

GUIDANCE FOR EARLY YEARS

Concerns about a child not making progress

What is already in place?

- Statutory Framework for the Early Years Foundation Stage.
- Key person.
- Learning Journey
- Continual assessment, plan, do review process
- Recording and tracking progress. Oxfordshire online tracking tool, Early Years outcomes
- Partnership with parents

Use Section C – ‘**Special Educational Needs Support in Oxfordshire Schools and Settings**’ to help consider the needs of the child, plan and implement next steps to support.

Review impact of actions with parents.

In concerns continue – consider the following:

- Linking with the child’s **Health Visitor** with parental consent for help in understanding and supporting the child’s needs
- Access to therapy services via **Single Point of Request for Involvement (SPORFI)**, if appropriate
- Named or no name consultation with EYSEN if appropriate
- Use of **Early Help Assessment** if appropriate

Use Section D of the above document to identify and support SEN and specific area(s) of need.

Early Years SEN Support for a child includes:

- **SEN Support and Outcomes Plan**
- **Regular reviews**
- **Early Years SEN EYFS Progress monitoring and individual intervention record.**
- Access to additional specialist services via **Single Point of Request for Involvement (SPORFI)** if appropriate.
- Use of additional resources where appropriate, such as **Early Support Developmental Journals** and **Practice Guide**.
- Access to **Inclusion** funding via identification on the headcount task/census data where appropriate
- Access to **Additional** funding via application where appropriate.

EARLY YEARS SEN SUPPORT is informed by:

- Learning journey
- All About Me
- Strengths
- Area of need – See OCC SEN Guidance ‘Identifying and supporting Special Educational Needs in Oxfordshire Schools and Settings’ section C to support initial action in identifying whether the child’s need fall within SEN.
- Gaining parent’s aspirations/hopes and use these to inform outcomes and next steps.
- Supporting child using SEN Support and Outcomes Plan, including monitoring of progress and strategies/interventions/provision.
- Reviewing at least 3 times a year with family to ensure child is making appropriate progress.

NEXT STEPS

- Where the review indicates that the child needs additional resources not available from within the setting, to support progress, then specialist services, such as therapy or education services may become involved or be requested.
- For some children additional funding may also be available from the Local Authority: **Inclusion Funding** – to support children with low level SEN and emerging needs
- Continue supporting the child using SEN Support and Outcomes Plan to include monitoring of progress and strategies/interventions/provision.
- Review at least 3 times a year with family to ensure child is making appropriate progress.

RESOURCES ABOVE INCLUSION FUND SUPPORT

- Reviews show that the level of the child’s continued needs/rate of progress indicates a need for greater differentiation of activities and individualised planning to provide an enabling environment.
- **Additional Funding** may also be available from the Local Authority to support children with higher level or complex SEN/Disability.
- Continue supporting the child using SEN Support and Outcomes Plan to include monitoring of progress and strategies/interventions/provision.
- Review at least 3 times a year with family, where appropriate adjust the level of support to ensure continued progress.

ALSO AVAILABLE

- **Disability Access Fund** - Annual one-off payment for children with Disability Living Assessment receiving their 15 hour Early Education Entitlement but not in a reception class. For information re eligibility and criteria, see the ‘Guidance and Procedures’ page on OCC EY SEN webpage. <https://www.oxfordshire.gov.uk/residents/good-practice-and-ideas-childcare-providers/sen-support-providers/guidance-and-procedures>