



# Self Assessment of our SEND Implementation

Updated May 2017

*A new approach to special educational  
needs and disability*



## Early Years – update of original storyboard (Sept 14 – May 16)

### How has the work progressed since May 2016?

#### Our journey....

All SENCOS from EY Settings in the private, voluntary and independent (PVI) sector are invited to attend a twice termly SEND Forum to receive updates in SEND and guidance around good practice to support young children's communication skills and personal, social and emotional development.

Other training opportunities for setting SENCos and parents/carers have been offered throughout this year, specifically focusing on Makaton training and the National Portage Association training. We have a number of early years settings in Torbay who have achieved the Makaton Friendly status.

We have had an open referral system to encourage setting SENCos, health professionals and parents/carers, to request support around individual young children's learning and development. This process has successfully enabled the identification of a large number of children needing both SEN support and EHCPs before their entry into primary schools. Links with health professionals around individual children's needs is establishing in particular, between health visiting services and setting SENCos. Families remain at the centre of all intervention.

We have continued this year to have a monthly meeting to focus on referrals of young children with an identified SEND. This is a multiagency meeting involving the Portage Home Visiting Lead, an Educational Psychologist and the Advisory Teacher for Early Years Inclusion. This meeting ensures timely intervention between services and has promoted smarter ways of working in a climate of increasingly identification and limited resources.

We have continued to seek information from the setting SENCos about their confidence in identifying young children with SEND and putting in place targeted support. We have also specifically looked at their training needs.

#### What have we done?

At the forum all last academic year, there was a focus on targeted support and evidence based interventions. We looked at national CPD initiatives such as Nasen's web based learning tool 'Focus on SEND for Early Years' as well as more local initiatives such as Action for Children's 'Let's Talk and Play'. We have introduced the Laevers Scales to measure young children's engagement and wellbeing and focused on pretend play skills as a way of supporting young children's social development.

At the forum this year we have had three agencies come and talk to the group about their practice and to support setting SENCos with their practice: the paediatric bladder and bowel service, the portage home visiting service and the occupational therapy service.



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We have introduced the use of a SEND Provision Map to record targeted support implemented in the settings.

The revised National Portage Association training was delivered in January and March this year to a group of school teachers, PVI setting practitioners and parents. Alongside this training we launched the National Portage Association Stamp of Approval Scheme for early years settings to achieve as a mark of their quality inclusive provision.

As a team of advisory teachers and educational psychologists, we completed training to deliver the Early Talk Boost programme and delivered our first course in February. The intention is to continue to encourage our early years settings in Torbay to support young children's speech, language and communication skills using a targeted intervention.

We have carried out an evaluation of SEND practice in both school nursery provisions and private, voluntary and independent (PVI) nursery provisions.

## What difference has this made?

We learnt the following points from the results of the evaluation of SEND practice and also from visits to settings and analysing the referrals data for 2016-2017:

- Setting SENCOs in PVI settings are confident in identifying young children with additional needs.
- Young children with an identified need and their families in the PVI early years settings are supported by practitioners following the 'graduated approach' laid out in the SEND Code of Practice 2015
- The most needy of our early years aged children in Torbay are receiving timely support and intervention to enable them with their start into school
- Transition meetings are arranged for all the children at SEN Support and/or with an EHCP, involving the SENDCOs of the educational setting and the young children's carers/parent. Following this, a plan is agreed.
- SENCOS in PVI settings, are developing confidence and skills through attending SEND training events organised by the advisory teacher for early years inclusion. Some early years settings are working collaboratively to organise their own 'in house' training events, especially Makaton workshops, using tutors from the Devon Network
- Parents/carers have the opportunity to be clearly informed of an individual early years setting's SEND provision through using the Torbay Local Offer.
- SENCOS from PVI early years settings expressed a need for further training in a number of areas including Autism, speech, language and communication needs, challenging behavioural needs.
- SENCOS from PVI early years settings expressed a need for more support with implementing targeted interventions and monitoring these interventions
- SENCOS from PVI settings requested further input from health agencies at future SEND and Vulnerable Children's Forums.



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## What was the issue?

Ensuring that practitioners in Early Years Settings in Torbay are confident in implementing the SEND Code of Practice in order to identify and meet the needs of young children with SEND, prior to them starting a school placement.

Ensuring that young children with SEND are not only identified early during their preschool experience but also receive the appropriate timely intervention.

## Areas for further action

1. Due to the high demand for support from setting SENCOs, through the large increase in referrals of individual children identified with SEND, it has been decided to change the delivery of the service in the following ways:
  - The referral system will be restricted to Portage Home Visiting services and Educational Psychology Services only.
  - The EYAT for Inclusion will support the setting SENCOs of PVI settings through visiting each setting once in the term. At those visits time will be spent in nursery rooms seeing individual children with the practitioners, time spent discussing next steps for children of concern and time spent ensuring that processes and protocols around SEND and inclusion are secure and understood.
  - The EYAT for inclusion will visit the childminding networks held in the children's centres in Torbay in order to offer support and advice around inclusive practices.
2. The procedure to claim Activity Led Funding for Early Years (ALFEY) has also been revised. There will be six panels throughout the academic year which will include practitioners from the Early Years Service and from PVI settings. A term of reference and relevant information has been shared at forums and is in place on the Torbay Council SEN website.
3. There will be a focus on targeted support in early years settings. There will be training opportunities in:
  - Early Talk Boost
  - Autism including 'Attention Autism', Lego Therapy and the Autism Education Trust Competency Framework
  - Follow-On Makaton Workshops (Levels 5-8)
  - The National Portage Association Small steps to Learning
  - Makaton Networks

We will continue to promote the Makaton Friendly Scheme and the NPA Stamp of Approval Scheme. Both these initiatives aim to set a level of quality inclusive practice in early years settings in Torbay. The EYAT for Inclusion will support setting SENCOs to achieve this through action plans and individual setting visits.



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## **Original Storyboard Sept 14 – May 16**

### **Our journey so far....**

All SENCOS from EY Settings in the private, voluntary and independent sector are invited to attend a twice termly SEND Forum to receive updates in SEND and guidance around good practice. Data is kept on attendance and any gaps in the take up are followed up by telephone. To date, all 34 PVI (Private, Voluntary and Independent) EYs Settings have attended at least 1 out of 4 possible sessions this academic year, with the majority having attended 2 or more sessions.

At the forum all last academic year, there was a focus on the SEND reforms. The webpage for Early Years Inclusion [www.torbay.gov.uk/senearlyyears](http://www.torbay.gov.uk/senearlyyears) was updated with suggested proformas and guidance notes to support SENCOS with paperwork, centred around The Graduated Approach.

All of the 34 PVI Early Years Settings and many of the childminding settings in Torbay have completed their SEN Information Report and they are part of the Torbay Local Offer. Each setting has a named SENCO who is confident in knowing how to refer young children to access timely support beyond their setting.

There has been focus on the Autism Education Trust training delivered by the Communication Interaction Team in Devon LA, during November 2015, in order to support Setting SENCOS knowledge and implementation of intervention strategies to support young children identified with social interaction and communication difficulties. 12 out of the 34 PVI settings attended this training. As a result, at each Forum, the Setting SENCOs who participated have shared an element of good practice that they have implemented, to the wider group of SENCOS.

Setting SENCOS have completed an Inclusion Audit in 2014-2015 which outlined their knowledge and skills in the area of SEND and informed further support and training at SEND Forums or bespoke training events.



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We have set up a monthly meeting to focus on referrals of young children with an identified SEND. This is a multiagency meeting involving the Portage Home Visiting Lead, an Educational Psychologist and the Advisory Teacher for Early Years Inclusion.

This meeting ensures timely intervention between services and has promoted smarter ways of working in a climate of increasingly identification and limited resources.

## What have we done?

This academic year, to date, there have been 81 pre-school aged children seen by the advisory teacher for early years inclusion, at their early years setting with their carer/parent. Advice has been given, following 'the graduated approach' and where appropriate, referrals on to other services have been made. Reviews of progress have been organised by the setting SENCO in partnership with carers/parents and the Advisory teacher for Early Years Inclusion.

So far this academic year, 15 young children have gone on to need an Education Health and Care Plan with a total of 22 children having support from the Educational Psychology Service. This group of 22 children were also referred on to paediatric health services at the Child Development Centre, Torbay Hospital.

To date, five EYs Settings have achieved Makaton Friendly Status with two more soon to achieve this. It is the aim that at least one third of the 34 PVI EYs Settings achieve Makaton Friendly Status in Torbay.

All the PVI Early Years setting SENCOS are aware of how to refer a young child who is cause for concern. Setting SENCOS are more confident at implementing some targeted support prior to referring on to services beyond the setting.

In January 2016, Setting SENCOS were encouraged to produce a SEND Provision Map for their setting in order to identify what targeted support is implemented and which children benefit. This is in its early stages and will need further support.

## What difference has this made?

- Young children with an identified need and their families in the PVI early years settings are well supported by practitioners following the 'graduated approach'
- The most needy of our early years aged children in Torbay are receiving timely support and intervention to enable them with their start to school
- Transition meetings are arranged for all the children at SEN Support and/or with an EHCP, involving the SENCOS of the educational setting and the young children's carers/parent. Following this, a plan is agreed.



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- Setting SENCOS are developing confidence and skills through attending SEND training events organised by the advisory teacher for early years inclusion. Some early years settings are working collaboratively to organise their own 'in house' training events.
- Parents/carers have the opportunity to be clearly informed of an individual early years setting's SEND provision through using the Torbay Local Offer.

## Areas for further action

- Supporting Setting SENCOS with establishing a SEND Provision map for their individual setting
- Developing a regular Early Years slot at the SENCO Forum for Torbay Primary School SENCOS in collaboration with an Educational Psychologist and the Primary Advisory teacher for SEN
- Set up a research project for the first half of the Autumn Term 2016 to identify how school nursery teachers identify SEND in young children and what strategies of support schools are putting in place
- With the data collected and analysed, plan for anticipated increased capacity needs in order to support early identification and intervention for young children with SEND
- Deliver the new Portage Training aimed at early years provisions, devised by the National Portage Association (NPA) in collaboration with Portage Home Visiting Colleagues
- Launch the NPA Stamp of Approval scheme to early years settings to enhance inclusive practice in Torbay.
- Further support the number of settings wishing to reach the Makaton Friendly Status through delivering national training programmes and offering bespoke support

## Immediate next steps

Supporting the transitions of young children moving from early years settings into schools

## Author

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