.

Is it my fault?
Did I do something
wrong?

Will they ever be able
to have a normal life?

Will they be able to go to
school with their
brother/sister/cousin
etc?

I don't accept it –
there is nothing
wrong with him/her

Parents have a unique perspective of their child to share, and the sharing of information between home and the setting is vital to ensure a true understanding of the holistic needs of each child.

There should be an on-going dialogue between the parents and setting. Early Years Educators need to recognise **parents'** role as not only the first but the most enduring educator.

Families with disabled children often suffer stresses and strains regarding **their child's needs and for some parents it's a grieving process, as they perhaps don't have the child that they envisaged.**



Tips for Raising Concerns with Parents

- Make an appointment that is at a mutually convenient time and allows adequate time for a full conversation with no interruptions.
- Find a quiet and private area where you can talk in privacy.
- For some parents this may be a very emotional conversation, especially if this is the first time that someone has talked to **them about their child's additional needs** – have tissues available.
- Reassure parents that you want to share information about their **child's learning**, development, and progress and how you want to gain their insight of their child – as this helps us build a holistic picture of their child.
- Make it very clear that you want to work with the family to provide the very best support for their child.
- Explain to parents that most children need some additional support at various times, but this may not mean on-going **support will be necessary during their child's entire** schooling, but early intervention is always the best.



Conversation Starters

Begin with positive observations (remember the sandwich effect: positive/support needed/positive). You may want to show parents **some examples of the child's work** i.e., in special books or on Tapestry etc.

I have noticed that [child]
[give details of concerns], can you tell me
about what you have noticed at home?

I understand that you
have some concerns
around [child], tell me
more about that

As you know, we have
been giving [child] some
additional support with
[give details]
How do you feel it's been
going?

Reflecting: I think you're saying that you're not
worried because his brother was just the same
at this age and he is fine now? Yes, it may well
be that [your child] does catch up, and to help
him to do that, we want to give him some
extra help now.

We feel that we need some more advice and
guidance on how best to support [your child] and
we'd like to make a referral to [external agency].
How would you feel about that?

Understand and accept that the emotional stages parents go
through to come to terms with their child's additional
needs/SEND, is a normal process and support them through it.

The Voice of the Child

All children have an equal right to be listened to.

Listening to children is not just a **matter of effective practice, it's a requirement:**

- United Nations Convention on the Rights of the Child, Article 12 (1991) (UNCRC)
- The Childcare Act (2006)
- Equality Act (2010)
- The Children and Families Act (2014)
- The Special Education Needs Code of Practice (2015)
- Early Years Foundation Stage (2021)

Babies who are born with complex needs at birth which may include medical, physical, visual, or hearing difficulties require their carers to learn the cues and clues which are unique to their baby.

This can sometimes become frustrating for baby and caregivers, but with appropriate support and encouragement this can be a joyful learning and discovery process for all involved.

What can you do to help children express their views?

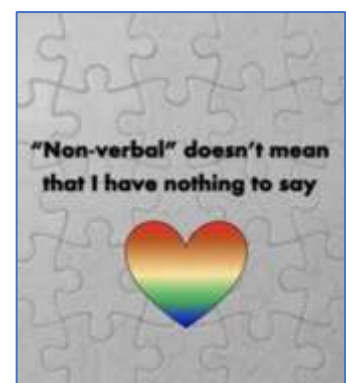
Tune into the child – watch their body language - what do their choices and behaviours show you that they like and not like?

Are there any patterns in their behaviour?

Help them recognise and make sense of their feelings by labelling them e.g., **sad...** “John is sad” ...

“I can see you are really sad” ... “I can see you are really sad because”

Read stories, use puppets, and pretend play to help them make sense and express themselves, at whatever level they can.



The Role of the SENCO and Keyperson

Every Early Years setting is required to have a named SENCO, who has completed the Haringey Approved SENCo course.

We recommend that over time more than one person is trained in each setting.



Roles and Responsibilities of the SENCO

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their **responsibilities to children with SEN and the setting's approach to identifying and meeting SEN**
- **advising and supporting colleagues**
- **ensuring parents are closely involved throughout and that their insights inform action taken by the setting**
- **liaising with professionals or agencies beyond the setting**

Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)

As part of your SENCO role you will need to be aware of possible barriers to inclusion and consider what is required to remove these barriers so that your setting and practice is truly inclusive.

You will be required to:

- Ensure that all practitioners are aware of your **setting's** approach to identifying and meeting the needs of children with SEND

- Work closely with leaders, managers and all the practitioners in the setting
- Ensure that all practitioners understand their responsibilities to children with SEND, so that each child is fully included
- Promote inclusive practice across the whole setting
- Maintain high aspirations and outcomes for children
- Ensure you have a good understanding of child development
- **Understand Haringey's processes for making referrals and** obtaining further advice and support i.e., referring for SLT and requesting Inclusion Funding
- Liaise and collaborate with other professionals and external agencies beyond the setting to ensure **children's needs are met**
- Keep up to date with local and national practice, by attending further training including termly SENCO network meetings
- Ensure that parents are closely involved from the earliest opportunity so that they can be partners in offering their views in relation to the action the setting should take



Roles and Responsibilities of the Keyperson

Each child must be assigned a key person. Providers must inform parents and/or carers of the name of the key person and explain their role when a child starts attending a setting. **The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.**

Statutory framework for the Early Years Foundation Stage (2014)

The key person will be the person from the setting who knows the child well, and so they play a vital role in supporting a child with SEND. They are generally the first practitioner to notice that the **child isn't making expected progress** and should alert the SENCO to their concerns in a timely manner.

A child's keyperson is usually the person who speaks to the parent daily and so they are well placed to share the information they **gather on the child's views from the setting; their interests, likes, dislikes** etc.

This role of the key person includes:

- Building a positive and trusting relationship with the family, to ensure relationships with parents are based on mutual respect and one which creates opportunities for open and honest dialogue
- Sensitively talk to the parents to share any concerns **regarding the child's development** and find out about what they might have noticed at home or in other situations
- Building **knowledge of the child's unique profile of** development including how the child communicates, interacts, their learning style, interests, likes, dislikes

- Carrying out observations to support their developing understanding of the child and share observations with the **child's parents and SENCO**, and plan appropriately for the **child's next steps**
- Ensuring that planning, differentiating, and adapting activities to meet the needs of individual children is all in place
- When there is existing information about a **child's SEN or** disability, work alongside parents to work out what is important for the child
- Working with the child daily, incorporating advice from the SENCO or outside professionals
- **Listens to the child's voice – 'Person centred'**
- Working with parents to plan transitions for the child

What makes an effective SENCO?

- Starts by thinking about the unique child
- Believes in every child as an individual who has the potential to achieve
- Has patience, perseverance, and persistence
- **Captures the child's and family's voices**
- Is empathetic
- Has good listening and interpersonal skills
- Has a range of strategies and techniques on how to support individual children with additional needs
- Understands child development
- Knows how to refer to outside agencies and can complete the necessary paperwork
- Keeps their knowledge up to date by attending training and SENCO networks and can share this knowledge with colleagues

What will you need to fulfil your role?

- A separate SENCO email that you have regular access to
- Scheduled weekly non-contact time to complete paperwork which could include:
 - Referrals to SLT, Top Up funding/Review/EHC request,
 - Updating Support Plans including review meetings, setting targets etc.
 - Writing up and circulating TAF meeting minutes.
 - Time to prepare resources e.g., visual timetables, visual aids for staff to use etc
- A private space (if possible) to meet with parents to complete referrals, hold Support Plan/TAF meetings etc.
- Time to work together with keyperson to identify outcomes and strategies for children with Support Plans
- Time to attend the PVI SENCO Network meetings, along with a commitment to attend training to further your own professional development and knowledge
- Regular staff meetings to feedback relevant information regarding the child/children. Outcomes and strategies should be shared amongst all staff to ensure consistency across the nursery
- Time for you to meet with your manager and review children with SEND in the setting

Remember this is a key role and it is essential that all SENCOs have the support of their manager to successfully fulfil this role

SENCO survival tips!

Don't try and be a superhero!

Don't try and do it all yourself – delegate to colleagues

Make the most of other SENCOs in your locality

Speak to your Area SENCO for advice and support

Communicate – remember this involves listening and expressing yourself

Celebrate the fact that you will make a difference to children's lives



Assess, Plan, Do, Review



When a child is identified with additional needs which require special educational provision, this is known as SEN support.

This support should be delivered through a graduated approach which is a cycle of action: Assess – Plan – Do – Review.

This is a detailed level of observation, assessment and planning and is specifically for children with additional needs.

ASSESS: The key person, Parents and SENCO work together to gather **information about the child's strengths and needs** and how best everyone can work together to support the **child's development and learning**.

PLAN: Parents, Keyperson and SENCO draw up a plan to support the child. The plan will include details of the desired outcomes for the child with agreed strategies of support and additional provision if required. A review date is set to review the impact of the plan.

DO: The Key person has responsibility for carrying out the planned activities/interventions with the support of the SENCO and staff team. The plan may include interventions that parents have agreed to carry out at home to support their child.

REVIEW: Once a term, review meetings are held with Parents, Keyperson and SENCO. This is to review the effectiveness of the support in place and its impact **on the child's learning and development**. New targets are agreed, and next steps discussed i.e., referrals to external agencies if required.

Early Years Support plan

Every child has their own strengths, difficulties, and preferences.

One Page Profiles are a useful way to capture each child and how to support them to personalise their early **years'** experience.

When completing the One Page Profile with parents, use the **child's voice** throughout.

The form is a rectangular box containing six sections for a child's profile. The sections are: 'Things I like:' (top left, rounded rectangle), 'My name is:' (top middle, red-bordered rectangle), 'My birthday is:' (top middle, red-bordered rectangle), 'What I find difficult:' (top right, rectangle), 'How I communicate:' (bottom left, rectangle), 'Self-help skills:' (bottom middle, rectangle), and 'What helps me:' (bottom right, rounded rectangle). A red paperclip icon is attached to the top left corner of the 'My name is:' and 'My birthday is:' boxes.

For Example

Things I like: *"I like to splash in the water tray and getting my face wet"*

What I find difficult: *"I find it very hard to wait for my turn"*

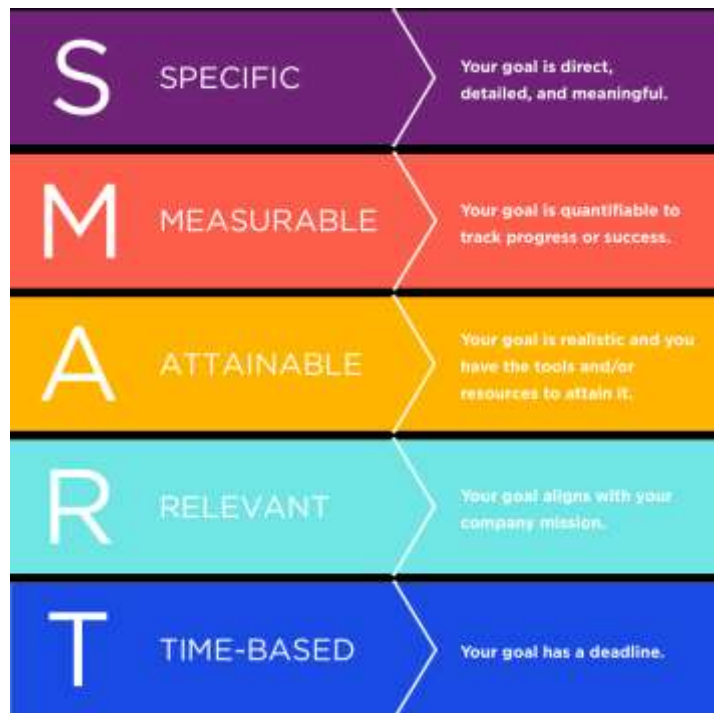
How I communicate: *"I take you by the hand to something I want and put your hand on the item"*

Self-help skills: *"I need you to cut my food up really small, and help me load up my spoon to eat"*

What helps me: *"It helps me when you show me how to play with the toys, otherwise I like to throw them"*

When setting targets, ensure they are SMART

All staff need to know who, what, when and why so that it can happen...teamwork is crucial for success.



We have produced an example of an Early Years Support Plan, but you may wish to use one you have designed for your setting.

My Support Plan

Plan No: _____

Date: _____

Observed Emerging Skills <small>What can the child currently do well?</small>	Outcome/Aim <small>What do we aim to achieve?</small>	Intervention <small>What will support the child to achieve the outcome? Under what conditions?</small>	Who will be involved <small>SENCO? Parent? Keyperson?</small>	How often? How long?	Success Criteria <small>How will we know we have been successful? To what degree of success?</small>	Review	Date Achieved
						Emerging <input type="checkbox"/>	
						With support <input type="checkbox"/>	
						Independently <input type="checkbox"/>	
						Emerging <input type="checkbox"/>	
						With support <input type="checkbox"/>	
						Independently <input type="checkbox"/>	
						Emerging <input type="checkbox"/>	
						With support <input type="checkbox"/>	
						Independently <input type="checkbox"/>	

Signed	Parent		SENCO
	Key person		

Observed Emerging Skills - What can the child currently do?

The target you are setting is for a child, so always start with the child's name and give details of what the child can currently do

Outcome/Aim - What we aim to achieve

Start with the child's name and give details of what you want the child to learn

How often? How long?

For a child to learn a new skill, they need practice and repetition. If possible, aim to work on the new skills daily, but at least 3 times a week

Success Criteria - How will we know we have been successful?

How often do you expect the child to complete the activity?

Ensure support plans are signed, dated and parents are given a copy

Education Health Care Plans (EHCP)

An EHC Plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

When do we recommend you request an EHC Needs Assessment?

Every child is different and there is no set time to request an Education, Health and Care Needs assessment, but for a child who will need support beyond that which can be provided by their school you should think about the following:

- What are **the parents' views and wishes**?
- Does the child have complex needs, which need a co-ordinated approach from professionals from a range of agencies?
- Has the child received enough support through the graduated response to be able to predict their likely needs and progress over time?
- Does the child have a diagnosis which means they will have significant ongoing needs?
- Is the child making good progress and catching up with their peers?
- Does the child need access to a school or provision other than their local mainstream one?

- Will the child need support to access Reception/ delayed entry nursery year? (Requests for assessment should be made by end of January in order for the EHCP to be completed in enough time to plan for the Reception transition)
- Do you and the professionals working with you have several requests and need to pace your workload to meet timescales and give the assessment the time it needs? *

There is no minimum age for an EHC needs assessment, but requests may be unsuccessful where there has not been sufficient implementation of the graduated response.

An EHCP is not necessary to access additional funding or access to professionals in the early years.

An agreement to assess does not guarantee that a final EHCP is issued

Please see Haringey's Local Offer page for further information.

[Local Offer](#)

Haringey Local Offer



Haringey Council publish a [Local Offer](#) which provides information in one place. The Local Offer provides information for disabled children and young people and those with additional needs from birth to 25, their parents and carers, and people who work with children, young people, and their families. It includes information about education, health, and care provision. It also provides information about training, employment, and independent living for young people.



Support for families

- [Short breaks](#)
- [Early help](#)
- [Independent advice/community groups and services](#)
- [Money and benefits](#)
- [Moving on to adult services](#)
- [Understanding money and benefits](#)



Health and wellbeing

- [Worried about your child's development](#)
- [Therapies](#)
- [Mental health and wellbeing](#)
- [Children with medical conditions](#)
- [Moving on to adult services](#)



Disabilities and needs

- [Autism](#)
- [Speech and language needs](#)
- [Social, emotional and mental health needs](#)
- [Physical disabilities](#)
- [Sensory needs](#)

Working with outside professionals and understanding their roles

Speech & Language Therapist (SLT)



An SLT supports **children's fluency, speech, language, communication skills and feeding difficulties** by working with parents, carers, and key professionals to provide timely assessments, therapy and advice.

Referrals are accepted from any professionals and can be emailed to

whh-tr.speechandlanguagetherapyreferrals@nhs.net



Advice line for parents/carers & professionals

020 3224 4399

Physiotherapist

Help with the physical effects of a child's disability.

Movement, exercises, manual techniques (manipulation)



equipment and advice are used to treat and manage physical problems

Referrals accepted from any medical professional i.e., health visitor and GPs

whh-tr.CDCReferrals@nhs.net

Occupational Therapist (OT)



Support children with physical needs achieve or maintain their maximum level of independence and to develop practical life skills so that they can participate to their full potential in the home and classroom environment.

Referrals accepted from any professional and can be emailed to whh-tr.CDCReferrals@nhs.net

Educational Psychologist (EP)

Assessment and advice on appropriate intervention programmes for children who have complex or more severe educational needs.

A child in receipt of High-level Inclusion Funding will be allocated an Educational Psychologist.

Every Early Years setting has an allocated Educational Psychologist/s who will arrange regular cluster group meetings. These meetings will give you an opportunity to discuss any issues that you may be having in your role as SENCO and to share experiences with others.

Child Development Centre (CDC)

A Multi-disciplinary Team (MDT) see children with concerns around social communication Autism and developmental delay.

Children with identified needs such as Down Syndrome are also seen here for regular review and therapy

Area SENCO Team

A team of qualified early years professionals who all have extensive experience of working with children with a range of additional needs, including Autism, Down Syndrome, Cerebral Palsy, global development delay, and speech, language, and communication difficulties.

We offer support and advice to settings to help develop inclusive practice and plan for children with additional needs.

We offer training and workshops for early years practitioners and SENCOs to cover a range of SEND issues as well as providing advice on appropriate strategies to use for children and supporting settings to make timely referrals to other agencies, including EHCP needs assessments.

We **also support parents with information around Haringey's** education system and procedures as well as the types of places available to children in mainstream education or specialist schools.

Referrals can be emailed to areasenco@haringey.gov.uk

The Vale Mobility Assessment

Offers guidance, advice, and training in relation to improved access and inclusion for children with disabilities and medical needs. Can offer advice and training on:

- . Manual handling assessments for individual children
- . Safe moving and handling training for staff
- . Advice on physical access, including risk assessments and equipment
- . Models of support
- . Disability awareness

Referrals and enquiries via email to office@vale.haringey.sch.uk

Sensory Support Team

Hearing: A team of Qualified Teachers of the Deaf and a Communication Specialist (British Sign Language), supporting children with an identified hearing loss, both in the home and in the setting. The team offer support, advice, and training to ensure that every deaf child has full access to learning opportunities.



Vision: A team of specialist advisory teachers (QTVIs) and a Habilitation Specialist (mobility and independent living skills) that support children with a diagnosis



of a vision impairment. The team offer advice and guidance on the development of early independence skills and can provide vision profiles.

Referrals can be made directly to both teams
sensorysupport@haringey.gov.uk

Sources of Additional Funding to support children with SEND

Disability Access Fund (DAF)

The Disability Access Fund (DAF) is funding for early years providers to support children with disabilities or special educational needs. It aids access to early years places by supporting providers in making reasonable adjustments to their settings, so that they are as inclusive as possible.

3 & 4 year olds will be eligible for the DAF if they are in receipt of Disability Living Allowance (DLA) and have claimed any part of the funded entitlement at your setting.

Please check the [Local Offer](#) for funding rates.

Early Years Inclusion Funding (Top Up)

Inclusion Funding is available to providers to support the inclusion of children who are at SEN Support, whose needs cannot be met through reasonable adjustments and what is ordinarily available in the setting.

The aim is to support settings to provide enhanced provision and intervention **that will impact on the children's progress and outcomes. This 'support' may take the form of training, physical or sensory adaptations, small group or targeted interventions, or additional adult time to enable the child to learn.**

Inclusion Funding is available to support children in receipt of the Early Years Entitlement Funding for 3-4 year olds, and for up to 15 hours for 2 year olds (do not need to have FF2 entitlement). It is not payable to delayed entry children.

There is a threshold document on **Haringey's** [Local Offer](#) to support you in making your application.

Inclusion funding is based on a banding rate which is updated on **Haringey's** [Local Offer](#)

The Funding is attached to the Early Years Entitlement Funding and is paid termly.

Requests can be submitted to IASP@haringey.gov.uk

Planning for Transitions

Children make many transitions in their lives. Some are “milestone” transitions such as starting nursery or school. Some many even



involve a move to this country. Transitions also occur on a daily basis between home and the settings and may include a change of

key person or room within a setting. Transitions are an important part of life and offer opportunities for new experiences, but they may also include feelings of anxiety and uncertainty for children and their families.

SEN support should include planning and preparing for transition before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC Plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process

Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015

Transition principles

All children and families will receive a warm welcome from their new setting.

Feelings and relationships are at the heart of every transition.

Transitions are well-planned in advance and involve everyone working with the child.

SEND Transition Timeline

The routines and processes in place that support all transitions must be flexible to ensure the needs of individual children and their families are met. Where possible, children will need time to become familiar with their new environment, at their own pace and with support. Both settings understand and value the importance of working in partnership with parents/carers.

AUTUMN TERM (PRE-TRANSITION)

What Early Years Providers, Parents and Receiving Schools should do to prepare for child's transition:

Early Years Providers in collaboration with Parents:

- ❖ Encourage parents/carers to visit schools and complete school admissions before January deadline.
- ❖ Check if the LA are holding information sessions regarding choosing school and inform parents/carers.
- ❖ Ensure Early Years Support Plan is in place for children identified. Keep parents informed of the additional and different provision in place for their child and their progress.
- ❖ Start EHC process if appropriate for the child.

Receiving Schools:

- ❖ Implement routines and key-person roles as consistently as possible to provide structure and security for children with a focus on building relationships. Reference should be made to the child's Individual One Page Profile.

THINGS TO CONSIDER:

Parents:

- ❖ Look on the school website to see information about their SEND provision.
- ❖ Visit schools of interest.

Receiving Schools:

- ❖ Provide feedback to Early Years Providers on transition records received from previous term. Use this information to support planning for the coming year.

SPRING TERM (PRE-TRANSITION)

Early Years Providers in collaboration with Parents:

- ❖ Continue to review Support Plans and meet with parents/carers to update them on their child's progress.

THINGS TO CONSIDER:

Receiving Schools:

- ❖ Update contact details of Senco or Pre-School Co-Ordinator and ensure they are available for Early Years Providers to access on school website.
- ❖ Specific strategies and resources are prepared for transition of children. For example, photos of environments and staff teams are shared on school websites to enable families and Early Years Providers to access them and use them to support discussions with all children.

SUMMER TERM (PRE-TRANSITION)

Early Years Providers in collaboration with Parents:

- ❖ Confirm with parents/carers which school their child is going to. Once school is confirmed for child contact school regarding transition.
- ❖ Identify which children will need transition meetings. Remember children who do not have EHC's but who will require a thorough transition.
- ❖ Where an Early Years Support Plan is in place, EY settings review and update in collaboration with parents ready to handover to receiving setting at transition meeting. Ensure all other paperwork is up to date including child's One Page Profile.
- ❖ If child has an EHC assessment agreed, explain to the receiving school what stage the process has reached. If EHC was requested and turned down, inform school of this and reasons stated.
- ❖ After the meeting send over any information outstanding to receiving school before the end of term.

Receiving School:

- ❖ Ensure you are aware of any training required to have in place before child starts for example EpiPen/Epilepsy training etc.
- ❖ Settling In Plan devised.

THINGS TO CONSIDER:

Receiving Schools:

- ❖ Hold information sharing session for Parents/Carers/Class Teacher/SENCo etc. Inform Early Years Providers if they are inviting children to 'taster sessions' at the school.
- ❖ Visit EY setting to meet the child and/or invite them to visit the school.
- ❖ SENCo's/Key People liaise with families to gain an up-to-date picture of the child's strengths, interests and needs. Key information is updated in partnership and used to inform planning.

AUTUMN TERM (POST-TRANSITION)

Receiving Schools:

- ❖ Settling in plan followed allowing flexibility to support child's needs. Ensure that the graduated approach is followed. Contact previous setting for advice if necessary.
- ❖ Keep parents informed of the additional and different provision in place for their child and their progress.

CHECKLIST (EARLY YEARS PROVIDERS)	Yes/Date logged	N/A
Remind/support parents to apply for school. Inform parents of sessions the LA are holding to support them to make their choice.		
Do parents want Specialist School? Have you submitted paperwork on time?		
Made a list of children who you think will require a transition meeting?		
Are child's Early Years Support Plans reviewed and up to date? Do you have all relevant paperwork ready to handover?		
Confirmed school place offered and that it has been accepted by parents. Contact school to organise transition meeting.		
Is date confirmed for transition meeting? Have you invited other professionals involved with the child to attend?		

CHECKLIST (RECEIVING SCHOOL)	Yes/Date logged	N/A
Are details of contact person easily accessible on school website?		
Are transition resources ready to be handed out if needed?		
Are you aware of children coming to the school with SEND? Have you been in contact with Early Years Providers regarding transition?		
Is date confirmed for transition meeting?		

A comprehensive Transition Tool Kit is available on [Haringey's Local Offer](#)

