



# The session will cover

- The role of the Early Years SENCo
- Working with parents and supporting key people in your setting.
- The Graduated Approach what is it and how do we follow it?
- Solihull specific paperwork and processes



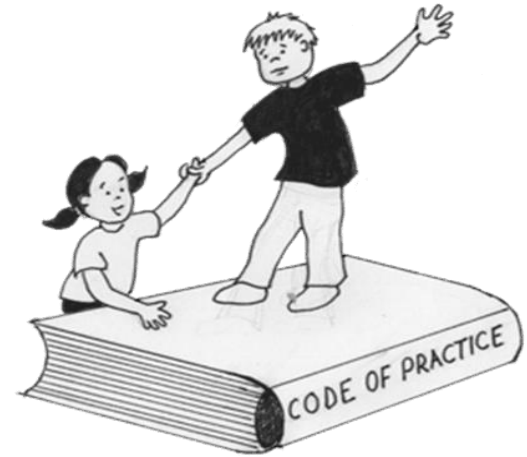
# National Guidance

## EYFS Statutory Framework

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

## The Equality Act

[SEND National Guidance \(Solgrid.org.uk\)](https://www.solgrid.org.uk)



## SEND Code of Practice: chapter 5 for Early Years

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

## Early Years Guide to the SEND Code of Practice

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

## The Role of the Early Years SENCo

[SEND National Guidance \(Solgrid.org.uk\)](https://www.solgrid.org.uk)



# Solihull Guidance

## Solihull Local Offer

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

## Strategy for Inclusive Education

[Strategy for Inclusive Education | solihull.gov.uk](#)

## Solgrid Page

[SEND \(Solgrid.org.uk\)](#)

## Area SENCo support

North/East: Jane Glassey (Locality lead), Anthony Hemphill, Julia Campbell

West: Rebecca Clay (Locality Lead), Sarah Davies, Charlotte Urquhart





# The role of the SENCo

## The Early Years SENCO role involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform actions taken by the setting
- Referring and liaising with professionals or agencies beyond the setting



[The role of the Early Years SENCO.pdf](#)

# Advising and supporting colleagues



SENCOs will need to identify exactly what the CPD needs of all staff are in relation to SEN.

- What are the particular needs of our children?
- What do staff feel concerned about?
- Has anything been raised by parents or other stakeholders?



# Early Years Inclusion Training Dingley's Promise



Dingley's  
Promise

Skilling up the workforce through a comprehensive and extensive training offer

- Online training for **the whole early year's** workforce

10 courses in total :

- *Introduction To Early Years Inclusive Practice*
- *Early Years SEND Transitions*
- *Managing Behaviours that Challenge*
- *Having Difficult Conversations with Families*
- *The Voice of the child*

Further 5 courses to be developed according to need.

Funded by Comic Relief



# Working with parents

- Parents have vital and unique knowledge about their child's needs.
- Developing a relationship with parents that is based on mutual trust and respect is the cornerstone of the partnership between practitioners and parents.
- A wide range of factors need to be considered prior to, and during, discussions about a child's development and progress.
- All practitioners can develop the necessary attitudes and skills to build a positive working relationship with parents.



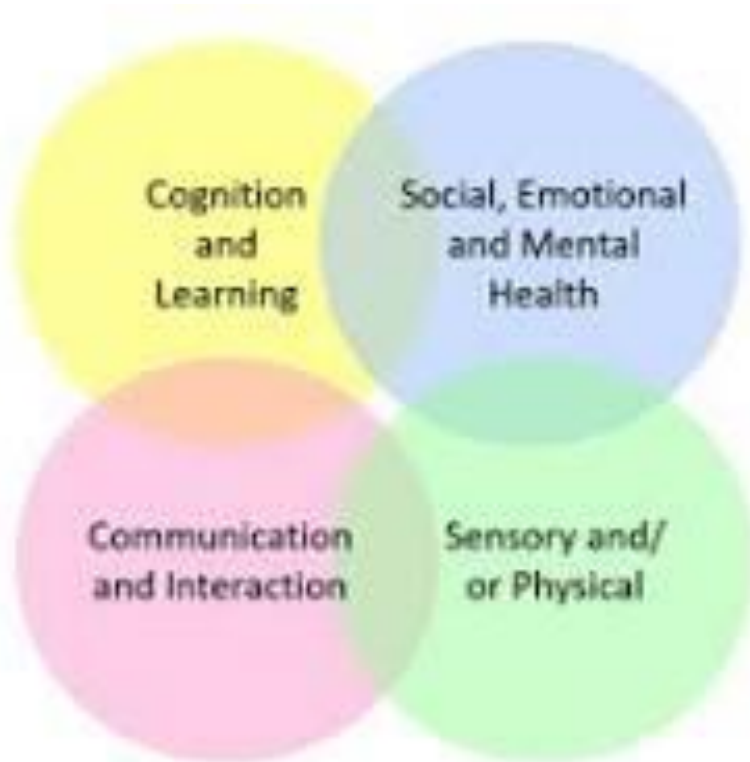
# Signposting and Referrals



- It is the SENCo's role to signpost parents to further support and to make referrals to outside agencies and professionals as required.
- <https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/>
- <https://www.family-action.org.uk/content/uploads/2018/06/Sendias-service-leaflet-6.pdf>
- [Solgrid – referral information](#)



# Definition of SEND



*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. (Code of Practice 2015)*

## The 4 areas of SEND

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs



# The SEND register

- One of the main responsibilities of a SENCo is to maintain the SEND register






SEND National Guidance

Transition

Referrals

Training & Support

## Creating and managing a SEND register

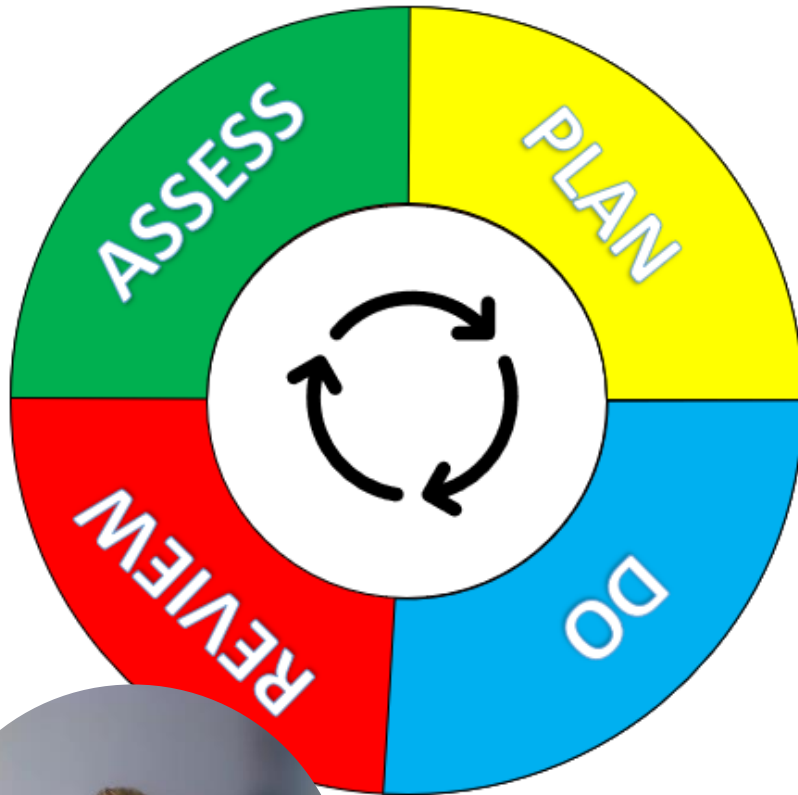
-  What is a SEND register (PDF)
-  SEND-Register-Template (Word)
-  individual SEND record (Word)
-  individual SEND record example (Word)
-  Example letter: Placing Child on SEND Register (Word)

## 'My Support Plans'/Target Plans

[v.solarid.org.uk/evc/send/examples-of-send-paperwork/#](https://v.solarid.org.uk/evc/send/examples-of-send-paperwork/#)



# What do we mean by the graduated approach?



- The graduated approach is the process described in the code of practice to ensure all settings are meeting the needs of every child with SEND in a timely and appropriate way.
- This includes the Assess, Plan, Do, Review cycle.



# The Four Stages of the Graduated Approach

- **Universal** - Support and access to services that enable all children and their families to be healthy, stay safe, enjoy life and achieve their full potential. This includes everything you do in an early years setting for all children.
- **Setting Support** - The majority of children will have their needs met through an early year's provision which adapts and makes reasonable adjustments to meet individual need. This may include an application to Early Years Inclusion Funding (EYIF) or differentiating the curriculum, or your approach, to meet their needs.
- **Specialist Support** - Where a child continues to make less than expected progress, despite evidence-based support and interventions highlighted in Setting support, you should consider making referrals and seeking specialist support from multiagency professionals. A referral to the Early years Area SENCos is needed at this point if the child meets their criteria. This may include an application to Early Years Inclusion Funding (EYIF).
- **Statutory Assessment** – could be considered where, despite the relevant and purposeful action that has been taken to identify, assess and meet the SEND needs of the child, including the involvement of multi-agency professionals, the child has not made expected progress. The setting or parents should consider requesting a statutory assessment.



# Early Years and Childcare

Search Early Years and Childcare



[Click here to join Solihull Early Years Text Service](#)

[Contact](#) | [Help](#) | [Solgrid home](#)

[Home](#)

[Training](#)

[Solihull support](#)

[SEN](#)

[Resources](#)

[EEF](#)

## About Early Years and Childcare

Solihull Early Years' Service has a vision for every child and young person in Solihull to have high quality, purposeful educational experiences that enable them to develop skills, knowledge, confidence and aspirations to prepare them for a happy and successful future life.

[k/eyc/send/](#)



# The Graduated Approach Document

setting SENCOS

The Graduated Approach and EHC assessment requests

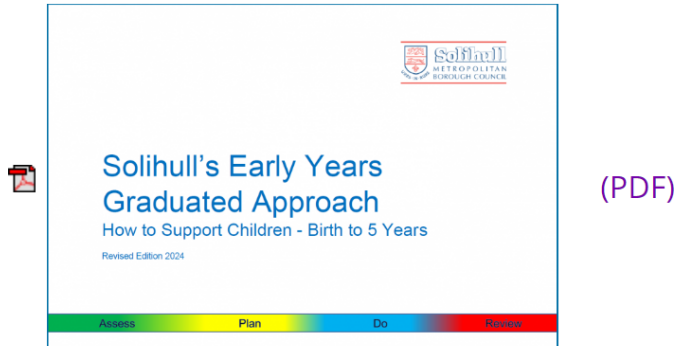
Supporting Parents

SEND National Guidance



## 'Graduated Approach' and the cycle of 'Assess, Plan, Do, Review' (APDR).

- [What is Assess-Plan-Do-Review – APDR \(PDF\)](#)
- [EY Graduated Approach Revised Edition 2024 \(PDF\) – Printable](#)



Make a referral to the Early Years Areas SENCO team



## Referral Criteria for Area SENCO

- *Referrals will only be accepted from a Solihull*

...



# Assess

- In the 'Assess' stage of the graduated approach the key person gains a growing understanding of a child's needs.
- The assessment used needs to be appropriate and effective, it should include talking to parents observing the child and using formal assessment designed for children with SEND

-  [EY SEND ASSESSMENT TOOLKIT 2024 - Printable \(PDF\)](#)
-  [EY SEND ASSESSMENT TOOLKIT 2024 - Electronic \(Word\)](#)



-  [EY SEND ASSESSMENT TOOLKIT - Appendix One - Printable \(PDF\)](#)



# Plan

- The SENCo needs to write, or support others, to write SEND support plans.
- The plan must describe the child's difficulties, have clear SMART targets for the child, and a list of the strategies the setting will use to support the child to meet the target.
- See our Solgrid page for a blank SEND Support Plans and advice on SMART Targets,

Solihull METROPOLITAN BOROUGH COUNCIL

## Solihull Early Years SEND Support Plan (SSP)

Name: [ ] Start Date: [ ]  
 Date of Birth: [ ] Planned Review Date: [ ]  
 Setting: [ ] Plan Number: [ ]  
 Plan Co-ordinator: [ ]

Assess Plan Do Review

### SEND Support Plan (SSP)

ASSESS	PLAN	DO	REVIEW
<i>What are the child's struggles and difficulties?</i>	<i>What does the child need to do next? (SMART target)</i>	<i>What will be done, by who and how often?</i>	<i>What progress has the child made towards the target?</i>
Area of Need: Difficulty:			<input type="checkbox"/> Achieved <input type="checkbox"/> Partially Achieved <input type="checkbox"/> Not achieved. Reasons/ comments:
Area of Need: Difficulty:			<input type="checkbox"/> Achieved <input type="checkbox"/> Partially Achieved <input type="checkbox"/> Not achieved. Reasons/ comments:
Area of Need: Difficulty:			<input type="checkbox"/> Achieved <input type="checkbox"/> Partially Achieved <input type="checkbox"/> Not achieved. Reasons/ comments:
Area of Need: Difficulty:			<input type="checkbox"/> Achieved <input type="checkbox"/> Partially Achieved <input type="checkbox"/> Not achieved. Reasons/ comments:



# Do



- The 'Do' stage of the graduated approach is when the support decided upon in the plan is put in place.
- For this stage to be successful it is important that key people understand the importance of implementing all the agreed strategies in a consistent way.
- The Key Person must have the time, resources, training and skills to implement the plan. The SENCo needs to monitor that this is happening.

# Review



- In the 'Review' stage of the graduated approach you will review the effectiveness of the strategies that have been implemented .
- The review process needs to be planned for as it is a crucial part of the graduated approach, providing a formal opportunity to evaluate the success of day-to-day teaching and learning opportunities on offer for the child in supporting their progress and development.
- Once again, the Key Person needs to drive this process, with the support of the SENCO. A parent should also be involved in this process.



# Further Support

- The Solihull local offer is a website about the services and support available for children and young people with disabilities or special educational needs
- Early Years Team - The Early Years Team is a team of Specialist Early Years Lead Practitioners and Early Years Practitioners who work with children with a wide range of significant and complex difficulties from birth to the end of nursery, in the Early Years Foundation Stage (0 to 5 years). Support takes place in a variety of settings, including home, pre-schools, nurseries and schools in Solihull.



<http://socialsolihull.org.uk/localoffer/>



# Child Development Summary

Significantly delayed

Children over 2 years old  
– 12 months delay

Children under 2 years  
old – 6 months delay

Assessment tool used to assess: [ ]

Attainment levels at start of this plan

Progress Check - Chronological Age: [ (example, 36 months) ]

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence
Date:					

Attainment levels at date of review

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence
Date:					



# Specialist Referrals

- Solihull Children's Community Therapies
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Specialist Assessment Service
  - The Autism Team
  - The Complex Medical Needs (CMN) Team

**[Solihull Children's Community Therapies – Solihull Children's Community Therapies \(uhb.nhs.uk\)](http://uhb.nhs.uk)**

Solihull Health Visiting Service

**<https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/health-visiting-solihull>**





# Early Years Inclusion Funding



Funding information, threshold criteria and the application forms for [Inclusion Fund](#) can be found on the Solgrid page.

- The panel meets twice per term
- Types of funding
  - Level 1: Inclusion Funding
  - Level 2 : High Needs Funding
  - Specialist equipment funding



# EHCP

To apply for an EHCP you need to evidence that:

- The child has significant SEND needs that are impacting on their progress in education (assessment - SAT)
- The needs have been present over a significant period despite support (SEND support plans )
- The setting have put in place a high level of support and the child needs that to access learning (provision map).
- Further information, guidance and paperwork can be found on the local offer and on the Solgrid page



Scan the QR or  
use link to join



<https://forms.office.com/e/j9fxc6zU0J>

 Copy link

