



Early Years SENCo Briefing

November 2020

Start Well SEND Team

Early Years SENCo Briefing Agenda

Covid-19 considerations

- Guidance and legislation
- Supporting children's needs through changes
- Assess, plan, do, review cycle of action
- Making reasonable adjustments / reasonable adjustments audit
- Ideas on supporting parents

Inclusion Fund Deadline (2nd Autumn Date)

- Deadline 4th November
- Developmental profile summary sheet
- Remember 4th December due date for next developmental profile summaries for children offered funding in Summer term

New Single Point of Access process

- Flowcharts to follow
- Referral documentation needed
- Ratings of concern scale

Early Years SENCo Briefing

Agenda

Education, Health and Care Needs Assessments for High Needs Base children and Children at Level 4 Inclusion Funding

- Update on changes to making referrals for an EHC needs assessments

Communication and Language New pathway

- Launch date
- Support tools
- CPD opportunities
- Support with Communication Champion Role

Support for Parents

- Resources on website
- Stay and Play revised delivery

Nasen

- Free membership

Changes to SEND Legislation during Pandemic

(Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak Updated 21 October 2020)

Settings should be alert to the fact that there may be children:

- with additional or worsened social, emotional and mental health needs as a result of coronavirus (COVID-19)
- who have fallen further behind their peers as a result of time out of childcare settings, or missed diagnosis as a result of a period of absence

Settings will need to ensure they have the staffing needed to support children with SEND at safe ratios and that they have a member of staff designated as a SENCO, interim SENCO or a named individual with oversight of special educational needs provision for children with SEND

Temporary changes to the law 'reasonable endeavours' timescales for EHC needs assessments came to an end 25th September

Covid-19 considerations

Supporting children's needs

- Ensure you are using the Assess, Plan, Do, Review (APDR) cycle of action to support children
- What are you doing in your setting to support children's development now the children have returned?
 - thinking about changes in behaviour/development
 - how has the Pandemic affected children?
- Using the Early Support Developmental Journal
- Thinking about adjustments you might have had to make
- Reasonable adjustments audit
- Parental resources available to support children at home –see further slide/
Start Well website



Inclusion Fund Update

- 2 Autumn term panels
- Developmental profile summary sheet requirement at application
- Next deadline 12th November by 4pm
- Deadline for an applications from Summer term – submit developmental profile summary sheet 7th December 20



Single Point of Access

- Early Years settings (excluding School Nurseries)
- Referrals to Educational Psychology and Ladywood Outreach Service
- No longer referring straight to Service
- Clear in goals and actions of Early Help why referral being made
- Ensure children are supported in the best way
- Multi agency approach to offer children the best pathway of support
- Panel of representatives from the services will assess each referral

Single Point of Access

SPOA Referral made to inbox at EYSENDSPoApanel@bolton.gov.uk



New referrals distributed to panel before meeting



Panel members make a recommendation to the panel based on agreed criteria with EY Levels of Involvement Matrix.



Referral and recommendation discussed at panel allocation of one of the below routes:

Referral passed to Start Well SEND service for advice and support

Referral passed to Educational Psychology Service

Referral passed on to Ladywood Outreach Service

Referral to both E.P and L.O Services



Referrer notified of decision



Action taken by appropriate agency as described in letter.



Outcome of interventions discussed at later panels if necessary in line with timeline decided by the panel



Panel to meet fortnightly

Ratings Scale of Concern Form

This form has been completed following (please tick):

- Observation at home
- Discussion with parents
- Observation in education setting
- Discussion with education setting

		6 = highest level of concern, when compared to same age peers						
		0 = no concern, appears broadly age appropriate						
	Area	6	5	4	3	2	1	0
1	Child's early literacy skills							
2	Child's early numeracy skills							
3	Child's speech and language skills							
4	Child's non-verbal communication skills							
5	Child's independence and autonomy							
6	Child's level of stress							
7	Child's relationship with adults							
8	Child's relationship with peers							
9	Child's safety in environment							
	Additional comments:							

Single Point Of Access Referral required documentation:

- Early Help Assessment / Early Help Reviews
- Ratings of concerns scale form
- Evidence of support already offered through Assess, Plan, Do, Review cycle e.g.
 - Transition Plan
 - Individual risk assessment
 - Reasonable adjustments audit
 - Behaviour log or ABC charts
 - Developmental Journal Summary of Steps
 - Well-being and involvement assessment
 - Individual plans or provision maps
 - Annotated Assess, Plan, Do Review cycle of action.
- Permissions on Early Help Assessments



LA initiated EHC Needs Assessments

- High Needs base children
- Level 4 Inclusion Funding
- SENDAS need to have been sent referral form in as soon as possible
- Local Authority will get required reports directly from the Services



Communication and Language Pathway

- New Pathway to help you support children to access interventions available
- Launching 9th November
- Support for Communication Champions
- Integrated Early Years Communication and Language Pathway Launch and networks – to look out for invitations to these
- Can contact Communication and Language team at any time for advice

Communication and Language Pathway

The Bolton Communication and Language Pathway and the THRIVE framework



Support for Parents

Resources on Start Well Website

- Range of resources developed in partnership with Special School staff
- To support you and parents to embed strategies consistently in the setting and at home

<https://www.boltonstartwell.org.uk/resources/send-inclusion/22?documentId=7&categoryId=7>



Support for Parents

Sessions for Parents to Access

- EY SEND Stay and Play sessions are not available face to face
 - Developing a range of new approaches including:
 - Using Start Well at Home Facebook Group
- <https://www.facebook.com/groups/BoltonStartWellatHome/>
- Recording sessions for parents around themed topics
 - Linking with Toy Library to do some videos of resources i
 - Offering 1:1 or group online support

More



Busy Babies 6

Part 2: Making
Connections
through Singing
and Dancing



Nasen is offering free membership

Free Nasen membership opportunity!

Nasen (National Association for Special Educational Needs) is offering free memberships from January 2021.

The free membership replaces the existing tiered model and ensures SEND expertise is available to all settings and schools across the UK.



Early Years SENCo Briefing

Useful websites

Parental resources:

<https://www.theottoolbox.com/>

<https://witherslackgroup.co.uk/>

<https://www.specialneedsjungle.com/>

<https://ican.org.uk/>

<https://www.autism.org.uk/>

Other websites:

<https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/>

<https://contact.org.uk/advice-and-support/coronavirus-information-for-families-with-disabled-children/#copingathome>

Early Years SENCo Briefing

Next briefing will be in the Spring term

Dates to be confirmed

Contact details: Phone: 01204 338355

Email: Alex.baxter@bolton.gov.uk

Email: Eleanor.evans@bolton.gov.uk

Email: Dawn.France@bolton.gov.uk

Email: Jo.Brown@bolton.gov.uk