



Self Assessment of our SEND Implementation

Feb 2019

*A new approach to special educational
needs and disability*



Early Years Targeted Intervention 2017-18 Academic Year

What was the issue?

Early years practitioners in Torbay PVI settings are confidently identifying young children with SEND but felt less confident with implementing targeted interventions to support children's learning and development.

Supportive evidence: A questionnaire capturing Setting SENCO's rate of confidence in putting in place intervention for young children with SEND at a targeted level was completed at the end of the academic year 2016-2017.

Our journey so far....

All setting SENCOs will be attending or have attended the Torbay Early Years New SENCOS training, which focusses on the graduated response for SEND support – Assess, Plan, Do and Review. All SENCOs will understand that they need to work with parents/carers in achieving progress for the young child with SEND. There is a Setting SENCO Practice Guidance manual available on the Torbay Early Years Inclusion website.

All the Setting SENCOs have had access to a range of training sessions to help them have the skills to support young children with SEND, delivered by the Early Years Advisory Teacher (EYAT) for Inclusion e.g.

Makaton Foundation Workshop and Makaton Beginners Workshop
The Portage Basic Workshop
New SENCO training parts 1,2,3,
The SEND and vulnerable children's Forum

All Setting SENCOs will know to collate information about individual children and provide adequate evidence of the impact of their support so far, in order to seek further support from other services or to make a request for an EHC needs assessment.

All setting SENCOs have access to the Early Years & Childcare Advisory Service which includes support from the Early Years Language Consultant.

What have we done?

The academic year 2017-2018 setting SENCOs in the private, voluntary and independent sector had the following support around establishing targeted interventions:

Classroom based training sessions:

SENCO support around practice

1. New SENCO training parts 1,2 & 3
2. SEND and Vulnerable Children's Forum

Communication and Interaction support



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1. ICAN Early Talk Boost
2. Autism Training part 1,2 & 3
3. Makaton Beginners

Personal, Social and Mental Health support

1. Interpreting Challenging Behaviour part 1 & 2

Cognition and Learning support

2. Portage Training – A Small Steps Approach

It was agreed that training would be delivered by a broader range of professionals with whom the Setting SENCO may well work with, around individual children's needs. The educational psychology service the early years language consultant and the portage team supported the delivery of the training alongside the EYAT for Inclusion.

Modelling interventions

Demonstrations

The EYAT has also delivered in-house demonstration sessions of interventions with small groups of children, with the support of the setting practitioners and the setting SENCOs. The interventions that were demonstrated were stages 1 & 2 of the Attention Autism (Gina Davies) & the ICAN Early Talk Boost programme. Two settings took part in a pilot of the Early Talk Boost programme with the weekly involvement of the EYAT.

Reporting on targeted intervention

Each PVI setting was visited by the EYAT for Inclusion each term resulting in each provision having a SEND Provision Map, outlining the targeted support that each setting engages in.

The termly visit notes written by the EYAT, also attempts to capture the 'additional to or different from' activities that practitioners are putting in place in order to support young children with SEND's learning and development. These activities were observed or reported on by the Setting SENCOs.

Additional visits from the EYAT for Inclusion to support individual children

Additional visits from the EYAT were arranged where Setting SENCOs including childminders, wanted specific targeted intervention ideas around an individual child's needs. The visit involved a play session with the child and observations. Each visit was then reported on with a list of suggested targeted intervention ideas.

Setting up a SEN Early Years Resources Website for setting SENCOs and parents/carers

In August 2017 a resource page, as part of the Local Offer, was set up for parents/carers and early years practitioners, with a range of resources suitable to support young children with an identified learning and development need. This has been developed throughout the year and regularly updated. Currently, there are 7 sections



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1. Play Skills & learning
2. Communication & Interaction
3. Personal, Social and Emotional skills
4. Physical and Sensory (including toileting)
5. Developing Inclusive Practice
6. Small Step Assessments
7. Useful SEND Documents

Resources include assessment materials to support planning and targeted intervention ideas and guidance.

What difference has this made?

By the end of the academic year 2017-2018, the outcomes of the work that has been carried out were:

- Over half of the PVI settings report that they are engaged in Attention Autism activities with a mix of targeted children and their peers
- Observations made on follow-up visits, show that preschool practitioners, are now using parts of the Attention Autism programme and a wider range of visual communication strategies (objects, gestures, pictures), to support young children with autism or social interaction difficulties.
- There are 16 settings including school nurseries, carrying out the ICAN Early Talk Boost programme with targeted children with SLC and monitoring children's progress using the Early Talk Boost Tracker
- The speech and language therapy department have engaged in joint working with promoting Early Talk boost to the EY sector, including the use of the Early Talk Boost Tracker as a form of assessment when referring into the service.
- The majority of PVI settings have now got the ICAN Early Talkers activities resource and are working with the Early Years Language Consultant to put in place interventions using the resource.
- There is anecdotal evidence of an increased use of the Leuven's Scales and STAR analysis model by Setting SENCOs when analysing children's behaviours and more emphasis on supporting young children's communication skills.
- There are 7 PVI settings that have achieved the Makaton Friendly status through their use of Makaton skills, this is noted on the Makaton Charity website www.makaton.org
- All early years provisions working with the EYAT for Inclusion has a SEN Provision Map in place.
- The EYAT for inclusion has attended each regional childminding network at the children's centres to offer advice and support around inclusive practice and support around individual children with SEND.

The SEN Early Years Resources was identified as the most visited web page on the Torbay Local Offer, demonstrating the need to offer easily accessible and quality controlled targeted support ideas in one place.

Areas for further action

New Classroom Based training for 2018-2019:



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Setting SENCOs and EHC Plan coordinators have fed back to myself that support is needed for EY practitioners, regarding the EHC Plan process and completing the Appendix B. As a result of this identified need a workshop in January 2019 took place in order to focus on this process and provide the relevant guidance. The session was jointly presented by an EHCP co-ordinator, an educational psychologist and the EYAT for Inclusion.

The paperwork to be completed as part of the EHC Plan process is also being revised, combining a Request for Statutory Assessment with the Appendix B. This will be introduced at this workshop.

A Further Focus on Targeted Intervention

The following targeted interventions are being demonstrated in early years settings with children identified as having a SEND:

- Mirrored small step play scenarios
- Sensory play bags
- Attention Autism stages 1-2

Adding to the SEN Early Years Resources Webpage

Setting SENCOs were consulted about additional information they would like to have on the site and the following ideas were put forward:

- Thrive information handout
- Sensory play bag information handout
- VERVE information handout
- Top tips for Attention Autism
- Lego Therapy information handout
- Four Stages of Learning English as an Additional Language
- Behaviour Plan
- SEND Audit

During the academic year 2018-2019 information about these targeted interventions will be made available on the website, either as an individual document or as part of the Setting SENCO Practice Guidance.

The Graduated Approach

During the academic year 2018-2019 there will be an emphasis on the need for meeting with parents for children with SEND on a regular review basis, as part of the Assess, Plan, Do and Review cycle. Forms and guidance are available on the early years inclusion webpage.

Immediate next steps

- Ensure that Setting SENCOS are fully aware of how to access the resources web site and know of updates at each SEND visit from the Early Years Advisory Teacher for Inclusion and at the SEND and Vulnerable Children's Forums held each term.



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- Focus on the Graduated Approach as a support mechanism when supporting young children with SEND at termly support visits
- Prioritise support to the practitioners who are new to the role of Setting SENCO, by visiting the setting each term and by offering follow up visits within the term around individual children's needs.

Author

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