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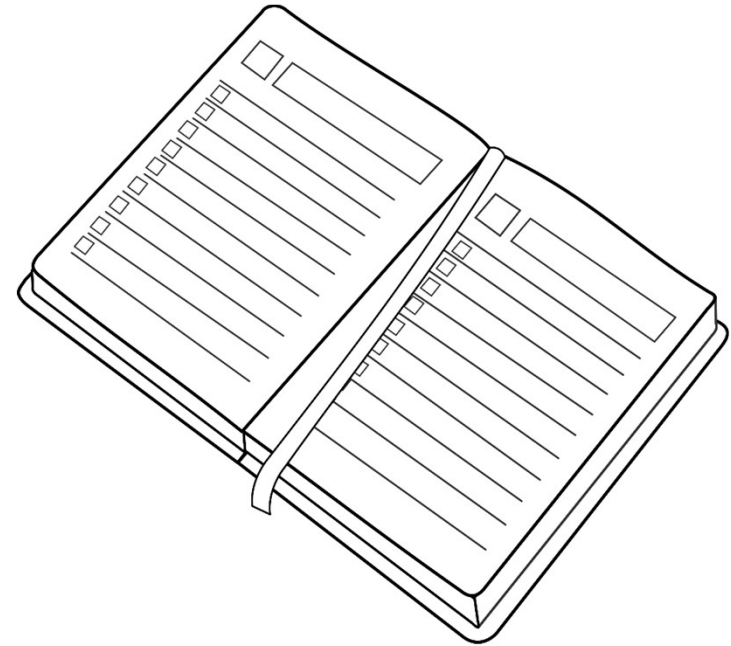
Early Years SENCO/INCO Network

Spring Term 2024



Agenda

- Updates and Reminders
- Transition Events 2024
- Networking time
- SEND under 5s
- Feedback on EYISP
- Transitions



Updates and Reminders



Inclusion Funding deadlines:

Summer Term funding – applications submitted to EYFInclusionTeam@westsussex.gov.uk by the 16th February 2024

Autumn Term funding – applications submitted to EYFInclusionTeam@westsussex.gov.uk by the 31st May 2024



Remember the application must show a complete cycle of Assess, Plan, Do, Review and have new next steps set. It must clearly show the need for additional funding and how it will be spent. [Video guidance on completing the Action Plan for Inclusion](#)

Updates and Reminders cont.



- Funding for medical training now available!
- DAF and Inclusion Funding under the expansion plan
- Although we will be discussing this later, please send feedback on EYISP to your setting support inbox. We will be reviewing and hope to streamline the paperwork to make it as user friendly as possible
- Setting Support Phone Line

Transition Events 1-13th May 2024



Venue	Locality	Date of Event	Time of Event
Glebe School	Adur	Tuesday 7th May	9am-12pm
Wickbourne Centre	Angmering/ Littlehampton	Friday 3rd May	1.30-4.30pm
Eastergate Village Hall	Barnham/ Westergate	Friday 10th May	1-4pm
Billingshurst Primary School	Billingshurst	Thursday 2nd May	9am-12pm
The Shore Community Centre	Bognor/ Felpham	Wednesday 8th May	1-4pm
London Meed Community Primary	Burgess Hill/ Hassocks	Thursday 9th May	9am-12pm
Chichester Free School	Chichester	Wednesday 1st May	9am-12pm
Crawley Family Hub - Broadfield	Crawley 1	Thursday 2nd May	9am-12pm
Our Lady Queen of Heaven Catholic Primary School	Crawley 2	Friday 10th May	1-4pm
Blackwell Primary School	East Grinstead	Wednesday 8th	3.30-6.30pm
Warden Park Primary Academy	Haywards Heath	Monday 13th May	2.30-5.30pm
St Mary's CE Primary School	Horsham 1	Wednesday 1st May	4-7pm
The Needles - Horsham Family Hub	Horsham 2	Wednesday 8th May	9am-12pm
West Wittering CE Primary School	Manhood	Tuesday 7th May	1.30-3.30pm
Midhurst CE Primary	Midhurst and Petworth	Thursday 2nd May	4-7pm
Southbourne Village Hall	Southbourne	Friday 3rd May	1-3pm
Steyning CE Primary School	Steyning/ Storrington	Friday 3rd May	1-4pm
Vale School	Worthing/ Durrington	Tuesday 7th May	2-5pm
Springfield Infant School and Nursery	Worthing/ Durrington	Monday 13th May	2.30-5.30pm

Networking time



- Confidentiality!
- Share inclusive practice ideas
- Brainstorm for support
- Training recommendations or needs

What is SEND Under 5's?



The SEND Under 5s process seeks to establish proactive, practical support for families at an early stage, as well as identification of the support needed throughout their early years and into school. The process is overseen by EYCA's

SEND Under 5 meetings happen each month in each of the 5 CDC areas:

- Crawley
- Chichester
- Worthing
- Horsham
- Mid Sussex

They are attended by a range of professionals from Portage, Speech and Language, CDC to Early Years Specialist Advisory Teachers, Parent Carer Forum and the Sensory Support Team. A wide range of professionals are invited to each meeting.

The process and outcomes...



- Colleagues from Education, Health, Settings and childminders can refer a child to SEND Under 5
- Once a referral is made it is placed onto the system and the child is effectively 'known to SU5' in their relevant CDC area
- Children are prioritised for discussion based on age and level of need (due to the volume of requests some children may wait a while before being discussed)

The majority of areas hold meetings on a monthly basis. EYCA's work hard to make sure younger children are discussed where possible to ensure intervention at the earliest point.

There are currently 1,412 children known to SEND Under 5.

...the process and outcomes continued



At the meeting, children on the agenda are discussed, with information being provided by professionals who know the child. The meeting attendees make a collective decision about initial next steps for that child. The next steps or outcome from the meeting could include:

- Information about local services shared with setting or professionals
- Referral to Portage
- Referral to EY Inclusion Service for intensive support
- Support to access early years provision (if the child is out of setting)
- Transition support for children moving to a new setting or school this may include a referral to EYSATS
- Reviewing and gathering evidence to request a Needs Assessment (EHCNA) – the expectation is that this should be ready to submitted within 4 weeks of the outcome

Feedback on EYISP



- Is the purpose of the EYISP clear?
- Do you feel the EYISP helps you to support the individual child?
- Is the EYISP easier for keeping together all information relating to a child, than your previous way of working?
- Do you feel that the EYISP supports you to give a clear picture of the child, their strengths and needs?
- Do you feel that the EYISP supports you to give a clear picture of the child's progress?
- Which parts of the EYISP do you use/refer to most frequently?
- Are there parts of the EYISP which are more challenging to complete?
- Does the EYISP support your work transitioning a child to a new setting or to school?
- What do you particularly like/dislike about the EYISP?
- Is there anything that you feel is missing or you wish was included in the EYISP?

SEND under 5s outcomes and information sharing



Depending on the stage that the child is at in their early years' experience, the identified lead professional from the meeting will either contact the family directly, or work with the early years provider where the child is attending to update on the outcomes of the meeting.

If this contact is made with the early years setting, the expectation is that the SENCO/INCO or child's Key Person will share the outcome with the child's family as part of their parent partnership.

Transition to school

It is the setting's responsibility to share information with schools at Universal Transition events and both the school and the setting to work together with parents and any additional teams to ensure a smooth transition for children with additional needs. If a setting identifies a child as having additional needs, it is the setting's responsibility to ensure all information is gathered and shared with the school so that they are as prepared as possible for the child starting.

Transition



The key to successful transitions lies largely in robust planning within an appropriate time-frame. Quality transitions:

- are person-centred and supportive
- are outcomes-based and futures-focussed
- recognise individual strengths and needs
- engage children and their families
- are reliant upon effective communication between key adults

Remember, this is a two-way process between the setting and the allocated school

Enhanced and Supported Transitions



Enhanced Supported Transition

A referral has been made to the EY Specialist Advisory Teachers. They will ensure the child is effectively supported into school and will continue to support them as they settle for their first term.

Supported Transition

The setting, school, parents, and any other professionals involved can contribute to a transition meeting in which a plan is created to support the child

Transition timeline

		Process for Transition into Reception Year			Reception Year
		Autumn Term (<u>or</u> one year ahead of transition into school)	Spring Term (<u>or</u> two terms ahead of transition into school)	Summer Term (<u>or</u> one term ahead of transition into school)	Autumn Term (<u>or</u> the term of entry into school)
Pre-school Setting	Universal Transition	<p>Pre-school setting staff talk to parents about choices of local schools.</p> <p>Pre-school setting shares the school admission and provides support if there are any concerns identified that might impact on the child's transition to school.</p> <p>Pre-school setting talks to families to make sure they have applied for a school place and reminds of the deadline – January 15th.</p>	<p>Book onto <u>Transition Events</u> based on expected schools they need to see. Bookings can be amended once school places are offered.</p>	<p>Attend <u>Transition Events</u></p> <p>Transition activity continues.</p>	<p>Communicate with the school to discuss success of the transition and progress of the child. This supports the child and family with the transition as well as embedding links with the school for future transitions.</p>
	Supported/ Enhanced Transitions	<p>Pre-school setting schedules dates for EHCP Annual Reviews.</p>	<p>Arranges a transition planning meeting between the pre-school setting, parents/carers, school and other relevant professional supporting the family.</p> <p>Pre-school setting to gain consent from parents/carers and provide copies of all relevant documentation to the school eg:</p> <ul style="list-style-type: none"> - Professional's reports - Reviewed provision, health needs plans or PSPs 	<p>Pre-school setting to ensure details of agencies/ professionals involved with individual children are up to date.</p> <p>Plan for any specialist equipment to be transferred to the school in readiness for the child's first day.</p> <p>Transition activity continues.</p>	

Supporting Transitions



- [Diversity and inclusion - West Sussex County Council](#) for information around Supported Transitions
- [Booklet-for-supporting-EY-Transitions.pdf \(local-offer.org\)](#) this is a booklet created by LBAT and ASCT for schools to offer guidance to schools in supporting children with additional needs into school

For further information around transition of a child with SEND from EY into school please contact the relevant setting support inbox:

Arun - SettingSupportArun@westsussex.gov.uk

Adur and Worthing - SettingSupportAdurWorthing@westsussex.gov.uk

Mid Sussex - SettingSupportMidSussex@westsussex.gov.uk

Crawley - SettingSupportCrawley@westsussex.gov.uk

Horsham - SettingSupportHorsham@westsussex.gov.uk

Chichester - SettingSupportChichester@westsussex.gov.uk

Time for Networking!

