Early Years

SEND Strategy

2017- 2022



**Early Years SEND Strategy 2017 – 2022**

The Hull Special Educational Needs and Disability Strategy 2016 – 20 sets out the vision, aspiration and priorities in Hull for developing support and provision for children and young people with special educational needs and disabilities (SEND).

The commitment to ensure all children with SEND have the best start in life and are supported to reach their potential is at the heart of this and is underpinned by the following key principles:

* Early intervention: Support, assessment and intervention at the earliest possibility
* Personalisation: A shift towards personalisation and empowerment
* Inclusion: A continued commitment to promote inclusion across all services and sectors
* Integration: The development of a coherent joined up service system, increased joint commissioning and integrated delivery
* Transition: A recognition for the need to plan for transition throughout key education stages and transfer to adulthood.

And following information gathered the key priorities below were identified:

* Improve multi agency working and coordination of services for children with special educational needs and disabilities:
* Increase support for and involvement of parents and carers, children young people and families
* Improve the quality and sufficiency of SEND education provision and services by:
* Supporting mainstream schools and settings to develop their SEND provision:
* Developing local specialist services to ensure sufficiency of places in high quality specialist provision across a continuum of needs,

Early identification and appropriate provision to support early year’s children with SEND is critical to a child’s future progress and improved outcomes.

In Hull we aim to work together across agencies and settings and in partnership with families to provide the most timely and appropriate guidance and support.

Many of the more complex needs, developmental, sensory and physical are identified at birth through the early health assessments. A wide range of support is available for children and families and consequently it is important that all health professionals and services understand how and where it can be accessed.

In line with the Code of Practice, where health services anticipate a child will have SEND when they start school they are required to have a discussion with the parents and then make a notification to the local authority.

The local authority have worked with the Designated Clinical Officer ( DCO) for SEND to raise staff awareness and to ensure appropriate referral arrangements are in place. (see appendix A for referral and notification pathway)

There are increasing resource pressures within the early year’s sector in providing support to children with SEND. The demand for support from the Portage service which provides a home visiting service for very young children and their families offering a carefully structured system to enable parents to support their child’s early learning and development is high and increasing.

Hull continues to develop the integrated review for two year olds between health visitors and those children who attend an early years setting. This consists of the Ages and Stages Questionnaire (ASQ3) undertaken by the health visitor and the Early Years Foundation Stage assessment completed by the setting.

Where significant concerns or a special educational need or disability identified a targeted plan will be drawn up to support the child’s learning and development identifying the professionals who will be involved. This does not necessarily indicate a long and persistent difficulty ultimately resulting in the child undergoing an Education Health Care (EHC) assessment or being unable to access education.

All children are entitled to access high quality early years provision. The Early Years Access and Inclusion team has been remodelled and a range of support strategies put in place to try and ensure every two, three and four year old in an early years setting with an identified special educational needs or disability is supported to access the learning and development opportunities offered within the statutory Early Years Foundation Stage Framework and in line with the Code of Practice. The team consists of 3.5 Area SENCO qualified teachers, 2.5 Early Years Inclusion Support Officers and a 0.8 Early Years SEN Improvement Officer.

**Area SENCO’s**

Area SENCo’s are specialist teachers providing advice, guidance and hands on- support to settings in identifying and meeting children’s individual needs. As well as supporting the implementation of effective strategies and interventions they also work with the setting SENCO in making referrals for assessment within a graduated response approach of assess, plan, do, review working with other relevant agencies and services or preparing applications for additional levels of support/requests for Education Health and Care plans.

**Early Years Inclusion Support Officers / SEN Improvement Officer**

Early Years Inclusion Support Officers (EYISO’s) and the SEN Improvement Officer (QIO) are professionals with a vast experience of working with children who have SEND. They work in the settings to implement and model strategies/interventions set by Area SENCO, and support setting SENCOs. The EYISO’s and QIO also work alongside the Area SENCO to provide targeted group sessions in partnership with local children’s centres.

**Funding**

Under the Equalities Act 2010 local authorities must ensure reasonable adjustments are made to enable disabled children to access their early education entitlement at suitable provision.

From 2017/18 two additional streams of funding have been introduces to support children with a disability or Special Educational Need (SEND).

**Disability Access Fund (DAF)**

This is to be used to aid access to provision and or helping to build capacity either for the child or for the benefit of all children at the setting. Where children are eligible for DA Funding, the setting will be entitled to receive a one off payment of £615 a year.

To access the fund the child must be in receipt of child disability living allowance and accessing free early education. However, there is no requirement to take up the full 570 hours to qualify for the payment which can be allocated to any setting they access for their entitlement.

**Inclusion Fund**

From April 2017 the government required all local authorities to establish an SEND inclusion fund for 3 & 4 year olds within their local funding formula to help providers better address the needs of individual children.

This fund is to be used to target children with lower level or emerging SEND. Children with more complex needs or those in receipt of an Education, Health & Care Plan (EHCP) are funded via the high needs block of the Dedicated Schools Grant (DSG).

Authorities are required to work with providers to establish eligibility criteria for allocations and ensure this is published as part of their ‘Local Offer’ This information must also include the planned value of the fund at the start of the year and the process for allocation to providers.

The funding should be allocated through top up grants on a case by case basis but can also be used to support specialist SEND services in the local area.

An Early Years Funding Focus Group has been established and following consultation with providers have agreed the size of the fund for the current year and the local eligibility criteria. (see Appendix B). The size of the fund will be reviewed at the start of each financial year.

An Early Years multi-agency Resource Allocation and Support Panel (EYRASP) meet fortnightly to consider referrals submitted by the setting or other professionals.

Each referral must

* be the outcome of a review meeting for the child
* have the full support of the Area SENCO
* include views and consent from parents
* evidence the graduated response in identifying and addressing the child’s individual needs

Having considered the reports and supporting evidence, the panel may allocate additional top-up funding, refer to outreach and other services, or may recommend officers set further targets/strategies to be worked on before any further intervention is considered.

Where additional funding is allocated, set criteria are used to determine the appropriate level awarded for each child (see Appendix C) the top up payment being the difference between the current hourly rate and the agreed early year’s inclusion rate.

Each case is reviewed termly where update reports on the impact and progress of the child are discussed and support adjusted accordingly.

Inclusion funding does not automatically continue for those children moving into reception classes as schools must reside support out of their national inclusion budget up to the value of £6000 before high needs top up can be allocated.

**Workforce Development/Training**

The Early Years Inclusion Team work with a number of other service professionals to provide a wide range of training courses for SENCO’s and other early years practitioners around statutory duties in relation to the ‘Code of Practice’ as well as numerous more specialist aspects of SEND.

**Specialist Services and Special Schools**

The team work closely with all the Special Schools in the city particularly around transition and support for those children who move from the PVI settings straight into specialist provision.

The two SLD schools in the city have Outreach/Communication teams who support children with complex needs in the PVI settings as directed through the Early Years Resource Allocation and Support panel. This team alongside the ASD and SALT service have also developed a termly 3 day training package of support for practitioners working with children with social communication difficulties. Regular meetings with the Early Years Inclusion team and SLD Outreach ensure the needs of the children are being supported appropriately.

Well established links with the Portage team enables information to be shared regularly and joint visits particularly around times of transition. Team around the Family meetings (TAF’s) are attended/organised together where necessary.

**Local Offer**

The authority Local Offer on the Council website provides clear, comprehensive, accessible and up to date information about where early years support and provision available to children 0-5 years with SEND and their families can be accessed.

The Family Information Service (FIS) holds and provides comprehensive information, advice and guidance to parents on childcare and early years services in their area including information about Ofsted registered childcare, access to free early education and all childcare provision suitable for children with disabilities and special educational needs. They provide a telephone helpline service (01482 318318) to enable those parents without internet access to benefit from the local offer.

**Working with Parents**

The Early Years Inclusion Team have worked to re-establish a support group for parents of children 0 – 5yrs who have or may have SEND.  The group known as (Parents United) meets monthly and is being run by parents and a volunteer supported by the team.

**Achievement and Progress**

The local authority track, collect and analyse progress data on all 2, 3,and 4 year olds who access their early education entitlement in a school or setting.

Specific analysis is undertaken of those children who are cause for concern or who have an identified SEND in order to focus on diminishing the difference between those children and their peers.

Each setting receives an individual analysis of all their children’s achievement and progress from their starting points with the children with SEND highlighted in order that this specific cohort of children can be monitored more carefully.

From the analysis the Early Years Area SENCO’s and Inclusion Support Officers will work with the setting to review current interventions and ensure appropriate provision is in place to support their learning and development.

**Appendix A**

Assess, Plan, Do, Review

EHC needs assessment

Panel reviews evaluations and evidence of interventions and assess need for further action

Making sufficient progress

Panel consider needs of child and identify appropriate support (funding, outreach support, refer to other agencies) and set review date

Continue Assess, Plan, Do, Review

Setting supported by Area SENCO to refer to Early Years Resource, Allocation and Support Panel

Review progress of strategies and targets with Area SENCO (at least termly)

Making sufficient progress

Making insufficient progress

SEND Support Plan

EHCP

**Early Years Resource, Allocation and Support Panel**

Making insufficient progress

Setting: Implement Intervention/ Graduated Approach/ Targeted Support Plan (TSP)  
 (Assess, Plan, Do, Review)

Portage may discharge child or continue to support child at/ following transition for a limited period

Child enters setting  
Setting supported by Area SENCO/ Lead Professional

Setting supported by Area SENCO to set appropriate targets/ strategies

Lead professionals for transition identified   
(Plans and facilitates transition including identifying appropriate targets / strategies)

Area SENCO/ Setting to call TAF meeting

Area SENCO to call a Team Around the Family (TAF) meeting to facilitate transition into setting

- - - - - - - - - - - - - - - - - -   
Fast track for complex  
needs

Liaise with Area SENCO

Distribute to Area SENCO

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Service Referral (who may have already begun the graduated approach)**  This may be used as a notification to the Local Authority by Health | | | | | | | | | |
| Physiotherapist/  Occupational therapist | SALT | Consultants/ Paediatricians | Portage | KIDS | IPASS | Educational Psychologist | Health Visitors | Early Help/ Children Centres | The Language Unit |

Please follow this flow chart if the child **IS** already in a Nursery/ Provision

Refer to Early Years Inclusion Team

Nursery/ Provision

**ONLY**

Please follow this flow chart if the child is **NOT** in a Nursery/ Provision

**Annex B**

**Early Years Inclusion Funding eligibility & access**

**Via The Early Years Resource Allocation and Support Panel (EYRASP)**

**The Early Years Inclusion Fund in Hull is:**

* for children aged 2, 3 and 4 who access their free early years funding, up to 15 hours per week in a Private, Voluntary or Maintained setting; whose needs are significant and complex and will not be able to access their early years provision without additional support.
* for children who have significant delay in one or more of the categories listed below
* to enhance ratios to promote inclusion.
* to support transition into Early Years setting/school for children with SEND
* to provide training for additional needs and all aspects of inclusive practice to facilitate the inclusion of a child with additional needs.
* to provide for a maximum of 15 hours per week enhanced staffing over a set period of time, up to 38 weeks per year

1. **Communication and Interaction**

Those children who, despite appropriate intervention need a high level of individual support because of difficulty with one, some or all of the different aspects of speech language and social communication.

1. **Cognition and Learning**

Support for learning difficulties maybe required when children learn at a much slower pace than their peers, even with appropriate differentiation.

1. **Social, Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying severely challenging or disruptive behaviour.

1. **Sensory and or Physical Needs**

Children with physical needs, vision impairment, hearing impairment or a multi-sensory impairment may require specialist support and/or equipment to access their learning

**Applications must:**

* be an outcome of a review meeting for the child
* have the full support of Area SENCO
* include views of the parent/ carer and consent from the parent/ carer
* include a fully completed application form and ‘My Passport’ with evidence to demonstrate a graduated approach to addressing/ identifying the needs of the child. (Application forms are available from the Early Years Inclusion team on 613647 or by email to rebeka.monahan@hullcc.gov.uk)
* include any reports/ information from any other agencies involved

All applications are considered by the ERASP.

***(See flowchart attached)***

**Early Years Inclusion Funding:**

* funding is awarded to support access to the universal 15 hours of free early education per week up to 38 week per year.
* the top up payment is the difference between the current hourly EEF rate and the agreed Early Years Inclusion hourly rate.
* levels of top up funding will vary according to the child’s needs and as per the agreed support by the Panel.

Level 1 = 100%

Level 2 = 80%

Level 3 = 60%

Level 4 = 40%

Level 5 = 20%

* funding is awarded over an agreed period of time; this may vary and/reduce depending on the outcomes from the termly reviews.
* payments will be made following the receipt of each term’s 2nd headcount submission.
* maintained schools and academies must email the Early Years Inclusion team each term to confirm the child/ren’s hours and weeks of attendance.

**The Early Years Inclusion fund is for early intervention to support:**

* the needs of the child and the interventions they require, following the outcome from the Panel. This can vary from enhanced staffing ratios to the purchase of equipment and/or targeted group work.
* the fund should be used by providers to cater for a wide range of individual needs, by ensuring a high quality provision is available to children to fully access their free early years place in line with their identified need.

**Providers are required to:**

* Have an identified SENCO who has accessed Initial 2 day SENCO training and attends further SEND training and regular cluster groups to ensure they are up to date with the statutory requirements of the Special Education Needs and Disability (SEND) Code of Practice 2014.
* work alongside an identified Area SENCO and Inclusion Support Officer
* allow time for regular pre-arranged visits and reviews.
* complete and submit a ‘Review & Impact’ form for every child receiving additional support – this form will be emailed termly with notice of dates for completion and return. All non-completed forms will result in a delayed payment.

**During access:**

* a request for an Education Health & Care Plan (EHCP) may be submitted with appropriate levels of evidence to allow it to be considered by the Local Authority Moderation Panel.
* All allocations will be reviewed at least termly by an Area SENCO and the setting to determine if funding will be continued
* Early years funding will cease once EHCP funding is in place
* Inclusion funding does not automatically continue for children moving into reception as schools must reside support for children out of their national inclusion budget up to the value of £6,000 before high needs top up is allocated.

**Early Years Resource Allocation and Funding Panel:**

* is a multi-professional panel which includes the Early Years Inclusion team, Educational Psychologist, Head of IPASS/Language Unit, Portage Supervisor, Children’s Centre Co-ordinator, Senior Health Visitor, Head of ASD Outreach
* meet bi-weekly
* allocate additional resources, funding and support according to the set criteria for children with SEND
* may refer/signpost children to other agencies
* regularly review and monitor any additional resources, funding or support given to settings for children with SEND

**Appendix C**

**Guidance for Allocation of Early Years Inclusion Support funding for PVI Settings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level of Support** | **Type & Level of Difficulty** | **Learning Needs related to Primary Disability** | **Adult Support** | **Special Facilities** |
| Level 1  Full time | * Severe global developmental delay * Extremely limited communication skills * High level of personal, social and medical dependency | * Need for a developmental/functional learning environment which recognizes the high level of dependency of the child * Need for intensive communication therapy including an introduction into a rudimentary augmentative system | * Highest level of adult support to cope with toileting, feeding, mobility, ensure access to all areas of the environment and the EYFS | * Adapted environment * Adapted seating * Mobility aids * Orthoses (for sensory/physical needs * Adapted IT access * Specialised sensory environments * Facilities which offer an alternative means of communication * Facilities to help child develop early self-help skills (eg feeding) * Medical support as appropriate |
| Level 2  80% | * Severe global developmental delay coupled with a specific severe communication /language disorder which is   not solely the product of developmental delay   * Severe specific language delay/disorder | * Need for a developmental/functional approach which recognizes a capacity for self-help * Need for intensive communication/ language intervention * Need for highly structured and rigorously applied intervention programmes focused on specific areas of development * Need to understand routine and structure within educational setting and develop skills to enable ‘readiness for school’ * Need for intensive communication therapy including an introduction into a rudimentary augmentative system. | * A high level of adult support necessary for child to access the EYFS | * Facilities which offer alternative means of communication (if required) * Facilities to extend the range of self-help skills (eg. Independent hygiene care) * Access to IT to encourage understanding of cause and effect |
| Level 3  60% | * Severe global developmental delay where presenting behaviours are difficult to manage in a setting * Significantly below expected levels in EYFSP * Presenting behaviours which are difficult to manage in setting | * Need to work towards appropriate ages/stages of EYFS EYFS framework * Need for a developmental/functional approach which recognises a capacity to acquire a range of self help skills * Need for high level of visual prompts and cues, structured environment, clear concise use of language * Need knowledge of routines and procedures within the setting | * A level of adult support to facilitate a high level of structure incorporating visual prompts and cues and provision of developmental programmes | * Facilities to assist in the acquisition of supportive augmentative systems of communication as and when required * Access to IT to encourage understanding of cause and effect * Facilities incorporating guidance and structure |
| Level 4  40% | * Severe learning difficulties with no associated significant specificant language or behaviour problems * Developmental age of below a year (for children age 2), below 18 months (child age 3), below 2yrs (child age 4) in all areas * Will have a degree of language and motor delay associated with general delay | * Need to work towards appropriate ages/stages of EYFS * Need an environment which promotes self help and functional skills * Need to have contact with elements of a mainstream focus * Need for an learning environment which is highly structured in content and method of delivery * Will require programmes to assist language development and/or other systems of communication | * A level of support capable of providing highly structured programmes and can accommodate significant levels of language and motor associated with the general cognitive delay | * Facilitiesto allow access to suitably differentiated IT programmes * Facilities to assist in the acquisition of supportive augmentative systems of communication (if required) * Facilities to accommodate a significant level of cognitive delay |
| Level 5  20% | * Global developmental delay * Significant difficulties in child’s capacity to cope with a mainstream setting either because of problems of aptitude, learning style or behaviour * A high level of vulnerability in relation to the social and learning climate of a mainstream setting | * A highly structured learning environment able to take account of the child’s low levels of intellectual ability and poor core skills which is not normally available in a mainstream setting * A learning environment which can address and meet the child’s personal self-help needs | * Adult support which enables access to the EYFS in relation to the needs of the child with moderate learning difficulties | * Adapted learning environment if required * Facilities and expertise to manage behavioural difficulties * Access to full range of abilities within a mainstream environment, able to provide good models of behaviour and learning |