



# Early Years SEND Toolkit

## Our Mission – Brilliant Beginnings for all children

- **All** children to be able to access high quality early education.
- Children with SEND to be welcomed, fully included and able to make progress.
- High expectations for children with SEND.
- Well trained, positive staff who are able to adapt to the needs of children.
- **All** children to thrive, to succeed and to have fun regardless of their background or ability.
- **All** settings to be fully inclusive of children with a range SEND.
- Children to receive funding when they are entitled to it (SENIF/DAF/EHCP)

This document has been developed to use as a good practice guide to inclusive practice in Private, Voluntary and Independent Early Years Settings and Schools in Royal Borough of Kensington and Chelsea and Westminster City Council. It should also assist settings who provide provision for children with Special Educational Needs and Disabilities (SEND).

This document is to be used in conjunction with the existing SEN Support Toolkit and is not a replacement.

[Royal Borough of Kensington and Chelsea](#)

[Westminster](#)

All providers are required to support children with SEND and provide equal opportunities for all children, as set out in the Early Years Foundation Stage Framework (EYFS) (2017) and SEND Code of Practice (2015).

<https://www.gov.uk/early-years-foundation-stage>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Inclusion is about how children are helped to learn, participate and have positive experiences in their education setting. It requires a positive attitude from all staff and a responsiveness to individual needs.



## What does an inclusive setting look like?

- Positive partnership with parents is key.
- Practitioners must consider the individual needs of the children and their stages of development. Those working with children under 3 years are expected to focus on the prime areas of learning (EYFS).
- All staff aware of children with SEND and the adaptations needed to help them succeed, including understanding and using specialist equipment for the child (e.g. hearing aids).
- Staff access relevant training and then put this into practice, sharing their learning with colleagues.
- Staff are offered and attend training for specialist equipment for the child (e.g. hearing aids/radio aids)
- Strong communication and partnership with parents (they know their child best)
- Clear assessment and evaluation of child's needs and what is in place to support them.
- Quality teaching – staff use gestures/ give children time to communicate/differentiate language/ build relationships with children/ join the child in their play/ high expectations for all children/ reinforce and model positive behaviour/ consistent approach to behaviour
- Suitable resources - Visual timetables/ visual prompts/ labels on areas/ appropriate stage toys/ easily accessible toys/ resources to suit the interests of children
- Environment is adapted to ensure all children can access and indoor and outdoor areas easily – acoustically and visually friendly/quiet spaces. Use evidence based tools/guidelines to ensure the physical environment is inclusive e.g. space between activities, offering different seating arrangements, noise levels etc.
- Transition times should be clear and accessible for all children – by using a song/consistent approach to transition times/visual cues such as sand timers/pictures
- Settings apply for additional funding where appropriate (SENIF/DAF/EHCP)
- Identifying emerging need as early as possible in order to put support into place.
- Effective joint working with other professionals e.g. the Early Years and Inclusion team or Speech Therapists.
- Careful and thoughtful planning - all activities should be differentiated to meet the needs of all children/ small group work/ focused activities/ appropriate well-read stories/ consider children's positioning at activities or stories
- Settings should regularly evaluate the teaching and learning and the environment.

- The **key person** relationship is essential, to provide support to the child and parents. They are able to get to know the child and family well and support them effectively.

## Progress Check at Age Two

When the child is between 2 and 3 years old, a setting must provide a written summary of the children's development, including their progress, where additional support is needed and any concerns in developmental delay. This must be shared with parents. Where possible, the information from the health visitor's development review at age two needs to be taken into account. Settings are expected to share the progress check with health visitors.

All children develop at different rates, however, some children may not make the expected progress when practitioners assess their learning. If all the above pointers have been put in place to support their learning and the environment, but there are still concerns, it is important to identify this and put in extra support early, to give the best possibilities for children. It is important to note that this does not always mean there is a special educational needs or disability. The following sections will look at the different levels of support that can be put in place for children.

### What to do when you are concerned about a child's progress

- Complete a baseline assessment in order to highlight areas of need.
- Also use formal and informal observations of the child in the environment.
- Talk through your concerns with the parents.
- Identify what you think the needs are and put a plan in place for how you can support the child's needs (usually called an Individual Education Plan (IEP) or SEN Support Plan).
- Contact your Early Years and Inclusion Advisor for general or specific advice.
- Consider applying for additional funding. (SENIF/DAF)
- Think about any referrals you need to make. If you are unsure of referral processes please contact your Early Years and Inclusion Advisor.
- Continue to put in regular inclusive practice but expand on this or make them more specific or consistent.



An IEP (or similar) should include:

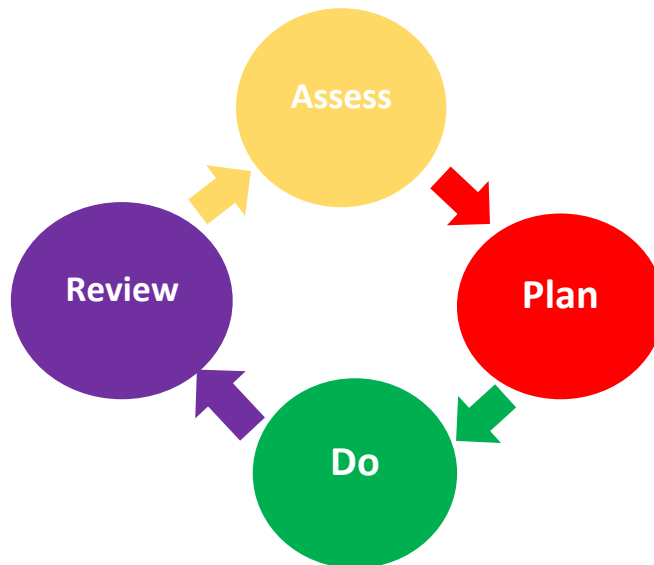
- Long term outcomes you hope the child will achieve
- Specific short term, broken-down targets
- How the targets will be achieved – what do you need to put into place
- Space for tracking / evaluation
- The date of target setting and date for review
- Signature of staff and parent

An IEP should always be written in partnership with the parents. Settings can find IEP templates on the website and in the appendix.

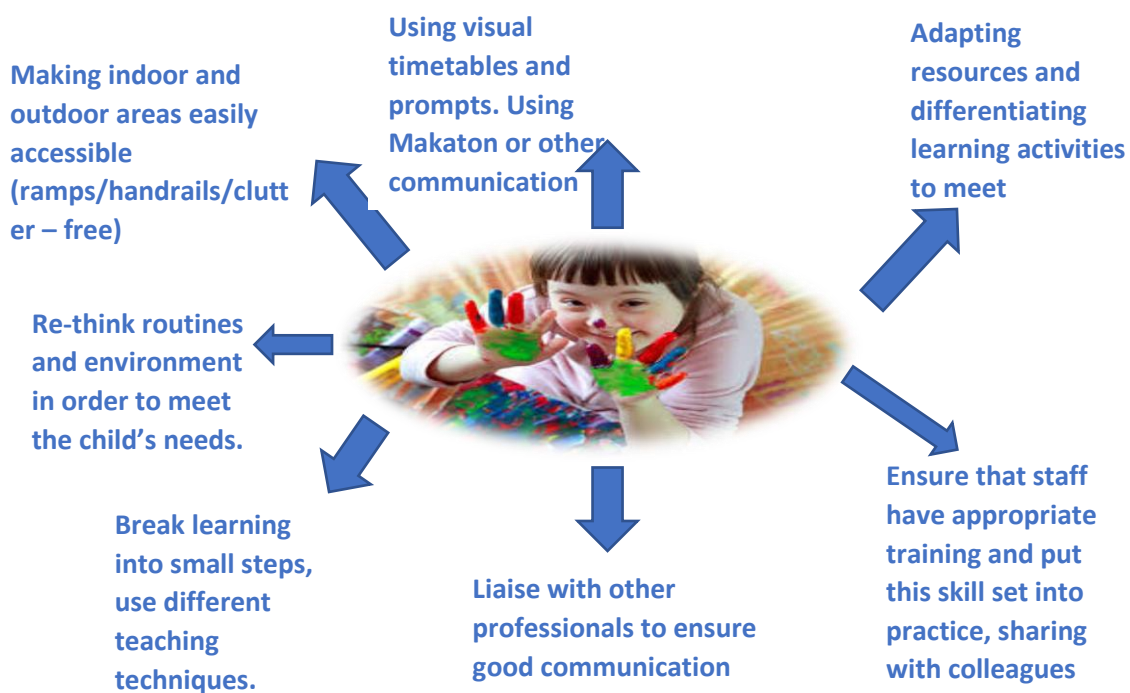
If the child is already known to a service, such as speech therapy, you should use the information you have gathered from these professionals to help you with the child's target setting. **This is**

important, so that the child receives a consistent approach to their teaching. It is much easier for a child to work on the same three targets across settings (with therapist, at their education setting and at home), than it would be for them to have different targets in each place.

Use the assess, plan, do, review cycle to help you review if the child is making progress from the support that has been put in place.



### Making reasonable adjustments –SEND Code of practice

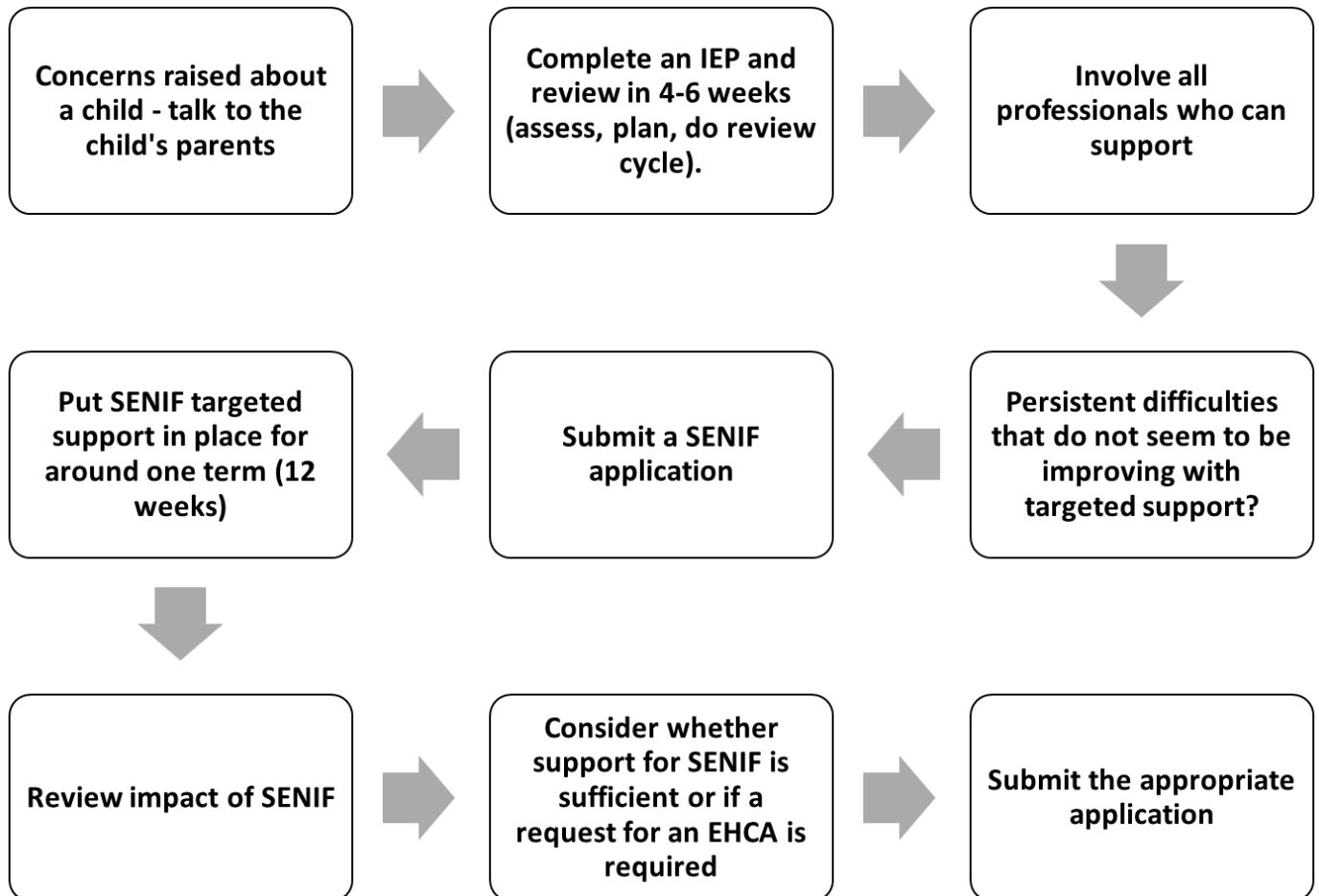


You may find that this level of support gives the child all that they need to be able to succeed in their learning. By making reasonable adjustments you may have fully supported the child. However, there are circumstances that mean children need further support. In this case, more detailed and specific support is needed. It may be appropriate to apply for some funding for the child.

### **Ideas for supporting children who have emerging needs**

- Use objects of reference/ communication devices/ now and next boards/ reduced language
- A visual timetable/visual routine could be used for children who find transitions challenging
- Break down learning into smaller steps (think about the skills that the child needs to acquire before introducing new skills)
- Give regular short breaks from focused activities/ smaller group work/ support at circle times to maintain concentration/ use of sand timers/ additional supervision to keep children safe/ fidget cushions or specific spots to sit on during carpet time
- Individualised consistent approach to promoting positive behaviour/ encourage peer relationships through modelling.
- Have a dedicated calm area for children who need a quiet space
- Follow the child's lead and do not put pressure on the child or yourselves
- Keep language simple and use clear instructions and support language with signs/gestures/facial expressions
- Ensure that all staff are aware of the child's needs and strategies to ensure that a consistent is in place
- Ensure that communication with families is effective to make sure that there is consistency and continuity in the child's learning between home and nursery
- Using the child's interests and strengths as a starting point for their learning and revisit existing skills to ensure that they are fully embedded
- Specific sensory adaptations e.g. light up toys/ specialist equipment e.g. adjustable furniture

## Stages of SEN Support



\*Please note that a SENIF application can only be submitted with parental consent.

\*EHCA or EHCNA – Education, Health and Care Needs Assessment



## **How might you know a child has difficulties?**

- Through your tracking or your observations and assessments, that a child is delayed in meeting some of their milestones. This may be in one or several areas of learning. Please see below some examples of how this might present, under different areas of learning.
- Through your knowledge of child development.
- From information given by parents.
- Information from other professionals.
- In comparison to peers (remember all children develop at different rates)

The milestones set out in Development Matters (2012) may not always be suitable to closely track a child's progress, so you can use the EYFS framework to help you think about the unique child.

## **Broad areas of need**

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well

as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. The child should already have a specialist teacher for their sensory need(s), but if this is not the case, a referral is essential. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(SEND Code of Practice, pages 97-98, DfE, January 2015)

### **Possible support needed for a child when applying for SENIF**

Additional support arrangements which may include, but are not limited to:

Specific interventions to develop non-verbal communication/interaction including:

- Intensive interaction
- Sensory based programmes
- PECS at an appropriate level (following advice from a specialist Speech and Language Therapist)
- Objects of reference
- Symbols and photographs

Increased differentiation of activities/materials to support specific targets:

- Differentiation of expectations e.g. reduced carpet times; limited attendance at whole room gatherings
- Adaptations of group size for activities e.g. one to one, paired, small group
- Specific modelling of social behaviours e.g. turn-taking; teaching joining in phrases
- Explicit teaching of age appropriate independence skills/ support in self-care skills, such as toileting, feeding and dressing
- Supporting children with transitions and managing change
- Individual visual timetables matched to the child's level of understanding
- Transition books
- Plans for transitions such as when children change room
- Visual systems to signal unavoidable change
- Support to manage moving around setting
- Environmental changes to include improved visual organisation or acoustics

### **Possible support needed for a child when applying for an EHCP**

Further support arrangements which may include, but may not be limited to:

- Manual Handling and appropriate training for staff specific to the child's needs
- Individualised and personalised strategies and learning for the child
- Possible additional support available to increase ratios for intensive support and interventions
- Opportunities for intensive support/teaching, including from outside agencies (e.g. Occupational Therapy)
- Intensive support is required for Personal, Social and Emotional development (e.g. self-esteem and positive relationships.)
- Intensive support is required to manage basic hygiene and personal needs
- Significant attention to the provision and maintenance of a range of personal equipment
- All staff should be aware of the child's issues to ensure consistent application of strategies across the session

\*Please note that each EHCP is completely individual and reflects the specific needs of each child.

## **Funding**

### **SENIF (Special Educational Needs Inclusion Fund)**

- Available to ensure the inclusion of children with additional needs in early education.
- 3- and 4-year olds (no matter where they live) who are taking up any number of hours of free entitlement who have lower level or emerging SEN and those who may at a later stage require an Education, Health and Care Plan (EHCP), particularly if they do not receive targeted early intervention support; and
- 2- year olds (living in the Bi-Borough) with significant delays in one or more of the prime areas. They do not have to be in receipt of the Free Early Education Entitlement.

### **DAF (Disability Access Fund)**

- For Early Years childcare providers to enable them to offer more places to young children with special educational needs or disabilities (SEND). This funding is called the Disability Access Fund (DAF).
- The DAF is available to Early Years childcare settings and can be used, for example, to support them with making reasonable adjustments to their provision.

3-4 year old children may be eligible for the DAF if they meet the following criteria:

- The child is in receipt of Disability Living Allowance (DLA) and
- EHCP (Education, Health and Care Plan) in place
- The child receives universal or extended free early education and childcare entitlement.

### **EHCP (Education Health and Care Plan)**

Education, Health and Care Plans (EHCPs) are legal documents which describe how the special education, health or social care needs of a child or young person (aged 0-25) will be met. These documents are designed in partnership with families and young people so they reflect the support needed for a child or young person to achieve their own ambitions and aspirations.

## **SENIF**

All early years providers who are eligible to receive funding for the 3 and 4 year old early education entitlement may apply for Special Educational Needs Inclusion Fund. You can also apply for SENIF for 2- year olds (living in the Bi-Borough) with significant delays in one or more of the prime areas, they do not have to be in receipt of the Free Early Education Entitlement.

Please note that this funding is not available for children who attend a reception class or for children who already have an EHCP.

You must have parental consent to submit an application and have done at least 1 reviewed IEP, to show that you have put additional support in place for that child.

Each application will be considered by the early years panel which meets fortnightly. You will be informed of the outcome of your application within 2-3 weeks of the decision.

The purpose of the SENIF is to help the Local Authority and the settings support the inclusion of individual children with low and emerging additional needs. SENIF gives settings an amount of funding which can help contribute towards adult support, specialist equipment, resources or environmental adaptations.

The form sets out the child and setting's details, the strengths and difficulties a child has within the areas of learning and the intended targets for the child. The form then asks you to demonstrate what you will use the funding for, relating to the targets of the child.

Here are some examples of what SENIF can be used for:

- *Provide a higher ratio of staff so that children can receive dedicated time with one adult*
- *Staff can access specific training related to the child*
- *Buying in therapies such as Speech therapy or the Educational Psychology service*
- *Making adaptations to the environment or equipment*
- *Making or buying specialist resources.*

The activities and equipment asked for must be over and above that of reasonable, quality provision.

Please find completed acceptable examples of the SENIF form on the website and in the appendix.

### **How to apply for SEN Inclusion Fund (SENIF)**

Please complete the Application Form, which can be found on the local offer website (and below) and send to [EarlyYearsSEN@rbkc.gov.uk](mailto:EarlyYearsSEN@rbkc.gov.uk) with any accompanying reports/documents you may have. This should include an IEP along with paediatric, speech therapy, physiotherapy reports. You may send your application to your linked Early Years and Inclusion Advisor to review before sending it to the panel, if you wish. If you would like. The Advisors are also able to support you to complete the form if needed.

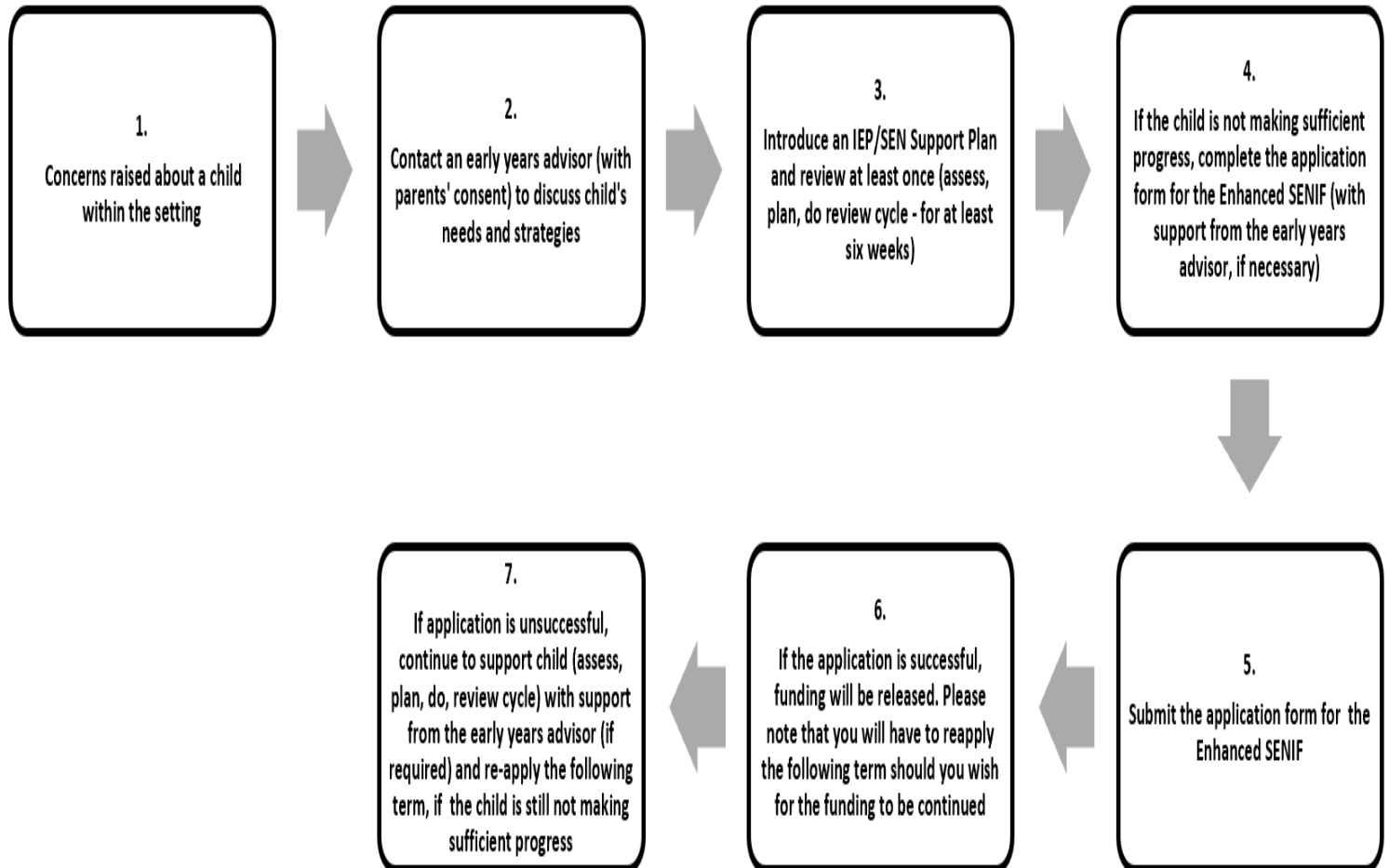
You must write Enhanced SENIF Application in the subject line of your email.

If you have any queries, please contact the Early Years Team by email on

[Bi-BoroughChildCareEarlyEd@rbkc.gov.uk](mailto:Bi-BoroughChildCareEarlyEd@rbkc.gov.uk)

Funding for SENIF is for one term and will therefore need to be reapplied for each term.

## Stages of Accessing the Enhanced SEN Inclusion Fund



All children develop at different rates, have different interests, strengths and areas of difficulty. If, despite support being put in place, the child continues to have greater difficulties than their peers in learning, they may have a special educational need. This may be in Communication and Language, Cognition and Learning, Social, Mental and Emotional Health, Sensory or Physical development. The need may be in more than one area. If, despite putting the SENIF and its actions in place the child still has difficulties, you may need to consider applying for an Education Health and Care Assessment.

## **EHCP**

Education, Health and Care Plans (EHCP) are integrated support plans for children and young people with special educational needs and/or disabilities, usually for those over 2 years of age.

Children and young people with high levels of assessed need may be eligible for an Education, Health and Care Plan which takes into account the child or young person's special educational need, together with any health or social care needs that they may have.

It is a legal document, which is made with the advice from all professionals involved with the child and including the parents, so it reflects the support needed for a child or young person to achieve their own ambitions and aspirations.

As of September 1st, 2014, EHCPs replaced 'Statements of Special Educational Needs' and the 'Learning Difficulty Assessment'.

Not all children and young people with special educational needs and/or disabilities (SEND) will need an EHCP. To understand whether an EHCP would be helpful for a particular child or young person, the local authority will carry out an assessment.

If an EHC Request is accepted, then the SEN Service will carry out an Assessment, within 20 weeks of receiving the request. The family will be assigned a named EHC Coordinator.

As part of the assessment, the SEN Service will also contact:

- Teachers, childminders or staff at your nursery
- an Educational Psychologist
- Specialist Teachers if involved
- a Paediatrician
- a Speech and Language Therapist, an Occupational Therapist or a Physiotherapist, if already involved
- Family Services
- anyone else they need advice from, or that the family think they should seek information from

This information will help us see how the child's needs affect his/her access to learning across a range of areas.

If the Education Health and Care needs assessment shows that the special educational needs provision required is over and above what is available through the Local Offer, then the Local Authority will issue an EHCP.

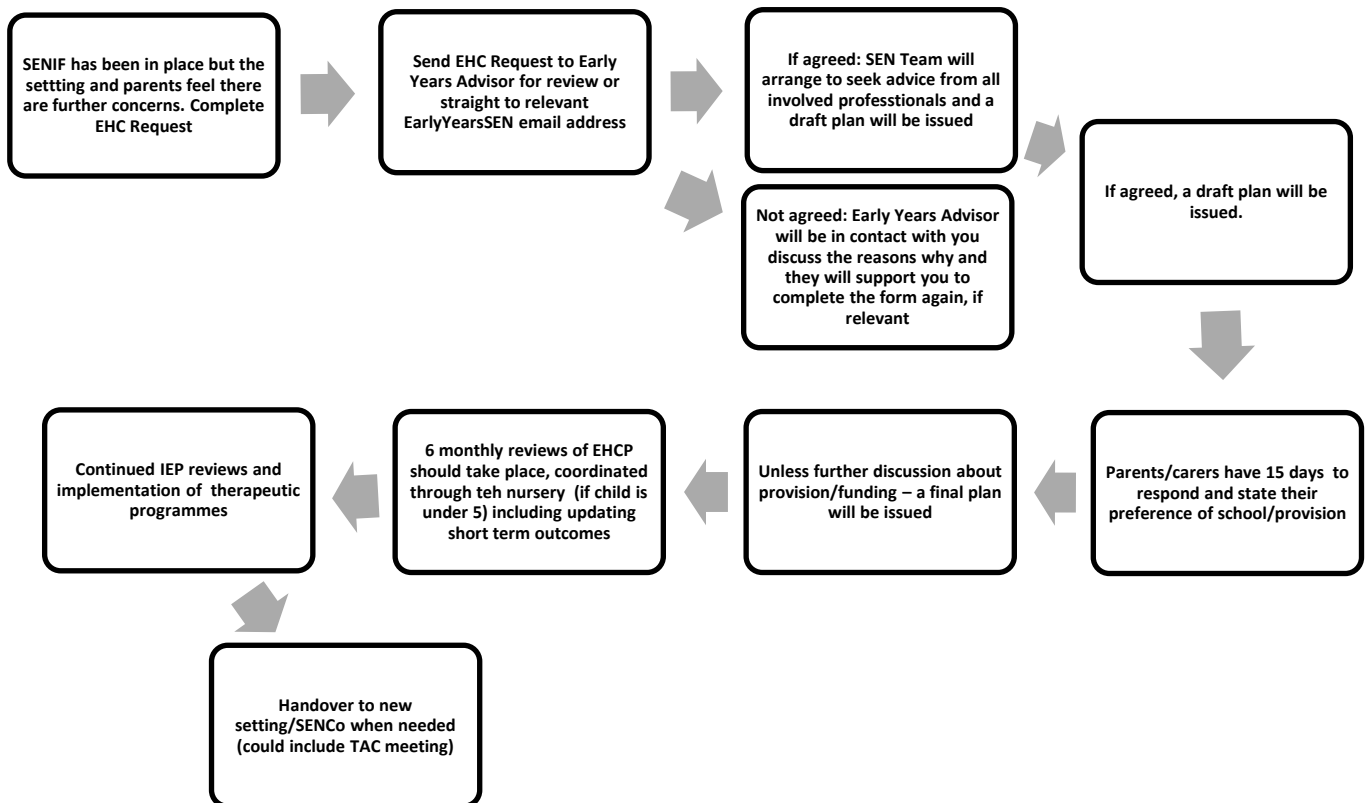
The request form sets out the child's details, the strengths and difficulties a child has within the areas of learning and the intended short and long term targets for the child, with descriptions on how these aim to be met within the setting.

Please find completed acceptable examples of the EHC Request form on the website and in the appendix, including strengths, difficulties and outcomes.

## How to apply for Education Health and Care Plan (EHCP)

Please complete the Request Form, which can be found on the local offer website and below and send to [EarlyYearsSEN@rbkc.gov.uk](mailto:EarlyYearsSEN@rbkc.gov.uk) with any accompanying reports/documents you may have. This should include an IEP along with paediatric, speech therapy, physiotherapy reports and SENIF applications. Reports must be relevant and within 1 year of the date the request is being sent. If you have any queries, please contact the Early Years Team by email on [Bi-BoroughChildCareEarlyEd@rbkc.gov.uk](mailto:Bi-BoroughChildCareEarlyEd@rbkc.gov.uk)

## Stages of Education Health and Care Plans



**The Early Years Panel for funding applications meets fortnightly so you should hear back from your application in good time.**

## **Disability Access Fund (DAF)**

The Disability Access Fund (DAF) is a measure which aids access to early years places by, for example, supporting providers in making reasonable adjustments to their settings and/or helping with building capacity (be that for the child in question or for the benefit of children as a whole attending the setting).



### **The Entitlement**

The settings of 3- and 4-year olds eligible for the DAF will be entitled to receive a one-off payment of £615 per year. DAF is not based on an hourly rate and is an additional entitlement. Children do not have to take up the full 570 hours of Free Entitlement in order for the provider to receive the DAF. Where children are eligible for DAF the provider will receive the payment regardless of the period of Free Entitlement take-up by the parent. The DAF is a one-off payment within the year it is agreed. If the child changes childcare provider within the financial year, the new provider will not receive another payment of the DAF. The new provider will need to wait until the following financial year.

### **Who is eligible?**

- 3- and 4-year olds will be eligible for the DAF if they meet the following criteria:
- the child is in receipt of child Disability Living Allowance (DLA) and;
- the child receives Free Universal Entitlement for 3 and 4-year-old funding
- This is not available for children in Reception

Children become eligible for universal free entitlement to early learning in the term after their 3<sup>rd</sup> birthday, seen table below:

Eligibility starts in the term after the child's 3 <sup>rd</sup> birthday		
Children born in the period	Become eligible for funding at the start of term beginning or following	School term
1 January - 31 March	1 April	Summer
1 April - 31 August	1 September	Autumn
1 September - 31 December	1 January	Spring



## How to apply for DAF

The local authority must check that the DAF eligibility requirements are met and would need to be satisfied the child in question is receiving DLA. We will need to see evidence of the child's DLA. To signpost parents towards information about DLA, please follow the following link or access information on the local offer: <https://www.gov.uk/disability-living-allowance-children>

Parents will let you know if they are in receipt of DLA when completing the parental agreement to receive the Free Early Education Entitlement funding (15 or 30 hours for 3 and 4 year olds).

Please e-mail a copy of the DLA award letter and signed Parent Declaration form (with DAF section completed) to [Bi-BoroughEarlyYearsFunding@rbkc.gov.uk](mailto:Bi-BoroughEarlyYearsFunding@rbkc.gov.uk)

The title of your email should be: Disability Access Fund Application. If you have any queries, please contact the Early Years Team by email on [Bi-BoroughChildCareEarlyEd@rbkc.gov.uk](mailto:Bi-BoroughChildCareEarlyEd@rbkc.gov.uk).

Once the application has been approved the provider will be notified by email, they will then be able to mark the child as eligible for DAF on their next headcount return and the funding will then be processed for payment.

## USEFUL LINKS

### Support for families:

There are also two support groups for families with children with SEND who meet on a regular basis.

Full of life (RBKC)

[info@fulloflifekc.com](mailto:info@fulloflifekc.com)



Make it happen (Westminster)

[info@wppg.org.uk](mailto:info@wppg.org.uk)



Families may also be able to access support via the short breaks service

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferch>



## USEFUL WEBSITES

We highly recommend looking at Family Information Service and Local offer websites. They have a wealth of information



### Family Information Service

Information, advice and guidance at your fingertips

### RBKC

FIS - <https://www.rbkc.gov.uk/kb5/rbkc/fis/home.page>

Local Offer – (Please note that referral forms for all services can be accessed via this website)

<https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

### WCC

FIS - <https://www.westminster.gov.uk/family-information-service>

Local Offer - (Please note that referral forms for all services can be accessed via this website)

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

### Council for Disabled Children

<https://councilfordisabledchildren.org.uk/>

### Makaton

<https://www.makaton.org/>



**Contact** (Gives good overview of range of medical conditions and diagnosis)

<https://contact.org.uk/>

## **NASEN**

<https://nasen.org.uk/>

## **Community Occupational Therapy**

Range of different downloadable resources and advice for professionals.

<https://www.evelinalondon.nhs.uk/our-services/community/community-occupational-therapy/resources.aspx>

## **Community Speech and Language Therapy**

Range of different resources and advice for supporting children with speech and language difficulties.

<https://www.evelinalondon.nhs.uk/our-services/community/community-speech-and-language-therapy/advice.aspx>

I CAN – Speech and communication

<https://ican.org.uk/>

Black sheep resources

<https://www.blacksheepress.co.uk/>

## **Do2learn**

Variety of different free downloadable visuals

<http://do2learn.com/picturecards/VisualSchedules/index.htm>

## **Widgit**

Supporting communication and reading for young learners. Downloadable software that supports symbol labelling, visual timetables and educational materials.

<https://www.widgit.com/sectors/education/early-years.htm>

## **Sensory Education**

Sensory education have a variety of different resources and toys.

<https://www.cheapdisabilityaids.co.uk>

## **Sense Toys**

Sense toys provide a selection of different resources and sensory toys

<https://www.sensetoys.com/>

## **Sensory Direct**

Sensory direct provide a selection of different sensory toys

[https://www.sensorydirect.com/sense.html?gclid=EAlaIqobChMI5ZSOrabo4QIV75PtCh1R\\_gTrEAAYAyAAEgQL34\\_D\\_BwE](https://www.sensorydirect.com/sense.html?gclid=EAlaIqobChMI5ZSOrabo4QIV75PtCh1R_gTrEAAYAyAAEgQL34_D_BwE)

## **Sensory Toy Warehouse**

Sensory toy warehouse provide a range of different sensory toys and ideas

<https://www.sensorytoywarehouse.com/>

## **Autism**

National Autistic Society (NAS)

[https://www.autism.org.uk/?gclid=Cj0KCQiAxrbwBRCoARIsABEc9sjupWORwEc-L9okGcXaVV0CU1p9xJIWImV4L\\_YQz9YFOUjgvAoJoicaApHKEALw\\_wcB](https://www.autism.org.uk/?gclid=Cj0KCQiAxrbwBRCoARIsABEc9sjupWORwEc-L9okGcXaVV0CU1p9xJIWImV4L_YQz9YFOUjgvAoJoicaApHKEALw_wcB)

Autism Education Trust (AET)

<https://www.autismeducationtrust.org.uk/>

## **Hearing support/Deaf**

National Deaf Children's Society

<https://www.ndcs.org.uk/>

## **Vision Impairment**

Royal Society for Blind Children

<https://www.rsbcb.org.uk/>

## **Down Syndrome**

Down Syndrome Association

<https://www.downs-syndrome.org.uk/for-professionals>

### **Early Years and Inclusion Advisors**

The team are able to visit your setting and offer inclusion and SEND specific or general advice. They can also support with:

- writing IEPs/SEN Support plans
- advising on making adaptations to the setting/resources and activities
- applications for SENIF/EHCP
- advising on referrals to other services

Glynis Mates: Childminders RBKC and WCC [gmates@westminster.gov.uk](mailto:gmates@westminster.gov.uk)

Tania King: RBKC, WCC and out of school providers [Tania.King@rbkc.gov.uk](mailto:Tania.King@rbkc.gov.uk)

Jane Robinson: RBKC [Jane.Robinson@rbkc.gov.uk](mailto:Jane.Robinson@rbkc.gov.uk)

Amy Fleming: WCC [Amy.Fleming@rbkc.gov.uk](mailto:Amy.Fleming@rbkc.gov.uk)

## **Local Contact Details**

Bi-Borough Autism and Outreach Service – 020 7854 5885

Child and Adolescent Mental Health Service (CAMHS)

CAMHS RBKC – 020 3317 3599

CAMHS WCC – 020 3317 5999

Cheyne child development centre – 020 3315 6488



Woodfield child development centre – 020 7266 8777

Educational Psychology Service (Bi-Borough) 020 7361 3311

Pediatric Physiotherapy – 020 3315 1615

Bi-Borough sensory support service – 020 87641 5825

Short Breaks (Bi-Borough) [BiBoroughHealthNotifications@rbkc.gov.uk](mailto:BiBoroughHealthNotifications@rbkc.gov.uk) 07925 894176

Early Years Speech Therapy Referrals: [CLCHT.chirp@nhs.net](mailto:CLCHT.chirp@nhs.net).

## **Appendices**

Appendix 1  
IEP/SEN Support plan template (3 examples)

Appendix 2  
SENIF example

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EHCP example

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## Appendix 1 - SEN Support Plan (Example 1)

<b>Name of child:</b>	<b>Date of Birth:</b>	<b>SEN Support plan start date:</b>
<b>Setting:</b>  <b>Other settings attending:</b>	<b>Days/hours attending:</b>	<b>Parent/Carer names:</b>
<b>Funded 2 yr old?</b> Y/N	<b>EYPP?</b> Y/N	<b>Child in Care:</b> Y/N
<b>SEN Status:</b> SEN Support Plan SENIF EHCP needs assessment EHCP in place	<b>Additional SEN funding:</b> Inclusion Funding High Needs Funding Disability Access Fund	<b>Diagnosis of or under formal health assessment for:</b>
<b>Home language:</b>	<b>Signature of parent/carers:</b>	<b>Signature of Senco/Keyperson:</b>

Advice has been received from the following Professionals:

Name	Profession

Other support plans/targets in place:

SEND identified area	Description of current level of skills	Area for development (long term outcome)
<b>Communication &amp; Interaction</b>		
<b>Cognition &amp; Learning</b>		
<b>Social, Emotional &amp; Mental health</b>		
<b>Physical and/or sensory</b>		

**Inclusion Strategies, interventions and resources to support the child in the setting as appropriate:**

Intervention	Reason for intervention

**Focused short term planning:**

<b>ASSESS</b> <i>What can the child do now?</i>	<b>PLAN</b> <i>What does the child need to do next? (SMART target)</i>	<b>DO</b> <i>Who will help the child and how?</i>	<b>REVIEW</b> <i>Progress the child has made – see progress sheet</i>			
			Emerging	Developing	Achieved	Parent /KP initials

## **Early Years Individual Support plan (example 2)**

Name of Child:	Name of parents:
Date of Birth:	Age:
Name of setting:	SENCo/Keyworker name:
Date of support plan:	Date of review:

What are the child's strengths?	
What are we concerned about?	
What assessment has taken place? (EYFS linked/observations)	
What are we going to do to support? (Resources, planning, strategies)	
Parental comments:	

**REVIEW**

What has been in the impact of what has been put into place?	
Has the child made progress? (EYFS/assessment observation?)	
Is there anything else we need to do/Keep doing? Who is responsible for this and by when?	
Parent comments:	

Parent signature:	REVIEW Parent Signature:
Date:	Date:
Staff signature:	REVIEW: Staff signature:
Date:	Date:

## SEN Support Plan (Example 3)

### Individual Education Plan

Name of child:

Parents'/Carers' Signature:

Setting:

SENCo

Signature:

Key Person:

Date:

Other Agencies Involved:

SEN Stage:

Objectives from Statement OR Areas of Development:

- 

Development area:			Start Date:	Review Date:
Target	Relevant skills [what the child can do, link to target]	Strategy and Provision	Supporting Activities [outside the setting]	Outcome and Evaluation
Development area:			Start Date:	Review Date:
Target	Relevant skills [what the child can do, link to target]	Strategy and Provision	Supporting Activities [outside the setting]	Outcome and Evaluation

<b>Development area:</b>			<b>Start Date:</b>	
			<b>Review Date:</b>	
<b>Target</b>	<b>Relevant skills</b> [what the child can do, link to target]	<b>Strategy and Provision</b>	<b>Supporting Activities</b> [outside the setting]	<b>Outcome and Evaluation</b>



## Appendix 2 - SENIF Example

Personal, Social and Emotional Development	EYFS developmental stage (please circle): <b>0-11/ 8-20/ 16-26/ 22-36/ 30-50/ 40-60+</b>
<p>Strengths:</p> <ul style="list-style-type: none"> <li>....has developed key relationships with staff in the setting and will go to them for support.</li> <li>....can play alongside other children</li> <li>...is able to follow the routines in the nursery.</li> <li>....has clear interest in certain areas of the nursery, such as construction.</li> <li>....plays alongside children.</li> <li>....calms quickly if an adult gives him a hug.</li> </ul>	<p>Concerns:</p> <ul style="list-style-type: none"> <li>....can become extremely upset and will hurt the other children if they are playing with a toy he wants or if the environment is noisy, there is a change to staffing or if he is completing an activity and it does not go the way he wants it to.</li> <li>....does not interact or notice adults of children in the setting.</li> <li>....special interests mean that they consume his attention and he is unable to notice what is going on in the environment around him.</li> <li>....has limited eye contact.</li> <li>....sometimes smiles or laughs at inappropriate moments.</li> <li>.....finds it difficult to play with the other children in the setting and will interrupt their play, for example he will throw their toys on the floor or break up models they are making or take toys off of them.</li> <li>....finds physical contact, such as a hug for comfort, difficult.</li> </ul>
<p>Target:</p> <ul style="list-style-type: none"> <li>....will take turns with a key adult.</li> </ul>	<p>Strategy/Intervention:</p> <ul style="list-style-type: none"> <li>The adult will provide activities for the child to play cooperatively with them such as rolling a ball back and forth.</li> <li>The adult will take part in Intensive interaction for short periods each day – copying what the child does with a box of matching toys.</li> </ul>

<p><b>Communication and Language</b></p>	<p><b>EYFS developmental stage (please circle):</b></p> <p><b>0-11/ 8-20/ 16-26/ 22-36/ 30-50/ 40-60+</b></p>
<p><b>Strengths:</b></p> <p>.... Will sometimes use eye contact and will often use body language to express what he wants.</p> <p>.....is able to understand simple instructions.</p> <p>....can concentrate with the sand, water and construction for a short period of time.</p> <p>....has around 100 words that he can copy when an adult says them.</p> <p>....uses his words to let an adult know wants and needs.</p> <p>....is beginning to repeat words</p>	<p><b>Concerns:</b></p> <p>... rarely uses verbal language to communicate and prefers to use body language such as pointing or taking an adults hand.</p> <p>...has limited attention and will only concentrate on an activity of his preference. This means that he is not always accessing the full learning on offer.</p> <p>....does not respond to his name.</p> <p>...uses his made up language to communicate with an adult even though he does have language.</p> <p>....can not follow instructions.</p> <p>...pronunciation is not always clear.</p>
<p><b>Target:</b></p> <p>....to use 2/3 words to express himself.</p> <p>....to concentrate on an adult initiated activity for 2 minutes.</p> <p>....to understand simple one part instructions when an adult uses visual prompts such as pointing.</p> <p>....to fill in gaps from a well known song.</p>	<p><b>Strategy/Intervention:</b></p> <p>Small Language Group - promoting language and attention skills, making choices, role modelling simple language – taking part once per session</p> <p>Bucket time activities on a daily basis, in small groups.</p> <p>Adults to speak directly to...and always use simple language and visual prompts or objects of reference with instructions.</p> <p>Adult to sing familiar songs on a regular basis and leave gaps for the words that....knows so he can fill them in.</p>
<p><b>Physical Development</b></p>	<p><b>EYFS developmental stage (please circle):</b></p> <p><b>0-11/ 8-20/ 16-26/ 22-36/ 30-50/ 40-60+</b></p>

<p><b>Strengths:</b>          ....enjoys construction and can build towers and other models.          .... can feed himself independently          ....is independent in toileting          ....can wash his hand independently          ....can put his coat on independently.          ...enjoys joining in with gross motor games, such as climbing in the garden.          ....has age appropriate fine motor skills and can hold a pencil in a pincer grasp.</p>	<p><b>Concerns:</b>          ....cannot undress or dress himself.          ....is not showing any interest of acknowledgment of toilet training.          ....can not ride a bike.          ....can not kick or throw a ball          ...need for running around stops him from joining in focused activities.          ....is not aware of hazards around him, for example will fall down a small step or will walk on toys that are on the floor, sometimes causing him to trip.          ....is not yet walking unaided.          ....can not yet sit without support.          ....can not sit on a chair without back and sides for support.</p>
<p><b>Target:</b>          ....take his coat off independently.          ....participate in gross motor activities inside and outside of the classroom.</p>	<p><b>Strategy/Intervention:</b>          ....use backwards chaining to get...to do the last part in the task of taking off his coat, so that he feels he has achieved something. Gradually increase the amount....does himself.          Adult and a small group of children- to take part in running games, kicking, rolling and catching games to encourage these skills.</p>
<p><b>Any additional areas of concern [e.g. special interests, sensory processing issues (e.g. over /under sensitive to textures, smells, sounds), flexibility (e.g. anxious responses to transitions /change etc.), behaviour]</b></p>	
<p><b>Strengths:</b>          ....explores all areas of the nursery classroom</p>	<p><b>Concerns:</b>          ....gets agitated and puts his hands over his ears if the environment is too noisy.</p>

<p>....eats a variety of foods when at nursery.</p> <p>....enjoys the sand and water play on offer.</p> <p>....always visits the sensory activities.</p> <p>....will take himself to a quiet area if he is feeling overwhelmed or anxious.</p>	<p>....prefers to hold an object in his hand at all times and will get upset if this is taken away from him.</p> <p>....mouths all objects</p> <p>....eats sand and mud when it is out for playing with</p> <p>....does not eat food other than crackers.</p> <p>....gets distracted by fans/clocks</p> <p>....lines up all toys</p> <p>....seems to move and react very slowly, suggesting slower processing.</p>
<p><b>Target:</b> ....find a way that...can self sooth when he becomes overwhelmed by the environment.</p>	<p><b>Strategy/Intervention:</b> Adult to offer sensory equipment, such as a ball to squeeze, a light up wand etc when....becomes distressed.</p> <p>Adult to encourage...to go to a quiet area or dark tent when they feel upset or overwhelmed.</p>

Funding Options	Cost	
<b>Specific Equipment</b>	Description of items	Cost
	Bucket time activity resources	£50
	Makaton training	£150
	Down Syndrome specific training course	£250
	Specific visual timetable resources	£25
	Widget	£200

	<b>Total Amount:</b>	<b>£675</b>
<b>Adaptations</b>	<b>Description of adaptations</b>	<b>Cost</b>
	Targeted intervention work in small groups requiring key person	£10 per hour 4 hours per week (for 8 weeks)
	Pummel chair	£150
	Fidget cushion	£30
	<b>Total amount:</b>	<b>£500</b>
<b>Support (for training please complete total amount only)</b>  Specific training from relevant team	<b>Hours per week:</b>	4 hours
	<b>Number of weeks:</b>	8
	<b>Total amount:</b>	<b>£1175</b>
<b>Other (please specify)</b>		£
<b>Total Amount</b>		<b>£1175</b>

## **Appendix 3 - EHCNA Request Examples**

<b>Cognition and learning</b>
<b>Strengths and how these are helping learning</b>
<p>...is very interested in letters and numbers. He can name, sort and identify an amounts of numbers and can recognise single letters.</p> <p>...has started to take part in simple role play, for example he will pick up a phone and say “hello”.</p> <p>...understands simple instructions if they are part of a regular routine and are given with visual prompts such as pointing or objects of reference.</p> <p>...understands 10 pictures on their visual timetable.</p> <p>...shows interest in books.</p> <p>...enjoys singing and will stop to listen if he hears music or singing in the classrooms. This helps to engage him in routine activities.</p> <p>...can find his name card.</p> <p>...can engage in self-chosen activities for up to 15 minutes.</p> <p>...is very happy when there is a strict routine.</p> <p>...can share attention if activities are highly motivating.</p>
<b>Difficulties and how these are impacting on learning</b>
<p>...is working significantly below the age related expectations in all areas of the EYFS.</p> <p>...is unsure how to play with activities, such as a train track, and will need to be shown in small steos.</p> <p>...limited attention skills impact his learning through focused and group activities.</p> <p>...finds it difficult to come back to an activity once he has become distracted, or finds it too difficult, limiting his ability to maintain focus or develop intended outcomes from any planned or free choice activities.</p> <p>...is not able to choose an activity, if they are not directed to it, so tends to wander around the nursery room, rather than engage in play,</p> <p>...repetitive behaviours and special interests limit the activities that he will engage in.</p> <p>...is unable to recognise numbers or letters.</p> <p>...finds it very difficult to engage in adult led and/or group activities .</p>

...takes longer to process verbal and visual information which can impact on what he understands or responds to.

...does not like changes in routine and this can upset him, resulting in a meltdown.

...has fleeting attention unless the activity or toy is highly motivating, such as light up/flashing toys,

### Communication and interaction

#### Strengths and how these are helping learning

...sings parts of familiar songs.

...understands 10 Makaton signs.

...uses 10 Makaton signs.

...will take an adults hand to what he wants.

....will uses body language to communicate with adults, such as pointing.

...will use his PECS symbols to let an adult knows what he wants.

....has 100 spoken words.

...plays with sounds and vocalises during play.

...can make a choice between 3 items/pictures.

...will initiate interactions by smiling at adults or peers.

#### Difficulties and how these are impacting on learning

...has around 10 spoken words.

...cannot follow instructions.

...does not focus on the adult during group times, e.g. circle time.

...uses his body to interact with children, for example pushing children or knocking over their models.

....will repeat phrases he has heard, but does not use these in the correct context.

...often shouts when they are excited or upset.

...does not respond to instructions with or without visual prompts.

### Sensory and/or physical

#### Strengths and how these are helping learning

...enjoys large physical activities.

...finds sensory activities such as light up and musical toys, motivating.

...responds positively to tactile activities such as messy play.

#### Difficulties and how these are impacting on learning

...seeks out physical contact and pressure, for example he will often lean on walls/tables or children when playing.

...will climb on nursery room furniture, not showing awareness of safety.

...finds meal times difficult, both at home and at nursery and will only use a particular drinking bottle.

...is unsteady on stairs, meaning he needs support accessing different parts of the nursery.

...explores all objects and activities with his mouth.

...will put material, such as a blanket or a coat over his head when he is overwhelmed.

...often tires easily with physical activity, such as playing on the garden.

...covers his ears if the classroom is noisy or if there is a sudden noise such as an ambulance going past.

...finds sitting difficult and is quite floppy. He finds sitting on the floor more challenging.

### Social, emotional and mental health

#### Strengths and how these are helping learning

...watches adults and children and will copy them, making modelling activities a positive learning strategy.

...is generally very happy, smiling and laughing with adults or peers.

...transitions well into nursery and is happy at home time.

...seeks out adults if upset.

...initiates play with other children by offering them a toy.

...can play alongside others.

...is often happier around other children when in the garden or in a bigger space.

#### Difficulties and how these are impacting on learning

...often leaves an activity if another child joins.

...becomes frustrated if his needs or wants are not understood.

...is unaware of his peers.

...can have meltdowns if there are changes to his routine. His meltdowns make him feel very tired and take a while for him to recover from.

...is not able to follow social cues, such as in group routines, e.g. getting coats for the garden.

It is difficult to understand...emotions as he is often quiet and follows instructions directly, never doing anything an adult has not instructed him to do.

<b>Type of provision / intervention</b>	Small communication/physical/attention groups, requiring an additional adult in ratio so key person can be released to attend this group.
<b>Frequency and duration</b>	15 minutes, daily.
<b>Delivered by</b>	Key person and SENCo
<b>Start date</b>	
<b>Review date</b>	
<b>Impact of provision / intervention</b>	<p>....is beginning to tolerate being in close contact with 2/3 children.</p> <p>....is beginning to take part in gross motor activities independently.</p> <p>....is beginning to attend to a motivating activity for 1 minute at a time.</p> <p>....is beginning to share attention with an adult and use spoken language to fill in gaps in songs.</p>
<b>SEN delegated budget</b>	£

<b>Outcome 1</b>	...will begin to share sustained attention for up to 5 minutes when in a small group of 3 children.	
<i>What needs to happen?</i>	<i>What resources might this need?</i>	

## Appendix 4 - One page profile example

My name is:

Photograph

I am good at/strengths

What makes me happy/likes

I might feel sad when/dislikes

How you can help me

## Appendix 5

### NASEN Early Years Inclusive Practice Poster



15066-Early-Years-Poster-P3.pdf

## Appendix 6

### Early Years Speech and Language Monitoring Tool



Guidance on CLCH SLT EY  
Monitoring in the monitoring tool

## Appendix 7 – Early signs of Autism checklist

- Displays indifference
- Indicates needs by using an adult's hand
- Echolalic – copies words like a parrot
- Inappropriate laughing or giggling
- No eye contact – 'I can look or listen but I can't do both'
- Lack of creative play
- Egocentric behaviour like 'flapping'
- Talks incessantly about one topic
- One sided conversation
- Joins in games only if assisted by adult
- Does not play with other children

If you recognise some or many of these behaviours in a child you work with and they are not diagnosed, discuss it with your SENCo. Early diagnosis is key if autistic people are to achieve their full potential. (Please note this is NOT a diagnostic tool just a checklist)