

# Early Years Graduated Response

## How to support children from 0-5 years in Surrey

September 2025

## **Introduction**

Welcome to Surrey's Early Years Graduated Response. The aim of this document is to provide clear and consistent guidance to Surrey's expectations of the different thresholds for additional needs and disabilities, in an early years setting. We want to ensure children's needs are identified at the earliest stage possible, and the most appropriate support put in place. This will enable all children to progress and realise their individual potential. This document provides a clear, graduated framework for all settings and stakeholders to provide well-coordinated early intervention and support.

The principles in this document are underpinned by the SEND Code of Practice (2014). Most children with additional needs and/or disabilities will achieve their outcomes through arrangements which can be implemented without the need for an EHC Plan. This can be achieved through differentiation, making reasonable adjustments, taking a person-centred approach and by liaising with a range of multi-agency partners.

The Early Years Graduated Response document is designed for practitioners working with children aged 0 – 5 and covers children birth to Reception Year (Year R) at school. This aligns with the Early Years Foundation Stage curriculum. It can be used by anyone who delivers the EYFS, whether that is a childminder, large nursery chain, independent nursery or nursery attached to a school. Some of the referrals and funding streams listed within the 'Assessment and Planning' and 'Intervention and Support' sections are not available for children in their Reception Year at School, so please read with some caution. It is the Interventions that are listed within these sections that may be appropriate for some children in their Reception Year, if they are not making expected progress.

## **What is a Graduated Response?**

The SEND Code of Practice (2014) expects barriers to learning to be removed and measures put in place to enable effective educational provision to be available and accessible to all. Where a child is identified as having an additional need and/or disability, a cycle of support must be in place. This cycle includes four stages, which are Assess- Plan- Do - Review. By following this cycle, you will be able to continuously adapt support to meet the child's needs and secure good outcomes. This defines a graduated approach.

The SEND Code of Practice (2014) advises that you should have a clear approach to identifying and responding to a child with additional needs. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. By using a graduated approach, you will develop a greater understanding of a child's individual needs and be able to provide a person-centred response.

## How to use the Graduated Response

The Early Years Graduated Response has two parts.

### Part One

#### The Profile of Need (Assess)

This is divided into four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory Needs (including Hearing Impairment, Visual Impairment, and/or Multi-Sensory Impairment)

You can use the Profile of Need at any time when an overview of a child's development is needed. This can be achieved by highlighting the sections which most accurately reflect the child's development at the time. By completing this task, you will create a visual summary of where the child sits on the Profile of Need. This will enable you to identify if the child is mainly sitting in Universal, Setting Support, Specialist Support or Statutory Assessment.

- **Universal**- support and access to services that enable all children and their families to be healthy, stay safe, enjoy life, and achieve their full potential. This includes everything you do in an early years setting for all children.
- **Setting Support**- the majority of children will have their needs met through an early year's provision which adapts to meet individual need. This may include an application for Early Intervention Funding (EIF) or differentiating the curriculum or your approach to meet their needs.
- **Specialist Support**- where a child continues to make less than expected progress, despite evidence- based support and interventions highlighted in Setting Support and detailed in the Surrey Support Plan, you should consider making referrals and seeking specialist support from multi-agency professionals. This may again include an application for Early Intervention Funding (EIF).
- **Statutory Assessment**-where, despite relevant and purposeful action has been taken to identify, assess and meet the additional needs of the child, the child has not made expected progress with the involvement of multi-agency professionals. It may be necessary for special educational provision to be made for the child in accordance with an EHC plan. The early years setting and parents should consider requesting a statutory assessment.

The statements in the Profile of Need are broad indicators and should not be used as a comprehensive assessment tool. The assessment tools can be found in the assessment and planning section and intervention and support sections.

## Part Two

This is divided into three sections:

- Assessment and Planning-Plan
- Intervention and Support-Do
- Evaluating Progress and Review-Review

### Assessment and Planning-Plan

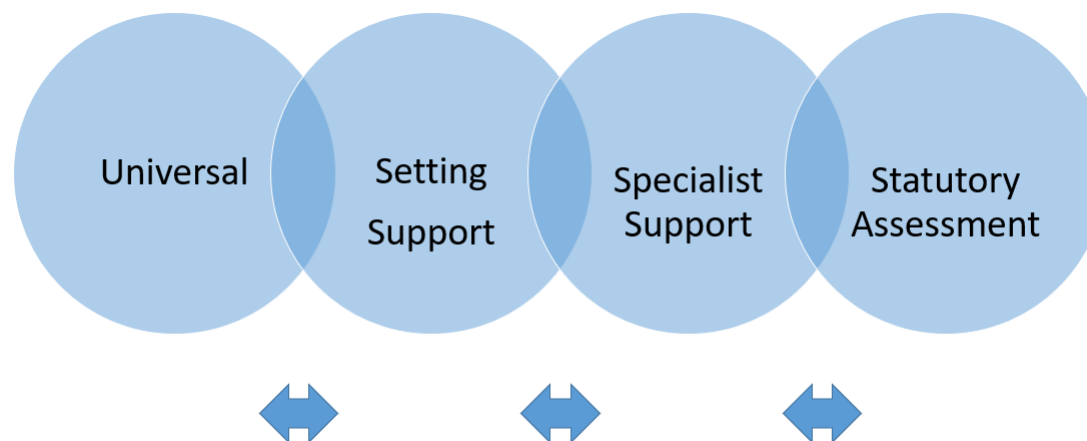
The Assessment and Planning section provides advice and guidance regarding what you need to be thinking about next. This will depend on the child's profile of need.

### Intervention and Support –Do

The Intervention and Support section helps you identify what you need to do in response to completing the Profile of Need and after considering the assessment and planning section. You will find options and suggestions regarding the type and range of support and interventions which you could put in place for the child.

### Evaluating Progress and Review-Review

The Evaluating Progress and Review section enables you to assess progress and decide next steps. Remember that a child can travel across the Graduated Response either way.



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## Part One

### Communication and interaction

#### Profile of Need (Assess)

Universal	Setting Support	Specialist Support	Statutory Assessment
The child is broadly working within the appropriate developmental learning phase, using assessments and the EYFS as guidance	The child exhibits some difficulties within Communication and Interaction. Assessments indicate the child is working just below an age-appropriate level. This is beginning to affect access to the EYFS.	The child is showing significant difficulties across Communication and Interaction. Assessments indicate this is significantly affecting access to the EYFS.	The child displays sustained difficulties within Communication and Language. Assessments indicate this is having a significant impact on access to the EYFS.

#### Listening and attention

Universal	Setting Support	Specialist Support	Statutory Assessment
The child may require support from time to time for specific areas of need but generally makes expected progress as a result.	The child has some difficulties and may require additional adult intervention to support progress.	The child shows significant difficulties and needs a high level of intervention and support.	The child has sustained difficulties and requires individualised support.
The child is aware of and responds to cues typically used to gain attention e.g., adult using their name and getting down to their level.	The child is having some difficulties with active listening and attention and may need additional support from adults and/or small group intervention.	The child is showing significant difficulties with active listening and attention which is impacting on their speech and language development and will require a referral to an EY Speech and Language Therapist.	The child exhibits sustained difficulties with active listening and attention which is impacting on their speech and language development. The gap between the child and their peers is widening.
The child responds to and uses eye contact appropriate to their age, stage, and culture.	The child has some difficulties with responding to and using eye contact. He/she may stare or only use eye contact when responding to something they like. The child may look in the direction of other people without using eye contact.	The child is exhibiting significant difficulties responding to and using eye contact. Child's eye contact is poor and fleeting even after EY S&L resource ideas have been used.	Despite specialist intervention and an enhanced ratio, the child is still exhibiting significant difficulties responding to and using eye contact.

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>The child responds to their name as appropriate for their age - turning and looking in the direction of adults and peers when their name is called.</p>	<p>The child has some difficulties responding to their name despite universal support being in place.</p>	<p>The child is showing significant difficulties responding to their name even with adult intervention. The child is unaware of others trying to interact with them and may appear engrossed in their own play.</p>	<p>The child is engrossed in self-chosen play/activity and has sustained difficulties responding to their name even with a high level of adult intervention.</p>
<p>The child listens and attends to adults and peers for a gradually increasing length of time as appropriate for their age.</p>	<p>The child has some difficulties listening and attending to communication by adults and peers. The child may join an activity but be quickly distracted by noise or movement and often need adult support to refocus.</p>	<p>The child has significant difficulties listening and attending to communication from adults and peers. Adult needs to use visuals such as now &amp; next and high attention activities to engage the child.</p>	<p>The child has sustained difficulty listening and attending to communication from adults and peers and may demonstrate a need to move constantly, even with a high level of intervention and an enhanced ratio.</p>
<p>The child is able to access the setting environment independently. He/she can sustain focus on self-chosen activities and resources as appropriate for their age.</p>	<p>The child has some difficulty accessing the setting environment and may be easily distracted. He/she may need some adult support to sustain focus on self-chosen activities and resources.</p>	<p>The child is exhibiting significant difficulty accessing the setting environment. The child is easily distracted and flits between activities or finds it difficult to move on. He/she needs a high level of intervention through enhanced staffing to enable them to access the nursery environment, choose activities and sustain focus. The child may appear to enjoy more physical play, such as chasing games.</p>	<p>The child has sustained difficulty accessing the nursery environment and is unable to focus on own interests and play. Despite an individualised programme of support and a high level of intervention the child is showing a sustained delay in their play skills and the gap between the child and their peers is widening.</p>
<p>The child is able to listen, attend to and participate in adult led songs, stories, and developmentally appropriate group activities with use of general aids such as song box and puppets to help with engagement.</p>	<p>The child displays some difficulty listening, attending to, and participating in adult led group session including songs and stories. The child may spend time watching or touching others or looking away. Some adult support needed to refocus e.g., using visuals such as now &amp; next board.</p>	<p>The child is showing significant difficulty listening, attending to, and participating during group times such as songs and stories. The child may move constantly, leave, or engage with other adults or peers. The child needs an enhanced ratio to enable small groups, to sit and refocus or to back-chain involvement and increase attention skills. The child's progress within the EYFS is delayed due to poor listening and attention skills.</p>	<p>The child has sustained difficulty listening, attending to, and participating in group sessions such as songs and stories. The child is reluctant to attend adult led groups and will listen and attend for only a very short periods of time even with adult support. The child may sit down but quickly get up again and move off or look away. The child may need short, individual/small group interventions.</p>

## Language

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>The child is able to follow visuals of familiar routines independently or with support.</p>	<p>The child needs some adult support to follow routines due to some difficulty understanding instructions. Adults need to support child to follow routines using tailored visual support.</p>	<p>The child has significant difficulty understanding and following routines and instructions without an enhanced ratio. Child requires individual visual aids such as Now &amp; Next and sequenced storyboards for daily routines i.e., washing their hands and snack time.</p>	<p>The child has sustained difficulty understanding and following routines and instructions despite an individualised programme of support and a high level of intervention.</p>
<p>The child is able to understand and follow age-appropriate instructions.</p>	<p>The child has some difficulty understanding and following age-appropriate instructions and needs some adult support with the use of visual aids. Adults need to simplify language used.</p>	<p>The child is showing significant difficulty understanding and following age-appropriate instructions. The child requires a high level of intervention through an enhanced ratio to enable the use of visuals such as now&amp; next boards and Makaton. Staff need to simplify language, model, and coach correct response.</p>	<p>The child displays sustained difficulty understanding and following age-appropriate instructions, despite an individualised programme of support and a high level of intervention. Child may need increased use of individual visual aids. Professional advice has been followed for an extended period however; child has made little progress. The gap between child and peers is continuing to widen.</p>
<p>The child is able to use age-appropriate gestures, signs, key words, and/or appropriate vocabulary.</p>	<p>Observations indicate the child has some difficulty communicating with others using gestures, signs, key words, and/or appropriate vocabulary.</p>	<p>The child is showing significant difficulties communicating with others SLT assessment indicates moderate – severe delay.</p>	<p>The child displays sustained difficulties communicating with others. SLT assessment indicates a severe and sustained delay. The child may be dependent on adult to interpret wants and needs using additional aids.</p>

Universal	Setting Support	Specialist Support	Statutory Assessment
The child responds appropriately to language used by adults and peers.	<p>The child has some difficulty understanding and responding appropriately to language used by adults and peers.</p> <p>The child may copy the responses of peers in/out of context.</p>	The child has significant difficulties understanding and responding appropriately to language used by adults and peers. They need a high level of intervention through an enhanced ratio.	The child is showing sustained difficulties understanding and responding appropriately to language used by adults and peers. This is despite having an individualised programme of support and a high level of intervention.

### Social Communication

Universal	Setting Support	Specialist Support	Statutory Assessment
The child is aware of social cues and responses i.e., seeks contact with others, joint attention, can take turns and is interested in other children's play as developmentally appropriate.	The child has some difficulty engaging with peers and adults. They may demonstrate a lack of awareness of social cues such as limited eye contact.	The child exhibits significant difficulty engaging with peers and adults. They may make eye contact during a high attention activity such as bucket time, but this can be fleeting.	The child displays sustained difficulty engaging with peers and adults. During high attention activity such as bucket time the child avoids all eye contact even when objects are held at the adult's eye level.
The child is aware of social cues and responses i.e., seeks contact with others, joint attention, can take turns and is interested in other children's play as developmentally appropriate.	The child may have difficulty playing alongside others and they may prefer to play alone. They rarely initiate interactions with peers. The child may appear to follow their own interest but will accept some adult ideas, when it is something, they like, with use of visuals such as now and next.	The child shows significant difficulty interacting with others. They may prefer to play alone and when other children come close may move away, physically move others or vocalise. The child follows their own interest and appears unaware of others. Play may be repetitive, and the child may experience difficulty transitioning between activities.	The child has sustained difficulty interacting with others. He/she plays alone and follows their own interests. Play is repetitive, and the child experiences sustained difficulty transitioning between activities. An adult needs to use specific strategies to engage with the child.

Universal	Setting Support	Specialist Support	Statutory Assessment
The child can use spontaneous social communication, express preferences, and make decisions with peers in imaginative play situations.	The child has some difficulties using spontaneous social communication, expressing preferences, and making decisions with peers in imaginative play situations. The child may need adult support to model and coach simple sequences of play.	The child is showing significant difficulties playing imaginatively with others. Child needs an adult to model and coach simple sequences of imaginative play to support social communication. An adult will be implementing strategies from professionals.	The child has significant difficulties playing with others. They need a specialised programme of support to make progress.
The child can focus on their own chosen activity and is able to transition from child chosen play to adult led routines with appropriate whole group warnings/support?	The child shows some difficulties during unstructured times and during changes in routine.	The child has significant difficulties during unstructured times and during changes in routine. They may appear anxious, upset, and/or show unexpected behaviours. The child needs boundaries and expectations to be consistently reinforced.	The child has sustained difficulties during unstructured times and may be unaware of routines. The child may be very distressed during daily transitions and need an individual structured programme of support. They may be passive, withdrawn or respond physically and are unable to access the EYFS due to the severity of their social communication difficulties.
The child is able to take turns and share resources with others as developmentally appropriate and with adult support. Child can participate in age-appropriate small group activities.	The child is showing some difficulties with taking turns and sharing and has difficulty interacting or participating in a small group. They need adult support to facilitate and model these skills.	The child has significant difficulties engaging in structured turn-taking activities. They may have a programme of targets from outside professionals to support their progress.	The child has sustained difficulty engaging in structured turn-taking activities. They will require a specialised programme of support to make progress.
Once settled into their early years setting, child is confident to verbally participate in child chosen and small group activities. The child is able to regulate their emotions appropriately in most situations with adult support.	The child appears anxious in group or individual activities. This anxiety impacts on the way the child may communicate with others. This may present through a change in tone of voice, whisper, or reluctance to speak.	The child frequently appears anxious in group or individual activities, despite support from adults. The child may become overwhelmed and demonstrate distressed behaviours.	The child consistently demonstrates distressed behaviours in paired or group situations despite support from adults. They need a specialised programme to enable learning and often need individual support to co-regulate their emotions.

## Dysphagia

Universal	Setting Support	Specialist Support	Statutory Assessment
The child has no difficulties with eating, drinking or with oro-motor skill	The child is showing some difficulties with oro-motor skills and excessive dribbling.	The child is regularly coughing or choking when eating or drinking and needs a referral to the Speech and Language Dysphagia Service.	The child may need changes in diet and/or thickened fluids, nasogastric feeding, or a gastrostomy.

## Speech

Universal	Setting Support	Specialist Support	Statutory Assessment
The child is able to make noises, babble, and use a range of different sounds and speech which are developmentally appropriate.	The child may have some speech difficulties which are starting to impact on communicating their wants and needs.	The child has significant speech difficulties which are having a marked impact on their ability to communicate their wants and needs.	The child has significant and sustained difficulties with speech which are having a severe impact on their ability to communicate their wants and needs. They require ongoing individual advice and support from a speech and language therapist. This is affecting their access to the EYFS.
The child's speech clarity enables them to communicate their wants and needs to familiar and unfamiliar adults	The child's speech clarity results in them having some difficulties making their wants and needs known to familiar adults. Unfamiliar adults and children may have more difficulty understanding them.	The child's speech clarity results in them having significant difficulties making their wants and needs known to both familiar and unfamiliar adults. They may become frustrated at not being understood and withdraw or show more physical behaviours. The child will need support to communicate their wants and needs, for example using gestures, visuals, and/or Makaton. This may be having some impact on confidence and social interaction. Referral and advice from a speech and language therapist needed.	The child's speech clarity results in them having sustained difficulties making their wants and needs known to both familiar and unfamiliar adults. Child's confidence and self-esteem may be low. Frustration may be increasing resulting in swift changes in behaviour or the child becoming withdrawn and unwilling to take part in activities. The development of communication, literacy and language may not be progressing. This may be having a significant impact on confidence and social interaction.

## Cognition and Learning

### Profile of Need (assess)

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>The child is broadly working within the appropriate developmental learning phase, including the Characteristics of Effective Learning., using the EYFS as guidance. Adult support varies throughout the day depending on the individual need of the child.</p>	<p>The child is showing some delay in learning in the prime areas of EYFS. Monitoring of the child’s progress indicates that despite group-based interventions and support, the child is not progressing as they could be. The child tends to not learn so well when support is not in place.</p>	<p>The child has significant delay in learning across prime areas of EYFS despite differentiation of curriculum and some individual interventions targeting the needs of the child at Setting Support level.</p>	<p>The child shows sustained delay in learning across prime areas of EYFS. Gap is widening between the child and what is expected of them as this age and stage, despite interventions and support suggested by the professionals involved.</p>
<p>The child shows perseverance and concentrates on a chosen task for an appropriate period of time. At times may need some additional prompts. E.g., visuals aids to support learning.</p>	<p>The child requires some planned support to sustain perseverance and focus on an activity. Differentiation allows child to extend activities to develop areas of interest.</p>	<p>The child requires planned strategies and additional support to retain, and use learned skills. The child will often lose focus at activities and need significant support to keep them on task even for short amount of time.</p>	<p>The child requires sustained support in order to engage their attention and help them play, learn, and make progress. The child will constantly flit between activities and cannot concentrate without support.</p>
<p>The child can listen and attend to an adult-led activity for a short amount of time in line with age and stage expectations. Small groups of children are encouraged in early years learning and plenty of exciting resources and props should help keep the child’s attention.</p>	<p>The child needs some reminders/ encouragement to persevere with an activity that is adult led.</p>	<p>The child needs planned intervention (support) and prompts to listen and attend, and to maintain attention on an activity that adult led.</p>	<p>The child needs sustained, individualised support such as verbal and visual reminders/encouragement, to attend to an activity that is adult led.</p>

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>The child can follow a simple one or two worded instructions (or the equivalent in-line with what is appropriate for their age) from an adult and can follow a simple routine. The child may find visuals useful. E.g., visual timetables, such as <a href="#">Do 2 learn Widget</a>.</p>	<p>The child requires some additional support and prompts to listen and attend to instruction from adult and the routine. E.g., Use of a 'Now and next' board.</p>	<p>The child needs significant additional support from an adult to help listen and attend to instructions and to follow routines. Requires planned strategies to prepare for a change in routines. E.g., adult modelling and use of visuals.</p>	<p>The child requires sustained support to be able to understand instructions, listen and attend to adults and to follow the routine within the setting, despite professional led interventions.</p>
<p>The child shows curiosity and is motivated to learn. Investigates and experiences different things. Can play independently with appropriate differentiation. Joins in with others. Has a 'Have a go' attitude to learning.</p>	<p>The child has some difficulty joining in and accessing a range of activities. They may sometimes limit their play to specific interests. The child may carry around certain toys/objects and focus more on exploring certain schemas or patterns of play, such as spinning wheels and lining up toys. Differentiation by adults may be required to allow the child to learn routines, expectations, and boundaries.</p>	<p>The child's play is not age appropriate. It is significantly limited, inflexible and repetitive. Mostly likes to play on their own. They may become fixated with certain objects, colours, toys or spinning wheels on cars or trains. Show frustration when asked to share toys/equipment.</p>	<p>The child needs sustained support and a highly differentiated approach to enable them to play, join in, share, and communicate their ideas and experiences. They are often not aware of what their peers are doing and play entirely on their own.</p>
<p>The child begins to make sense of their physical world and their community. They explore, observe, and find out about people, places, technology, and the environment.</p>	<p>The child shows some difficulty expressing an interest in significant events in their own life and understanding what makes them unique. Child does not always ask questions and think about why things happen.</p>	<p>The child shows significant difficulties in understanding their own experiences. Child shows continuing difficulties with a range of transitions.</p>	<p>The child is showing sustained difficulties in the why, how, and what concerning the world around them. They do not understand experiences and cannot learn from them.</p>
<p>The child explores and plays with a wide range of media and materials as well as sharing their thoughts, ideas, and feelings through a variety of activities in art, music, dance, role-play, and design and technology.</p>	<p>The child has some difficulties or has a particular sensory need to engage in specific activities. Requires some adult support to access other areas of the curriculum. Child has some difficulty in sharing their thoughts and ideas accurately. Some difficulty in generating ideas for imaginative play.</p>	<p>The child shows significant difficulties in exploring the properties of materials and understanding their use. Needs additional support to join in, share and communicate ideas and experiences. Significant difficulty in generating ideas for imaginative play, home corner/role play. Child unaware of what other children do in their play.</p>	<p>The child shows sustained difficulties in generating ideas, initiating, and engaging in other children's play. Requires significant support to help build and maintain positive relationships with their peers. Sustained difficulties in generating ideas for imaginative play/ home corner not able to recreate when role modelled by the adult.</p>

## Social, Emotional and Mental Health

### Profile of Need (ASSESS)

#### Social: Building Relationships

Universal	Setting Support	Specialist Support	Statutory Assessment
The child is broadly working within the developmentally appropriate learning stage for Personal, Social and Emotional Development (PSED) using the EYFS as guidance.	The child is working below age-appropriate levels of development for PSED within the EYFS.	The child is working significantly below age-appropriate levels of development for PSED within the EYFS.	The child is working significantly below age-appropriate levels of development for PSED within the EYFS despite ongoing intervention.
The child is at expected level of development and is age appropriate in turn taking and waiting during activities.	The child is showing some difficulty in developmentally appropriate turn taking/sharing and participation in group activities.	The child is showing significant difficulty in developmentally appropriate turn taking/sharing and participation in group activities.	The child is showing sustained difficulty in turn taking/sharing and participation in group activities despite ongoing interventions.
The child is developing a positive relationship with keyperson.	The child is showing some difficulty in developing a positive relationship with keyperson.	The child is showing significant difficulty in developing a positive relationship with keyperson.	The child is showing significant and sustained difficulty in developing a positive relationship with keyperson.
The child is at expected stage in developing social play and interaction with peers.	The child is showing some difficulty in building and/or maintaining relationships with others that could lead to isolation and/or conflict.	The child showing significant difficulty in building and/or maintaining relationships with others that could lead to isolation and/or conflict.	The child is showing sustained difficulty in building and/or maintaining relationships with others that could lead to isolation and/or conflict despite ongoing interventions.
The child is developing an awareness of other people's feelings and responds in a developmentally appropriate way.	The child is showing little awareness of other people's feelings.	The child is showing no awareness of other people's feelings.	The child is continuing to show no awareness of other people's feelings despite ongoing interventions and support.
The child shows developmentally appropriate social interactions with others.	The child may engage with others in ways that are socially unexpected, which may include physical contact.	The child frequently engages with others in ways that are socially unexpected, which may include physical contact and may lead to harm.	The child persistently engages with others in ways that are socially unexpected, which may include physical contact and leads to an

Universal	Setting Support	Specialist Support	Statutory Assessment
			outcome of harm despite ongoing interventions.
The child responds to non-verbal cues in a developmentally appropriate way.	The child is showing some difficulty in using and reading non-verbal cues.	The child is showing significant difficulty in using and reading non-verbal cues, resulting in increasing isolation from peers.	The child is showing sustained difficulty in using and reading non-verbal cues despite ongoing interventions and support, resulting in sustained isolation from peers.
The child is using and experimenting with social language and with support, is learning what is appropriate and socially acceptable.	The child occasionally uses language that may be considered socially unexpected or unsuitable in certain settings.	The child frequently uses language that may be considered socially unexpected or unsuitable in certain settings.	The child persistently uses language that may be considered socially unexpected or unsuitable in certain settings, despite ongoing interventions and support.

### Social: Managing Self

Universal	Setting Support	Specialist Support	Statutory Assessment
The child is confident to try new activities and explore their environment and is developing their independence.	The child appears hesitant, lacks confidence and is sometimes withdrawn which may impact on how they access the environment and social interactions.	The child appears hesitant, lacks confidence and is frequently withdrawn which significantly impacts on how they access the environment and social interactions.	The child appears to display sustained and persistent hesitancy, lacks confidence and is persistently withdrawn, which significantly impacts on how they access the environment and social interactions.
The child has a positive sense of self and can cope when things do not go to plan. They will persevere with an activity and begin to develop their resilience.	The child sometimes shows low self-esteem which impacts on their ability to cope when things do not go to plan. They may give up with an activity.	The child frequently shows low self-esteem which impacts on their ability to cope when things do not go to plan, and they will frequently give up with an activity.	The child persistently shows low self-esteem which impacts on their ability to cope when things do not go to plan. They will usually give up with an activity despite ongoing intervention and support.

Universal	Setting Support	Specialist Support	Statutory Assessment
The child is confident to take developmentally appropriate risks during their play and learning.	The child sometimes lacks ability to risk assess their own safety, which may cause them to be overly cautious or have little regard for danger.	The child frequently lacks ability to risk assess their own safety, which may cause them to be overly cautious or have little regard for danger.	The child persistently lacks ability to risk assess their own safety, which causes them to be overly cautious or have little regard for danger.
The child is able to transition from self-chosen to play to adult led activities or routines, with adult support.	The child has some difficulty in transitioning from self-chosen play to adult led activities or routines, with adult support.	The child has significant difficulty in transitioning from self-chosen play to adult led activities or routines, with adult support.	The child has sustained difficulty in transitioning from self-chosen play to adult led activities or routines, despite a high level of adult support.
The child is able to make developmentally appropriate choices and decisions and to begin to communicate personal preferences and communicate their wants and needs.	The child has some difficulty in making age-appropriate choices and decisions and has some difficulty in communicating their personal preferences.	The child has significant difficulty in making age-appropriate choices and decisions and has significant difficulties in communicating their personal preferences.	The child has sustained difficulty in making age-appropriate choices and decisions and has sustained difficulty in communicating their personal preferences, despite ongoing intervention and support.
The child is able to manage their personal care routines in a developmentally appropriate way, including basic hygiene, dressing and going to the toilet.	The child has some difficulty managing their personal care routines in an age-appropriate way.	The child has significant difficulty managing their personal care routines in an age-appropriate way.	The child has sustained difficulty in managing their personal care routines in an age-appropriate way, despite ongoing interventions and support.
The child is able to make developmentally appropriate healthy food choices and enjoys a varied diet.	The child has some difficulty in making age-appropriate healthy food choices and has some dietary restrictions.	The child has significant difficulty in making age-appropriate healthy food choices and has significant dietary restrictions.	The child has sustained difficulty in making age-appropriate healthy food choices and has persistent dietary restrictions, despite ongoing interventions and support.
The child is able to manage their own personal safety in a developmentally appropriate way.	The child has some difficulty managing their personal safety which could result in harm to self or others.	The child has significant difficulty managing their personal safety which can result in harm to self or others.	The child has sustained difficulty managing their personal safety which often results in harm to self or others, despite ongoing interventions and support.

## Self-Regulation

Universal	Setting Support	Specialist Support	Statutory Assessment
The child is able to express emotions in a range of developmentally appropriate ways.	The child expresses overwhelming emotions (fear, frustration, excitement etc.) through some incidents of non-deliberate harm to self or others.	The child expresses overwhelming emotions through frequent incidents of non-deliberate harm to self or others.	The child expresses overwhelming emotions through persistent incidents of non-deliberate harm to self or others, despite ongoing interventions and support.
<p>The child is able to understand the expectations of the setting and can adapt their behaviour accordingly.</p> <p>The child is developmentally appropriate in their understanding of right from wrong and their ability to follow the rules of the setting.</p>	The child has some difficulty in following setting rules and/or routines e.g. coping with boundaries, coping with changes in routine/staff etc.	Child has significant difficulty in following setting rules and/or routines e.g. coping with boundaries, coping with changes in routine/staff etc.	The child has sustained difficulty in following setting rules and/or routines e.g. coping with boundaries, coping with changes in routine/staff etc.
All children aged 0-5 years need support from adults to regulate their emotions (Co-regulation). With adult support children can manage and regulate their emotional responses.	The child has some difficulty in managing and regulating emotions, even with adult support, resulting in avoidant behaviour or conflict with others.	The child has significant difficulty in managing and regulating emotions, even with adult support, frequently resulting in avoidant behaviour or conflict with others.	The child has sustained difficulty in managing and regulating emotions, even with adult support, regularly resulting in avoidant behaviour or conflict with others.
The child is able to use a range of coping strategies, with support, to remain calm when managing everyday challenges, for example transition times and separation from parents/carers.	The child displays some anxiety and has difficulty in remaining calm when faced with everyday challenges, and this may impact on their emotional wellbeing.	The child displays anxiety and has significant difficulty in remaining calm when faced with everyday challenges and this sometimes impacts on their emotional wellbeing.	The child displays a high level of anxiety and has persistent difficulties in remaining calm, and this frequently impacts on their emotional wellbeing.
The child is able to cope with overwhelming and stressful situations in a developmentally appropriate way.	The child sometimes displays behaviours that could cause harm to self or others as an emotional response to an overwhelming or stressful situation.	The child frequently displays behaviours that could cause harm to self or others as an emotional response to an overwhelming or stressful situation.	The child persistently displays behaviours that could cause harm to self or others as an emotional response to an overwhelming or stressful situation, despite ongoing intervention and support.

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>The child is able to regulate their emotions in a developmentally appropriate way to remain on task during a developmentally appropriate activity.</p>	<p>The child has some difficulty in regulating their emotions and this impacts on their ability to remain on task during a developmentally appropriate activity, even with visual prompts.</p>	<p>The child has significant difficulty in regulating their emotions and this impacts on their ability to remain on task during a developmentally appropriate activity, despite ongoing individualised interventions.</p>	<p>The child has sustained difficulty in regulating their emotions and this frequently impacts on their ability to remain on task during a developmentally appropriate activity, despite ongoing individualised interventions.</p>

## Physical and Sensory Needs

(There is a wide spectrum of sensory, multi-sensory and physical difficulties. This section relates to delay or difficulties with fine and gross motor, difficulties with movement, balance, co-ordination, taste/smell sensitivities and spatial awareness).

### Profile of Need (assess)

#### Physical Difficulties

Universal	Setting Support	Specialist Support	Statutory Assessment
The child is broadly working within the appropriate developmental learning phase, using the EYFS as guidance.	The child is not making the expected progress within the EYFS in their physical development. This needs some targeted support. However, this might not be a persistent difficulty.	The child is showing a significant delay in their physical development within the EYFS and has specialist interventions and approaches in place. Is making some progress but with a high level of support.	The child has a sustained developmental delay and is making little or no progress despite support through Specialist Services.
The child may require support from time to time for age-appropriate activities and tasks, (e.g., gross motor, fine motor, self-help tasks) but generally makes the required progress as a result.	The child may need some targeted adult support and direction to access gross motor, fine motor, or self-help activities.	The child has a significant delay or physical condition/diagnosis/disability that considerably impacts their fine motor and/or their gross motor skills and requires specialist intervention and strategies to support them accessing the curriculum.	The child has an ongoing developmental delay or physical disability/ condition/diagnosis that has a sustained impact on their ability to learn.
The child can access and use developmentally appropriate resources independently.	The child may have some difficulties with fine motor activities and require differentiated resources and activities.	The child requires a significant level of adult support to access activities and additional time for completion of tasks. This may include access to specialist equipment and resources.	The child will require significant and sustained modifications and adjustments made to the environment and equipment, making it easier to access the curriculum and become more independent.

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>The child accesses the physical environment independently as developmentally appropriate and uses resources that promote physical development.</p>	<p>The child may require additional support to access the physical environment and some differentiation of activities to support their physical development.</p>	<p>The child has a physical disability or ongoing physical difficulties that require significant on-going support and/or equipment, (this may include a specialist chair, standing frame, splints, walking frame), to ensure they have the same opportunities as their peers. In addition, child requires additional adult support for self-help skills, (dressing, hand washing, feeding, and using the toilet independently if appropriate).</p>	<p>The child has sustained physical disability or ongoing physical difficulties that affect their expected progress despite a high level of specialist support.</p>

### Sensory Differences

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>The child has an awareness of and can attend to the daily routines successfully with some additional prompts i.e., using visual timetable.</p>	<p>Daily routines may need to be altered to support the child's sensory differences, for example the child may require more time outside or regular sensory breaks. (e.g., movement breaks or calming area/resources).</p>	<p>The child's sensory differences significantly prevent them from playing, learning, and participating in daily routines unless they are individualised.</p>	<p>The child's sensory differences significantly impact their access to the learning environment. Routines are highly individualised to meet the child's sensory needs.</p>
<p>The child can spend a short amount of time in developmentally appropriate group activities.</p>	<p>The child can spend a short amount of time in group activities when they are differentiated to meet the child's multi-sensory differences, (this may include more active time prior to and during the activity, backward chaining or offering a fiddle toy or smaller groups).</p>	<p>The child requires significant differentiation and/or some modification to be able to participate in some group activities. A child will need planned support for their sensory differences, which may include sensory breaks or adult support to participate.</p>	<p>The child requires highly structured and individualised play and learning support strategies.</p>

<p>The child is engaged with other people and their environment, can be seen to be playing and exploring, is an active learner and can create and think critically, with adult support at times.</p>	<p>The child may find some aspects of the nursery day or the learning environment overwhelming and needs adult support and direction to access quieter areas or support at certain times of the day.</p>	<p>The child may have significant difficulties and/or a diagnosis that affects their sensory development. This can impact their ability to interact with others, the routine, the learning environment and EYFS curriculum.</p>	<p>The child has sustained sensory differences that impact significantly on their access to learning.</p>

## Hearing Impairment (HI) or Visual Impairment (VI) and/ or Multi-Sensory Impairment (HI and VI)

Children may have a multi-sensory impairment that affects both their vision and hearing. Information relevant to multi-sensory impairment learners will also be within the hearing impairment and visual impairment sections of the profiles of need.

### Profile of Need (assess)

Universal	Setting Support	Specialist Support	Statutory assessment
The child is broadly working within the appropriate developmental learning phase, using the EYFS as guidance.	The child is not making the expected progress within the EYFS assessments in one or more of the prime areas because of their hearing and/or vision difficulties. This requires some targeted support. However, this may be a transient difficulty.	The child is showing a significant delay in one or more of the prime areas due to their hearing and/or vision difficulties and has specialist support and approaches in place.	The child has a sustained sensory impairment and is making little or no progress despite strategies through Specialist Support.
The child may require support from time to time for specific activities and tasks but generally make the required progress as a result.	The child may have a combination of clinically identified hearing and vision impairment (e.g., eye patch, grommets). This may be unilateral (affect one ear or eye) or bilateral (both) and will affect some aspects of learning. Some of these difficulties may be transient (e.g., glue ear or a squint) or more persistent difficulties which could affect some aspects of learning.	The child is clinically identified with permanent hearing and/or vision impairment which significantly affects learning: Hearing loss may be moderate (41-70dB) to severe (71-95dB). Vision is not within the normal range (6/6 to 6/12) despite wearing glasses, contact lenses or following surgery.	The child has sustained vision impairment and/or hearing impairment: There is a severe/profound impairment of vision with visual acuity measured at between 3/60 to 6/60 with a considerable reduced field of vision. There is a severe hearing loss more than 95dB.
The child can attend to the daily routine with some additional prompts (snack time, hand washing, story time) i.e. using visual timetables e.g., <a href="#">Do 2 learn Widget</a> .	The child may need some differentiation and/or some modification in some routines that include signs, gestures and enlarged visuals or adult's role modelling, repeating simple instructions, or providing hand over hand support.	The child requires significant and frequent support and/or adjustments to provision for participation in routines.	The child has sustained difficulties that affects their ability to participate in routines independently and requires consistent adult support and adjustments to the provision, as recommended by other professionals.
The child can mostly complete tasks and participate in learning activities (e.g., small group times, free play, and	The child may require some additional support and differentiation of tasks and activities as they may tire more easily	The child will need significant amount of differentiation and/or some modification and planned support to	The child has sustained difficulties in participating in tasks and activities that require specific strategies, aids

Universal	Setting Support	Specialist Support	Statutory assessment
independent play) but may need a small amount of adult intervention and differentiation at times.	specifically with visual and hearing tasks.	participate in tasks and activities with communication being clear and supported with appropriate visual or tactile reinforcement (e.g., keywords, pictures, objects)	technology as recommended by professionals, this may include exceptional differentiation and in individual or small group teaching to support language extension and re-enforcement.
The child can mostly follow group instructions but may sometimes appear to disregard or misunderstand and requires individual reinforcement or instructions as developmentally appropriate.	The child may need instructions to be delivered in individually and in small steps to ensure they can be processed and followed that include signs (Makaton), gestures or visuals. This may be more noticeable in situations of more background noise.	The child will need significant use of aids and technology and may use visual communication systems (BSL, SSE) to process information and follow instructions.	The child requires sustained use of fully modified adjustments made to materials to follow instruction. This may include Braille or Moon tactile diagrams, 3D representations or BSL.
The child interacts well with adults and peers but at times may have a slightly reduced interaction with peers and adults as developmentally appropriate.	The child may have more noticeable reduced interaction with peers and adults. May have difficulties with friendships.	The child has significant adult support to initiate and maintain interaction with adults and peers.	The child may be registered blind/deaf, and experiences sustained difficulties with social interactions due to missed incidental learning and play experiences.
The child is responsive to adults and their peers and uses developmentally appropriate gestures, signs keywords and/or appropriate vocabulary.	The child may have speech and language delays and gaps in vocabulary or difficulties with social interaction or being understood.	The child has significant speech and language difficulties due to diagnosed hearing and or vision impairment that requires intervention from specialists.	The child has sustained speech and language difficulties associated with HI and/or VI that requires modified adjustments, additional adult support and the use of technology daily.
The child can mostly access resources independently and move around a clearly labelled and organised learning environment.	The child may experience some difficulties: - in seeing resources which may result in reduced engagement with the learning environment. - in negotiating the physical environment and may bump into or trip over obstacles	The child has significant difficulties with visual impairment and/or hearing impairment that impedes access to the learning environment and resources and may require a high level of support to access the curriculum.	The child has sustained difficulties associated with HI and/or VI and requires a highly structured and individualised play and learning environment, significant intervention, specialist equipment and/or adjustments

Universal	Setting Support	Specialist Support	Statutory assessment
	<ul style="list-style-type: none"> <li>- with visual difficulties heightened by the glare of bright lights</li> <li>-in participating in fine/gross motor activities which leads to a lack of motivation and frustration</li> <li>-with concentrating on their vision leading to a distinct head or eye position</li> <li>- adhering to routines, instructions, and behaviour boundaries</li> </ul>		

## Part Two

This second part of the Graduated Response document has the following sections:

- Assessment and planning
- Intervention and support
- Evaluating progress and Reviewing

It is written for all children, and you may find that by reading through the sections that this will give you different ideas to support a child and interventions that you may not yet thought about. This will ensure you are taking a holistic approach, considering all options, and applying a person-centred approach. We would recommend reading through because each child is unique and will benefit from individualised support. This does not mean that each child requires one to one support but may need additional adult support at specific times of the day.

We have added a key into this revised version of the Graduated Response to help you identify assessments and interventions that will support a child with a particular need.

### Key

Colour key	Area of need
	<b>Generic information, covering all areas of need</b>
	<b>Communication and Interaction</b>
	<b>Cognition and Learning (please see the generic information for all areas of need)</b>
	<b>Social, Emotional and Mental Health (SEMH)</b>
	<b>Physical and Sensory Needs</b>
	<b>Hearing Impairment (HI) OR Visual Impairment (VI) OR Multi-Sensory Impairment (VI and HI)</b>

## Assessment and Planning (plan)

A cycle of assessment and planning will need to be carried out regularly and should be clearly evidenced within the child's records. Any assessment that has been completed should be reviewed at least termly or more frequently to meet the individual needs of the child.

Universal	Setting Support	Specialist Support	Statutory assessment
<p>Practitioners should gather information from parents/carers about their child by using tools from the Supporting Positive Transitions in the Early Years Guidance Appendices <a href="#">Graduated Response Early Years   Surrey Local Offer</a> (Under Support and Resource Packs, scroll down to Transition)</p> <p>Key Person to support parent/carer and child with transition into setting using information gathered.</p> <ul style="list-style-type: none"> <li>Practitioners should use a child's starting point and observations to develop and plan their next steps:</li> <li>Guidance on 27 month integrated review: <a href="#">How to complete the Early Years Foundation Stage (EYFS) Progress Check at age two</a></li> <li>Example found on the Early Years Learning Portal under '2 year olds' resources: <a href="#">Resources   Setup   SLA Online</a></li> <li>Summative assessments</li> <li>A variety of observations, such as timed observations, narrative, tracking and frequency <a href="#">Graduated</a></li> </ul>	<p>When a child is not achieving the planned learning intentions, practitioners should use their own knowledge of child development and Development Matters Observation Checkpoints to identify if a child is not meeting age related expectations.</p> <p>For some children who are not making expected progress, practitioners will need to plan for their learning needs and this is when the <a href="#">Surrey Support Plan</a> (SSP) should be used as a working document to record the child's progress, shared aspirations, long term goals, and targets. This should be a joint plan between the setting and parents.</p> <p>Practitioners and the SENCO should discuss any concerns as soon as they are identified with the child's parents/carers and involve them in planning future support on a regular basis.</p> <p>To support with early identification, specific assessment tools should be used. These can help you assess and plan for the individual child and include:</p>	<p>Practitioners should update the child's support plan using the information gathered from observations and assessment tools. Include specialist advice and add recommendations to the child's <a href="#">Surrey Support Plan</a> (SSP) in the Specialist Support section.</p> <p>To continue with identification and specific support for a child's additional needs, practitioners should consider using the Department for Education (DfE) assessment tools <a href="https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/send-assessment/how-to-use-the-assessment-tools">https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/send-assessment/how-to-use-the-assessment-tools</a></p> <p>Practitioner to talk to parents about the <a href="#">Disability Living Allowance for Children</a> (DLA). If a child is eligible for DLA, they will then be entitled to Funded Early Education for Two-Year-Olds (FEET), Early Intervention Funding and <a href="#">Disability Access Fund (DAF) - Surrey County Council</a> (DAF). DAF Available only for 9 months – 4 years</p>	<p>Consider, with parents/carers and other professionals, whether a request for a Statutory Assessment is appropriate for the child by reviewing the child's <a href="#">Surrey Support Plan</a> and progress made against their outcomes.</p> <p>Practitioners should discuss and record the views and aspirations of the child and their parents/carers in the Statutory Section of the <a href="#">Surrey Support Plan</a>.</p> <p>Practitioners should make parents/carers aware that part of the statutory assessment process will consider whether alternative provision might be appropriate for their child. Practitioners should share <a href="#">Finding and apply for school</a> information with parents.</p> <p>Practitioners should advise parents/carers to continue to apply for a mainstream school place through the School Admissions process, even if they are considering alternative provision.</p>

Universal	Setting Support	Specialist Support	Statutory assessment
<p><a href="#">Response Early Years   Surrey Local Offer</a> (Under 'Observation and Assessment Resources')</p> <ul style="list-style-type: none"> <li>Regular parent/carer conversations</li> </ul> <p>Practitioners to use the <a href="#">Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)</a></p> <p><a href="#">EYFS statutory framework for childminders (publishing.service.gov.uk)</a></p> <p>Practitioners to refer to non-statutory guidance documents such as <a href="#">Development Matters</a> (2021) <a href="#">Birth to 5 Matters</a> (2021) to inform their assessments.</p> <p>Plan for the Manager to attend termly Owner/Manager Networks to ensure their knowledge is up to date on practices and procedures and latest EYFS information. To book a place: <a href="#">Surrey Early Years Support Services (surreycc.gov.uk)</a></p> <p>Practitioners can also inform parents/carers about the 'What to Expect When document' <a href="#">What-to-expect-in-the-EYFS-complete-FINAL-</a></p>	<ul style="list-style-type: none"> <li><a href="#">Early Language Monitoring Tool</a> to be used in conjunction with the Early Years Speech and Language Resource Pack and Appendices. » <a href="#">Schools and Nurseries</a></li> <li>Teaching Talking Early Years Profiles <a href="https://www.gla-assessment.co.uk/products/teaching-talking">https://www.gla-assessment.co.uk/products/teaching-talking</a></li> <li>Sensory Assessment and Intervention Workbook (contact SEND Advisor)</li> <li>Wellcomm Assessment Tool (contact SEND Advisor)</li> <li>Occupational Therapy - <a href="#">Activities-of-daily-living-checklist-early-years.pdf</a></li> <li>DfE SEND Assessment Guidance and resources - <a href="#">Help for early years providers : Using the assessment tools</a></li> </ul> <p><b>These are additional to the assessments used at Universal level and should continually be used and updated in partnership with the parents/carers.</b></p> <p>Practitioners to use the information gathered from the assessment tools to plan support for the child that is appropriate, and to ensure that the provision is meeting the child's individual needs.</p>	<p>old and in receipt of Funded Early Education and Childcare.</p> <p>If a SEND Support Notification (SSN) has been received, the SENCO must follow the advice on the notification letter and act as key point of contact for the child. An Early Years SEND Advisor will contact you to discuss the support arrangements you have in place.</p> <p>Practitioners should complete a <a href="#">'Request for Support'</a> for advice from an Advisor from the Early Years SEND Team for individual children.</p> <p>If wider family support is needed, consider whether an Early Help Assessment would be appropriate, this may be required to be shared with outside agencies. If outside agencies are required, consider completing a <a href="#">Request for Support Form - Surrey Safeguarding Children Partnership (surreyscp.org.uk)</a></p> <p>If appropriate, continue to liaise with education and health professionals, the Early Support Service, social workers, community, and charity groups involved with the child as this may also contribute to the planning and assessment of the child's needs.</p>	<p>Practitioners should make parents/carers aware that a statutory assessment will not always lead to an Education, Health, and Care Plan (EHCP). The information gathered during an Education, Health, and Care Needs Assessment (EHCNA) may indicate ways in which the setting or school can meet the child's needs without an EHCP.</p> <p>The statutory process and time scales for EHC needs assessment are on the local offer <a href="#">Timeline for the Education, Health and Care (EHC) needs assessment process</a></p> <p>Parents/carers can be given a copy of the <a href="#">One page guide to the EHC assessment and planning process</a>. This is also a helpful visual for practitioners to understand the EHC assessment process.</p> <p>Parents/carers of children with a final EHCP need to be aware of the school admissions process going into the reception year of school. Guidance can be found on the local offer website: <a href="#">Finding and applying for a school   Surrey Local Offer</a></p>

Universal	Setting Support	Specialist Support	Statutory assessment
<p><a href="#">16.09-compressed.pdf (foundationyears.org.uk)</a></p> <p>Practitioners to refer to the 'Characteristics of Effective Teaching and Learning' (within the EYFS Framework) to understand the individual child's approach to learning.</p> <p>Practitioners to ensure high quality provision for all children: <a href="#">Resources   Setup   SLA Online (sla-online.co.uk)</a></p> <ul style="list-style-type: none"> <li>• Appropriate expectations</li> <li>• Appropriate age and stage resources</li> <li>• Enabling/Inclusive environments</li> <li>• Routine</li> </ul> <p>Practitioners must have regard to the <a href="#">Disabled Children and the Equality Act 2010 for Early Years (councilfordisabledchildren.org.uk)</a></p> <p>Practitioners plan for regular opportunities to exchange information about the child with their parents/carers to foster a respectful partnership.</p> <p>Practitioners must be aware of all health needs and subsequent health care plans. Practitioners must plan to access relevant training to support the child, e.g., epi-pen training or</p>	<p>Practitioners plan a cycle of 'assess, plan, do and review' as outlined in the <a href="#">SEND Code of Practice</a></p> <p>Practitioners should use the OT &amp; SLT Early Years Resource Packs » <a href="#">Schools and Nurseries</a> to support assessment and planning.</p> <p>Staff should plan to attend training to meet the specific needs of individual children. You can book training through the <a href="#">Surrey Early Years Support Services</a>.</p> <p>Practitioners should assess whether it is necessary to complete a risk assessment for an individual child, to reduce risk of harm to self or others.</p> <p>Practitioners should consider whether an Early Help Assessment could be used as an information gathering tool, to identify whether multi-agency intervention and support is needed for the family. <a href="#">Helping families early - Surrey County Council (surreycc.gov.uk)</a></p> <p>Practitioners to consider requesting a SEND Surgery or completing a Request for Early Years Quality, Education &amp; Inclusion Team* Support for advice from an Advisor from the Early Years Inclusion Team for individual children.</p>	<p>Plan to organise or attend a 'Team Around the Family' (TAF) meeting to review the 'Early Help Assessment' or 'Family Support Plan' (if one is in place). Website: <a href="#">One minute guides to Early Help and Children's Services - Surrey County Council</a></p> <p>Practitioners, parents and other support agencies to share information, advice and strategies, and incorporate into a <a href="#">Surrey Support Plan (SSP)</a> or Health Care Plan <a href="#">Graduated Response Early Years - Surrey County Council</a> for all to implement.</p> <p>Practitioners to plan a transition meeting for individual children with identified additional needs joining the setting or moving between rooms/settings or schools. See Transition Guidance and Appendices in 'Transition' - Support and resources packs section : <a href="#">Graduated Response Early Years - Surrey County Council</a></p> <p>If a child may need additional support around a transition to a new setting or school, consider applying for Early Intervention Funding (Transition Funding).</p>	<p>Practitioners to signpost parents/carers to <a href="#">SEND Advice Surrey</a> for support with EHC processes and mediation, if required.</p> <p>Once a Final EHCP has been issued, Practitioners should incorporate the Aspirations, long term goals, and Targets from the Final EHCP into the child's Surrey Support Plan.</p> <p>Final EHCPs should be formally reviewed at least annually with parents/carers and other professionals. In Early Years, this may need to be more frequently, where EHCPs should be reviewed every 3-6 months (<a href="#">SEND Code of Practice</a>), <a href="#">Timeframe for EHCP review Meeting (Ealy Years)</a></p> <p>Practitioners to plan a transition meeting for individual children with a Final EHCP. See Transition Guidance and Appendices in 'Transition' - Support and resources packs section : <a href="#">Graduated Response Early Years   Surrey Local Offer</a></p> <p><a href="#">Supporting Positive Transitions in Early Years (Guidance)</a></p> <p>If a child may need additional transition support consider applying for <a href="#">Early</a></p>

Universal	Setting Support	Specialist Support	Statutory assessment
<p>administration of inhalers etc.  <a href="#">Supporting children and young people with medical conditions</a>  <a href="#">(surreylocaloffer.org.uk)</a></p> <p>Ensure practitioners are familiar with and use the Social and Emotional Well-being Pack and Appendices  <a href="#">Graduated Response Early Years - Surrey County Council</a> (click support and resources tab and then scroll to social and emotional wellbeing section).</p> <p>Plan for the SENCO to attend termly SENCO Networks to ensure their knowledge is up to date on practices and procedures and latest SEND information. To book a place:  <a href="#">Surrey Early Years Support Services</a>  <a href="#">(surreycc.gov.uk)</a></p> <p>Plan for gaps in staff knowledge to promote continuous professional development and to meet specific needs of the cohort, e.g., Makaton training for whole staff team. Training can be booked here:  <a href="#">Surrey Early Years Support Services</a>  <a href="#">(surreycc.gov.uk)</a></p> <p>General support and training for practitioners in all areas of the EYFS</p>	<p>Practitioners to complete an application for <a href="#">Early Intervention Funding (EIF)</a> to apply for funding to support children with low and emerging needs. This could be to enhance staff ratios, to access specific training and/or interventions. Complete the EIF section within the Surrey Support Plan with a detailed description of the planned support for the child.</p> <p>Practitioners to plan a transition meeting for individual children moving between rooms/settings or schools. If a child may need additional support around a transition, consider applying for Early Intervention Funding (Transition Funding). You can use the link <a href="#">Supporting families, settings and schools with transitions</a> - ‘Supporting Positive Transitions in the Early Years: Guidance for Practitioners’ for further information.</p> <p>Practitioners need to assess progress regularly and at least once a term. If the child has made little or no progress at Setting Support, consider making <a href="#">» Referrals</a> to other agencies and to move child onto Specialist Support interventions.</p>	<p>Practitioners to consider completing an application for <a href="#">Early Intervention Funding (EIF)</a>. Funding can be used to enhance staff ratios, access training or interventions specific to a child’s needs or purchase specialist equipment or resources when recommended by a Health Professional.</p> <p>Practitioners need to regularly assess progress. If the child has made little or no progress at Specialist Support, consider, with parents and other professionals, whether a request for a Statutory Assessment (also known as an Education, Health, and Care Needs Assessment) is appropriate.  <a href="#">Graduated Response Early Years - Surrey County Council</a></p>	<p><a href="#">Intervention Funding (EIF)</a>. Contact your SEND Advisor for further advice.</p>

Universal	Setting Support	Specialist Support	Statutory assessment
<p>can be found here: <a href="#">Help for early years providers : Get help for your setting</a></p> <p>Practitioners need to regularly assess progress of each child. If there is little or no progress at Universal, then move onto Setting Support if appropriate.</p>			

### Communication and Interaction: additional assessment tools

Universal	Setting Support	Specialist Support	Statutory assessment
<p>Practitioners can refer to The Universally Speaking Booklet for guidance around typical speech, language and communication milestones  <a href="https://shop.speechandlanguage.org.uk/products/universally-speaking-0-5-digital-download-only">https://shop.speechandlanguage.org.uk/products/universally-speaking-0-5-digital-download-only</a></p> <p>Practitioners can utilise Speech and Language UK for a range of assessments for staff and parents/carers.  <a href="#">Speech and Language UK: Changing young lives</a></p> <p>Use communication friendly spaces (Elizabeth Jarman <a href="#">Welcome to ELIZABETH JARMAN® - Elizabeth</a></p>	<p>To support with early identification specific assessment tools will be required over and above what is included in Development Matters, EYFS. These can help you assess and plan for the individual child. and Include:  <a href="#">Early Language Monitoring Tool</a>            Teaching Talking Early Years Profiles  <a href="https://www.glass-assessment.co.uk/products/teaching-talking">https://www.glass-assessment.co.uk/products/teaching-talking</a></p> <p>These are additional to the assessments used at Universal level and should continually be used and updated in partnership with the parents.</p> <p>Wellcomm is a speech and language toolkit that is designed to assess</p>		

Universal	Setting Support	Specialist Support	Statutory assessment
<p><a href="#">Jarman®</a>) to assess your environment regularly.</p> <p>Practitioners plan times within the day for talking and listening activities, songs, and rhyme, using the EYFS as guidance.</p>	<p>children's speech and language skills. Not how they talk but the language they use and the language and grammar they understand. The WellComm toolkits were developed by Speech and Language Therapists with the aim of providing easy to use support for everyone involved with children. Practitioners can discuss this resource with either the Early Years Educational Effectiveness Team or the Early Years SEND Team.</p> <p>Practitioners should use the Speech and Language Therapy Resource Packs to support assessment - <a href="https://surreychildandfamily.co.uk/schools-and-nurseries/">https://surreychildandfamily.co.uk/schools-and-nurseries/</a></p> <p>Practitioners can use free resources from Elklan - <a href="#">Free Resources   Elklan Training Ltd</a></p> <p>Early Talk Boost is a targeted intervention aimed at 3–4-year-old children with delayed language helping to boost their language skills to narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after a nine-week intervention. Practitioners need to talk to the Early Years Educational Effectiveness Team to discuss further – <a href="mailto:earlyyearsadvisors@surreycc.gov.uk">earlyyearsadvisors@surreycc.gov.uk</a></p>		

## Social, Emotional and Mental Health SEMH – additional assessment tools

Universal	Setting Support	Specialist Support	Statutory assessment
<p>Reflect upon whether your provision meets the need of the unique child by completing the provision audit and action plan (Appendix 1) in <a href="#">Supporting the Social and Emotional Wellbeing of children in Early Years Settings</a> to consider:</p> <ul style="list-style-type: none"> <li>• Appropriate expectations</li> <li>• Appropriate age and stage resources</li> <li>• Enabling/Inclusive environments</li> <li>• Routine</li> </ul> <p>If you require support following completion of the provision audit, you can request this by contacting the Early Years Educational Effectiveness Team: <a href="mailto:earlyyearsadvisors@surreycc.gov.uk">earlyyearsadvisors@surreycc.gov.uk</a></p>	<p>Practitioners should use the appropriate developmental assessment tools to identify if any behaviour is linked to an underlying developmental need.</p> <p>Practitioners should plan to access training to meet the specific needs of individual children. This could include:</p> <ul style="list-style-type: none"> <li>• ‘Positive Touch Training’ delivered by the Specialist Teaching Inclusive Practice (STIP) Team</li> <li>• Elklan</li> <li>• Emotional Literacy Support Assistant (ELSA)</li> <li>• Emotion Coaching</li> <li>• Developmental Trauma training</li> <li>• Understanding and Supporting Distressed or Dysregulated Behaviour</li> </ul> <p>For further support practitioners can contact <a href="mailto:earlyyearsadvisors@surreycc.gov.uk">earlyyearsadvisors@surreycc.gov.uk</a></p>	<p>In exceptional circumstances the Early Years Advisors can help practitioners to access further support and advice from the Educational Psychology Service.</p> <p>Practitioner, in discussion with parents/carers may consider referring to the <a href="#">Positive Play Programme</a> delivered by the Specialist Early Education Service (SEES).</p>	
<p>Settings plan to provide ongoing training so that all practitioners have a sound knowledge and understanding of child development and behaviour milestones.</p> <p>Social and Emotional Milestones are laid out in Supporting the Social and Settings plan to provide ongoing</p>	<p>Practitioners to consider using analysis tools such as the ‘Incidents Record Chart’ (Appendix 5) and/or the ‘ABCC’ document (Appendix 7) <u>to help understand what a child is trying to communicate through their behaviour and to identify situations and/or times that may require some additional support.</u></p>		

Universal	Setting Support	Specialist Support	Statutory assessment
<p>training so that all practitioners have a sound knowledge and understanding of child development and behaviour milestones.</p> <p>Social and Emotional Milestones are laid out in Supporting the Social and Emotional Wellbeing of children in Early Years Settings pages 7-9.</p> <p><a href="#">Supporting the Social and Emotional Wellbeing of children in Early Years Settings</a></p> <p>Other Guidance</p> <ul style="list-style-type: none"> <li>• Development Matters-PSED section pages 23-58 <a href="#">Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)</a></li> <li>• <a href="#">DFE help for Providers- Help for early years providers : Personal, social and emotional development (education.gov.uk)</a></li> <li>• <a href="#">Supporting the Social and Emotional Wellbeing of children in Early Years Settings</a></li> <li>• <a href="#">Birth to 5 Matters- Birthto5Matters-download.pdf</a></li> </ul>	<p><a href="#">Supporting the Social and Emotional Wellbeing of children in Early Years Settings</a></p>		

Universal	Setting Support	Specialist Support	Statutory assessment
<p>Practitioners should know the child’s starting points and plan for the unique child. Knowing their interests and schema will help support Personal, Social and Emotional development. Parents/carers should play a part in this information gathering - <a href="#">One Page Profile with prompts</a></p>			
<p>Practitioners to plan activities and opportunities for children to learn about emotions. Adults should role model when things do not go to plan and how to deal with unexpected changes.</p>	<p>Practitioners can refer to ‘Different. Phases of Behaviour Curve’ (Appendix 9) in <a href="#">Supporting the Social and Emotional Wellbeing of Children in the Early Years Setting Appendices</a> to identify and plan appropriate responses for each behavioural phase.</p>		
<p>Settings should involve the whole team in developing and agreeing with the setting’s approach to supporting children’s emotional regulation.</p> <p>Education Endowment Foundation has information to develop practitioner’s approaches to supporting PSED- <a href="#">EEF   Personal Social and Emotional Development</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Advice and information sheets, on a variety of behaviours you may observe a child demonstrating, are available from the Early Years Educational Effectiveness Team by emailing <a href="mailto:earlyyearsadvisors@surreycc.gov.uk">earlyyearsadvisors@surreycc.gov.uk</a></p>	<p>Practitioners to use the ‘Parent and Practitioner Discussion’ template (Appendix 3) <a href="#">Supporting the Social and Emotional Wellbeing of Children in the Early Years Setting Appendices</a> as a tool to record discussion, priorities and actions identified within meetings with parents</p> <p>Practitioners to use their observations, assessments and discussions with parents/carers to develop a Social &amp; Emotional Wellbeing Support Plan (Appendix 10) using the ‘Strategies to support children through the Different Phases of Behaviour Curve’ (Appendix 9 ) in the <a href="#">Supporting the Social and Emotional Wellbeing of Children in the Early Years Setting Appendices</a></p>		<p><a href="#">Supporting the Social and Emotional Wellbeing of Children in the Early Years Setting Appendices</a></p>

Universal	Setting Support	Specialist Support	Statutory assessment
<p>Further PSED support materials can be found on the Surrey Early Learning Portal in the resources section, under Early Years Resources- Learning and Development- <a href="http://surreycc.gov.uk">Surrey Early Years Support Services (surreycc.gov.uk)</a></p> <p>These include:</p> <ul style="list-style-type: none"> <li>• Schemas</li> <li>• Co-regulation, self-regulation, and resilience</li> <li>• Factors that affect wellbeing in young children.</li> <li>• Sensory play and physical movement to support social and emotional wellbeing.</li> <li>• Self-calming Kit</li> <li>• Calming Bottles</li> <li>• Calm down areas.</li> <li>• Developing setting rules</li> </ul> <p><a href="#">Supporting the Social and Emotional Wellbeing of children in Early Years Settings</a> © Surrey County Council</p> <p>This is a reference document that can be used by practitioners to develop their support for children’s personal Social and Emotional Development.</p>	<p>Practitioners should implement an appropriate risk assessment e.g., to support emotional wellbeing, medical needs, or the environment, if required. Social &amp; Emotional Wellbeing Support Plan (Appendix 10) can be used.</p>		

## Physical and Sensory: additional assessment tools

Universal	Setting Support	Specialist Support	Statutory assessment
<p>Practitioners can access: Physical Development Guidance and Support Document and Developing your Practice Tools: Outdoors Area. These can be found on the Surrey Early Learning Portal, under the resources section, under Early Years Resources-Learning and Development-</p> <p><a href="http://surreycc.gov.uk">Surrey Early Years Support Services (surreycc.gov.uk)</a></p>	<p>Practitioners to use tools such as the 'Incidents Record Chart' (Appendix 5) and/or the 'ABCC' document (Appendix 7) to help identify patterns (times of the day, activities, routines, days of the week) and possible causes or triggers. These will help analyse what the behaviour may be communicating. (Guidance and examples of completed ABCC documents can be found in Appendix 8) within <a href="#">Supporting the Social and Emotional Well-being of Children in Early Years Settings</a>. These tools will support you to identify any possible sensory needs of the child that are not being met and support you to make adjustments as necessary.</p> <p>A Social and Emotional Well-being Support Plan will ensure strategies used are consistent and support the behavioural and sensory needs of the child.</p> <p>Practitioners can refer to the DfE SEND Assessment guidance and resources for 'Physical and Sensory needs'</p> <p><a href="#">Help for early years providers: SEND assessment guidance and resources</a></p>		

Universal	Setting Support	Specialist Support	Statutory assessment

### Hearing Impairment (HI), Visual Impairment (VI) or Multi-Sensory Impairment (HI & VI)

Universal	Setting Support	Specialist Support	Statutory assessment
<p>Systems to be in place for staff to routinely seek information about children's hearing and/or visual needs and concerns.</p> <p>Appropriate arrangements for assessment of the setting and environment which are reviewed, at the least, annually – in relation to noise levels and/or planned opportunities to ensure that the setting is physically accessible to children with a visual impairment.</p> <p>Whole staff awareness of the implications of hearing and/or visual difficulties</p> <p>Appropriate whole setting policies for supporting children with hearing and/or visual difficulties.</p> <p>Where there are suspicions of hearing or visual or multisensory difficulties, settings should advise parents/carers to seek a hearing and vision assessment (e.g., Health Visitor or G.P).</p>	<p>The setting should have close home-setting links, so setting is aware of changes in circumstances that may impact on the child's hearing and/or visual needs.</p> <p>Health and safety policy and risk assessments procedures to be in place e.g., Personal Emergency Evacuation Plan (PEEP)</p> <p>Continuous assessment and curriculum assessments may be supplemented by diagnostic tests.</p> <p>For some children, a Surrey Support Plan (SSP) may be required. This will relate to long term outcomes and include short term targets.</p> <p>SENCO and key persons may need to consider a referral to external support services. For example, Physical and Sensory Support, audiology, Ear Nose and Throat Specialist (ENT), or Ophthalmology for further assessment or advice.</p>	<p>The deaf or educational audiologist input may be advised for additional audiological equipment (e.g., a radio aid) and/or Assessment of functional vision by Advisory Teacher for Children with Visual Impairment.</p> <p>Assessments from health and education professionals such as speech and language therapist, occupational therapist, teacher of inclusive practice, the Surrey Outreach Service and physiotherapists will need to consider the inclusion of children with visual and/or hearing impairment.</p> <p>Social workers, community, and charity groups such as the RNIB and National Deaf Children's Society may be involved with the family and contribute to assessments and planning strategies for the child.</p>	<p>Systems to be in place for staff to routinely seek information about children's hearing and/or visual needs and concerns.</p> <p>Appropriate arrangements for assessment of the setting and environment which are reviewed, at the least, annually – in relation to noise levels and/or planned opportunities to ensure that the setting is physically accessible to children with a visual impairment.</p> <p>Whole staff awareness of the implications of hearing and/or visual difficulties</p> <p>Appropriate whole setting policies for supporting children with hearing and/or visual difficulties.</p> <p>Where there are suspicions of hearing or visual or multisensory difficulties, settings should advise parents/carers to seek a hearing and vision assessment (e.g., Health Visitor or G.P).</p>

## Intervention and Support (Do)

A cycle of intervention and support will need to be consistently and regularly implemented and should be clearly recorded within the child's Surrey Support Plan. Any intervention that has been implemented should be reviewed at least every six to eight weeks to support the individual needs of the child.

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>All children should have a <a href="#">'One Page Profile'</a> (Universal Support in the Surrey Support Plan) <a href="#">Graduated Response Early Years - Surrey County Council</a></p> <p>This person-centred document provides information about the child, to help practitioners understand what is important to them and how best to support them. Practitioners and parents/carers should jointly feed information into this document.</p> <p>Each child must have a named key person to ensure that children's individual needs are met and to support their progress, working in partnership with parents/carers.</p> <p>Practitioners support transitions into the setting using strategies such as home visits, family books/photos and displays that promote a sense of belonging. Use tools from the Supporting Positive Transitions in the Early Years Guidance Appendices <a href="#">Graduated Response Early Years   Surrey Local Offer</a> (Under Support and Resource Packs, scroll down to</p>	<p>The <a href="#">Surrey Support Plan</a> (SSP) should be used as a working document to record the child's progress, aspirations, long term goals and targets.</p> <p>Practitioners could signpost parents to GPs/Health Visitors/Community Nursery Nurses if parents have concerns around low level behaviour, sleeping, hearing, eating, drinking, or using the toilet independently.</p> <p>Practitioners should update the child's One Page Profile, Progress Tracker and complete the summary of strengths and needs section of the SSP. Write some aspirations, long term goals and targets for the child using the information you have gathered from the 'summary of needs' section of this document and through conversations with parents/carers.</p> <p>Use the Occupational Therapy Early Years Resource Pack <a href="#">» Schools and Nurseries</a> to identify activities and strategies that will support the child. There is an expectation that this will be used and evidenced in the SSP prior to an Occupational Therapy referral. <a href="#">»</a></p>	<p>Practitioners should complete or update the 'Summary of Strengths and Needs' in the child's <a href="#">Surrey Support Plan</a> (SSP) and write new outcomes and targets.</p> <p>Consider and discuss appropriate referrals with the parents/carers. Referrals to Speech and Language Therapy can be made for children aged 30 months and over. If appropriate, refer the child through <a href="#">» Referrals</a> 'Surrey Child and Family Health Surrey'.</p> <p>You can refer to:</p> <ul style="list-style-type: none"> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Speech and Language Therapy (early years and acute intervention, including dysphagia)</li> <li>• Enuresis and Continence (integrated enuresis and continence assessment and treatment service)</li> <li>• Tongue Tie (Ankyloglossia)</li> <li>• PIMHS (Parent-Infant Mental Health Service)</li> <li>• Community Developmental Paediatrician Service (NB: Parents will need to visit GP to request Paediatrician referral if in Epsom</li> </ul>	<p>If the Graduated Response has been applied and evidenced in a <a href="#">Surrey Support Plan</a>, the setting should discuss with parents/carers and other professionals whether a child is making sufficient progress or whether a request for an Education, Health and Care Needs Assessment (Statutory Assessment) may be needed.</p> <p>To request an Education, Health and Care Needs Assessment, practitioner and parents/carers to review and update the <a href="#">Surrey Support Plan</a> and fully complete the Statutory Assessment section.</p> <p>Once the Statutory Assessment section has been fully completed and the SSP has been updated, the request for an Education, Health and Care Needs Assessment is submitted to the Learners Single Point of Access (L-SPA) <a href="#">Requesting a Statutory Education, Health and Care Needs Assessment</a></p> <p>Continued support from the Early Years SEND Team, as needed.</p> <p>Practitioners to signpost the parents/carers to <a href="#">SEND Advice Surrey</a> for support with</p>

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>Transition)  <a href="http://surreycc.gov.uk">Surrey Early Years Support Services (surreycc.gov.uk)</a>.</p> <p>Support the child to independently access the learning environment by ensuring resources are labelled with pictures and words and/or shadowing is in place. Carry out a 'Learning and Development Audit (Under Resources) 'Surrey Early Years Support Services (surreycc.gov.uk).</p> <p>The setting should provide an interactive visual timetable of the day that is displayed and frequently used so that children know what is happening now and what to expect next.</p> <p>Practitioners should differentiate activities to meet all developmental stages, e.g., smaller groups, repetition, or modelling activity.</p> <p>Practitioners should use individualised approaches to support transitions for children e.g., on arrival, at mealtimes and when moving between rooms. These may include visual timetables, Now/Next board, and use of visuals/symbols on a lanyard.</p> <p>Practitioner to use these general</p>	<p><a href="#">Referrals</a>  Practitioners can use the Occupational Therapy Helpline Single Point of Access Tel: 0300 247 0025 (Option 5); available for parents, carers, nurseries, schools, and other professionals to discuss specific children.  Use the Early Years Speech and Language Therapies Resource Packs » <a href="#">Schools and Nurseries</a> to identify activities and strategies that will support the child. There is an expectation that this will be used and evidenced in the SSP prior to a Speech and Language Therapy referral (at 30 months or above). A suggestion would be for settings to also complete the 'Nursery Questionnaire.'</p> <p><a href="http://surreychildandfamily.co.uk">surreychildandfamily.co.uk</a> The Surrey Child and Family Health website can be used to request support for children under 30 months with speech and language concerns. Practitioners and parents can also refer to » <a href="#">Speech, Language and Communication Development</a> for activities, advice and support.</p> <p>You can also look at information and advice on 'Health Visiting (0-4 year olds) on Feeding, Toileting, Sleep and Behaviour  Children learning two or more</p>	<p>General Hospital or Royal Surrey Hospital areas).</p> <p>Referrals to Nutrition and Dietetics can only be accepted by an email referral process. Referral form is available from EY SEND Advisors.</p> <p>Once outside agencies are working with the child and family, ensure specific advice, targets and strategies are included in the child's Surrey Support Plan (SSP) and are used appropriately to support the child.</p> <p>There should be a consistent approach where all adults working with the child implement strategies, activities, and professional advice.</p> <p>Setting to apply for the <a href="#">Disability Access Fund (DAF) - Surrey County Council</a> (DAF) for any funded child that is in receipt of <a href="#">Disability Living Allowance for Children</a> (DLA) to help with additional support such as resources, adaptations, training or enhanced ratios.</p> <p>Staff should access training and advice to meet specific needs of individual children. For example:-Makaton, Augmentative and Alternative Communication (AAC) / visual strategies. The cost of any additional training may be provided through <a href="#">Early Intervention Funding (EIF)</a>. You can book</p>	<p>EHCP processes and mediation if required.</p>

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>communication strategies and share with parents/carers to use at home: 'Supporting Quality Interactions Audit' <a href="http://surreycc.gov.uk">Surrey Early Years Support Services (surreycc.gov.uk)</a>.</p> <ul style="list-style-type: none"> <li>Adults get down to child's level and use their name to gain their attention.</li> <li>Talk about the child's interests and follow their lead.</li> <li>Use simple language to comment on what the child is doing.</li> <li>Repeat what the child says.</li> <li>Expand and model new language.</li> <li>Simplify Instructions e.g.: Keep it short and simple (KISS)</li> <li>Give children time to respond.</li> <li>Reduce the number of questions children are asked and use comments instead.</li> </ul> <p>Practitioners to use consistent language for the equipment and routines e.g.: all staff use the term "apron" rather than "overall."</p> <p>Practitioners to support children to be able to interact and take turns with peers and adults using a range of resources/activities. Visual aids such as a sand timer may help.</p> <p>Practitioners should encourage the</p>	<p>languages at the same time is not a sign of a special educational need. If you or parents have concerns that the child's first language is not developing 'typically', support could be provided by your Early Years Advisor or <a href="http://surreycc.gov.uk">Race equality and minority achievement (REMA) - Surrey County Council (surreycc.gov.uk)</a> through a First Language Assessment.</p> <p>Practitioners can signpost parents to: the <a href="http://surreycc.gov.uk">Surrey Local Offer Parents and Carers Pages to identify support available in Early Years</a></p> <p>Practitioners must work in partnership with other professionals supporting the family.</p> <p>If required, complete a Request for Early Years Quality, Education &amp; Inclusion Team* Support form with written parent/carer permission to seek support from the Early Years Inclusion Team. An advisor can offer support which may include observations and discussions with parents, signposting (where appropriate) to other services, and general advice to the SENCO.</p>	<p>training using the Early Years Learning Portal: <a href="http://surreycc.gov.uk">Surrey Early Years Support Services (surreycc.gov.uk)</a></p> <p>Professionals may refer to Early Support team if appropriate by completing a <a href="http://surreyscp.org.uk">Request for Support Form - Surrey Safeguarding Children Partnership (surreyscp.org.uk)</a></p> <p>Practitioners may complete a referral to the Specialist Early Education Service (SEES). Portage, Communication and Play Programme (CAPP), Positive Play Programme (PPP), and Local Early Autism Programme (LEAP) are all provided by this team. SEES referral form and information leaflet can be found in 'Referrals' section: <a href="http://surreycc.gov.uk">Graduated Response Early Years - Surrey County Council</a></p> <p>Your Early Years SEND Advisor may suggest outreach support from Freemantles School known as STEPS (Supporting Targeted Education and Play Skills). This intervention can provide support for parents, the setting, and transitions. Following a discussion with your SEND Advisor, once the referral form (with parental/carer consent) is completed, you can apply via <a href="http://surreycc.gov.uk">Early Intervention Funding (EIF)</a>.</p> <p>The Surrey Child and Family Health single point of access <a href="http://surreychildandfamily.co.uk">surreychildandfamily.co.uk</a></p>	

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>use of familiar or favourite items to support children’s emotional well-being e.g., comfort blankets, family photos, and transitional objects.</p> <p>Practitioners should display signs and pictures to demonstrate how an area could be used. (E.g., construction pictures, only two children in this space, shadowing, role play ideas and turn taking).</p> <p>Practitioners should provide an environment that meets sensory needs (low and high stimulus) e.g., quiet area, pop up tent, heavy lifting, exploratory and messy play.</p> <p>Provide multiple items of popular equipment /resources, which are accessible and clearly labelled and with pictures and words.</p> <p>Practitioners to promote ‘Supporting the Social and Emotional Well-being of Children in Early Years Settings (Guidance and Appendices). <a href="#">Graduated Response Early Years   Surrey Local Offer</a> (Under Support and Resource Packs, scroll down to Social and Emotional Wellbeing)</p> <p>Practitioners make changes to routines to ensure they meet individual child needs, some tasks and</p>		<p>can be used to provide support on all aspects of Child Health, Development and Parenting. » <a href="#">Advice from Health visiting team can be found on Health Visiting 0-4 Years</a> web.</p> <p>Practitioners to complete an application for <a href="#">Early Intervention Funding (EIF)</a>.</p> <p>Access ongoing support from the Early Years SEND Team</p>	

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>instructions may need to be broken down into smaller steps, to include Makaton, visual aids, and hand over hand support for certain tasks. Also consider backward chaining/reduced waiting times/frequent movement breaks.</p> <p>Practitioners to ensure that the environment and practices reflect the community in which children live and their cultural capital. They should develop an awareness of the protected characteristics by promoting positive images of culture, gender, disability, age, and religion.</p> <p>For children whose home language is not English, practitioners should provide opportunities for children to use their home language in play and learning, supporting their language development at home. If a child does not have a strong grasp of English language, practitioners must explore the child’s skills in the home language with parents, to establish whether there is cause for concern about language delay. ‘EAL Resource Pack’ <a href="http://surreycc.gov.uk">Surrey Early Years Support Services (surreycc.gov.uk)</a>.</p> <p>Access ‘Developing your Practice Tools’ <a href="http://surreycc.gov.uk">Surrey Early Years Support Services (surreycc.gov.uk)</a></p>			

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>Remember to check <a href="#">E-bulletin updates for early education and childcare professionals - Surrey County Council (surreycc.gov.uk)</a> for updates and training available.</p> <p>Practitioners can signpost parents/carers to:  <b>0-19 Advice Line</b> (Parents/carers and Professionals) <a href="#">Children's Health 0-19 Advice Line</a>            Signpost parent to <a href="#">» Breastfeeding and Infant feeding</a></p> <p><b>Free Online parenting guides</b>  <a href="#">NHS childrens health Surrey Free online guides for families</a></p> <p>The national Tiny Happy People initiative:  <a href="https://www.bbc.co.uk/tiny-happy-people/what-is-tiny-happy-people/z6c9y9q">https://www.bbc.co.uk/tiny-happy-people/what-is-tiny-happy-people/z6c9y9q</a>   <a href="https://www.bbc.co.uk/tiny-happy-people/12-to-18-month-old-child-development-activities">https://www.bbc.co.uk/tiny-happy-people/12-to-18-month-old-child-development-activities</a>   <a href="https://www.bbc.co.uk/tiny-happy-people/18-to-24-month-old-child-development-activities">https://www.bbc.co.uk/tiny-happy-people/18-to-24-month-old-child-development-activities</a></p> <p>Signpost parents/carers with children</p>			

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>to the  <a href="#">» Swallowing, Eating and Drinking</a></p> <p>Signpost parents/carers to <a href="#">ERIC</a> for toileting support.</p>			

## Communication and interaction: additional support tools

Universal	Setting Support	Specialist Support	Statutory assessment
<p>Speech and Language UK have a Continued Professional Development online short course - <a href="https://speechandlanguage.org.uk">CPD online short course (speechandlanguage.org.uk)</a></p> <p>Practitioners can use Speech and Language UK for information, support and training for staff and parents/carers - <a href="https://speechandlanguage.org.uk">Resources (speechandlanguage.org.uk)</a></p> <p>Practitioners to signpost parents/carers to What to Expect in the EYFS - <a href="https://www.foundationyears.org.uk/foundationyears.org.uk">What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf (foundationyears.org.uk)</a></p> <p>Practitioners to signpost parents/carers to Talk with me – communication tips for parents/carers leaflets - <a href="https://www.surreycc.gov.uk">Talk with me leaflets - tips for parents/carers of 0-5s - Surrey County Council (surreycc.gov.uk)</a></p> <p>Settings should implement a total communication approach for all children. This includes validating all forms of communication such as gesture, eye gaze, pointing, Makaton, use of visuals and learned phrases.</p>	<p>Use the Early Years Speech and Language Therapy Resource pack to give you information, strategies and activity ideas for the child <a href="https://surreychildandfamily.co.uk/schools-and-nurseries/">https://surreychildandfamily.co.uk/schools-and-nurseries/</a></p> <p>Use smaller groups and/or additional adults to embed the strategies from the universal section to support a child’s language and communication alongside play.</p> <p>Practitioners to signpost parents/carers to Family Centres who may run small group sessions to support with children’s communication and interaction.</p> <p>Parents/carers can be referred to the advice sheets available. <a href="https://surreychildandfamily.co.uk/advice-sheet/">https://surreychildandfamily.co.uk/advice-sheet/</a></p> <p>Practitioners to signpost parents/carers to the Tiny Happy People website which has information and support for parents/carers <a href="https://www.bbc.com/health/childrens-language-development-and-parenting-advice">Children's language development and parenting advice - BBC Tiny Happy People</a></p>	<p>A child’s Speech and Language Therapy report will often refer to strategies in the Early Years Speech and Language Therapy Resource Pack. Practitioners should incorporate targets and strategies as advised in the report into the child’s Surrey Support Plan.</p> <p>All adults should use a consistent approach to using visuals and signing.</p> <p>Use high interest toys/ bucket time during unstructured times to develop the child’s attention and listening skills.</p> <p>Parents/carers of children with an Autism diagnosis can be signposted to the National Autistic Society website for information and advice - <a href="https://www.nas.org.uk">NAS Surrey Branch  </a></p> <p>Practitioners to consider whether a referral to The Specialist Early Education Service (SEES) is appropriate. Please note the referral age for each programme differs, refer to - <a href="https://www.surreycc.gov.uk">Graduated Response Early Years   Surrey Local Offer (referral section)</a></p> <p>Speech and Language therapy referrals for children <b>under 30 months</b> are now signposted by the Child and Family Health single point of access to receive graduated support from the Healthy Family Teams in</p>	<p>Practitioner to continue to embed the strategies from the Universal, Setting Support and Specialist Support sections to enable the child to use language and/or communication strategies alongside play.</p> <p>This may include using strategies to support communication as advised by professionals.</p>

Universal	Setting Support	Specialist Support	Statutory assessment
	<p>Use social stories to support understanding of social situations.</p> <p>Practitioners can attend free online targeted Speech and Language Training delivered termly by the NHS Early Years Speech and Language Therapy Team:</p> <ul style="list-style-type: none"> <li>• Supporting Children’s Speech, Language and Communication Needs (SLCN) in the Early Years</li> <li>• Supporting Children with Social Communication Difficulties / Autism Spectrum Disorder in the Early Years</li> <li>• Supporting Children’s Speech Clarity in the Early Years</li> </ul>	<p>partnership with early years settings, family centre groups and third sector support.</p> <p>The Speech and Language Therapy service provides assessment, therapy and advice for children aged <b>over 30 months</b> who have not yet started school and have speech, language, and communication needs.</p>	

## Social, emotional, and mental health: additional support tools

Universal	Setting Support	Specialist Support	Statutory assessment
<p>Practitioners should recognise and respond appropriately to a child’s feelings and role model appropriate emotional responses.</p> <p>Practitioners should name the child’s feeling as they are experiencing the emotion so that they can link the feeling with the language. Children would benefit from visual support to reinforce this.</p> <p>Practitioners to implement changes highlighted by provision audit (Appendix 1) in <a href="#">Supporting the Social and Emotional Wellbeing of Children in the Early Years Setting Appendices</a> under resources tab. (Audits includes considerations of Unique Child, Positive Relationships and Enabling Environments)</p> <p>Practitioners must be consistent in their approach to support the individual child. This can be supported using the Key Person Guidance.</p> <p>For guidance information on developing the Key person approach and training</p>	<p><a href="#">Advice and interventions identified in the Supporting the Social and Emotional Wellbeing of Children in the Early Years Setting Appendices</a> (Appendix 1) are being utilised to support the needs of the child. Support could include emotion visuals, calming resources, and books about emotions.</p> <p>Support strategies may include implementing and following a Social &amp; Emotional Well-being Support Plan (Appendix 10) in <a href="#">Supporting the Social and Emotional Wellbeing of Children in the Early Years Setting Appendices</a></p> <p>Practitioners record incidents of physical intervention and share records with parents/carers (Appendix 12) in <a href="#">Supporting the Social and Emotional Wellbeing of Children in the Early Years Setting Appendices</a></p>	<p>In consultation with parents, practitioners may consider a Portage Positive Play referral as home-based intervention to support parents/carers with understanding preschool children’s behaviour through the <a href="#">Specialist Early Education Service (SEES)</a></p> <p>Practitioners, parents, and other support agencies to regularly share information, advice, and strategies, incorporate into a shared Social &amp; Emotional Support Plan for all parties to implement.</p>	

Universal	Setting Support	Specialist Support	Statutory assessment
<p>please contact your Early Years Advisor- <a href="mailto:earlyyearsadvisors@surreycc.gov.uk">earlyyearsadvisors@surreycc.gov.uk</a></p> <p><a href="#">Further information and resources can be found on the Early Years Learning portal. Surrey Early Years Support Services (surreycc.gov.uk)</a></p>	<p>Practitioners to attend Positive Touch Training delivered by the Specialist Teaching Inclusive Practice (STIP) Team</p> <p>Practitioners and parents/carers to regularly share information, advice, and strategies, incorporated in a shared Social &amp; Emotional Wellbeing Support Plan (Appendix 10)</p> <p>Practitioners to use the 'Parent and Practitioner Discussion' template (Appendix 3) <a href="#">Supporting the Social and Emotional Wellbeing of Children in the Early Years Setting Appendices</a> as a tool to record discussion, priorities and actions identified during meetings with parents.</p>		

## Physical and sensory: additional support tools

Universal	Setting Support	Specialist Support	Statutory assessment
<p>Complete the enabling environment section of the Supporting Children’s Social and Emotional Well-being Audit (found in <a href="#">Supporting the Social and Emotional Well-being in Early Years Settings</a>) to consider how the child’s physical and sensory needs are met.</p> <p>Utilise guidance in the EYFS Development Matters to ensure, daily routines are used to develop fine and gross motor skills and support a child to become aware of their own body through touch and movement.</p> <p>Plan opportunities for a child to be able to move freely between outdoors and indoors and have short bursts of energetic play followed by periods of rest and relaxation.</p> <p>Child may need opportunities and access to resources to develop the use of fine motor, gross motor, and self-help skills. This may include providing multiple items</p>	<p>Child may require use of strategies such as gestures, signing, use of visuals, now/next board, and simplified language to participate in activities relating to their physical and sensory and self-help skills.</p> <p>Child may need access to differentiated resources such as larger wooden jigsaws, chunky pencils, pencil grips, scissors, cutlery, and sensory toys.</p> <p>Provide multi-sensory toys and activities at each session. E.g., Resources that support children’s sensory needs.</p> <p>Setting must provide suitable lighting and seating for specific tasks and activities.</p> <p>Plan for more time outside, sensory breaks and alter the daily routine to</p>	<p>Consider training needs and if appropriate apply for Early Intervention Funding (EIF). Training such as Positive Touch and Sensory Processing Training or accessing specialist advice which may include Outreach Visits <a href="#">STEPS</a> (speak to your SEND Advisor before referring to STEPS)</p> <p>Make a referral to <a href="#">Early Support</a> who can offer support, information, advice and assist the family in coordinating services for children with complex needs and/or a disability</p> <p>Consider making a referral to <a href="#">Physical and Sensory Support Service</a> for children with VI, HI and PD if not already in place.</p> <p>Continue to work and liaise with external agencies (e.g., PSS, SEES, OT and/or Physiotherapy), so targets and strategies contribute to the intervention and support of the child.</p> <p>For children with social communication difficulties or a diagnosis of Autism signpost parents to <a href="#">National Autistic</a></p>	<p>Continue to provide a highly individualised curriculum, making significant modifications and adjustments to the environment and resources as advised by health and educational professionals.</p> <p>Child will need sustained planned support for social interaction, fulfilling their sensory needs and supporting their physical development. They may also require support to manage and use equipment.</p>

Universal	Setting Support	Specialist Support	Statutory assessment
<p>of popular resources that promote a range of physical skills.</p> <p><a href="#">Occupational Therapy Resource Pack</a></p> <p>The adult will need to model use of resources and scaffold play to enable active participation. Use of song bags, story sacks and actions support physical participation.</p>	<p>meet the physical and sensory needs of the child.</p> <p>Child may need some adult support and direction during unstructured times to engage in play and interaction with others and the environment. Intervention should include using a child’s interest and developmental level. E.g., objects of reference, choice boards use of now/next board.</p> <p>Ensure the adult directs and supports the child to use the quiet areas of the room when they become overwhelmed by the daily activity.</p> <p>Refer to the <a href="#">Occupational Therapy Resource Pack</a> to provide advice on how to implement strategies and activities to support body awareness, postural control, and hand/eye coordination.</p> <p>Contact health SPA to request advice from OT on 0300 247 0025 and</p>	<p><a href="#">Society Surrey Branch</a> for further advice and support.</p> <p>Provide considerable adult support and direction during unstructured times to engage in play and interaction with others and the environment. <del>Intervention</del> Strategies should include using a child’s interest and developmental level. E.g., <del>enhanced adult ratio, physical prompting, and hand under hand guidance.</del></p> <p>Utilise equipment and resources as recommended by Physical and Sensory Support (PSS) and/or health professionals.</p> <p>Access ‘Moving and Handling Training’ via <a href="#">One off Moving and Handling Support for Nurseries or Pre-School, Surrey Education Services</a> This course is for staff in nurseries and pre-school settings whose role includes moving and handling of children and young people with physical disabilities</p> <p>The use of adapted utensils/resources and a high level of intervention which supports</p>	

Universal	Setting Support	Specialist Support	Statutory assessment
	<p>select option 5. They offer practical occupational therapy advice, strategies and support to schools, parents/carers, and other professionals in relation to a child's/young person's functional and independence skills.</p> <p>Practitioners can attend free online targeted Occupational Therapy Training delivered termly by the NHS Occupational Therapy Team accessed through <a href="http://Surrey Education Services (surreycc.gov.uk)">Surrey Education Services (surreycc.gov.uk)</a>:</p> <ul style="list-style-type: none"> <li>• Supporting Early Years Settings to enable children with sensory differences.</li> <li>• Helping me with play and learning through developing my physical skills</li> </ul> <p>When referring to Occupational Therapy, please complete the <a href="#">Activities of Daily Living Checklist (Early Years)</a></p> <p>You can then upload or scan this document in when completing the referral, it will give comprehensive</p>	<p>hand/eye coordination, postural control, and body awareness.</p> <p>Consider environmental adjustments recommended by health and/or education professionals which may include adaptations to lighting, noise, colour, or seating (e.g., weighted lap pad seats, ear defenders and sound clouds)</p>	

Universal	Setting Support	Specialist Support	Statutory assessment
	<p>information to the OneStop service and the Occupational Therapists.</p> <p>There is a range of Occupational Therapy videos available to watch including functional skills and sensory workshops: » <a href="#">Video Workshops</a></p> <p>Identify possible sensory differences through working through The Sensory Workbook (speak to your SEND Advisor for a copy) and provide activities to support sensory development.</p> <p>If observations indicate the child is a risk to themselves or others e.g. you may see excessive climbing on to furniture, mouthing non-food items. Carry out a risk assessment, an example template can be found in the SEW pack.</p> <p>Advice and interventions identified in the Supporting Children’s Emotional Well-being Audit Tool (if appropriate) are being utilised to support the needs of the child. Staff must be consistent in their approach</p>		

Universal	Setting Support	Specialist Support	Statutory assessment
	<p>to support the individual child. This may include behaviour strategies from the <a href="#">Supporting the Social and Emotional Well-being in Early Years Settings</a> and follow a Social and Emotional Well-being Support Plan.</p> <p>Carry out a risk assessment for a child with high energy levels, sensory seeking behaviours and are at risk of themselves to themselves and/or others.</p> <p>Advice and interventions identified in the Supporting Children’s Emotional Well-being Audit Tool (if appropriate) are being utilised to support the needs of the child. Staff must be consistent in their approach to support the individual child. This may include behaviour strategies from the <a href="#">Supporting the Social and Emotional Well-being of Children in Early Years Settings</a> and follow a Social and Emotional Well-being Support Plan.</p>		

**Hearing Impairment (HI), Visual Impairment (VI) or Multi-Sensory Impairment (HI and VI) additional support tools**

Universal	Setting Support	Specialist Support	Statutory assessment
Be aware of unnecessary background noise and reduce this.	Provide more targeted support in their learning and development. This could include appropriate seating arrangements, reducing background	Provide additional materials such as enlarged text within books, and a wide variety of tactile experiences. Ensure the adult models’ language to reinforce key	Continue to provide a highly individualised curriculum, making significant modifications and adjustments to the environment and

Universal	Setting Support	Specialist Support	Statutory assessment
<p>Consider appropriate seating arrangements if the child appears to have difficulties hearing and/or seeing.</p> <p>Make adaptations to the inside and outside environment so children can travel independently and safely to different areas. Consider position of furniture, accessibility, and placement of resources.</p> <p>Provide individual reinforcement starting with the child's name, speaking at their level or simplify instructions when a child appears to misunderstand or disregard group instructions about routines. E.g., tidy up time.</p>	<p>noise, smaller group work, hand over hand support or larger scale visuals. Ensure the child's attention is sought before any participation of activities.</p> <p>Ensure the child has ample time to explore objects presented to them and provide a range of multi-sensory resources to stimulate the senses, such as treasure baskets. Make sure the adult is close so they can provide a commentary and model play with resources.</p> <p>Make use of strategies and advice from the <a href="#">Speech and Language Resource Pack</a> to support the use and understanding of language. Increase the use of gestures including Makaton and provide more visual learning cues.</p> <p>During unstructured times ensure the child is engaged in play with adults and peers supporting them to interpret the social cues to engage.</p> <p>Intervention should be in small groups with the adult role modelling and encouraging social language and engagement. The use of visuals to promote turn taking and play maybe useful. Utilise interaction and play in</p>	<p>spoken words and differentiates play and learning experiences as directed by the specialist teacher for the visually or hearing impaired.</p> <p>Provide multi-sensory toys and activities at each session, for example resources that stimulate hearing, touch, and sight. Equipment and resources may be recommended by the Early Years SEND Team, Physical Sensory Support (PSS) and/or health professionals.</p> <p>Consistently implement strategies and advice from Speech and Language Therapy Service to support a child's use and understanding of language with specialist HI speech and language therapist providing specific methodology.</p> <p>Provide significant support to the child during unstructured times to support interpretation of social cues. Intervention should involve specialist knowledge or equipment to encourage social language and engagement.</p> <p>Ensure the child uses their prescribed hearing aids and/or glasses. The child may use hearing aids and/or glasses as well as other amplification equipment such as a radio aid or sound field system. May also use low vision aids. May also use assistive technology (such as a magnifier or CCTV)</p>	<p>resources as advised by health and educational professionals.</p> <p>Provide sustained support in the child's play and learning with the use of:</p> <ul style="list-style-type: none"> <li>• hearing aids and as other amplification equipment such as a radio aid or sound field system.</li> <li>• Uses low vision aids and/or assistive technology (such as a magnifier or CCTV).</li> <li>• Uses Augmentative and Alternative Communication Technology.</li> </ul> <p>Utilise specialist services consistently to support the use and understanding of language, such as strategies for pre and post teaching of key vocabulary and concepts. Modified methods of communication and/or communication support.</p> <p>During unstructured times provide sustained support with social interaction with peers.</p> <p>Continue to provide adult support to manage equipment.</p> <p>Further consideration for suitable lighting and seating will be required</p>

Universal	Setting Support	Specialist Support	Statutory assessment
	<p>the <a href="#">Speech and Language Resource Pack</a> for further ideas and strategies.</p> <p>Seek advice on the implications of <a href="#">hearing</a> and <a href="#">Early years support for children with vision impairment   RNIB</a> difficulties that may include glue ear or a squint to gain knowledge of strategies that facilitate the inclusion of children with mild or transient HI/VI or multisensory impairment.</p> <p>Provide multi-sensory toys and activities at each session. E.g., Resources that stimulate hearing, touch, and sight. Equipment and resources maybe recommended by The Early Years SEND Team.</p> <p>Consider suitable lighting and seating for specific tasks and activities such as story time. Also beware of and reduce background noise to aid engagement.</p> <p>Model language, reinforce key words where children have delay in the use and understanding of language. Ensure children can see the adult's face and mouth movements clearly.</p>	<p>Liaison and consultation with external professionals and online support services, for children with vision impairment <a href="#">Early years support for children with vision impairment   RNIB</a> and/or hearing impairment <a href="#">hearing</a>. Take advice on specific strategies from Physical and Sensory Support Service (PSS)</p> <p>Ensure that the advice and strategies advised by external agencies (e.g., Physical and Sensory Support Service) contribute to the Surrey Support Plan (SSP) and are regularly reviewed and consistently evidenced.</p> <p>Use equipment and resources as recommended by Sensory Support Team and /or health professionals such as enlarged copies of texts and books and suitable lighting and seating or support for moving around the setting.</p> <p>Ensure there is a high level of trained support required to access the EYFS curriculum which includes routines, tasks, and activities. This may come from the Qualified Teacher for VI/HI or MSI.</p> <p>SENCO and key person may also need to make further referrals to external support services, for example qualified teacher for multisensory impairment, ophthalmology,</p>	<p>and modification necessary, along with support for moving around the building.</p> <p>Adult to be aware the child may be reliant on signed communication and therefore need to receive ongoing training and support to communicate with the child.</p> <p>Continue to work with Speech and language therapy service, including advice or consultation with specialist HI SLT Training, assessment, advice, and direct input for setting from Qualified Teacher for HI/ToD (Teacher of the Deaf)</p> <p>Participate in training and implement advice and strategies from the Qualified Teacher for VI.</p>

Universal	Setting Support	Specialist Support	Statutory assessment
		<p>audiology, ENT for further specialist assessments and advice.</p> <p>For children diagnosed with a visual or hearing loss consider signposting parents to <a href="#">Sensory Services by Sight for Surrey</a> for further advice and support within the locality.</p> <p>Ensure the child has ample time to explore objects presented to them and provide a range of multi-sensory objects to stimulate the senses, such as treasure baskets. Make sure the adult is close so they can provide a commentary and model play with resources.</p> <p>During unstructured times ensure the child is engaged in play with adults and peers because they are not noticing social cues to engage. Intervention should be in small groups with the adult role modelling and encouraging social language and engagement. The use of visuals to promote turn taking and play maybe useful. Utilise interaction and play in the <a href="#">Speech and Language Resource Pack</a> for further ideas and strategies</p> <p>Ensure the child has ample time to explore objects presented to them and provide a range of multi-sensory objects to stimulate the senses, such as treasure baskets. Make sure the adult is close so they can provide a</p>	

Universal	Setting Support	Specialist Support	Statutory assessment
		<p>commentary and model play with resources.</p> <p>During unstructured times ensure the child is engaged in play with adults and peers because they are not noticing social cues to engage. Intervention should be in small groups with the adult role modelling and encouraging social language and engagement. The use of visuals to promote turn taking and play maybe useful. Utilise interaction and play in the <a href="#">Speech and Language Resource Pack</a> for further ideas and strategies</p>	

## Evaluating Progress and Reviewing (Review)

By following a cycle of assess, plan, do, review you will be able to continuously adapt support to meet the child's needs and secure good outcomes.

Universal	Setting Support	Specialist Support	Statutory Assessment
<p>Practitioners should regularly review and update whether a child is at expected levels of development using the information gathered from their observations and knowledge of the child.</p> <p>Parents/carers should <b>always</b> be involved in the review of the child's progress. Child's views should <b>always</b> be sought as part of the review process.</p> <p>Practitioner should regularly review the information in the child's One Page Profile and update where necessary.</p> <p>In reviewing the progress that has been made, the child may continue to be supported by universal approaches. However, if little or no progress has been made at this level, then move on to Setting Support.</p>	<p>Review the information in the child's One Page Profile, aspirations, long term goals, and targets, and update where necessary.</p> <p>If it has been awarded, review your use of Early Intervention Funding and the impact it has had on the child's progress by using the relevant section in the SSP. Review what has been in place for the child under Setting Support and consider/discuss any unmet needs, looking specifically at the 'What have you put in place to support the child?' and 'What do you plan to do/try next?'</p> <p>In reviewing the progress that has been made, the child may continue to be supported by Setting Support and in some instances can return to Universal support. However, if little or no progress has been made at this level, then in discussion with setting and parents/carers move on to Specialist Support.</p>	<p>Practitioners should regularly review and update the child's <a href="#">Surrey Support Plan</a> (SSP). Where appropriate reviews can involve professionals if they have provided advice or support to the child.</p> <p>Parents/carers should <b>always</b> be involved in the review of the child's progress. Children's views should <b>always</b> be sought as part of the review process.</p> <p>Review your use of Early Intervention Funding and the impact it has had on the child's progress. Decide whether a continuation of EIF is needed. To request a continuation, complete the 'Review of Early Intervention Funding' section in the SSP and email this to your SEND Advisor and <a href="mailto:eypanel@surreycc.gov.uk">eypanel@surreycc.gov.uk</a>.</p> <p>Review what has been in place for the child under Specialist Support and consider/discuss any unmet needs, looking specifically at the 'What have you put in place to support the child?' and 'What do you plan to do/try next?'</p> <p>In reviewing the progress that has been made, the child may continue to be supported by Specialist Support and in some</p>	<p>Practitioners should continue to use assessments and review at least termly to assess the child's progress. Reviews should involve the appropriate external professionals working with the child/young person.</p> <p>Practitioner should continue to review and update the Surrey Support Plan (SSP).</p> <p>Final EHCPs should be formally reviewed at least annually with parents/carers and other professionals. In Early Years, this may need to be more frequently, where EHCPs should be reviewed every 3-6 months (<a href="#">Send Code of Practice</a>). The SENCO from the setting where the child attends is responsible for organising and chairing EHCP review meetings. <a href="#">Timeframe for EHCP review meeting (early years)   Surrey Local Offer</a>.</p> <p>Please contact your Early Years (EY) SEND Advisor if you need support to organise an EHC plan review.</p> <p>Parents/carers should <b>always</b> be involved in the review of the child's progress. Children's views should <b>always</b> be sought as part of the review process.</p>

Universal	Setting Support	Specialist Support	Statutory Assessment
		<p>instances return to Setting Support. However, if little or no progress has been made at this level, then move on to Statutory Assessment.</p>	<p>In reviewing the progress that has been made, the child may no longer need provision through an EHCP. If the EHCP is no longer needed, the child's needs will continue to be met through your Universal, Setting or Specialist Support offer. Some children will continue to need provision through an EHCP.</p> <p>Most children with SEND will have their needs met within local mainstream early years settings. For some children, with complex needs, further consideration and planning with the parents/carers and professionals involved is needed through an Early Years Inclusion Pathway Planning Meeting (EYIPP). See Contents &gt; 'Early Years Inclusion Pathway Planning': <a href="#">Graduated Response Early Years   Surrey Local Offer</a></p>

## Glossary of Terms

CoP	Code of Practice
COIN	Communication and Interaction Needs
DAF	Disability Access Funding
EAL	English as an additional language
EHA	Early Help Assessment
EHCNA	Education, Health and Care Needs Assessment
EHCP	Education and Health Care Plan
EIF	Early Intervention Funding
ENT	Ear, Nose and Throat Specialist
ES	Early Support
EYP/T	Early Years Professional/Teacher
FEET	Funded Early Entitlement for Two-Year-Olds
GRT	Gypsy, Roman, Traveller
HI	Hearing Impairment
ISP	Individual Support Plan
LEAP	Local Early Autism Programme
MLD	Moderate learning Difficulties
MSI	Multi-Sensory Impairment
OT	Occupational Therapist
PMLD	Profound and multiple learning difficulties

PSS	Physical and Sensory Support
REMA	Racial, Equality and Minority Achievement team
SEES	Specialist Early Education Service
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SEMH	Social, Emotional and Mental Health
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapy
SpLD	Specific Learning Difficulties
SSP	Surrey Support Plan
TA	Teaching Assistant
ToD	Teacher of the Deaf
VI	Visual Impairment

## **The following links can guide you through relevant processes:**

Surrey Local Offer – Includes SEND paperwork, Information on Funding, EHCP and resources – [Graduated response early years | Surrey Local Offer](#)

Early Help for Professionals working with children and families - [Helping families early - Surrey County Council](#)

Early Support – [Surrey Early Support Service](#)

One Stop portal for Health referrals - <https://surreychildandfamily.co.uk/services/referrals/>

Speech and Language and Occupational therapy resource packs - [Schools and nurseries :: Children and Family Health Surrey](#)

SEND Code of Practice - [SEND Code of Practice January 2015.pdf](#)

The statutory framework for the Early Years Foundation Stage (group and school based providers) - [EYFS framework for group and school-based providers \(effective from 1 September 2025\)](#)

The statutory framework for the Early Years Foundation Stage (childminders) - [EYFS statutory framework for childminders \(effective from 1 September 2025\)](#)

The Development Matters for the Early Years Foundation Stage - [Development Matters - Non-statutory curriculum guidance for the early years foundation stage](#)

Birth to 5 Matters – [Birthto5Matters-download.pdf](#)

What to expect in the Early Years Foundation Stage: a guide for parents - [What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](#)

[Surrey Early Years Learning and Development Portal - Surrey Early Years Support Services](#)