



Early Years SENCo Briefing

May 2022

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Start Well SEND Manager



Agenda

- Supporting children to transition to school
- Supporting children with complex needs to access mainstream schools
- Education, Health and Care needs assessment applications and plans
- Information for parents on school admissions
- SEND review and consultation
- Disability Living Allowance application support for parents
- Up coming training opportunities for practitioners
- Behaviour and self regulation e-learning
- SEND stay and play sessions
- Covid-19 update



Supporting children to transition to school

- Transition support visits
- Transition support training recording for practitioners
- Early Years Transition timeline
- Transition Information form
- Transition plan template
- Support from Ladywood Outreach
- Reasonable adjustments audit
- Risk Assessments



Supporting children with additional complex needs to access a mainstream school.

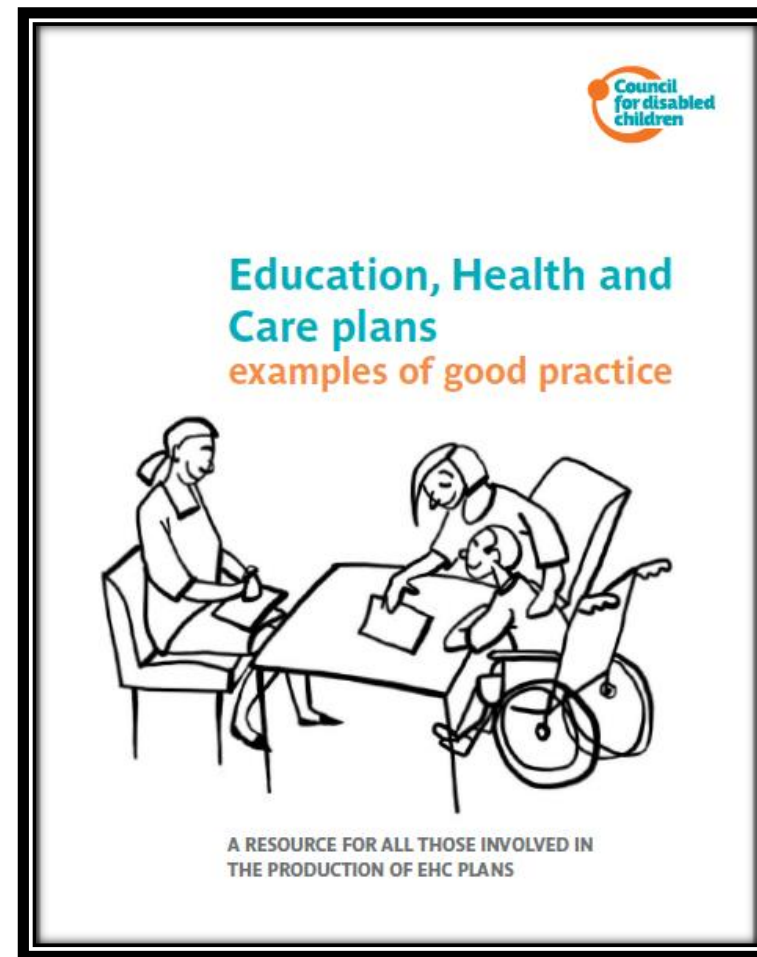
- **All about me** – medical needs, care needs, disabilities etc – Get to know the child's individual needs
- Hold a meeting with the new school or previous nursery:
 - Share nuggets of knowledge
 - Invite the teachers to visit the child's nursery setting to see how they are supported in that environment and with staff
 - Have a discussion with the parents and make plans
 - Think about any equipment the child may need e.g., storage etc
- Meet with professionals working with the child – CAM meeting – organise any training new teachers may need
- Conduct and consider any risk assessments that will be needed in place
- Put a reasonable adjustments audit in place



Education, Health and Care needs assessments and plans

EHCP exemplar Guide 2017 Council of Disabled Children

The purpose of this document is to support the development of skills in writing good quality Education Health and Care (EHC) plans.



The Education Hub (DfE)



[non-statutory advice on school admission appeals](#) for:
parents and guardians



SEND Review consultation and proposals



Government consultation on the SEND and alternative provision system in England.

To understand challenges better and determine what it would take to establish a system that consistently delivers for children, young people with SEND.

Taken on board views of children, young people and families, those working in education across Early Years, schools and further education, people working across health, care, local government and voluntary and community sector.

This green paper sets out proposals to ensure needs are quickly identified and met more consistently and that support is determined by their needs.

Proposing a new Single National SEND and Alternative provision system with clear standards for provision.

Strengthened accountabilities and investment to deliver real change for children, young people and their families.



SEND review

Strong school with great teachers for your child



This document sets out how to achieve the introduction and implementation of standards that will improve children's education and deliver the right support if children fall behind. To be able to give them the tools to lead a happy, fulfilled and successful life.



Disability Living Allowance (DLA) application support



New video to support parents making an application for DLA

<https://m.youtube.com/watch?fbclid=IwAR3-EADS2xXu8UYIDxuAWwFau0UyYlIjcjrbr7snASkuaHVLOGaszF0ejy4&v=Ca9BgpHFKu4&feature=youtu.be>



Up coming training for practitioners

Pre-recorded and E-learning Training:

- The Role of the SENCo
- The Early Communication and Language Journey
- Introduction to the Role of the Communication Champion
- WellComm Speech and Language Toolkit
- WellComm Toolkit for Public Health Nurses
- An Introduction to the WellComm Toolkit for Childminders
- Supporting Children with English as an Additional Language (EAL)
- Nursery Narrative
- Language Through Listening
- Early Years Based Information Carrying (EYBIC) Word Pack
- Behaviour and self-regulation in the early years **NEW!**



Behaviour and self regulation e-learning

This E-Learning package is available upon request to access and complete any time.

Behaviour and self-regulation in the early years is a course designed for all early years practitioners working with children from birth to five years.

The course aims to support practitioners to learn ways to manage inappropriate behaviour and conflict in early years and understand how to prevent meltdowns and misunderstandings.

The course is split over two easy to digest modules. When you enrol will be sent access to the training.



SENCo Level 3 Qualification training at Bolton College



Special Needs Coordinators in Early Years Settings NCFE CACHE Award Level 3



Start Date:	02/03/2023
End Date:	15/06/2023
Time:	18:00 - 21:00 3.00 (Hrs Per Week)
Duration:	12 weeks
Venue:	Deane Road Campus
Course Code:	AH101-IG02



SEND Stay and Play sessions



The Orchards Federation

SEND (Special Educational Needs Disability) Stay and Play sessions are for children aged 0-5 years old, to give parents, carers, their children, and siblings the opportunity to meet other families and to gain information about the services and advice available within Bolton.

There is no requirement for your child to have an official diagnosis to attend these sessions.

These stay and play sessions are great fun and free of charge.

They are held every Thursday morning during term time from 10:00am – 11:30am.

Sessions are held at the following children's centres

Date	Venue
31/03/2022	Famworth
07/04/2022	Oxford Grove
14/04/2022	Half Term Holiday
21/04/2022	Famworth
28/04/2022	Oxford Grove
05/05/2022	Tonge
12/05/2022	Famworth
19/05/2022	Oxford Grove
26/05/2022	Tonge
02/06/2022	Half Term Holiday
09/06/2022	Half Term Holiday
16/06/2022	Tonge
23/06/2022	Famworth
30/06/2022	Oxford Grove
07/07/2022	Tonge
14/07/2022	Famworth
21/07/2022	Oxford Grove

For more information, please email or ring:
Liane Fishwick, SEND Stay and Play Coordinator
fishwickl@theorchards.bolton.sch.uk
01204 332680

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[Click for the link to the PDF Poster](#)



Covid 19 Updates

Updated guidance for education settings:

Guidance on 'Managing coronavirus (COVID-19) in education and childcare settings' including Contingency Framework was withdrawn on 1st April. [Emergency planning and response for education, childcare, and children's social care settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings) updated 1st April provides information on how educational and childcare settings should plan for and deal with emergencies, including significant public health incidents and severe weather.



Contact information:

- Inclusion Funding queries: Startwellsend@bolton.gov.uk
- Single Point of Access queries: EYSENDSPOApanel@bolton.gov.uk (please do not send referrals to Alex Baxter)
- SEND processes and systems: Eleanor Evans Outreach Teacher: Eleanor.Evans@bolton.gov.uk
- SEND training: Alex Baxter Start Well SEND Manager / Eleanor Evans Outreach Teacher
- High Needs Base Place queries: Jo Brown High Needs Coordinator: Jo.Brown@bolton.gov.uk
- Queries around school places / appeals:
Admissions Department: 01204 333333 admissions@bolton.gov.uk
Special Educational Needs Assessment service: ea.sen@bolton.gov.uk 01204 338612
- Any other queries:
Alex Baxter Start Well SEND Manager: Alex.Baxter@bolton.gov.uk
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