

Early Years SEND Support in Oxfordshire:

Identification and implementation flowchart

Step 1

UNIVERSAL: High quality inclusive and adaptive teaching and learning for all children in line with the Early Years Foundation Stage.

- Know the child
- Partnership with parent/carers
- Ordinarily Available SEND Provision
- Tracking children's progress



Question 1: Does information from parents/carers, setting and/or other professionals indicate that a child isn't making expected progress?

NO

YES

Go to step 2:
Gather further information

Step 2

Gather information to inform next steps.
This may include:

- Conversations with parent/carers to gather their views
- Interactions with and observation of the child in different contexts
- Review of setting assessments/baseline developmental levels
- With parental consent, link with other professionals involved e.g., health visitor
- Completion of an 'All about me' to gather the child's views
- Completion of the information form and relevant **descriptors** (as appropriate) in the Early Years SEND Indicators tool
- Consideration of any additional vulnerabilities that might require Early Help and a strength and needs form



Question 2: Does the information gathered indicate that SEND support is needed for the child?

NO

YES

Go to step 3:
Implement SEND support

Continue to monitor and plan for individual needs as part of universal provision

For more information see:
[Early years | SEND Framework](#)



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Step 3

Implement SEND support. The Graduated Response: Assess, Plan, Do, Review cycle. This may include:

- **Assess:** Complete a clear analysis of the child's strengths and needs. Identify staff training needs, reasonable adjustments and support needed. Refer to progress check at age 2, hearing and vision assessments, setting observations/records, outside agency involvement reports e.g., health visitor health and development reviews at 2 and 4 years of age. The following may also be available: community paediatrician, Oxfordshire Developmental Journal (ODJ), individual risk assessment, strength and needs.
- **Plan:** Write a SEND Support and Outcomes Plan co-developed with parents/carers, this must be written for any child needing SEND support. Write an Individual Support Timetable (if appropriate). Continue to make reasonable adjustments.
- **Do:** Implement and monitor the plan, make reasonable adjustments, create or update Individual Intervention Record. Signposting parent/carers to further sources of support.
- **Review:** Review SEND Support and Outcomes Plan at least three times a year, consider SPORFI if additional outside agency support is needed (with parent/carer consent), review Individual intervention record, impact of support and next steps. Look at SEND funding that may be available to support implementation of the SEND Support and Outcomes Plan.



If despite intervention and SEND support planning over a suitable period of time, the child makes little or no progress, more support may be needed. Professional support should be requested with parents' agreement. At this point it may be appropriate to consider an EHCNA.