

Herefordshire  
Early Years SEND  
Pack

## The Early Years SEND Inclusion Service in Herefordshire

Our EY SEND Inclusion Service is made up of experienced practitioners who are dedicated to ensuring that children get the right level of support at the right time. The three teams are:

**Early Years Inclusion Support** who provide support for settings to ensure they know and understand the Graduated Approach.

**Herefordshire Portage** who provide Home Education and Support for children aged 0-5 with additional needs.

**The Specialist Communication Teachers Team** who support children with a diagnosis of Autism – this support could be through intensive intervention in the Communication and Social Interaction (CoSI) Group or through outreach at their setting. This team also has the Lead Language Practitioner from Talk Talk group.

In 2023 – 24 the team are:

**EY SEND Manager**  
Della Pascoe

**EY SEND Senior Lead**  
Samantha Price

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### Early Years Inclusion

Della Pascoe  
Samantha Price  
Sue Wardale  
Connie Rowlands

### Portage Team

Sue Wardale  
Thelma Barnes  
Alison Wilkins  
Helen Carpenter  
Lucy Blake

### Specialist Communication Teachers

Laura Michael  
Sally Clayton  
Elizabeth Sheers  
Claire White

The EY SEND team fit in to the Additional Needs Service in Herefordshire and work closely with the Early Years Advisors Team to ensure that we deliver consistent messages throughout early years.

Other Information:

- The Additional Needs Head of Service is Rosalind Pither.
- The EY SEND Inclusion Service work closely with but are separate to the all age SEN team who work with children and families in need of an Education Health and Care Needs Assessment (EHCNA) and the resulting Education Health Care Plan.

This booklet is designed to provide all the information you would need to know and understand the Early Years Graduated Approach in Hereford this year. This is a detailed and thorough explanation of all process and the sections have live links to take you to downloadable copies of all forms necessary. We also have short overview versions to help with decision making on a day to day basis, these can be found [here](#). We welcome feedback to help us to improve our information, if you would like to make any suggestions please send them to [della.pascoe@herefordshire.gov.uk](mailto:della.pascoe@herefordshire.gov.uk)

## You Said, We Did 2023

During the past year we have been given feedback, which we love receiving and we try to act on. This is what we have done in response to your comments this year:

### You Said!

The inclusion funding monitoring form is lengthy and unhelpful

The Transition paperwork is long and does not always contain what is needed for discussion

Setting staff needed training so that SEND could truly be everyone's' business in the setting.

You wanted to have SEND information that could be given to parents in their first discussions

### We Did!

We removed this form and replaced it with a funding monitoring phone call

We developed and trialed a new One Page Profile type transition document

We ran 3 specific trainings dedicated to this.

We co-produced an information booklet for parents to help them understand the vocabulary and services they might need to know about.

### So What!

100% of those asked felt the new phone call was more beneficial

Initial feedback is very positive about how the new document makes transition meetings more streamlined

100% of EY SENCOs attending said that the course provided strategies that they could use in setting.

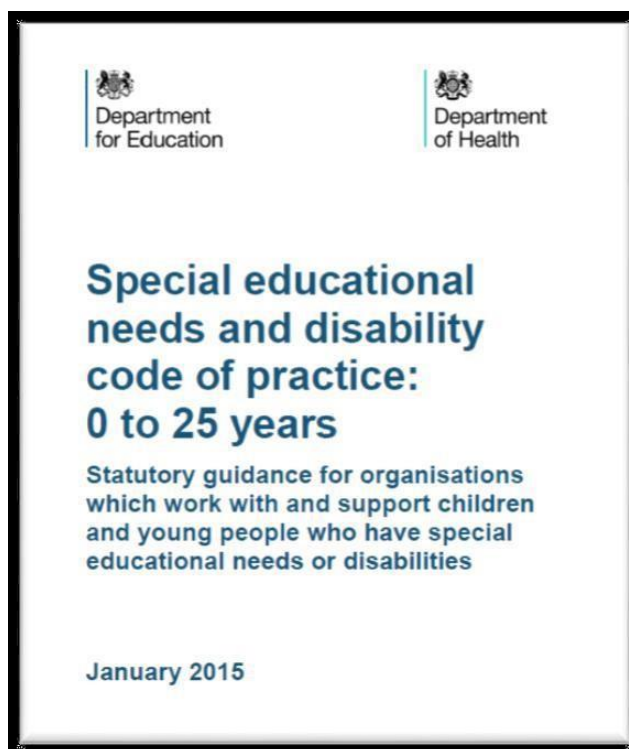
Parents receiving this booklet have told us that it has made a real difference to their understanding of SEN and services.

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




## The Graduated Approach

The graduated approach ensures that children with special educational needs and disabilities (SEND) get the right level of support when needed. Not every child will need to progress through all levels, and only those with the most complex needs require an Education and Health Care Plan. Most children will receive early intervention and will have their needs identified and met by their setting without the need for further input. Settings should apply a 'assess-plan-do-review' approach to meeting children's needs. This graduated approach should be led and co-ordinated by the setting SENCo working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources. (Code of Practice 2015)



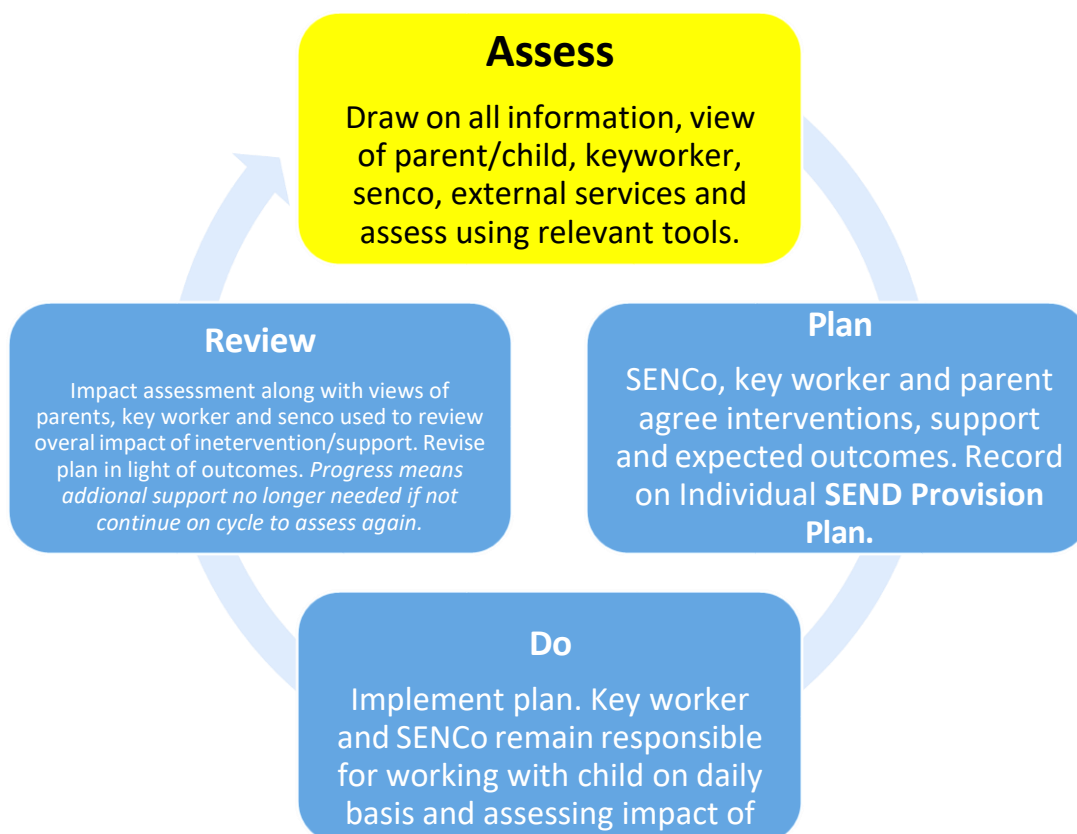
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### Herefordshire Early Years Graduated Approach

<b>Early Years Support within the Setting – the majority of children with SEND will be supported within setting and within your own setting budget</b>		<b>Wide Support and/or funding from External Agencies</b> <i>Local Authority involvement or funding (targeted and specialist support)</i>			
Universal Offer	Monitoring	SEND Support	SEND Support/ Funding	EHCP – for the children with the highest level of need	
<p>This should be provided by the setting as part of its ‘universal’ level, inclusive learning environment. (See Herefordshire Intervention guidance for SEND for more details).</p> <p>If the setting would like support with the general Early Years practice that underpins quality inclusion, please contact your Early Years Improvement Advisors using the <b>‘Request for Setting Support’ form</b>.</p> <p><i>If despite providing daily opportunities through the <b>Universal Offer</b> available for all children there is a lack of progress or no progress can be evidenced for a child...</i></p> <p style="text-align: right;"></p>	<p>Meet/discuss concerns with parents.</p> <p>Begin first cycle of <b>Assess, Plan, Do, Review</b> through setting’s Graduated Approach. Gather relevant background information. Discuss with HV (possibly as part of Integrated Review) with parental consent.</p> <p>Provide differentiated activities/strategies/interventions to be implemented with child. <b>This may involve the setting paying for extra training/staff/resources.</b></p> <p>Complete Individual <b>Play Plan</b> for child with <b>SMART</b> targets, detailing strategies and interventions to be implemented. Look for and attend further training if needed. See <b>‘Herefordshire Early Years - Writing SMART Targets’</b> guidance document...</p> <p style="text-align: right;"></p>	<p>Monitor child over a time limited period collecting evidence: observations, tracking. Make further referrals e.g. SaLT/ paediatrician/OT as appropriate.</p> <p>Use the <b>Early Support Developmental Journal</b> to track progress <b>click <a href="#">here</a></b>.</p> <p>If after completing <b>one</b> cycle of Assess, Plan, Do, Review there is a lack of progress or no progress can be evidenced through setting’s Graduated Approach then begin second cycle of assess, plan, do, review...</p> <p style="text-align: right;"></p>	<p>If appropriate request for involvement from LA by completing in full the <b>‘CHILD referral for Inclusion Support’</b> form (with parental consent and supporting documents) click <b><a href="#">here</a></b>. Early Years SEND Manager, Early Years Inclusion Officer or Early Years Improvement advisor to contribute to an action plan written by the setting with advice, recommendations and signposting.</p> <p>Implement recommendations, strategies and interventions detailed by all professions included on child’s Play Plan and worked towards regularly.</p> <p>Continue to regularly review Child’s Play Plan using Cycles of Assess, Plan, Do, Review. Include targets/ priorities through evaluation of progress/ support offered to child leading to next targets/priorities. Use the Early Support Developmental Journal to track progress. LA will request monitoring information periodically.</p> <p>After sufficient time to allow for recommendations to be implemented and if sufficient <b>Graduated Approach</b> can be demonstrated by setting then...</p> <p style="text-align: right;"></p>	<p>An application can be made for <b>Early Years Inclusion Funding from LA</b> if required click <b><a href="#">here</a></b>.</p> <p>Continue to use Assess, Plan, Do, Review, approach leading to next targets/ priorities and hold regular reviews.</p> <p>Evaluation must show how additional funding has been used and the impact of funding. <b>Early Years Inclusion Funding Monitoring conversation</b> will be completed termly.</p> <p style="text-align: right;"></p>	<p>After following <b>Graduated Approach</b>, applying Cycles of <b>Assess, Plan, Do, Review</b> with <b>support from LA</b> if more extensive support is required then a Family Conversation Form can be completed to request an assessment for an <b>Education, Health &amp; Care Plan</b>. <b>The Family Conversation form can be downloaded at:</b> <b><a href="https://www.herefordshire.gov.uk/info/200227/support-for-schools-and-setting-s/467/teaching-children-with-sen-and-disability/8">https://www.herefordshire.gov.uk/info/200227/support-for-schools-and-setting-s/467/teaching-children-with-sen-and-disability/8</a></b></p> <p>As long as setting can evidence involvement and impact from advice sought from wider agencies through their comprehensive Graduated Approach.</p>

## Assess-Plan-Do-Review

All children should have access to an inclusive learning environment. (See Herefordshire Intervention guidance for SEND for more details). If despite providing high quality daily inclusive opportunities through the **Universal Offer** available for all children the progress of the child causes concern then the setting should begin the cycle of **Assess, Plan, Do, Review**:



## Flowchart to support decision making and actions during the Early Years Graduated Approach in Herefordshire

All children receive Universal Provision. Discussions and observations during access to good quality universal provision highlight that a child may not be making expected progress or a specific need has been identified.

### Commence **Assess Plan Do Review** (APDR)

This includes assessing need and identifying next steps, recording them in a [play plan](#) (Play Plan 1), discussing with parents. Review targets with annotations to help with setting next targets. Commence Play Plan 2 and continue to APDR

Child has made expected progress and is beginning to work within some of their age related expectations. Input appears to be removing barriers and the child can continue to be provided for with **Universal Provision**. Parents are communicated with at each stage.

Child continues to make little or no progress and concerns continue. With parents' consent refer for [Inclusion Support](#) You may be considering referring to outside agencies at this point.

**Early Years Inclusion Referral Panel** meet and professionals involved will discuss support for the child. The child will be assigned a caseworker from the EY Inclusion Team. They will support with SMART Targets, strategies, advice and training. During this process the setting continues to implement APDR through play plans. Implement suggested strategies, attend training and continue to update Play Plans. It is important to keep parents informed through regular discussing

Child has made expected progress and is beginning to work within some of their age related expectations. Input appears to be removing barriers and the child can continue to be provided for with Universal Provision. Parents are communicated with at each stage.

Despite the use of the **Graduated Approach** this child is still needing significant SEN support and is not meeting age related milestones. The provision needed is additional to and different from their peers. At this setting may want to consider an [Early Years Inclusion Funding Application](#).

At this stage the apparent needs of this child may be considered to be likely to have a long term educational impact on the child. After following **Graduated Approach**, applying Cycles of **Assess, Plan, Do, Review** with **support from LA** if more extensive long term support is required then a Family Conversation Form can be completed to request an assessment [Education Health Care Plan](#)



## CHILD Referral for Early Years Inclusion Support 2022-2024

An **Early Years Inclusion Support** Referral is the second step along the **Herefordshire Graduated Approach**. Before completing this form please ensure that you have followed the graduated approach and have completed at least one full cycle of 'Assess, Plan, Do, Review' before a referral is made.

This child will be discussed at the Early Years Referral panel and a caseworker assigned. The caseworker will support you, as a setting, to consider the provision for this child. The caseworker will be in contact to arrange how support will look going forward. Support could be in the form of discussion, advice, SMART target support, observations and signposting.

**Early Years Inclusion Funding** can only be sought if the **Early Years Inclusion Support** process is followed.

Have you followed the graduated approach and completed at least one full cycle of Assess, Plan, Do, Review, with a second underway?	
Have you attached at least two Play Plans (IEP's or equivalent) to this referral?	
Have you attached a completed consent from?	
Have Play Plans and targets been discussed with parents or carers?	
Are the old Play Plans reviewed with annotations?	
Is the referral form fully completed?	
<b>Has your setting engaged with the Dingley's Promise Training? Give details</b>	
Please delete as appropriate	We would like to notify you of this child OR We would like a visit for support and advice
Do you require SEMH support?	
<i>Please refer to the Herefordshire Early Years SEND documents/intervention guidance/graduated approach documents before referring to Early Years Inclusion Support.</i>	
<i>Please note that if any of the above information is missing from the referral it will be returned to you.</i>	

Name of child:		DOB:	
Gender:		NHS Number (if known):	
Address:		Telephone number:	
Ethnic origin:		Home language:	
Setting name:		Year of school entry:	
Does the child receive their full NEF entitlement?	No Yes - 15      Yes -30	How many hours do they attend in total?	
EYPP	Y/N	Is the child in the Looked after System?	
MOD family			
Sessions attended: <i>i.e. Mon-Fri AM or Tue and Wed 9-3pm</i>			

<b>Does the child attend another setting? Please include specialist settings e.g. CDC, Blackmarston, Westfield.</b>		
<b>Are there any safeguarding concerns?</b>		<b>Lead professional:</b>
<b>Please indicate the child's primary additional need (use code below – one only). Choose the one that has the most impact on the child's learning and development. The code is for data purposes only:</b>		

SEMH – Social, Emotional and Mental Health		CL – Cognition and Learning	
SP – Sensory/Physical		CI – COMMUNICATION AND INTERACTION	
Are you anticipating completing a family Conversation with parents?	Y/N	Have parents indicated that they are considering a specialist placement?	Y/N
Please give a clear, detailed outline of the child's difficulties – what are your concerns and what impact do the child's difficulties have on his/her learning and development?			
What information have you gathered from others? This could include: liaison with other professionals/parents, reports received etc.			
Have you made any other referrals? E.g. to speech and language therapy.			
Please specify the support you are requesting?			
Under the SEND Code of Practice early years practitioners should be using the 'Assess, Plan, Do, Review' cycle with children with additional needs. Please write about how you've done this below. What are you doing in your setting to support this child?			
What difference is it making?			

Professionals Involved (please add name)	
Paediatrician:	
Speech and Language Therapist:	
Health Visitor:	
Child Development Centre:	
Portage:	
Social Worker:	
Family Support Worker:	
Advisory Teacher (hearing or visual impairment):	
SEMH Inclusion Service:	
Other (please specify:	

Children with additional needs will often require specific assessments to understand their needs and next steps. We recommend the Developmental Journal to aid this.

Developmental Journal
Please complete the following summary of the child's progress using the developmental journal. Please include the current and previous steps.
<b>Current Age in months:</b>

Date	Communication	Thinking	Personal, Social and Emotional Development	Physical

Referral form completed by:		Position:	
Signed:		Date:	
Telephone and email		Date received:	<i>To be completed by business support</i>

## Information Sharing and Consent for the Provision of Education Services

### Information sharing

Information about you and your family is confidential and will not normally be shared with other agencies without your consent. In order to provide your child(ren) and your family with the most appropriate support, our staff may need to gather information from and share information relating to your child(ren) with other agencies. If you decide that you do not wish us to gather or share your information with particular services, it might reduce the effectiveness of any assessment we carry out. It is however your right to make that decision.

Where a child being at risk of significant harm or where we are legally required to do so for other reasons, we may need to share information about you or your family without your consent. If possible, we will let you know that we have done this and we will process your data in accordance with our statutory duties.

### Recording of Information and Access to Records

Herefordshire's Children and Families Directorate need to collect, record and use information about you and your family in order to be able to work effectively and to deliver our services. We collect and process this information in accordance with the Data Protection Act (2018) and have a duty to ensure that any information we hold is kept securely and is used for the purposes that it is intended. We also have a duty for information stored to be adequate, relevant and not excessive; to be accurate and kept up-to-date and for the information not to be held longer than necessary.

Your relevant personal information will be held in an electronic file. This information may be in the form of correspondence, reports and records of our work with you. Your records are accessible by any worker, manager and senior managers within Herefordshire's Children and Families Directorate, although they can only access records where they have a legitimate reason for doing so. The Herefordshire's Children and Families Directorate Privacy Notice can be found on the privacy section of our website:

<https://www.herefordshire.gov.uk/directory-record/5874/children-and-families-services-education-privacy-notice>

You have a number of rights under data protection law including the right to request access to the records we hold about you at any time. For information about your rights under data protection law please see our website.

The consent will last for the period that Herefordshire Council's education services are involved with your family unless you withdraw or amend your consent. Where a new team starts working with your family or where there is a gap in the service we provide, you will be asked to confirm that the existing consents are still applicable.

### CONSENT FORM

*(One form to be completed per parent with parental responsibility/carer/significant adult in household)*

Name of parent/carer		Has parental responsibility?	Yes	No
Name of child		Date Of birth		
Name of child		Date Of birth		
Name of child		Date Of birth		
Name of child		Date Of birth		
Address				

<b>Postcode</b>	

I agree to information about my child(ren) being gathered from and shared with the following agencies listed below where they are involved with your family. Please tick box if you agree or identify any teams you do not want information shared with.

<b>Agency/Service</b>	<b>Teams within service</b>	<b>Consent given to gather information from Yes / No</b>	<b>Consent given to share information with Yes / No</b>
Herefordshire Council	<ul style="list-style-type: none"> <li>• Hearing Impairment Team</li> <li>• Visual Impairment Team</li> <li>• Physical Disability Team</li> <li>• Early Years Service</li> <li>• English as an additional Language</li> <li>• Elective Home Education</li> <li>• Traveller Education</li> <li>• Social Inclusion Team</li> <li>• Post-16 Educ. and Skills</li> <li>• Virtual School for looked after and previously looked after children</li> <li>• School Admissions</li> <li>• Special educational needs/ EHC assessment team</li> <li>• Educational Psychology</li> <li>• School Transport</li> <li>• Indep. Travel Training</li> <li>• Portage</li> <li>• Behaviour Support</li> <li>• Hospital and Home Tuition</li> <li>• Safeguarding in Education</li> </ul>		
Herefordshire Council	Children with Disabilities Social Care Team		
<b>Agency/Service</b>	<b>Teams within service</b>	<b>Consent given to gather information from Yes / No</b>	<b>Consent given to share information with Yes / No</b>
Herefordshire Council	Other children's social care teams		
Herefordshire Council	Early Help Team		
Wye Valley Trust and Herefordshire Council	Teams at the Child Development Centre (CDC) including paediatricians		
Wye Valley Trust	Children's Therapy Services: <ul style="list-style-type: none"> <li>• speech and lang. therapy</li> <li>• occupational therapy</li> <li>• physiotherapy</li> <li>• Specialist and complex nurses (incl diabetes, asthma etc)</li> </ul>		

Wye Valley Trust	Other Services at Hereford Hospital, e.g, hearing, vision		
Specialist Health Services	Specialist Health Services outside of Herefordshire		
Youth Offending Service	Youth Offending Teams		
Child and Adolescent Mental Health Service (CAMHS)	Child and Adolescent Mental Health Service (CAMHS)		
Herefordshire Council	Adult and Well-being Teams		
Schools, colleges and other educational settings	Your child's current or previous school, college, Early Years provider or other educational setting		

**Please state any specific services not listed that you do not want us to gather information from:**

**Please state any specific services not listed that you do not want us to share information with:**

**I give consent for Herefordshire's Children and Families Directorate to conduct educational assessments and to provide support as detailed in relevant educational plans for my child.**

<b>Parent/carer name</b>	
<b>Signature</b>	
<b>Date</b>	

**PLEASE RETURN THE COMPLETED FORM VIA ANYCOMMS (EARLY YEARS INCLUSION) OR TO: BUSINESS SUPPORT, CHILDREN AND FAMILIES DIRECTORATE, HEREFORDSHIRE COUNCIL PLOUGH LANE, PO BOX 4, HEREFORD, HR4 0LE**

## Early Years Inclusion Funding Application 2022-2024

In Herefordshire, we recognise that it is challenging for early years settings to meet the needs of some children with significant and/or complex needs. The Early Years Inclusion Grant was introduced to help these settings. The grant provides a contribution towards additional support for children.

The [SEND \(Special Educational Needs and Disability\) Code of Practice \(2015\)](#) sets out clear guidance to early years settings and schools on the process for appropriate identification, monitoring and securing further support for children with SEND.

It is estimated that under 1 per cent of children will need additional support within an early years setting if their needs are to be met. Each provider has ultimate responsibility for ensuring that this provision is made. **Please answer Yes/No to show you have completed the Early Years Graduated Approach process for Early Years Inclusion Funding:**

We have completed at least two cycles of Assess, Plan, Do, Review in accordance with the Herefordshire Early Years Graduated Approach and have included them in this application	
Play Plan targets are reviewed with annotations	
This child is <b>already</b> known to Inclusion Support and was referred through EY Inclusion Support Referral (EYIS) or Pre-School Notification (PSN)	
We can demonstrate that we have acted upon the advice of professionals involved with this child.	
This child is 3 years (the age when children are considered for EYIF)	
We are using the Developmental Journal to assess skills and gaps for this child	
We have completed a High Needs Matrix (HNM) highlighting one box per column	
Is a Family Conversation form being considered?	
We are taking part in Dingley's promise training to support Inclusion.	

### Is this a repeat application? Yes/No

Child's name

Setting

Date of Birth

Age (Y & M)

How long has child been in your setting?

### Sessions attended (✓ Tick all that apply)

	Mon	Tues	Wed	Thurs	Fri
AM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Hours attended

30 Hours funding Yes/No

### Please indicate the child's primary additional need (use code below – one only). Choose the one that has the most impact on the child's learning and development. The code is for data purposes only

Primary Additional Need Code:

**SEMH** – Social, Emotional and Mental Health

**CL** – Cognition and Learning

**SP** - Sensory/Physical

**CI** - Communication and Interaction

Code – Choose one only

Choose an item.

**Please summarise the child's difficulties to show that his/her needs meet the criteria for funding** (please attach a copy of

the [Early years High Needs Matrix](#) )

**Explain how you have made meaningful provisions to address the difficulties sufficient evidence over time of the setting? Please outline how you have used the Graduated Approach for this child:** *If the child has severe and complex needs is there evidence that the setting has liaised with other professionals and made reasonable adjustments? (What have you already done? Please attach most recent Play Plan with clear SMART targets that the child will be working towards and copies of any supporting information, for example a report from a Speech and Language Therapist or CDC report)*

**Outline how you have included parents in the decision making for this child:**

**How will the funding be used by the setting and monitored effectively?**

*Please be specific i.e. if funding will be used to increase staff ratios please elaborate on how this will support the child. **N.B** The use of the term 1:1 is considered an unhelpful explanation, please outline all the targeted support that will be provided*

**What will this support cost?**

Click or tap here to enter text.

Form completed by: Click or tap here to enter text.

Date: Click or tap to enter a date.

Email address for receipt: Click or tap here to enter text.

**Please note: Incomplete forms that do not demonstrate the Graduated Approach will be returned for resubmission.**

Please send via ANYCOMMS+ (to Early Years Inclusion) or by post.

Please return this form to: Della Pascoe, Early Years SEND Manager, Children and Families, Herefordshire Council, Plough Lane, Hereford, HR4 0LE.



Indicative Code of Practice Primary Areas of SEN									
ALL AREAS MUST BE CONSIDERED WITHIN WHAT IS DEVELOPMENTALLY APPROPRIATE FOR AGE GROUP									
	Sensory and/or Physical X 4			Communication and Interaction X 2		Social, Emotional and Mental Health X 4			Cognition and Learning X 4
	Physical health medical.	Hearing	Vision	Speech and Language	ASD	Emotional Well being	Social behaviour	Learning behaviour	Cognitive Ability
0	No needs in this area, physical development and general health within normal levels.	Hearing within normal limits.	Vision within normal range, including when corrected by glasses 6/6-6/12	Language communication skills within average levels or above.	No significant needs in this area.	No significant needs in this area.	No significant needs in this area.	No significant needs in this area.	Cognitive abilities within broad average levels and development within EYFS average or close to average.
1	Pupil shows poor fine and/or gross co-ordination skills.  Pupil is independently mobile without the use of aids etc, but requires assistance for some school routines/self help skills.  Pupil may need support with administration of regular medication in school	Mild loss of hearing (e.g. conductive or unilateral loss).  Can hear clear voice without aids/amplification	Mild impairment.  Mild bilateral field loss or adapted to monocular vision. Navigates safely  Wears patch 1-2 hours daily.  Colour blind.	Pupil has moderate delay in expressive and/or receptive language and/ or pupil has a mild speech sound disorder	Pupil has features of autism/ a diagnosis of ASD but has learning and behavioural competences that support their ability to cope with the expectations of EYFS with some non-specialised adaptations e.g. time out	Some inappropriate emotions and responses.  Somewhat lacks empathy with others  Sometimes appears morose and miserable.  Some occasional mood swings.  Sometimes unsettled by change	Sometimes has poor interactions with pupils.  Sometimes is disrespectful to staff or property.  Sometimes seeks attention inappropriately or unable to wait for rewards.	Sometimes gets distracted from tasks.  Sometimes inattentive to staff.  Sometimes shows poor organisation skills.  Sometimes does not work well in a group.	Pupil presents with some learning delay, shows some difficulties with conceptual understanding, in one or more areas of the EYFS and attainments are more than 1 year below average.
2	Pupil is mobile with the use of walking aids Pupil needs assistance on stairs, etc.  Pupil needs daily specialist programme for co-ordination skills.  Pupil needs daily adult support with health care regimes	Moderate hearing loss; uses post aural aids, non verbal cues for communication.	Moderate impairment, partial sight  Moderate bi-lateral field loss  Has safe navigable vision in familiar areas.	Pupil has severe language delay or moderate language disorder or pupil has a moderate speech sound disorder.	Pupil has a diagnosis and has other associated areas of need (learning, attention, behaviour) and requires additional support and/ or specialised interventions.	Often shows inappropriate emotions and responses.  Often shows little empathy with others.  Often unhappy, withdrawn, disengaged or shows mood swings.  Often upset by change.	Often has poor interactions with pupils.  Often is disrespectful to staff or property.  Often seeks attention inappropriately or unable to wait for rewards.	Often gets distracted from tasks.  Often inattentive to staff.  Often disorganised.  Often finds group learning difficult.	Mild learning difficulties. Needs differentiated work and support with conceptual understanding, and reasoning across the EYFS.  In the low range on standardised assessments of cognitive ability, or pupil presents with a very uneven profile of cognitive abilities that requires a balance of small group and additional adult support.
3	Pupil needs access to wheelchair for movement either independent with chair or adult supported.  Pupil requires constant adult supervision for safety regimes.  Dependent on support for most curriculum access.	Severe hearing loss, needs aids (e.g. radio aids/ sound filed systems) for curriculum access.  May use signing as aid to communication	Severe impairment, partial sight, e.g. Has limited navigable vision.	Severe language and/ or speech sound disorder/ limited language.  Uses mix of speech and augmented communication systems	As above but in addition child needs a setting with staff trained in using approaches suited to children with autism	Frequently shows inappropriate emotional responses.  Frequently distressed by change/transition.  Frequently displays bizarre, obsessive or repulsive behaviours.	Frequently has poor interactions with pupils.  Frequently is disrespectful to staff or to property.  Frequently seeks attention inappropriately.	Frequently gets distracted from tasks  Frequently inattentive to staff.  Frequently disorganised.  Frequently finds group learning difficult.  Frequently unable to wait for rewards.	Moderate learning difficulties, showing significant delay in reasoning skills and experiencing learning difficulties across all areas of the EYFS.  Extremely low range on standardised assessments of cognitive ability and requires an individualised curriculum and substantial individual adult support.
4	Profound or progressive condition. Dependent on assistance for mobility.  Non-weight bearing – requires use of hoisting. Staff require regular moving and handling training.  Dependent on assistance for most personal care needs, e.g. toilet, dressing, eating and drinking.  Specialist health care support required e.g. tracheostomy, gastronomy, pressure care, multi-agency joint working required	Very limited functional hearing for speech despite aids.  Signing as first language.	Minimal or no sight alternative methods (e.g. Braille) to access the curriculum.  Needs adult support for safe navigation	Severely limited language skills, uses alternative communication systems to make needs/choices known	As above but child's difficulties have a profound impact on their ability to function and multiple difficulties attaining developmental expectations	Regularly shows inappropriate emotional responses including self-harming.  Regularly behaviour is severely withdrawn, bizarre or obsessional.	Regularly shows only minimal respect for adults and peers.  Is very difficult to direct.  Regularly intimidates and readily resorts to physical aggression.	Regularly finds it very difficult to cope with most learning situations as an individual or as part of a group.  Regularly shows very little interest in adult directed activities at all.	Severe learning difficulties and global delay, affecting self-help and independence skills throughout school.  Functions at a level that requires specialised interventions and adaptations to the curriculum.

### **Disability Access Fund**

Disability Access Fund is money that is available to a nominated childcare provider once per year.

Three and four year old children who meet these criteria are eligible:

- The child is in receipt of Disability Living Allowance
- The child receives the Nursery Education Funding at a childcare provider in Herefordshire

Children become eligible for the Nursery Education Funding in the funding period after their third birthday.

Children do not need to take up all of their 570 Nursery Education Funding hours to be able to access the Disability Access Fund, and it is up to the childcare provider how the Disability Access Fund is spent. It cannot be used to pay for additional hours.

Four year olds in a reception class are not eligible for the Disability Access Fund.

Funding is paid at £825 per year and is paid to one childcare provider nominated by the parent.

Funding is not available to any childcare provider who is not claiming any Nursery Education Funding for the child.

Once funding for the year is paid, it will not be reclaimed even if the child leaves the setting. The new setting will not be able to receive any Disability Access Fund payment until the following year.

***You can access the application form [here](#).***

# Request for Setting Support from the Early Years Advisors 2023-2024

This referral allows an Early Years Improvement Advisor to support a setting with general Early Years practice that underpins quality inclusion. Please use the 'CHILD Referral for Inclusion Support' for individual referrals for children (this requires parental consent).

<b>Setting name:</b>		<b>Contact name:</b>	
<b>Address:</b>		<b>Contact number:</b>	
<b>Contact email address:</b>			
<b>Please state which one area you are requesting advice and support in relation to:</b>			
SEMH – Social, Emotional and Mental Health CL – Cognition and Learning SP – Sensory/Physical CI – Communication and Interaction		Code:	
<b>Please give more details below, including action already taken:</b>			
<b>Please specify the advice/support that you are requesting:</b>			

<b>Request form completed by:</b>		<b>Position:</b>	
<b>Signed:</b>		<b>Date:</b>	
<b>Email address for receipt:</b>		<b>Date received:</b>	<i>To be completed by business support</i>

## Transition

### **SEND children moving from pre-school setting to reception class**

Successful transition for children from preschool to reception class is crucial to enable children and parents to feel secure in the new environment, and for children to continue to develop and learn effectively. Children and parents need time and opportunities to familiarise themselves with the school environment and to start building relationships with key members of staff. Reception class staff need time to gather important information from each child's preschool or nursery.

Transition meeting:

The aim of a transition meeting is for all those involved with care of a child to be able to plan for a smooth and positive transition from their early years setting to school. The setting will inform the receiving school that the child has additional needs and set up a transition meeting for setting, school and parents. **Notes should be written as a record of the meeting and signed by attendees.**

Child's records (including learning journey, progress summary, IEPs etc.) will be up-dated and transferred to school by the end of the summer term. **Setting should keep a copy of front sheet and chronology. It is advised that settings ask a member of school staff to sign and date a slip to say that records have been received.**

For children with special educational needs moving from a pre-school setting into a reception class there is also specific information to be gathered and recorded. This will help in planning for additional support or particular requirements for the child.

- Once admissions lists have been confirmed in the spring term, start making visits to see children in their pre-school settings
- During these visits ask the staff if there are any children coming into your class with additional needs
- If there are, make arrangements with the pre-school and parents to have a transition meeting for that child. Some children may not be accessing an early years setting
- Ensure you ask all parents during new intake taster sessions and parent meetings whether there have been any concerns about their child's development, any assessments by health professionals or other professionals. If there have, again, make arrangements for a transition meeting to include any professionals working with that child.

The Local Authority will inform all schools in writing if they have a child who has had a PSN/early years referral transferring to their school.

## **SEND Early Years Transition Pack**

### **Transition pathway:**

#### **All children with additional needs at pre-school should have:**

- A learning journey
- Observations clarifying specific needs
- Tracking and evaluations of interventions (IEP/provision map or similar)
- A transition document/report (at the appropriate time in the year)

#### **Some children will also have one or more of the following:**

- A Pre-school Notification to LA (this will mean the child will have a key worker)
- An Education, Health and Care Plan (EHCP)
- Pre-school inclusion funding
- CDC group attendance (this includes regular review meetings)
- Input from health or other professionals eg; SaLT, OT, Portage

**Pre-schools must gain permission from parents to share information about a child's additional needs with school. This should be done as part of the pre-school's initial registration process for all children.**

### **Summer Term (or term before the child starts school)**

- Once school place is confirmed pre-school should contact the school to arrange at least one transition meeting (make use of the transition checklist to help plan this meeting). This could be held at the school or the setting.
- Use the Transition Plan sheet or similar to record information that staff will find useful once the child starts school. Think about what support the child may need in class, on separation from parent/carer, lunch time, play time, toileting, communicating, medical needs etc.
- The child should also take part in the school's usual process of induction visits.
- The Year R teacher (and possibly the school SENCO) should arrange to see the child at the setting.
- If the child will need additional support in class the support assistant should be identified during the summer term to enable them to meet the child and parents and to visit the child at the setting. They should be part of any transition meetings and see all relevant written documents.

**If the child will be following a different pathway into school than the rest of the cohort (eg, a period of part-time or a gradual transition) a transition plan should be drawn up with a clear time frame and a target date for the child to be attending full-time.**

If there is any suggestion that the child may start school out of their year group please refer to the [Primary admissions information](#) and [Guidance on the admission of summer born children](#) on the council website.

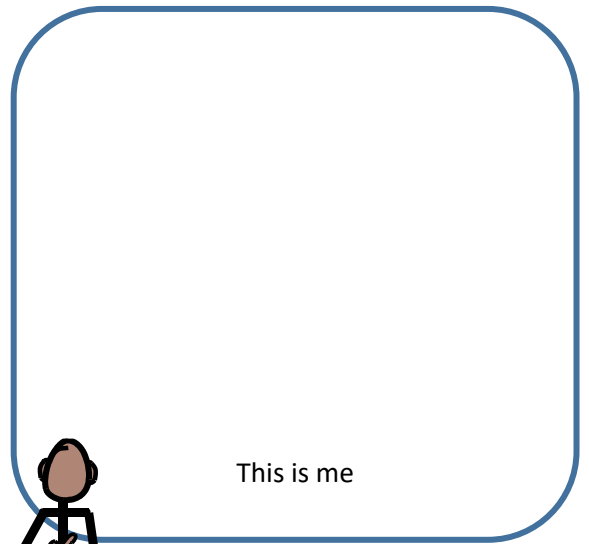
## Hereford Early Years Inclusion Service Transition Checklist and Plan 2023-24

Each transition plan should be used as the basis for the transition meeting between parents or carers, settings, schools and professionals.

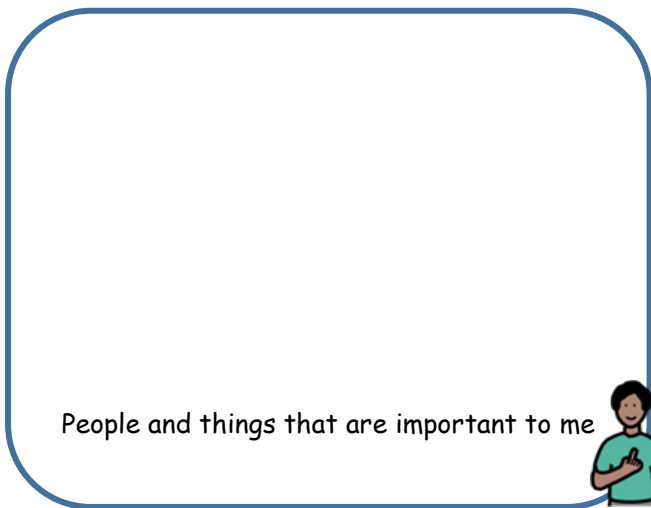
Transition Plan for:			Date of Plan:		
From: (pre-school/nursery)			To: (school)		
Transition meeting planned for: (name of child)		Date:	Venue:		Time:
Early Years Graduated Approach Stage: <i>(Please tick one)</i>		Monitoring   Inclusion Support   Inclusion Funding   EHCP			
Invite:	Yes	No	Documents handed over		Yes   No
Parents and Carers			Assessment information (Development Matters/Birth to 5 Matters/Early Support Developmental Journal) AET		
Pre-school/nursery key person			Pre-school/nursery transition report/observations		
School representative YR teacher/ SENCO			Play Plan/ IEP/ Behaviour Plan		
SaLT			Notes from LA visits (e.g. Early Years Improvement Advisor/ Inclusion Officer)		
Portage			CDC reports (e.g. Multi-Disciplinary Assessment - MDA/ Group reviews)		
CDC			SaLT report/assessment		
Physio			EP report		
Early Years Improvement Advisor			EHC Plan		
Health Visitor			other		
other			other		
other					
Actions: Who?	What?			By when?	

# My One Page Profile

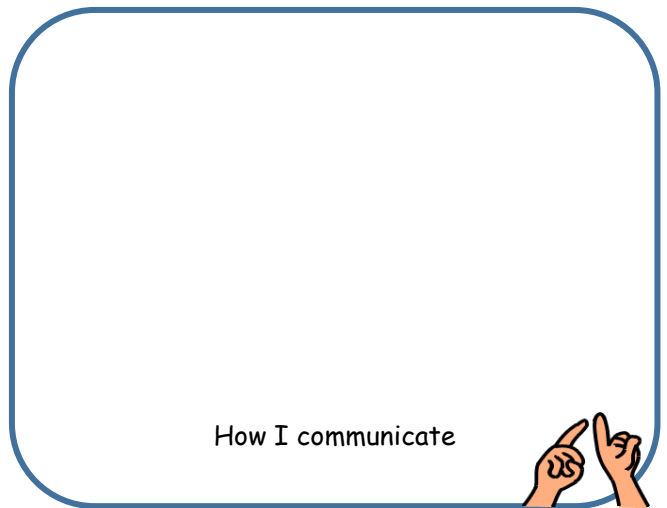
Please take time to get to know all about me.  
This is the best way to help me feel safe and happy in my new setting.



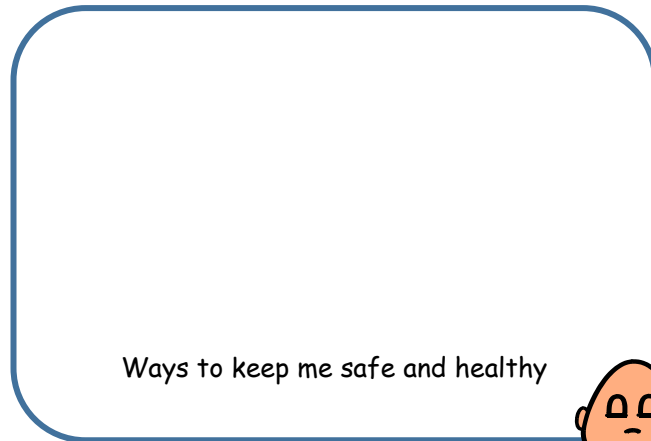
This is me



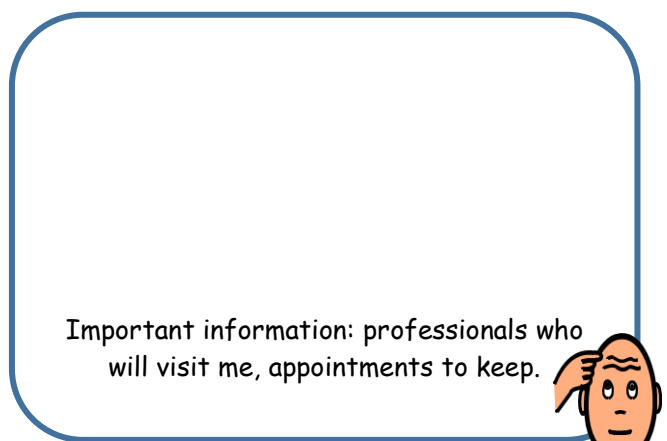
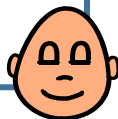
People and things that are important to me



How I communicate



Ways to keep me safe and healthy



Important information: professionals who will visit me, appointments to keep.



Ways I play and learn

