

Early Years Setting referral to Local Authority Early Years Panel

Children who may require support in addition to Early Years Action Plus

Guidelines for Early Years Settings

In all cases where a child in an early years setting is considered to have SEN which may require support in addition to that already being provided by the setting up to Early Years Action Plus, the setting can make a referral of the child's case to the local authority early years panel for the appropriate area.

The area early years panel will consider the evidence submitted by the setting in respect of the child's special educational needs, the intervention and support to which the child will already have had access, the level of progress which the child may or may not have made and, taking into account the parents/carers views and the views of the child where possible, will determine the appropriate course of action necessary to meet the child's needs.

The panel will have a wide range of decision options available to it. It will aim to have those decisions implemented and any additional resources and/or professional support released and accessed by the setting and child without recourse to a Statement in the majority of

N.B. Early Years panels will not be starting across the county until autumn 2006. Please continue to make referrals through the usual channels, using this documentation until further notice.

cases. The panel will also be able to consider a referral from a setting and have the power to decide whether or not to commence a statutory assessment in any individual case.

However, referrals in themselves will not be considered as a formal request for a statutory assessment. Formal requests for statutory assessment follow parallel procedures but using slightly different paperwork which is processed differently because of the statutory nature of the request. The local authority expects that settings, working together with parents/carers, will wish to use the referral route in the first instance for all cases where a child may require support in addition to that provided at Early Years Action Plus.

The parent/carer may wish to submit a formal request for the local authority to consider initiating a statutory assessment of their child's special educational needs following receipt of the early years panel decision. A parent/carer can submit such a request at any time prior to, during or after a referral by an early years setting irrespective of what action may be being taken in their child's case. Such requests will also be considered by the early years panel and decisions made within the statutory timescale on the basis of available evidence as they would be for a referral.

A referral to the early years panel must be preceded by a formal review of the child's special educational needs and progress. Ideally the review meeting should take place at the early years setting and should include the parent/carer, the setting's SENCo and, if appropriate, the Early Years' and Childcare Service Early Learning Assistant or SEN adviser. Other professionals involved with the child eg. an educational psychologist or a speech and language therapist, should be invited to contribute to the review meeting.

If an action point arising from the review meeting is that a referral should be made to the early years panel, the setting should make the referral and should collect and submit evidence using the following sheet as a checklist.

Information/evidence checklist for early years panel

Essential



Foundation Stage Referral to Local Authority Early Years Panel –

Evidence to support referral from Headteacher/adult in charge of setting
(see good practice example and blank form for use by settings)

Evidence to support referral – advice from a child’s parent/ person responsible
(blank form for use by parent)

Individual Education Plans (IEPs) – preferably 2 or more
(see 2 good practice examples. Settings can use either of these formats or create their own)

Setting Progress Report for SEN Review(s)
(see good practice example and blank form for use by settings)

SEN Review Meeting Report Form
(see example guidelines and blank form for use by settings)

Developmental Profile eg ‘Ann Locke’, Portage

Any recent reports from other agencies involved with the child - particularly if they have informed IEP targets
(see check list attached. These reports are often passed to the setting via the parents)

Optional

Behaviour Management Plan
(see good practice example and blank form for use by settings)

Child’s views about being at nursery
(see blank form for use by child supported by setting/parent if required)

Foundation Stage/Surrey Profile

Recent and pertinent observations

EDUCATIONAL ADVICE

Advice from the Headteacher/Adult in Charge of an Early Years Setting

Please tick the relevant box to indicate the procedure to be followed.

The purpose of submitting this form is to:

- Supply information to the Authority following a Pre-School Notification from the Health Authority.**

- Request discretionary funding.**

- Request consideration of initiation of statutory assessment under Section 321 of the Education Act 1996.**

THIS INFORMATION MAY BE INCORPORATED INTO A PROPOSED STATEMENT TO WHICH IT WILL BE ATTACHED AND SENT TO PARENTS

Please complete all sections and write in black ink/ball point pen, or type your response

Child

Surname:

Other Name(s):

Home Address:

..... Postcode:

Date of Birth: Age: Sex:

Religion: Home Language: Ethnic Origin:

Is the child in public care? E.g. in a children's home or with foster carers Yes/No

Please delete as applicable – If yes please give Social Services contact details

Other comments

Parent(s)/Carers Responsible:

Name: Relationship to Child:

Address (if different from above):

.....

Postcode: Tel. No.

Early Years Setting:

Name:

Address:

Contact: Tel. No.

Number in group: Number of sessions child attends

Date of Entry Attendance ratio:.....

Type of setting: please tick

- Local Authority Maintained Nursery
- Day care nursery
- Non maintained Nursery
- Preschool Playgroup
- Other – please specify

<p><u>LEA only:</u></p> <p>Request received: Case Officer:</p>

Panel date:	Entered on EMS:
Decision:	Letter sent:

Please give a brief description of the early years setting.

1. Give a brief description of the major areas of concern relating to the child within the group setting.

2. Is the child being monitored through the SEN Code of Practice, if so, at what level i.e. Early Years Action/Early Years Action Plus? Please attach relevant Individual Education Plans

3. What support is Early Years Setting providing?

Type of provision currently received by this pupil	Number of hours per week	Who is providing this?
In class support and size of class		
Withdrawal: Individual 1:1		
Withdrawal: Pair		
Small group (number in group)		
Other (<i>please specify</i>)		
<p>Please state whether you have applied for and received an Early Years Inclusion Grant for this financial year:</p> <p style="text-align: center;"> <input type="checkbox"/> YES <input type="checkbox"/> NO </p>		

If these arrangements are not able to meet the needs at Early Years Action plus stage please give reasons why. Please state how many sessions the child attends and if you are requesting additional support, please detail what level of support is being requested and how would any additional support be used?

Tick support services, outside agencies currently involved with name where possible and attach any relevant reports or advice provided.

Outside Agency/Support Service		✓ if involved	Name if known:	✓ Advice/report attached
Locality Team	EP			
Members	SOCIAL WORKER			
	ELMA			
Early Years FS Advisor				
Portage				
PSSS				
Paediatrician				
Speech & Language Therapist				
Physiotherapist				
Occupational Therapist				
Private Tutor				
Other (<i>please specify</i>)				

4. How have you tried to involve/work with the parents/carers in meeting the child’s needs?

5. Provide a summary of records/observations made by the Early Years Setting.

(i) Communication and Interaction

What can the child do now?

What needs working on next?

(ii) Cognition and Learning

What can the child do now?

What needs working on next?

(iii) Behaviour, Emotional and Social (including play)

What can the child do now?

What needs working on next?

(iv) Sensory and/or physical

What can the child do now?

What needs working on next?

(v) Other Relevant Information

6. Any other observations

Please attach other relevant information such as Individual Education Plans, checklist or observation summaries. Please tick -

- Individual Education Plans**
- Other information- -please specify**

Completed by **Designation**

Date **Signed**

Please copy this form for your records.

GUIDELINES FOR COMPLETION OF APPENDIX B EDUCATIONAL ADVICE - PRESCHOOL CHILD

These guidelines have been prepared to help you provide the kind of information needed to enable a child's special educational needs to be assessed. (For children already attending maintained nursery provision, information provided through the School based assessment system is clearly relevant).

- Home address:** If child is in care, please give name of carer and address at which child is currently residing.
- Age:** Please give the child's chronological age at the time of writing this report.
- Religion:** Specify if relevant.
- Home language:** Specify if known.
- Child's parents or carers:** Please give names of both parents. If only one parent is mentioned the Authority will assume a single parent family is indicated. If parents are not residing together, please give addresses of both parents (if known).
- Is the child in public care i.e. a children's home or with foster carers, if so please give the name of the Social Services Locality Team if known

1 Give a brief description of the major areas of concern and strengths relating to the child within the group setting?

Please give a brief description of how the child functions within the group.

- What do they find difficult
- What do they enjoy

2. Is the child being monitored through the SEN Code of Practice, if so, at what level i.e. Early Years Action/Early Years Action Plus?

This question refers to the level of assessment, monitoring and support you have provided for the child. Information from the child's profile or similar records may be useful

3. What support is the early years setting providing?

Some information about what you have done within the early years setting to support the child. From whom have you sought advice? For example -

- Portage Early Education Service
- Advisory Teacher for Hearing or Vision
- Educational Psychology Service
- Speech and Language Therapy Service
- Physiotherapy Service
- Occupational Therapy Service
- SEN Adviser (EYDCP)
- Other

Please attach copies of IEPs

4 How have you tried to involve/work with the parents/carers?

The purpose of this section is to try and find out how you have tried to work with parents to support the child both at home and within the early years setting.

5. Provide details of records/observations made by the early years setting: (Information from the child's profile or similar records may be useful)

(i) Communication and interaction

- Expression (e.g. range of vocabulary, sentence structure, use of past and future tense)
- Comprehension (e.g. child's understanding of speech, instructions, stories)

- Listening (e.g. attendance to general instructions, listening to stories, in a group or individually).
- Clarity of speech

(ii) Cognition and Learning

Dispositions and attitudes to learning

- The child's approach to learning, e.g. shows an interest in adult directed tasks, levels of concentration, preferred activities, etc.

Learning across the curriculum: early literacy, mathematics and knowledge of the world

(iii) Behaviour, Emotional and Social (including play)

Behaviour and self-control

- Care and concern for others
- Awareness of and ability to follow boundaries and expectations within the setting
- Level of independence within the environment and confidence in linking with others for support and guidance
- level of self control/self awareness

Self Care

- toileting
- dressing
- feeding

Social Skills/Making Relationships

- with adults
- with children individually
- with children in groups

Emotional Skills

- self-confidence and self-esteem
- awareness of others' feelings
- sense of community

(iv) Sensory and/or physical

Creative and Practical Skills e.g. skills and confidence in

- pencil skills
- using scissors
- threading/Lego, etc
- drawing and creative development

Physical Skills e.g. skills and confidence in

- climbing stairs
- running
- jumping
- ball skills - throwing and kicking
- (comment on child's level of confidence and the frequency of such activities).

Sensory

- Issues relating to hearing or vision

(v) Other relevant information

Any additional information about the child's abilities can be recorded in this section.

6. Any other observations:

An opportunity is provided here to make any additional observations relevant to the child or setting.

EDUCATIONAL ADVICE

Advice from the Headteacher/Adult in Charge of an Early Years Setting

Please tick the relevant box to indicate the procedure to be followed.

The purpose of submitting this form is to:

- Supply information to the Authority following a Pre-School Notification from the Health Authority.**

- Request discretionary funding.**

- Request consideration of initiation of statutory assessment under Section 321 of the Education Act 1996.**

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Please complete all sections and write in black ink/ball point pen, or type your response

Child

Surname:

Other Name(s):

Home Address:

..... Postcode:

Date of Birth: Age: Sex:

Religion: Home Language: Ethnic Origin:

Is the child in public care? E.g. in a children's home or with foster carers Yes/No

Please delete as applicable – If yes please give Social Services contact details

Other comments

Parent(s)/Carers Responsible:

Name: Relationship to Child:

Address (if different from above):

.....

Postcode: Tel. No.

Early Years Setting:

Name:

Address:

Contact: Tel. No.

Number in group: Number of sessions child attends

.....

Date of Entry Attendance

ratio:.....

Type of setting: please tick

- Local Authority Maintained Nursery
- Day care nursery
- Non maintained Nursery
- Preschool Playgroup
- Other – please specify

LEA only:

Request received:

Case Officer:

Panel date:

Entered on EMS:

Decision:

Letter sent:

Please give a brief description of the early years setting.

Guildford Children's Centre is a dual site Centre providing a range of services for children and their families. The Town Centre site has a 60 place open plan LEA nursery school for 3-5 year olds. The core team consists of 2 teachers and 4 nursery nurses with additional support given by the special needs team. All children are fully included in the mainstream provision and additional support is given as extra individual and small group intervention within this context. Special needs is co-ordinated across both sites by a Head of Special Needs

1. Give a brief description of the major areas of concern relating to the child within the group setting.

J has very limited expression and often uses language inappropriately. She approaches adults and makes eye contact but tends to use the same vocabulary repeatedly (sometimes in a conversational tone). The subject is often not connected to what is happening around her, particularly in response to direct questions. Her basic play and social skills are significantly hindered by her difficulties. She is very easily distracted and can become anxious or distressed with too much adult attention. Her physical skills (both gross and fine) are also immature

2. Is the child being monitored through the SEN Code of Practice, if so, at what level i.e. Early Years Action/Early Years Action Plus? Please attach relevant Individual Education Plans

Early Years Action Plus

3. What support is Early Years Setting providing?

Type of provision currently received by this pupil	Number of hours per week	Who is providing this?
In class support and size of class		
Withdrawal: Individual 1:1 Targeted individual tasks and activities during inside / outside play	1 1/4	Members of core team
Withdrawal: Pair		
Small group (1:6) Language group (1:3)	2 1/2 1 1/4	Teaching assistant
Other (please specify)		

If these arrangements are not able to meet the needs at school action plus stage please give reasons why. How would any additional support provided through a statement be used?

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Tick support services, outside agencies currently involved with name where possible and attach any relevant reports or advice provided.

<i>Outside Agency/Support Service</i>		✓ if involved	Name if known:	✓ Advice/report attached
Locality Team	EP	X		
Members	SOCIAL WORKER			
	ELMA			
SEN Advisor		X		
Portage				
PSSS				
Paediatrician				
Speech & Language Therapist		X		
Physiotherapist				
Occupational Therapist				
Private Tutor				
Other (<i>please specify</i>)				

4. How have you tried to involve/work with the parents/carers in meeting the child's needs?

- 1 formal review
- Meetings with Mother & SENCo
- Informal daily contact with key person and core team
- Home visit by core team

5. Provide a summary of records/observations made by the Early Years Setting.

(i) Communication and Interaction

What can the child do now?

- Approach adults and children and give fleeting eye contact
- Volunteer phrases such as 'Ka -ee (Katie)', 'Doggy bed', 'Mummy coming' when she has adult attention, irrespective of context.
- Answer 'What's that?' questions by pointing at object and giving inappropriate response e.g. 'I like Mummy'
- Use a number of nouns appropriately when talking on own agenda (See IEP)

- Use a mixture of unintelligible speech and some recognisable words appropriately when in 'low pressure' situation e.g. '..... messy' when picking up paper bits from the floor
- Follow simple instructions relating to nursery routines e.g. 'Go and get your coat', 'Get a book and sit on the mat'

What needs working on next?

Joining in with actions and words in simple songs and rhymes

-Using recognisable 2-3 word phrases (inc. noun & verb) to talk about what she sees and does (non direct approach)

- Answering 'What's that?' questions appropriately
- Recognising familiar objects and animals by sound

(ii) Cognition and Learning

What can the child do now?

Show an interest in what is going on around her watching others

- Respond to very simple demonstration or modelling
- Remain at self chosen activity for 1-2 mins.
- Enjoy looking at books and regularly reads her favourites e.g. Spot
- Attempt a 4 piece inset puzzle with 'low key' help to place the shapes
- Attempt to label colours spontaneously but not correctly (frequently says 'pink')
- Sometimes count 1 & 2 objects correctly
- Handle books correctly, looking at the pictures, turning the pages and making some recognisable comments.
- Make experimental marks on paper
- Engage in simple sequences of pretend play with dolls in home corner

What needs working on next?

- Extending involvement at own choice activities
- Participation in adult led activities and following adult model/demonstration
- Matching objects, colours, sizes and shapes
- Completing simple inset puzzle (4-6 pieces) with out help

(iii) Behaviour, Emotional and Social (including play)

What can the child do now?

- Separate from Mum with minimal support from key person
- Approach familiar adults and peers and seek interaction (usually non-verbal)
- Play alone or sit in the vicinity of an adult for re-assurance
- Watch groups of children playing
- Play at a range of activities both inside and out (for short periods) independently
- Co-operate in adult led activities (1:1-3) once familiar with the expectations
- Become anxious and distressed when adult attention is too intense or expectations unknown
- Go to the toilet and wash hands independently
- Put on and take off own coat
- Help tidy up at end of session

What needs working on next?

Sustained non verbal interaction with adults and peers

- Confidence to try new activities with and without adult support
- Playing paired game with adult support
- Using simple social language

(iv) Sensory and/or physical

What can the child do now?

- Cautiously attempt to run in the outside environment when it is not busy
- Throw a large ball towards adult
- Kick a large ball in random direction
- Cautiously walk along a bench.
- Dig in the sand with small spade
- Use a palmer grip (either hand) to make experimental marks on paper
- Eat meal with a spoon and fingers
- Tolerate a range of textures in experimental play (likes to wash hands quickly)

What needs working on next?

- Catching (trapping) large ball
- Kicking ball in planned direction
- Using large arm movements to make simple patterns in paint, sand chalks etc.
- Attempting to snip with scissors with adult hand over hand

(v) Other Relevant Information

J had an appointment (date) with the Paediatrician at the Children's Unit. - Report to follow.
 Educational Psychologist will be observing/assessing J in school at the end of this term or beginning of next term.

6. Any other observations

J's Speech and Language difficulties together with her delayed play, social and physical skills significantly impact on her ability to access the curriculum without adult support. She needs a lot of extra support to help her play and benefits from a high level of individual support

Please attach other relevant information such as Individual Education Plans, checklist or observation summaries. Please tick -

- Individual Education Plans 2 x EYA+**
- Other information- -please specify**

- Ann Locke developmental profile (2-5 yrs)
- SEN Review notes (date)
- S< report (date)
- Surrey Speech & Language profile (date)
- Expression of Concern (date)
- Report from Consultant Paediatrician (date) Children's Unit

Completed by **Designation**

Date**Signed**

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GUIDELINES FOR COMPLETION OF APPENDIX B EDUCATIONAL ADVICE - PRESCHOOL CHILD

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- Age:** Please give the child's chronological age at the time of writing this report.
- Religion:** Specify if relevant.
- Home language:** Specify if known.
- Child's parents or carers:** Please give names of both parents. If only one parent is mentioned the Authority will assume a single parent family is indicated. If parents are not residing together, please give addresses of both parents (if known).
- Is the child in public care i.e. a children's home or with foster carers, if so please give the name of the Social Services Locality Team if known

1 Give a brief description of the major areas of concern and strengths relating to the child within the group setting?

Please give a brief description of how the child functions within the group.

- What do they find difficult
- What do they enjoy

2. Is the child being monitored through the SEN Code of Practice, if so, at what level i.e. Early Years Action/Early Years Action Plus?

This question refers to the level of assessment, monitoring and support you have provided for the child. Information from the child's profile or similar records may be useful

3. What support is the early years setting providing?

Some information about what you have done within the early years setting to support the child. From whom have you sought advice? For example -

- Portage Early Education Service
- Advisory Teacher for Hearing or Vision
- Educational Psychology Service
- Speech and Language Therapy Service
- Physiotherapy Service
- Occupational Therapy Service
- SEN Adviser (EYDCP)
- Other

Please attach copies of IEPs

4 How have you tried to involve/work with the parents/carers?

The purpose of this section is to try and find out how you have tried to work with parents to support the child both at home and within the early years setting.

5. Provide details of records/observations made by the early years setting: (Information from the child's profile or similar records may be useful)

(i) Communication and interaction

- Expression (e.g. range of vocabulary, sentence structure, use of past and future tense)

Guidance for application for additional support

- Comprehension (e.g. child's understanding of speech, instructions, stories)
- Listening (e.g. attendance to general instructions, listening to stories, in a group or individually).
- Clarity of speech

(ii) Cognition and Learning

Dispositions and attitudes to learning

- The child's approach to learning, e.g. shows an interest in adult directed tasks, levels of concentration, preferred activities, etc.

Learning across the curriculum: early literacy, mathematics and knowledge of the world

(iii) Behaviour, Emotional and Social (including play)

Behaviour and self-control

- Care and concern for others
- Awareness of and ability to follow boundaries and expectations within the setting
- Level of independence within the environment and confidence in linking with others for support and guidance
- level of self control/self awareness

Self Care

- toileting
- dressing
- feeding

Social Skills/Making Relationships

- with adults
- with children individually
- with children in groups

Emotional Skills

- self-confidence and self-esteem
- awareness of others' feelings
- sense of community

(iv) Sensory and/or physical

Creative and Practical Skills e.g. skills and confidence in

- pencil skills
- using scissors
- threading/Lego, etc
- drawing and creative development

Physical Skills e.g. skills and confidence in

- climbing stairs
- running
- jumping
- ball skills - throwing and kicking
- (comment on child's level of confidence and the frequency of such activities).

Sensory

- Issues relating to hearing or vision

(v) Other relevant information

Any additional information about the child's abilities can be recorded in this section.

6. Any other observations:

An opportunity is provided here to make any additional observations relevant to the child or setting.

**EVIDENCE TO SUPPORT REFERRAL TO LOCAL
AUTHORITY EARLY YEARS PANEL**

**ADVICE FROM THE CHILD’S PARENT OR PERSON RESPONSIBLE
ON A CHILD WHO MAY REQUIRE SUPPORT IN ADDITION TO THAT
BEING PROVIDED AT EARLY YEARS ACTION PLUS**

[Please complete all sections and write in black ink/ball point pen, or type your response]

Child’s Name: **Dob:**

Home Address: **Sex:**

..... **Religion:**

Post Code: **Home Language:**

Tel No: **e mail address:**

**Nursery/early
years setting**
.....

To help you as you think what to write about your child, we have included some topic headings and questions. You don’t have to use them if you don’t want to - or you can change the order, leave parts out or add other things that you feel may be important. It would be helpful, however, if you could use the three headings suggested - A “The Early Years”, B “What is Your Child Like Now?” and C “Your General Views”.

Please note that copies of this advice and any representations or reports will be sent to the professional advisers from whom the Authority seeks educational, medical, psychological or other advice as necessary on your child’s special educational needs.

When completing this form, you may find it helpful to think about the following questions:

What would you like professionals (teachers, psychologists and others) to learn about your child at home?

What information can you give them that they do not already know?

How best can you describe the positive, good features of your child at home?

How can you most accurately describe features of the behaviour and development of your child at home that concern you?

What is the most useful way (useful to you and professional advisers) of summarising your feelings, concerns and views on the situation. What do you feel would be appropriate for your child?

Can you convey what your child's own views are about his/her situation?

ADVICE FROM THE CHILD'S PARENT OR PERSON RESPONSIBLE
Please write your contribution in the boxes provided or on a separate sheet.

A - THE EARLY YEARS

Is there anything you can remember about the early years that might be of help?

1 What was your child like as a young baby?

2 Were you happy about progress at the time? If not, why not?

3 What happened?

4 Did you receive any advice or help? Who gave it?

B - WHAT IS YOUR CHILD LIKE NOW?

- 1 General Health - eg eating and sleeping habits; general fitness, absences from school; minor ailments - coughs and colds. Hearing/visual impairments. Serious illnesses/accidents - periods in hospital. Any medicine or special diet?**

- 2 Physical Skills - eg crawling, walking, jumping, running, climbing stairs; catching, building bricks, doing jigsaws; scribbling, drawing, writing; sewing**

- 3 Self Help - eg dressing, undressing; feeding, eating; toileting; brushing, combing hair, washing hands and face, wiping nose, etc.**

- 4 Communication - eg points, makes gestures, signs; copies sounds; uses single words, phrases, sentences; understands and responds to others, starts conversations, chats, describes events, people.**

- 5 Playing and Learning at Home - eg favourite toys and activities, concentration; playing alone, sharing games, stories, etc; watching television.**

- 6 Activities Outside - Attendance at playgroup, nursery, organised activities, etc; coping with separation for short/long periods.**

7 Relationships - eg with parents, brothers and sisters; with friends; with other adults (friends and relations) at home generally, "outside" generally. Does your child appear to be a "loner"?

8 Behaviour at Home - eg co-operates, shares, listens to and carries out requests, helps in the home, offers help, fits in with family routine and "rules". Moods good and bad, sulking - temper tantrums; demonstrative, affectionate.

9 At School - eg relationships with other children and teachers; progress with reading, writing, numbers, other subjects and activities at school. How the school has helped/not helped with your child. Have you been asked to help with school work - hearing child read - with what result?

Do you think your child enjoys school?

Yes

No

What does your child find easy or difficult?

C - YOUR GENERAL VIEWS

1 How does your child compare with others of the same age?

2 What is your child good at or enjoy doing?

3 What does your child worry about?

Are they aware of their difficulties?

Yes

No

4 What are your worries, concerns?

5 What do you think your child's special educational needs are?

6 How do you think these can best be provided for?

7 What do you think are the family's needs and your needs?

8 Is there any other information you would like to give:

(a) About the family - eg major events that might have affected your child?

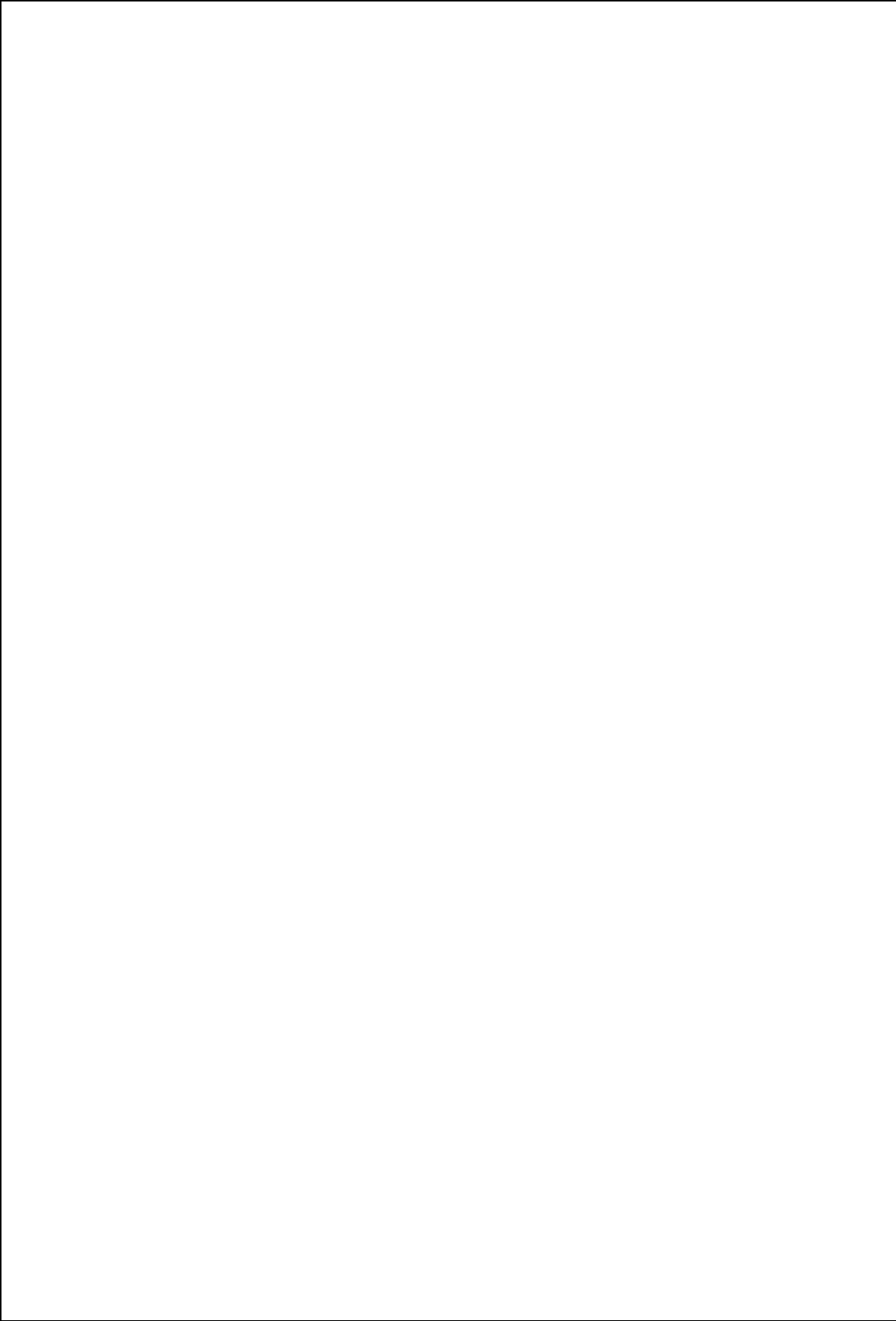
(b) Reports from other people? (eg Doctors, Therapists). If so, who?

Please use space overleaf if you wish to add anything more.

.....
Parent(s) or Person(s) Responsible

.....
Date

Please return this form to _____ Case Officer at _____ LEO



Early Years Setting - Progress Report for SEN Review Meeting

Date of Review Stage:

Child's Name:..... D.O.B:.....

General Progress:

Language & Communication:

Cognition & Learning:

Behavioural, Emotional & Social:

Physical & Sensory:

Any Other Comments:

Signed.....Role Date.....

Early Years Setting - Progress Report for SEN Review Meeting

Date of Review Stage: EARLY YEARS ACTION PLUS

Child's Name: *Scott*

D.O.B:.....

General Progress

Scott has only been attending the nursery for half a term. He has settled reasonably well but has limited expressive language and appears to have difficulty understanding much of what is said to him.

Language & Communication

Scott is beginning to interact with adults and peers. This is mostly non-verbal (e.g. he loves to play peep-bo) but he is also using some appropriate expressions (e.g. "Oh no, its raining" when looking up at the sky and then smiling at another child). He will initiate interaction with familiar adults but this often tends to be unrelated to the here and now and is repetitive. *Scott* also uses unintelligible comments and chatter at times. He will sometimes spontaneously repeat the language he hears around him e.g. 'Oh dear, Ben'. He is unable to answer simple questions and will often divert his attention by either looking away or saying "sock" (*Scott*). He will participate in language activities and games with one or two other children in a low distraction area. He is generally happy to attempt a response if a non-direct approach is used e.g. following an adult or child model and he benefits from visual content.

Cognition & Learning

***Scott* accesses the inside and outside areas independently. He is interested in what is going on around him and is beginning to copy others in play. He enjoys looking at Spot books and enjoys adults reading to him. He accesses all writing, drawing and painting activities but often doesn't stay long enough to finish what he has started. He needs lots of prompting to extend his participation in activities but too much persuasion can make him anxious or upset.**

Behavioural, Emotional & Social

Scott is generally happy and self-reliant whilst at the nursery. He will smile at adults and children and will often approach adults that he is familiar with. He has no behavioural issues and understands what is expected of him regarding nursery routines and behaviour standards. He doesn't like direct interaction i.e. when asked to do something or asked to join a group. He can become emotional or anxious when adults approach him directly, particularly if he feels demands are going to be made of him (however slight). He will join in if attention is on somebody else and if there is no eye contact.

Physical & Sensory

Scott enjoys the outdoors and will often walk around the garden watching his peers. He doesn't access the trikes and climbing equipment, as he is not confident enough to do so without an adult holding his hand. He also needs an adult to lift him off some apparatus. He needs lots of encouragement to attempt to ride a trike and will often say 'no' and run in.

Any Other Comments:

Although *Scott* has settled well into the nursery environment, he flits from area to area, finding it difficult extend his own play without adult support. He is able to understand very simple instructions but finds some instructions difficult to follow. These either need repeating several times or a visual clue to aid him.

Signed.....Role Date.....

FOUNDATION STAGE SEN REVIEW MEETING - REPORT FORM

Child's Name Date of Birth.....

Stage: _____ Date of Review
meeting.....

Progress made by child:

Effectiveness of any special help or Individual Education Plan:

Parent/carer contribution:

Extra Information Received:

General Discussion:

Future Action:

Those present at the review meeting:

Signed.....(HT/SENCo/Teacher in charge)

GUIDELINES

FOUNDATION STAGE SEN REVIEW MEETING - REPORT FORM

Child's Name..... **Date of Birth**.....

Stage: *EARLY YEARS ACTION PLUS* **Date of Review meeting**.....

Progress made by child:

Refer to or attach Setting Progress Report for SEN Review Meeting

Effectiveness of any special help or Individual Education Plan:

Refer to or attach recent IEP evaluation

Parent/carer contribution:

Note comments and views expressed by parents/carer in the review discussion

These might include:

- How parents/carer think their child is getting on at the setting
- How things are going at home (behaviour, speech & language, self help, sleep pattern)
- Any feedback from appointments or support from other agencies
- Parent/carer views on provision for their child being made by the setting and, if relevant, views or preference for future provision
- Anything else the parent/carer thinks is important

Extra Information Received:

- Note of any reports received or information fed back by other agencies present at the review.
- Note of any reports or information given to the SENCo by other agencies that were not able to attend

General Discussion:

Note of key points discussed. These might include:

- Acknowledgement of where progress has been made
- Continued areas of concern
- Whether necessary to make a referral to the local authority early years panel
- Options for next phase of education eg. mainstream with support, SEN special school etc

Future Action:

Record what needs to be done and by whom and by when. This could include:

- The collection of additional evidence or advice
- Sending referral and evidence to local authority early years panel
- New targets & approaches/strategies to be put in place
- Liaison with or visits to possible future setting
- Date of next review

Those present at the review:
Record those present and their role

Signed.....(HT/SENCo/Teacher in charge)

Foundation Stage Referral to Local Authority Early Years Panel
Check list of information/evidence from other agencies

Agency	Involved (✓ or x)	Report/information attached (✓ or x)	Date
Early Years & Childcare Service			
Educational Psychology			
Portage			
Physical & Sensory Support Service			
• Visually Impaired			
• Hearing Impaired			
• Physically Disabled			
Speech & Language Therapy			
• Report/advice			
• Surrey S< profile			
Physiotherapy			
Occupational Therapy			
Children with Disabilities Team			
Clinical Psychology			
Community Paediatrician			
Audiology			
Autistic Outreach Service			
Behaviour Support Service			
Manual Handling team			
Social Services			
Other: eg Ethnic and Language Minority Support service			

Behaviour Management Plan

All staff to be aware of plan and strategies so that management of unacceptable behaviour will be consistent.

Anticipatory action

Action after an event

Sanctions

Establishing desired behaviour

Discussion between: Team Leader, Key person(s) and SENCo (date)

Behaviour Management Plan

Example

All staff to be aware of plan and strategies so that management of unacceptable behaviour will be consistent

Anticipatory action

- Adult to share social story with J re. behaviour, at beginning of each session.
- Stop J when it appears she is making her way towards a child with the intention of hurting them. Say '**No hurting**'. Take her to child (gently holding her hand) and model use of words (as if she were saying it) e.g. 'Hello... (child's name)', 'What are you doing?' 'Can I play?' 'I like your hair.'
- Adult to support appropriate paired play/activity e.g. sharing a book, rolling ball to each other. Make other child feel safe. Model caring behaviour. Encourage appropriate non-verbal and verbal interaction.

Action after an event

- Don't try and explain why J shouldn't be aggressive just say '**I can't let you do that.**'
- Avoid eye contact (hold gently but firmly behind you) and give attention to injured child – another adult could take J for time out if available.

Sanctions

- Time out (with adult) to be given for all physical aggression towards other children.
- Take J from the incident area to a place with no distractions e.g. *quiet room, area outside quiet room, staff work room, training room, children's cloakroom, manager's office.*
- Try using timer to set time limit (5 mins). If this is not effective try giving J responsibility for making the choice about her behaviour. e.g. 'When you're ready to **keep your hands to yourself** or **use kind hands** you can go back to play.'
- Respond to any language by repeating the desired behaviour. Do not give eye contact. Talk indirectly e.g. to the wall, 'I need J to use kind/gentle hands.'

Establishing desired behaviour


- Give verbal **praise** when J has approached targeted child and not hurt them (with adult support) i.e. when she has been intercepted by adult (as above) or when she has been 'kind' during supported/unsupported play.
- Give **praise** and other **rewards** e.g. fruit, stickers, responsibility task, turn at being something and tell her **why** she can have reward – at all appropriate opportunities.
- Key person group activities etc. to include social skills games specifically addressing 'hurting = unhappy, being kind = happy', teaching 'kind/gentle' behaviour. Also, teach all children (especially vulnerable ones) to say '**No**' assertively.
- Adult to say '**wait**' with hand gesturing wait/stop when J wants immediate attention.
- Use all opportunities to make J feel liked and feel good about herself.


Discussion between: Team Leader, Key person(s) and SENCo (date)


Child's views about being at nursery


Name..... dob.....




Date completed.....

Do you like coming to nursery?  

What do you like to play with at nursery? 

What do you find difficult at nursery? 

What or who helps you when it's difficult? 

What would make playing at nursery better?
  

Individual Education Plan

GOOD PRACTICE EXAMPLE

Name:
Class Teacher:
Supported By:

DOB:

Year: Nursery
Start Date: Oct

Class: FT

Early Years Action: Plus
Review Date: Jan

Area/s of concern: Delayed language and severe phonological difficulties
Proposed Support: 1:1 and small group work

IEP Number: 3

Targets	Achievement Criteria	Possible Resources & Techniques	Possible Strategies for use in class	Ideas for support teacher/assistant	Outcome
<p>1. To play with toy alongside peers.</p> <p>2. To take part in simple interactive games with an adult and 2 other children.</p> <p>3. To offer information in a conversational context within a small group.</p> <p>4. To participate in number rhymes and songs up to '5'.</p>	<p>1. Observed on '1' occasion each session with adult support.</p> <p>2. Achieved on '1' occasion three times a week for 10 mins</p> <p>3. Observed on '1' occasion three times a week. For example fruit time & lunchtime</p> <p>4. Shows a response to the rhymes and songs on four occasions by the end of autumn term.</p> <p>5. Holds a writing implement in an appropriate grasp most of the time.</p>	<p>1. Favourite toys, home corner</p> <p>2. Balls. Group work. Role Play area. Turn taking.</p> <p>3. Small group discussions. Stories in book corner with peers. Conversation during meals.</p> <p>4. Nursery rhymes. Books of number rhymes. Pictures or objects to match the rhyme. e.g. 5 green</p>	<p>1. Position X in a group with other children</p> <p>2. Include chasing games in outside area. Use large sandpit for collaborative play.</p> <p>3. Set time to share news e.g. circle time. Talk about activities during play in all areas of nursery.</p> <p>4. Use rhymes on a daily basis 1:1 and with peers.</p> <p>5. Encourage X to try a variety of fine motor activities.</p>	<p>1. Encourage X to play with toys available.</p> <p>2. Play ball games in a group situation, adult to model behaviour encouraging Joe to participate.</p> <p>3. Talk about shared books and pictures with Joe.</p> <p>4. Spend time with X singing favourite number rhymes.</p> <p>5. Show X how to hold pens/pencils</p>	<p>1. Will do this on a more regular basis.</p> <p>2. X still finds this hard. He needs adult help to respond to peers.</p> <p>3. X will not volunteer conversation independently.</p> <p>4. X is making progress but has not yet achieved consistency He</p>

Parent/carer contribution: Encourage play with sibling. Encourage X to take part in family conversations. Share favourite rhymes with classroom staff.

Child's contribution:

INDIVIDUAL EDUCATION PLAN

STAGE **Early Years Action** **Early Years Action Plus** **Statutory Assessment** **Statement**

DATE.....	NAME.....	D.O.B.....	CO-ORDINATOR.....	PAGE...1....
NEEDS AND CONCERNS		<u>Other Professionals Involved</u>		<u>To Be Reviewed</u>
Inappropriate social interaction with peers		Educational Psychologist Ethnic & Language Minority Achievement Service		
LONG TERM AIMS			What Child Can do Now	
Develop appropriate interaction and behaviour towards others			Play alongside others and engage their attention without using physical aggression with adult support Use 'Hello' and child's name to gain a response with adult scripting Participate in non verbal interaction games with peers and with adult support Co-operate in adult led activity for 5-10 mins 3 x daily when encouraged	
TARGETS	ACTION/STRATEGIES		WHO	EVALUATION
LANGUAGE & COMMUNICATION				
Extend understanding and use of social/emotional vocabulary	Circle time type games in small group 'I am happy when...', 'I am sad when...' 'I like eating...', 'I like playing with...' Also use published social stories for 1:1 discussion		L.D. & C.C.	Emerging –Quick to pick up expectations in group game but continues to need adult help to generalise this. Continue
Take turns in verbal interaction games with peers and with adult support	Daily language group, supported interaction in role-play, table top games ('my turn', 'your turn') etc.		K.B.	Achieved –Again quick to pick up language and will use in structured situation when prompted by adult. Go on to target non structured opportunities in her play
BEHAVIOUR, EMOTIONAL & SOCIAL				
Play alongside others and engage their attention without using physical aggression	All staff to manage behaviour consistently, as stated in X's 'behaviour management plan' (attached). Log all incidents 'Catch him being good' and reward		All staff	Incidents significantly reduced. However, still needs high adult input to support appropriate social interaction. Be specific when giving praise - Continue

Set up and follow through a visual timetable (picture symbols) with adult support (3 activities per session)	2 adult chosen & 1 own choice x 2. Include role play, core team focused activity. Reward co-operation (turn with favourite toy, small bits of fruit, stickers etc)	C.C.	Continue -Co-operation with adult variable. Prefers to work on own agenda. Responds well to advanced warning. Likes edible rewards
Show enjoyment (smile, show others and talk about) when sharing her own work and achievements	Show examples of X's work e.g. picture or model she has made and point out its merits etc helping her feel good with her peers about her achievements	L.D.	<i>But is not keen on stickers or praise</i> Emerging – Likes to talk about what she has done with adult but not keen on direct attention of peers. However, other children have shown admiration of some of the things she has made