



Brighton & Hove

Early Years

Special educational needs
and disability (SEND)
guide for professionals



Brighton & Hove
City Council

Early Years: SEND Guide for Professionals

Contents		Page
1.	Introduction	4
1a.	Introduction and purpose to the SEND guide	4
1b.	Introduction for parents and carers	5
1c.	Brighton & Hove vision for equality and inclusion (Equality Act 2010)	5
1d.	Role of early years SENCO and where to go for support	6
2.	Universal Services to Inform SEND Support	7
2a.	Health visiting	7
2b.	Early years SEND funding	8
2c.	EMAS	9
2d.	Children’s Centres support	10
2e.	Early years team	11
3.	Inclusive practice	11
3a.	Early years SEND code of practice (2014) and four areas of need	12
3b.	What information to record and how to track progress	12
3c.	Graduated approach framework	13
4	SEND Support	16
4a.	Brighton & Hove Inclusion Support Service (BHISS)	16
4b	Jeanne Saunders Centre- intensive development nursery	17
4c.	SEND support: strategies for inclusion	17
4d	Early years SEND tool for identifying children’s needs and supporting learning in the four broad areas of need	18
4e.	Education, health, care, needs assessment (EHCNA)	48
4f.	Statutory assessment process	49
4g	Timeline for EHCNA	50
4h.	Evidence required for a statutory assessment	51
5.	SEND self-evaluation	51
6	SEND and inclusion policy	52
7	Welcoming and admissions for children with SEND	53
8	Local information and signposting	54

9	Working with and involving parents and carers	55
10	Health services	56
11	Risk assessment	57
12	Cross border arrangements	58
13	Front Door for Families	58
14	Transition: starting school	58
15	Admissions and delayed entry to school	59
16	Acknowledgments	59

1. Introduction

1a. Introduction and purpose to the SEND Guide

This handbook is written for early years settings. Its aim is to help them to identify a child's special educational need or disability (SEND), what level of support they are expected to offer and how to arrange and monitor the support given.

This is achieved through identifying, planning and monitoring the needs of children to support their progress. It also involves making best use of available resources to comply with the Code of Practice 2014 and the Equalities Act 2010. This links with the EYFS and Ofsted frameworks.

If a setting has concerns that a child is finding certain aspects of learning hard – or that they are not making the same progress as other children – they can use this guide to help them to bring together all the information needed to get a more detailed picture of the child's needs.

Many children will need extra help with their learning at some point but this does not necessarily mean that they have a special educational need or disability (SEND). Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than most children of the same age; or
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be considered as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational needs support should be provided for children and young people with SEND. For children of two or over in early years settings, this means educational provision that is additional to, or otherwise different from, the provision made generally for children of their age in their setting. For children under two, it means educational provision of any kind

With promotion and application of this early years SEND Guide in B&H we anticipate there will be an **impact in terms of:**

- greater consistency of SEND identification
- use of an 'assess plan do review' framework
- clarity in understanding how children with SEND are supported in early years
- successful inclusion.

The national picture shows that 3.5% of two-year olds and 6% of three and four year olds are noted to have identified SEND. The school age national data from January 2020 shows 3.3% of all pupils in schools in England have an education, health and care (EHC) plan with a further 12.1% of all pupils getting SEN support.

The most common prime area of need in an EHC plan is autism. For pupils with SEN support the common issues are speech, communication and language needs.

The Special Educational Needs Code of Practice (2014) sets out how parents and carers should be involved in identifying, understanding and taking decisions about special educational needs (see SEND Code of Practice Section 6.48). The importance of working together is emphasised throughout the document.

[GOV.UK education statistics](#)

[SEN Code of Practice 0 to 25](#)

[Early Years Guide to SEND Code of Practice Sept14](#)

[B&H early education and childcare information](#)

1b. Introduction for parents and carers

If you are a parent of a child with SEND, we are delighted that you are looking at this early years SEND guide. It has been written to help early years settings and is open to parents too as it is on the Local Offer.

By sharing with parent carers, we are making sure the same information is available for families, early years practitioners and other professionals working with your children.

However, it is a detailed procedure guide for special educational needs coordinators (SENCOs) in early years settings and uses language familiar to those who work in education.

If you come across something you don't understand fully, ask the SENCO at the setting or Amaze SENDIASS, which is the local information advice and support service for SEND www.amazesussex.org.uk The Local Offer is also a good place to go for more information: [Brighton & Hove SEND Local Offer](#)

In Brighton & Hove there is a strong commitment to working with parents and carers to ensure that you are actively involved in decisions around your child's SEND. This is the clear message of the SEND Code of Practice (2015), which sets out how parents should be involved in identifying, understanding and taking decisions about special educational needs.

Parents quite rightly like to know how their child's setting will make decisions about any extra support their child needs, and what that support will look like in practice. This guide may help you understand this.

Many parents find it helpful to understand what their child's early years setting is basing decisions on. This is particularly important in the early years when you are new to the world of SEND. It can be reassuring and can help you ask informed questions about your child's support and progress.

If you have time to read the whole guide you will get a good picture of how SEND is managed in early years settings across the city. We hope you will find it interesting and use it to help you work with your child's setting.

1c. Brighton & Hove vision for equality and inclusion

All the city's different communities bring the richness, energy and creativity that make Brighton & Hove such a vibrant place. As a council, we want everyone to be able to

contribute to our city and to benefit from what it has to offer. The council and schools and early years settings in our city play an important role in tackling inequality and respecting and valuing diversity.

In Brighton & Hove the principles underlying the SEND Code of Practice 2014 inform our inclusive practice. We adhere to the key duties laid out in the Equality Act 2010:

- not to treat a disabled child 'less favourably'
- to make reasonable adjustments for disabled children.

The Equality Act defines a wide range of 'protected' characteristics that these duties specifically apply to. They include disability. The council also provides support for early years settings to ensure that they meet their statutory duties under the Equality Act in line with this [advice](#) from the Department for Education. Disability is defined as:

Someone is [disabled](#) under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. The overriding principle of equality legislation is generally one of equal treatment. However, the provisions relating to disability discrimination are different in that we may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make reasonable adjustments to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can.

The statutory duties of early years settings are helpfully described in a document by the Council for Disabled Children: [Council for Disabled Children Equality Act Early Years](#) Within Brighton & Hove we strongly recommend that early years settings apply the social model of disability to their work with children with disabilities:

The social model of disability says that disability is caused by the way society is organised, rather than by a person's impairment or difference. It looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives. [Scope](#)

'Increasing equality' is a central principle informing how we plan, finance, deliver, commission and review our services. The early years and school age SEND guides promote accurate identification and support for the city's most vulnerable children and young people and their families from pre-school to post-16 access to education and training.

Our aspiration is for a more equal city where no-one is left behind, and where everyone shares in the city's prosperity and is respected.

1d. Role of early years SENCO and where to go for support

What is the role of the setting owner / manager?

Whoever has governing, managerial or ownership responsibility for a setting providing education for pre-school children should ensure that appropriate provision is made for children with SEN – and appoint a SENCO.

Every setting in receipt of government funding must have a named person responsible for co-ordinating support for children with SEND named in their SEND Policy.

Setting owners and managers should consider allocation of time to allow the SENCO to fulfil their responsibilities.

What is a Special Educational Needs Co-ordinator (SENCO)?

A SENCO needs to have the overview of the setting's SEND policy and practice, as they hold responsibility for the day to day practical implementation of the policy by all staff.

The SENCO role includes:

- Making sure all staff understand and implement the SEND policy and ethos
- Being a 'point of call' for staff to give advice and support where needed
- Ensuring that effective systems are in place, eg observations and staff liaison, so that children's additional needs are identified early, and concerns are acted on
- Ensuring that additional provision is recorded on children's SEND support plans and they are kept up to date by key staff
- Monitoring children's progress and their level of need (thresholds)
- Liaising and working with other agencies
- Listening to parents and understanding their views and wishes
- Putting the child and their family at the centre and striving to maintain effective two-way communication with parents / carers to share information
- Keeping the setting's SEND policy up to date in line with current legislation
- Keeping up to date with current legislation and developments in SEND and sharing with the team
- Coordinating transition of relevant information to receiving school / other settings
- Requesting / leading a SEND review

Where do SENCOs go for support?

Settings will offer internal lines of management and access to appropriate training. SENCOs can link with other early years SENCOs for peer support.

All settings have access to the Brighton & Hove Inclusion Support Service (BHISS) for:

- advice and guidance on SEND through the service's area SENCO role
- regular early years SENCO Network opportunities
- the SENCO training programme, which is available each term – details and booking via the Learning Gateway.

2. Universal services to inform SEND support

2a. Health visiting

The Healthy Child Programme (HCP) is the early intervention and prevention public health programme for all children and families. It is offered to all 0-5-year olds living in Brighton & Hove.

The HCP aims to improve health and wellbeing and reduce inequalities in outcomes as part of an integrated approach to supporting children and their families. It offers families a programme of developmental reviews and information / guidance to:

- give every child the best start in life
- support school readiness and improve resilience for school-aged children.

The 0-5 service is delivered by health visitor area teams. These include health visitors, health care practitioners, administrators and some co-located school nurses. The teams deliver expert information, health assessments and interventions to ensure whole family needs are met.

Your Community describes a range of health services (including GP and community services) for children and young people and their families. Health visitors and school nurses are involved in developing and providing these and making sure clients know about them.

Universal Services provided by the HCP teams ensure a healthy start for every child. All families receive the five universal HCP health visiting contacts. These are: ante natal; new birth visit at 10-14 days; 6-8-week review; 9-12-month developmental review; and a 2-2.5 year review.

The HCP's universal reach provides an important opportunity to identify families in need of additional support as well as children who are at risk of poor health and developmental outcomes.

Universal Plus provides a swift response from the HCP team when specific expert help is needed. This might be identified through a health check or through providing accessible services. It could include managing long-term health issues and additional health needs, reassurance about a health worry, advice on sexual health, and support for emotional and mental health wellbeing.

Universal Partnership Plus delivers on-going support by the HCP team. It is part of a range of local services working together and with individual families to deal with more complex problems over a longer period.

If a child with identified vulnerabilities is in early education such as a nursery, pre-school, or child minder, they will be offered an 'Integrated Review'. This incorporates findings from the ASQ-3 domains with the early years Foundation Stage Developmental Assessment categories.

It encourages a partnership approach between parents / carers, the HCP service and early years settings and forms part of the child's Universal Plus and Universal Partnership Plus. This can be undertaken by a health visitor (HV) in place of the universal 2-2.5-year review or in addition to the universal 2-2.5-year review. The HCP teams in Brighton & Hove should follow the integrated review pathway outlined in the school readiness guidelines.

2b. Early years SEND funding

If a child receives Disability Living Allowance (DLA), or has an Education Health Care plan, they can have **free** early learning from the term after their second birthday. This continues until they start school. Families can seek more information by contacting the [Family Information Service](#).

The free early learning from two years is for 570 hours a year (or 15 hours a week for 38 weeks a year if the provision is open term-time only). From the term after their child's third birthday, some working parents may be eligible for an additional 15 hours a week.

More information on these free early learning entitlements, as well as financial support for parents paying for childcare, can be found at the government's [Childcare Choices](#) website. There is also information on our [Family Services Directory](#), which also lists all the city's childcare providers.

Additional Support Funding (ASF) may be available to early years and childcare providers. This is to help children take up their free early learning at a mainstream Ofsted-registered provider – a playgroup, pre-school, day nursery, childminder, nursery school or primary school nursery class.

BHISS assesses the need for and administers **ASF to support inclusive practice**. It can be used to increase the staffing to enhance inclusion for children and / or to pay towards equipment or training for staff to meet identified needs.

ASF can only support children to attend their free early learning. If parents and carers are paying for additional hours there is no ASF paid to providers.

Once a child has reached the term after their third birthday, and if they have DLA or an EHC plan, early years providers can claim the **Disability Access Fund (DAF)**. Providers apply directly to the council for the DAF, which was £615 in 2020-21. The DAF is paid once a year. If the child moves settings the funding stays with the original provider.

The DAF goes towards enabling a child to benefit from the full early years foundation stage. Again, this can be equipment, resources or adaptations to the venue.

2c. Early Years Ethnic Minority Achievement Service (EMAS)

What EMAS does

EMAS is a team of specialist teachers, bilingual liaison assistants, and home liaison officers. Their early years team provides the following support for children families and settings:

- advice on assessing and supporting children with English as an Additional Language (EAL) and SEND
- support in community languages for children and parents / carers
- assessment of a child's language/s other than English
- advice and support to families with EAL to access services for their child and to understand the services and professionals they meet.

EMAS work closely with other professionals to deliver the best outcomes for the child. For example, they work with speech and language therapy colleagues to identify children in need of additional support for their language development.

The team offers support in the main community languages of Brighton & Hove. The languages provided may change to adapt to community needs and achievement data.

Who can refer?

Anyone can contact EMAS for support, and families can self-refer. Parental consent is required, but sometimes it is difficult to obtain consent as the service cannot be clearly explained. We can help you explain the EMAS service to parents

For information about EMAS

<https://www.facebook.com/BrightonHoveEMAS>

https://twitter.com/BHCC_EMAS

[Brighton & Hove Local Offer EMAS](#)

[Understanding the steps of learning for children with EAL in EYs](#)

Contacting EMAS Tel: 01273 292521 Email: EMASadmin@brighton-hove.gov.uk

EAL and SEND

Children with no English but who are communicating at an appropriate level in their home language do not need referring for assessment of their speech and language. Early assessment of all of a child's languages enables children with speech and language delay / disorders to have appropriate referrals.

There are a lot of cognitive and emotional / social advantages to being multilingual. It is important to take a child's bilingualism / multilingualism into account and not assess them as a monolingual child. It is important to gather information on all the languages the child hears and speaks, and their level of understanding / speaking in each.

Parents should not be advised to just speak English, even if their child has significant SEND. Children need good role models for language and a link to their culture / identity.

There may be additional factors to consider when assessing a child with EAL. These could include the length of time in the country, whether family have experienced trauma (eg refugee families), and different expectations of developmental milestones.

A diagnosis of SEND can be difficult for any parent. There may be extra difficulties for a parent with EAL, such as very different attitudes / approaches in their country of origin.

2d. Children's Centres support

Children's Centres provide services and support for parents and carers with children under five. Services vary at each centre according to the needs of local families, but all centres provide:

- child and family health services
- family support services, and
- drop-in and targeted groups for parents.

The Children's Centre teams work closely with the HCP health visitors. Following a health visitor assessment families and children who are identified as having additional needs can be supported in the following ways:

- groups for families with English as an additional language
- chatterbox groups for children with speech and language delay
- small specialist groups provided by children's centre staff and / or community sector partners that provide support for families with children with disabilities and SEN.

Some families may also be allocated an 'early years educator' who can work closely with the family and child. This can be in their home, at the centre, or virtually. This work will include a time limited intervention in areas such as:

- supporting the child's development
- healthy eating on a budget and support with mealtimes
- speech and language delay
- support with Parenting (Triple P), and
- raising early achievement in literacy (REAL).

2e. Early years team

This team works with pre-schools, nurseries and childminders registered with Ofsted to develop the quality of practice across the Early Years Foundation Stage.

Targeted support is given to any settings with a 'Requires Improvement' or 'Inadequate' Ofsted judgement. Other settings can request advice on:

- preparation for Ofsted inspections
- support for new settings and managers
- safeguarding policy and practice
- advice on developing children's communication
- language and literacy, and
- effective use of the early years Pupil Premium to improve outcomes for disadvantaged children and children in care or previously in care.

The team sends fortnightly email bulletins, holds termly network meetings, sends a Network News and coordinates an Early Years Foundation Stage training programme. They incorporate best practice in supporting children with SEND in the advice and material they share and make links with the BHISS team when more specialist advice is required.

A member of the team also advises holiday clubs and after school clubs and coordinates the allocation and effective use of inclusion funding.

Further information from Early Years and Childcare Professionals.

3. Inclusive practice: Early SEN identification, support and the graduated approach

'Inclusion is a journey with a clear direction and purpose: equality of opportunity for all children'.

The aspiration to support every child with SEND to have the best start in life lies at the heart of effective inclusive practice. This should be clear in all Brighton & Hove early years settings.

What does good inclusion look like in early years settings?

- a welcome for all disabled children, secure relationships and support for families when they need it
- respect for difference and a commitment to building friendships and community to the benefit of everyone

- equality of access to play, learning, leisure and all aspects of life
- the active participation of children and their families in decision-making.
- a proactive approach to identifying and removing barriers
- timely access to information and to people with empowering attitudes, supportive skills and expertise.

Before additional interventions are considered, settings need to ensure the child's learning experience is of high quality. Good quality inclusive nursery provision for all learners should be reviewed by the setting with the SENCO and include the following:

- an effectively differentiated Early Years Foundation Stage curriculum
- monitoring of progress to identify where a child is developmentally
- a range of assessment and screening 'tools' to support closer identification of needs
- putting in place effective, evidence-based interventions individually tailored to needs
- identification of staff training needs in SEND and built into the settings CPD programme.

3a. SEND Code of Practice (2014) and broad areas of need

The SEND Code of Practice (2014) sets out the requirements necessary to support children and young people aged 0-25 years with additional needs. Chapter five particularly covers early years, but some other sections may also be relevant at times.

Early years providers **must** have regard to the Code of Practice and have robust arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN.

Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction needs (C&I)
- cognition and learning needs (C&L)
- social, emotional and mental health needs (SEMH)
- sensory and / or physical needs (S&P)

These areas give an overview of the range of needs that providers should plan for. However, children often have needs that cut across all these areas and their needs may change over time.

For instance, speech, language and communication needs can also be a feature of several other areas of SEN. Children with an autism spectrum disorder may also have needs across all areas. The special educational provision made for a child should always be based on an understanding of their strengths and needs and should seek to address them all.

3b. What information to record and how to track progress

SEN **registers** can act as monitoring tools for SENCOs to record SEND. Any list (register) with key information of children, needs to be compliant with GDPR.

Records kept for children will identify the SEND cycle of assess, plan, do, review. This process includes consideration of the following information:

- SEND early identification approaches
- SEND Support Plans
- identification of progress
- discussion with parents / carers about their child's progress and any concerns
- SEND list updated following discussion with parent carers
- staff to consider whether the child's presenting needs are due to EAL alone rather than a SEND
- a diagnosis or disability alone does not indicate a child has SEND
- tools available to support, e.g. Tapestry, Progress Tracker, Developmental Journals, ECAT and Mosaic
- a wide range of needs will be supported as identified in the SEND: guide for early years settings.

Early Years settings are asked to identify if a child has SEND in their termly headcount. They are asked to identify if a child has no SEND, SEND Support or an Education Health Care Plan. Information from the Spring term is then uploaded for the DfE annual census.

3c. Graduated approach framework

Each setting will aim to deliver good quality inclusive nursery provision with high quality learning experiences. Children will respond in varied ways at varied times.

The SENCO will work with the early years staff to adjust the environment and learning experiences to meet the needs of the child and monitor progress. At times, a child will require additional adjustments and the team will plan for, and deliver, these interventions where required working in partnership with parent and carers. These additional interventions form the child's SEND support.

The Code of Practice describes 'SEND Support' being required where a child is identified as having SEND. To enable the child to participate, learn and make progress Early Years settings should act to:

- remove barriers to learning
- put effective special educational provision in place.

Early identification of a child having SEND is important. SENCOs in early years settings can promote early identification by ensuring that effective systems are in place such as observations and staff liaison.

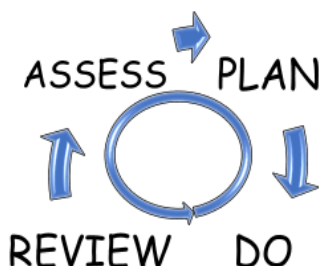
This enables children's additional needs to be identified early, and concerns are acted on. Early years settings are often where concerns are first seen – settling / new environment / challenge.

SEND Support:

- High quality teaching that is differentiated and personalised will meet the individual needs of most children. Some children need educational provision that is additional to, or different from this. (Code of Practice 1.24).
- This will include children that are receiving some differentiated additional support from practitioners and SENCO within a setting (above and beyond what other children are getting) and those who are also supported by outside agencies.

SEND support should arise from a four-part cycle, known as the **graduated approach**. Through this approach earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the child's needs and of what support the child needs to make good progress and secure good outcomes. The four stages of the cycle are: **Assess, Plan, Do, Review**.

Graduated Response Cycle



'Assess, Plan, Do, Review shouldn't really be new as a concept to good practitioners and SENCos. It should be what they are doing anyway - identify what the core difficulty is and plan an appropriate strategy, taking into account how the child learns the best. Then carry out the plan and review how it's working.'

2

SEND support should be recorded on SEND support plans. They should only record that which is additional to or different from the differentiated curriculum plan that is in place as part of normal provision. All plans should be discussed with parents.

Strategies employed to enable the child to progress should be recorded within a plan. This should include: information about the short-term targets set for the child, the teaching strategies and the provision to be put in place, when the plan is to be reviewed, and the outcome of the action taken.

Targets should be:

- Specific** – clear, succinctly worded and understood by everyone
- Measurable** – what will the child be achieving when target is met
- Achievable** – the 'next step' for the child
- Relevant** – take a key aspect of the child's development forward
- Timebound** – worked towards for an appropriate amount of time.

The SEND support plan is a working document that should be readily available for the appropriate staff to consult for planning, assessment and to inform the support in place for a child.

Parents should be involved as much as possible in the setting of and working towards targets. Invite suggestions for targets but bear in mind that priorities may differ, and you may have to reach a compromise.

Try to suggest ways in which parents / carers can support the target at home and invite regular feedback as well as input into the review process. It is ok to revise a target if you find it is either too challenging or not challenging enough. Keep parents involved in the process though.

It is ok to review a SEND support plan before the agreed review date if a target has been achieved earlier than expected. When reviewing the plan invite input from all involved, including the child if this is possible. Consider the following:

- **progress** – has the target been partly / fully / not achieved?
- **why?** – were appropriate/effective strategies used?
- **what next?** – how can we maintain progress? Is a further SEND Support Plan necessary or can needs be met your usual differentiated support?
- **level of support** – is a further SEND Support Plan at the same level needed, or more specialised support?

Please remember to keep reviewed SEND support plans available as they may be needed to show progress/patterns of support for transition or requesting statutory assessment.

The following are links that offer advice to support SEND planning:

<http://www.sendgateway.org.uk/>

<http://www.thecommunicationtrust.org.uk/policy-and-practice/send-reforms/support-for-early-years-settings/>

<http://educationendowmentfoundation.org.uk/>

Below are some tools to support measuring progress of children with SEND

Early Years Foundation Stage (EYFS)	The EYFS framework sets the standards to make sure that children aged from birth to 5 learn and develop well and are kept healthy and safe. The framework is for all Ofsted registered early years providers in all settings, including nurseries, childminders, pre-schools and reception Statutory framework for the early years foundation stage (publishing.service.gov.uk)
Every Child a Talker	Every Child a Talker (ECAT) was designed to develop the language and communication of children from birth to five years of age. The national project involving 51 Local Authorities (including Brighton and Hove in 2010-11) was set up after concern about the high levels of ‘language impoverishment’ in the UK, and how this affects children’s progress in school and chances in life. ECAT strategies and resources were designed to help staff create a supportive and stimulating environment within a provision in which children could enjoy experimenting with and learning language. ECAT encouraged the development of early language through everyday, fun and interesting activities which reflected children’s interests and enabled them to become confident and skilled communicators. The child monitoring tool is a resource that is still used in Brighton and Hove by EMAS and staff in early educational settings to identify children who are at risk of speech, language and communication needs. Every Child a Talker: Guidance for Early Language Lead Practitioners (foundationyears.org.uk)
ASQ	Ages & Stages Questionnaires® (ASQ®) provides reliable, accurate developmental and social-emotional screening for children between birth and age 6. Drawing on parents’ expert knowledge, ASQ has been specifically designed to pinpoint developmental progress and catch delays in young children—paving the way for meaningful next steps in learning, intervention, or monitoring. Home - Ages and Stages

Developmental Journal	<p>The Early Years Developmental Journal is designed for families, practitioners and others to use as a way of recording, celebrating and supporting children's progress.</p> <p>This Journal is particularly useful if it is known or suspected that a child being supported is unlikely to progress in the same way or at the same rate as other children - whether or not a particular factor or learning difficulty has been identified and given a name. It is also for people who would like to find out more about children's development in the early years</p> <p>https://councilfordisabledchildren.org.uk/help-resources/resources/early-years-developmental-journal</p> <p>https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/merged-school-years-developmental-journal.pdf</p>
Early Years Toolkit	<p>An accessible summary of educational research for early years teaching from EEF</p> <p>Early Years Toolkit Education Endowment Foundation EEF</p>
Personal Education Plan (PEP)	<p>The PEP is the education part of a looked-after child's care plan. A termly Early Years PEP meeting and action plan is recommended for any child who is looked-after in an early years setting. For children of statutory school age the PEP meeting and the PEP document are statutory aspects of a child in care's care plan. The PEP meeting provides opportunities to plan, discuss and evaluate the educational experience of a child and to ensure that their needs are being met. Meetings and plans are also recommended for children who were previously in care. More information is available from the Virtual School.</p> <p>Promoting the education of looked-after and previously looked-after children - GOV.UK (www.gov.uk)</p>

4. SEND support

4a. Introduction to BHISS

The Brighton & Hove Inclusion Support Service (BHISS) works with nurseries, playgroups and childminders registered with Ofsted, as well as schools and colleges. The service supports children and young people with SEND and their families.

All pre-school providers have an allocated link early years SEND specialist teacher and SEND specialist practitioner from BHISS to support them with practice relating to SEND and inclusion.

Your BHISS link can offer advice about the type and level of support for individual children. Where appropriate referrals are made to the health visitors and the Seaside View Child Development Centre for direct BHISS involvement.

Support offered includes:

- identification of children who need referral to other services
- targeted individual and group interventions within the pre-school setting
- support to implement the graduated approach of Assess, Plan, Do, Review, including identifying targets for SEND support plans and co-ordinating requests for statutory assessments (including EHC plans)
- an extensive and comprehensive training programme covering the statutory requirements from the SEND Code of Practice and the Equality Act, as well as focused training on specific areas of need

- early years SENCO network meetings to update providers on SEND developments and practice and to provide peer support opportunities
- coordination and allocation of Additional Support Funding for those children with complex SEND to support them in their early years setting
- facilitating and supporting effective parent partnership.

From the range of specialist teams in BHISS, the following teams support pre-school children:

- [Early Language](#) Support
- [Early Years](#)
- [Educational Psychology](#)
- [Sensory Needs](#) - hearing impairment and visual impairment

Further information can be found at [BHISS Early Years Local Offer](#)

4b. Jeanne Saunders Centre – intensive development nursery

Children can be referred for an intensive development nursery place for 15 hours a week by the BHISS Early Years Team, the Speech and Language Therapy Service and paediatricians at Seaside View.

4c. SEND support: strategies for inclusion

When considering a child's needs the setting and parents and carers should be mindful of using the four categories set out below:

- 1 Communication and Interaction
- 2 Cognition and Learning
- 3 Social, emotional and mental health difficulties
- 4 Sensory and / or physical difficulties.

The following section has a range of strategies early years staff can use with children with needs in each of these four categories, as described in the SEND Code of Practice.

Each area has a list of things staff may see that indicate a certain need, how they might respond and what support can be put in place.

The level of response is described in a graduated way, from 'First Concerns' to 'SEN Support' to 'Complex/ Specialist' level of needs and support.

4d. Early years SEND tool for identifying children’s needs and supporting learning in the four broad areas of need

Cognition and Learning – First Concerns		
Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<ul style="list-style-type: none"> • Evidence of some delay in meeting expected milestones • Some evidence of repetitive play, restricted interests and limited imaginative play • May move quickly from one activity to another and may need an adult to ensure learning through play occurs 	<ul style="list-style-type: none"> • Key person to liaise with the setting SENCO • Setting SENCO to support in identifying differentiated activities and strategies for the child • Start the ‘Assess, Plan, Do, Review’ process by working in partnership with the parents / carers to plan for the child in the setting and at home, consider using a one-page profile • Continue to track and monitor the child’s progress • Contact the child’s Health Visiting Team to discuss the child’s development recorded in the Red Book and / or through the Integrated Review at age 2 • Consider SEND training opportunities for staff members, including from BHISS • Support children and their families to access universal and targeted 	<ul style="list-style-type: none"> • Use the characteristics of effective learning to assess how children are choosing to learn and where they like to go both indoors and outdoors • Consider how the child plays and explores, is motivated to learn, thinks critically etc • Find out what gains the child’s interests and attention and use this information to plan next steps for learning • Consolidate learning by ensuring that the activities that the child enjoys remain available and are easily accessible • Extend and adapt activities as children’s interests and thinking develop and change • Consider the environment. Help the child to focus by keeping distractions to a minimum • Provide developmentally appropriate activities and ensure that the child can access them at his / her own pace, thereby enabling them to achieve success

	<p>services as appropriate in their local Children's Centre</p> <ul style="list-style-type: none"> • For additional support, advice, and guidance, contact the linked BHISS staff for the setting • If concerns continue, the key person and the SENCO to discuss whether the child needs specific SEN support and to share this with the parents / carers 	<ul style="list-style-type: none"> • Provide activities which are stimulating and encourage children to use all their senses • Stimulate the child's curiosity by introducing new activities or changing familiar activities – for example, Lego in the sand tray, cars in the play dough etc • Provide treasure baskets with contents regularly changed for the children to explore • Encourage the child to explore both indoors and outdoors and develop a sense of curiosity, eg muddy puddles etc • Develop sustained shared thinking • Encourage problem-solving by asking questions. Allow the child time to respond • Use simple language at a level that the individual child can understand and respond to • Support language with visual props, for example, Makaton, visual timetables, story sacks, puppets etc
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Cognition and Learning - SEN support

Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<ul style="list-style-type: none"> • Significant delay in reaching milestones • Evidence of frequent repetitive play, restricted interests and significant difficulties with imaginative play • Difficulties in retaining concepts over time and / or learning and skills are frequently lost • New learning needs to be broken down into small steps, and repetition / over-learning are required for progress to occur and outcomes to be met • Significant difficulties with attention. Requires a high level of support to maintain focus and promote learning through play 	<ul style="list-style-type: none"> • Key person to liaise with the setting SENCO and parents to share concerns and begin a SEN support plan • SENCO to continue to support the key person in planning differentiated activities and strategies to support the child • Monitor and review the SEN support plan, focussing on 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 'Assess, Plan, Do, Review' process • Liaise with the linked BHISS staff for support, advice and guidance and ensure that this is incorporated into the child's SEN support plan • Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home • Continue to liaise with the child's Health Visiting Team, as appropriate 	<ul style="list-style-type: none"> • Continue with any relevant strategies from First Concerns level. Also: • Consider what gains the child's interests and high levels of involvement and wellbeing • Ensure that at each session attended, the child accesses an individually supported learning opportunity, small group time and support during child-initiated play, as based on the SEN support plan • Ensure there are plenty of opportunities to repeat activities • Encourage children to use a range of stimulating open ended resources that use all their senses • Continue to create interesting experiences that develop a child's curiosity and motivation to explore • Develop joint attention by following the child's interests, joining them in their play, and modelling language appropriate to the child's level of development • Provide opportunities to explore and manipulate play equipment and materials

	<ul style="list-style-type: none"> • Continue to consider SEND training opportunities for staff members, including from BHISS • Continue to support children and their families to access universal and targeted services as appropriate in their local Children's Centre • If child's development continues to cause concerns and progress is slow, SENCO to discuss a referral to the Seaside View Child Development Centre with child's health visiting team and with the linked BHISS staff for the setting 	<ul style="list-style-type: none"> • Develop a bank of clearly marked sensory resources that can be used at different times to develop the child's awareness and exploration of the senses • Use objects / toys the child is interested in to introduce them to areas of the curriculum they are not currently accessing – for example, painting using the wheels of a car, foam numbers floating in the water tray • Introduce unexpected objects, place toys in unusual places, and / or introduce treasure boxes of interesting objects for children to explore
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Cognition and Learning - complex / specialist		
Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<ul style="list-style-type: none"> • Persistent and significant delay in reaching milestones • Evidence of persistent repetitive play, restricted interests and severe difficulties with imaginative play • Significant difficulties in retaining concepts over time and / or learning and skills are consistently lost • Requires a very high level of individual support to access an individually tailored curriculum 	<ul style="list-style-type: none"> • Key person to continue to liaise with the setting SENCO and parents • SENCO to continue to support the key person in planning differentiated activities and strategies to support the child • Continue to monitor and review the SEN support plan, focussing on 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 'Assess, Plan, Do, Review' process • Liaise with the linked BHISS staff for support, advice and guidance and ensure that this is incorporated into the child's SEN support plan • Consider the use of early support materials, for example, the appropriate developmental journal • Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home 	<ul style="list-style-type: none"> • Continue with any relevant strategies from First Concerns and SEN support levels. Also: • Strategies used when supporting children with high level needs are individualised and it is expected that they would come from the advice given by the specialist services that support the child and the family • If the child has an EHC plan the setting should ensure that planning and interventions relate to the outcomes set out within the plan. Progress should be monitored in relation to the outcomes specified in the EHC plan • Incorporate moving and handling plans and care plans into planning, as advised by professionals

	<ul style="list-style-type: none">• Continue to liaise with the child's Health Visiting Team, as appropriate.• Ensure all relevant staff members have had SEND training to support the child in the setting, including any appropriate training from BHISS• Continue to support children and their families to access universal and targeted services as appropriate in their local Children's Centre• If the child's needs are significant and concerns remain, consideration should be given as to whether an application for Additional Support Funding and / or an EHC needs assessment should be made. Discuss with the linked BHISS staff for the setting• If a child is new to the setting, consider the child's transition from the home / previous setting	
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Communication and interaction - First Concerns		
Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<p>Communication</p> <ul style="list-style-type: none"> Expressive and / or receptive language is showing some delay and requires some additional input to facilitate progress <p>Speech and language therapy (SALT) may be involved and a SALT programme in place</p> <ul style="list-style-type: none"> Immature speech sounds or speech is unintelligible to familiar adults Requires repetition, slow pace of language and extra use of key words <p>Social interaction</p> <ul style="list-style-type: none"> Some difficulties following social expectations, for example, eye contact, conversation, sharing and turn-taking Some difficulties communicating with adults outside of the family Limited ability to tolerate social interaction, for example, withdrawal from the company of others and a preference for solitary play Higher than usual levels of anxiety at times of change (to routine / environment / people) or transition 	<ul style="list-style-type: none"> Key person to liaise with the setting SENCO Setting SENCO to support in identifying differentiated activities and strategies for the child Start the 'Assess, Plan, Do, Review' process by working in partnership with the parents / carers to plan for the child in the setting and at home, consider using a one-page profile Continue to track and monitor the child's progress Contact the child's health visiting team to discuss the child's development recorded in the Red Book and / or through the integrated review at age 2 Consider SEND training opportunities for staff members, including from BHISS Support children and their families to access universal and targeted services as appropriate in their local Children's Centre 	<ul style="list-style-type: none"> Place yourself where children can see your face clearly and you can see them when communicating Keep distractions to a minimum Allow extra time for processing information, answering and completing tasks. Give time to children who have difficulty speaking or who need time to process thinking Allow for frequent practice through recall and repetition. Give a warning when an activity is coming to an end. Support the transition Support development of sharing and turn taking in small groups and on an individual basis if required Offer child choices, e.g. from two songs, stories, drinks. Support choice-making visually with objects, pictures, symbols Use Makaton and other visual support strategies consistently Use specific praise (labelled), eg 'good sitting', 'good drinking' etc

<ul style="list-style-type: none"> • Some difficulties following adult directed activities • Some restricted play interests and / or sticks to preferred activities for example, vehicles, computer etc • Enjoys and responds better to visual information rather than auditory / language based • May have some preferences in foods, clothing and become anxious when encouraged to try new experiences • If upset, may take longer to settle and reassure than peers 	<ul style="list-style-type: none"> • Consider a referral to the early years speech and language therapy service, if not already known to this team • For additional support, advice and guidance, contact the linked BHISS staff for the setting • If concerns continue, the key person and the SENCO to discuss whether the child needs specific SEN support and to share this with the parents / carers 	<ul style="list-style-type: none"> • Create a predictable, consistent environment and follow routines • Support child-initiated activities focussing on communication and language by joining in with child's chosen activities, following their lead and playing alongside them • Keep language clear and model language, including social scripts • Plan differentiated small group activities and resources • Plan story times that encourage the children to join in. Use short, well-illustrated stories and props, story sacks etc • Provide resources clearly labelled with pictures or objects of reference, and display visual timetables • For speech sound difficulties give plenty of time for the child to finish what they are saying, maintain eye contact to communicate that you are listening to them. Model the correct pronunciation for the child whilst avoiding correcting their efforts • Refer to further helpful resources / information, eg The Communication Trust, ICAN, Every Child a Talker etc
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Communication and Interaction – SEN support		
Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<p>Communication</p> <ul style="list-style-type: none"> Expressive and / or receptive language is showing significant delay and / or disorder requiring support from speech and language therapy (SALT) Additional support required to teach and manage alternative communication systems which may involve support from outside agencies Additional support required to provide daily SALT programme of activities - both on an individual basis and in small groups where appropriate Loss of previously demonstrated communication skills, specifically spoken or signed <p>Social interaction</p> <ul style="list-style-type: none"> Frequent and significant difficulties following social expectations, for example, eye contact, conversation, sharing and turn taking Persistent and significant difficulties in tolerating social interaction and / or inappropriate attempts at interaction and / or actively withdraws 	<ul style="list-style-type: none"> Key person to liaise with the setting SENCO and parents to share concerns and begin a SEN support plan SENCO to continue to support the key person in planning differentiated activities and strategies to support the child Monitor and review the SEN support plan, focussing on the child's progress and the impact of strategies and interventions used. This should be completed at least every six weeks as part of the 'Assess, Plan, Do, Review' process Liaise with the linked BHISS staff for support, advice and guidance and ensure that this is incorporated into the child's SEN support plan Ensure any other suggested specialist advice is incorporated into the child's SEN support plan, for example, from the speech and language therapist Continue to liaise with the child's health visiting team, as appropriate. 	<ul style="list-style-type: none"> Continue with any relevant strategies from First Concerns level. Also: Put in place the interventions and strategies from any speech and language therapy programmes / plans Identify times and areas of targeted individual support and whether interventions will be individual, paired or in a small group Have a strong emphasis on, and consistent use of, visual support which is appropriate to the child's level of language abilities and cognitive development – for example, objects of reference / photographs / symbols Remember to talk about what is happening, so that the child hears language that relates to actions as they happen, the activities they are involved in and the objects they are using Provide motivation and opportunities for communication – for example, use a toy to excite their curiosity, avoid pre-empting what they need etc

<ul style="list-style-type: none"> • Significant, frequent high levels of anxiety at times of change (to routine / environment / people) or transition • Frequent and significant difficulties in following adult directed activities • Spends a considerable amount of time on self-directed activities and finds it difficult to cease or move on (may result in anxiety and / or dysregulation) • May show more interest in objects than people • Leads adult to get whatever he / she wants or uses adult's hand as a tool to make toys or equipment work • Significant difficulties with attention and may move quickly from area to area and from activity to activity with limited engagement and learning taking place • Handles play equipment inappropriately or uses equipment differently to their peers 	<ul style="list-style-type: none"> • Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home • Continue to consider SEND training opportunities for staff members, including from BHISS • Continue to support children and their families to access universal and targeted services as appropriate in their local Children's Centre • If child's development continues to cause concerns and progress is slow, SENCO to discuss a referral to the Seaside View Child Development Centre with child's health visiting team, speech and language therapist and with the linked BHISS staff for the setting 	<ul style="list-style-type: none"> • Observe how the child communicates, who they communicate with and where they communicate and build on this • Refer to further helpful resources / information, eg Autism Education Trust, National Autistic Society
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Communication and Interaction – complex / specialist

Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<p>Communication</p> <ul style="list-style-type: none"> Expressive and / or receptive language is showing severe delay and / or disorder requiring support from SALT and progress is slow (despite interventions) Intensive support required to teach and manage alternative communication systems involving outside agencies Limited functional communication skills requiring individual alternative and / or augmentative communication strategies to access to learning opportunities. Sustained loss of previously demonstrated communication skills, specifically spoken or signed <p>Social interaction</p> <ul style="list-style-type: none"> Severe communication difficulties which require intensive support and clear identified strategies for them to communicate (possible diagnosis of autistic spectrum condition or social communication difficulties which are pervasive in nature) Level of anxiety impedes significantly upon behaviour and ability to access the EYFS curriculum and environment 	<ul style="list-style-type: none"> Key person to continue to liaise with the setting SENCO and parents SENCO to continue to support the key person in planning differentiated activities and strategies to support the child Continue to monitor and review the SEN support plan, focussing on 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 ‘Assess, Plan, Do, Review’ process Liaise with the linked BHISS staff for support, advice and guidance and ensure that this is incorporated into the child’s SEN support plan Ensure any other suggested specialist advice is incorporated into the child’s SEN support plan, for example, from the speech and language therapist. Consider the use of early support materials, for example, the appropriate developmental journal 	<ul style="list-style-type: none"> Continue with any relevant strategies from First Concerns and SEN support levels. Also: Strategies used when supporting children with high level needs are individualised and it is expected that they would come from the advice given by the specialist services that support the child and the family If the child has an EHC plan the setting should ensure that planning and interventions relate to the outcomes set out within the plan. Progress should be monitored in relation to the outcomes specified in the EHC plan All staff should know, understand and agree on strategies to be used and all support must be implemented consistently

<ul style="list-style-type: none"> • No understanding of social boundaries in play or other activities • Persistent and severe difficulties following social expectations – for example, eye contact, conversation, sharing and turn-taking • Unable to tolerate any social interaction other than in meeting own basic needs • Significant and persistent difficulties in following adult directed activities • Frequently overwhelmed by sensory stimuli to the extent that learning is significantly compromised. A high proportion of time may be spent seeking / avoiding sensory experiences • Significantly restricted interests and strong evidence of repetitive interests and stereotypical play • Continued difficulties with attention and moves quickly from area to area / activity to activity with limited engagement and learning taking place. May persist with some sensory-seeking behaviours, e.g. spinning wheels • Little or no danger awareness – requires close supervision to ensure their safety e.g. climbing, mouthing objects, running, throwing etc 	<ul style="list-style-type: none"> • Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home • Continue to liaise with the child’s health visiting team as appropriate • Ensure that all relevant staff members have had SEND training to support the child within the setting, including any appropriate training from BHISS / SALT • Continue to support children and their families to access universal and targeted services as appropriate in their local Children’s Centre • If the child’s needs are significant and concerns remain, consideration should be given as to whether an application for Additional Support Funding and / or an EHC needs assessment should be made. Discuss with the linked BHISS staff for the setting • If a child is new to the setting, consider their transition from the home or previous setting 	
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SEMH – First Concerns		
Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<ul style="list-style-type: none"> Evidence of some delay in meeting expected milestones Difficulties with separation from parent / carer which are greater in comparison than peers Some short-term unexpected behaviours that require adult intervention, for example, impulsivity that demonstrates lack of inhibition Struggles to respond to appropriate boundaries when encouraged and supported Needs significant adult encouragement / support to participate in group activities Some difficulties regulating own emotions and recognising those of others which may be evidenced by issues with taking turns, sharing and social interaction Short-term withdrawal from activities and / or changes in behaviour and play Increased anxiety levels seeking frequent reassurance from adults 	<ul style="list-style-type: none"> Key person to liaise with the setting SENCO Setting SENCO to support in identifying differentiated activities and strategies for the child Start the ‘Assess, Plan, Do, Review’ process by working in partnership with the parents / carers to plan for the child in the setting and at home, consider using a one-page profile Continue to track and monitor the child’s progress Contact the child’s health visiting team to discuss the child’s development recorded in the Red Book and / or through the integrated review at age 2. Consider SEND training opportunities for staff members, including from BHISS Support children and their families to access universal and targeted services as appropriate in their local Children’s Centre 	<ul style="list-style-type: none"> Use the characteristics of effective learning to assess how children are choosing to learn and where potential difficulties might arise Consider how the child plays and explores, is motivated to learn, thinks critically etc Consider the environment and whether it promotes a sense of belonging and the child feeling safe and secure Ensure there is a quiet, calm space available is always for the child to access, for example, a cosy area with large cushions Consider your daily routine and whether there are specific times when the child may need additional adult support, for example, at greeting time Consider adult-child interactions in the setting, particularly around consistency of approach Encourage the child to bring something from home as part of the settling in process or as a comfort at other times if needed

<ul style="list-style-type: none"> • Reluctant to explore activities or try new ideas 	<ul style="list-style-type: none"> • For additional support, advice and guidance, contact the linked BHISS staff for the setting • If concerns continue, the key person and the SENCO to discuss whether the child needs specific SEN support and to share this with the parents / carers 	<ul style="list-style-type: none"> • Use visual support to help the child understand the daily routines and expectations, for example, objects of reference to show the child what is going to happen next, or Makaton for group time reminders • Provide resources, materials and activities which the child enjoys and engages with. Use these to inform future planning for the child • Support play with other children by modelling simple play scenarios and language that can be used through play • Gradually introduce small group time, initially paired, then with two other children, gradually introducing more • Plan activities that develop emotional literacy and social skills • Give clear guidance and ensure that you give consistent messages. For example, use scripted ‘three-part messages’; “Daisy” (name). “You have taken Tom’s toy and that has upset him” (description of reality). “Let’s hand it him back and I will show you how to ask for the toy” (positive next step)
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SEMH – SEN support		
Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<ul style="list-style-type: none"> • Significant delay in reaching milestones • Significant separation difficulties that persist • Significant and frequent unusual behaviours requiring adult intervention • Significant difficulties regulating own emotions and recognising those of others which may be evidenced by issues with taking turns, sharing and social interaction • Frequently withdraws and does not participate in activities. Significant changes in behaviour and play • Continued increased anxiety levels and seeks frequent reassurance from adults • Attachment to key carers not securely established • Significant concerns raised regarding poor growth, weight gain / loss 	<ul style="list-style-type: none"> • Key person to liaise with the setting SENCO and parents to share concerns and begin a SEN support plan • SENCO to continue to support the key person in planning differentiated activities and strategies to support the child • Monitor and review the SEN support plan, focussing on the child's progress and the impact of strategies and interventions used. This should be completed at least every six weeks as part of the 'Assess, Plan, Do, Review' process • Liaise with the linked BHISS staff for support, advice and guidance and ensure that this is incorporated into the child's SEN support plan • Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home • Continue to liaise with the child's health visiting team, as appropriate 	<ul style="list-style-type: none"> • Continue with any relevant strategies from First Concerns level. Also: • Use clear concise language, giving the child time to process • Ensure the setting has a quiet low stimuli area for the child to access adult-led activities • Support sharing and taking turns. Practise this in structured activities and scaffold this in child-initiated play • Ensure there is adequate uninterrupted time for the child to explore at their own pace and in a space where they feel comfortable • Develop the child's curiosity by hiding objects, using treasure boxes etc • Ensure that there are plenty of opportunities to repeat activities • Provide opportunities for children to talk about their feelings and needs often, using their own experiences • Support children in communicating with and recognising and responding to the feelings of others

	<ul style="list-style-type: none"> • Continue to consider SEND training opportunities for staff members, including from BHISS • Continue to support children and their families to access universal and targeted services as appropriate in their local Children's Centre • If child's development continues to cause concerns and progress is slow, SENCO to discuss a referral to the Seaside View Child Development Centre with child's Health Visiting Team and with the linked BHISS staff for the setting 	<ul style="list-style-type: none"> • Support children to develop friendships and confidence in their social interaction and give lots of expressive, specific, positive praise • Where possible, try not to respond to unwanted behaviours designed to gain adult's attention unless they are harmful to the child or others • When conflict arises, encourage children to problem solve and find solutions together • Support co-regulation to develop self-regulation. Introduce the child to different strategies, for example sensory supports, anger management techniques etc
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SEMH – complex / specialist		
Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<ul style="list-style-type: none"> • Persistent and significant delay in reaching milestones • Severe attachment difficulties affecting development • Unable to sustain activities without significant, consistent adult attention and intervention • Persistent, unpredictable extremes of unusual behaviour • Persistently presents a significant danger to self and others and damages equipment or materials • Severe and persistent difficulties regulating own emotions and recognising those of others which may be evidenced by long term severe difficulties in social interaction that prevent learning • Totally withdrawn from activities over time • Continued increased high anxiety levels and seeks frequent reassurance from adults 	<ul style="list-style-type: none"> • Key person to continue to liaise with the setting SENCO and parents • SENCO to continue to support the key person in planning differentiated activities and strategies to support the child • Continue to monitor and review the SEN support plan, focussing on the child's progress and the impact of strategies and interventions used. This should be completed at least every six weeks as part of the 'Assess, Plan, Do, Review' process • Liaise with the linked BHISS staff for support, advice and guidance and ensure that this is incorporated into the child's SEN support plan • Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home • Continue to liaise with the child's health visiting team, as appropriate. 	<ul style="list-style-type: none"> • Continue with any relevant strategies from First Concerns and SEN support levels. Also: • Strategies used when supporting children with high level needs are individualised. It is expected that they would come from the advice given by the specialist services that support the child and the family • If the child has an EHC plan the setting should ensure that planning and interventions relate to the outcomes set out within the plan. Progress should be monitored in relation to the outcomes specified in the EHC plan • Carry out risk assessments on a regular basis and incorporate any actions and strategies into planning • All staff should know, understand and agree on strategies to be used and all support must be implemented consistently

<ul style="list-style-type: none"> • May be known to have suffered trauma or abuse which renders them extremely vulnerable and is impacting on development 	<ul style="list-style-type: none"> • Ensure that all relevant staff members have had SEND training to support the child within the setting, including any appropriate training from BHISS • Continue to support children and their families to access universal and targeted services as appropriate in their local Children's Centre. • If the child's needs are significant and concerns remain, consider whether an application for Additional Support Funding and / or an EHC needs assessment should be made. Discuss with the linked BHISS staff for the setting • If a child is new to the setting, consider the child's transition from the home / previous setting 	
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Sensory and Physical Sensory – First Concerns		
Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<ul style="list-style-type: none"> • May be evidence of some delay in meeting expected milestones • Seeks sensory information • Retreats from sensory information <p>Seeking sensory information</p> <ul style="list-style-type: none"> • Fidgets and finds it difficult to get into a comfortable position • Enjoys banging toys, equipment and body parts, for example, hands on table • Enjoys loud noises / music • Likes reflective / spinning toys • Enjoys sensory play, for example, squeezing playdough, repetitive pouring etc • Licks play equipment or furniture 	<ul style="list-style-type: none"> • Key person to liaise with the setting SENCO • Setting SENCO to support in identifying differentiated activities and strategies for the child • Start the ‘Assess, Plan, Do, Review’ process by working in partnership with the parents / carers to plan for the child in the setting and at home, consider using a one-page profile • Continue to track and monitor the child’s progress • Contact the child’s health visiting team to discuss the child’s development recorded in the Red Book and / or through the integrated review at age 2 • Consider SEND training opportunities for staff members, including from BHISS • Support children and their families to access universal and targeted services as appropriate in their local Children’s Centre 	<p>Note: It is important to note that difficulties interpreting sensory information can have a significant impact on how we feel, how we think and how we behave.</p> <ul style="list-style-type: none"> • Look at how the child responds to your environment and make changes as appropriate – for example to the lighting, the noises, the smells etc • In discussion with parents, talk about the child’s likes and dislikes • Have a space with sensory activities that the children can go to at any time <p>Seeking sensory information ideas</p> <ul style="list-style-type: none"> • Squeezing a small fidget toy • Helping with heavy manual tasks, for example, putting bikes in the shed, digging in the garden etc • Putting on a heavy coat or a heavy blanket <p>Avoiding sensory information ideas</p> <ul style="list-style-type: none"> • Planning individual / small group activities focusing on sensory play

Avoiding sensory information and experiences

- Displays a lack of concentration and finds it difficult to maintain attention - this may vary throughout the day
- Fears loud or sudden noises
- Dislikes bright lighting
- Prefers bland food
- Over-reacts to smells
- Dislikes messy play
- Reacts negatively to another's touch
- Will avoid wearing certain clothing because of how it feels, for example, jumper too scratchy

- For additional support, advice and guidance, contact the linked BHISS staff for the setting
- If concerns continue, the key person and the SENCO to discuss whether the child needs specific SEN support and to share this with the parents / carers

- Building up tolerance to sensory play activities slowly, for example, starting off with dry sensory play and slowly adding liquid
- If children are unwilling to touch, offering alternatives such as tools, zipper bags filled with messy play, cling film over tables etc
- Talking to children about what and why things happen, for example noises like the phone ringing, fire alarm
- Making ear defenders available
- Providing a small calm, quiet space, for example, a small pop up tent

**Sensory and Physical
Sensory – SEN support**

Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<ul style="list-style-type: none"> • Significant delay in meeting expected milestones • A degree of difficulty with sensory integration which is having a significant impact on access to the EYFS curriculum and environment • Extreme reactions to sensory input in the environment, for example, loud noises • High levels of anxiety exhibited, and a long time needed to calm down when distressed • Difficult to distract with the usual strategies • Sensory difficulties may be part of a wider diagnosed developmental disorder, for example, autistic spectrum condition 	<ul style="list-style-type: none"> • Key person to liaise with the setting SENCO and parents to share concerns and begin a SEN support plan • SENCO to continue to support the key person in planning differentiated activities and strategies to support the child • Monitor and review the SEN support plan, focussing on the child’s progress and the impact of strategies and interventions used. This should be completed at least every six weeks as part of the ‘Assess, Plan, Do, Review’ process • Liaise with the linked BHISS staff for support, advice and guidance and ensure that this is incorporated into the child’s SEN support plan • Ensure any other suggested specialist advice is incorporated into the child’s SEN support plan, for example, from the occupational therapist • Continue to liaise with the child’s health visiting team, as appropriate 	<ul style="list-style-type: none"> • Continue with any relevant strategies from First Concerns level. Plus: • Implement strategies and advice given by professionals, for example the occupational therapist, BHISS etc

	<ul style="list-style-type: none">• Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home• Continue to consider SEND training opportunities for staff members, including from BHISS• Continue to support children and their families to access universal and targeted services as appropriate in their local Children's Centre• If appropriate, complete an initial sensory processing checklist (for example, the Autism Education Trust's sensory audit) to highlight children's sensory experiences• If child's development continues to cause concerns and progress is slow, SENCO to discuss a referral to the Seaside View Child Development Centre with child's Health Visiting Team and with the linked BHISS staff for the setting	
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**Sensory and Physical
Sensory – complex / specialist**

Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<ul style="list-style-type: none"> • Persistent and significant delay in meeting expected milestones • Difficulties with sensory integration which is having a significant impact on access to the curriculum and environment for most of the time • Requires a very high level of supervision and a highly individualised curriculum • At this level sensory difficulties are highly likely to be part of a wider diagnosed developmental disorder, for example, autistic spectrum condition 	<ul style="list-style-type: none"> • Key person to continue to liaise with the setting SENCO and parents • SENCO to continue to support the key person in planning differentiated activities and strategies to support the child • Continue to monitor and review the SEN support plan, focussing on the child's progress and the impact of strategies and interventions used. This should be completed at least every six weeks as part of the 'Assess, Plan, Do, Review' process • Liaise with the linked BHISS staff for support, advice and guidance and ensure that this is incorporated into the child's SEN support plan • Ensure any other suggested specialist advice is incorporated into the child's SEN support plan, for example, from the occupational therapist. • Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home 	<ul style="list-style-type: none"> • Continue with any relevant strategies from First Concerns and SEN support levels. Also: • Strategies used when supporting children with high level needs are individualised. It is expected that they would come from the advice given by the specialist services that support the child and the family • If the child has an EHC plan the setting should ensure that planning and interventions relate to the outcomes set out within the plan. Progress should be monitored in relation to the outcomes specified in the EHC plan • Carry out risk assessments on a regular basis and incorporate any actions and strategies into planning • Incorporate moving and handling plans and care plans into planning, as advised by professionals • All staff should know, understand and agree on strategies to be used and all support must be implemented consistently

	<ul style="list-style-type: none"> • Continue to liaise with the child's health visiting team, as appropriate • Ensure that all relevant staff members have had SEND training to support the child within the setting, including any appropriate training from BHISS • Continue to support children and their families to access universal and targeted services as appropriate in their local Children's Centre • If the child's needs are significant and concerns remain, consideration should be given as to whether an application for Additional Support Funding and / or an EHC needs assessment should be made. Discuss with the linked BHISS staff for the setting • If a child is new to the setting, consider the child's transition from the home / previous setting 	
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Sensory and Physical Physical – First Concerns		
Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<ul style="list-style-type: none"> • Evidence of some delay in meeting expected milestones • Physical difficulties / delay that may require more adult assistance than expected • Lack of coordination of physical skills in comparison to peers – for example, bumping into things, falling over easily etc • May find it difficult to keep up with peers in physical play, which may impact on self-confidence and ability to make friendships • Difficulties with fine motor skills and control – for example, holding a crayon, pencil etc • May avoid activities which involve fine motor control, for example, using tweezers, small pegs etc • Muscles appear to lack strength • Lacking co-ordination during two-handed activities 	<ul style="list-style-type: none"> • Key person to liaise with the setting SENCO • Setting SENCO to support in identifying differentiated activities and strategies for the child • Start the ‘Assess, Plan, Do, Review’ process by working in partnership with the parents / carers to plan for the child in the setting and at home, consider using a one-page profile • Continue to track and monitor the child’s progress • Contact the child’s Health Visiting Team to discuss the child’s development recorded in the Red Book and / or through the integrated review at age 2 • Consider SEND training opportunities for staff members, including from BHISS • Support children and their families to access universal and targeted services as appropriate in their local Children’s Centre 	<ul style="list-style-type: none"> • If appropriate ensure that the setting has an Intimate Care Policy in place and that it is followed by all staff • Provide appropriate indoor and outdoor equipment that provides children with the appropriate level of support, risk and challenge focussing on gross and fine motor skills <p>Gross motor skills</p> <ul style="list-style-type: none"> • Ensure there is enough floor space and provide the child with plenty of opportunities to walk, run and crawl on different surfaces – grass, carpet, vinyl etc • Provide outdoor equipment that encourages children to balance, climb, jump, slide, lift, pull, push, hang, spin and swing. This could include steps, logs, planks, wheelbarrows, tyres, tunnels, large balls, large blocks etc. Introduce obstacle course to encourage its use • Create a path with things to step onto (carpet mats for no height or blocks / logs etc.) and paths with defined sections to step into (hoops, ladder on ground, tiles etc)

<ul style="list-style-type: none"> Difficulties with self-help skills – for example, dressing, toileting, mealtimes etc 	<ul style="list-style-type: none"> For additional support, advice and guidance, contact the linked BHISS staff for the setting. If concerns continue, the key person and the SENCO to discuss whether the child needs specific SEN support and to share this with the parents / carers <p>Note: If the child loses skills previously mastered, advise parents to contact their health visitor or GP</p>	<ul style="list-style-type: none"> Provide opportunities to use ride-on toys and bikes. As the child builds skill and confidence, introduce obstacles to peddle round and traffic lights to encourage stopping and starting Play parachute games and chasing games such as musical statues and 'What's the time Mr Wolf?' <p>Fine motor skills</p> <ul style="list-style-type: none"> Provide builders' trays with a range of messy play opportunities and large surfaces to mark with paint, water, shaving foam etc, using brushes and hands Provide a range of resources to build hand coordination, control and dexterity – such as playdough, clay, finger and brush painting, tape, ribbons, string, rope and pulleys, water play equipment, pegs, threading, construction equipment and small world resources
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Sensory and Physical Physical – SEN support		
Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<ul style="list-style-type: none"> • Significant delay in reaching milestones • Physical difficulties / delay that require adapted equipment and resources and a high level of support • Physical independence is impaired and requires input and / or programmes from relevant professionals • Physical difficulties require close monitoring to ensure well-being and safety 	<ul style="list-style-type: none"> • Key person to liaise with the setting SENCO and parents to share concerns and begin a SEN support plan. • SENCO to continue to support the key person in planning differentiated activities and strategies to support the child • Monitor and review the SEN support plan, focussing on the child's progress and the impact of strategies and interventions used. This should be completed at least every six weeks as part of the 'Assess, Plan, Do, Review' process • Liaise with the linked BHISS staff for support, advice and guidance and ensure that this is incorporated into the child's SEN support plan • Ensure any other suggested specialist advice is incorporated into the child's SEN support plan, for example, from the physiotherapist / occupational therapist • Continue to liaise with the child's health visiting team as appropriate 	<ul style="list-style-type: none"> • Continue with any relevant strategies from First Concerns level. Also: • Implement strategies and advice given by professionals, for example the occupational therapist, BHISS etc • Provide an environment that supports a child's developing independence – for example, position furniture to enable children to access resources, activities etc

	<ul style="list-style-type: none"> • Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home • Continue to consider SEND training opportunities for staff members, including from BHISS • Continue to support children and their families to access universal and targeted services as appropriate in their local Children's Centre • If child's development continues to cause concerns and progress is slow, SENCO to discuss a referral to the Seaside View Child Development Centre with child's health visiting team and with the linked BHISS staff for the setting <p>Note: If the child loses skills previously mastered, advise parents to contact their health visitor or GP</p>	
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Sensory and Physical Physical – complex / specialist		
Indicators What might we see?	Response What should we do next?	Strategies What can we put in place?
<ul style="list-style-type: none"> • Persistent and significant delay in reaching milestones • Physical difficulties / delay that require specialist equipment, adapted resources, position changes and a high level of support • High levels of support for self-care needs • Physical difficulties require intensive support to keep safe and well • Loss of physical skills • Significant medical issues that require controlled medication and intensive intervention throughout the day 	<ul style="list-style-type: none"> • Key person to continue to liaise with the setting SENCO and parents • SENCO to continue to support the key person in planning differentiated activities and strategies for the child • Continue to monitor and review the SEN support plan, focusing on the child's progress and impact of strategies and interventions used. This should be completed at least every six weeks as part of the 'Assess, Plan, Do, Review' process • Liaise with the linked BHISS staff for support, advice and guidance and ensure that this is incorporated into the child's SEN support plan • Incorporate any other suggested specialist advice into the child's SEN support plan, for example, from the physiotherapist / occupational therapist • Ensure that any specialist equipment advised by professionals – e.g. standers, hoists, etc – is requested from BHISS in a timely manner 	<ul style="list-style-type: none"> • Continue with any relevant strategies from First Concerns and SEN support levels. Also: • Strategies used when supporting children with high level needs are individualised and it is expected that they would come from the advice given by the specialist services that support the child and the family • If the child has an EHC Plan the setting should ensure that planning and interventions relate to the outcomes set out within the plan. Progress should be monitored in relation to the outcomes specified in the EHC Plan • Carry out risk assessments on a regular basis and incorporate any actions and strategies into planning • Incorporate moving and handling plans and care plans into planning, as advised by professionals • All staff should know, understand and agree on strategies to be used and all support must be implemented consistently

	<ul style="list-style-type: none"> • Consider the use of early support materials, e.g. developmental journal. • Ensure close working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home. • Continue to liaise with the child's Health Visiting Team, as appropriate. • Ensure that all relevant staff members have had SEND training to support the child within the setting, including any appropriate training from BHISS. • Help children and their families access appropriate universal and targeted services in their Children's Centre. • If the child's needs are significant and concerns remain, consider whether to apply for Additional Support Funding and / or an EHC Needs Assessment should be made. Discuss with the linked BHISS staff for the setting. • If a child is new to the setting, consider the child's transition from the home / previous setting. 	
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4e. Education, health and care needs assessment (EHCNA)

Where support through the graduated support framework does not lead to progress for a child, or where a child presents with significant needs, they may need further assessment in accordance with the SEN Code of Practice 2014.

The need for an EHCNA is likely to be triggered when the special educational provision required to meet the child's special educational needs cannot reasonably be met within the resources normally available to the early years provision.

The EHCNA identifies if special educational provision needs to be made for a child in accordance with an EHC plan.

The SEN team is the council's point of contact for a family and professionals around a child as they go through the process of requesting and, if approved, having an assessment of the child's education, health and care needs.

The SEN team chairs SEN panels regularly to consider requests for statutory assessments. The panel consists of a range of professionals from schools, health, support services, voluntary sector and the SEN Team. The panel follows an agreed protocol to support quality assurance, and consistent fair decision making.

When taking into consideration whether an EHCNA is necessary, the council considers whether there is evidence that despite the setting taking relevant and purposeful action to identify, assess and meet the special educational needs of the child, they have not made expected progress (see paragraph 9.14 of the Code of Practice 2014).

To inform their decision the SEN panel and the council will need to consider a wide range of evidence, and should pay attention to:

- evidence of the child or young person's or developmental milestones and rate of progress
- information about the nature, extent and context of the child or young person's SEND
- evidence of the action already being taken by the early years provider to meet the child or child's SEND
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs. This will draw on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

The Children and Families Act 2014 states that the council must secure an EHCNA for the child or young person if, after having regard to any views expressed and evidence submitted, the authority is of the opinion that:

- (a) the child or young person has or may have special educational needs, and
- (b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

Section 5.49 Code of Practice states:

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an EHCNA (see Chapter 9, Education, Health and Care needs assessments and plans). This ties in with the graduated approach outlined.

4f. Statutory assessment process

The council will consider a request for an EHCNA from:

- parents/carers and young people 0-25 years of age
- a setting
- a referral from another agency such as health or social care.

It is advisable for parent carers considering a request for an EHCNA to discuss this with their child's setting first. This is because the setting will be asked by the council to provide evidence of actions they have already taken to help the child.

In Brighton & Hove all requests for a statutory assessment for an EHCP are considered by a panel which includes council professionals, health and social care professionals and a parent partnership representative.

An EHCNA will not always lead to an EHCP. The information gathered may indicate ways in which the early years setting can meet the child's needs without an EHCP.

4g. Timeline for education, health and care needs assessment

Stage 1 0-6 weeks or earlier if possible	Stage 2 7-16 weeks	Stage 3 16-20 weeks
<ul style="list-style-type: none"> • A request for an EHC needs assessment is submitted to the SEN team by the school / setting / parents and carers or the young person • The SEN team prepare the request for SEN Panel • The SEN Panel considers the request for EHC needs assessment based on the criteria set by education, health and social care • If agreed to proceed, SEN team will set a date for a co-production meeting at around Week 10-14 to agree contents of the draft EHC Plan • <i>If an EHC assessment is not necessary, SEN team will inform child / young person's parents and setting</i> 	<ul style="list-style-type: none"> • SEN team will seek further advice from professionals • SEN Team to contact or meet parents regarding Section A and B of the EHC Plan (i.e. parent and child's / young person's views, aspirations and SEN) • Using the advice and evidence from the request, the SEN Team will draft sections A and B of the EHC Plan in preparation for the co-production meeting • Sections A and B sent to parents and all professionals involved in draft format where appropriate in preparation of the EHC Plan meeting • Meeting held with parents / child / young person and all professionals involved to agree the outcome and provision sections of the EHC Plan (Sections E and F) • Final draft of EHC Plan sent to parents and all professionals 	<ul style="list-style-type: none"> • Following the co-production meeting the case to be taken to Case Review if there is a dispute about: <ul style="list-style-type: none"> ○ whether an EHC plan is required ○ the outcomes or ○ provision or placement • SEN consult with schools / settings using the agreed draft EHC Plan • Discuss with parent / young person a personal budget, if appropriate • Finalise EHC Plan (week 20) • <i>If EHC plan is not necessary, the SEN team will inform parents with recommendations</i> • <i>If dispute about provision and / or placement, council to finalise the EHC plan to enable the parent to consider mediation or appeal to SENDIST</i>

4h. Evidence required for a statutory assessment

In Brighton & Hove the usual procedure is for the BHISS early years or early language support teams to initiate a request for statutory assessment for those children attending private, voluntary and independent pre-school settings. They will liaise with the setting to gather detailed information about the child to include in the request for an assessment.

For children attending maintained nursery or a maintained school's nursery class, the school SENCO initiates the request in a similar way.

However, for all children a parent carer or other involved professional can also make this request.

If agreed the council will also ask an early years private, voluntary or independent setting to complete their own educational advice and will provide a format for doing so.

As outlined in the Code of Practice (9.51):

'The evidence and advice submitted by those providing it should be clear, accessible and specific. They should provide advice about outcomes relevant for the child's age and phase of education and strategies for their achievement.'

Settings will need to show:

- evidence of their assessments identifying that the child has SEND (not just underperforming)
- evidence that the process of 'assess, plan, do, review' has been initiated, including support plans with SMART targets
- evidence that referrals have been made and advice sought from specialist external agencies, linking with the prime area of identified need
- where applicable, evidence of the provision of Additional Support Funding and disability access funding
- evidence of parent / carer partnership, including agreement regarding the request for assessment.

5. SEND Self Evaluation

A setting might undertake a SEND review for several reasons:

- improving the quality of provision for children with SEND in the setting
- gaining a better understanding of the wellbeing and needs of children with SEND
- identifying SEND as an area of development for the setting
- significant change in the numbers or needs of children with SEND in the setting
- a change in leadership or management of the setting
- wanting a fresh perspective on provision from an experienced early years leader
- external validation of a setting's evaluation of its SEND provision.

Areas to consider include:

- leadership of SEND
- outcomes and the quality of teaching and learning for children with SEND
- working with children and parents/carers of children with SEND
- assessment and Identification
- the efficient use of resources
- the quality of SEND provision.

Early Years settings can use the early years SEND review guide developed by Achievement for All (AfA) and funded by the Department for Education to consider their strengths and areas for development. These can be embedded in setting development plans supporting reviews with Ofsted relating to SEND practice.

<https://nasen.org.uk/resources/early-years-send-review-guide-0>

When completing SEND self-reviews the early years SENCOs will work with the setting's leadership team. Items that may be relevant to the review might include:

- the setting's latest Ofsted report
- the setting website
- current attainment and progress data
- planning and observation records
- learning journals
- intervention data
- comparative attendance data for children with SEND
- summary of the SEND register
- setting self-evaluation form
- SEND development plan
- provision maps
- any external reviews or reports
- statutory policies relating to SEND
- policy and practice for deployment of additional or visiting practitioners specifically appointed to support children with SEND, including induction and training
- setting CPD programmes and individual training plans relating to SEND.

6. SEND and inclusion policy

All early years settings in the maintained, voluntary or private sectors that receive government funding for early education should have a written SEND policy. This policy should contain the information set out in the conditions of grant. This is a statutory duty in line with the SEN Code of Practice (2014).

The SEND policy should outline the vision, values and aims of the setting regarding their SEND practice. It should show how the setting works towards meeting the needs of children with SEND and how their learning and development is supported. The SEND policy should reflect the skills, experience and training of staff. It should also demonstrate the nature of intervention with short-term plans and targets for children with SEND.

The head of centre or manager and the SENCO should take overall responsibility for the SEND policy. But all staff should be involved in its development, along with parent representation. The SEND policy should be freely available to all parents. There should be procedures in place to ensure regular monitoring, evaluation and review of the policy annually with the flexibility to update and amend as necessary. It should be freely available to all parents / carers.

The SEND and inclusion policy should include:

- the name of the SENCO
- reference to Relevant Legislation:
- SEND Code of Practice: 0 to 25 years (2014)
- Equality Act 2010
- statutory framework for the early years foundation stage (2014)
- information that is personal to your nursery – your organisation and systems in place
- reference to 'The Graduated Approach' and what this means in your setting
- what support is already generally available for children with SEND (e.g. Makaton signing, visual timetables) and what is / could be available to increase accessibility
- what the process is for reviewing and monitoring the effectiveness of the interventions for pupils with SEND, eg SEND support plan
- arrangements for working in partnership with parents
- brief statement of how the nursery links with outside agencies, and how information is shared – ie with parent permission
- the complaints procedure concerning SEND provision

7. Welcoming and admissions for children with SEND

Providers can set their own criteria for the admission of children, providing they comply with relevant equalities and non-discriminatory legislation. Anyone providing childcare is required to consider how they will provide for disabled children and / or those with SEN. **SEN and disability must not be used as a reason to refuse admission.**

Providers should ensure that their admissions information is clear and accessible for parents. This is to enable them to make an informed decision on where to access their EYFE.

The impression a parent gets from the first contact with a childcare provider will be an important indicator of how welcoming and inclusive the setting is. For parents of children with additional needs, looking for a pre-school can be very stressful.

This process requires a flexible and sensitive approach – eg allowing more time for visits and for two-way exchange of relevant information with staff, including the SENCO. A positive 'can do' attitude will reassure parents that their child will be fully included in the setting and their needs met.

8. Local information and signposting

SENCOs are often a key person whom families turn to for advice about other services and support locally for their children and family. There are a range of sources of information and support in the city for families who have a child with SEND.

Rather than trying to keep up to date with all of these, early years settings can use or signpost to some key places that will hold this information and keep it updated.

The Local Offer: Brighton & Hove's Local Offer gives information on the help and support available locally for CYP aged 0-25 with SEND and their families. It covers health, education, social care, leisure, preparing for adulthood and more.

The Local Offer web pages include information on services, how things work, families' entitlements and where to get help. The Local Offer is a helpful resource for SENCOs to draw from and to signpost families to if they can access information online.

www.brighton-hove.gov.uk/content/children-and-education/local-offer

Amaze: Amaze is the SEND information, advice and support service for Brighton & Hove as required by the SEND Code of Practice. Amaze works with parents and carers of children with SEND aged 0-25 and with young people themselves.

Amaze offers one point of access to information, advice and support on issues relating to education, social care, leisure, money matters and health care. Amaze holds information on local and national organisations useful to families and has information on the active local parent support groups such as mASCot.

www.amazebrighton.org.uk

Amaze can tailor information and advice for individuals and offer more to parent carers who find it less easy to find things out for themselves.

They also run the Compass children's disability register and **Compass Card**, which gives children access to a wide range of leisure discounts and offers. Any child who has an EHCP or receives Disability Living Allowance can apply for a Compass Card.

www.compasscard.org.uk

The Family Information Service (FIS): FIS offers a wide range of information and advice for families. Their family services directory lists local services that can support families, as well as listing all Ofsted registered childcare providers in Brighton & Hove.

FIS is not specific to SEND but is valuable for the wider picture of services and support in the city. It links to the Front Door for Families:

www.brighton-hove.gov.uk/content/children-and-education/childcare-and-family-support/family-information-service-fis

Children in care / previously in care with SEND: If a child is in care (CiC) or previously in care (PiC) and also has identified SEND, the SENCO will consider how to coordinate the child's early years personal education plan (PEP) and SEN support plan reviews with BHISS, the child's parent / carers, social worker and specialist professionals where relevant. The Brighton & Hove Virtual School can offer advice to support early years PEPs and is available to attend meetings.

9. Working with and involving parents

Involving parents and carers in decision-making about their child is a core component of the Code of Practice.

Key elements of an effective partnership with parents are:

- valuing their opinions
- two-way communication
- developing good relationships

Settings should aim to foster positive relationships with parents and to present information in as user-friendly format as possible. They should not make any presumptions about what parents can or cannot do to support their children's learning.

It is important to establish who has parental responsibility for a child. Parents know their child best and are a crucial source of information. Any concerns about a child's development should be shared with parents in an appropriate manner at the earliest opportunity.

Some parents may need additional consideration to be fully involved in the SEN procedures e.g. parents with English as a second language, working parents, parents with disabilities, parents who have difficulties understanding their child's special needs.

Parents should be involved in the SEND support plan process. You should ask for suggestions for areas of support and targets, discuss ways parents can support the target at home, ensure parents sign the SEND Support Plan and receive a copy, and jointly review progress and future support.

Parents should be consulted and asked to give permission before you seek to contact an outside agency for support. It is good practice to discuss the contents of any referral documentation and to ask parents to sign it to indicate consent. All referrals must have at least verbal consent. The BHISS early years and early language support team can support meetings and contact with parents

Some practical tips suggested by parents and carers in Brighton & Hove on successful partnership working are:

- ask parents how they would like to be communicated with (email, phone, text etc) and how they would like to be addressed (Mr / Ms / Mrs / Miss / Dr / first name etc.)
- inform parents about how best to contact the early years setting
- arrange regular meetings with advance notice, to pre-empt issues
- be proactive about offering support, eg for trips and off-site activities
- involve parents, eg copying into emails with external agencies, ensure reports are shared with parents.

Some parents may have ideas and issues about SEND and local services that go beyond their individual child or early years setting. The Parent Carers' Council (PaCC) is a city-wide, parent-led forum that represents the views of parent carers of children and young people with SEND.

PaCC works to share the views of parent carers with service managers and commissioners. They supported the development of the partnership charter which makes it clear what level of service parents can expect and the contribution they can make. <http://paccbrighton.org.uk/>

The ethnic minority achievement service (EMAS) can support families with English as an additional language (EAL), with home school liaison giving an opportunity to share concerns and queries. The service can also support through the statutory process and can allow engagement with the school and other professionals:

<https://www.brighton-hove.gov.uk/content/children-and-education/schools/emas-support-parents-and-carers>

10. Health services

Where settings and families have developmental concerns regarding a child, they can refer to health pathways for a range of health-related assessment and intervention. Health visitors support children under 5 and all primary schools have a link school nurse for children over 5.

Some children have a range of health needs that require health protocols to be developed with parent carers and key health professionals. **Individual healthcare plans** can be written to include key information about the child's support needs to ensure early years settings effectively support children with medical conditions.

Individual healthcare plans provide clarity about what needs to be done, when and by whom, especially where medical conditions are long-term and complex.

The format of individual healthcare plans should be easily accessible to all who need to refer to them, while preserving confidentiality. They should capture the key information and actions that are required to support the child effectively.

The level of detail within plans will depend on the complexity of the child's condition and the degree of support needed. This is important because different children with the same health condition may require very different support, and not all children will require one.

Early years SENCOs can find out more about individual healthcare plans from the child's health visitor and / or the key health professional involved, working alongside parent carers.

Seaside View Child Developmental Centre is part of the Children & Families' Integrated Children's Development & Disability Service. This city-wide service works with children who have a range of developmental needs.

Referrals that meet the criteria include known and suspected developmental neurological disorders (eg downs syndrome, cerebral palsy), social communication disorders, significant motor coordination difficulties, significant global learning difficulties where possible genetic cause or syndrome, and as part of EHCP process.

Parents / carers can ask any professional who knows their child (including SENCOs) to complete a referral form and send it to the team at Seaside View. For forms contact the referrals administrator at the Seaside View Child Development Centre Tel: 01273 265780

<https://www.brighton-hove.gov.uk/content/children-and-education/childrens-services/assessment-childrens-disability-service-seaside>

Community speech and language therapy:

<http://www.sussexcommunity.nhs.uk/downloads/services/salt/referral-form-mainstream.pdf>

<http://www.sussexcommunity.nhs.uk/downloads/services/salt/referral-form-specialschools.pdf>

Audiology:

<https://www.brighton-hove.gov.uk/content/children-and-education/childrens-services/childrens-audiology-service-testing-childrens>

11. Risk assessment

The link below outlines the requirements from the Health and Safety Executive (HSE) that schools and early years settings are under to provide risk assessments in relation to children and young people who have an identified SEN, additional support need or disability.

<http://www.hse.gov.uk/services/education/special-educational-needs.htm>

Brighton & Hove encourages all parties work together to find solutions which enable all children to access learning and educational opportunities. Most children with SEND will not need any additional health and safety considerations. For those that do information is provided to help employers to:

- comply with their duties under the Health and Safety at Work etc Act 1974 (HSW Act) and associated regulations (including risk assessment and safe moving and handling)
- make decisions; and understand the links with other legal responsibilities such as the Equality Act 2010 and Human Rights legislation.

Risk Assessments for individual children may need to be carried out because of challenging behaviour, SEND or a medical need. Where possible all relevant staff and those working with the child should be involved in carrying out the risk assessment.

It is then vital that parents / carers and all staff involved with the child read and become fully familiar with the risks and actions identified. Risk assessments need to be regularly reviewed and adapted so that settings respond and keep up to date with key changes and developments as they occur:

<https://www.brighton-hove.gov.uk/content/children-and-education/early-education-and-childcare-professionals/health-and-safety>

12. Cross-border arrangements

Children from neighbouring local authorities who attend a Brighton & Hove setting are entitled to the same provision as those children who reside in the city. This includes the usual support from the allocated link BHISS early years SEND specialist staff and the allocation of Additional Support Funding for those children who are eligible.

The BHISS early years teams work closely with their counterparts in other local authorities (usually just East and West Sussex) as children approach school age to ensure a smooth cross-border transition.

13. Front Door for Families

Brighton & Hove has a single point of contact for services called Front Door for Families (FDFF). This brings together multi-agency safeguarding, early help and the information for families service.

FDFF provides support, guidance and access to specialist targeted services for parents, carers, members of the public, young people and professionals.

The single point of contact links to referrals for support for early help and concerns regarding child safeguarding:

<http://www.brighton-hove.gov.uk/frontdoorforfamilies>

<http://www.brighton-hove.gov.uk/content/children-and-education/front-door-families/about-front-door-families>

14. Transition

When a child with SEND starts school, it can be an anxiety provoking time for parents, children, SENCOs and teachers alike. SENCOs have an important role in acknowledging the emotions children, parent carers and staff may exhibit around the change and highlight the positives and ways forward.

- Parents can be anxious if they've made the right choice, if their child might be 'left behind', bullied, unsafe, or unable to communicate their needs.
- The child can be excited and positive about starting 'big school' and / or anxious of change but can also sense adults' anxiety.
- Siblings often have mixed emotions (eg is it their job to look after him / her, fear, embarrassment, or worry about what will happen if their sibling is 'naughty').
- Other parents might worry about school resources being diverted away from other children, or about possible challenging behaviour.
- Senior leads may be anxious about resource implications, extra time pressures, unreasonable expectation of expertise or capacity to support and advise.
- A class teacher may lack confidence in dealing with the child's needs and might worry about the impact on the rest of the class.
- Teaching assistants may worry about level of responsibility for the child, or have concerns about dealing with medical needs, challenging behaviour or toileting.
- Teachers further up the school may feel anxious about how well they will manage the child when they reach their class.

Best practice would ensure the team around the child comes together to share information and plan support well in advance of the child's move. This should begin as soon as school places are confirmed on National Offer Day in April.

With parental agreement SENCOs should complete the BHISS SEND transfer form for each child on their SEND register and send it to the receiving school at the beginning of May.

School and pre-school, with support from BHISS as appropriate, should then work together to create a transition plan. In many cases a transition meeting would be helpful in providing an opportunity to review the child's strengths, their areas for development, the level of support and successful strategies used in the pre-school and parental concerns.

This should lead to an agreed action plan for successful transition, outlining what is needed, who will provide it and by when. The plan may include arrangements for visits to school, home, settling in, future support needed from external agencies, etc.

The meeting could also be an opportunity to ensure that any plans for adaptations to the school building are in place and to consider whether there are any other resource implications (e.g. specialist equipment) or training needs that have not already been addressed).

15. School admissions, deferred entry, and admission to a year group outside the normal age group (for summer born children)

Children start school in the school year during which they have their fifth birthday. The school year runs from September to August, and so any child who reaches their fifth birthday between 1 September and 31 August should start school in September.

Information on deferring admission to school reception, as well as requesting admission to a year group outside the normal age group (for summer born children only) can be found [here](#) on pages 10 and 11 in the school admissions booklet.

16. Acknowledgements

The development of the early years SEND guide was led by the Brighton & Hove Inclusion Support Service (BHISS), supported by the early years SEN coordination group and key partners. Local early years SENCOs have also informed the content of the document throughout its development.

Thanks also goes to Cheshire East Borough Council for allowing reference to the Cheshire East Toolkit for SEND.

Thank you to all who gave their time and contributed to the production of this EYS SEND guide for professionals.



For more information go to www.brighton-hove.gov.uk/SEND

This document can be made available in a range of languages and accessible formats. Please contact BHISS if you would like this to be arranged BHISS@brighton-hove.gov.uk.

Translation? Tick this box and take to any council office

ترجمة؟ ضع علامة في المربع وخذها إلى مكتب البلدية. Arabic

অনুবাদ? বক্সে টিক চিহ্ন দিয়ে কাউন্সিল অফিসে নিয়ে যান। Bengali

需要翻譯? 請在這方格內加剔, 並送回任何市議會的辦事處。Cantonese

ترجمه؟ لطفاً این مربع را علامتگذاری نموده و آن را به هر یک از دفاتر شهرداری ارائه نمایید. Farsi

Traduction? Veuillez cocher la case et apporter au council. French

需要翻译? 请在这方格内划勾, 并送回任何市议会的办事处。Mandarin

Tłumaczenie? Zaznacz to okienko i zwróć do któregokolwiek biura samorządu lokalnego (council office). Polish

Tradução? Coloque um visto na quadrícula e leve a uma qualquer repartição de poder local (council office). Portuguese

Tercümesi için kareyi işaretleyiniz ve bir semt belediye burosuna veriniz Turkish

other (please state)

This can also be made available in alternative formats, eg large print, Braille, audio or BSL. Please contact us to discuss options.