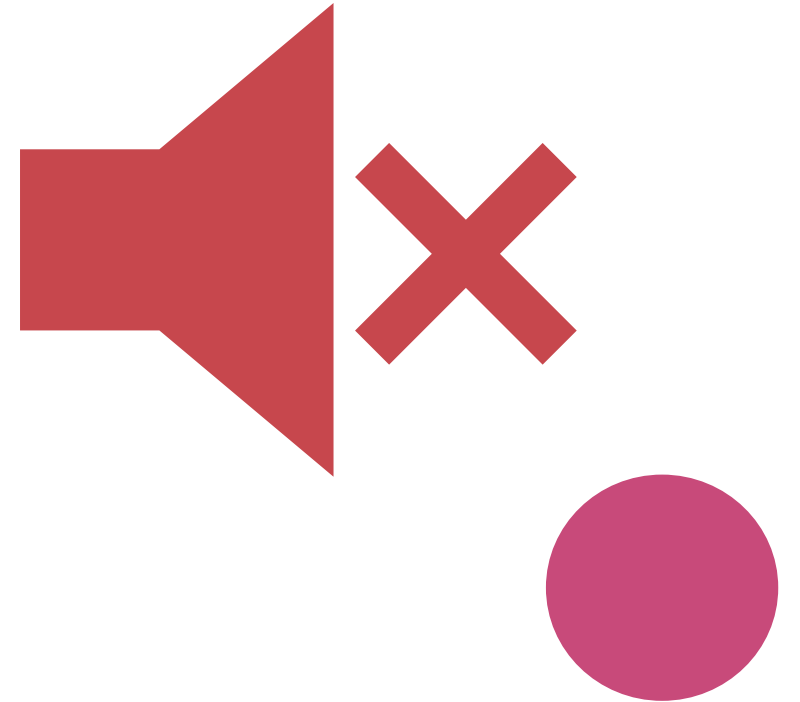




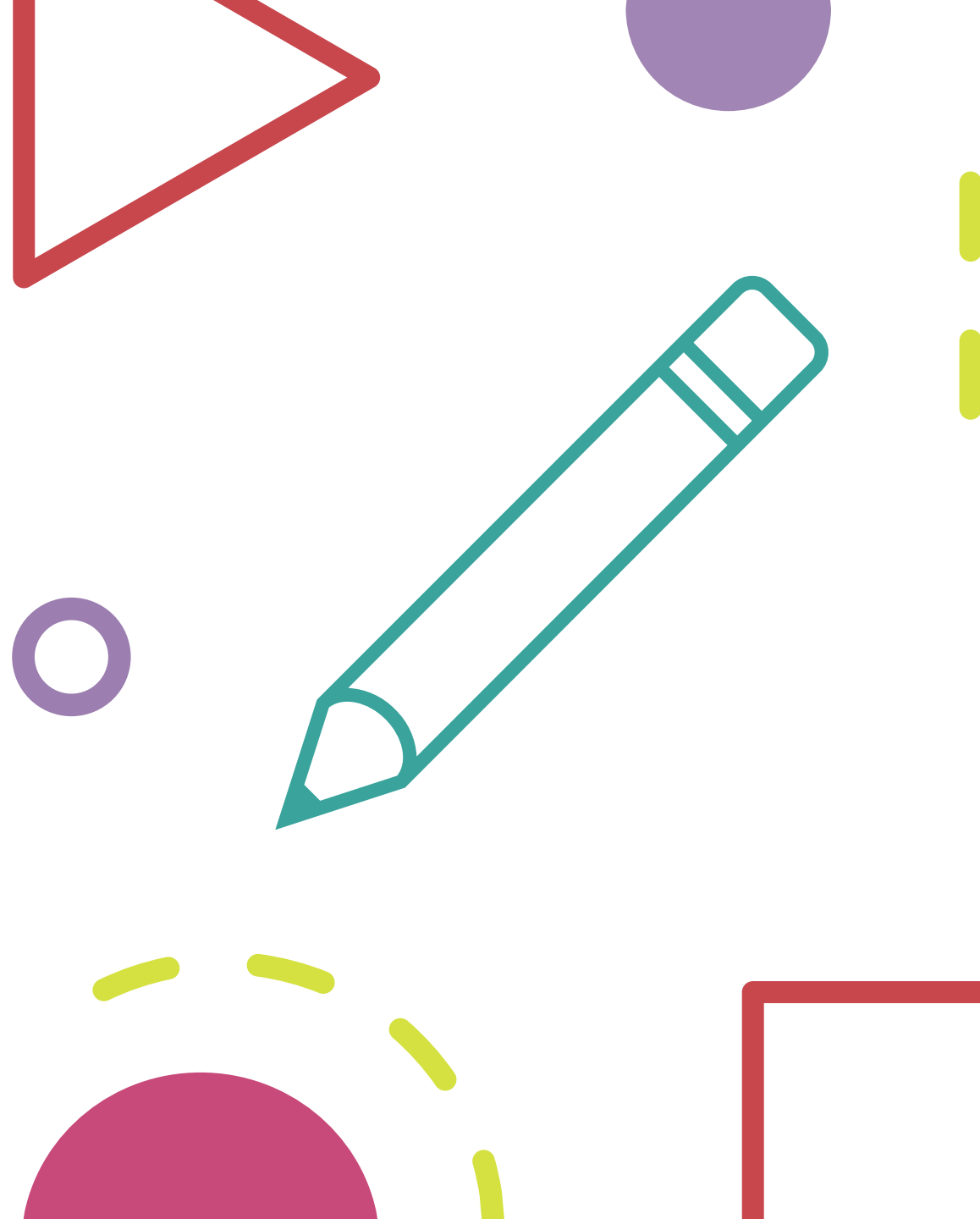
# Before we get started

- Please make sure your microphone is muted to enable a better experience for all
- We will be inviting you to contribute in breakout rooms (if you, please come off mute and put your cameras on then) and please feel free to use the chat during the meeting



# Take note!

- As we go, don't forget to note down:
- Things you never knew before
- Things you'd like to ask
- Actions to take forward



# Aims of the Network

1

To provide networking opportunities for SENCOs and Early Years Leads and share updates

2

To support SENCOs and Early Years Leads in understanding the SEND Under 5's process and what decisions mean

3

To support SENCOs and Early Years Leads with Supported Transitions and highlight small changes at Transition Events.

# Tools to support learning

- Chat



- Breakout room





# **An Inclusive Welcome – what does this mean in practice?**

- What should families see and hear to make them feel welcome, valued and included in the setting?
- What would families see and hear that would make them feel that they and/or their child is not welcome in an early years setting?
- How can you support families to feel confident to share all of the information you need to support their child in your setting?
- Sometimes what you say can be taken the wrong way by anxious parents. What can you do to support them to hear the information that you are intending to communicate?

# Agenda

- Presentation from Gemma Peck at the Virtual School
- Supported Transitions
- School Entry
- Action Planning for Inclusion
- Networking
- Brief SEND Under 5's update and information on online referral form
- Outcomes from SEND Under 5's
- Dates for your Diary



# Supported Transitions

- Supported Transition programme designed to build stronger links with schools and ensure no children fall through the gaps.
- At the Universal Transition events, settings will be required to highlight to schools the children requiring a supported transition and leave a copy of the transition form with the school.
- It is really important that settings make schools aware of children who have been identified as needing SEN School Support.
- Make these children a priority to be discussed.
- SEND Information, Advice and Support Service (SEND IAS) is a vital link when supporting parents with transition.



When	What	Who
<b>Tuesday 19<sup>th</sup> April 2022</b>	Primary school allocations sent to applicants <a href="#">Key dates for primary, infant and junior school places - West Sussex County Council</a>	West Sussex School Admissions Team
<b>16<sup>th</sup> May to 27<sup>th</sup> May 2022</b>	Universal Transition Events held in localities <a href="#">Transition guidance - West Sussex County Council</a>  Identify which children will need a Supported Transition <a href="#">Diversity and inclusion - West Sussex County Council</a>  <a href="#">Supported transition for our youngest children   Tools for schools (local-offer.org)</a>	School, Early Years Settings, Early Years Childcare Advisers (FYCAs) and Early Years Transition Teachers
<b>May, June and July</b>	School and EYs setting staff work together to hold a Supported Transition Planning Meeting to complete the Supported Transition Plan. Staff work together, with parents, to implement the Transition Plan. This will include sharing information and may also incorporate additional visits.  <a href="#">Supported transitions into pre-school settings   Tools for schools (local-offer.org)</a>	School, Early Years Setting, Parents  <i>Include other professionals as appropriate e.g. EYCA, EYs Transition Teacher, ASCT, LBAT etc.</i>
<b>September and October 2022</b>	Hold a '6 weeks in' meeting to review the supported transition and settling-in arrangements.  <a href="#">Supported transition for our youngest children   Tools for schools (local-offer.org)</a>	School & Parents  <i>Include other professionals as appropriate e.g. EYCA, EYs Transition Teacher, ASCT, LBAT etc.</i>

# Breakout Room Task



What works well with transitions in your setting?

Name 1 thing that could be improved?

# Delaying and deferring school entry

- What is the difference?
- Financial impact - FE
- Impact of delaying school entry
- [Delaying school entry](#) (Admission of children outside their normal year group)



## Action Planning for Inclusion



123FreeVectors.com





# Networking



## Environment

- At the child's level
- Stimulating Vs Calming
- Adults engaging in play, available & role modelling
- Encouraging exploration & independence

## Routines

- Do they make children feel safe?
- Are staff consistent?
- How many transitions in a day

# SENDUnder5's

A brief update

- Launched in September 2021
- Once a term meetings changed to once a month
- Multi-professional discussions
- Referring in to SU5's
- Support identified
- Feedback



# SEND U5 outcomes

## **1. Children due to start school in next 3 terms**

- Further monitoring of progress and brought forward to a future meeting.
- School Support – needs can be met with Ordinarily Available Inclusive Practice (OAIP)
- Supported Transition recommended
- Supported Transition and highlight to the Learning and Behaviour Advisory Team (LBAT) or the Autism and Social Communication (ASC) Team
- Gathering evidence for an Education, Health and Care Needs Assessment (EHCNA) Request to be forwarded to SEN Assessment Team (SENAT).

# SEND U5 outcomes

## 2. Younger Children in a setting (4/5/6 terms before they start school)

- Monitor needs, support and progress in the setting.
- Identify any additional support/training needed.
- Bring forward to a future meeting.

## 3. Children not yet in a setting

- Support to access services e.g Family Hubs, local groups
- Referral to Portage
- Support to access Disability Living Allowance (DLA)
- Support to access early years provision – including pre-entry transition support and access to relevant equipment/funding/training

# Dates for your Diary

## Transition Events

16 - 27 May – various times (check the website)

### Action Planning Training

Thursday 12 May - 4 10-11:30am

Tuesday 14 June - 6:30 – 8pm

Wednesday 21 September - 1-2:30pm

### Virtual Reality Training led by the Virtual School

Thursday 7 April - 1:30-2:30pm

Wednesday 4 May - 3:30-4:30pm

Monday 6 June - 2-3pm

### Designated Lead Forum

Tuesday 22 March - 1:30-2:30pm

Wednesday 15 June - 1:30-2:30pm





SERVICES FOR  
**SCHOOLS**  
and other educational settings

**Thank you for joining us, we  
hope to see you again soon.**

