

Oxfordshire
SEND

Early Years SENDCO Network meeting

SUMMER 2026
12th May



Early Years SENDCO network SUMMER 2026



Welcome everyone



Please put your name, role and which setting you are from in the chat box when you arrive so that we know you are here.



Please make sure that your microphones are on mute. Thank you

Agenda

1. EY SEND training coming up
2. EY SEND updates
3. You said, we did
4. 'Ask the room'
5. Focus On...
6. Questions and AOB



Early Years SENDCO network dates

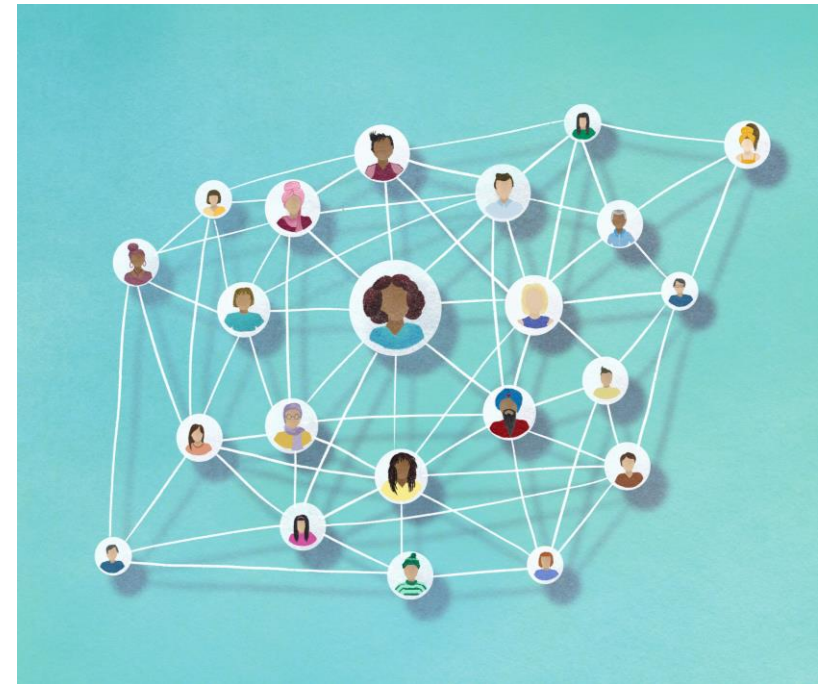
Next year...

- 13th October 2026
- 2nd February 2027
 - 11th May 2027

3.30-4.30pm **OR** 6:30pm-7:30pm

Book on whichever session suits you best

[Early Years SENDCO Network meetings](#)



Early Years SEND training

- Full listings for all Early Years SEND training sessions for this academic year can be found on [Early Years SEND Advisory Team | Oxfordshire | Education Services](#)
- If you are a childminder or your setting/school has completed an Early Years SEND inclusion audit, then you can access all training for free! [Whole school/setting reviews | Oxfordshire Schools](#)
- To request access or to be resent your login details, complete the relevant form below:
 - [For group and school-based providers form](#)
 - [For childminders form](#)



EY SEND training coming up...

May 2026

- Applying for an Education Health Care Needs Assessment (EHCNA) as an Early Years setting Thursday 14th of May, 13:00-14:00 – Online
- Transitions to a new setting or school for Early Years children with SEND Monday 18th of May, 15:00-17:00 - Online
- AET Good Autism Practice in the Early Years (Now Neuroinclusive Education Network) Tuesday 19th of May, 9:30-15:30 – In Person
- Introduction to supporting sensory processing differences in the Early Years Thursday 21st of May, 9:00-12:00 - Online

EY SEND training coming up...

June 2026

- [How to set up and complete an Early Years Annual Review](#) Wednesday 3rd of June, 14:00-15:00 – Online
- [Early Years SENDCO Core training](#) Monday 8th of June and Monday 15th of June, 12:30-15:30 – Online
- [The Graduated Response for Early Years children with SEND in Oxfordshire](#) Wednesday 10th of June, 18:00-20:00 - Online
- [AET Good Autism Practice in the Early Years](#) (Now Neuroinclusive Education Network) Tuesday 23rd of June and Tuesday 30th of June, 9:30-12:30 - Online

Advance Notice: Early Years SEND Inclusion Audit and Early Years SEND Training Charges 2026–2027

Schools with nursery classes, nursery schools, and private, voluntary or independent (PVI) early years settings

In order to retain access to free [Early Years SEND training sessions](#) during the 2026–2027 academic year, your setting must either:

- If the Early Years SEND Inclusion Audit is not yet fully completed, please ensure it is finalised by **31 August 2026**.

Alternatively,

- If the audit has already been completed, review your audit responses by **31 August 2026**.

Please note: To verify completion, log in and select the 'Activity' icon to check both *activity* and *completion* status.

If your setting does not fulfil this requirement, a charge of £50 per setting, per training session will be applied for Early Years SEND team training bookings made in 2026/2027.

Advance Notice: Early Years SEND Inclusion Audit and Early Years SEND Training Charges 2026–2027

Childminders and Schools without nursery classes

- There is **no booking charge** for any Early Years SEND training courses.
- Childminders are encouraged to complete the Early Years SEND Inclusion Audit for Childminders: [request registration here](#)
- Schools without nursery classes are encouraged to complete School Age SEND Audit contact: jane.elvidge@oxfordshire.gov.uk

Important information for all settings

- Early Years SENDCO Networks, Early Years Neuroinclusive Education Network (NEN) previously known as The Autism Education Trust (AET) training and any Early Years SEND team webinars will **remain free for all settings**.

For further information, please refer to the Terms and Conditions on Oxfordshire Education Services or contact: EarlyYearsTraining@oxfordshire.gov.uk

DfE Module 8: Early years child development training : Supporting individual differences and needs



Module 8:

Supporting individual differences and needs

This module covers the provision for children with developmental differences and needs in early years settings. It explains your role as an early years practitioner in planning, observing and assessing children's learning and development in the context of inclusive environments.

Thames Valley and South Central Early Years Stronger Practice Hub



[About the Hub](#) [Evidence Based Programmes](#) [Events](#) [Resources](#) [Sign up to the Hub](#) [Contact Info](#)



A RESOURCE BY

Thames Valley and South
Central Early Years
Stronger Practice Hub

TYPE

Resource

Webinar Library

Welcome to our library of webinars! This resource has been growing monthly since the Hub was first launched. All of the hosts of the webinars are happy for you to use the films for training at staff meetings or for individual CPD. Click on the highlighted titles to access via a data collection form. This is used so that we can keep a record of the numbers of settings using our resources.

Some of the webinars have accompanying Blogs, and these are linked where relevant. Please leave feedback for the webinars in the YouTube comments or on the form below if you have time!

Courses - Dingley's Promise

Oxfordshire Local Authority

These courses have been funded by Thames Valley Stronger Practice Hub

Funded Courses available include

- Introduction to Early Years Inclusive Practice
- Early Years SEND Transition Training Course
- Behaviours That Challenge Training Course
- The Voice of the Child Training Course
- Having Difficult Conversations With Families Training Course

Terms & conditions

- *To be eligible you must work within the stated local authority area*
- *Eligibility will be checked during the learner sign up process*
- *Dingley's Promise reserve the right to withdraw access to courses or payment for any funded courses access without the correct eligibility*

[Access these courses by clicking here to sign up](#)



General EY SEND updates



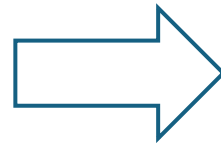
1. Neuroinclusive Education Network (NEN)
2. National SEND reforms
3. Oxfordshire Best Start in Life Plan
4. EY SEND Funding updates
5. New Inclusive Early Years Fund
6. Transition materials
7. Selective eating and beyond
8. EY SENDCO Induction checklist
9. Early Years Identification and Implementation Flowchart

The Autism Education Trust (AET) has become the Neuroinclusive Education Network (NEN)

Whilst the NEN will always maintain its autism specialism and expertise, we are developing our wider commitment to leading on good neuroinclusive practice in education.

The network element of the new name reflects a collaborative model and growing community of partners, members and educators working together to make education more inclusive.

Together we are shaping a future where every learner can thrive.



SEND reforms

- The Government's new Schools and SEND White Paper, [*Every Child Achieving and Thriving*](#), sets out long-term plans to strengthen early identification, inclusion, and consistency of support across early years and mainstream settings.
- While full guidance is still to come, the focus is clear: earlier support, a more joined-up system, and a national push for greater consistency as reforms roll out over the coming years.
- Settings are encouraged to contribute to the national consultation, open until **18 May 2026**, [SEND reform: putting children and young people first - GOV.UK](#) to ensure local experience shapes the future system.

Best Start in Life Plan | Oxfordshire County Council

High level Best Start in Life Plan, March 2026 to March 2027

For all babies, children and families to have:

Healthy beginnings:

1. Work with partners to ensure that we have a clear offer to identify and support parental wellbeing, as well as parent-infant relationships
2. Work with partners to increase up the uptake of the health visitor checks, for 2-2.5 years and Oxfordshire's 4-year-old check
3. Improve our offer of information of support for dads and male carers
4. Ensure young parents can access the support they need

Strong foundations:

5. Open five primary Family Hubs across Oxfordshire
6. Develop and publish a clear offer for each Family Hub locality

7. Offer proven, high-quality parenting and home learning programmes that help children and families learn and develop well
8. Ensure that we have an effective system in place, in line with national guidance, to keep families safe

Access to high-quality early years learning:

9. Increase Free School Meal entitlement take-up, by developing auto-enrolment
10. Increase uptake of 15-hour childcare entitlement for families receiving additional or universal support
11. Increase childcare sufficiency for 9 months to 23 months and for under 3 places in identified areas of need
12. Support those schools with low Good Level of Development scores or where additional need is identified
13. To continue enhancing inclusivity within Early Years Settings for all children, building upon the existing work and progress already underway

To strengthen our Best Start in Life offer:

14. Strengthen partnerships and networks across health, education, social care and the voluntary, community and faith sector
15. Develop of a Best Start in Life workforce training offer
16. Develop our digital information offer
17. Use our data to better inform our understanding on Good Level of Development
18. Use our Oxfordshire Marmot County status to engage wider partners including research partners and local businesses to raise the awareness of the importance of the Best Start in Life

The Best Start in Life Plan sets out, what we want to achieve for babies, young children and families in Oxfordshire, and how services and partners will work together to make this happen. It focuses on the period from pregnancy through to starting school, when timely support can make the greatest difference.



Updates regarding Early Years SEND Funding in Oxfordshire

- The **Disability Access Fund (DAF)** has increased to **£975 per eligible child per year**, helping settings make reasonable adjustments to improve access and inclusion, as of April 2026.
- **Early Years Additional Funding** has risen to **£15.33 per term-time hour of support**, providing enhanced funding for children with high support needs as of April 2026.
- For further information regarding these SEND funding streams see: [Early Years SEND funding | SEND Framework](#)

New: Inclusive Early Years Fund (IEYF), Inclusive early years fund: 2026 to 2027 - GOV.UK

This is a new upfront funding stream for early years providers that deliver the government's free early years entitlements to support the early years sector to become more inclusive of children with special educational needs and disabilities (SEND).

It is intended to:

- help providers adopt setting-wide inclusive practices
- reduce reliance on individual child-based funding applications
- enable early intervention for children with SEND

It should support activities such as:

- strategic planning
- workforce development
- adaptations or resources to create an inclusive environment

The DfE will publish further guidance on the use of the inclusive early years fund and how it complements other SEND funding for children in EY shortly.

New: Inclusive Early Years Fund (IEYF), Inclusive early years fund: 2026 to 2027 - GOV.UK

The DfE expects local authorities to:

- communicate details of how the funding will be distributed and roughly how much settings might expect to the DfE and to providers before the end of May 2026
- confirm funding amounts before the end of August 2026
- local authorities must pay providers before the end of September 2026. Payment will be made as a single lump-sum payment.

The DfE expects local authorities to ensure that providers are using the fund for its intended purpose and should expect early years providers to retain financial records (for example, a detailed spreadsheet or receipts if appropriate) showing how the funds have been spent.

New Oxfordshire Transition Materials



Transition | Oxfordshire Schools



The Early years transition materials have been designed to provide guidance to promote a successful transition for all Early Years learners in Oxfordshire, including learners experiencing vulnerability or special educational needs who may need an enhanced transition.

The materials aim to provide a supportive structure to the transition process and include a range of tools that have been developed in partnership with Childminders, Early Years settings, parents and representatives from health and education services.

Oxfordshire Early Years Transition materials

- [Moving to Primary school - Transition timeline \(pdf format, 921 KB\)](#) – provides a visual overview of the transition process including when each tool should be used during the transition process.
- [Early Years Screening tool for Transition \(xls format, 161 KB\)](#) – supports Early Years practitioners to identify children who need an enhanced transition.
- [Transition: Thinking ahead \(pdf format, 283 KB\)](#) – supports thinking about transition for vulnerable learners in Early Years settings and what support is needed prior to transition to primary school.
- [All About Me \(pdf format, 790 KB\)](#) – gather and record child and parent carer views and aspirations so these can be kept central to all planning.
- [Transition Summary Form \(pdf format, 641 KB\)](#) - for completion by Early Years Settings for all children starting in Reception.
- [Enhanced Transition Action Plan \(pdf format, 538 KB\)](#) – captures the information shared by Early Years settings and joint planning discussions that take place e.g. at transition meetings between the family, the school, the early years setting and relevant professionals prior to starting at the new school for vulnerable learners.





Enhanced transition action plan



Action plan for children requiring an enhanced transition to primary school

- This action plan should be completed as part of a meeting with the child's current early years setting (if the child attends one), parents/carers, professionals involved, and the new setting/school for any child identified to require enhanced transition support to primary school.
- The meeting should be held as soon as possible after school places are confirmed i.e. summer - term 5. All those involved are responsible for its implementation.
- The child's views, documented through an all about me form, should be kept central to planning and support.
- A positive approach and ambitious attitude will ensure successful outcomes for the child to thrive.

Date of meeting: Child's name: Child's date of birth:

Current setting: New setting/school:

Who attended the meeting (name and relationship/role)?	Contact details
Other people involved but unable to attend the meeting (name and relationship/role):	Contact details

Please note the following to indicate the interventions currently in place:

SEN Support needs: Yes No Education, health and care plan: Yes No
 Inclusion funding: Yes No Additional SEND funding: Yes No

Has a strength and needs form been completed:

Is there a TAF open? Yes No If yes, please name the lead professional:

What things will help to make a positive transition?

What will help? (strategies/actions)	Who will complete action? (early years setting, primary school and/or parents/carers)	When will this be completed by?

What additional resources/equipment are needed?



Enhanced
Transition
Action Plan
(pdf
format, 538
KB)

What things will help to make a positive transition?



Are there any additional training needs for school staff?

Local authority transition training for school reception class staff is available if children with significant communication difficulties are joining the school.

What arrangements have been agreed for the child to visit school, and school to visit child prior to start?

What needs to be in place for the first day?

What is the plan for the first week to help settle the child in?

How will home-school communication work?

What things will help to make a positive transition?

Date of planned settling in/review meeting with parents/carers:

Parent/carer signature:

Date:

Early years setting/childminder signature:

Date:

Primary school signature:

Date:

Prompt sheet



Suggested points for discussion during an enhanced transition action plan meeting.

It may be helpful to share this template with those coming to the meeting beforehand so that they can consider what they feel may be important to discuss.

Communication needs - How the child communicates? What helps them express their wishes and wants?

Social and emotional needs - What helps to ensure the child feels calm, emotionally safe and secure?

Learning needs - What additional support does the child need for learning?

Personal care needs - Does the child have any individual medical, toileting, eating, drinking or dressing needs.

Safety considerations - Are there any individual safety needs that must be addressed?

Sensory processing needs - Does the child have any sensory processing differences that will need support?

Physical needs or sensory impairments - Does the child have any physical needs or sensory impairments that are not already known or documented? What adaptations are required?

Is there anything else that will support a smooth transition?

For children with high level needs starting full time in reception, who do not have an EHCP, SEND transition top up funding may be considered [Early Years SEND funding](#)

Enhanced Transition Action Plan (pdf format, 538 KB)



Frequently asked questions

What information do I pass on to the new school during transition for all children?

The information shared will vary by setting and child but must include any safeguarding information. See [DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers](#) to help you be confident in what can and must be shared.

The [Moving to Primary school - Transition timeline \(pdf format, 921 KB\)](#) gives information on what should be shared when for all Early Years children starting school and for those that require enhanced transition support.

All children starting school, should have an [All About Me \(pdf format, 790 KB\)](#), [WellComm language assessment](#) and a [Transition Summary Form \(pdf format, 641 KB\)](#).

Further records should be attached to support information sharing, as relevant to the individual child's needs and experiences. Many settings complete an end of year setting summative report.



Do I need to write a transition action plan for all children?

Only children who require enhanced transition support identified via the [Early Years Screening tool for Transition \(xlsm format, 161 KB\)](#) need an [Enhanced Transition Action Plan \(pdf format, 538 KB\)](#)

I have received different transfer forms from different schools – which do I complete?

The forms included in the [Early Years transition materials](#) have been developed in collaboration with early years settings and primary schools and should provide all the information required to support transition.

In Oxfordshire we're encouraging schools and settings to use these materials rather than localised versions to increase consistency of information sharing. However, we recognise that many settings and schools may have their own templates. There is no requirement for a particular version to be used. Good communication between all parties is central to success.

[Principles for good transitions \(pdf format, 112 KB\)](#)

What do we do if a child only joined our setting very recently and have very little information about them?

In the first instance, the family should be contacted to gain their consent for you to contact their child's previous setting (if attended) to request information they may have.

However, many children starting school may be joining an education setting for the first time, having not attended other Early Years settings previously. In this case, your main source of information will likely be the family. Work with the family to complete an [All About Me \(pdf format, 790 KB\)](#); consider with them the key information that needs to be shared with the receiving school to ensure a positive transition.



Does every child have to start on their full early years entitlement?

Staggered Starts to Primary School must be optional. Many children already access full time nursery provision, and parents & carers often depend on this to fit around work or other responsibilities. A sudden gap or part time school attendance can be very difficult for them, and sometimes for the child as well. There is a legal entitlement to a full time Reception place from day 1 of the term, so please be aware and support families who do not want a staggered start for their child.

Where it is in the child's best interests to have a gradual transition, and this is agreed in advance with the support of all parties including parents/carers a child may start on reduced hours. However, a plan must be in place of how the school and parents/carers are going to work together to support the child and increase hours to the child's full early years entitlement with regular review points built in.

[Disabled Children and the Equality Act 2010 - What Early Years providers need to know and do: A blog from the Equality and Human Rights Commission](#)

Reasonable adjustments - Selective eating and beyond

Selective eating

- [Fussy eaters – NHS](#)
- [Healthy diet and nutrition - Health Visiting Service](#)

Avoidant Restrictive Food Intake Disorder (ARFID)

- Booklet on ARFID pdf (Lancashire and South Cumbria in association with ARFID Association UK): [When is it not just fussy eating: a guide for early years](#)
- Thames Valley Stronger Practice Hub: **19 May at 4.00pm - a 90-minute webinar**, designed for SENCOs in early years settings and schools. It focuses on young children and explores how to distinguish typical selective eating from early signs of ARFID. [Beyond Selective Eating: Recognising Early Signs of ARFID in the Early Years | Stronger Practice Hubs](#)

Early Years SENDCO induction checklist

SENDCO induction checklist - for SENDCOs working with children in an Early Years setting

The SENDCO has a key role in supporting colleagues and coordinating the response of the setting for children with Special Educational Needs and Disabilities.

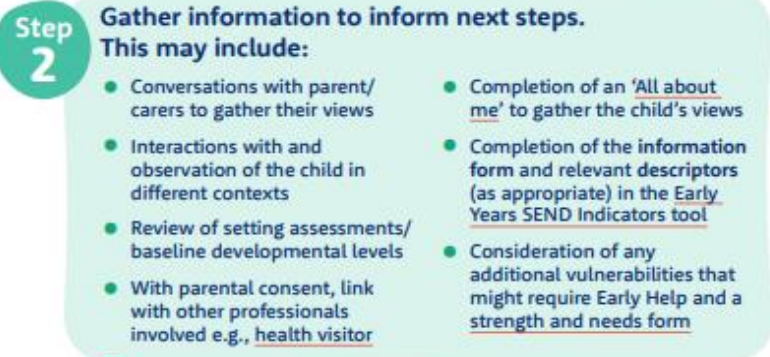
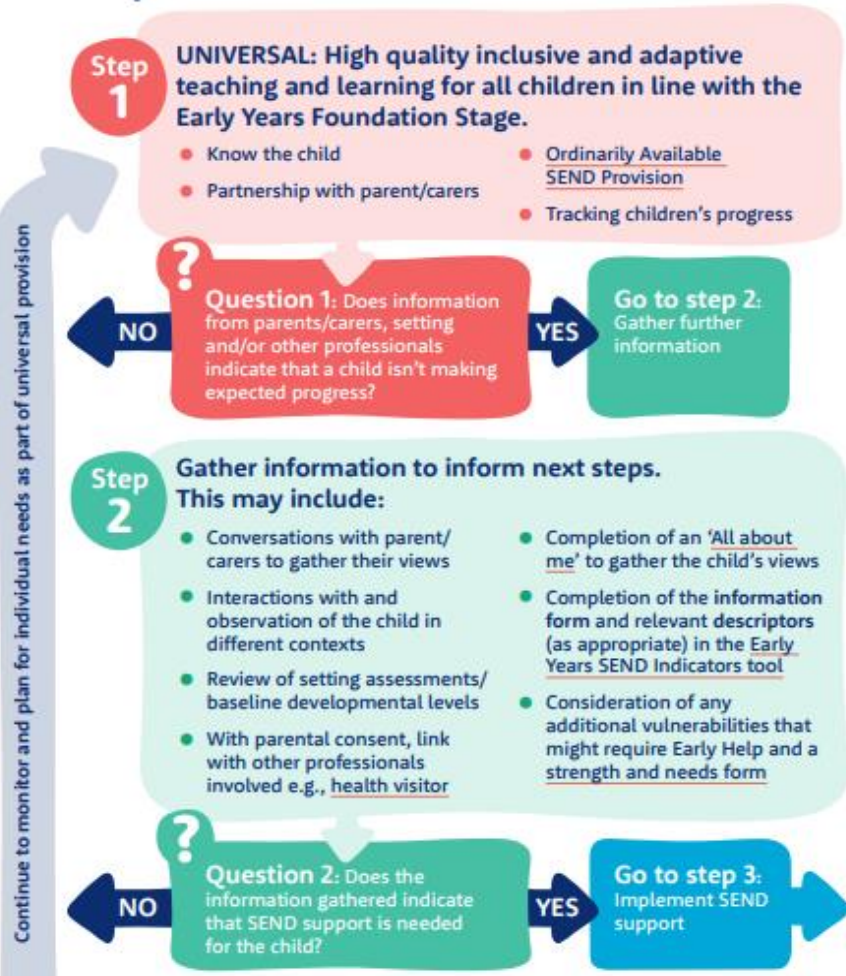
This checklist aims to help you feel prepared and confident as you start your new role as SENDCO in an Early Years setting. It should be read with reference to [The role of the early years SENDCO](#) and [the SEND code of practice: 0 to 25 years](#)

Introduction to the role	
<ul style="list-style-type: none"> Have a handover meeting with the current SENDCO in your setting. Make a list of key contacts Sign up to Early Years SENDCO networks, held three times a year to develop your knowledge of national and local Early Years SEND updates. Ensure you know how to contact the SENDCO Helpdesk for additional support and guidance regarding all matters related to Early Years Special Educational Needs and Disabilities (EY SEND). Check your setting has completed the Oxfordshire Early Years SEND Inclusion Audit. Do you know how to log in? What are your/your settings strengths? What are focus areas for development? Read chapters 1 and 5 of the SEND Code of practice and consider how this is being met in your setting. 	
Gather information about all learners with SEND in the setting. For example:	
<ul style="list-style-type: none"> Compile a list of children with EY SEND Support and Outcomes plans/Pupil Profiles. When are their next review dates planned for across the year? Compile a list of children with Education Health Care Plans. When are their Annual Review dates. Find out what is in place for each child and next steps needed. Planning SEND support - early years 	
Understand how SEND funding can potentially support settings to meet children's special educational needs and/or disabilities.	
<ul style="list-style-type: none"> Find out the criteria for, where and how to apply for Early Years additional funding/Disability Access Funding/Inclusion funding. Find out how your setting tracks and monitors funding coming into the setting for vulnerable learners and its impact. Find out which children are currently in receipt of SEND funding. What is it being spent on and how long is it in place. Know which staff have attended any SEND training in the last 3 years. 	
Starting in role	
<ul style="list-style-type: none"> Attend Oxfordshire Early Years SENDCO Core training. In Oxfordshire Early Years SENDCOs are expected to attend this training at least once every three years. 	

<ul style="list-style-type: none"> Attend Early Help and Safeguarding training delivered by Oxfordshire Safeguarding Children Partnership. Ensure you are familiar with the Strengths and Needs form and confident to work with others in your setting to support families. Home - Oxfordshire Safeguarding Children Partnership 	
<ul style="list-style-type: none"> Know how to complete a Single Point Of Request for Involvement (SPORFI) form to request involvement from Speech and Language Therapy, Occupational Therapy or other Specialist Support Services including EY SEND advisory team, PD Team, and Physiotherapy etc Further professional help to support assessment 	
<ul style="list-style-type: none"> Know how to contact and work with your linked Health visiting team with parents' consent 	
<ul style="list-style-type: none"> Look at the Oxfordshire SEND Local Offer to understand what is available: for children with SEND and their parents/carers; to support you in your SENDCO role; and the provision that the Local Authority expects to be available from providers of early years education. 	
<ul style="list-style-type: none"> Know how to navigate the Early Years section of the SEND framework to find further information and resources to support Early Years children with SEND through a graduated response Read your settings SEND/Inclusion policy. Ensure this is updated annually. Consider how this is implemented in your setting by all staff. 	
<ul style="list-style-type: none"> Make links with other local primary schools and Early Years settings to support with transition between settings. Know how to work in partnership with other settings/schools and families for those children requiring an enhanced transition into a setting. Transition SEND Framework 	
<ul style="list-style-type: none"> Check setting SEND information is up to date on the Family information Directory pages and your settings website. Family Information Service Providers 	
<ul style="list-style-type: none"> Know what ordinarily available SEND provision should look like for Early Years children with SEND and what should, or could be, in place with reference to Oxfordshire's Ordinarily Available SEND provision document. 	
<ul style="list-style-type: none"> Ensure adequate time is set aside, and occurs, for you to effectively carry out the SENDCO role. Read the OFSTED Early years inspection: toolkit, operating guide and information - GOV.UK paying close attention to the inclusion section. 	
Moving forwards	
<ul style="list-style-type: none"> Use the Early Years SEND Inclusion Audit to evaluate the quality of SEND provision in your setting and to support you to meet all aspects of the Early Years SENDCO role, including: <ul style="list-style-type: none"> Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and supporting them Advising and supporting colleagues Ensuring parents/carers are consistently involved and that their views inform action taken by the setting Liaising with professionals or agencies beyond the setting. 	

Early Years SEND Support in Oxfordshire:

Identification and implementation flowchart



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

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.

You said, we did...

You said	We did
<p>Information on who parents can contact when they have concerns about their child / More easy access support info for parents.</p>	<p>A great starting place for families is the Oxfordshire SEND local offer website is a free and unbiased directory of SEND services including leisure, school and parent support. Its information is designed to help residents of Oxfordshire identify services and provisions related to Special Educational Needs and Disabilities (SEND).</p> <p>A working group is currently reviewing the 0-4 pages so do let us know what information would be useful to have on there for you as settings to signpost parents/carers to. There is for instance already pages on what to do if they have noticed developmental differences, SEND funding and phase transfers alongside lots of other useful links and information</p>
<p>Is there anywhere a new person can find processes etc? / Basic SENDCO starting points training.</p>	<p>Early Years SENDCO induction checklist (docx format, 268 KB)</p>

You said, we did...

You said	We did
<p>A generic list of paperwork we should have for every SEND child and how often they need updating. Possibly one we could use for our own use to keep track of when paperwork needs updating for every child.</p>	<p>This page lists the 5 essential documentation all early years children at SEN support should have in place. You may have your own formats of these: Planning SEND support - early years Oxfordshire Schools We will look to set up a template for tracking these for your records.</p>
<p>I am in Henley. I have been told that some homes may fall into other local authorities, is this the case and how does it impact accessing SEND support and outside agencies. Which areas do you cover??</p>	<p>If child lives in Oxfordshire we can support. If out of county child, link with child's LA and ask what they provide first to not duplicate or tread on toes, we do want to work collaboratively. Inclusion funding can be claimed but other SEND funding can't be accessed if child is out of county. We will provide advice if other LA not doing that.</p>

You said, we did...

You said	We did
<p>Ideas shared for activities – sensory / More training on sensory</p>	<p>Resources and training can be found here: Sensory processing support (Early Years) Oxfordshire Schools An Early Years Inclusive Support Series document on supporting children with sensory processing differences is coming soon too.</p>
<p>Further advice on EHCNA applications in EY/ To be updated when requirements for forms such EHCNAs have changed.</p>	<p>All up to date information regarding EHCNA application in EY is placed on the SEND Framework in Assess: Education, Health and Care Needs Assessment (EHCNA) Oxfordshire Schools we also run a 1 hour training session if you need further advice or you can contact the SENDCO Helpdesk. As and when significant updates occur we will always communicate these to settings directly, via the EY Newsletter/Schools News/SENDCO Bulletin and in these EY SENDCO Networks.</p>

When you need specific advice...

- In recent networks we had a few questions/queries left within the evaluations that ask for specific advice.
- Evaluations are anonymous, and often not checked until the end of each month.
- If you have a specific question or query and would benefit from 1:1 advice, please submit a SENDCO Helpdesk request: [Request support from the SENDCO helpdesk - Oxfordshire County Council](#)



Oxfordshire SEND

[Request support from the SENDCO helpdesk - Oxfordshire County Council](#)

We can discuss your query and offer support to enable you to consider next steps.



EARLY INTERVENTION & PREVENTION

SENDCO HELPDESK

FREE ADVICE AND SUPPORT SERVICE

The SENDCO Helpdesk provides support, strategies and signposting for SENDCO queries for Early Years, Primary and Secondary children and young people.

Register your question on the Helpdesk portal and an Early Years Specialist Advisor or Specialist SENDCO will respond within 5 working days via e-mail, phone call or TEAMS meeting.



Good practice sharing: 'Ask the room'

1 - As a childminder how do you give a child with additional needs the attention they need when you have other children who also need your attention.

2 - How do you encourage staff to follow everything you put in place for children's outcomes.

Focus on...



0 – 19 Service Update for Early Years SENDCO Meeting.

Kylie Brixey and Julie Cross.
Locality Team Leaders and
Specialist Lead Practitioners School Readiness.

0-19 Health Visiting

- **Deliver nationally mandated universal reviews:**
 - Antenatal –for some of our families.
 - New Birth Visits – Between 10 – 14 days.
 - 9 – 12 Month Review.
 - 2- 2.5 Year Review.
 - 4 Year Review.
- **Health Promotion Groups:**
 - Early Days.
 - Marvellous Me – at 6 months, 18 months and 3-3.5 years.
- **Community Clinics:**
 - Well Baby Clinic
 - Infant Feeding Support Hub.

Levels of Service

- **Universal**
Every new mother and child have access to a health visitor, receive development health reviews as per HCP including transition reviews once in school. Access to well-baby clinics, local groups and health promotional groups/materials to support best start in life. Provide signposting to other services and resources as appropriate. Universal services remain essential for keeping children safe and for primary prevention.
- **Targeted**
Families and young people can access timely, expert advice from a 0-19 practitioner when they need it on specific health issues. Usually time limited and skill mix deliver evidence-based interventions following needs assessment by a SCPHN.
- **Specialist**
0-19 practitioners provide ongoing support to families and young people, supporting collaborative working between relevant local services/agencies to help support families with continuing complex needs, for example where a child has a long-term condition, SEND.

Episodes of Care.

- Episodes of Care can be offered to any family to support with the following and will be offered over up to 6 appointments. This could be a mix of clinic contact, home visits and telephone follow up:
 - Sleep,
 - Healthy Weight, Healthy Nutrition,
 - Speech and Language and Communication,
 - Behaviour,
 - Toileting,
 - Fussy eating
- An updated pathway is being worked on currently and staff have had some additional training.

Partnership Working.

- 0-19 Service works closely with all partner agencies.
- If developmental delays are highlighted at Development Reviews – 0-19 Practitioners are asked to liaise with settings with parental consent.
- Early Years setting are encouraged to contact the 0-19 service (with parental consent) if there are any concerns or they would like to discuss health or development with the 0-19 Team.
- **See:** [Health Visiting and early years settings working together](#)
- You can also ask to see the red book to find out which practitioner last saw the child, and the plan made
- **Single Point of Access:** 01865 903800 or cyp0-19@oxfordhealth.nhs.uk For parents or professionals
- Website: <https://www.oxfordhealth.nhs.uk/cyp-0-19/>



ChatHealth

Parents can TEXT into Chat Health Parentline: **07312263081**

Next steps

- Review pathway for communication between 0-19 and settings so it works for all
- Roll out the new SALT communication pathway – offering two options for support based on identified need of child
- Work alongside others on the 1001 days agenda/activities
- Complete a quality improvement project with relation to the health promotion offer for parents of three year olds

Good practice examples from around the county-

We provide a gradual transition from home to nursery.

I provide a booklet with the staff's photos and pictures of the classroom for each child when I do a home visit.

We use lanyard now and next pictures as well as a now and next board, we have two sensory areas.

We have a permanent soft playroom that really helps some children to release their energy first thing in the morning.

Work closely with parents. Fill out forms together. Work on the same page so it is always consistent

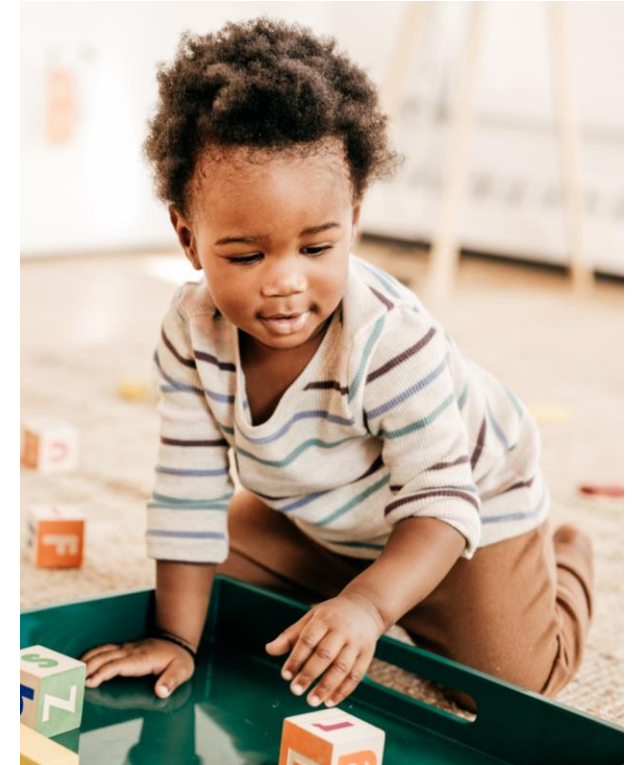
Made visual communication/choice boards with real life pictures- lunch box/ favourite toys etc... to support pre-verbal children to express their wants and needs.

Providing simple language games for parents to use at home to promote language development

Early intervention is key. We have a communication and language lead and a PSED lead in the setting, who will work with children weekly in small or 1-1 interventions. We review this every 6-8 weeks. Children can go in and off when is right to do so.

Case study example 1

- We received a placement request from a parent that was finding it difficult to find somewhere for her 3 year old as "he doesn't talk", they told us that they hadn't even got to meet anyone at any other settings and were desperate, we invited them in for a meeting and found him to be a lovely little boy demonstrating delays in learning and development and had no sense of danger, we were delighted to be able to initially offer them two sessions per week (which we knew we could provide 1:1 support for).
- We initially used inclusion funding to help pay for this 1:1 support whilst we compiled all the necessary reports to make a referral to the EY SEND support team (and advised Mum to go to her Health Visitor to request a Paediatric Assessment).
- Then we applied for additional funding, this has now been granted so he has started to increase his sessions (because we can afford the 1:1 support for more sessions now) allowing us to start work on his transition to school in September.



Case study example 2



- I cared for a child who was highly sensitive to sudden sounds and background noise. Common noises, such as the Hoover or noisy toys, would cause the child to become extremely distressed, cover their ears, and withdraw from all activities. I worked with the family by sharing my observations using the Oxfordshire Early Years Progress Tracker. Together, we agreed to implement a sensory-focused support plan within my setting and at home to help the child feel safe and regulated.
- Following the Graduated Approach, I used the Oxfordshire SEND Indicators to identify that noise sensitivity was the primary barrier to the child's engagement and social interaction. I made reasonable adjustments by creating a "quiet den" with soft furnishings to dampen sound and used Visual Choice Cards to prepare the child for noisy activities, like music and dance. I also managed the environment by rotating toys to ensure that noisy toys were only available during specific, planned times. To build his resilience, I introduced self-regulation techniques, including simple breathing exercises and a dedicated sensory toy box filled with calming items he could access whenever he felt overwhelmed.

Case study example 2 continued...



- Following our review, I guided the parents to their Health Visitor. The outcome was that he was considered too young at that stage to establish if further formal support was required. Consequently, the parents and I continued to support the child within my setting using our established strategies.
- My setting made a difference and meant I could control the acoustic environment in a way a busy nursery cannot. By reducing background noise and providing "safe zones," the child's anxiety levels dropped significantly. I was so happy to know he was ready for a bigger setting because I could see that the self-regulation strategies we practiced, like using his sensory box and breathing through moments of tension, had given him the confidence to cope with louder, more unpredictable environments. My transition notes clearly stated the successful interventions I had put in place; while I am still awaiting collaborative communication with the school, I have ensured they have the necessary evidence to continue his support.

Questions and any other business



Thank you!

Early Years SENDCO Network
Evaluation



[https://forms.office.com/e/
BuQ5zUs17n](https://forms.office.com/e/BuQ5zUs17n)

