



SERVICES FOR
SCHOOLS
and other educational settings

Early Years SENCO and Inclusion Networks

Autumn Term 2022



Aims of the Network

1

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

2

Explore barriers to Inclusion and updates to legislation

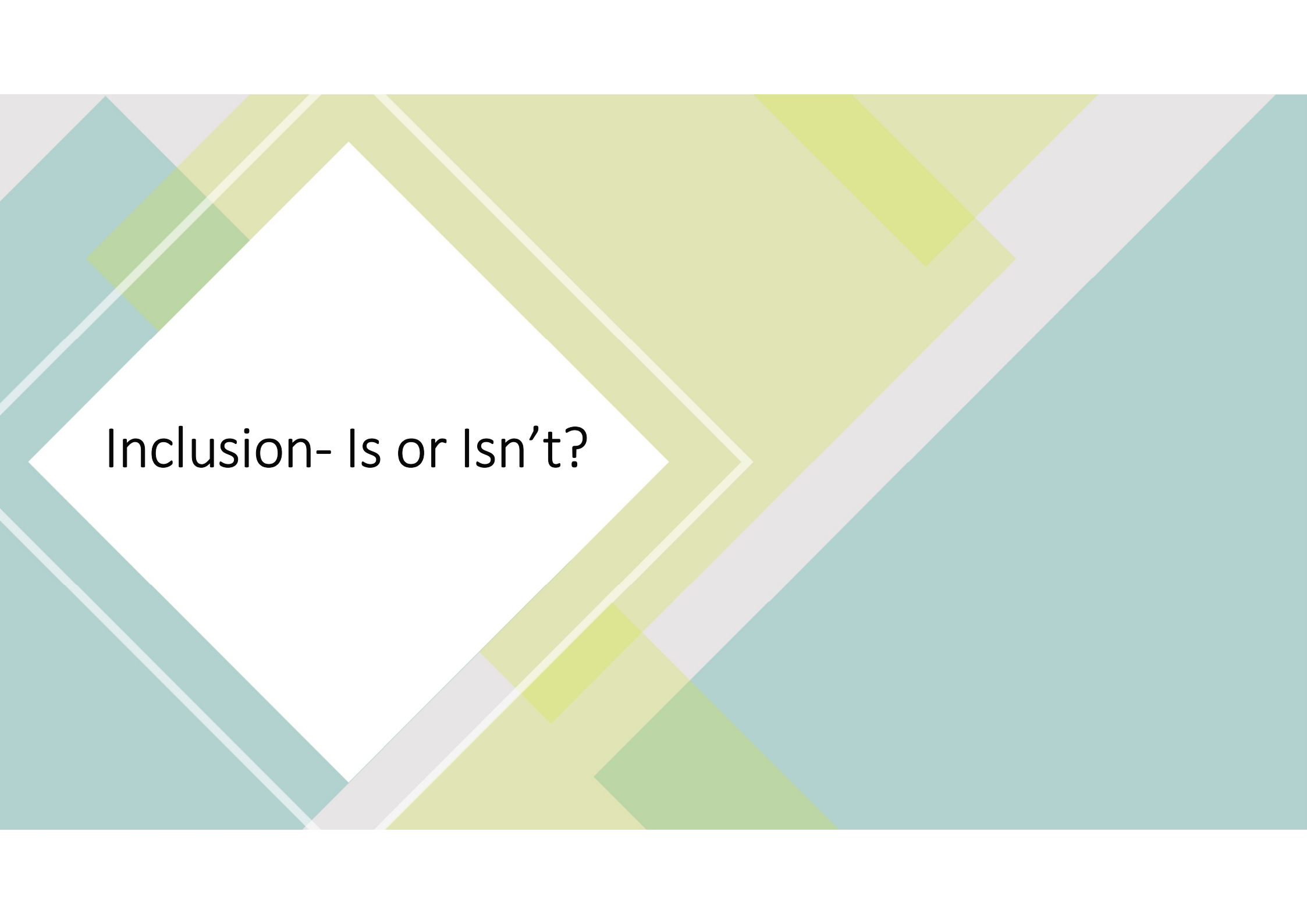
3

Explore changes to West Sussex paperwork and processes

Agenda

- Inclusion & Barriers
- Updates – SEND Green Paper Right Support, Right Place, Right Time & Specialist Advisory Teachers - Early Years SEND Transition
- EYISP
- Individual Plans
- Action Plans
- Networking Time





Inclusion- Is or Isn't?



- EYFS – Special Educational Needs
- Equality – Diversity – Inclusion
- Welcome Posters – we all have them!
- British Values – Mutual respect and tolerance: treat others as you want to be treated
- Local Offer – available for parents, published on websites
- OAIP – Ordinarily Available Inclusive Practice

Before We Close the Door

High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning (Development Matters 2021)

Identifying what each unique child “knows and can do” is the foundation of inclusive early years practice

Making sure that early years practice -

- meets the needs of all children means thinking about children in context (**Equity**)
- understands the starting points of every child, regardless of their chronological age
- accepts and understands children for who they are
- promotes opportunities in practice to follow each child's lead and listen to their voice, recognising that this will be expressed in a range of different ways, including non-verbally
- places an emphasis on the changes that can be made to the environment to encourage play and active learning on the child's own terms ([Birth2Five Matters](#))



Updates

Underpinning Practice – SEND Review: Right Support, Right Place, Right Time



- Published on 29 March 2022
- Start of a consultation process ended on 22nd July 2022

Three Key Challenges Identified in the Review

- Navigating the SEND system and alternative provision is not a positive experience.
- Outcomes for children and young people with SEND or in alternative provision are consistently worse than their peers across every measure.
- Despite the continuing and unprecedented investment, the system is not financially sustainable.

SEND Review - Overall Aim:



Create a more **inclusive** education with excellent mainstream provision which will improve the outcomes and experience for children and young people with SEND and those who need alternative provision

A Single National SEND and Alternative Provision System: 4 Key Proposals

- **Key Proposal 1**- To introduce **consistent national standards**
- **Key Proposal 2**- Establish new **local SEND partnerships**, to produce a **local inclusion plan**
- **Key proposal 3** - Mandating the use of local multi-agency panels. Standardising and Digitising EHCPs
- **Key Proposal 4** - Support for parents and streamline the redress process. aiming to resolve disputes earlier, including through mandatory mediation.

Excellent Provision from Early Years to Adulthood

- Improve mainstream provision
- Build on expertise and leadership, by consulting on a new SENCo National Professional Qualification (NPQ) for school SENCos and
- Increase the number of qualified SENCos in Early Years settings
- Better understanding of the support that children and young people with SEND need from the health workforce
- Improve mainstream provision through excellent teacher training and development
- Increased investment

Accountability, system roles, funding reform

Deliver **clarity in roles and responsibilities** with every partner having a clear role to play, and having the levers to fulfil their responsibilities

New **inclusion dashboards** for 0-25 provision, providing a timely, local and national, picture of how the system is performing

Delivering Change for Children and Families

Investment and Support

- Stabilise local SEND systems
- Support LAs with the biggest deficits
- Support from DfE to develop the national SEND standards
- Support delivery which tests and refines key proposals and supports local SEND systems



Early Years Individual Support Plan - EYISP

EYISP

Early Years Individual Support Plan (EYISP)

The EYISP should:

- be completed over time to provide a record of the support that has been put into place and the difference it has made to the child.
- become part of the child's education records.
- demonstrate a growing understanding of the child's needs and clearly document the setting of appropriate targets, a clear record of additional intervention and the impact that this has made.

EYISP

Section 1 - Information for key person and SENCO

To be completed by the setting, with information from the child's family when this pack is being completed. This must be updated with the family before being shared with professionals and/or a new setting.

- [Front page \(Word, 121KB\)](#)
- [Child details \(Word, 90KB\)](#)
- [Parent/carer views \(Word, 88KB\)](#)
- [Key person/SENCO notes \(Word, 86KB\)](#)
- [Support overview - Graduated approach \(Word, 86KB\)](#)

Section 2 - Universal records

To be completed with the family for all children. This information may be saved elsewhere but will be added to this pack when information is shared with other professionals.

- [All about me \(Word, 85KB\)](#)
- [Progress overview \(Word, 87KB\)](#)
- [Two year review \(Word, 85KB\)](#)

EYISP

Section 3 - Individual planning

To be completed with the family for all children with SEND.

- [One page profile \(Word, 112KB\)](#)
- [Individual plan \(Word, 95KB\)](#)
- [Action plan for inclusion \(Word, 102KB\)](#)

Section 4 - Specialist planning

To be completed with the family for some children with SEND if appropriate.

- [Healthcare plan \(Word, 95KB\)](#)
- [Risk management plan \(Word, 93KB\)](#)

EYISP

Section 5 - Transition planning

To be completed for all children with SEND to plan for their transition to a new setting.

- [Supported transition plan \(Word, 90KB\)](#)

Section 6 - Evidence gathering

To be used when gathering information and sharing the documentation for assessment or transition.

- [Checklist \(Word, 87KB\)](#)
- [EHCNA request form and medical questionnaire \(Word, 91KB\)](#)



Individual Plan

A Person Centred approach to planning to create a shared vision of positive outcomes for a child with identified Special Educational Needs or Disability (SEND), or where you are concerned about their learning and development.



Individual Plan

Date: _____ School start date: _____

DOB: _____

What is going well now?

Any worries?

Photo of ME

My Dreams

What can you do to help me? (Next Steps)

My Outcomes (possible and positives)

Review date: _____
Review Notes: _____

Individual Plan

- Step 1 - My Dreams
- Step 2 – What is going well now?
- Step 3 - Any worries?
- Step 4 - My Outcomes
- Step 5 - What can you do to help me?
- Step 6 - The review

Forms completed with parent/carer:
DOB:

Individual Plan

School start date:

3. What is going well now?

CO-PRODUCTION

Circle of
support around
the child

4. Any worries...

Anything that needs addressing from initial discussion or review meetings

Place of MB

5. My Dreams
(Child, strategies and targets)

HIGH ASPIRATIONS

LONG TERM

6. What can your data help with? (Notes/Steps)

MAY INCLUDE STRATEGIES FORM OTHER PROFESSIONALS

A shared commitment towards inclusion

7. My Outcomes (possible end conditions)

A BENEFIT TO THE CHILD

Specific Measureable Achievable Realistic Time bound

8. How/where/when
review/notes

Page 11

Individual Plan

Case study of Bobby

- Read the case study of Bobby
- Group exercise of completing an IP for Bobby:
 - complete the dream section and the 'what's going well' and the 'any worries section'.
Feedback to the everyone.
 - Complete the 'what can you do to help me' and the 'my outcomes' section
Feedback to the everyone.





Action Plan



What is working well	Celebrating the child – Child's interest– refer to one page profile What's already in place
What are we still worried about	Developmental progress Challenges to include Safety – risk assessments Health care plans OAIP – over and above
What do we need to do now	Strategies for support Recommendations from other agencies

Action Plan for Inclusion

This plan should outline what needs to happen within the setting to enable the child to be included, have access to high quality learning experiences and make progress.

Photo of the child (optional)	Click or tap here to enter text.
Child's Name:	Click or tap here to enter text.
Child's DOB:	Click or tap to enter a date.
Child's area(s) of need: (tick all that apply)	<input type="checkbox"/> Communication and Interaction <input type="checkbox"/> Social, Emotional and Mental Health <input type="checkbox"/> Cognition and Learning <input type="checkbox"/> Physical <input type="checkbox"/> Sensory <input type="checkbox"/> Medical
Is the child/family/setting already in receipt of any additional funding? (tick all that apply)	<input type="checkbox"/> Inclusion Funding <input type="checkbox"/> EYPP <input type="checkbox"/> Deprivation Supplement <input type="checkbox"/> DLA – Disability Living Allowance <input type="checkbox"/> DAF – Disability Access Fund <input type="checkbox"/> Other (please state what type of funding):
Setting name:	Click or tap here to enter text.
Key Person:	Click or tap here to enter text.
SENCO:	Click or tap here to enter text.
School start date:	Click or tap to enter a date.
Meeting Attendees:	Click or tap here to enter text.

What Is Working Well?	Click or tap here to enter text.
What Are We Still Worried About?	Click or tap here to enter text.
What Do We Need to Do Next?	Click or tap here to enter text.

Date of Action Plan: Click or tap to enter a date. **Date for Review:** Click or tap to enter a date. **By whom:** Click or tap here to enter text.

Support needed by the child in the setting Please be specific	Actions for the setting - Who, what, where when? Please be specific	Review of impact and progress Please be as detailed as possible.	Next Steps
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

For Inclusion Funding, submit at least **one reviewed Action Plan with Next Steps** and last two individual planning documents. Providers must be able to evidence at least one Assess, Plan, Do, Review cycle.



Assess Plan Do Review

Action Plan helps us take what we need to do next and breaks it down into strategies

- What are our **intentions**
- How are we going to **implement** this
- What do we hope **impact** will be
- Next steps are assessment of all what you have implemented and its impact – its ok not to have any or to repeat them if they are ongoing



**Networking
and
Any Questions**



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

