






Herefordshire Early Years Graduated Approach

Early Years Setting Support Setting budget			Wide Support and/or funding from External Agencies Local Authority involvement/funding (targeted and specialist support)		
Universal Offer	Monitoring	Send Support	SEND Support	SEND Support/ Funding	EHCP
<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 'Request for Setting Support' form.</p> <p><i>If despite providing daily opportunities through the Universal Offer 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 Assess, Plan, Do, Review 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. This may involve the setting paying for extra training/staff/resources.</p> <p>Complete Individual Play Plan for child with SMART targets, detailing strategies and interventions to be implemented. Look for and attend further training if needed. See 'Herefordshire Early Years - Writing SMART Targets' 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 Early Support Developmental Journal to track progress.</p> <p>If after completing one 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 'CHILD referral for Inclusion Support' form (with parental consent and supporting documents). 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 Graduated Approach can be demonstrated by setting then...</p> <p style="text-align: right;"></p>	<p>An application can be made for Early Years Inclusion Funding from LA if required.</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. Early Years Inclusion Funding Monitoring Form to be completed termly for monitoring purposes...</p> <p style="text-align: right;"></p>	<p>After following Graduated Approach, applying Cycles of Assess, Plan, Do, Review with support from LA if more extensive support is required then a Family Conversation Form can be completed to request an assessment for an Education, Health & Care Plan. The Family Conversation form can be downloaded at:</p> <p>https://www.herefordshire.gov.uk/info/200227/support-for-schools-and-settings/467/teaching-children-with-sen-and-disability/8</p> <p>As long as setting can evidence involvement and impact from advice sought from wider agencies through their comprehensive Graduated Approach.</p>