

Early Years SENCO Handbook



Early Years SENCo Handbook – Information and Guidance

Foreword

I am pleased to introduce to you our Early Years SEN Handbook, designed to support all Early years' Settings in receipt of the Free Entitlement (Nursery Education Grant) to meet their responsibilities under the Special Educational Needs Code of Practice (2001).

It is designed to complement existing guidance such as the SEN Code of Practice (2001); SEN toolkit and Wiltshire Council's own Indicators and Provision Document (WIPD) and should be read in conjunction with these documents.

This handbook outlines the expectations for inclusive practice in early years' settings. Further information can be sought from the web references listed under each topic where needed.

This handbook is the property of the Early Years' setting and a hard copy should always be available for staff to refer to. If further copies are needed there will be a charge. However, the handbook is available online at www.wiltshire.gov.uk.

I hope that you find this handbook informative and user-friendly, but if you need any more support please contact your Early Years Inclusion Adviser (EYIA).

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Section 1

Wiltshire's policies and guidance documents

Wiltshire's policies and guidance documents

1.1 SEN strategy

The Special Educational Needs (SEN) strategy for Wiltshire is available to view on the Wiltshire Council website (www.wiltshire.gov.uk/education-and-learning/special-educational-needs).

It sets out how we will respond to the government's strategy for supporting children with special educational needs and promote their inclusion. It outlines our vision and informs our working practice.

"Children and young people with special educational needs are a significant part of Wiltshire's population of vulnerable children." Our SEN strategy: "sets out Wiltshire Council's priorities for Special Educational Needs developments. It will support dialogue with educational settings and a range of agencies to enable us to work together for the benefit of vulnerable children and young people in our county." (Wiltshire SEN Strategy 2008/09)

The SEN strategy incorporates government guidance from the Every Child Matters/Change for Children agenda (www.everychildmatters.gov.uk). It is also compatible with the four areas for action within the government's national strategy for SEN, 'Removing Barriers to Achievement' (2004) – early intervention, embedding inclusive practice, raising expectations and achievements, and working in partnership. (www.standards.dfes.gov.uk/eyfs/resources/downloads/removing-barriers.pdf)

'Ensuring appropriate educational arrangements for individual children and young people, and, developing effective inclusive special educational needs systems and provision relies upon educational settings, a range of agencies and Wiltshire Council developing a shared understanding of, and, acknowledging joint responsibility for meeting special educational needs.' (Wiltshire SEN Strategy 2008/09)

Our six key objectives for SEN:

1. To work with mainstream schools and early years settings to develop their capacity to provide for as wide a range of individual needs as possible and to raise achievement
2. To work with and develop special schools and specialist learning centres to enable them to provide directly for some pupils, and to support mainstream schools and Early Years' settings in their work
3. To develop alongside other agencies pro-active and preventative strategies to ensure that needs are identified as early as possible, and action is taken to provide services as quickly as possible
4. To work in partnership with all stakeholders
5. To promote the confidence of parents /carers and children and young people
6. To manage resources effectively, efficiently and transparently.

(Wilts SEN Strategy 2009/10)

To view the full current document, go to the Wiltshire Council website.

1.2 Wiltshire Indicators and Provisions Document (WIPD)

This document sets out a framework for identifying children and young people with special educational needs, as well as providing guidance on progression routes and review procedures to enable early years settings, schools, professionals and parents to make effective decisions about provision.

It should be viewed as good practice guidance on the indicators for children with SEN in Wiltshire which all early years settings are expected to work towards.

We expect this guidance to be used for all children over whom there are concerns. A hard copy should be readily available for all staff to refer to.

This handbook is important because:

- it helps to ensure that all Wiltshire's children and young people from 3 to 16 have an equality of opportunity in accessing provision for SEN
- it offers parents and carers a source of guidance about what provision should be expected if their child has a special educational need
- it facilitates a joint understanding between schools, Early Years' settings and support agencies
- it supports the Department for Children, Families and Schools (DCFS) in its statutory duty to monitor, audit and evaluate the effectiveness of SEN provision.

Section 4 is your tool to help you clarify if/when a child may require additional support.

The indicator pages can be photocopied from this document and are available on the accompanying cd-rom. Alternatively the pages are accessible from Wiltshire Council's website (www.wiltshire.gov.uk/special-educational-needs-site).

Individual specialist service information can be found in the WIPD.

If you would like more information, please contact your local Early Years Inclusion Adviser.

Section 2

SEN principles

SEN principles

2.1 SEN Code of Practice and graduated response

A duty is set out in Section 313(2) of the Education Act 1996 and section 4(1) of the Nursery Education Grant Maintained School Act 1996, that all early education settings in receipt of government funding are required to have regard to the SEN Code of Practice (2001) (www.teachernet.gov.uk/doc/3724/SENCodeOfPractice.pdf)

More recently, the Early Years Foundation Stage (EYFS) statutory guidance (www.standards.dfes.gov.uk/eyfs) states that providers must have specific legal requirements for equality of opportunities and clearly states that providers should have regard to the SEN Code of Practice: "All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development." (1.15:2007)

A minority of children will have particular learning requirements which go beyond the provision described in the EYFS which are likely to arise as a consequence of a child having a special educational need.

Early Years' settings must keep a record of children who have been identified as having special educational needs. This record should include:

- Child details
- Nature of the difficulty
- Level of support being provided (action/action plus)
- Dates of reviews
- Dates of statement reviews and those involved.

Need to demonstrate a graduated response

A graduated response recognises that the setting's usual differentiated curriculum and strategies will address the needs of most children, but that some will require a level of intervention that is **additional to or different** from this. The setting needs to set suitable challenges which reflect children's diverse needs and aim to overcome or reduce potential barriers to learning.

Adequate progress may be defined as that which:

- Closes the attainment gap between the child and his/her peers
- Prevents the attainment gap growing wider
- Is similar to peers starting from the same baseline although less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social and/or personal skills
- Demonstrates improvements in the child's behaviour.

NB – Not all pupils with difficulties or disabilities have Special Educational Needs. Many learn alongside their peers with little need for additional resourcing beyond the aids they need as part of their daily life, such as a wheelchair or a hearing aid. It is also true that a child for whom English is an additional language does not on that basis have special educational needs.

The key to effective planning for children with special educational needs is to retain as much flexibility as possible. Use of the EYFS and the Wiltshire Indicators and Provision Document (WIPD), together with parental input, will identify children whose progress is a cause for concern. This should trigger a closer, multi-agency investigation of the factors which may be hampering progress, in order to identify the need and the most appropriate way of meeting that need via the completion of a Common Assessment Framework (CAF) form which may lead to an Inclusion Support Meeting (ISM).

The SEN Code of Practice uses four broad areas of need:

- Cognition and learning
- Behavioural, emotional and social development
- Communication and interaction
- Sensory and/or physical needs.

The local authority uses the WIPD as guidance when matching the need to the most appropriate provision.

In light of the assessment process, the special educational needs co-ordinator (SENCo) should decide on the action needed to help the child to make progress.

Definitions of categories of Special Educational Needs

Triggers for Early Years Action:

A decision to place a pupil at Early Years Action will be informed by evidence that despite the use of an appropriately differentiated opportunities, a child:

- is making little or no progress even with a targeted response.

Responsibilities for Early Years Action:

- planning and delivering an individual programme
- devising strategies and identifying appropriate methods for accessing the curriculum
- facilitating further assessment
- collecting information
- liaising, if appropriate, with a professional such as an area SENCo, educational psychologist or external specialist concerning strategies for the child.

Triggers for Early Years Action Plus:

If, despite receiving an individualised programme and or concentrated support under Early Years Action, the child:

- continues to make little or no progress in specific areas over a long period

then it may be necessary for the SENCo to move the child to Early Years Action Plus with parental consent.

Responsibilities at Early Years Action Plus:

- Seeking advice from an external support service with specialist knowledge relevant to overcoming the child's barriers to learning. When such support is involved on a regular and frequent basis, then the support is recorded as Early Years Action Plus.

2.2 Early years SEN policy

This section outlines the reasons it is necessary to have a policy for SEN in early years settings and provides pointers to good practice in writing a policy. It provides detailed guidance and examples of the key elements that should be considered for inclusion.

Why have a policy?

A SEN policy is a statement of the beliefs, values and goals of an organisation. It should reflect the ethos and practice of the setting and outline procedures. A SEN policy should be tailored to an individual setting. It is a working document that everyone in the setting shares a responsibility for and works together to deliver.

It is vital that a setting has a clearly written policy which describes how it aims to identify children who may be having difficulties, support children with SEN and promote inclusion.

There is a legal requirement for all early education settings to have a written SEN policy which is likely to be looked at during an Ofsted inspection. The policy must have due regard to the SEN Code of Practice (2001) and contain information as set out in the conditions for the Free Entitlement (Nursery Education Grant) (www.wiltshire.gov.uk/appendix-1-conditions-of-grant.pdf).

As with all policies it must be subject to a regular cycle of monitoring, evaluation and review.

Guidance on drafting, monitoring and evaluating an SEN policy

Writing the policy is not just the work of the setting SENCo but should include contributions from all staff to ensure joint ownership and understanding. You may want to ensure that parents are consulted as well. It must be relevant to your setting and reflect your own ethos and ways of working.

The policy should be user-friendly – avoid the use of jargon and explain abbreviations. Provide a clear layout with information in a logical sequence and with headings.

Although the SEN policy needs to be a standalone document, it will still be necessary to cross-reference to other policies, such as the Admission's Policy and Behaviour Management Policy.

It may need to be available in alternative formats such as Braille or different languages.

Consider the use of appendices for sections that change frequently e.g. staff members or details of training.

Key elements of a SEN policy

Principles/aims

Summarise the beliefs shared by your staff about children with SEN.

Have regard for the SEN Code of Practice (2001) and demonstrate that you comply with the provisions of the SEN and Disability Act (2001) and the Disability Discrimination Act (DDA) (1995) which state that you cannot discriminate against a child with disabilities and that reasonable adjustments must be made so that the setting and its activities are accessible.

Describe how inclusion is promoted in your setting.

Include a statement on children's entitlement to a broad and balanced curriculum.

For example:

- 'We work in partnership with parents/carers enabling them to play an active role in their child's education.'
- 'All children access a full range of activities thorough which they can develop and learn through play.'

Admissions

If a setting is seeking to be truly inclusive and non-discriminatory, children with SEN should be welcomed and admitted according to the same criteria as all other children.

- Make reference to the Disability Discrimination Act (1995)
- Include a statement about equal opportunities
- Describe how children are settled in to your setting
- Describe how arrangements can be flexible so you can successfully include children with individual needs.

Premises

Describe the setting and say how children with disabilities can access it.

Roles and responsibilities:

Describe the responsibilities that all practitioners have in meeting children's individual needs.

Name the responsible person and describe the role.

Name the SENCo – describe the role – give brief details of responsibilities, training, how information is passed to all staff.

The Special Educational Needs Co-ordinator (SENCo)

Outline the responsibilities of the setting SENCo.

For example:

- Liaises with parents/carers
- Liaises with professionals
- Advises and supports other practitioners in the setting
- Ensures that Individual Education Plans (IEPs) are in place
- Ensures that background information is collected, recorded and updated
- Takes the lead in monitoring and reviewing any action taken to support the child
- Ensures that appropriate records are kept for children at Early Years Action, Early Years Action Plus and those for a statement of SEN.

Training

Staff need specific knowledge and positive attitudes to include children with SEN successfully.

The policy needs to outline a commitment to training and explain how information and expertise is shared in the setting:

- List any training courses attended by staff
- List any specialist SEN qualifications held by staff
- State your commitment to training staff and updating their skills
- Describe training attended (could go in an appendix)
- Describe the induction of new staff with regard to SEN.

SEN provision

Identification and assessment

State how you would identify children with SEN e.g. through discussions with parents/carers and your usual record-keeping, observations and assessments.

State how you involve parents/carers and keep them informed.

Levels of provision

Describe the provision at whole setting arrangements for children with statements.

State that all children with SEN will have an IEP and describe how it is written.

Monitoring and reviewing

Describe how you monitor and review children's progress.

Say how often you review IEPs and who is involved.

Record-keeping

Describe how you record your provision for children with SEN.

Describe who has access to records and how they are stored confidentially to meet data protection requirements.

State how records are transferred when children move to a different setting.

Support

Describe what arrangements you make to meet the needs of children with SEN:

- The role of the key person
- How children are grouped
- How you adapt activities
- If and how you provide individual support
- How you use your staff to meet children's needs.

Resources

Describe how you make resources and equipment accessible to all children.

Describe any arrangements for obtaining/using special equipment and resources.

Say if you have a budget for SEN.

Describe any resources that you have that encourage all children to understand the rights of disabled children e.g. books that represent disability as part of diversity.

Inclusion

Describe how children access the curriculum.

State that the children have access to a broad and balanced curriculum.

Describe how you consider the needs of children with SEN in your planning.

Describe how you differentiate the curriculum.

For example:

- 'Children are involved in making choices.'
- 'Our equipment and materials include positive images of children with SEN.'
- 'We differentiate activities to ensure all children have access to the curriculum.'
- 'We make use of augmentative communication e.g. Makaton, picture symbols.'

Physical access

Describe how you make arrangements so that children with physical and sensory difficulties can move around safely and access activities.

For example:

- 'Our setting has adapted doorways, ramps and toilets.'
- 'Specialist environments can be used e.g. soft play facilities, multi-sensory room.'
- 'Furniture is arranged to accommodate children with mobility difficulties e.g. there is access to adjustable height furniture (sand trays).'
- 'Passage ways are kept clear.'
- 'Areas have carpets/curtains (to reduce noise levels).'
- 'Outdoor play area has soft safety paving.'
- 'There are changing facilities.'
- 'Separate nappy changing area.'

Partnership – Children

Describe how you involve children in, for example:

- Their learning
- Celebrating success

For example

- 'Children are involved with their own learning.'
- 'Children are encouraged to celebrate their own success and that of others.'
- 'Children are encouraged to comment on whether they enjoy activities.'

Partnership – Parents

Describe how you would involve parents/carers in meeting the needs of their child.

Describe how you would exchange information.

Describe how you would make arrangements to meet parents/carers' needs.

For example:

- 'We have full and open consultation with parents/carers.'
- 'Parents/carers concerns are recorded and acted upon.'
- 'We value parent/carers' expertise.'
- 'Parent/carer comments are included in assessment and review'
- 'We ensure parent/carers are aware of roles and responsibilities of staff e.g. by a photo display.'
- 'We ensure parents/carers are welcomed to the setting.'
- 'The setting has an open door policy offering informal chats as necessary and formal discussion by appointment.'
- 'Information is shared with parent/carers through the use of home/setting diaries and open days.'

Partnership - External support agencies

Show your commitment to working with other agencies, including seeking consent from parents/carers about their involvement.

Briefly describe the arrangements in place to work effectively with external support agencies.

List other professionals/agencies with whom you work.

For example:

- 'The setting is committed to joint working with agencies appropriate to the child's individual needs.'
- 'The setting will use advice from other agencies to provide suitable strategies/targets for children.'

Partnership - Other settings/schools

Describe your transfer arrangements (www.wiltshire.gov.uk/early-years-final-for-internet.pdf).

Describe links with other settings/schools.

Monitoring and reviewing the policy

Describe who is involved.

Describe how the policy is reviewed.

State how often the policy is reviewed.

State the next review date.

2.3 Parental consent

Gaining consent is an important ethical principle, recognising the right of the parent to exercise control over the services they receive.

Informed consent is a legal condition whereby a person can be said to have given consent based upon a clear appreciation and understanding of the facts, implications and future consequences of an action. In order to give informed consent, the individual concerned must be in possession of all relevant facts at the time consent is given.

It should also be made clear that the giving of consent is not a one-off event, but a continual and ongoing issue. The parent/carer should be informed that they can withdraw consent at any time. Consequently, the issue of consent will need to be revisited at regular and reasonable intervals.

It is good practice that explicit parental consent is secured in writing, before any information is shared.

You must **never** share a child's information without parental consent, unless you suspect the child may be at risk of serious harm. If you ask your Early Years Inclusion Adviser to visit and observe a child, please show the signed consent form on arrival.

Checklist for informed consent:

Is sharing the information in the best interests of the child/young person and/or their parent/carer?	
Have I gained informed consent to sharing the information?	
Have I considered and worked within legal boundaries?	
Have I considered and worked within local procedures?	
Have I shared adequate information to meet the needs of the child/young person?	
Is the information up-to-date and accurate?	
Is the information based on evidence?	
Is the information shared in a secure way?	
Have I recorded how, with whom and why the information was shared?	
Have I checked if there are any organisations/people that information should not be shared with?	

Example template for consent

(Setting Logo)
(Setting Address)

Consent for liaison with outside agencies

Every child has the right to have their individual needs met. In order to do this, it may sometimes be necessary for us to talk to and share information with outside agencies or other settings attended.

Wherever possible, we will always discuss with you in the first instance, any information that needs to be shared.

Whilst your child is attending staff will be monitoring and assessing your child's progress.

External agencies are welcome to visit our setting.

Declaration

I do/do not give my permission for
(role) to discuss my child with outside agencies.

Please state any agencies that you do not wish us to discuss your child with.....

I understand that by contacting other agencies the setting is working in partnership with me as parent/guardian/carer to meet the needs of

(Child's name) (Date of birth)

Signature of parent/guardian with parental responsibility
.....

Print name Date

Wiltshire's local safeguarding children procedures

As a provider involved in the care of your child, we will try at all times to share any concerns we may have. However, in the event that we feel a child has been harmed or is at risk of significant harm, then we have a duty to follow the Wiltshire Safeguarding Children Board procedures, as set out in the booklet 'What to do if you are worried a child is being abused' (DoH 2003). Our first concern will always be the welfare of your child.

Section 3

Inclusive practice

Section 3

Inclusive practice

‘Inclusion is a process ... it should be a child-centred, never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learn from difference.’ (Wilts SEN Strategy p6:2008/9)

3.1 The Early Years Foundation Stage (EYFS)

The EYFS is based on principles of inclusion which means that early years providers oppose discrimination and prejudice and welcome all families and children. Early years settings should provide care and education for a wide range of children in environments that enable children to feel safe and supported and which extend their learning and development.

‘Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised and developed, and that inclusion is not optional: children have defined entitlements in this area and settings have legal responsibilities.’ (EYFS p2007)

Meeting the individual needs of all children lies at the heart of the EYFS. Every child deserves the best possible start in life and support to fulfil their potential. All early years providers must have and implement an effective policy for ensuring equality of opportunities and for supporting children with learning difficulties and disabilities.

Further information is available at: www.everychildmatters.gov.uk or contact your Early Years Advisory Teacher (EYAT) or Early Years Inclusion Adviser (EYIA).

Other useful websites:

www.ncb.org.uk – Council for Disabled Children Inclusion Policy

www.ncb.org.uk – Publication ‘Including Me.’

www.inclusion.org.uk – ‘the Index for Inclusion’

www.pip@kidsactive.org.uk – ‘It doesn’t just happen – inclusive management for inclusive play.’

orders@yps-publishing.co.uk – ‘Pick & Mix – a selection of inclusive games and activities.’

Action plan for inclusion

Areas to consider	Action	Who	By when
Contact EYIA for advice and support			
Consider need for Common Assessment Framework (CAF) Pre-Assessment Checklist Consider need for a CAF			
Initial multi-agency meeting for all involved – parent, staff, other agencies			
Arrange initial visit for the family Home visit			
Arrange a visit to other setting the child may attend			
Conduct a risk assessment			
Consider Health Care Plan if appropriate			
Consider nappy changing arrangements			
Consider support arrangements			
Consider staff training needs			
Consider child's medical needs			
Consider inclusion to access curriculum areas			
Planning			
Arrangement for induction			

3.2 Early Support ... is about improving services for families with young disabled children

Early Support is the government programme to achieve better co-ordinated, family focused services for young disabled children and their families. It is a national programme that is being used by local authorities, hospitals and community-based health services across England.

Early Support is for families with babies or children under five with additional support needs associated with disability or emerging special educational need. It is designed to help families access better co-ordinated services for their children, and is particularly relevant where families are in contact with lots of different people.

It is a way of working that keeps families at the heart of discussion and decision making about their child.

Early support key workers help families use the network of services around them efficiently, acting as a single point of contact when parents and carers are looking for information, aiming to reduce stress by encouraging everyone who is in contact with a family to work better together.

The Family Pack 'Blue Box' is a set of materials to help families with young disabled children. It contains:

- A set of background information booklets which give general information about how services are organised and what families are entitled to. They can be used separately, or in combination with one another.
- A Family file. Families are encouraged to use the standard templates in the file in discussion with the people who work with them, to record information about their child and family, and to carry the file with them to appointments and meetings.

The Developmental Journals help families track, record and celebrate their child's progress through the early years

They enable joint working, by improving everyone's understanding of early childhood development and sharing information about how a young child is progressing. There are four journals:

- Developmental Journal, expands the EYFS
- Downs Syndrome
- Monitoring Protocol for Deaf Babies
- Visual Impairment Journal

Information for parents' booklets. These were developed at the request of parents, who asked for standard information to answer basic questions. They provide first step information that other families who have 'been there before' say is useful, including contacts for more information. There is a wide range of conditions covered by these booklets including Autism, Downs Syndrome, Learning Disability and Rare Conditions.

For further information visit: www.earlysupport.org.uk or contact your Early Support Development Worker.

3.3 Individual Education Plans (IEPs)

Individual Education Plans (IEPs) should be used to set out the interventions for individual children at Early Years Action, Early Years Action Plus and for children with statements of Special Educational Need. The IEP should **only** record key short term targets and strategies that are **different from or additional to** those already in place in the setting.

It is a tool/working document that should ensure interventions are planned and communicated to all staff working with the child and shared with the parents. It should be written by the SENCo in conjunction with the child's key worker and ideally should be reviewed and evaluated on a termly basis (six weeks) with the parents.

The SENCo has a responsibility to ensure that appropriate Individual Education Plans are in place.

The IEP should include information about:

- The short term targets set for the child which should be **Specific Measurable Achievable Relevant Time-bound**
- The teaching strategies to be used
- The provision to be put into place
- When the plan is to be reviewed
- Success or exit criteria
- Outcomes (to be recorded when IEP is reviewed).

Individual Education Plan diary

The diary is a tool to be used by any member of staff working with a child for whom there is an IEP, where evidence of the implementation of IEP interventions and strategies may be recorded on a daily basis. This collection of evidence will later support the termly evaluation and review of the IEP targets set by the SENCo.

It is also a requirement that the IEP diary is completed if a child has had support from Inclusion Support Funding.

For more information contact your Early Years Inclusion Adviser.

Additionally, information may be found in:

- The SEN Code of Practice (Section 4)
- The SEN toolkit (Section 5).

INDIVIDUAL EDUCATION PLAN

Name	DOB	Setting	Date of IEP Child is at EYA or EYA+ (please indicate)
Strengths:		Key areas for targeted support :	
General targets	Specific targets	Strategies/Provisions	Evaluation

General Targets	Specific Targets	Strategies/Provisions	Evaluation
Adult involvement:		Parental involvement	
Adult involvement:			Signed.....

Review date.....

Individual Education Plan (IEP) Diary

Name:

IEP review date:

Specific targets and activities from IEP;

Date	Comments/evaluation

3.4 Outreach

Outreach is a service available from your local District Specialist Centre (DSC) to support practitioners in mainstream early years settings to ensure the needs of children aged 0-5 years with difficulties and disabilities are met within an inclusive environment.

The outreach work will ensure that children are at the centre of all service delivery; enable early years practitioners working in mainstream settings to develop their own skills and share in others' expertise and support and facilitate inclusion. It will complement existing services offered by the Early Intervention team, Portage, Educational Psychology service and other key agencies to meet the holistic needs of children and their families.

Outreach can:

Contribute towards the assessment of an individual's learning needs.

Advise on planning appropriate interventions.

Input into individual programmes (including development of learning targets; advice about learning and teaching strategies; specialist resources).

Contribute towards the professional development of practitioners in individual settings or clusters in a range of specialist training including:

- One-off training
- Training programmes
- Role-model / shadowing
- Team teaching
- Opportunities for mainstream practitioners to visit specialist provision.
- Advise on appropriate resources

The greatest proportion of outreach time is agreed on an individual basis, but will be either with the key person/setting/child. An agreed plan of intervention will be made, outlining each person's role and responsibility within it.

Request for outreach – procedure to be followed:

- Requests are initiated at a multi-agency meeting using the appropriate form, from a discussion of individual need.
- Before the request is made, the setting will have implemented strategies, and/or may have had support from Early Intervention team and/or relevant services/agencies.

For further information, please contact your Early Years Inclusion Adviser.

3.5 Early Years Inclusion Support Fund – 0-5 years

The aim of the Early Years Inclusion Support Fund is to make a **contribution towards assisting** the inclusion of children aged 0-5 years living within Wiltshire and attending mainstream provision, where their own needs or family circumstances are a barrier.

Applications can be made for a **contribution towards** either:

- Fees for a two year old attending an Early Years setting or an out-of-school club (a maximum of one session per week can be awarded).
- Additional support to enable a child requiring a substantially differentiated curriculum to access the Early Years Foundation Stage (a maximum of five sessions per week can be awarded).

If you consider a child meets either of these criteria then you **must** contact your Early Years Inclusion Adviser for further advice and support.

Application forms with the criteria for eligibility are available from our Early Intervention team administrator on 01225 785670 or e-mail nikki.hunt@wiltshire.gov.uk

Application forms are allocated for each individual child. Please have the child's name and date of birth available when you call.

3.6 Medical needs

There are four main categories of health care needs the setting SENCo should be aware of:

- Allergies such as those resulting in anaphylactic Shock.
- Children who take regular medication such as those with diabetes, asthma, cystic fibrosis, epilepsy etc, who may or may not require a Health Care Plan in place at the setting.
- Children who require a medical procedure to be carried out such as a catheterisation, gastrostomy feed etc. A setting may not need to carry these out if the child attends the setting for only a short period of time, but this information would be needed in case of serious illness or accidents.
- Children who are receiving treatment for conditions such as leukaemia or other cancers.

The support required by some children will fall within the setting's generic health care systems; for example children who may require occasional use of an asthma inhaler. The Early Years Inclusion Adviser will support the setting to ensure the systems in place meet the needs of the more familiar medical needs.

For others, the setting SENCo should be aware that their EYIA will need to be notified of children with serious or chronic medical conditions before a child attends the early years setting. These children should have an Individual Health Care Plan in place in the setting. The child's Health Visitor will facilitate the production of this plan which must be written by a health care professional. Once produced the Individual Health Care Plan must be signed by the health care professional, parents and setting manager. It is the setting's responsibility to ensure that the plan is reviewed appropriately.

The setting should also ensure they have details of any medication any child takes regularly even if the setting does not give medication or carry out medical procedures. This information may be required in case of unrelated medical emergency, outings and for future planning.

If a child attends a setting providing sessional care, consideration should be given to the impact of a child's medical condition if they were to attend the setting for more than two-and-a-half hours.

A referral to the Physical Impairment Service may be necessary. Your EYIA will be able to advise you if a referral is required.

For further information, please refer to the guidance 'Managing Medicines in Schools and Early Years' settings' (DFES 2005) (www.standards.dfes.gov.uk)

3.7 Transition arrangements for children with medical needs

To support schools with the planning duty under the Disability Discrimination Act (DDA) (2005) it is helpful if settings can notify the appropriate school and the School Nurse service in Term 4 (before Easter) about a child's medical condition and the management of it. Permission from a parent or person with parental responsibilities must be sought before this type of information is passed on. This will enable the school to ensure that suitable facilities are in place and staff trained as required.

The Early Years Inclusion Adviser will be able to advise the setting SENCo if a referral to the Physical Impairment service is required.

To support the transition of information on medical needs and facilitate the delivery of appropriate training the school nurse should be invited to the Transition Inclusion Support Meeting (TISM).

The setting should use the SEN Transition Document for Children with Difficulties and Disabilities (www.wiltshire.gov.uk/early-years-final-for-internet.pdf) to notify the school of the child's need/s, allowing the school to meet its anticipatory duties.

3.8 Manual handling

Manual handling in this context is the term given to a member of staff lifting or having to physically support (take the weight of) a child to enable them to move. To ensure that both the child and the member of staff are not put at risk of injury, manual handling training is needed. In some cases a manual handling plan will need to be in place at the setting. It is the responsibility of the setting to ensure that all manual handling tasks are risk assessed and a handling plan is written as required. The Physical Impairment Service can help you with this. They can also provide training for staff in manual handling procedures. A physiotherapist is likely to advise on the content of the plan but can not do the risk assessment or produce the plan for you.

The need for manual handling training should have been identified at a multi-agency meeting but if a child with a physical disability that requires lifting or physically supporting by an adult has not had a multi-agency meeting, the setting SENCo should contact their Early Years Inclusion Adviser.

Staff should **NOT** be lifting or physically supporting children until they have received appropriate training. This may affect when the child can start at the setting.

3.9 Physical impairment pathway

Early Years' pathway for children with complex physical impairment and/or medical need

Child 0–5 years, living in Wiltshire and looking to attend a setting:

When a parent contacts you about a child with a physical impairment or significant medical need (may or may not be attending District Specialist Centre (DSC):

- Explain what you **can** offer. You are required to make 'reasonable adjustments' under the Disability Discrimination Act but be honest with the parents and explain what you reasonably cannot do. Do not make promises you cannot keep. If in doubt, it is reasonable to say you don't know.
- Complete Key Questions sheet.
- Discuss the need to proceed through multi-agency process.
- Discuss a start date which enables specialist training to have taken place **before** the child starts.



- With informed parental consent contact Early Years Inclusion Adviser immediately to initiate a multi-agency meeting as soon as possible.
- Send copy of completed Key Questions sheet to Early Years Inclusion Adviser.
- Early Years Inclusion Adviser will inform Physical Impairment Service and DSC as appropriate.



Possible outcomes:

- Establish child's needs
- Establish training needs of staff
- Establish resource needs
- Plan induction
- Establish professional support for child and setting
- Refer to DSC
- Refer to a multi-agency meeting
- Appoint key worker and/or lead professional

Information is recorded in CAF or Inclusion Journal



Review at multi-agency meeting

Invite school nurse to TISM

Key Questions

Child with a physical impairment/significant medical need in Early Years' Settings

Return to Early Years Inclusion Advisor together with consent for a multi-agency meeting.

Early Years' setting	Date of referral
Child's name and date of birth	Parent/carer details
Home address	Telephone number

Settings/childminders attended or planned. Please indicate start dates

Contact details	Days attending	Session times	Start dates
District Specialist Centre			
Pre-school			
Childminder			

Brief description of physical/medical needs

Professionals involved	Name	Reports available
Paediatrician		
Physiotherapist		
Occupational therapist		
Speech and language therapist		
Portage tutor		
Social Care		

Key Questions

Child with a physical impairment/significant medical need in Early Years' Settings

To ensure your child receives appropriate equipment and support please answer the following:

What type of equipment or resources are used to support your child:

	Currently available What/where	Requested
Seating		
Standing		
Mobility		
Feeding		
Toileting		
Sensory/Communication		
Medical		

Parental/Carer's agreement

I agree for this referral to be made to the Physical Impairment Service and for relevant reports to be distributed.

Parent/Carer's signature:

Date:

3.10 Disability Discrimination Act (DDA)

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that many disabled people face. This Act has been significantly extended by the Disability Discrimination Act 2005.

The DDA's fundamental definition of a disabled person is someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial.' 'Long-term' means has lasted or is likely to last more than 12 months.

It is unlawful for Early Years' settings to discriminate against disabled pupils. Discrimination happens if:

- a child is treated 'less favourably' than another for a reason related to their disability and without justification
- a provider fails, without justification, to take reasonable steps to avoid placing disabled children at a substantial disadvantage; this duty is known as the 'reasonable adjustments' duty.

Reasonable adjustments meet statutory requirements when they:

- act to prevent disabled children being placed at a substantial disadvantage
- are aimed at all disabled children
- are anticipatory
- enable children to participate.

When deciding if a reasonable adjustment is necessary to avoid placing children at a substantial disadvantage, providers need to consider the potential impact on disabled children in terms of:

- time and effort
- inconvenience
- indignity or discomfort
- loss of opportunity
- diminished progress.

This section is not intended to be a comprehensive guide to the Disability Discrimination Act, but rather as a guide to raise awareness and as a prompt to find further information.

If further information is required, please use the guidance booklet 'Early Years and the DDA (1995)' available at ...

www.standards.dfes.gov.uk/eyfs/resources/downloads/p0000843.pdf

or in the guidance of 'Implementing the DDA in schools and early years settings' which can be ordered through

www.publications.teachernet.gov.uk

3.11 Promoting personal development

The Disability Discrimination Act (2005) provides protection for anyone who has a physical, sensory or mental impairment that has an adverse effect on his/her ability to carry out normal day-to-day activities. The effect must be substantial and long-term.

It is clear therefore that anyone with a named condition that affects aspects of personal development must not be discriminated against. However, it is also unacceptable to refuse admission to other children who are delayed in achieving continence. Delayed continence is not necessarily linked with learning difficulties. However, children with global developmental delay which may not have been identified by the time they enter nursery or school are likely to be late coming out of nappies.

Education providers have an obligation to meet the needs of children with delayed personal development in the same way as they would meet the individual needs of children with delayed language, or any other kind of delayed development. Children should **not** be excluded from normal pre-school activities solely because of incontinence.

Any admissions policy that sets a blanket standard of continence, or any other aspect of development, for all children is discriminatory and therefore unlawful under the Act. All such issues have to be dealt with on an individual basis, and settings/schools are expected to make reasonable adjustments to meet the needs of each child.

Further guidance can be found at:

www.surestart.gov.uk.

www.eric.org.uk

www.ncb.org.uk – Publication 'Dignity of Risk'

www.dh.gov.uk – Good practice guidelines.

3.12 SEN and safeguarding children

The 'Working together to safeguard children' (www.everychildmatter.gov.uk) document sets out how organisations and individuals should work together to safeguard and promote the welfare of children. It is addressed to practitioners and front-line managers who have particular responsibilities for safeguarding and promoting the welfare of children.

Part 1 of the document comprises Chapters 1 to 8, which are issued as statutory guidance.

Part 2 of the document incorporates Chapters 9 to 12 and is issued as non-statutory practice guidance.

Additional information can be found at:

Cm 5860 (2003). Every Child Matters. London: The Stationery Office.
Website: www.everychildmatters.gov.uk/

Safeguarding Children: The second joint Chief Inspectors' Report on Arrangements to Safeguard Children.
Website: www.safeguardingchildren.org.uk

Department for Education and Skills (2004a). Safeguarding Children in Education. London:

Department for Education and Skills. Website:
www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/guidance/

Education Act 2002. London: HMSO.
Website: www.opsi.gov.uk/ACTS/acts2002/20020032.htm

Human Rights Act 1998. London: HMSO.
Website: www.opsi.gov.uk/ACTS/acts1998/19980042.htm

3.13 Voice of the child

One of the key objectives under the Every Child Matters – Change for Children agenda is for children to have a voice. Making a positive contribution is one of the key aims of this agenda and includes engagement in decision making and developing self-confidence and independence. This is acknowledging the United Nations Convention for the Rights of the Child (1989) which states that a child has a right to obtain and make known information, to express an opinion and to have an opinion taken into account in any matter or procedure affecting them.

In supporting this view, Wiltshire Council aims to encourage the participation of all pupils, regardless of difficulty or disability. Providing opportunities for children with special educational needs to make decisions and exercise choice is essential to ensure engagement and involvement in their learning.

Very young children with more severe learning, communication or sensory difficulties may be unable to make their wishes known without additional help. In these cases, a member of the Early Intervention team will be able to give you advice on how to enable the child's participation, so that every child can have their voice heard and views taken into account.

More information:

www.unicef.org/uk - UN Convention for the Rights of the Child

www.ncb.org.uk

www.4children.org.uk

www.ofsted.gov.uk

Wiltshire Indicators and Provision Document – for more information or advice contact your Early Years Inclusion Adviser

Listening to Young Children – for more information or advice, contact your Early Years Advisory Teacher and/or Early Years Inclusion Adviser

3.14 Requests for statutory assessment

Guidance is available in The Special Educational Needs Code of Practice (2001). Section 4 is the relevant section for early education settings particularly sections 4:33 - 4:50.

A request for statutory assessment will be part of the graduated response' to an individual child's needs as described in Section 4 of the Code of Practice.

When a child's needs cannot be met through differentiation, Early Years Action or Early Years Action Plus, it will be necessary to consider whether a statutory multi-disciplinary assessment is appropriate. This will be decided by the setting in consultation with the child's parents and any external agencies involved. It will only be made if it is agreed that a child has complex, long-term and significant needs.

Accurate and detailed record-keeping is essential when making a request for statutory assessment. The early years setting will be asked for detailed information about the child and his/her needs, also for information about those involved with the child and assessments that have taken place. Assessments recorded over time from the early years setting will have been recorded in the Wiltshire Indicators and Provision Document (WIPD).

It is important to liaise with your Early Years Inclusion Adviser, with parental permission, as early as possible when a child is placed at Early Years Action and particularly Early Years Action Plus. Your Early Years Inclusion Adviser will be able to give you guidance and support if necessary.

There is a useful booklet for parents about making a request for statutory assessment called 'Special Educational Needs (SEN) - A guide for parents', which is available from DfES Publications on 0845 602 2260 or from Wiltshire's Family Information Service at **ask** on 0845 585072.

ask also has a Special Educational Needs Support Service (SENSS). This is a free and independent service for parents at every stage from Early Years Action onwards. The service can be accessed by calling the **ask** helpline on 08457 585072 or by visiting www.askwiltshire.org.

Timetable from proposing an assessment to making a statement

6
W
E
E
K
S

Local Authority begins to consider whether to make a statutory assessment

Local Authority decision

To assess

Not to assess:
parents have right to appeal

10
W
E
E
K
S

The Local Authority makes an assessment and then decides whether to make a statement of special educational needs

Local Authority decision

To make statement

Not to make statement

2
W
E
E
K
S

Proposed statement

The Local Authority explains decision and sends a note in lieu: parents have right to appeal

8
W
E
E
K
S

Final statement

Total number of weeks = 26

Section 4

Partnership working

Partnership working

4.1 Working with parents and outside agencies

Working with parents

Partnership working with parents plays a key role in promoting a culture of co-operation between parents, settings, schools, the local authority and others. This is important in enabling children and young people with SEN to achieve their potential.

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. It is therefore essential that all professionals actively seek to work with parents and value the contribution they make (SEN Code of Practice 2.2).

It is important that early years staff should gather as much information as possible about any child prior to their starting at the setting. The admissions process should ensure that appropriate questions are asked about a child's possible additional needs and/or difficulties and the parents reassured that this information will be used to plan carefully for provision of care and education.

Working with other agencies

In order for the setting to share information on a child with any other agency it is necessary to obtain written parental consent (see appendix A). Where parents do not wish to involve other agencies it is important that their wishes are respected.

The main principle of working with other agencies is to provide integrated, high quality, holistic support focused on the needs of the child where the agencies communicate and agree policies and protocols to ensure there is a seamless service.

Please also read sections on multi-agency meetings and Common Assessment Framework.

Further information may be found in

- SEN Code of Practice, chapters 2 and 10.
- WIPD

Working in partnership

Wiltshire Council is working in partnership with local organisations across the private, voluntary and public sectors to improve outcomes for all children.

www.wiltshirepathways.org – use this link to view Wiltshire's Children and Young People's Plan

www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp/

'All About Me' Book (Early Years Transition Liaison Guide)

Speech and Language Referral and Matrix (WIPD)

4.2 Common Assessment Framework (CAF)

The Common Assessment Framework (CAF) is a national development, designed to help identify and meet a child's unmet needs in partnership with their parents/carers, to improve outcomes for all children.

It is based on an assessment interview which is completed with the parent – often by someone who is already working with the child in some capacity. The outcome is an agreement about the child's needs across several areas and a plan to begin to address the needs, either within the family or with the help of other organisations.

For more background information see the CAF website:

www.everychildmatters.gov.uk/delivering-services/caf
www.wiltshirepathways.org

For advice and guidance on the CAF process and support co-ordinating CAF meetings, contact your local Information Sharing & Assessment Co-ordinator (ISAC) Team.

All services involved in early identification of need or early prevention strategies in working with children, young people and their families (Level 2) and who use the information gathered to seek involvement from other services, should use the Common Assessment (CAF) to gather and collate that information. With the service user's consent, the CAF can be shared with other agencies, only completing the sections on their referral forms to provide information additional to that included in the CAF.

All agencies that require an assessment to identify how their service would meet the needs of a child/young person should ask if a CAF has been completed and whether permission has been given for this information to be shared. If a CAF is available, the referrer should be advised to complete only the required sections on the agency's referral form.

When to do a common assessment

You can do a CAF at any time when you believe a child will not progress towards the five Every Child Matters priority outcomes without additional services. You need to identify these children early and help them before things reach crisis point. The CAF is an important tool for early intervention.

Remember this is a voluntary process and you do need consent from the child/young person and/or their family.

It is designed for use when:

- you are concerned about how well a child is progressing; you might be concerned about their health, welfare, behaviour, progress in learning or any other aspect of their wellbeing, or they or their parents may have raised a concern with you
- the needs are unclear, or broader than your service can address
- a common assessment would help identify the needs, and/or clarify which other agencies need to be involved.

You do not need to do a common assessment when:

- children are progressing well, and all needs are being met.

If you are worried that a child may have been harmed or may be at risk of harm, you should follow Local Safeguarding Children Board procedures without delay.

Statement taken from Children's Workforce Development Council

**'Common Assessment Framework for children and young
people: practitioners' guide' September 2007**

Similarities between the CAF and (ISMs) SEN Code of Practice:

- The purpose of both is to provide a framework for identifying and meeting a child's unmet needs where there is a concern.
- Collaboration with parents/carers is considered key.
- The child's views are incorporated at all stages.
- Once needs are identified, a plan is put together to meet them.
- One person becomes the central co-ordinator of the plan, but others are likely to be carrying out the interventions.
- There is a staged approach to intervention – i.e. interventions are intended to start as close to the child as possible, carried out by the adults who are in day-to-day contact. This means that outside agencies are involved only where a capability gap is evident.
- Collaboration with other agencies is seen as vital so that interventions are co-ordinated.

Experience in Wiltshire shows that, amongst other things, the CAF has the potential to help setting staff to:

- develop positive relationships with parents/carers
- understand the child's needs better, having more information and a broader view of the whole child
- share interventions that work for the child more widely across different situations both inside and outside the setting
- add to effective IEPs by taking appropriate targets directly from the multi-agency meeting
- develop closer links with outside agencies.

In the setting context, the CAF may be considered if staff believe there are unmet needs which go beyond Special Educational Needs and therefore require a broader assessment than that indicated by the SEN Code of Practice.

It might be appropriate for a setting to decide to consider a CAF and offer it to parents every time a child is put on Early Years Action. There may be children for whom a CAF is appropriate, but who are not thought to have any Special Educational Needs. This means that although there are concerns, they do not appear to meet the definition of SEN as given in the SEN Code of Practice. However, if something 'additional and different' is planned for the child at the setting because of needs identified by the CAF, the SENCo would need to consider whether those interventions should be monitored through the Code of Practice.

4.3 Multi-agency meetings

Multi-agency meetings in Wiltshire provide a co-ordinated approach for children 0-5 years with difficulties and disabilities and their families, to meet the holistic needs of children. A decision whether a multi-agency meeting is necessary would be made after the completion of a CAF.

Any child referred to a multi-agency meeting must be living in Wiltshire and aged 0-5 years, prior to starting school.

The multi-agency meeting will engage families and service providers from initial referral to planning, implementation and review of support plans. They are usually held at the Children's Centre supporting the community area.

The child will have an identified level of need at level 2 CAF.

The needs of children who require a specialist level of additional support are discussed at a multi-agency meeting usually held in the local District Specialist Centre (DSC), to plan a co-ordinated approach for the present and future needs of the child with professionals and parents working in partnership.

The child will have an identified level of need at level 3 CAF.

Transition Support Meetings (TISMs)

The needs of children with difficulties and disabilities who may require additional support during the transition phase to school will be discussed at a TISM to plan a flexible and individual programme into school life.

Ideally, this meeting should take place three new terms before school entry but it is possible that a child can be referred to a TISM during the first two terms of primary school.

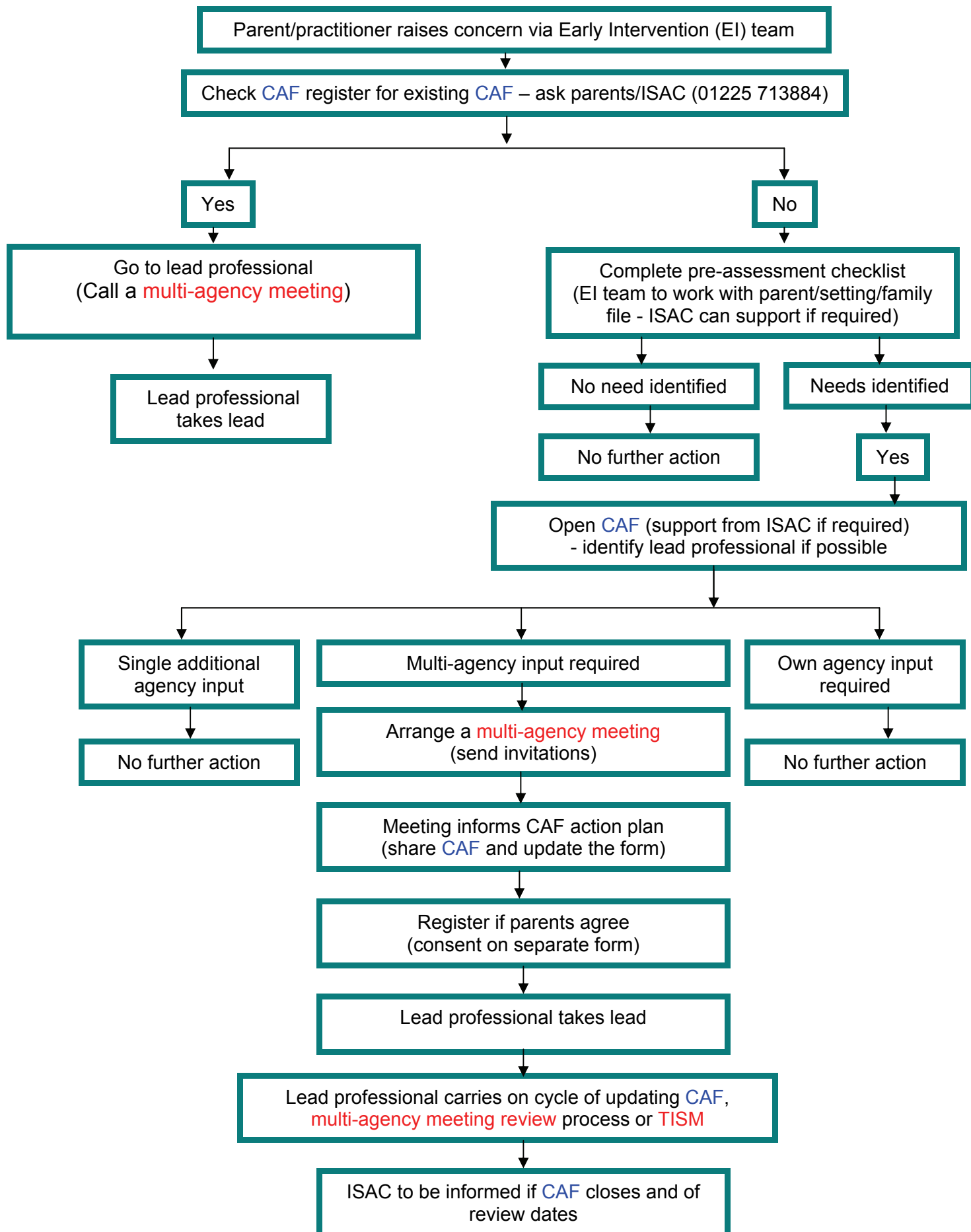
Child will have an identified level of need at level 2 or 3 CAF and one or more of the following:

- Child is at Early Years Action Plus.
- The child is in receipt of Inclusion Support Funding.
- The child is in receipt of an ongoing and regular targeted intervention programme.
- There is increased vulnerability at transition.
- The child is receiving support from an outreach or parenting programme.

All multi-agency meetings have a cycle of review.

To seek further information, or to discuss a child for whom a multi-agency meeting might be appropriate, please contact your Early Years Inclusion Adviser.

Common Assessment Framework (CAF) in the Early Years' multi-agency meeting process



4.4 The role of the lead professional

If a number of people are providing support to a child, one of these people may be appointed as a lead professional.

This person will keep the parent/carer informed, listen to their views, support the family, and will also co-ordinate all the services supporting the child.

The parent/carer and the child will have a say in who should be the lead professional.

Consideration should be made to ensure that the lead professional role is handed over to the most appropriate person within the transition process.

The role of the key worker

Over many years disabled children and young people and their families have requested a key worker service that provides them with a single point of contact and enables them to have easy access to information, support and services.

Key working is a service that provides disabled children and young people and their families with a system whereby services from different agencies are co-ordinated. It encompasses individual tailoring of services based on assessment of need, inter-agency collaboration at strategic and practice levels and a named key worker for the child and family. Families with disabled children should only have a key worker if they want one.

A key worker is both a source of support for disabled children and young people and their families and a link by which other services are accessed and used effectively. Key workers have responsibility for working together with the family and with professionals from services and for ensuring delivery of an inter-agency care plan for the child and family.

The role of the key worker should include:

- Providing timely, accurate and appropriate information.
- Identifying and addressing the needs of all family members.
- Providing emotional and practical support as required.
- Working with the families strengths and empowering families.
- Co-ordinating the support given by different agencies.

There are two recognised models of key working: designated key workers (those whose role is solely that of a key worker) and non-designated key workers (those who work with a small number of families as part of their other professional/parental role).

Wiltshire uses interim designated key workers. The Early Support Development workers can be the named key worker for families with pre-school children until a non-designated key worker can be nominated by the family.

4.5 District Specialist Centres and Portage

District Specialist Centres (DSCs)

There are four District Specialist Centres in Wiltshire, offering centres of good practice for children aged 0-5 years with difficulties and disabilities. The centres' staff can also demonstrate role modelling of specific working practices or use of specialist resources and can provide specialist in reach and outreach support.

District Specialist Centres will help Wiltshire work towards meeting the early years SEN strategy vision for improving outcomes for children with difficulties and disabilities. They provide support systems that parents can have trust and confidence in and work closely with our Children's Centres to support children and families' needs in the community in which they live.

Further information:

Springboard (Chippenham) – www.springboardchippenham.co.uk or 01249 657145

Stepping Stones (Trowbridge) – barbara@steppingstones.plus.com or 01225 350004

Devizes DSC (Devizes) – www.devizesopportunity.com or 01380 726077

John McNeil (Salisbury) – johnmcneiloppcentre@tesco.net or 01722 413263

Portage

Portage is a home-visiting educational service for pre-school children with additional support needs and their families.

Its aim is to support the development of young children's play, communication and relationships and to encourage full participation in day-to-day life within the family and beyond the home. Portage services are committed to securing inclusion in the wider community for all children and families in their own right. Support offered through Portage is based on the principle that parents are the key figures in the care and development of their child and Portage aims to help parents to be confident in this role whatever their child's needs may be.

Families are usually visited weekly, at home by their trained Portage home visitor. Profiles or developmental assessments may help in identifying strengths and goals for future learning. The emphasis is on the positive, finding out and building on what a child can do. Goals may focus on developing movement, learning, play, communication and participation in the activities of everyday living.

Portage services are available across Wiltshire.

For further information contact:

North and Kennet Portage Service – nwdportage@aol.com or 01249 454419

Salisbury Portage Service – 01722 336262 ext 2495

West Portage Service – westwiltsportage@hotmail.co.uk or 01225 766500

National information can be obtained from: www.portage.org.uk

4.6 Transition to school or early years' setting, childminder, or after-school clubs

Effective transitions within the Early Years Foundation Stage (EYFS) depends largely on a commitment from all early years professionals to develop positive communication links. To help ensure continuity for children moving through the EYFS and their transition from one setting to another it is important for all settings, childminders, after school clubs and primary schools to develop a shared approach.

The **Early Years Transition Liaison Guide** has been compiled to provide guidance and information to early years settings, childminders and parents around times of transition for pre-school children. The guide can be used in its entirety or a specific section/s selected for use separately.

It is available on the Wilshire Council website www.wiltshire.gov.uk or at every early years setting as a paper copy.

Transition funding

For early years children with additional needs a Transition Inclusion Support Meeting is often held to discuss the child's needs on starting school and to share best practice. If the meeting feels that needs on entry to school may initially be greater than could be met at School Action Plus, a recommendation can be made to apply for Early Years Transition Funding. This is time-limited support to help the child bridge the gap between their early years setting and school.

Further details about this funding can be requested from the Early Years Inclusion Adviser.

Information about Wiltshire Council's services can be made available on request in other languages and formats such as large print and audio. Please contact the council on 0300 456 0100, by textphone on 01225 712500 or by email on customerservices@wiltshire.gov.uk

如果有需要我們可以使用其他形式（例如：大字體版本或者錄音帶）或其他語言版本向您提供有關威爾特郡政務會各項服務的資訊，敬請與政務會聯繫，電話：0300 456 0100，文本電話：01225 712500，或者發電子郵件至：customerservices@wiltshire.gov.uk

Na życzenie udostępniamy informacje na temat usług oferowanych przez władze samorządowe hrabstwa Wiltshire (Wiltshire Council) w innych formatach (takich jak dużym drukiem lub w wersji audio) i w innych językach. Prosimy skontaktować się z władzami samorządowymi pod numerem telefonu 0300 456 0100 lub telefonu tekstowego 01225 712500 bądź za pośrednictwem poczty elektronicznej na adres: customerservices@wiltshire.gov.uk

ولشائر کونسل (Wiltshire Council) کی سروسز کے بارے میں معلومات دوسری طرزوں میں فراہم کی جاسکتی ہیں (جیسے کہ بڑی چھپائی یا آڈیو ہے) اور درخواست کرنے پر دوسری زبانوں میں فراہم کی جاسکتی ہیں۔ براہ کرم کونسل سے 0300 456 0100 پر رابطہ کریں، ٹیکسٹ فون سے 01225 712500 پر رابطہ کریں یا customerservices@wiltshire.gov.uk پر ای میل بھیجیں۔

يمكن، عند الطلب، الحصول على معلومات حول خدمات مجلس بلدية ويلتشرير وذلك بأشكال (معلومات بخط عريض أو سماعية) ولغات مختلفة. الرجاء الاتصال بمجلس البلدية على الرقم ٠٣٠٠٤٥٦٠١٠٠ أو من خلال الاتصال النصي (تيكست فون) على الرقم ٠١٢٢٥ ٧١٢٥٠٠ أو بالبريد الإلكتروني على العنوان التالي: customerservices@wiltshire.gov.uk

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