

Level	Early Years Setting	Early Years Improvement Advisor
Universal/targeted	<p>Practitioner has concerns about a child’s development.</p> <p>Setting staff/keyperson:</p> <ul style="list-style-type: none"> • Discusses child with parents and colleagues • Gathers relevant background information • Discusses with HV (possibly as part of Integrated Review) with parent consent • Puts intervention strategies into place • Monitors progress <p>.....</p> <p>The points above should be provided by the setting as part of its ‘universal’ level, inclusive learning environment. (See 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 EYIA using the ‘Request for Setting Support’ form.</p>	<p>SENCO training provided on how to do this</p> <p>Referral form (Request for Setting Support) on Herefordshire Council website</p> <p>EYIA can discuss support and/or staff training</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Targeted/Specialist</p>	<p>If, despite all of the above, the child continues to make little or no progress, or the key person’s concerns increase, an individual referral for inclusion support for the child can be made.</p> <p>Setting refers child to EYIA for inclusion support <u>with parental permission</u>. Fills in an EY inclusion support referral form with all relevant information and <u>clearly stating the child’s areas of difficulty</u></p> <p>Practitioners may have concerns about a child but do not feel confident to approach parents, or parents are not engaging with the referral process. Could discuss with EYIA verbally</p>	<p>Referral form (Referral for Early Years Inclusion Support) on Herefordshire Council website</p> <p>EYIA responds to referral by phone or email making a date to visit</p> <p>Can discuss child with practitioner and make suggestions, but unable to take case any further/make onward referrals</p> <p>No visit/observation without a referral, unless exceptional circumstances</p>
		<p>Health/ other professionals refer children to local authority via Pre-School Notification (PSN) system</p> <p>(If child not already known to local authority, EYIA will make contact with setting , check parent’s permission and visit setting)</p>

Targeted/Specialist	<p>Setting puts early intervention strategies into place (using provision map/IEP/behaviour plan as appropriate) using suggestions from EYIA and any other professionals involved. This may involve the setting paying for extra staff/training costs/resources.</p> <p>Monitor progress and make changes to interventions/IEP (as needed)</p> <p>Look for and attend further training if needed (this should include ‘Planning for Children with SEND in Early Years’ or equivalent course)</p> <p>Make further referrals e.g. SaLT/SPORT (Single Point Of Referral Team – for all health referrals e.g. physio, paediatrician) as appropriate</p> <p>Apply for funding if appropriate – following discussion with EYIA</p> <p>If child receives inclusion funding, setting must draw up an IEP with SMART targets and use the Early Support Developmental Journal to track progress</p> <p>Inclusion funding, if agreed, will <u>pay a contribution</u> towards the support required by the child –the setting is also expected to make a contribution towards the cost.</p> <p>Child may qualify for Disability Access Funding if parents receive Disability Living Allowance</p>	<p>EYIA will visit setting to carry out a joint observation with the child’s key person and to support the setting to identify appropriate interventions.</p> <p>EYIAs will not meet with parents unless there is an exceptional reason why this is necessary.</p> <p>EYIA will:</p> <ul style="list-style-type: none"> • Contribute to an action plan written by the setting including background notes from discussion with staff, a summary of the child’s strengths and weaknesses, advice and recommendations, signposting if appropriate. Any actions will be flagged ‘by who’ and ‘by when’. A copy of these notes will be securely sent to the EYIA by the setting. • Set up a secure e-file within the local authority for the child – front sheet and chronology to be filled in • Add child’s name to EYIA caseload list • Signpost setting to the Inclusion Funding matrix and application process (<u>if appropriate</u>). • Child will be discussed at Early Years review meeting on a regular basis to ensure monitoring is taking place. EYIA will visit setting (minimum of two visits per year) to monitor IEP targets and progress.
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	<p>Transition into school</p> <p>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.</p> <p>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.</p> <p>It is advised that settings ask a member of school staff to sign and date a slip to say that records have been received.</p>	<p>EYIAs will provide information and guidance (transition documents for SEND on website) and support if essential (e.g. if staff are inexperienced or the transition is complex)</p> <p>EYIA will inform all schools in writing if they have a child who has had a PSN/early years referral transferring to their school.</p> <p><i>EYIAs will follow-up children into YR for the first half term either with a phone call to the school or a visit if requested by the school. At the end of this term EYIA involvement ends, unless there are exceptional circumstances.</i></p>