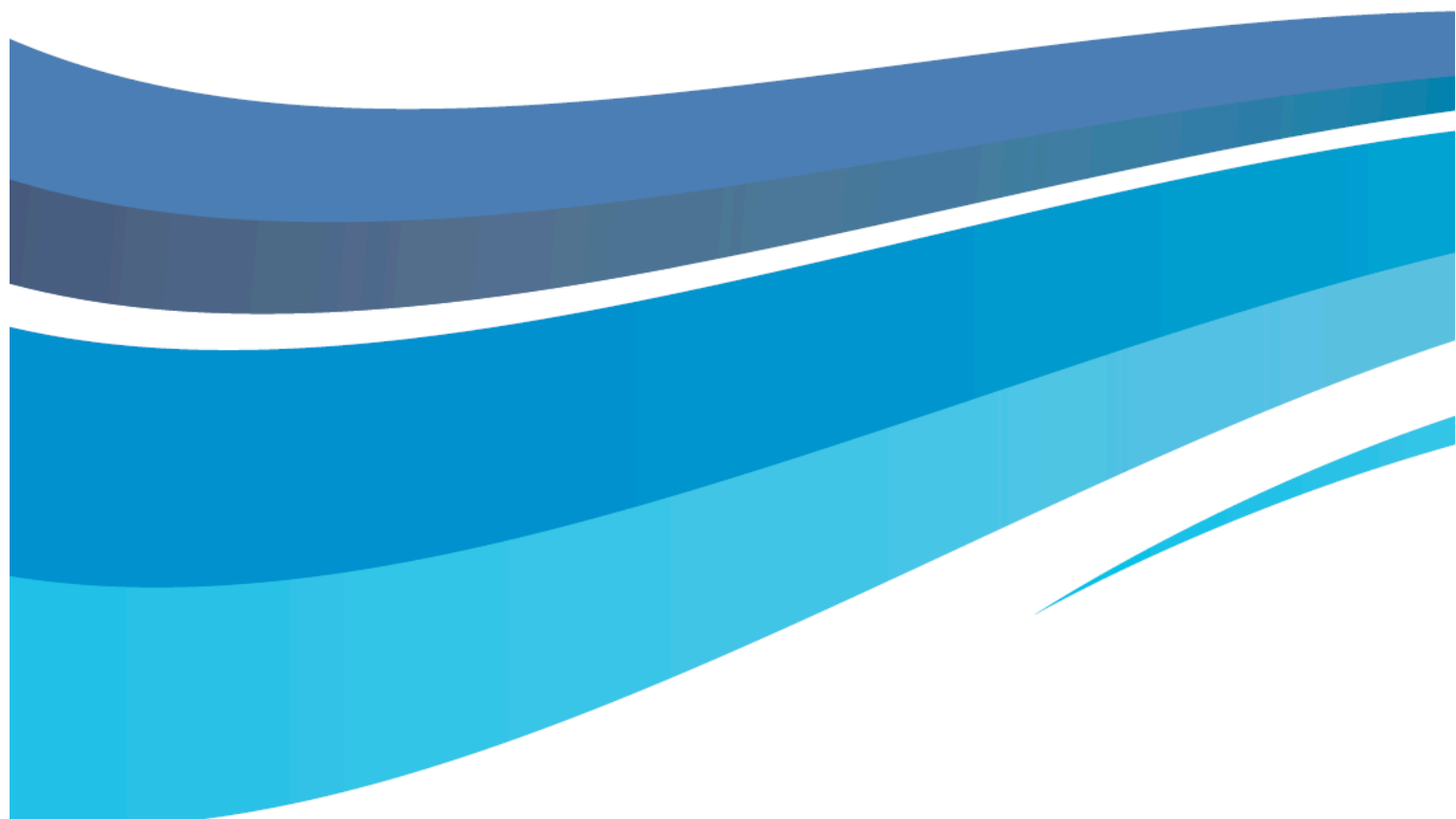


SENDCo Toolkit – Early Years.

A document to support Private, Voluntary and Independent Early Years setting leadership and setting SENDCos to implement statutory requirements from the Special Educational Needs Code of Practice 2014 (updated 2015).



Contents

SENDco overview

- SENDco Role (suggested poster)
- Communicating with parents
- Graduated response- assess-plan-do-review
- Planning a Person Centred Review

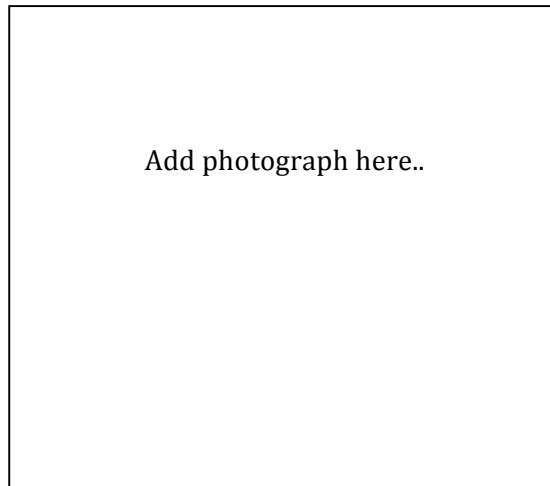
Child documents/Setting up a child's file

- One Page Profile
- Recording contacts
- Recording professionals involved

Appendix

- Example One Page profile
- 4 +1 review- with prompts
- Person Centred Review – with prompts
- SEN/D Support Plan- with prompts
- SEN/D Self-assessment

Our Special Educational Needs Coordinator (SENDco) is...



Our SENDCo's role is to:

Listen to parents if they have concerns about their child's development and support them to decide what they want to happen next.

Our SENDco liaises with a wide range of professionals including speech and language therapy, physiotherapy, health visitors, community nurse team, dietician, community paediatrics service and the AREA SENDco/Additional Needs Team.

Our SENDco provides support and information to other staff if they have concerns about a child's development.

..... introduces themselves to all parents and carers when their child joins our setting.

Communicating with parents

“ I didn’t really understand what A’s key worker was concerned about but the SENDco explained the support he would be getting. I think it made more sense to me after the second review meeting (4+1 review). It was when they talked about the strategies they used and how A was making progress that I understood what they were doing” (parent feedback, Oct 18)

Difficult Conversations with parents

The first conversation a parent has with your setting SENDco should be a positive experience.

Consider including an introduction to your SENDco as part of welcome/induction visits.

Parent agrees with concerns	Parent has no concerns/child too young/does not feel concerns are valid
<p>Key worker asks family to share what works well at home- to use in setting</p> <p>Ask for regular chats</p> <p>Continue termly monitoring of development/CHaPs/tapestry etc</p> <p>If concerns continue key worker liaises with SENDco</p> <p>SENDco suggests a chat/review and explain how it will be recorded. Show parents a 4+1 document and ask if they want to complete some before the chat/review. Some parents like to have information before they decide what to share.</p> <p>Continue assess-plan-do-review cycle. (in setting)</p> <p>Discuss further referrals with family as appropriate.</p> <p>Once other professionals begin involvement complete an SEN support plan – update regularly (transitions, funding requests, for education health care plan submission etc)</p> <p>Parents are provided with POINT information and contact details</p>	<p>Key worker continues to share child’s strengths and areas to develop</p> <p>Key worker highlights the areas of development staff currently focussing on</p> <p>Termly reviews can be opportunities to share progress – or highlight where limited progress is evident.</p> <p>Record on contact sheet follow up chats with family</p> <p>At termly development reviews, discuss progress, highlight areas for development- explain your views on the child’s development</p> <p>Ask for regular chats/updates</p>

Person centred SENDco

“nothing about me, without me”- *Patient Charter*

The SEN Code of Practice 2015 created greater choice and control for parents and children.

Being a person centred SENDco means:

Seeking permission from parents before contacting other professionals for support/advice. Explain why and what you will share. Parents have the right to decline.

Providing parents with information and support so they can make informed choices and decisions.

Key worker

Staff within your setting working closest with their key children may be the first to identify delay or difficulties.

Key workers need to begin to ‘build a picture’ of a child’s skills, and helps you to learn more about the child’s preferences and areas to develop.

Initial conversations should begin with ‘have you noticed..?’ ‘X does this in setting, does he/she do that at home...?’

SENDco

Support staff within your setting to implement strategies and use skills your staff already have.

Use advice you’ve received from professionals previously. Visual timelines, objects of reference, sharing and turn taking games are a few examples of strategies advised which you can begin to incorporate into your setting everyday practice. Make referrals to SALT and other services as required.

Liaise with your setting manager and setting staff to ensure all are aware of their responsibilities within your setting SEN policy/guidance. Ensure all staff are aware that day-to-day SEN provision is how you ensure you are implementing the SEND code of Practice 2015. Recommend strategies, coordinate resources, update policies, provide support for families and the child.

Graduated Response

First concerns, a holistic approach:

Where a child appears to be behind expected levels or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development (SEN and disability code of practice). All the information should be brought together and considered with the child's parents/carers. This should include information about:

- the child's learning and development, within and beyond the setting;
- practitioner observations, formal checks, any more detailed assessment, any specialist advice;
- progress in the prime areas: communication and language, physical development, social and emotional development.

Support within your setting- Universal inclusive practice

Every child deserves the best possible start in life and the support that enables them to fulfil their potential (Statutory Framework for Early Years Foundation stage, para1)

Communication champion

WELLCOMM

ELKLAN

ASQ

Signalong (a few examples of strategies – your practitioners will have many skills)

Before requesting external service involvement, practitioners within your setting need to differentiate practice and provision as part of 'high quality teaching'.

High quality teaching is based on the highest expectations for individual children; it cues in to their interests, preferences and strengths. It is differentiated to match the child's stage of learning and development.

differentiation	
<p>Resources:</p> <p>Use resources that can be used across ages/abilities</p> <p>Small group, whole group, individual support – match the child's need</p> <p>Do staff know each child's next steps?</p>	<p>Organisation:</p> <p>How long do carpet sessions last?</p> <p>Are visual cues available? Time lines?</p> <p>Can you move activities/modify them to suit different needs? Sequins too small? Shiny paper instead?</p>
<p>Capable peers:</p> <p>Are small group activities planned with 'good role models'? e.g. when all children understand 'stop' hand gesture, they will use, model and teach it to peers</p>	<p>Tasks:</p> <p>When a child does not follow requests can you break instructions down – small steps? Use alternative strategies?</p> <p>Choices between two? Objects or words?</p> <p>Is language you use short and simple?</p>

Person centred meetings (4+1 reviews, Person Centred Reviews)

Plan

Who do parents want to attend the meeting?

Remember to explain why some professionals need to be invited- e.g.so that appropriate outcomes for their child can be identified.

Why is the meeting happening?

Remember that parents should be aware of any emerging concerns as they are identified. A meeting is not the right place to list key worker/SENDco concerns for the first time.

What will be discussed?

This should be discussed with parents prior to the meeting. The most effective person centred reviews begin with celebrating the child's strengths and parents have had prior opportunities to gather their questions, concerns and queries. Provide a copy of the 4+1 document to parents before your meeting. This will provide opportunities for them to begin to identify their concerns, questions, and of course, identify what is going well at home.

Where will the meeting happen?

Remember confidentiality-parents and professionals will be sharing information. Is your meeting room private?

When?

What time/day is most suitable for parents or carers to attend meetings? Do you have preferred days for meetings to suit your provision staffing requirements?

Arrange your meetings with parents first, remember that professionals often require three or four weeks notice! When there are a number of professionals involved with a family it can be challenging for all to attend. Request an update/information/key points prior to the meeting when professionals send apologies. You can request this information in your invitation to the meeting letter (sent to family and professionals involved). Ask if they cannot attend the meeting that they send a report/update information before the meeting so you have time to share with everyone. This also ensures that parents and professionals do not spend time during the meeting reading reports.

Before the meeting

- ✓prepare the room- comfortable and welcoming
- ✓print documents/reports/development overviews
- ✓plan your staff cover/room cover/ratio cover
- ✓decide how you will record your person centred meeting- large paper? Post it notes?

During the meeting

- ✓ start on time
- ✓Introduce yourself and explain your role. Lead the 'round of introductions'
- ✓ Begin with parents, ask for an update. How are things going at home?

- ✓ Be positive- 'what's great about...(child)?' before discussing issues
- ✓ Use clear language. Avoid jargon and explain what you mean.
- ✓ Be open and honest – remember you are sharing your perspective as a setting/practitioner/key worker/SENDco
- ✓ At the end of the meeting ask parents if they have any other concerns, questions or worries.

After the meeting

- ✓ Write up and forward your person centred review within two weeks of the meeting. Remember to record apologies and forward to ALL professionals (not just those who attend).

The Graduated Response



Assess-plan-do-review is a continuous cycle. Once you have reviewed strategies you have in place, parents, practitioners and current professionals involved can decide together what to do next. Some children make progress and no longer need additional support. For some children your cycles of intervention within the setting may highlight needs which would benefit from external advice and support.

Involving other professionals

Speech and Language drop-in sessions. Ask your local children's centre for details about session dates and times.

Health visitors- available to contact for advice around health needs. Your health visitor can also highlight children to the Right Start Additional Educational Needs team. The child's health visitor may agree to attend your first 4+1 review.

Area SENDco- Right Start Additional Needs Team -is available via your local children's centre. They provide advice and support for you to implement the SEND Code of Practice 2015 and Equality Act 2010

Community Paediatrics Service- referrals are made when a possible underlying medical issue may be impacting on a child's learning and development.

Early Help- some children present with difficulties which may suggest with support for the family, the child could make progress. Issues such as poor housing, debt etc can impact

on a child's ability to learn. This does not necessarily mean they may have a special educational need.

Completing an SEN/D Support Plan

When reviewing a child's progress remember to:

Check progress within the Early Years Foundation Stage- if progress is limited, record the smaller steps some children make in a Developmental Journal. (appendix)

A child should have an SEN/D support plan when external professionals become involved. It should be reviewed and updated prior to requesting additional funding, at times of transition, for Education, Health Care Plan request or when it no longer reflects the child's stage of development.

Area SENDco/Additional Needs Practitioner

- ✓available to contact when you need support/next steps/advice
- ✓provide support via SENDco Networks -to keep you up to date. They are great opportunities to liaise with other SENDcos
- ✓provide workshops around:
 - support to request additional funding
 - provision mapping etc
- ✓hold caseloads -high needs children- to support your setting to implement advice/strategies and interventions to meet the child's needs.
- ✓request educational psychology team involvement- where required
- ✓where required- coordinate a request for Education, Health Care Plan Needs assessment.
- ✓Support setting SENDcos to develop their skills and confidence within the role.

Setting up a child's SEN/D File

Contents:

✓One Page Profile

For all children receiving SEN/D support (additional or different to peers). They represent the child's 'voice' (child's perspective).

When children are too young the child's voice is gained through observation – where does the child play? Preferred colours? Foods? Preferred people?
(example One Page Profile in appendix)

✓Record of contacts

Date	Contact info	Practitioner recording info
4/05/18	Tpc to Julie – mum, can attend next 4+1 review Weds 28 th May – grandma also attending	Lily Jones
10/5/18	Mary Taylor – health visitor tpc- unable to attend the review meeting – no recent contact with family. LJ will contact after meeting if any concerns raised	Lily Jones

✓Record of professionals

Who works with Michael?			
Health visitor	June Thompson June.thompson@nhs.net	0151 6645423	Works Weds-Fri
Speech therapist	Hannah Doyle h.doyle@nhs.net	0775643432	
Community paediatrics Service	Dr Worsely	0151 444 5434	Contact secretary – ext 5454
Physiotherapist	Recent referral		

Setting up a child's SEN/D File cont..

- ✓ Include copies of 4+1 reviews and person centred reviews
- ✓ Include copies of medical letters/reports
- ✓ Include advice from external professionals once they become involved.

Advice to SENDcos

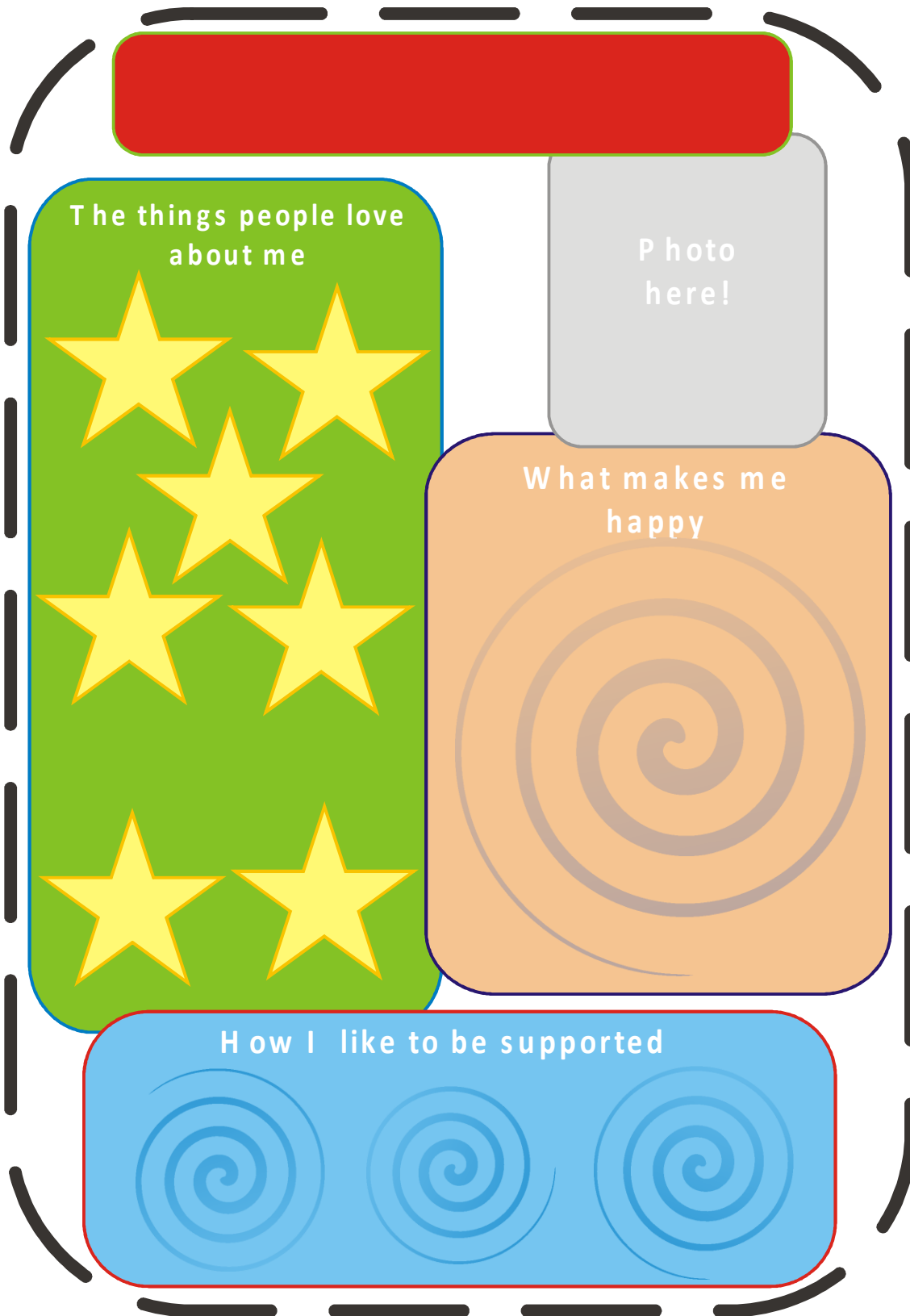
- ✓ gain parent permission to share information (what is your induction/admission process?)
- ✓ use the prompt documents to help you get started with your first 4+1, person centred review meeting or first SEN support plan
- ✓ remember that the purpose of a meeting is so that parents, your staff, SENDco and manager know what to do now and what to do next
- ✓ remember to invite the next setting/school once placements have been allocated. The new setting/school will gain a lot of valuable information from a meeting if they are available to attend.
- ✓ forward information to the next setting/SALT/occupational therapy/educational psychology/ dietician etc. Do not assume others will forward their documents, their information has been provided to support a child's learning and development, this needs to be forwarded for effective support to continue and support a smooth transition.
- ✓ request a 'receipt' or acknowledgement when you forward documents to a new setting/school
- ✓ check your setting policy for retaining children's information. Ensure you retain copies of your documents for the required time period

When unsure....

Ask, ask, ask!!!

Appendix

One page profile – example



Appendix

Separate electronic documents:

Early Support Developmental Journal – short version

4+1 review –with prompts

Person centred review- with prompts

Individual Plan – example

SEN support plan- with prompts

Self-Assessment (provision and practice)

References

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Document completed by:

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Reviewed by:

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