

# Advice for Early Years SENDCos

## January 2023



## Information for SENDCos in early years settings in North Tyneside

This document is useful information for SENDCos working in childcare settings in North Tyneside.

### [SEND: guide for early years settings](#)

**A guide for early years settings on the support available for children and young people with special educational needs and disability.**

This guide is for managers and staff in all early years education settings funded by the local authority.

The guide explains the duties and responsibilities of providers of early years education who work with children and young people with special educational needs and disability (SEND) and their families.

It should be read alongside the [Special education needs and disability code of practice: 0 to 25](#)

### [Statutory framework for the early years foundation stage](#)

1.12. Throughout the early years, if a child's progress in any prime areas give cause for concern, practitioners must discuss this with the child's parent and/or carers and agree how best to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support.

#### **Progress check at age two**

2.4. When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. *If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.*

2.5. Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; *and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability).* It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time. Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.

2.6. Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. *Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit.* Providers must have

the consent of parents and/or carers to share information directly with other relevant professionals.

### **Special educational needs**

3.68. Providers must have arrangements in place to support children with SEND or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENDCO) and other providers (in group provision) are expected to identify a SENDCO. Childminders are encouraged to identify a person to act as a SENDCO and childminders who are registered with a childminder agency or who are part of a network may wish to share the role between them.

### **North Tyneside's Local Offer**

Local authorities have a duty to publish a local offer, setting out in one place information about provision they expect to be available in their area across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have EHC plans.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

### **Improving outcomes – high aspirations and expectations for children with SEND**

All early years providers in the maintained, private, voluntary and independent sectors that a local authority funds, are required to have regard to the [0-25 SEND Code of Practice](#).

The [Statutory framework for the early years foundation stage](#) is the statutory framework for children aged 0 to 5 years. All early years providers must follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted.

### **Identifying SEND**

A child below compulsory school age is said to have special educational needs if it is likely that when the child reaches compulsory school age:

- They will have a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

From within the setting practitioners should particularly consider information on a child's progress in *communication and language, physical development and personal, social and emotional development*.

The settings curriculum and 2year progress check should be used to assess whether a child is developing at the expected levels for their age.

A delay in learning or development or difficult/withdrawn behaviour may not necessarily indicate that a child has SEND.

Early intervention is crucial when children are working significantly below expectations for their age.

Children’s SEND are generally thought of in four broad areas of need and support - *communication and interaction; cognition and learning; social, emotional and mental health, and sensory and/or physical needs.*

Discussion with parents/carers is crucial.

### **SEND support**

Having identified that a child may have a special educational need or disability, providers are expected to implement a ‘graduated approach’ as outlined in the Code of Practice. This involves repeated cycles of assessment, planning, implementing interventions and reviewing the impact of these interventions.

Parents should be fully involved in this process through regular meetings. Settings are required to keep accurate records of any interventions and/or support put in place and the child’s response to these.

Support can be sought from the list of services below.

### **Transition**

North Tyneside has a transition document that it recommends that providers use when both receiving children into their setting and at the time when they leave to attend another setting. Please ensure that you discuss children’s needs as early as possible with their next setting/school, in consultation with parents. Please see section below, *Reviewing an EHC plan*, for details about transition arrangements for children with EHC plans.

### **Involving specialists**

This is a list of many services within North Tyneside

<b>Service</b>	<b>Contact</b>	<b>Base</b>	<b>Age</b>
<a href="#"><u>C.A.M.H.S.</u></a> Child and adolescent mental health service	219 6685	Albion Road, N Shields	All
<a href="#"><u>Dene Communication Centre</u></a>	4661814	Benton Dene School	Nursery Year
<a href="#"><u>E.M.T.A.S.</u></a> The ethnic minority and traveller achievement service	643 8500	Langdale Centre	Reception but advice for all
<a href="#"><u>Education NorthTyneside</u></a>	643 8500	Langdale Centre	Early Years
<a href="#"><u>Educational Psychology</u></a>	643 8739	Langdale Centre	All

<a href="#">Front Door</a>	0345 2000 109	Quadrant	All
<a href="#">Early Years Inclusion Fund</a>	643 3058	Langdale Centre	2, 3 and 4 year olds
<a href="#">Language and Communication Team</a>	4661814	Benton Dene School	All
<a href="#">Occupational Therapy</a>	643 4160	Riverside Centre	All
<a href="#">Locality teams and early help</a>	643 8996	<i>North West</i> - Shiremoor Children's Centre	All
	643 8267	<i>Central</i> - Riverside Children's Centre	All
	643 6262	<i>South West</i> - Howdon's Children Centre	All
	643 8804	<i>Coast</i> - Whitley Bay Customer First Centre	All
<a href="#">0-19 Children's Public Health Service (health visiting)</a>	643 8297	<i>North West</i> - Shiremoor Children's Centre	All
	643 8241	<i>Central</i> - Riverside Children's Centre	All
	643 8861	<i>South West</i> - Howdon Children Centre	All
	643 8808	<i>Coast</i> - Whitley Bay Customer First Centre	All
<a href="#">School nursing team</a>	643 8251	Shiremoor Children's Centre	From Reception
<a href="#">Portage</a>	643 3023	Langdale Centre	Birth – 3 years
<a href="#">S.A.L.T.</a> Children's speech and language therapy	297 9031	Shiremoor Resource Centre	All
<a href="#">SEND Support Service (EHCP)</a>	643 8500	Langdale Centre	0-25 years
<a href="#">SENDIASS - Special Educational Needs &amp; Disability Information, Advice &amp; Support Service</a>	643 8317	Quadrant	All
<a href="#">Sensory Service</a>	643 3030	Beacon Hill School	All
<a href="#">Parent Carer Forum</a>	07572 787 044	Royal Quays Newcastle upon Tyne	All
<a href="#">Parentline</a>	07480 635582		0-5 years
<a href="#">HIVE – Health, Information and Advice, Virtual School, Emotional Wellbeing (HIVE)</a>	0191 643 8366	The Riverside Centre	All
Teacher for transient families	0191 643 8853	The Riverside Centre	All
<a href="#">Early Years SENDCo</a>	07989310611	Langdale Centre	0-5 years childcare settings
<b>Useful websites</b> <a href="#">Support in school</a>			

[Northumbria Healthcare Children's Services](#)

[North Tyneside guide for parents](#)

[North Tyneside public health including health visitors and school nurses](#)

[North Tyneside Local Offer](#)

### **North Tyneside Parent Carer Forum**

We are a group of parents and carers of disabled children (0-25) from within North Tyneside. Our aim is to make sure that services in our area meet the needs of disabled children and their families. Our core work is funded by the Department for Education.

We work with relevant providers on a strategic level to help improve and develop local services available to families. We work in co-production with service providers, such as the Local Authority, Health and Social care. Co-production is working together, with transparency & open communication, where equal value is given to each participant contributing. It's an approach which builds upon meaningful participation, assumes effective consultation and information sharing. Parent/carers are there not just to illustrate the experiences of families, but rather to take joint responsibility to help shape future experiences and be an active part of delivering solutions.

- We can support consultations.
- We can facilitate workshops, peer support events, host/support drop-in sessions.
- We can tell you what is available in the area for your family and how to access these services.
- We collect information that parent/carers choose to share with us to help decide what our main priorities should be.
- We raise arising themes with LA/Health/Social Care.
- We want our parent/carers to be as informed as possible to help them make the right decisions for their family. If you have any feedback on how to improve services, we would like to hear from you.

Our website is [North Tyneside Parent Carer Forum cic \(ntpcf.co.uk\)](http://ntpcf.co.uk) and we are on Facebook [North Tyneside Parent Carer Forum CIC - Home | Facebook](#).

**[Requesting an education, health and care needs assessment click here](#)**

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an education, health and care needs assessment. The provider must bring that child to the attention of the local authority, if they think an EHC needs assessment might be necessary. This should be done with the knowledge and, where possible, agreement of the child's parent. This process is completed using the local authority's online portal system, [click here](#). Contact the [SENDsupportservice@northtyneside.gov.uk](mailto:SENDsupportservice@northtyneside.gov.uk) if you need support and they will send you guidance and a link to register with.

### **The role of the SENCO in early years provision**

The EYFS framework requires other early years providers to have arrangements in place for meeting children's SEND. Those in group provision are expected to identify a SENDCO. Childminders are encouraged to identify a person to act as SENDCO and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

The role of the SENDCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND

- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting

### [Funding for SEND support in the early years](#)

#### [Disability Access Fund \(DAF\)](#)

#### [North Tyneside Early Years Inclusion Fund \(EYIF\) \(Formerly L.E.A.P.s\)](#)

#### [Early Years Inclusion Form](#)

### **Education, health and care needs assessments and plans**

Early years providers have a duty to co-operate with local authorities in carrying out needs assessments for children, and in the development and review of EHC plans.

### **Naming of a setting within an Education, Health and Care Plan**

As required by the Children and Families Act 2014 the local authority has to consult with an education setting regarding the proposal of them being named within a final education and health care plan. Please note the following:

1. If the parent has stated a preference for a particular school, there is a duty to name that school in the education health and care plan, as long as the local authority regards that school as being appropriate to the child's age, ability, aptitude and special educational needs, while also compatible with the interests of other children already in the school and with the efficient use of the local authority's resources.
2. The local authority will give due consideration to any view you (the parent) may express, but the final decision as to whether to name the school falls to the local authority.
3. The governing body of the school cannot refuse to admit a child solely because he or she has special educational needs.

They also have a duty to admit a child to the early years setting if it is named in their EHC plan and to provide the educational support specified in the plan, (section F). The local authority cannot require an independent, private or voluntary setting to admit a child, unless the setting agrees. (9.149 Code of Practice)

### **Providing the support specified in the EHC plan**

Section F of the EHC plan specifies the special educational provision required by the child in order to ensure it meets their needs and will help them to achieve their desired outcomes (section E) The local authority has a duty to make sure this support is provided.

### **Children aged under 2**

Parents, health services, childcare settings, children's centres services or others may identify young children as having or possibly having SEND. For most children under two whose SEND are identified early, their needs are likely to be best met from locally available services, particularly the health service, and for disabled children, social care services. The portage and public health services will also support families.

Special educational provision for a child aged under two means educational provision of any kind. Children aged under two are likely to need special educational provision in accordance with an EHC plan where they have particularly complex needs affecting learning, development and health and are likely to require a high level of special educational provision which would not normally be available in mainstream settings.

### **Children aged 2 to 5**

Where young children are attending an early years setting, the setting should seek advice from the local authority in making decisions about undertaking an education health and care needs assessment (EHCNA) and preparing an education health and care plan. Local authorities should consider whether the child's current early years setting can support the child's SEND, or whether they need to offer additional support through an education, health and care plan, which may include a placement in an alternative early years setting.

### **Reviewing an Education Health Care plan**

Within North Tyneside Council local authority, the responsibility for reviewing an EHC plan is held by the educational setting. With the annual review documentation to be received by the SEND Support Service within 2 weeks of the review meeting date (in line with the code of practice).

A local authority SEND Officer will attend the EHCP annual review when:

- invited by school because there is a concern that current provision is not meeting need;
- a placement has broken down;
- it is called in an emergency;
- a parent/carer, or young person requests their attendance;
- the child or young person is looked after by the local authority (as a corporate parent)
- the child or young person is transferring into the local authority

Local authorities have a duty to review education, health, care plans as a minimum every six months, and early years providers must co-operate in these reviews. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the education, health, care plan and must also consider whether these outcomes and supporting targets remain appropriate.

An EHC plan must be reviewed by the end of the October of the child's final year in nursery in order to meet the deadline (15<sup>th</sup> February) set by the Code of Practice. The SEND Support Service need to finalise education, health and care plans, with a named educational setting in place, prior to the child's transition to Reception in the following September.

As soon as a school place is confirmed the SENDCo should liaise with the SENDCo of the receiving school to ensure that information is shared, and the child's transition is appropriately planned and supported.

### **Additional guidance**

Where there are identified needs for a child or young person, it is important to consider the impact within the family home and potential support needs of the whole family. Where



there is not a social worker involved with a family, an [Early Help Assessment](#) (EHA) is a useful tool to explore any additional worries that they may have and what support can be offered to help with these. Early help assessment is not mandatory and is not part of the education, health and care plan process but is a good way of working with the family and any other professionals involved to identify any unmet support needs, plan how to meet them and monitor progress. You can ask for an early help co-ordinator to attend an early help assessment/review meeting if you feel that additional support is required.

Safeguarding concerns should continue to be reported to the Front Door but if you believe the child or their family requires social work support a referral should be made to the Front Door. We would expect you to have consent from the parent to do this. Children cannot be referred directly to the Children with Disabilities Team (part of Whole Life Disability Service) but if appropriate, the Front Door will recommend an assessment is completed before deciding if the child meets the criteria for the Children with Disabilities Team. This assessment should include considering the needs of carers and/or young carers within the family.

Report concerns about a child on 0345 2000 109 (office hours) or 0330 333 7475 (evenings and weekends). Call 999 in an emergency.

Please see this link for more advice and guidance from [North Tyneside Council](#).