

SENCo Network Cluster

March 3rd 2021

Early Years Inclusion Team

Sue Bowler

Ella Harbut

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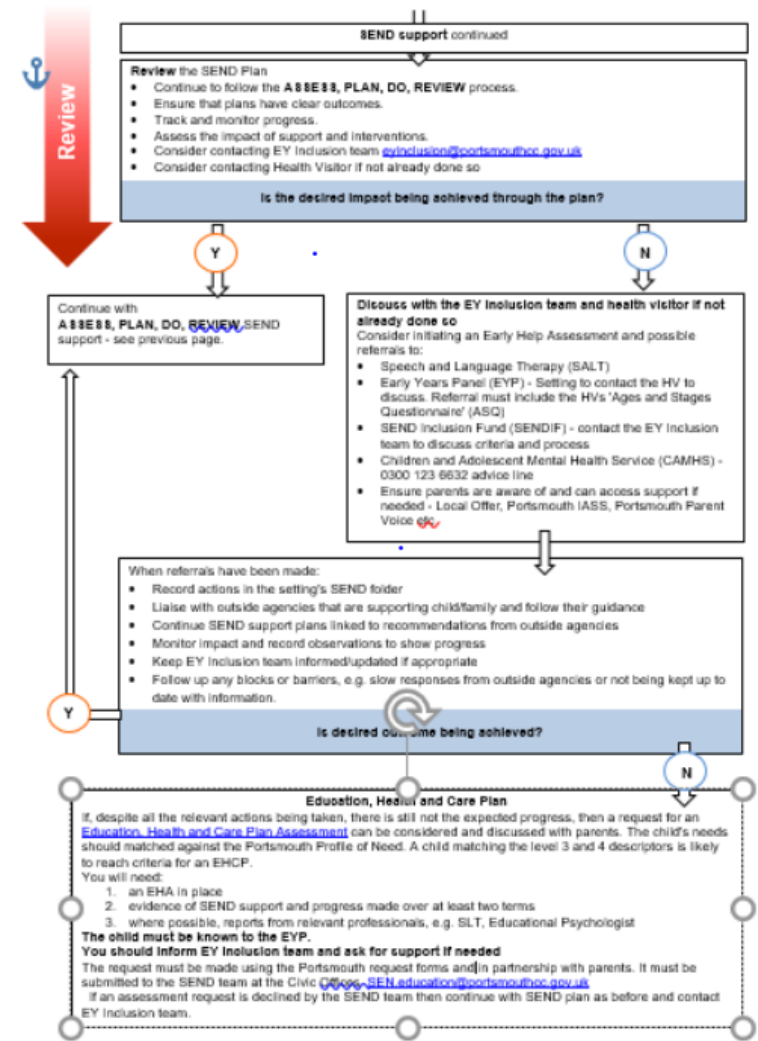
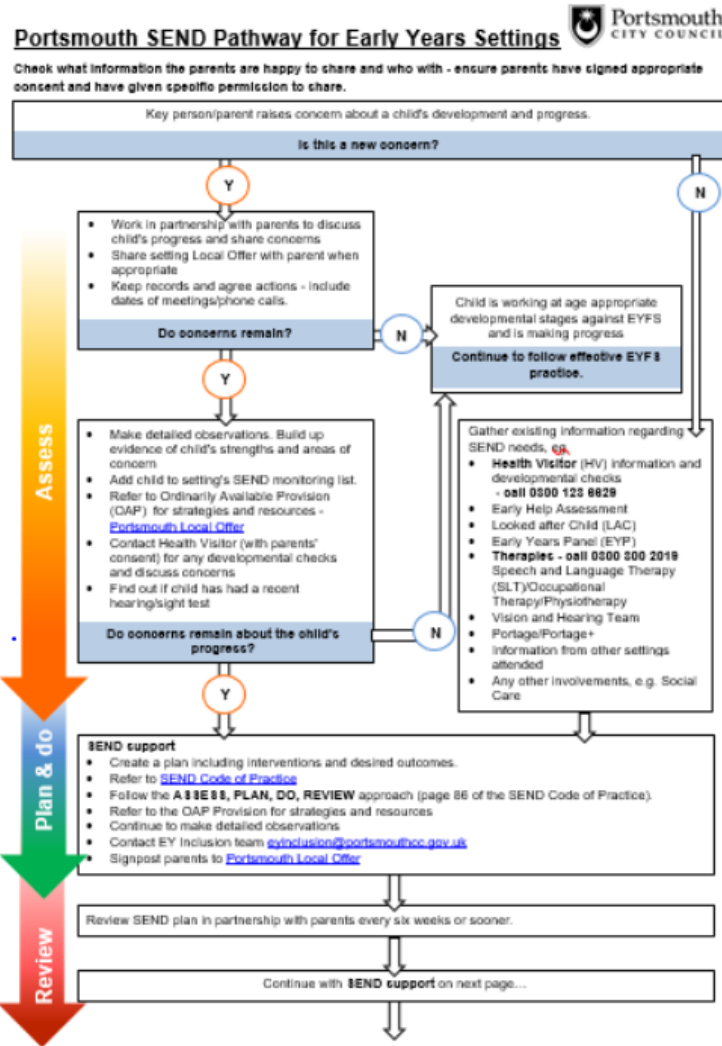
Agenda

- Local Offer
- SENCO accreditation
- Health updates
- Neurodiversity project and YouTube resource
- SENCOs supporting Wellbeing
- NASEN resources and SEND review
- SENDIF - reminders and information
- Early Years Panel
- EHCP process / SEND team updates – Lauren Bray
- Transitions
- Cross LA border children
- Further training and development



Early Years SENCo Pathway

- Please continue to follow the pathway, available from the PCC website here:
- <https://www.portsmouth.gov.uk/services/schools-learning-and-childcare/early-years-and-childcare/send-and-inclusion/>
- Any contacts should be through eyinclusion@portsmouthcc.gov.uk



Early Years SENCo Accreditation

- ***Your opportunity to gain the new NCFE CACHE Level 3 qualification as an Early Years SENCo***
- The course covers all the specified aspects of the Early Years SENCo role as described by the DfE including:
 - 12 full days training - new dates for summer and autumn term 2021
 - Training days include study time
 - Opportunities for visiting other settings, visits to specialist provisions and input from a wide range of outside speakers
- Cost £850 per delegate including costs of external assessments and accreditation process.
- Suitable for all SENCos and anyone interested in the role of SENCO
- Book now:
- [Early Years SENCo Accreditation | Early Years and Childcare \(portsmouth.gov.uk\)](https://www.portsmouth.gov.uk/early-years-senco-accreditation)



Portsmouth Early Years SENCO Accreditation Session breakdown 2021

SUMMER 2021

Session	Session Aims	Independent study and assignment focus
Session 1 Thursday 29th April 2021 9am - 4pm	<ul style="list-style-type: none"> • Introductory session • Outline of the training and the qualification • Overview of the assessment criteria • Introduction to the role of the SENCO. 	Early Years SENCOs read, and research SEND code of Practice. EYFS principles on inclusion. Early Years SEND/ Inclusion policies and procedures.
Session 2 Thursday 13th May 2021 9am - 4pm	<ul style="list-style-type: none"> • Explore the role of the Early Years • Assess competencies and identify gaps to create action plan • Setting policies and procedures for SEND • Local Offer • legislation context in relation to SEND • Early intervention • Introduce the first unit 	Early Years SENCOs to begin level 4 assignment
Session 3 Thursday 27th May 2021 9am - 4pm	<ul style="list-style-type: none"> • Graduated Approach • Observation and early identification • Supporting other Early Years practitioners • Early Years SENCO as an agent for change 	Early Years SENCOs to continue assignment.
Session 4 Thursday 10th June 2021 9am - 4pm Setting visits	<ul style="list-style-type: none"> • Host a SENCO tour in setting and visit another Early Years setting • Share good practice and strategies • Establish network of support • Explain the role of the Early Years SENCO during transition 	Early Years SENCO continues to work on any amendments assignment Prepare group presentation following their visits to each other's settings.
Session 5 Thursday 24th June 2021 9am - 4pm	<ul style="list-style-type: none"> • Deliver a short group presentation sharing the new learning from your setting visits • Develop knowledge and understanding of historical context of SEND • Define the term 'inclusion' • Identify the different levels of need and the associated difficulties 	LA assignment to be submitted by this session. Early Years SENCOs will begin Level 3-unit 01 assignment.
Session 6 Thursday 8th July 2021 9am - 4pm	<ul style="list-style-type: none"> • Individual plans for children with SEND • Ensuring the voice of the child is included in decision making and planning • Data analysis in the role of the Early Years SENCO 	Continue to work on the Level 3-unit 01 assignment.

Portsmouth Early Years SENCO Accreditation Session breakdown 2021

AUTUMN 2021

Session 7 Wednesday 15th September 2021 9am - 4pm	<ul style="list-style-type: none"> • Working with children and their families • Statutory Assessment Process and Person-Centred Planning • Request for an Education Health Care Plan Assessment 	Continue Level 3-unit 01 assignment. Early Years SENCOs must complete and submit this unit by session 8.
Session 8 Wednesday 29th September 2021 9am - 4pm	<ul style="list-style-type: none"> • Introduce Level 3 Unit 02 • Explore level of Need • English as an Additional Language (EAL) • Plan a visit to a specialist provision 	Level 3 unit 01 to be submitted. Start Level 3 unit 02 assignment - to be submitted by session 11.
Session 9 Wednesday 13th October 2021 9am - 4pm Early Years SENCOs to visit specialist provision.	<ul style="list-style-type: none"> • Visit Specialist Provision • Identify useful teaching strategies • Develop network of support within the Local Authority • Compare the learning environment of the Specialist Provision and your own setting 	Early Years SENCOs continue working on level 3-unit 02 assignment Work on any amendments needed for all previous units
Session 10 Wednesday 3rd November 2021 9am - 4pm	<ul style="list-style-type: none"> • Transition • Partnerships with external agencies to offer support to children and their families • Complete Level 3 Early Years SENCO Qualification Unit 02 	Early Years SENCOs to completed level 3 unit 02 assignment ready for submission before session 11.
Session 11 Wednesday 17th November 2021 9am - 4pm	<ul style="list-style-type: none"> • How inclusion funding is allocated and used • The inclusive learning environment • Importance of the key person in supporting children and their families • Routines of a setting and meeting the needs of children with SEND 	Level 3 unit 02 to be submitted Ensure that all amendments, reflective accounts, child observation, activity plan have been completed and submitted by the end of this session.
Session 12 Wednesday 1st December 2021 9am - 4pm	<ul style="list-style-type: none"> • Final portfolio check • Reflect on the learning journey • Capture impact of SENCO Award. • Create and plan a group presentation to capture learning 	Early Years SENCOs must have all work signed off by assessor at this session. Assessor may attend this session.
JANUARY 2022 - TBC	<ul style="list-style-type: none"> • Celebration and award event 	

www.portsmouthlocaloffer.org

All current paperwork (e.g. EHC Needs Assessment Request forms, Profile of Need, SEN Support Plan, Annual Review Forms, etc) can be found on the Local Offer website (www.portsmouthlocaloffer.org).

Please ensure that you download paperwork from here (rather than saving a template copy) as we may continue to make adjustments throughout the year.

Your setting should also have its own 'Local Offer' available for parents to explain what you offer to children and families with SEND – support to develop your LO can be accessed through package 3 of our EY development programme.

Welcome to Portsmouth SEND Local Offer

The Portsmouth SEND Local Offer details the information, support and services that Portsmouth City Council expects to be available in our local area for children and young people aged 0-25 with special educational needs and/or a disability (SEND).

 Information Hub

 Document Hub



Coronavirus updates

We want to make sure that the families in Portsmouth are kept well informed about coronavirus (Covid-19). [Click here](#) to visit our dedicated coronavirus page which is updated regularly with the latest news, guidance and resources.

Annual Special Educational Needs and Disability Survey.



- *Portsmouth City Council have launched their annual Special Educational Needs and Disability Survey.*
- *We want to hear from **ALL** parents and carers who have a child or young person (0-25 years) with additional needs - this includes those with and without Education Health and Care plans.*
- *The survey will help to shape services and support in the city and it is a really good opportunity to get thoughts and views heard.*
- *You can find more by visiting www.portsmouthlocaloffer.org/SENDsurvey2021*



Developing the Local Offer website

- We are looking to collate some Blogs for the Local Offer website relating to working in an education setting during the Lockdown period or preparing for the return - positive stories that might help others.
- If any settings would like to be involved and be willing to write a short blog for the local offer website, please contact Amanda Tickle
- Any other thoughts or ideas about content for the Local Offer website, would also be welcomed
- Contact amanda.tickle@portsmouthcc.gov.uk



Portsmouth Early Language Plan on a Page

November 2018

In Portsmouth we believe that every child deserves the very best start and that language development is at the heart of this.

We know that, by age 4, a child from a disadvantaged background has heard 30million fewer words compared to their more advantaged peers.

We know that a child with a poor vocabulary when they are five is more than twice as likely to be unemployed in their thirties and one and a half times more likely to have mental health problems as a similar child with a good vocabulary.



Early years providers and schools will:

Ensure key staff are trained in a way which provides them with a high level of understanding around the acquisition and development of early language.

Support the development of the skills and abilities of practitioners in their own language development and qualifications.

Ensure that the provision has a culture in which early language and communication development is a primary focus and integrated into all activities.

Promote engaging and stimulating language rich environments.

Seek opportunities to listen and respond to children, exploring their interests and extending vocabulary and communication skills at every opportunity.



In Portsmouth we will:

Ensure the early year's workforce understand early language development and support children to achieve their very best.

Ensure that families understand the importance of early language development and the vital role they play.

Ensure that investment in early years provision is a local priority for all and strengthen activity to develop early language.

Portsmouth children will:

Be able to develop spoken communication skills which underpin their learning and support life-long achievement.

Communicate confidently with peers and those around them.

Be prepared for their future.



Families will:

Take an active interest in supporting children to develop a rich vocabulary.

Provide lots of opportunities for children to talk about the world around them, their family, their interests and what they want to do.

Be ambitious for what children can achieve and understand the vital role parents have as their child's first and most enduring educator.

Work in partnership with the early years provider or school, ensuring when parents and practitioners work together the results have a positive impact on children's development and learning.



The local authority will:

Develop a detailed approach to the delivery of early language programmes across the city.

Develop appropriate tools, training and practice sharing that support schools and early years providers to deliver robust and effective approaches to all children's early language development.

Ensure that language acquisition is an important part of any planning for the child by the local authority.

Review commissioning activity at relevant opportunities to ensure that language and communication development is reflected in all provision for children under 5 years.

Services will recognise the importance of community and family assets; peer support, community development and the role of parents as a child's first educator.



Health Service providers will:

Using a range of messages and tools, share key messages about language development with families at every contact.

Develop mechanisms to share best practice across the health workforce, supporting families at all levels of the Healthy Child Programme.

Work with PCC Early Years and Childrens team to deliver a consistent, robust CPH programme across the workforce.

Working within the agreed information sharing framework, share data to support future needs analysis that identifies vulnerable cohorts.



Early years providers and school will:

Ensure key staff are trained in a way which provides them with a high level of understanding around the acquisition of early language.

Ensure that the provision has a culture in which early language and communication development is a primary focus and integrated into all activity.

Provide engaging and stimulating language rich environments.



Cultural and leisure partners will:

Ensure that the environment young children use will rich in opportunities to engage with language.

Provide opportunities for children to engage with each other in meaningful, community based activities.

Ensure that activities provide informal opportunities for parents to continue learning at home.



All partners will:

Review strategy and policy documents to ensure that early language development is sufficiently reflected. In doing so, resources will be allocated which allow services to meet the needs of their youngest children.

Activity promote the importance of the home-learning environment, supporting parents to understand what they can do to improve opportunities to develop language skills.

Health partners

- **Our key partner is the health visitor**
- Work in partnership with parents and stay in contact with the health visiting team when you have concerns
- Duty HV number – 0300 123 6629
- Referral form
- **Planning for Specific health needs**
- risk assess
- Health and care plan – ensure this is done in partnership with parents and HV or specialist nurse
- **Tracheostomy protocol**
- A tracheostomy protocol has been agreed so that there is a clear pathway for funding and training. This should support the smooth transition to a setting for children requiring a tracheostomy, from the age of 2 years.



Speech and Language advice and guidance

- SLT advice line:
 - **0300 300 2019**
- 0300 123 6682 -Children's therapies contact, for specific advice regarding children already under a named SLT



Speech language and Communication project Best Start Portsmouth

- Project currently paused due to redeployment of health staff
- Useful resources and documents:
 - Guidance document
 - Early Language Identification Measure and Intervention tool
 - Case Studies
 - Supporting evidence
- <https://www.gov.uk/government/publications/best-start-in-speech-language-and-communication>



Neurodiversity Assessment Pathway Project

The Project is trialling the new pathway approach, which emphasises a needs-led approach and focuses on support for children and families.

- 3 training courses have been completed
- over 120 members of staff from the Children and Families workforce



Neurodiversity Assessment Pathway Project

The assessment tools are currently being piloted


Some early years SENCOs and practitioners have already attended training and the project would like to recruit more!

Please contact Liz Robinson –Principal EP if you are interested

Liz.Robinson@portsmouthcc.gov.uk

There will be further training courses available as well as the possibility of an Early Years Course. Please let Liz know what you would like.



“I would like to extend my thanks to all those involved, or thinking of getting involved with the ND profiling project. We can't do it without settings and our settings support families really



Neurodiversity Assessment Pathway Project

Co-Producing a new approach

- Dr Asha Gowda Consultant Psychiatrist, CAMHS
- Natalie Abraham, Parent Voice
- Liz Robinson, Principal Educational Psychologist
- Zach Dunn, Assistant Psychologist
- Autumn term 2020



Jo Crane on YouTube

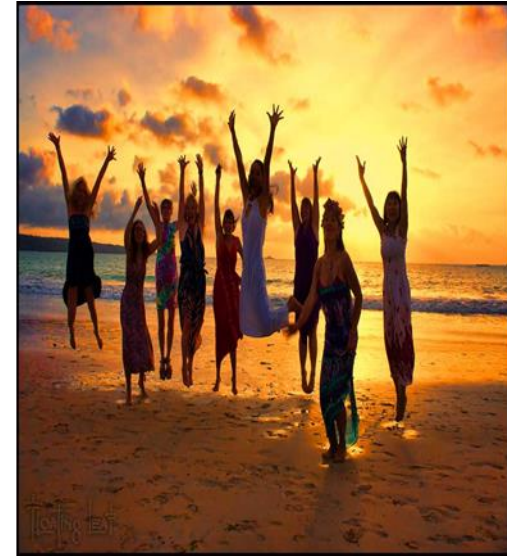
- One of our consultant community paediatricians – Dr Jo Crane has made some short clips to demonstrate her advice for parents
- She has a YouTube channel – Dr Jo
- go onto YouTube and search for ‘Dr Jo emotion coaching’.
- <https://youtu.be/ldKAaJ3RIwE>



Subjects include:

- **Introduction to the hand model** - explaining why children behave like they do
- **‘Name it to tame it’** approach to help children learn to understand the feeling they have
- **Sensory seeking behaviors**
- **Parenting styles**

SENCO wellbeing



Why is wellbeing important?

The role of SENCo is a senior leadership role and your own well being as well as supporting those around you should be a key responsibility

When staff wellbeing is undermined performance factors can be negatively impacted, for example it can result in :

Reduced productivity, increased mistakes and errors, conflicts, grievance and disciplinary incidents, sickness and absenteeism, low morale and a negative atmosphere

These all can impact on the quality of work and therefore children's experiences and outcomes



How can we as leaders promote staff wellbeing?

- Ensure staff remain motivated
- Have a clear vision
- Communication
- Know everyone's strengths
- Have empathy compassion and respect
- Coach don't tell
- Lead through example
- Prioritise and delegate
- Have fun!
- Build trust through consistency
- Set team as well as individual goals
- Share your own shortcomings



The five ways to mental wellbeing

Evidence says there are 5 ways to look after your mind...



Good mental wellbeing doesn't mean that you will never experience situations you find difficult, but it does mean that you might have a resilience to cope when things get tough...



NASEN resources

- NASEN - Membership -

- 7 days Many ways - tool kit



7 DAYS , MANY WAYS

WORKING TOGETHER TO BUILD RESILIENCE THROUGH RELATIONSHIPS



SEND review programme



- The SEND review guide is a fee tool and available on the NASEN website
- A number of settings took part in the training last term and have completed setting reviews using the tool to become early years SEND reviewers.
- NASEN are offering a refresher course to those who took part but have not yet completed their review.
- Setting who did not take part previously can also sign up.
- Please add to the chat or email eyinclusion if you are interested in taking up this offer
- The Eyinclusion team can support your setting in this process as part of the new training and development programme –





Calling all SENCOs!



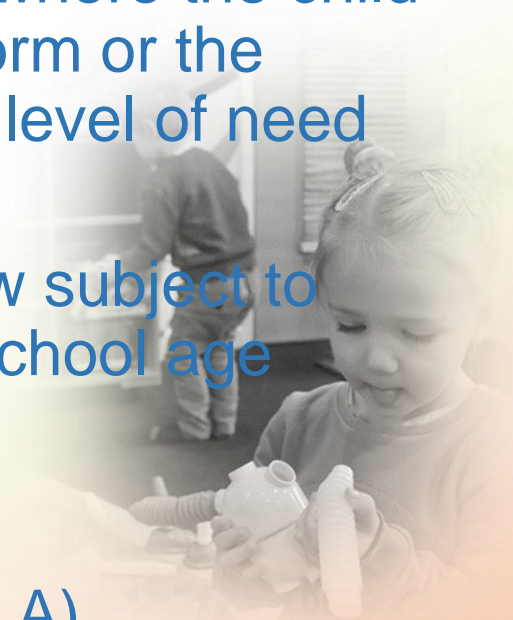
Come along and hear how one of Portsmouth's settings has developed their SEND offer and provision in a webinar for Portsmouth Early Years providers. The webinar will be hosted by NASEN and our very own Parade Pre-school and is called 'Sharing Effective Practice for SEND in Portsmouth PVI Settings'. The webinar will be on Monday 8 March 2021, 2.00pm - 3.00pm. Just click below to register before the event and you will be sent a Zoom link to join.

[Register now!](#)

NASEN Case study webinar

SEND Inclusion Funding (SENDIF)

- **SENDIF is only for government funded hours**
- **SENDIF emerging** – lower level funding, Short term funding for the setting -2 payments over 2 terms. Request by contacting Eyinclusion@portsmouthcc.gov.uk
- **SENDIF+** - higher level funding for children with more complex needs i.e. children meeting the descriptors at level 3 and 4 on the Profile of Need. This can be requested through the early years panel by the health visitor (where the child is not yet attending a setting) or the setting via the EYP referral form or the setting update form. The panel must be able to evidence that the level of need matches the criteria.
- **SENDIF+** will move with the child if they move settings and is now subject to termly reviews being completed. This funding does not apply to school age children in Year R.
- **DLA – Disability Living Allowance**
- **DAF - Disability Access Fund (for 3 and 4 year olds who have DLA)**



Early Years Panel (EYP)

- Multi-agency health and education monitoring panel for U5s in Portsmouth with SEND
- As of February 2021
 - 355 children known to EYP
 - 252 male / 103 female
 - 180 children in school cohort
 - 60-80 children are discussed each month (approx.)
 - 20-30 new referrals each month (approx.)
- Don't forget to share the information leaflet with parents when you complete a referral (at the back of the referral form)
- Please complete the ethnic monitoring information

Referral forms are available on the early years pages of the PCC website - click the SEND button for professionals
[Early years and childcare - Portsmouth City Council](#)

Panel members would like to acknowledge the support given by settings for families and for their continued support with EHC requests in these unprecedented times



Solent NHS Trust

Information for Parents and Carers

What is the Early Years Panel?

The Early Years Panel (sometimes known as EYP) aims to ensure that pre-school children (age range 0 to starting school), who may have additional or special needs, have their needs identified and are supported.

The panel is a group of key people from Portsmouth City Council's Education Department and Solent NHS Health Care Trust. It meets monthly to make sure that we are aware of children with special needs and that we have plans in place to support the children and their families.

The Early Years Panel aims to work in co-operation with parents and carers to make sure that:

- All pre-school children with special needs are identified as early as possible.
- Assessments of the children's needs are well co-ordinated.
- Support plans for the children and their families are in place, co-ordinated and regularly reviewed.

Who are the members of The Panel?

The panel consists of representatives from:

- Solent NHS Trust
(Specialist doctor in Community Paediatrics, Speech and Language Therapist; Health Visitor)
- The Portsmouth City Council Education Department
(Service Manager/Education Support & Principal Educational Psychologist; SEN officer; Head Teacher of the Willows Nursery School; Early Years Advisory Teacher; Portage Team Leader)

Panel members may invite other Panel Invites, subject to approval by the panel Chairperson for example other nursery or health visiting staff who are a primary source of referrals to the Panel and whose professional development would benefit from attendance. Panel Invites may be absent on request of the panel Chairperson for any part of the Panel meeting in order that the Panel may discuss matters in confidence where necessary.

What does the panel do?

The panel considers referrals on pre-school children where there is a concern about their early development and/or possible special educational needs and co-ordinates further assessment and support for the children.

The panel will consider all the assessment information on the child's needs and parents' views about their child's development and needs.

The panel will:

- Ask for further assessment from relevant professionals if necessary.
- Make sure that the assessment information is co-ordinated.
- Ensure that the right provision is in place to support the child, in line with parents' wishes.
- Review the child's progress and make sure that plans are in place to support them over moves into nursery or into school.

What arrangements might be put in place to support your child?

The panel will consider recommendations that have been made for different types of placement and provision. Parents' views are vital. No provision or placement will be arranged without parents expressed permission.

The main options available (subject to criteria being met) to support a child with special needs in the early years are:

- A mainstream nursery or child-care setting, perhaps with some additional support if necessary.
- Placement at a special nursery provider such as the Willows Nursery.
- A home based teaching and support programme from the Portage Team or from a Specialist Teacher Adviser for hearing or visual impairment.

Sharing Information

Parents' permission will always be sought before their child is referred to the panel.

Portsmouth Early Years Panel will inform you when we contact other agencies and/or services so that you can see what actions have been taken when your child has been discussed at Portsmouth Early Years Panel. The Early Years Panel will share reports that have been sent with your referral form to the Panel with other teams and services to whom a referral is to be made, for example, the Paediatrician or the Educational Psychology Team.

Early Years Panel

Monthly meeting dates

Date of meeting	Time
Tuesday 8th September 2020	1.30 - 4.30
Tuesday 6th October 2020	1.30 - 4.30
Tuesday 3rd November 2020	1.30 - 4.30
Tuesday 1st December 2020	1.30 - 4.30
Tuesday 5th January 2021	1.30 - 4.30
Tuesday 28th January 2021	2.00 - 4.30
Tuesday 2nd February 2021	1.30 - 4.30
Tuesday 2nd March 2021	1.30 - 4.30
Tuesday 30 th March 2021	1.30 - 4.30
Easter Break - 2nd - 16th April	
Tuesday 4th May 2021	1.30 - 4.30
Tuesday 8th June 2021	1.30 - 4.30
Tuesday 6th July 2021	1.30 - 4.30

Cut-off dates

Date of meeting	Time	Cut-off date for next panel
Tuesday 8th September 2020	1.30 - 4.30	Thursday 24 th September 2020
Tuesday 6th October 2020	1.30 - 4.30	Thursday 22 th October 2020
Tuesday 3rd November 2020	1.30 - 4.30	Thursday 19 th November 2020
Tuesday 1st December 2020	1.30 - 4.30	Tuesday 10 th December 2020
Tuesday 5th January 2021	1.30 - 4.30	Thursday 21 st January 2021
Tuesday 28th January 2021	2.00 - 4.30	Cohort 21 Review
Tuesday 2nd February 2021	1.30 - 4.30	Thursday 18 th February 2021
Tuesday 2nd March 2021	1.30 - 4.30	Thursday 18th March 2021
Tuesday 30 th March 2021	1.30 - 4.30	Thursday 22 nd April 2021
Easter Break - 2nd - 16th April inc. 2021		
Tuesday 4th May 2021	1.30 - 4.30	Thursday 27 th May 2021
Tuesday 8th June 2021	1.30 - 4.30	Thursday 24 th June 2021
Tuesday 6th July 2021	1.30 - 4.30	

SEN Team Update

3 March 2021

Lauren Bray
SEN Team Leader



EHC Needs Assessment Requests

- No flexibility provided by DfE in response to current lockdown / difficulties in completing paperwork – timescales and requirement for evidence remain the same
- SEN Team has worked closely with Early Years Panel and Early Years Advisory Teachers to:
 - Identify priority cases
 - Build flexibility into acceptance of EY EHC Needs Assessment requests
- Guidance re paperwork required provided within recent Early Years Bulletin

Information to provide	What if this is not available?
Clear indication of parent / carer involvement in discussion of special needs, and agreement to EHC Needs Assessment Request	As an exceptional circumstance (e.g. difficulties speaking with parent due to covid) we are able to accept indication that a parent / carer has provided verbal consent to the request being submitted – please make this clear on the request paperwork, including the date verbal consent was given, and by whom
A completed Early Years EHC Needs Assessment request form	This is available on the Portsmouth Local Offer website and must be completed as part of your request submission.
Baseline assessment data, attainment records and any other reviews of progress	Please provide as much information, and evidence of review of progress, as possible – you need to demonstrate that the ‘Assess, Plan, Do, Review’ cycle has been undertaken. If we accept the request, we will write to you and invite you to share any updated information before we make our decision on whether or not to undertake the EHC Needs Assessment process
Professional reports – e.g. EP, Community Paediatrician, SALT, OT, Portage	Please make every endeavour to obtain a copy of existing reports – the request paperwork should be completed collaboratively with parents / carers and all professionals. If you are unable to obtain a report please indicate this clearly on the request submission including details of attempts made to get a copy. If we do not receive this clarity, we will return the request to you.
Early Help Assessment / Stronger Futures Toolkit	The Health Visitor / Lead Professional should share a copy of this with you – this is an important document that all professionals supporting a young person should have reference to. As a setting, you are able to complete this document yourself – this should be done in collaboration with parents. Please do not provide a blank copy for parents to complete independently. If you are unable to provide an EHA / Stronger Futures Toolkit, please clearly indicate this on the request paperwork including reasons why. We will ask you to complete this as part of your submission to the assessment.

ASSESS, PLAN, DO, REVIEW



Timescales for the EHC Needs Assessment Process

Timeline	Action	Example dates
	Request received by SEN Team	1 March 2021
Within 6 weeks (we try to decide within 4 weeks)	Decision made on whether to carry out EHC Needs Assessment	by 12 April 2021 (4 weeks = 29 March 2021)
Week 12 (week 10 if decision made by 4 weeks)	Evidence gathering – SEN Team will commission reports from EP, Health and request updated info from other professionals (e.g. setting)	by 24 May 2021 (10 weeks = 10 May 2021)
Week 14	Co-production meeting	7 June 2021
Week 16	Draft EHCP due to be issued (if agreed)	21 June 2021
Week 20	Date final EHCP due to be issued	19 July 2021

Managing Parental Expectations

- You are submitting a request for an **EHC Needs Assessment** – not an EHCP. The request is asking us to consider running an assessment, the outcome of which **may** be an EHC Plan.

- Consider language used:

We feel he will definitely need 1:1 in school

He needs an EHCP to go to school

The issues described might be difficult to manage within a mainstream school environment

He won't be able to manage without full time support

She won't cope in a mainstream school, she needs a special school

He is due to start school this September and we feel he will need extra support

She will need support in whichever school setting she attends

Parent is keen for her to attend a specialist provision, although Mum accepts she may be able to attend mainstream with the correct support

What happens if an EHC Needs Assessment is declined / a request is submitted too late?

Key Message: A pupil will still be supported in school

- Schools are required to put in place any support required to meet a young person's needs
- Ordinarily Available Provision (OAP) – support that can be put in place by a school without the need for an EHC Plan
- Example case: Year -1 pupil
 - Request submitted during summer term 2019/2020
 - Too late in academic year to run meaningful assessment of need
 - Request from EY setting declined
 - Pupil admitted into mainstream school allocated by Admissions
 - School put in place appropriate support (totalling over £12,000 / year) whilst seeking support from professionals & gathering evidence for EHC Needs Assessment request
 - Subsequent request agreed & EHC Needs Assessment undertaken

Specialist Settings within Portsmouth

Special Schools

- **Cliffdale Primary Academy (Year R – 6)**
 - Pupils with complex learning difficulties and severe Autism
 - Working significantly below age expectations, e.g.:
 - Working at 16-36 months by end of Year R
 - Working within P-levels / Year 1 by end of Year 6
- **Mary Rose Academy (Year R – Year 14)**
 - Pupils with severe learning difficulties, profound and multiple learning difficulties and severe Autism
 - Working significantly below age expectations, e.g.:
 - Working at 0-16 months by end of Year R
 - Working within P-levels / Year 1 by end of Year 11

Specialist Settings within Portsmouth

Inclusion Centres (Communication & Interaction)

- **Devonshire Infant School** (Year R – 2)
 - **Southsea Infant School** (Year R – 2)
 - **Milton Park Primary School** (Year R – 6)
 - **Portsmouth Primary School** (Year R – 6)
 - **The Victory Primary School** (Year R – 6)
- Pupils with communication and interaction difficulties (including social communication) as primary need
 - Demonstrate the potential to be included in some aspects of a mainstream classroom with support, or be able to work towards this

Inclusion Centre (Cognition & Learning)

- Under discussion with Penhale Infant / Newbridge Junior – likely to be known as “Penbridge”.
- Pupils with cognition and learning difficulties as primary need

Admission into Specialist Provision

- Request through SEN Team – if submitted an EHC Needs Assessment, please make this clear on the paperwork
- Consideration through specialist moderation panels:
 - Panels will be held in April / May 2021
 - **Deadline for requests is 12 March 2021**
- Spaces available in each setting from September 2021 (approx.):
 - Cliffdale: 20 (but school already significantly over number)
 - Mary Rose: 0
 - Devonshire: 3
 - Southsea: 2
 - Milton Park: 0
 - Portsdown: 0
 - Victory: 2

Early Year EHC Needs Assessment Requests 2019/2020 vs 2020/2021

	2019/2020	2020/2021 (up to end of February 2021)
Requests received (all year groups)	237	146
Early Years requests received	91	53
Early Years EHC needs assessment undertaken	84	43 8 under consideration
Early Years EHCPs issued	84	42

Any questions?



Transitions

- SEN transition pack available on PCC website early years pages [SEND and inclusion - Portsmouth City Council](#)
- Pack includes:
 - Things to consider for children going to school
 - Top tips
 - Best practice and key strategies
 - Information to share
 - Planning document and meeting pro-forma
 - Examples of one page profiles / All about me

**Supporting Transition for
Children with Additional Needs in
Early Years Settings - Guidance
document**



Cross Border Children

- Please contact the Hampshire Inclusion Team regarding children with SEN attending your setting who are Hampshire residents
- You can contact the Hampshire inclusion officers via email: childcare@hants.gov.uk or phone 01962 847070
- The Portsmouth early years panel is only for Portsmouth residents and some services will need to be coordinated by Hampshire eg Portage
- SENDIF is for the setting that the child attends, if you have a child who is a Hampshire resident but attends a Portsmouth setting, you can request or apply for SENDIF+ or emerging from Portsmouth
- EHC needs assessment processes and paperwork is different in Portsmouth and Hampshire





PORTSMOUTH 2021-22

TRAINING PROGRAMME



RUNNING OUR 1ST 17 MONTH PROGRAMME



Package 1

- Access to 5 workshops
- Access to our video library of 15 workshops
- Access to a termly webinar delivered by a leading Portsmouth expert
- Access to a bi-monthly podcast



Package 2

- Access to 10 workshops
- 2 hrs of bespoke officer time to implement and embed a training workshop
- 2 hr onsite whole staff training
- Access to our video library of 15 workshops
- Access to a termly webinar delivered by a leading Portsmouth expert
- Access to a bi-monthly podcast

Package 3

- Access to 15 workshops
- 2 hr onsite whole staff training
- 3 hr onsite PSCP Basic Safeguarding staff training (max 15 staff)
- Access to our video library of 15 workshops
- Access to a termly webinar delivered by a leading Portsmouth expert
- Access to a bi-monthly podcasts
- 1 hr officer time to build your Local Offer/Social Media presence/Marketing your business
- 10 Promotional photos taken in your setting by the EY Project Administrator for you to use to promote and publicise your setting environment and practice and provision
- 2 hrs of bespoke officer time to implement and embed a training workshop or 2 hr SEND Setting Review support

Just some of our workshops relating to SEND

▪ ***Neurodiversity and
Autism***

***A Great Place for
Communication***

***A new Child
Development
Series***

***Masterclass in
Theories of
Language
Development***



Future SENCo Network Meetings

- **Summer Term 2021:**
- Tuesday 22nd June, 9.30am – 11.30am or 7pm – 9pm
- **Autumn Term 2021:**
- Thursday 25th November, 1pm – 3pm or 7pm – 9pm
- **Spring Term 2022:**
- Tuesday 1st March, 9.30am – 11.30am or 7pm – 9pm
- **Summer Term 2022:**
- Tuesday 14th June, 9.30am – 11.30am or 7pm – 9pm
 - **Book on at <http://earlyyears.portsmouth.gov.uk/>**

