



Northumberland  
County Council

# Graduated Approach Guidance for **Early Years**

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## **Executive Summary**

In 2008 the Local Authority (LA) published the **Northumberland Early Years Inclusion Toolkit (NEYIT)**. This document clarifies the policy relating to Inclusion, Special Educational Needs and Disability promoted by Northumberland LA. It aims to help Early Years practitioners to understand and implement the inclusive approach required by the Early Years Foundation Stage and provides a range of documents that may be adopted and used to support effective planning, record keeping and partnership with parents/carers.

This document (Graduated Approach Guidance for Early Years) is the 'how to' resource that enables practitioners to identify actions, strategies and interventions to support children with additional needs, therefore beginning the graduated approach. These can be used to evidence the differentiated provision for children who require something 'additional to' or 'different from' their peers.

The Early Years Foundation Stage (EYFS) promotes inclusive teaching and learning to ensure all children's 'school readiness', which will provide the best foundation for good future progress throughout school and life.

Northumberland Early Years Practitioners are expected to use this guidance to enhance their quality first teaching (QFT) as the foundation to support all children with their individual needs.

If a child requires a more personalised approach to their learning they may move from QFT to Special Educational Need Support (SEN Support). The four broad areas, defined in the SEND Code of Practice (cognition and learning, communication and interaction, social and emotional mental health and sensory and/or physical needs) are threaded throughout this document to ensure targeted support can be given in the areas identified for the individual:

We recommend that providers read the ['Northumberland Early Years Local Offer Principles'](#) to support providers with the delivery of high quality inclusive practice and to help adopt A Whole Setting Approach ([click here to see the Padlet](#)).

The six values are:-

- Ethos
- Understanding the Child and Their Individual Needs
- Partnership with Parents and Carers
- Building Staff Knowledge and Skills
- Additional Support

- Partnership with Other Professionals

## **Northumberland Local Authority Guidance for Early Years Special Educational Needs and Disability (SEND) practice:** Support for practitioners implementing the 2014 SEND Code of Practice (0-25 years) in Northumberland Early Years Foundation Stage settings.

### **Editors:**

Julie Beattie, Inclusion Consultant / Area SENCO

Liz Somerville, Early Years Consultant

Cheryl Wade, Inclusion Consultant / Area SENCO

### **Contributors:**

Katinka Bryan, Educational Psychologist

Jenni Holland, SENCO Programme Manager, Sure Start Children's Centre North Tynies

Carol Jane MacDonald, Portage Service Lead

Di Nicholson, Speech and Language Therapist

Julie Stanton, SENCO, Seahouses Busy Bees

# Northumberland Local Authority Guidance for

## Early Years SEND Practice: Support for practitioners

implementing the 2014 SEND Code of Practice (0-25 years) in Northumberland Early Years Foundation Stage settings.

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All early years providers are required to have arrangements in place to identify and support children with SEN and/or disabilities and to promote equality of opportunity for children in their care. These arrangements should include a clear approach to identifying and responding to SEN.

All early years providers in the maintained, private, voluntary and independent sectors that a local authority funds, are required to have regard to the SEND Code of Practice 0-25, including the principles set out in Chapter 1 and outlined in this guide under 'Principles underlying the Code'.

## **Northumberland Local Authority Guidance for Early Years SEND practice: Support for practitioners implementing the 2014 SEND Code of Practice (0-25 years) in Northumberland Early Years Foundation Stage settings.**

### **Introduction**

This document has been created by a working party of Northumberland EYFS practitioners and SENCOs, members of Northumberland Local Authority (LA) Early Years and Inclusion Teams and Health Professionals with expertise in the Early Years. The aim is to provide guidance on what is promoted as good practice in Northumberland within the graduated approach of 'Assess, Plan, Do, Review' under the headings of 'Quality First Teaching' and 'SEN Support' and how this meets the duties outlined in the SEND Code of Practice (CoP).

This guidance should be read in conjunction with the following three documents:

- **Statutory Framework for the Early Years Foundation Stage (EYFS, Sept 2014)**

The standards for learning, development and care for children from birth to five.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

- **Special Educational Needs and Disability Code of Practice (January 2015)**

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This document was jointly published by the DfE and DoH in 2014. Chapter 5 (page 78) Early Years Providers, explains the actions they should take to meet their duties in relation to identifying and supporting all children with special educational needs, whether or not they have an Education, Health and Care (EHC) plan.

- **Early Years: guide to the 0 to 25 SEND Code of Practice: Advice for early years providers that are funded by the local authority, Sept 2014.**

A supplementary DfE guide designed to help managers and staff understand their statutory duties. It draws out elements of the full Special Educational Needs and Disability Code of Practice 0-25 that relate to early years provision, as well as wider aspects that all those who work with children and young people with SEN or disabilities and their families should have regard to.

<https://www.gov.uk/government/publications/send-guide-for-early-years-settings>

### **Key messages of the SEND CoP (2014):**

- The majority of children with SEN or disabilities will continue to have their needs met within **mainstream early years settings**.
- A focus on **inclusive practice** and removing barriers to learning and participation
- A much clearer emphasis on early identification of need and offering help at **the earliest possible point**.
- A focus on **outcomes and improving progress** for children with SEND
- Early Years Action and Early Years Action Plus has been replaced by **SEN Support**: a graduated approach to identifying and meeting SEN, with early years provision following the principles and commitments of the EYFS statutory framework
- **Children** and young people with SEND **and their parent/carers fully involved in decisions** about their support and what they want to achieve.
- Parent/carers and young people are clear what support is available locally, published within the **local offer**
- A **joint approach** across all **education, health and social care** agencies

### **The Northumberland Local Authority policy on inclusion and SEND**

This Northumberland Early Years Inclusion Toolkit (NEYIT) remains the LA policy and those settings using it can be reassured that the approach and systems it promotes are the same as those in the SEND Code of Practice. The Inclusion Toolkit was reviewed in 2015 to bring the terminology in line with that of the SEND CoP. The main changes being the adoption of the SEND CoP terminology Assess, Plan, Do, Review and the two levels of support described as 'Quality First Teaching' and 'SEN Support'. This 2015 e-version of the Inclusion Toolkit is available electronically to Schools and Early Years providers who have signed the 'Local Code of Practice Early Years Funded Free Entitlement for Two, Three and Four Year Old Education' and who have adopted NEYIT as their inclusion policy.

The LA continues to encourage settings to adopt NEYIT as their own policy for inclusion and SEND but as this is **guidance rather than a statutory requirement**, they may of course adopt other appropriate documents or create their own.

Training on the SEND CoP and NEYIT will continue to be offered regularly through the EYFS Service Level Agreement.

### **Local Authority Inclusion Consultants/Area SENCOS**

Northumberland County Council employs Early Years Inclusion Consultants (EYICs) who are also known as Area SENCOS. They provide advice and guidance to early years providers on the development of inclusive early learning environments and practice. Their role is to support the links between education, health and social care to facilitate appropriate early provision for children with SEND and their

transitions between provisions. The EYICs work mainly with Private, Voluntary and Independent (PVI) providers registered with Ofsted.

The SEND CoP, 2015 states that typically, the role of the Area SENCO includes:

- “ • providing advice and practical support to PVI early years providers about approaches to identification, assessment and intervention within the SEND Code of Practice*
  - providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN*
  - strengthening the links between the settings, parent/carers, schools, social care and health services*
  - developing and disseminating good practice*
  - supporting the development and delivery of training both for individual settings and on a wider basis*
  - developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes, and*
- informing parents/carers of and working with local impartial information, advice and support services, to promote effective work with parents/carers of children in the early years.”*

### **The Northumberland Local Authority policy on inclusion and SEND in Early Years**

In 2008 the Local Authority (LA) published the Northumberland Early Years Inclusion Toolkit (NEYIT). This document clarifies the policy relating to Inclusion, Special Educational Needs and Disability promoted by Northumberland LA. It aims to help Early Years practitioners to understand and implement the inclusive approach required by the Early Years Foundation Stage and provides a range of documents that may be adopted and used to support effective planning, record keeping and partnership with parent/carers.

This Inclusion Toolkit remains the LA policy and those settings using it can be reassured that the approach and systems it promotes are the same as those in the SEND Code of Practice. The Inclusion Toolkit was reviewed in 2015 to bring the terminology in line with that of the SEND CoP. The main changes being the adoption of the SEND CoP terminology Assess, Plan, Do, Review and the two levels of support described as ‘Quality First Teaching’ and ‘SEN Support’. This 2015 e-version of the Inclusion Toolkit is available electronically to Schools and Early Years providers who have signed the ‘Local Code of Practice Early Years Funded Free Entitlement for Two, Three and Four Year Old Education’ and who have adopted NEYIT as their inclusion policy.

The LA continues to encourage settings to adopt NEYIT as their own policy for inclusion and SEND but as this is **guidance rather than a statutory requirement**, they may of course adopt other appropriate

documents or create their own. Training on the SEND CoP and NEYIT will continue to be offered regularly through the EYFS Service Level Agreement.



## **The Graduated Approach: The Assess, Plan, Do, Review (APDR) Cycle.**

This guidance document helps early years practitioners to identify and implement best practice to meet all children's needs as recommended by Northumberland Local Authority, ensuring the EYFS Statutory Framework and SEND CoP requirements are also met.

As part of the ongoing observation, assessment and planning (OAP) cycle within the learning and development requirements of the EYFS, practitioners are required to regularly review the development and progress of all children throughout the early years. Where a child appears to be not on track to the early learning goals (described as 'behind'<sup>1</sup> expected levels in the SEND Code of Practice), or where a child's progress gives cause for concern, practitioners should consider all the information available to determine the support needed to help the child 'catch up'. There are many documents that practitioners can refer to, to help them assess if a child is functioning at a level appropriate for their age. The one most commonly used by EYFS practitioners is the development bands within the Early Years Outcomes document. Northumberland Early Years team encourage the use of further refinements within these bands, described by the terms Emerging, Developing and Secure. The expectation is that by the end of the EYFS (the term before children enter year 1) all children will have achieved the Early Learning Goals (ELGs) as described in the statutory framework and be school ready.

A delay in learning and development in the early years may or may not indicate that a child has special educational needs; therefore the SEND CoP requires that a **graduated approach** to the provision of support be adopted to ensure all children are helped to achieve the best possible educational and other outcomes. If through the OAP cycle is identified as not being on track and targeted support has not yet helped them to catch up the level of support will need to be stepped up to implement the APDR cycle.

Some children will have their needs met through Quality First Teaching alone, whereas others with more significant needs will require special educational provision delivered through SEN Support.

Page 15 of the SEND CoP provides the following definition of SEN:-

### **Special Educational Needs (SEN)**

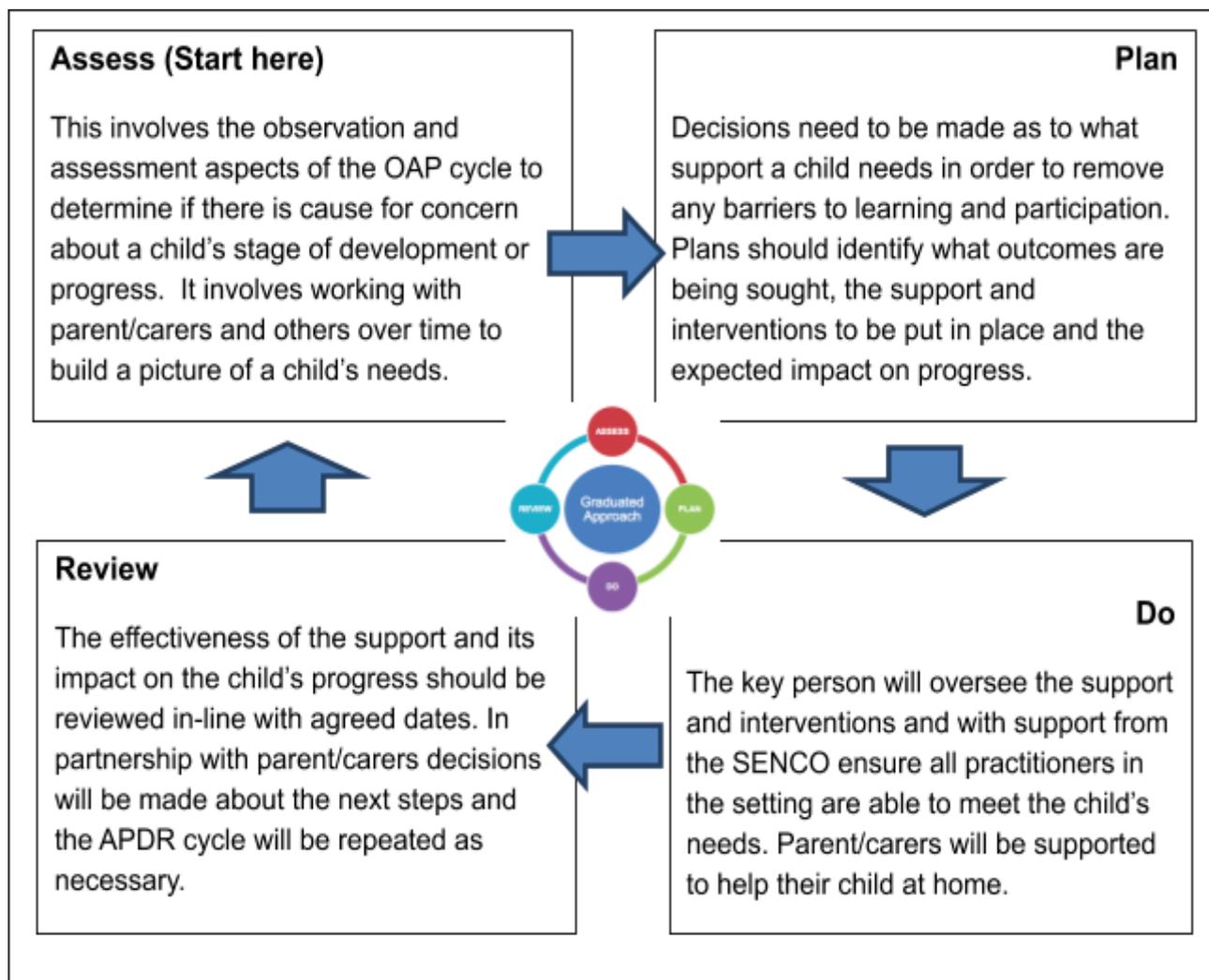
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. For children aged two or more, special educational provision is educational or training provision that is **additional to** or **different from** that made generally

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<sup>1</sup> page14 Early Years: Guide to SEND Code of Practice 0-25, January 2015

for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means **educational provision of any kind**.

**This graduated approach is described in the Assess, Plan, Do, Review cycle.**



Support provided through the graduated approach of Assess, Plan, Do and Review cycle is carried out at two different levels as outlined below:

### **Quality First Teaching**

Initial support will be provided through differentiating the provision made for all children in the setting. This is described as 'Quality First Teaching' which means that all practitioners have high aspirations and expectations for all children. Inclusive provision is tailored to ensure all children's needs are met, enabling them to achieve the best possible educational and other outcomes. Parent/carers should be informed of this differentiated approach through general setting policies. The following section of this guidance document sets out Assess, Plan, Do, Review actions required at Quality First Teaching level and those considered good practice by Northumberland LA. By implementing these actions, settings will be ensuring that children are given the best opportunities to participate and learn alongside their peers. Practitioners should be alert to emerging difficulties and respond early, listen to parent/carers concerns about their child and remove barriers that prevent children accessing early education. There is an expectation that this is initially done within the existing financial resources of the setting. A list of suggested quality first interventions to support each of the four areas of SEN is provided [within the intervention section](#).

### **SEN Support** (replaces Early Years Action and Early Years Action Plus)

Following a period of differentiated support through Quality First Teaching, settings will need to reassess the child's progress to determine if the child has special educational needs i.e. a learning difficulty or disability which calls for special educational provision to be made for them.

The next section of this guidance document sets out Assess, Plan, Do, Review actions required by the SEND CoP at SEN support level and those considered good practice by Northumberland Local Authority. SEN support is the provision made by all settings to meet a child's identified special educational needs. A child with SEN is described as one who has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities of a kind generally provided for others of the same age. SEN support helps to reduce learning difficulties and is critical to the child's future progress and improved outcomes. Parent/carers must be included in discussions around their child's needs and any SEN support provided. A list of suggested SEN support interventions covering each of the four areas of SEN is provided [within the intervention section](#).

**Schools must not refuse to admit a child who has SEN (but does not have an Education, Health and Care plan) because they do not feel able to cater for those needs or refuse to admit them because they do not have an EHC plan. (Page 26 SEND CoP)**

## Quality First Teaching (QFT) – The Assess, Plan, Do, Review Cycle

There is a requirement that all practitioners have high aspirations and expectations for all children. Practitioners should tailor provision to ensure all children achieve the best possible education and other outcomes. The EYFS Statutory Framework (2014) is an inclusive curriculum and describes the best practice required of all providers and practitioners. Parent/carers should be informed of this differentiated approach through general setting policies.

It is recognised that early identification and intervention can significantly reduce the need for more costly and/or in-depth interventions at a later stage.

| You <b>must</b> do this because it is:-   | You <b>could</b> do this because it is:-  |
|---|---|
| SEND Code of Practice 2014 Legal Requirements and EYFS statutory Framework<br><b>QFT - Assess</b>   | Northumberland guidance on good practice<br><b>QFT - Assess</b>   |
| <ul style="list-style-type: none"> <li>● Ongoing (formative) assessment through observation to understand child's:               <ul style="list-style-type: none"> <li>○ Level of achievement</li> <li>○ Interests</li> <li>○ Learning styles (characteristics of effective learning)</li> <li>○ Progress in learning and development</li> </ul> </li> <li>● Complete the EYFS progress check at age 2.</li> </ul> | <ul style="list-style-type: none"> <li>● Observation, Assessment and Planning Cycle (OAP cycle).</li> <li>● Take into account parent/carers observations and knowledge.</li> <li>● Assessment of stage of development e.g. Early Years Outcomes Development Matters bands (emerging, developing &amp; secure).</li> <li>● More detailed developmental assessments e.g. Every Child a Talker (ECaT) child monitoring tool, referral guidelines for Speech and Language Therapy (SLT), Occupational Therapy (OT) etc.</li> <li>● <b><i>Toolkit document: Start <b>The Inclusion Pathway.</b></i></b></li> <li>● Pass completed Progress Check at age 2 to Health Visitor with parent/carers permission (in line with agreed protocols of Integrated Review).</li> <li>● Gather information from other professionals e.g. Children Centres, childcare providers, Health Visitors (HV) Integrated Review).</li> <li>● Implement in-house systems for assessment moderation.</li> <li>● Attend Local Authority moderation e.g. Development Matters Bands, Early Years Outcomes.</li> </ul> |

*Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents.*

## Quality First Teaching (QFT) – The Assess, Plan, Do, Review Cycle (continued)

*Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents.*

| You <b>should</b> do this because it is:-   | You <b>could</b> do this because it is:-   |
|---|--|
| <p>SEND Code of Practice 2014 Legal Requirements and EYFS statutory Framework</p> <p><b>QFT - Plan</b></p>  | <p>Northumberland guidance on good practice</p> <p><b>QFT- Plan</b></p>  |
| <ul style="list-style-type: none"> <li>● Assign each child a key person.</li> <li>● Plan challenging and enjoyable experiences for each child in all areas of development.</li> <li>● Plan for the different ways children learn.</li> <li>● Shape learning experiences to reflect assessments.</li> <li>● Engage and support parent/carers in guiding their child’s development at home.</li> <li>● Respond to observations that parent/carers share.</li> <li>● Plan to achieve a well-qualified and skilled staff team.</li> <li>● Adopt a multi-agency approach.</li> </ul> | <ul style="list-style-type: none"> <li>● Establish and/or embed an effective Inclusion Policy.</li> <li>● Plan and regularly update your ‘Local Offer’.</li> <li>● Provide an environment matched to children’s learning and development needs.</li> <li>● <b><i>Toolkit document: Notice and Adjust Record. (Action column)</i></b> Plan what changes will be made to help the child make progress.</li> <li>● Establish a policy for working in partnership with parent/carers.</li> <li>● Reflect on how to use the training and consultancy elements of the Early Years (EY) Service Level Agreement (SLA) and/or other support you access.</li> <li>● Plan to attend LA Inclusion and EY network meetings.</li> <li>● Work in partnership with other agencies e.g. Health Visitors, Children’s Centres.</li> <li>● Establish locality transition policy.</li> <li>● Research and identify effective use of early year’s pupil premium.</li> </ul> |

## Quality First Teaching (QFT) – The Assess, Plan, Do, Review Cycle (continued)

*Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents.*

| You <b>should</b> do this because it is:-   | You <b>could</b> do this because it is:-   |
|---|--|
| <p>SEND Code of Practice 2014 Legal Requirements and EYFS statutory Framework</p> <p><b>QFT - Do</b></p>  | <p>Northumberland guidance on good practice</p> <p><b>QFT- Do</b></p>  |
| <ul style="list-style-type: none"> <li>● Monitor and review the progress of all children.</li> <li>● Keep parent/carers up to date with child's progress and development.</li> <li>● Promote teaching and learning to ensure children's 'school readiness'.</li> <li>● Provide educational programmes to meet all children's needs.</li> <li>● Help children work towards the early learning goals.</li> <li>● Implement the curriculum through planned purposeful play and a mix of adult led and child initiated activity.</li> </ul> | <ul style="list-style-type: none"> <li>● Implement a system to track children's progress towards the Early Learning Goals (ELGs) through the development bands e.g. Progress Matters, Progress Reporting and Monitoring System (PRaMS), electronic trackers.</li> <li>● Work in partnership with parent/carers e.g. jointly create learning journals, offer parent/carers meetings, make home visits etc.</li> <li>● Provide information to parent/carers on expectations for 'readiness' for the next setting (see appendices 3&amp;4).</li> <li>● Implement universal good practice programmes e.g. Phase 1 Letters and Sounds, Sounds Great.</li> <li>● Analyse data in partnership with other EYFS providers in order to meet locally identified 'school readiness' needs.</li> <li>● <b><i>Toolkit document: Notice and Adjust Record (Action column)</i></b> Implementation agreed actions and record outcomes and progress.</li> <li>● Work with previous or next provider to maximise progress at transition.</li> </ul> |

## Quality First Teaching (QFT) – The Assess, Plan, Do, Review Cycle (continued)

*Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents*

| You <b>should</b> do this because it is:-  | You <b>could</b> do this because it is:-   |
|--|--|
| <p>SEND Code of Practice 2014 Legal Requirements and EYFS Statutory Framework</p> <p><b>QFT - Review</b></p>   | <p>Northumberland guidance on good practice</p> <p><b>QFT - Review</b></p>   |
| <ul style="list-style-type: none"> <li>● Review and address any learning and development needs in partnership with parent/carers.</li> <li>● Review child’s progress with parent/carers between 24-36 months to identify strengths and areas where progress is less than expected.</li> <li>● Review child’s learning and development needs with year 1 teacher on transfer to Key Stage 1.</li> <li>● Share summative assessments with parent/carers.</li> <li>● Identify whether a child has SEND.</li> <li>● Have arrangements in place that include a clear approach to assessing children’s special educational needs.</li> </ul> | <ul style="list-style-type: none"> <li>● <b><i>Toolkit document: Notice and Adjust (outcomes column).</i></b></li> <li>● <b><i>Toolkit Document: Update Inclusion Pathway (if necessary).</i></b></li> <li>● <b><i>Toolkit e-version: Action Review Record.</i></b></li> <li>● Review and adapt environment in response to need.</li> <li>● Review with parent/carers how child has settled into the setting after initial few weeks.</li> <li>● Review and agree any further actions identified resulting from assessments of need (in line with agreed protocols of Integrated Review).</li> <li>● Review child’s learning needs with next setting during transition.</li> <li>● Establish effective transition policy in line with locality transition policies including e.g. accuracy and robustness of assessment judgements.</li> <li>● Review effectiveness of Early Years Pupil Premium (EYPP) on target groups.</li> <li>● Review if there is a need to progress to SEND support and Early Help Assessment (EHA).</li> </ul> |

## SEN Support – The Assess, Plan, Do, Review Cycle

SEN support is the special educational provision made by all settings to meet a child’s specific needs. A child with SEND is described as one who has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities of a kind generally provided for others of the same age in mainstream settings. SEND support helps to reduce learning difficulties and is critical to the child’s future progress and improved outcomes. It is provision that is additional to or different from that provided for all children and for a child under two years of age, educational provision of any kind.

Parent/carers must be included in discussions around their child’s needs and any SEN support provided.

| You <b>should</b> do this because it is:-   | You <b>could</b> do this because it is:-   |
|---|--|
| <p>SEND Code of Practice 2014 Legal Requirements</p> <p><b>SEN Support - Assess</b></p>   | <p>Northumberland guidance on good practice</p> <p><b>SEN Support - Assess</b></p>   |
| <ul style="list-style-type: none"> <li>● Identify that the child needs SEN support.</li> <li>● Key person works with SENCO and parent/carers to assess and analyse child’s needs.</li> <li>● Review outcome of previous support and progress.</li> <li>● Where little or no improvement in progress, identify other agencies for specialist assessments and/or support.</li> <li>● Where professionals not already working with setting, SENCO to contact with parent/carers agreement.</li> <li>● Use Early Help Assessment (EHA) to identify if child and family have wider needs.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Toolkit document:</b> Review <i>Inclusion Pathway</i> to confirm need for SEN support.</li> <li>● <b>Toolkit document: Summary Assessment Prompts.</b></li> <li>● <b>Toolkit document : Parent/carer questionnaire (gathering information section)</b></li> <li>● Undertake further detailed assessments appropriate to area of concern (see assessment section) e.g. Toolkit Speech and Language Assessment.</li> <li>● Use support/therapy services own referral criteria to decide if further specialist assessments are needed e.g. Speech and Language referral guidelines.</li> <li>● <b>Toolkit document: Inclusion Wheel (outer section).</b> Complete <i>Inclusion Wheel</i> with parent/carer and through discussion, summarise child’s current stage of development, at home and in the setting.</li> <li>● Identify ways to gather information regarding child’s views/interests/needs.</li> <li>● See Northumberland County Council website for EHA information.</li> </ul> |

## SEN Support – The Assess, Plan, Do, Review Cycle (continued)

*Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents*

| You <u>should</u> do this because it is:-  | You <u>could</u> do this because it is:-  |
|--|---|
| <p>SEND Code of Practice 2014 Legal Requirements</p> <p><b>SEN Support - Plan</b></p>  | <p>Northumberland guidance on good practice</p> <p><b>SEN Support - Plan</b></p>  |
| <ul style="list-style-type: none"> <li>● Parent/carers formally notified that SEN support to be provided.</li> <li>● Key person and SENCO consult parent/carers to agree:               <ul style="list-style-type: none"> <li>○ Outcomes being sought</li> <li>○ Interventions and support</li> <li>○ Expected impact on progress</li> <li>○ Date for review</li> </ul> </li> <li>● Plan takes child’s views into account.</li> <li>● Select appropriate interventions based on evidence of effectiveness.</li> <li>● Staff development needs identified and addressed.</li> <li>● Parent/carers supported to reinforce interventions at home.</li> </ul> | <ul style="list-style-type: none"> <li>● Complete EHA action plan, where necessary</li> <li>● Refer to Northumberland LA Guidance for EY SEND, Early Years Interventions section, for ideas of relevant strategies &amp; interventions.</li> <li>● <b><i>Toolkit document: Inclusion Wheel (inner section).</i></b> Identify, agree and record with parent/carers, and taking into account the views of the child, what the setting and parent/carers will do next. Consider if input from outside professionals will be required to achieve the outcomes planned for the child and if so make appropriate referrals.</li> <li>● <b><i>Toolkit document: Action Review Record.</i></b> Identify specific outcomes linked to prioritised areas of need. Plan actions, specific strategies and interventions to help achieve these outcomes for the half term/term ahead.</li> <li>● <b><i>Toolkit document: Inclusion Wheel and Action Review Record</i></b> shared with the full staff team – SENCO/Key person to ensure all staff are confident to implement agreed actions.</li> <li>● Key person to provide support to parent/carers to plan how actions will be implemented at home and signpost parent/carers to the LA Local Offer information, where appropriate.</li> <li>● Incorporate the identified outcomes for the child into general setting planning (including frequency of interventions/staffing required etc.)</li> <li>● Consider if additional support will be required to enable the setting to meet the child’s needs and how this might be provided. If necessary, complete application form for LA EYSTAR funding.</li> <li>● Reflect on how to effectively use the training and consultancy elements of the LA Early Years’ Service Level Agreement (SLA).</li> <li>● Identify relevant support e.g. Local Authority Area SENCO (PVI settings), SEND Support Services (Schools).</li> </ul> |

## SEN Support – The Assess, Plan, Do, Review Cycle (continued)

*Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents*

| You <b>should</b> do this because it is:-  | You <b>could</b> do this because it is:-   |
|--|--|
| <p>SEND Code of Practice 2014 Legal Requirements</p> <p><b>SEN Support - Do</b></p>  | <p>Northumberland guidance on good practice</p> <p><b>SEN Support - Do</b></p>   |
| <ul style="list-style-type: none"> <li>● Key person remains responsible for working with the child on a daily basis.</li> <li>● Ongoing support from SENCO to key person to:               <ul style="list-style-type: none"> <li>○ Oversee implementation of the agreed interventions</li> <li>○ Assess child’s response to action taken</li> <li>○ Problem solve and advise on the effective implementation of support</li> <li>○ Implement strategies and interventions from other professionals</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Amend physical environment, where necessary.</li> <li>● <b><i>Toolkit documents: Inclusion Wheel and Action Review Record.</i></b> Key person supports all staff to implement actions to achieve the planned outcomes for the child through a whole setting, inclusive approach.</li> <li>● Staff access relevant professional development opportunities e.g. EY SLA, other relevant professionals etc. Staff feedback learning to wider staff team and setting ensure it is implemented by all.</li> <li>● Work collaboratively with other professionals to integrate their targets and carry out activities alongside those identified by the setting.</li> <li>● Work closely with parent/carers and support them to implement identified strategies at home.</li> </ul> |

## **SEN Support – The Assess, Plan, Do, Review Cycle** (continued)

*Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents*

| You <b>should</b> do this because it is:-   | You <b>could</b> do this because it is:-   |
|---|--|
| <p>SEND Code of Practice 2014 Legal Requirements<br/><b>SEN Support - Review</b></p>  | <p>Northumberland guidance on good practice<br/><b>SEN Support - Review</b></p>  |
| <ul style="list-style-type: none"> <li>● Key person and SENCO work with parent/carers to:               <ul style="list-style-type: none"> <li>○ Review the child's progress in line with the agreed date</li> <li>○ Evaluate impact and quality of support</li> <li>○ Agree any changes to outcomes and support in light of child's progress</li> <li>○ Plan next steps</li> </ul> </li> <li>● Revisit 'Assess, Plan, Do, Review' (APDR) cycle of action to identify best way of securing progress.</li> </ul> | <ul style="list-style-type: none"> <li>● <b><i>Toolkit document: Outcome Planning &amp; Review sheet.</i></b> In partnership with parent/carers, review and record the child's progress towards the planned outcomes both at home and in the setting.</li> <li>● Where additional funding is in place, setting reviews level of support to establish if this continues to be appropriate to meet the needs of the child in the setting.</li> <li>● If necessary, review appropriate policies (e.g. inclusion, admissions, behaviour, equality and diversity, intimate care etc.)</li> <li>● Review the SEN Support cycle of 'Assess, Plan, Do, Review' and decide in consultation with EYIC if consideration of statutory assessment is required or review current EHCP plan if already in place.</li> <li>● Review EHA action plan.</li> <li>● Work collaboratively with parent/carers to plan for any upcoming transition and share information with receiving provision.</li> </ul> |

## **Glossary**

**List of abbreviations uses in the**

**Northumberland Local Authority Guidance for Early Years SEND practice**

|   |  |
|---|--|
| <p><b><u>APDR</u></b> – Assess, Plan, Do, Review</p> <p><b><u>ASD /ASC</u></b>– Autistic Spectrum Disorder/ Autistic Spectrum Continuum</p> <p><b><u>BESD</u></b> – Behaviour, Social and Emotional Difficulties</p> <p><b><u>CoP</u></b> – SEND Code of Practice</p> <p><b><u>COEL</u></b> – Characteristics of Effective Learning as stated in the EYFS</p> <p><b><u>CPD</u></b> - Continuous Professional Development</p> <p><b><u>DoH</u></b>- Department of Health</p> <p><b><u>EAL</u></b> - English as an Additional Language</p> <p><b><u>ECAT</u></b> – Every Child a Talker Programme</p> <p><b><u>EHA</u></b> – Early Help Assessment</p> <p><b><u>EHCP</u></b> – Education, Health and Care Plan.</p> <p><b><u>ELDP</u></b>– Early Language Development Programme</p> <p><b><u>ELGs</u></b> - Early Learning Goals</p> <p><b><u>EY</u></b> - Early Years</p> <p><b><u>EYFS</u></b> - Early Years Foundation Stage</p> <p><b><u>EYFSP</u></b>– Early Years Foundation Stage Profile</p> <p><b><u>EY SLA</u></b> – Early Years’ Service Level Agreement</p> <p><b><u>EYIC</u></b> – Early Years Inclusion Consultants</p> | <p><b><u>HV</u></b> - Health visitor</p> <p><b><u>IDP</u></b> – Inclusion Development Programmes</p> <p><b><u>LA</u></b> – Local Authority</p> <p><b><u>LIST</u></b> – Locality Inclusion Support Team</p> <p><b><u>NEYIT</u></b> – Northumberland Early Years Inclusion Toolkit</p> <p><b><u>OAP</u></b> – Observation, Assessment and Planning</p> <p><b><u>OTR</u></b> - Occupational Therapist Registered</p> <p><b><u>P4C</u></b>- Philosophy for Children</p> <p><b><u>PECS</u></b> – Picture Exchange Communication System</p> <p><b><u>PVI</u></b> - Private, Voluntary and Independent childcare providers</p> <p><b><u>SLT</u></b> – Speech and Language Therapist/Therapy</p> <p><b><u>SLCN</u></b> – Speech, Language &amp; Communication Needs</p> <p><b><u>SEAD</u></b> – Social and Emotional Aspects of Development</p> <p><b><u>SEAL</u></b> – Social and Emotional Aspects of Learning</p> <p><b><u>SENCO</u></b> – Special Educational Needs Coordinator</p> <p><b><u>SEND</u></b> – Special Educational Needs and Disability</p> <p><b><u>SEND CoP</u></b> - Special Educational Needs and Disability Code of Practice</p> |
|---|--|

## Appendices

# Early Years Interventions

The following pages describe well-evidenced interventions considered to be good practice in

supporting young children with special educational needs and disabilities in the early years. They should be used to target and support identified areas of difficulty. The SEND Code of Practice 0-25 describes SEND in four broad areas of need and support :

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory &/or Physical Needs

A fuller explanation of these is given in Chapter 6, Schools; in the SEND Code of Practice 0-25, from paragraph 6.28. It is recognised however that individual children often have needs that cut across all these areas and that their needs may change over time.

The interventions are listed in alphabetical order and web links have been given where available to aid access to the resources. This is not an exhaustive list and further suggestions of effective interventions would be willingly received.

The interventions are presented as those typically used at Quality First Teaching (green headings) and SEN support level (orange and red headings). It is expected however that Quality First Teaching continues for all children with SEND in addition to any SEN support they may receive.

The boxes are shaded to indicate which area of need the interventions are helpful in supporting.

### **Quality First Teaching**

#### **Quality First Teaching (Green)**

These interventions are those considered to be good practice for all children. They could be used by practitioners to further tailor provision to ensure all children achieve the best possible education and other outcomes. See also Education Endowment Foundation web link for EY's Interventions

### **SEN Support**

#### **SEN Support (Orange)**

Information and/or training should be accessed before implementing these specific interventions

#### **SEN Support (Red)**

Specialist training must be accessed in order to implement these highly specific interventions.

#### **Area of Need Key**

| <b>Communication &amp; Interaction</b> | <b>Cognition &amp; Learning</b> | <b>Social, Emotional &amp; Mental Health</b> | <b>Sensory &amp;/or Physical Needs</b> |
|--|---------------------------------|--|--|
| <b>C&amp;I</b>                         | <b>C&amp;L</b>                  | <b>SEMH</b>                                  | <b>S&amp;/orPN</b>                     |

| <b>Early Years Interventions</b><br>(in alphabetical order)  | C&I | C&L | SEMH | S &/or<br>PN |
|--|-----|-----|------|--------------|
| <b>Quality First Teaching</b>  |     |     |      |              |
| <ul style="list-style-type: none"> <li><a href="#"><u>BLAST</u></a><br/><i>A complete package designed to enhance and enrich the speech, language and communication skills of 3-4 year olds.</i></li> </ul>  | ✓   | ✓   | ✓    | ✓            |
| <ul style="list-style-type: none"> <li><a href="#"><u>Early Language Development Programme</u></a><br/><i>The Early Language Development Programme (ELDP) is a national training programme funded by the Department for Education in recognition of the importance of early communication development as a foundation for learning and behaviour.</i></li> </ul> | ✓   | ✓   | ✓    |              |
| <ul style="list-style-type: none"> <li><a href="#"><u>Early Years Inclusion Development Programme – Supporting Children with Autism Spectrum Disorder (IDP-ASD).</u></a></li> </ul>  | ✓   | ✓   | ✓    | ✓            |
| <ul style="list-style-type: none"> <li><a href="#"><u>Early Years Inclusion Development Programme – Supporting Children with Behaviour, Emotional &amp; Social Difficulties (IDP-BESD).</u></a></li> </ul>   | ✓   | ✓   | ✓    | ✓            |
| <ul style="list-style-type: none"> <li><a href="#"><u>Early Years Inclusion Development Programme – Supporting Children with Speech, Language &amp; Communication Difficulties (IDP-SLCN).</u></a></li> </ul>  | ✓   | ✓   | ✓    | ✓            |
|  |     |     |      |              |

| <b>Early Years Interventions</b><br>(in alphabetical order) | C&I | C&L | SEMH | S &/or<br>PN |
|---|-----|-----|------|--------------|
| <b>Quality First Teaching</b>                               |     |     |      |              |

|   |   |   |   |   |
|---|---|---|---|---|
| <ul style="list-style-type: none"> <li>• <a href="#">Every Child a Talker (ECaT)</a></li> </ul> <p>A national programme of activities and resources to raise children's achievement in early language development, improve practitioners' skills and knowledge and increase parent/carer understanding and involvement in children's language development.</p> <p>Also see Northumberland County Council ECaT Activity Tool.</p>        | ✓ | ✓ |   |   |
| <ul style="list-style-type: none"> <li>• <a href="#">Excellence and Enjoyment: Social and Emotional Aspects of Learning (SEAL)</a></li> </ul> <p>This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.</p> | ✓ | ✓ | ✓ |   |
| <ul style="list-style-type: none"> <li>• <a href="#">Gesture &amp; Body Language</a></li> </ul> <p>The use of non-verbal gestures has been shown to enhance communication and should be used to supplement verbal speech by both the practitioner and the child.</p>  | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li>• <b>Independent Early Years Intervention Publications</b></li> </ul> <p>There are a wide range of publications including books, magazines and electronic materials aimed at supporting high quality provision across all areas of the EYFS.</p>   | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li>• <a href="#">Letters &amp; Sounds Phase 1</a></li> </ul> <p>Structured programme intended to teach young children the important basic elements of phonological awareness and letters and sounds (such as oral segmenting and blending).</p>   | ✓ | ✓ |   |   |

| <b>Early Years Interventions</b><br>(in alphabetical order) | C&I | C&L | SEMH | S &/or<br>PN |
|---|-----|-----|------|--------------|
| Quality First Teaching                                      |     |     |      |              |

|  |   |   |   |   |
|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>• <a href="#">National Strategies Publication – English as an Additional Language (EAL)</a></li> </ul> <p><i>There are increasing numbers of children entering EYFS settings for whom English is not the dominant language in the home. This advice and guidance booklet was drawn from existing good practice developed by practitioners working with babies, young children and their families.</i></p> | ✓ | ✓ | ✓ |   |
| <ul style="list-style-type: none"> <li>• <a href="#">National Strategies Publication – Social and Emotional Aspects of Development (SEAD)</a></li> </ul> <p><i>This booklet contains materials designed for practitioners and focuses mainly on the younger children in the EYFS (birth to 36 months), although there is much that will also be of interest to practitioners working with older children.</i></p>                                | ✓ | ✓ | ✓ |   |
| <ul style="list-style-type: none"> <li>• <a href="#">Northumberland Early Years Inclusion Toolkit (NEYIT) - Key Document Pack</a></li> </ul> <p><i>Northumberland LA Early Years Inclusion Policy for early years. Training and resource pack available through the <a href="#">Northumberland Early Years SEND &amp; Inclusion Padlet</a></i></p>   | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li>• <a href="#">Objects of Reference</a></li> </ul> <p><i>Objects of Reference are objects and symbols which have special meanings assigned to them. They can be used as cues to enhance communication.</i></p>   | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li>• <a href="#">Philosophy for Children (P4C)</a></li> </ul> <p><i>An approach where children are facilitated to engage in a philosophical enquiry, or dialogue. P4C has an impact on children's cognitive, social and emotional development. P4C is about getting children to think and communicate well; to think better for themselves.</i></p>  | ✓ | ✓ | ✓ |   |

| <b>Early Years Interventions</b><br>(in alphabetical order)  | C&I | C&L | SEMH | S &/or<br>PN |
|--|-----|-----|------|--------------|
| <b>Quality First Teaching</b>  |     |     |      |              |
| <ul style="list-style-type: none"> <li><b><u>Plan for the Characteristics of Effective Learning (COEL).</u></b></li> </ul> <p><i>The EYFS states that practitioners must reflect on the different ways that children learn and reflect these in their practice. Page 9, 1.9 Statutory Framework for the EYFS.</i></p>  | ✓   | ✓   | ✓    | ✓            |
| <ul style="list-style-type: none"> <li><b>Planning for children’s emerging needs and interests.</b></li> </ul> <p><i>The EYFS states that each area of learning and development must be implemented through planned, purposeful play responding to children’s emerging needs and interests. Page 9. 1.8 Statutory Framework for the EYFS.</i></p> <p><a href="http://www.foundationyears.org.uk/eyfs-statutory-framework/">http://www.foundationyears.org.uk/eyfs-statutory-framework/</a></p> | ✓   | ✓   | ✓    | ✓            |
| <ul style="list-style-type: none"> <li><b>Reward Systems</b></li> </ul> <p><i>Personalised rewards to promote desirable outcomes e.g. time for child’s favourite activity or other personal motivator.</i></p>   | ✓   | ✓   | ✓    | ✓            |
| <ul style="list-style-type: none"> <li><b>Small Group Work</b></li> </ul> <p><i>Small number of children working on a planned focussed activity or game together.</i></p>  | ✓   | ✓   | ✓    |              |
| <ul style="list-style-type: none"> <li><b>Sounds Great</b></li> </ul> <p><i>A pack produced by Northumberland LA to promote the development of phonological awareness skills in the early years. This supports Letters &amp; Sounds Phase 1 and can be used as a specific intervention for older children.</i></p>   | ✓   | ✓   |      |              |

| <b>Early Years Interventions</b><br>(in alphabetical order) | C&I | C&L | SEMH | S &/or<br>PN |
|---|-----|-----|------|--------------|
| <b>Quality First Teaching</b>                               |     |     |      |              |

|  |   |   |   |   |
|--|---|---|---|---|
| <ul style="list-style-type: none"> <li><b><u>Sustained Shared Thinking</u></b></li> </ul> <p><i>'Sustained shared thinking' occurs when two or more individuals 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate an activity, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend the understanding. It is more likely to occur when children are interacting with an adult or with a single peer partner and during focussed group work.</i></p> <p><a href="#"><u>'The Effective Provision of Pre-School Education (EPPE) Project (2004)'</u></a></p> <p><a href="#"><u>'The Effective Provision of Pre-School Education (EPPE) Project Technical Paper 12: The Final Report - Effective Pre-School Education (2019)</u></a></p> | ✓ | ✓ | ✓ |   |
| <ul style="list-style-type: none"> <li><b><u>Talking Tables</u></b></li> </ul> <p><i>Activities to support all areas of communication developed by Educational Psychologist, Fleur Griffiths.</i></p>  | ✓ | ✓ | ✓ |   |
| <ul style="list-style-type: none"> <li><b><u>Total Communication</u></b></li> </ul> <p><i>Is a systematic approach that aims to support and improve communication by making use of a range of methods e.g. speech, signs, gestures, written and visual aids etc.</i></p>   | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li><b><u>Visual Timetables</u></b></li> </ul> <p><i>A visual timetable or timeline using objects, pictures or symbols to break down the steps of a task or routines throughout the day. It is like using a diary, following a recipe or making a list using pictures instead of words.</i></p>   | ✓ | ✓ | ✓ |   |

|                                  |     |     |      |        |
|----------------------------------|-----|-----|------|--------|
| <b>Early Years Interventions</b> | C&I | C&L | SEMH | S &/or |
|----------------------------------|-----|-----|------|--------|

| (in alphabetical order)  |   |   |   | PN |
|--|---|---|---|----|
| <b>SEN Support</b><br>Information and/or training should be accessed before implementing these specific interventions  |   |   |   |    |
| <ul style="list-style-type: none"> <li><a href="#">Angie Voss, OTR - Understanding Your Child's Sensory Signals</a></li> </ul> <p><i>A sensory signal is a hint, clue, or indicator given by a child's behaviour or reaction to the environment or surroundings. This includes a child's reaction to social interaction or communication. When one understands a child's sensory signals, it becomes more natural and clear as to how to enrich the environment with the right sensory tools and strategies.</i></p> | ✓ | ✓ | ✓ | ✓  |
| <ul style="list-style-type: none"> <li><a href="#">Blank Model</a></li> </ul> <p>Developing verbal reasoning skills.</p> <p><i>See page 44, Elklan - 'Early Language Builders' (Advice and activities to encourage pre-school children's communication skills).</i></p>  | ✓ | ✓ | ✓ |    |
| <ul style="list-style-type: none"> <li><a href="#">Choice Boards</a></li> </ul> <p><i>A graphic organiser that allows children to choose how they will learn a new concept.</i></p>  | ✓ | ✓ | ✓ | ✓  |
| <ul style="list-style-type: none"> <li><a href="#">Early Language Builders</a></li> </ul> <p><i>Book containing advice and activities to encourage pre-school children's communication skills.</i></p>   | ✓ | ✓ | ✓ |    |
| <ul style="list-style-type: none"> <li><a href="#">Early Support Developmental Journals</a></li> </ul> <p><i>Tool designed to help families and practitioners better support the development of children and young people who have SEND.</i></p>   | ✓ | ✓ | ✓ | ✓  |
| <ul style="list-style-type: none"> <li><a href="#">ELKLAN</a></li> </ul> <p><i>Advice and activities to encourage children's communication skills.</i></p>   | ✓ | ✓ | ✓ |    |

| <b>Early Years Interventions</b> | C&I | C&L | SEMH | S &/or PN |
|----------------------------------|-----|-----|------|-----------|
|----------------------------------|-----|-----|------|-----------|

| SEN Support  |   |   |   |   |
|--|---|---|---|---|
| <ul style="list-style-type: none"> <li><a href="#">Language Steps</a></li> </ul> <p>A language resource to develop early language skills of comprehension and expression. Aims to develop the number of information carrying words in an utterance from one to four word level. Requires oversight by SLT.</p> | ✓ | ✓ | ✓ |   |
| <ul style="list-style-type: none"> <li><a href="#">Makaton</a></li> </ul> <p>Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.</p>                        | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li><a href="#">Now and Then</a></li> </ul> <p>A simple visual strategy used to support children with language or behaviour needs to complete specific tasks.</p>   | ✓ | ✓ | ✓ |   |
| <ul style="list-style-type: none"> <li><a href="#">Nursery Narrative</a></li> </ul> <p>A programme to improve language and listening skills for young children. (Requires training from a SLT.)</p>  | ✓ | ✓ |   |   |
| <ul style="list-style-type: none"> <li><a href="#">Social Stories</a></li> </ul> <p>A short description of a particular situation, event or activity, which includes specific information about what to expect in that situation.</p>  | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li><a href="#">Talk Boost &amp; Early Talk Boost</a></li> </ul> <p>A structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after ten weeks of intervention.</p>  | ✓ | ✓ |   |   |
| <ul style="list-style-type: none"> <li><a href="#">Visual Supports</a></li> </ul> <p>A range of suggested communication tools.</p>   | ✓ | ✓ | ✓ | ✓ |

| <b>Early Years Interventions</b><br>(in alphabetical order)  | C&I | C&L | SEMH | S &/or<br>PN |
|--|-----|-----|------|--------------|
| <b>SEN Support</b><br>Specialist training <b>must be</b> accessed in order to implement these highly specific interventions.   |     |     |      |              |
| <ul style="list-style-type: none"> <li>• <a href="#">Augmentative and Alternative Communication (AAC)</a></li> </ul> <p><i>A wide range of equipment and techniques which support or replace spoken and written communication including gesture, signing, symbols, word boards, communication boards and books, as well as Voice Output Com.</i></p> | ✓   | ✓   | ✓    | ✓            |
| <ul style="list-style-type: none"> <li>• <a href="#">Building Adaptations</a></li> </ul> <p><i>Specific adjustments to a building to make it accessible in line with the EYFS Statutory Framework and Equalities Act 2010.</i></p>   | ✓   | ✓   | ✓    | ✓            |
| <ul style="list-style-type: none"> <li>• <b>Child Parent Interaction Programmes</b></li> </ul> <p><i>Focusing on interactions in order to facilitate an increased development rate in children’s development of play, attention, listening, understanding, expression and use of language.</i></p>   | ✓   | ✓   | ✓    | ✓            |
| <ul style="list-style-type: none"> <li>• <a href="#">Colourful Semantics</a></li> </ul> <p><i>This is a therapy technique which uses colour coded cards to help children to learn the important elements of a sentence, and how to join them together in the correct order. A resource requiring oversight by an SLT.</i></p>                        | ✓   | ✓   | ✓    | ✓            |
| <ul style="list-style-type: none"> <li>• <a href="#">HANEN</a></li> </ul> <p><i>The Hanen Centre aims to provide parent/cares, early childhood educators, speech and language therapists, with the knowledge and training they need to help young children develop the best possible language, social and literacy skills.</i></p>                   | ✓   | ✓   | ✓    | ✓            |

## Early Years Assessments

The EYFS statutory framework states that practitioners must consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience across all areas of learning and development.

In addition to the two EYFS statutory assessments; the 'EYFS progress check at age two (Integrated Review)', further more in-depth information about a child's stage of development may also be required in order to identify and meet any special educational needs and/or disabilities.

This section provides information on a range of assessments that may be used to provide further in-depth information across the four broad areas of need and support.

Web links have been provided where available to aid access to the resources.

## **In-depth Early Years Assessments**

### **In-depth Early Years Assessments (Blue headings)**

These assessments are easily accessible and could be used by EYFS practitioners to provide more detailed information about a specific area of development.

## **Other Early Years Assessments**

### **Other Early Years Assessments (Purple headings)**

These assessments may be carried out by a range of other professionals. EYFS practitioners should have regard to the outcome of these assessments if they are available.

### **In Depth Early Years Assessments**

(in alphabetical order)

|  | C&I | C&L | SEMH | S &/or PN |
|--|-----|-----|------|-----------|
| <ul style="list-style-type: none"> <li><a href="#">The EYFS Progress Check at Age Two</a></li> </ul> <p><i>The EYFS requires that parent/carers be supplied with a short written summary of their child's development in the three prime areas of learning and development when their child is aged between 24-36 months.</i></p> <p><i>This progress check allows practitioners to identify which children need additional support.</i></p> | ✓   | ✓   | ✓    | ✓         |
| <b>Cognition and Learning Pathway</b>  |     | ✓   |      |           |
| <b>Communication and Interaction Pathway</b>   | ✓   |     |      |           |
| <b>Sensory &amp;/or Physical Needs Pathway</b>   |     |     |      | ✓         |
| <b>Social, Emotional and Mental Health Needs Pathway</b>   |     |     | ✓    |           |

## Other Early Years Assessments

|  | C&I | C&L | SEMH | S &/or PN |
|--|-----|-----|------|-----------|
| <ul style="list-style-type: none"> <li>• <b><u>27 month Healthy Child Programme Review</u></b></li> </ul> <p>All families are contacted between 2 years 3 months and 2yrs 6 months by the Health Visitor as part of the Integrated Review. Certain children are identified for a targeted developmental assessment through;</p> <ul style="list-style-type: none"> <li>• Concerns identified at the 1 year review</li> <li>• Concerns identified at the telephone contact</li> <li>• Parent/carer request</li> <li>• Professional request</li> <li>• Automatic criteria</li> </ul> | ✓   | ✓   | ✓    | ✓         |
| <ul style="list-style-type: none"> <li>• <b><u>Education, Care and Health Plan Assessment (EHCP)</u></b></li> </ul> <p>An Education, Health and Care Plan brings a child's education, health and social care needs into a single, <u>legal</u> document. A child must have special educational needs to be eligible for a plan.</p>  | ✓   | ✓   | ✓    | ✓         |
| <ul style="list-style-type: none"> <li>• <b>Portage Assessment</b></li> </ul> <p>Portage is a home-visiting educational service for pre-school children with additional support needs.</p> <p><a href="http://www.portage.org.uk/">http://www.portage.org.uk/</a></p>  | ✓   | ✓   | ✓    | ✓         |
| <ul style="list-style-type: none"> <li>• <b>Specific Assessments</b></li> </ul> <p>Carried out by a range of professionals e.g. Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Paediatricians etc.</p>  | ✓   | ✓   | ✓    | ✓         |
| <ul style="list-style-type: none"> <li>• <b>Sure Steps to Talking: Language Assessment.</b></li> </ul> <p>Carried out by Health Visitors at the one year review of the Healthy Child Programme.</p>  | ✓   | ✓   | ✓    |           |