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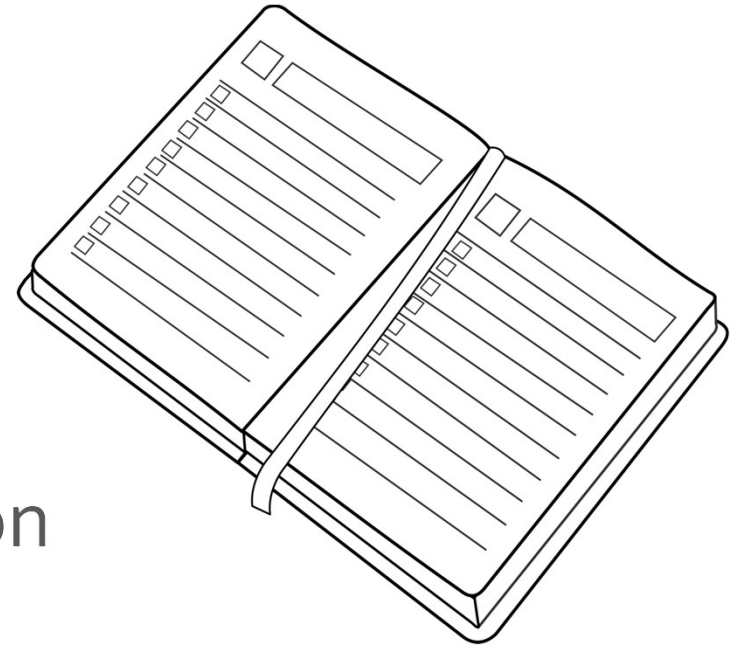
# Early Years SENCO/INCO Network

Summer Term 2024



# Agenda

- Early Help
- Updates
- Local offer update
- EYISP feedback
- EHCNA and Small Steps discussion



# Updates



- OAIP paperwork is being revised- Autumn Term
- New revised EHCNA paperwork
- Warning of paid for EHCP's
- Use of small steps paperwork
- Disability Access Fund and Provider Declaration

# Local Offer



The Local Offer was introduced in 2014 in the Children and Families Act to provide parents and young people with the information they need to make meaningful choices of the provision available to them. Early Years and Childcare provider has a duty to set up what is currently called a 'local offer document'.

All Early Years and Childcare providers have a statutory responsibility to meet the needs of all children, including those with SEND, which is outlined in the [Equality Act \(2010\)](#) and the [SEND Code of Practice \(2015\)](#).

**The name of this document is changing to SEND Information Report and West Sussex will be publishing guidance and examples of reports to support settings in completing these.**

# EYISP Feedback



A screenshot of a Microsoft Word document titled 'front\_page\_sen\_support\_plan (5)'. The document is a template for an SEN Support Plan. It features a blue ribbon at the top with the 'File' tab selected. The main content area has a white background with a light blue border. At the top, there is an orange rectangular box containing the text 'SEN Support Plan for:'. Below this, on the left, is a colorful logo consisting of seven stylized human figures in various colors (green, purple, yellow, blue, red, orange, and purple) arranged in a circle. In the center, there is a large grey rectangular box with the text 'Insert Picture of child'. To the right of this box, there is a smaller grey rectangular box with the text 'Insert Setting Logo here'. At the bottom, there is a white rectangular box containing the text 'My plan is supported by -'. The status bar at the bottom of the window shows 'Page 1 of 1', '18 words', 'English (United Kingdom)', and 'Accessibility: Investigate'. The taskbar at the very bottom shows various application icons and the system clock displaying '09:08' and '04/06/2024'.

# What is working well



- I like the key person/senco notes to keep a record of conversation or meetings
- I do find that it provides a rounded picture of a child and family
- I particularly like the parent's views as it is increasingly difficult to have proper conversations with parents with their busy schedules
- School were really grateful for the information, and it was clear and easy to go through
- Having everything together allows you to see how a child is moving on, who is involved and what we can all do to support.
- 100% of those who responded said it would support an enhanced transition to school
- Checklist is helpful

# What are we still worried about

- It's an added task, all info already on IP & OPP
- Too clunky and needs scaling back
- Overwhelming for staff, not useful, too much info
- It's very long winded especially as I only get 2 hours a week to get everything done.
- repetition, and formatting. Can't move or add boxes, paste or copy, change font etc.
- The API says 'photo' but doesn't allow you to put one in. Can't copy/paste/change fonts on API
- Too much info, worded badly, difficult to understand, not easy for staff to work with, workload is doubles, work repeated

# Changes to the EHCNA



west sussex county council

Request for Education Health and Care (EHC) Needs Assessment – Early Years Settings

Section 1

Child or Young Person (CYP) & Parent(s)/Carer(s) Details

Date of application:

Child or Young Person Details		Parent(s)/Carer(s) Details	
Child's first name	Child's last name	Also known as (if applicable)	Unique Pupil Number (UPN)
Date of Birth	NC Year Group	Home language	
Gender	Ethnicity		
Preferred pronouns			
Current attendance			
Address			
Is the pupil looked after by a local authority?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If YES what local authority?	

## Education, Health and Care Needs Assessment

Applying for an Education, Health and Care Needs Assessment (EHCNA).

[Education, Health and Care Needs Assessment - West Sussex County Council](#)



Section 3	<b>Strengths and Needs</b>
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Please provide a brief description of the child or young person's strengths, and detail of the nature and extent of their special educational needs and how these are impacting on their participation and engagement within the educational setting. Include any relevant assessment scores from professional reports.

<b>Cognition and Learning.</b> Please only specify strengths and needs related to this area - refer to the guidance document. If there are no C & L concerns or needs identified, please indicate this.	Primary need	<input type="checkbox"/>
	Secondary need	<input type="checkbox"/>

Strengths in relation to this area	
Description of Special Educational Need	

<b>Communication and Interaction.</b> Please only specify strengths and needs related to this area - refer to the guidance document. If there are no functional speech and language difficulties, please indicate this.	Primary need	<input type="checkbox"/>
	Secondary need	<input type="checkbox"/>

Strengths in relation to this area	
Description of Special Educational Need	

## Section 4

## Cognition and Learning Data - Progress/Attainment over time

Using the Early Years Small Steps Support document, please complete the table below with progress data for the Prime Areas of learning

Age in months = current age	Term 1 Date of assessment: Age in months:	Term 2 Date of assessment: Age in months:	Term 3 Date of assessment: Age in months:
<b>Communication and Language:</b> Listening, Attention and Understanding - Speaking -	Working at _____ months Working at _____ months	Working at _____ months Working at _____ months	Working at _____ months Working at _____ months
<b>Personal, Social and Emotional Development:</b> Self-Regulation - Managing Self - Building Relationships -	Working at _____ months Working at _____ months Working at _____ months	Working at _____ months Working at _____ months Working at _____ months	Working at _____ months Working at _____ months Working at _____ months
<b>Physical Development:</b> Gross Motor Skills - Fine Motor Skills -	Working at _____ months Working at _____ months	Working at _____ months Working at _____ months	Working at _____ months Working at _____ months

Section 5

Implementation of the Graduated Approach

Please complete this plan to 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. Please detail the support that has been put in place over time to meet the child or young person’s special educational need. You need to include details of the Assess, Plan, Do, Review cycles of individual support available to the pupil and the subsequent reviews. The most recent information should also show evidence of how you have drawn on more specialist expertise from outside professionals.

Action Plan

Cycle 1

For Inclusion Funding, submit **at least one action plan reviewed with next steps.** Providers must evidence at least one cycle of Assess, Plan, Do, Review (the Graduated Approach)

Date of Action Plan:	Date for Review:	By whom:
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Support needed by the child in the setting (Assess)CYP and parents).	Actions for the setting (Plan) Who, what, where when?	Impact and progress (Do)	Review and Next Steps (Review)

## Section 6

## Summary of Professional involvement

Please use the table below to specify all professionals that have been involved with the child. Please include details of referrals made to and current interventions delivered by non-school agencies which could include Social Care, Child Development Centre (CDC), Portage, Early Years Specialist Advisory Teachers (EYSATs), Speech and Language Therapy (SALT), Sensory Support Team etc. The table below should be completed with details of the service, start/finish dates and the impact


*\*Add a new row for each area of need. To do this – click outside of the table row and you will see a line for typing. Press enter and a new row will appear. \**

Identified areas of need	Name of Service	Start and end date of service involvement	Details of the impact of each intervention  Impact RAG and Analysis  R = No impact A = some, not sustaining G = good, and sustaining

# Small Steps Support -

## Early Years - Small Steps Support

### Monitoring progress document - Prime Areas of learning



This document is designed to aid Early Years providers and Early Years professionals (advisors and practitioners) to monitor and celebrate the progress children with SEND make in the Prime Areas of learning. This is a toolkit that can be used, however there are other guidance documents available to help aid your assessments, including the Development Matters revised: 2023, Birth to 5 Matters 2021 and a Celebratory Approach to SEND Assessment (Pen Green), amongst others.

The observation checkpoints, that are included in the Development Matters - non-statutory curriculum guidance for EYFS, are included within this Small Steps Support Document. The document is designed to be used as a 'best fit' and although many providers find it useful to highlight progress and what a child can do, it is not a tick list.

It is important to note that this document is not a deficit model. It is not to be used to demonstrate what a child cannot do, but rather celebrate the achievements a child **can** do. We advise that this document is used to inform formal assessment, such as an EHCNA but further documents such as the Graduated Approach document (Section 5) in the EHCNA Request form, Individual Plan, and Speech and Language Monitoring Tool should be used to monitor progress and support for children with identified SEND. Setting should also use their own tracking and monitoring systems.

The wording within this document is also open to interpretation to provide flexibility in how it is used by providers. For example, on some of the statements it says 'responds'; we have intentionally left this vague as what this looks like will inevitably be different for different children, i.e., how they show their responses will be different. This means you can use this document to fit around children's individual needs and again celebrate their successes.

## Communication and Language: Listening, Attention and Understanding

### **24- 30 months**

- Begins to respond to two key word instructions e.g., when given the choice of teddy or dolly / choice of apple / cake, will respond by giving the apple to dolly.
- Indicates understanding of action words by demonstrating with self / toy e.g., 'make teddy jump'.
- Points to five body parts on request independently
- Picks out a simple familiar instruction even when there is background noise, for example 'dinner time', 'no' or 'stop now'.
- Listens to music and responds when it is turned off, for example stops singing or dancing or turns to look at the stereo.
- Begins to shift to a different task if attention fully obtained with adult / visual prompting and support.
- Responds appropriately to 'who', 'what' and 'where' questions with gesture / single words.

## Physical Development: Gross Motor Skills

### **18 -24 months**

- Sits and plays in more than one position e.g., kneeling, legs outstretched, legs crossed, side sitting.
- Walks well, with shorter steps, legs closer together and no longer needs to hold arms up for balance.
- Attempts to run carefully but not yet smoothly.
- Changes direction whilst walking
- Walks backwards for a few steps when pulling an item or toy using rope or string.
- Lifts leg whilst holding onto an adult to assist with dressing.
- Gets onto a chair independently.

# Network



