



Overview of early years provision for children with SEND, how to access it and any financial support available

The Early Years Consultants

- Experienced early years teachers with knowledge of SEND and inclusion
- Remit to support learning and development in EYFS
- Area SENDCo role

<https://www.devon.gov.uk/support-schools-settings/send/early-years-send-and-inclusion>

The Area SENDCo role

- The EYC team are commissioned to provide the Area SENDCo role for all early years settings in Devon. This includes academy and maintained nurseries This includes ensuring that setting SENDCOs can effectively meet the needs of all children, supporting them to meet the national and local requirements of the SENDCo role.
- The team ensures that there is equity of access to services for all children in receipt of Early Years Education Funding (EYEF)

EYCs provide support regarding:

- Promoting an inclusive environment
- Implementing the graduated response
- Becoming a new SENDCo
- Signposting to other agencies
- Completing appropriate referral forms and inclusion funding forms
- Safeguarding concerns

- Training, including termly SENDCo forums

Supporting inclusion through..

- General inclusion support to setting/school SENDCo and EYFS practitioners
- Specific support for settings/schools relating to individual children with additional needs

Individual Children

Where a setting/school has taken all the necessary steps to support a child within the provision through a graduated response, but is still concerned regarding a child's learning and development, they can request (with parental permission) support from an EYC who may;

- Give advice regarding target setting and strategies
- Observe a session alongside a practitioner in order to identify areas of need and consider ways to support individual children

Individual children (cont)

- Offer advice to manage tricky conversations with parents and support liaison with partner agencies.
- Signpost to services who can support individual children in the setting/school
- It is only in exceptional cases that TAFs are attended by an EYC

EYC- additional advice and support

- Graduated response toolkit
- Additional advice sheets
- Communication and language monitoring tool
- Cohort planning

The graduated response for two year olds

If two year olds start at your setting, please ask parents and/or carers this question.

“Has the Healthy Child Review meeting taken place?”

If the answer is **“Yes”**

- Follow this up and ask if there were any concerns or referrals including how did they get on with the word check (ELIM*)
- Explain that when their child is settled you will still have to complete a **Progress Check** and share this with them.

If the answer is **“No”**

- Ask parents/or carers to let you know when they receive their in invitation as you will have to complete a **Progress Check** at the same time

Early Years Foundation Stage - Progress check at age two

Discussion with parents/carers

Child's name:

Are there any concerns that need to be shared with the Health Visitor?

Hearing Speech Toileting Sleeping Dental Diet Home safety
(circle or highlight those that apply)

Other concerns:

Has your child had any involvement with any other professionals?

Ways to support your child's learning and development:

In the setting:

At home:

Integrated Review: The setting has responsibility to follow up identified actions and ensure appropriate support is available for children and their families.

Ages and Stage Questionnaire (ASQ)

Communication: A child's language skills, both what a child understands and what he or she can say - this can be sounds, babbling or talking.

Gross Motor: How a child uses their arms and legs for sitting, crawling, walking, running, and other activities.

Fine Motor: How a child uses their hands and fingers - for example scribbling or picking up food.

Problem Solving: How a child plays with toys and solves problems.

Personal-Social: A child's self-help skills and how they play and interact with others.

Best start in speech, language and communication

<https://www.gov.uk/government/publications/best-start-in-speech-language-and-communication>



Public Health
England

Protecting and improving the nation's health

Best start in speech, language and communication:

Supporting evidence

Department of Health & Social Care

Department for Education



Public Health
England

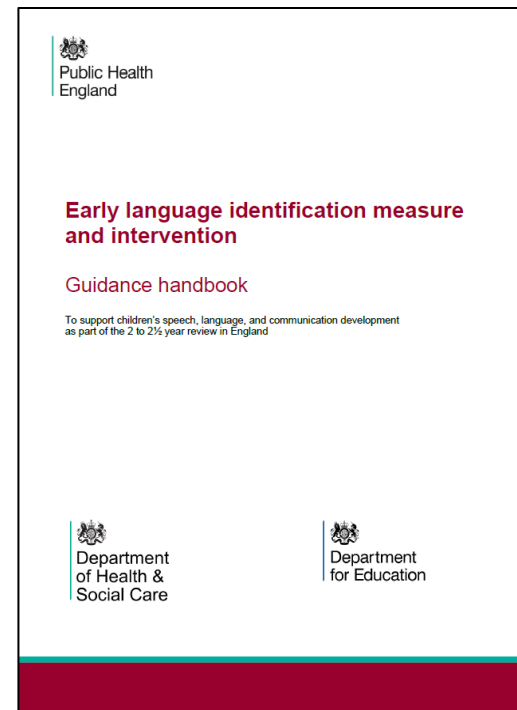
Protecting and improving the nation's health

Best start in speech, language and communication:

Case studies

Department of Health & Social Care

Department for Education



Public Health
England

Early language identification measure and intervention

Guidance handbook

To support children's speech, language, and communication development as part of the 2 to 2½ year review in England

Department of Health & Social Care


Department for Education

Best start

Every child, regardless of circumstance should be able to develop and thrive. There is increasing concern about the numbers of children starting school with poor speech, language and communication skills, with unacceptable differences in outcomes in different areas of the country. Inequalities in early language development are recognisable in the second year of life and have an impact by the time children enter school.

Too many children in reception year do not achieve at least the expected levels across all goals in 'communication and language' and 'literacy' areas of learning. Children with persistent SLCN are not consistently identified and supported.

Let's Talk read and play- parent pack

 Everyday ideas	Example	Why	Why not look at these:
<p>I need to know you are talking to me, so get my attention first.</p>	<p>George,</p> <p>Tap me on the shoulder, Bend down to my level (child's level) and give me your eye contact.</p>	<p>Young children find it difficult to listen and carry on with an activity at the same time. Saying their name first or gently touching their shoulder encourages them to stop and listen. Bending down allows them to connect with your face and gentle tapping them on the shoulder helps them to be aware that you are ready to communicate.</p>	<p>Through the eyes of a child - 2-3 years - Bing video</p>
<p>Use your body language, tone of voice, facial expression and taking turns to communicate with me.</p>	<p>George shall we read (holding the book) the very (Emphasising very) hungry caterpillar?</p> <p>Pauses are good</p>	<p>You'll be giving more clues about what your words mean, which can be very useful if the child is struggling to understand language. You'll also be using really important non-verbal communication and modelling this.</p>	<p>Making faces - BBC Tiny Happy People</p>
<p>Remember I am only two, use language and words I will understand.</p>	<p>Your child says "The spider ran on my toes" You say the spider ran on your toes – tickly spider"</p> <p>The Tat was there. I saw it the cat was there.</p>	<p>It takes a while to perfect language but modelling the correct words and sounds is a great way to ensure your child hears them and doesn't feel criticised when practising.</p>	<p>Communication Trust Platform 3: Two Year Old Talk - Bing video</p>

Three and four year olds – EYCs will provide advice regarding :

- Assess, plan, do review process
- Graduated response
- Strategies and target setting
- Signposting to other agencies
- Transition support /advice

Children and family health Devon

- Devon local offer links
- Advice sheets
- Referrals for therapy,, services
- Assessments 0-5
- Autism assessment

<https://childrenandfamilyhealthdevon.nhs.uk/>

Referrals to agencies/ professionals- under fives

- EYC
- Health
- SALT-
- EAL
- Nursery Plus
- CIT/SEMH
- EYCNS
- Toileting-

<https://www.northdevonhealth.nhs.uk/services/paediatric-bladder-and-bowel-care-service/>

Nursery Plus

Nursery plus provides support for early years settings for children with additional or special educational needs.

N Plus will

- Visit your setting regularly to support the child individually or in a small group
- Meet with you each visit to discuss updates and APDR targets
- Discuss appropriate support strategies for the child with you
- Support you to complete any onward referrals, funding requests or EHC needs assessment requests
- Liaise with other professionals
- Support with primary school transitions during the summer term

Devon Early Years Complex Needs Service for children under 5

Referral Criteria

To access the EYCN Service, children should meet one or more of the criteria below:

- Show significant/profound delay in at least two or more areas of development, one of which **must** be cognition.
- Present with significant and complex neuro-disability, for example Autism Spectrum Disorder, this **must** be significantly impacting on their cognition, their ability to learn and their ability to participate in daily activities.
- Present as non-verbal or have significantly impaired communication
- Have an existing diagnosis of a condition, where there is likely to be significant/profound delay to include cognition.
- Children referred to the Under 5's Specialist Children's Assessment Centre (SCAC) may also be referred to EYCN Service via the SPOA route where appropriate. This can happen at point of acceptance to the SCAC and does not need to be an outcome of the specialist assessment process.

Additional funding

- Universal Inclusion Fund
- EYPP funding

- Individual Inclusion Fund

- DAF- <https://www.devon.gov.uk/eycs/providers/business-finance-and-funding/disability-access-fund-daf/>

Inclusion fund

- Relevant information
- Identifying a need
- Planning to use the funding
- Evidencing impact
- Submission dates every term

<https://www.devon.gov.uk/eycs/providers/business-finance-and-funding/inclusion-funding/>

The Disability Access Funding (DAF)

- DAF is funding for early years providers to support children with disabilities or special educational needs. It aids access to early years places by supporting providers in making reasonable adjustments to their settings.
- Providers taking three- and four-year-olds that are eligible for the Disability Access Funding will be entitled to receive a one-off payment of up to £828 per year. The Disability Access Funding is not based on an hourly rate and is an additional entitlement.

Any questions?

- Visit our website...
- [Early years - Support for schools and settings \(devon.gov.uk\)](https://www.devon.gov.uk)
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- EYC contact details
- @devon.gov.uk