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Early Years SENCO/INCO Network

Autumn Term 2025



House keeping

- Fire exits
- Toilets
- Contribution
- Respecting others
- Confidentiality



Agenda

- Updates
- Medical training process
- Specialist equipment requests (occupational therapy)
- Recap from the last network – impact
- Behaviour Policies
- Supporting Behaviour Management
- Networking time

Updates



- Setting support phonenumber reminder OAIP and Inclusion funding 2 years of age and under
- Out of panel inclusion funding requests
- CDC referral forms online-excludes Worthing
- Reminder of Elective Home Education services to support parents [Elective Home Education - West Sussex County Council](#)
- Reminder for all children to apply for a school place even if you are applying for an EHCNAR 15th January 2026 [School places - West Sussex County Council](#)

Medical training-process



As soon as become aware that complex medical training is required, please contact an EYCA in your area using the EYCSEND. North or South email address.

An EYCA will make contact to discuss the child's need alongside the application process.

Settings will need to complete the complex Integrated Care Board (ICB) medical training form and provide medical evidence from parents of the training required.

The application gets emailed directly to the ICB and cc in SEND and Inclusion team manager.

Providers will receive an email when funding has been agreed, details of the training company will then be provided.

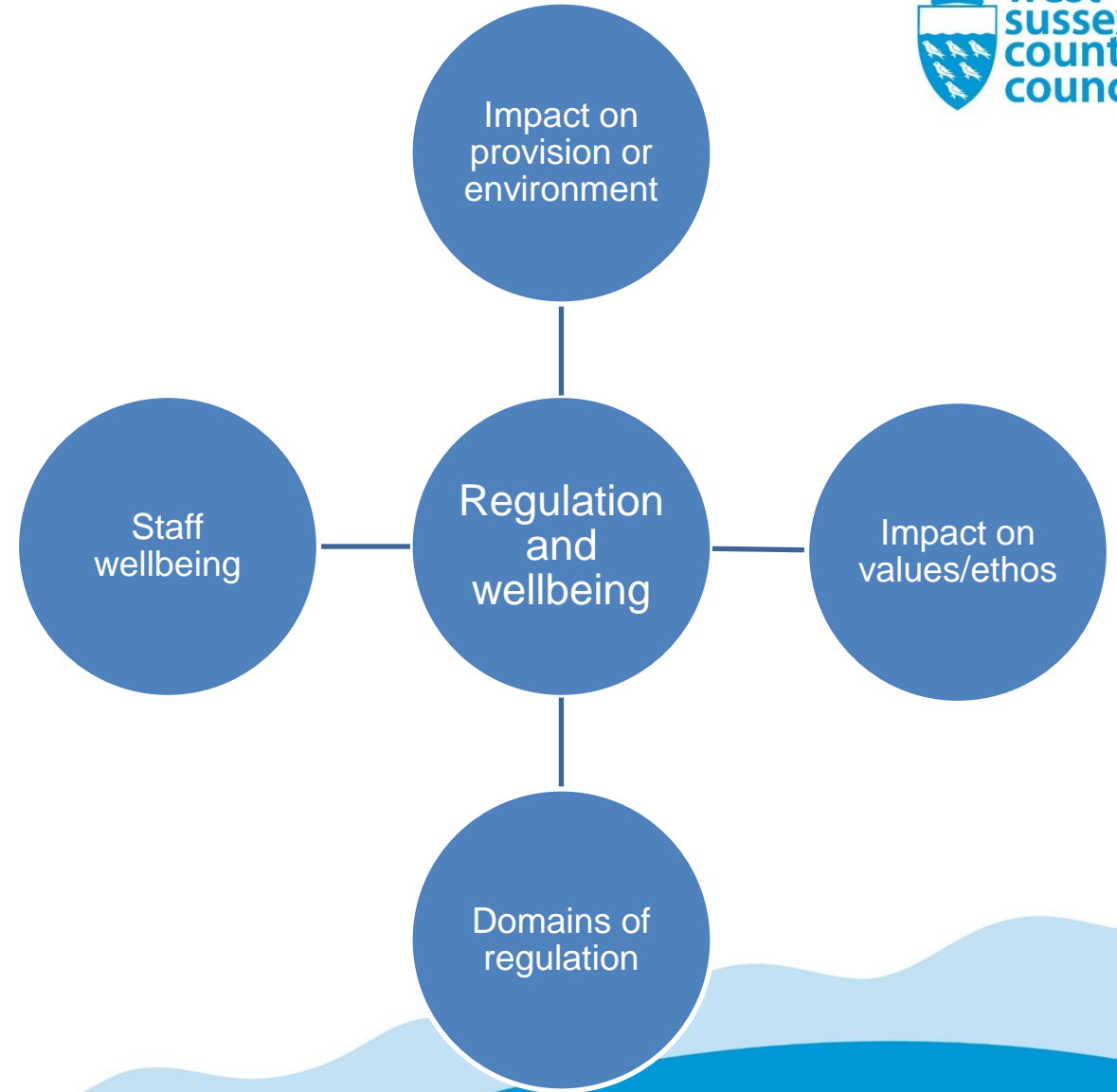
Specialist equipment request



- West SUSSEX authorise specialist equipment where an Occupational therapist has written a prescription and provided an equipment quote.
- Once the equipment is delivered it is the reasonability of the setting to ensure it is not damaged and could be liable for replacements.
- Check equipment on delivery (do not assemble)
- Contact OT at the CDC to inform the arrival of equipment.
- The OT will arrange a date to assemble and adjust the equipment to ensure it is suitable for the child.
- If the child moves settings the inclusion team will arrange the transport.

Recap from last network

- Time to share implementations and reflections on information shared around emotional well being, regulation and domains of regulation.
- Have you made positive changes? Have you seen an impact?



Do you have a behaviour policy?



Does it promote positive behaviour through understanding and empathy?

- Does it emphasise collaboration with parents with clear communication of expectations?
- Does it consider children and young people with adverse childhood experiences social, emotional and mental health?
- An action plan or risk assessment can support the behaviour policy to enable a consistent approach and understanding of need.
- The language used in your behaviour policy is key to creating a shared culture around responding to behaviour and wellbeing.

Let's reflect on language in the policy



Aggressive or.....

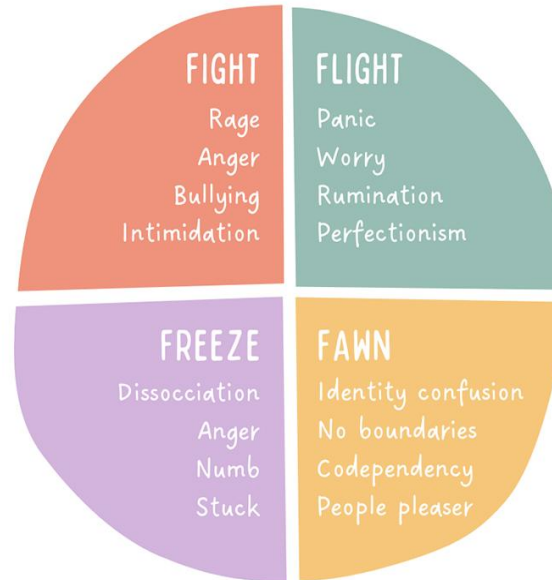


Frightened / frustrated?

Defiant/refusal or.....



TRAUMA RESPONSES - THE 4 F'S



Autonomy seeking
Focussed on personal interest activities
Hyper focussed
Does not seem emotionally comfortable
Doing things that others ask or tell them to



Reflections on Behaviour Policies

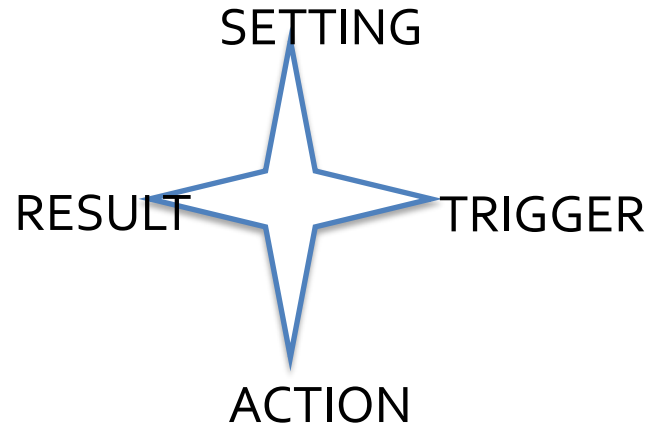


Let's reflect on behaviour management ?



[Peaches Tantrum, a clip from "Learning Opportunities" Bundle of Classroom Moments - YouTube](#)

Tools for Behaviour Management



STAR recording

- How often do the emotions and behaviours happen?
- What does the behaviour look like?
- Can you identify a cause or pattern?
- Have you collected Information from parents?

Star observation - example

Wellbeing Plan

- Discuss the behaviours with key stakeholders – parent, key worker, staff, child
- Agree on provision to support the child so that the behaviour is less likely to happen
- Agree on adult responses if the behaviour happens
- Clarify the agreed language to be used or to be avoided



Takeaways to consider...

- supporting children to understand behaviour as a form of communication – their behaviour is telling us we haven't met their emotional or physical need in an appropriate way or expectations are too high
- developing a whole setting therapeutic understanding of behaviour
- developing a more positive and consistent use of language across the setting using language scripts to support
- modelling the use of reframed language and strategies to shift educators' culture



Workshop thoughts !!!



Useful links and references

- [Explanation of the STAR method](#)

The Anna Freud Centre also has some advice on [sharing concerns about a child with parents and carers](#)
[Aggression | Anna Freud](#)

NHS has advice on [soothing a crying baby](#) and how to cope with [temper tantrums in young children](#).

Time to Network





