

Summary of the revised Early Years SEND strategy

The consultation and final preparation work will take place in the autumn term 2020 with implementation from January 2021.

The aim of the strategy to ensure that processes are child centred and enable all children with SEND, and their families, to get the support they need in a timely manner and reduce the waiting for formal assessments.

Support for children with high level or complex needs

1. A child's needs are identified by Health who make necessary referrals and share this information with the multi-agency support panel.
2. The multi-agency panel will discuss the needs of the child and identify a professional who will make contact with the family and offer support. Support could include access to groups in the Children and Family Centre or a voluntary agency, support to apply for DLA, brokerage and identify children in need of transition support to start in early years provision.
3. When the family are ready for their child to start in an early years setting, there will be a transition meeting held with input from all the family, a practitioner from the setting and other professionals working with the child. The setting will use the information about the child and their needs to develop an Action Plan for Inclusion, including any risk assessments and support needed from professionals, to support the inclusion of the child. If there is a need for funding or specialist equipment to support the child within the setting implementing the plan, this request will be submitted to Early Help in sufficient time to put appropriate arrangements in place ready for the child's transition.
4. Once the child is attending the setting, the setting will continue to work with the parents, and other professionals as appropriate, to plan for child's needs and implement strategies to support the child's development, following the "assess, plan, do, review" approach. Strategies from other professionals engaged with supporting the child are included in the planning. Setting asks for advice from EYCA, if needed, to discuss appropriate strategies.
5. The setting continues to support the child using the assess, plan, do review cycle to support the needs of the child, engage with families and implement strategies suggested by the professionals involved with the child. Discuss with family and plan for any changing needs eg planning for moving on to school, any new needs emerging which need support of other professionals.

6. The ongoing needs of the child and family will be discussed at the multi-agency support panel. Where appropriate, the EYCA will share information with the SEN Assessment Team for possible Education, Health and Care Needs Assessment.

Support for children with lower level or emerging needs

1. An early years provider identifies that a child is making less than expected progress. They discuss this with the child's parent/carer and a plan is made for support and review of progress.
2. The setting implements strategies and support to enable the child to progress and follows the assess, plan, do, review" cycle. If the child does not make expected progress, the setting will discuss with the family and seek permission to access additional support from external agencies, if appropriate.
3. If the setting request additional inclusion support from Early Help, an EYCA will work with them to develop an Action Plan for Inclusion. If the level of support is over and above what should be ordinarily available inclusive provision, the need for inclusion finding will be discussed. If this is needed, the EYCA will review the evidence available from the setting, observe the child within the setting and complete a Professional Comment. The Action Plan for Inclusion and the Professional Comments will be reviewed by the Funding Panel and a decision about funding will be made.
4. The setting will continue to work with the family to implement and review the Action Plan for Inclusion to meet the child's needs in the setting.
5. The setting continues to support the child using the assess, plan, do review cycle to support the needs of the child, engage with families and implement strategies suggested by the professionals involved with the child. Discuss with family and plan for any changing needs eg planning for moving on to school, any new needs emerging which need support of other professionals.
6. The ongoing needs of the child and family will be discussed at the multi-agency support panel. Where appropriate, the EYCA will share information with the SEN Assessment Team for possible Education, Health and care Needs Assessment.

Where a child living in West Sussex does not attend a setting in West Sussex, the multi-agency panel will continue to monitor the support needed and liaise with the local authority where the child is attending if appropriate. Any inclusion funding needed, would be provided by West Sussex.

Where a child is attending a setting in West Sussex, but does not live in West Sussex, support will be provided to the setting and information would be shared with their home local authority.

Ordinarily Available Inclusive Provision

The additional needs of most children can be met by high quality, inclusive practice and reasonable adjustments being made using the funding and resources that are already or 'ordinarily' available in their mainstream school or setting. This is known as 'Ordinarily Available Provision'.

The SEN Code of Practice, 2015 links high quality teaching with ordinarily available provision, explaining in para 6:15 that "...higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support."

The Ordinarily Available Inclusive Practice document will highlight a range of support and expectations that Private, Voluntary and Independent (PVI) settings can 'ordinarily provide' for a child, without the need for additional support from inclusion funding or an Education Health and Care Plan.

It is important to acknowledge the vital role that all staff can play in terms of early identification of need, providing accessible learning and reflective practice that are the foundations of 'Assess, Plan, Do, Review' (also known as the Graduated approach) for children with SEND and, indeed, all children.

We also acknowledge that adapting practice to meet the needs of all children does bring its challenges. It is our hope that this accessible resource will be used to prompt discussion and facilitate planning to create more inclusive learning environments and experiences.

Changes to Inclusion Funding

The planned changes to inclusion funding are needed to ensure that Early help can respond to the growing numbers of children with SEND and ensure that additional funding is targeted to those children who need it. The aim is to ensure that the budget is balanced, but there are no planned changes to the total amount of funding available to providers.

Proposed Funding Model:

Age	Annual Payment	Purpose	Threshold
3 and 4	£300 (for one term only)	1. Short term interventions to enable inclusion of a child. One off payment.	Behavioural and emotional support where a child's needs are greater than a setting can meet through their ordinarily available provision.
3 and 4	£1,200	2. An annual contribution towards	Children with SEND. Has been referred to other agencies.

Age	Annual Payment	Purpose	Threshold
		enabling regular interventions at specific times of the day.	Funding to support implementing strategies on a daily basis. Needs do not require enhanced ratios at all times, but child's development will benefit from regular intervention.
3 and 4	£3,600 - universal £5,100 extended FE	3. An annual contribution towards enhanced ratios.	For children with complex and severe learning and/or health needs.
2	£1,800	4. A contribution towards enhanced ratios	Only for children referred by health services with complex and severe learning and/or health needs

This model is based on estimated levels of need. Any adjustments to the funding rates for one area will need to balance across the other rates, or there will need to be a change to the threshold for inclusion funding to decrease the overall number of children being funded.

Changes to the Early Years Planning and Review Meeting (EYPARM)

Currently, the EYPARM process has a focus on decisions for the support children will need when they start school. The proposed model will continue with a multi-agency group of professionals but will change the focus to understanding and planning for the current needs of children with SEND and their families as well as their immediate next steps.

This will be achieved by:

- the early identification of children with SEND so that support can be offered to a child and their family sooner
- information sharing between professionals so that a clear view of the child, the family and their needs can be used to offer appropriate support
- a multi-agency panel who can identify and plan for the child's current support needs, including signposting to services, support to access early years provision, support in early years provision as well as planning the transition to school
- identifying children for whom an EHCNA is appropriate and informing SENAT at the appropriate time

To support us to move towards this approach, we are planning a pilot in the Worthing Child Development Centre (CDC) area for children with SEND related to Communication and Interaction. This will enable us to build on the strengths of the current EYPARM model and to develop a model better able to give support to child and families at an early point, while also identifying where children will need a formal assessment of need.

Following this pilot, a plan will be developed to broaden this approach across the county for all children with SEND. The timescales for implementing the new processes for EYPARM have not yet been finalised and will be confirmed at a later date.

All other changes shared will be made from January 2021.

Consultation

- View the consultation presentation on [YouTube](#).
- Respond to the proposed changes [online](#).