

**A Graduated Approach to supporting children and young people with Special Educational Needs**

**Early Years Intervention Guidance**

## Overview

## About the guidance documents

* The Code of Practice for Special Educational Needs and Disability (2015) indicates that Local Authorities should set out, as part of its Local Offer, the special education provision it expects early years, schools and education settings and post 16 providers to provide from within its own budgets. This section of the guidance aims to help early years providers meet the needs of children with special educational needs and Early Years providers include: Private, Voluntary and Independent settings, Childminders and Family Centres. The SEN Code of Practice states that, in the early years‘ practitioners should particularly consider a child’s progress in communication and language, physical development and personal, social and emotional development’-i.e. the three prime areas. This guidance is based on those same three areas and includes additional information for children with visual or hearing impairments. Settings need to also consider the unique development of individual children when planning for and assessing development.
* Section 4.1 of the Code of Practice states that:

*‘Local Authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care Plans’.*

* The ‘Graduated Approach’ supports the Local Offer and helps education settings in Buckinghamshire meet the needs of children and young people with special education needs.
* Intervention guidance should be read in conjunction with the supporting document ‘Principles and Processes’ document.

**What is this guidance for?**

* The Code of Practice for SEND (2015) is clear in stating that special education provision is underpinned by high quality teaching. The relevant intervention guidance documents should be used by early years, school age and post 16 education settings as a reference document to guide their practice.
* Personalised and differentiated approaches should be available to all children and young people and those with special educational needs will also benefit from these approaches. These are referred to as ***‘Universal’*** approaches throughout this document.
* For some children and young people these approaches will not be sufficient to meet their special educational need and they will require more focused and targeted support and intervention. These are referred to as ***‘Early Support for SEND’*** approaches.
* Relatively few children and young people will need a much higher level of support and intervention. These are referred to as **‘Continuing Support for SEND’** approaches.
* Provision at Early Support for SEN and Continuing Support for SEN should be for children and young people who have special education needs and should not be seen as a substitute for high quality teaching.
* There is recognition, however, that some children and young people will require long term specialist interventions through the support of an Education, Health and Care Plan. Details of the process regarding this can be found in the ‘Principles and Processes’ guidance document that accompanies this intervention guidance.

**Aims of the Intervention guidance documents**

* The intervention guidance documents aim to:
* be accessible to parents and carers, children and young people
* promote the involvement of children and young people, their parents and carers in all aspects of provision planning and decision making
* be clear and easy to use for professionals
* reflect the national guidance set out in the Code of Practice for Special Educational Needs and Disability as well as national guidance for early years, school age and post 16 curriculum (as appropriate)
* be focused on outcomes and preparing children and young people for adulthood
* support children and young people, their parents and carers and other professionals implement the ‘assess, plan, do, review’ cycle. Further details of this can be found in the ‘Principles and Processes’ guidance that accompanies this intervention guidance.

|  | **EARLY HELP** | **EARLY HELP TO TARGETED SERVICES** | |
| --- | --- | --- | --- |
| **EARLY YEARS** | **UNIVERSAL**  **(ALL)** | **EARLY SUPPORT for SEND Continuing support for SEND**  **(Some) (Few)** | |
| GENERAL EXPECTATIONS | \* Curriculum differentiated appropriately to take account of individual needs  \* EY practitioners who take account the different ways children learn, ways of differentiating and variety of teaching styles when planning.  \*Appropriate arrangements to be in place for assessment and planning of the environment to ensure access for all children.  \*Regular assessments recorded effectively using systems which show progress over time e.g. ‘[Development Matters](https://early-education.org.uk/sites/default/files/Development%20Matters%20in%20the%20Early%20Years%20Foundation%20Stage%20-%20FINAL.pdf)’, ‘[Early Years Outcomes](http://www.foundationyears.org.uk/files/2012/03/Early_Years_Outcomes.pdf)’, ‘[Early Years Developmental Journal](https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/merged-early-years-developmental-journal.pdf)’.  \*Assess-Plan-Do Review cycles in place with time given to reflect on what is working well and what may need developing.  \*Setting takes into account the outcomes of  2 year check and ensure effective planning for next steps  \*Opportunities given for small group and individual activities.  \*Effective communication between practitioners and families and also internally within school/setting.  \*Systems in place for CPD development (both internal and external) which meets the needs of all staff and takes into account the needs of the school/setting and current cohort.  \*SENCO able to attend EY SENCO liaison groups to keep updated on local and national developments and for advice on strategies and intervention which could support children’s progress.  \*Settings able to access Early Years Service’s Universal Services (including visits/web access/phone advice).  \* Access Therapies’ websites (e.g. Speech and Language Therapy ‘[SLT](http://www.oxfordhealth.nhs.uk/slt-bucks/)’ and Occupational Therapy ‘[OT](http://www.buckshealthcare.nhs.uk/early-years)’) containing advice and strategies to support development and skills.  \*Effective and consistent liaison with other services that may be involved with children e.g. Health Visiting, Social Care etc.  \*Clear policies in place and demonstrated through practice.  \*Appropriate policies in place for supporting children with physical and medical needs  \*Health and Safety and risk assessments policies to be in place  \* Therapies’ websites (e.g. Speech and Language Therapy (SLT) and Occupational Therapy (OT) containing advice and strategies to support development and skills.  \*Stay and Play in Family Centres (SLT)  \*CYP website  \*Effective and consistent liaison with other services that may be involved with children e.g. Health visiting, social care etc.  \*Clear Policies in place and demonstrated through practice.  \*Appropriate policies in place for supporting children with physical and medical needs  School Nurses  \*Healthy Child Programme  \*Medical officers for schools  \*Health and Safety and risk assessments policies to be in place  \*SLT / OT Training to EY settings staff  \*Generic parent training  \*Signposting resources/information | **EARLY**  \*Increased links with home and parents to ensure excellent communication and involvement.  \*Setting gains child’s views using the most appropriate tools and strategies.  \*Setting to discuss any concerns with parents following appropriate assessments and observations explaining strategies and support to be put in place.  \*SENCO contacts any other professionals involved as part of any assessments and planning (with parental permission).  \*Liaison and consultation with other external professionals and support services where appropriate, including EY SEND Team, Speech and Language Therapists, Occupational Therapists, Portage etc.  \* Setting uses [Early Years Web](https://extranet.buckscc.gov.uk/early-years/send-and-inclusion/) information to continue to record interventions and their impact on child’s progress.  \*Referral to therapies (Link therapists) and Advice  \*Specific SLT / OT training to settings and parents: general development | **CONTINUING**  \*Continuing links with home and parents to ensure excellent communication and involvement  \*SENCO remains in contact with other professionals involved as part of any assessments and planning (with parental permission)  \*Clear plans for the use of support reviewed regularly, with parents fully involved and informed of processes.  \*External Services may contribute via consultation or specialist assessment to Assess-Plan-Do-Review Process or SEN Support Plan.  \*Referral to therapies  \*Link therapists and Advice from Child Development Team (CDT) Child Development groups |
| COMMUNICATION & INTERACTION | \*Teaching and learning environment which takes into account communication and language needs.  \*Enhanced structure to the day given through objects of references, visual timetables, first and then boards, children appropriately prepared for routine changes.  \*Opportunities given for small group and individual activities.  \*Attention and interaction activities routinely planned for and reviewed.  \*Increased need for ‘Communication Friendly environment’ (e.g. use of signing and gestures, clear labelling and accessibility of equipment, practitioners using consistent language etc.).  \*Speech and Language Therapy (SLT) and Occupational Therapy Service (OT) access to IDP online (Speech, Language and Communication/Autism).  \*SLT / OT website  \*SLT / OT training – Schools and EY settings and Family Centres  \*SLT / OT training to other professionals  \*Stay and Play in Family Centres  \*Link SLT role in Family Centres  \*Training delivered in setting and centrally via Buckinghamshire Council Early Years Service. | **Early**  \*Specific resources including strategies such as the use of appropriate ICT programmes to support language/adult modelling/teaching specific vocabulary and concepts  \*Structured language interventions which may be devised with external professionals (e.g. Speech and language therapists/Buckinghamshire Council EY SEND Team).  \*Language given priority in planning activities.  \* Greater use of enhanced communication e.g. symbols and visuals.  \*Visual approaches to develop social understanding e.g. Picture and photo books, social stories.  \* Adaptation of tasks to take into account preferred learning styles and activities.  \*Some individual/small group work to address specific areas for development.  \*SLT / OT provision of individual/small group work to address specific areas for development.  \*SLT / OT advice on outcomes, strategies and resources  \*SLT / OT Link role in schools and Family Centres  \*SLT / OT specific therapy packages supporting staff skill development e.g. Little Talkers  \*SLT / OT Signposting resources and website | **Continuing**  \*Robust Assess-Plan-Do-Review to inform future planning with a focus on progress.  \*Continued use of Early SEN Support interventions.  In addition to SEN support interventions, some children may require a highly modified learning environment which may include:  \*Personalised communication system  \*Consistent use of signs and symbols  \*Consistent use of objects of reference  \*Ongoing involvement of external services  \*Ongoing involvement of external services  \*SLT / OT specific training for schools/settings  \*SLT / OT specific resources as advised  Direct therapy  \*Specific Speech and Language and Occupational Therapy packages supporting staff skill development e.g. Little Talkers  \*Modular package of SLCN support e.g. environmental packages in setting  \*Collaborative work with Specialist teachers and other professionals  \*Multi-therapy/CDT groups |
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | \*Social skills and nurture programmes.  \*CPD to address specific concerns.  \*Consistency of approach between practitioners.  \*Using appropriate assessment and monitoring tools to identify patterns of behaviours and plan strategies.  \*Environment (including visual supports to show structure) that takes into account needs of all children.  \*Positive behaviour policy that is clear to all and embedded across practice.  \*Effective use of key person.  \* Clear strategies on supporting children with settling in and transitions  \* Flexibility in approach, styles and ability to adapt to the needs of individual children. | **Early**  \*Social skills or nurture programmes if not already implemented through small group or individual work.  \* IDP behaviour training and strategies implemented fully within setting  \*Structured targeted activities focussing on social skills and behaviour.  \*Consistent approaches in place to manage behaviour.  \*Home-school communication system in place.  \*Possible advice and guidance from Buckinghamshire Council EY SEND team. | **Continuing**  \*Continuing social skills or nurture programmes particularly supporting the identified need and building on previous experiences  \*Possible support services such as CAMHS/Educational Psychology Service  \*Advice and guidance from Buckinghamshire EY SEND team  \*An SEN support plan that shows the highly structured and targeted interventions with a focus on children’s progress.  \*Individual programmes used to develop social and emotional skills through the day.  \* A secure, structured and safe learning environment.  \*Ongoing input from external services if appropriate. |
| PHYSICAL DEVELOPMENT | \*Activities to support fine/gross motor skills development including safe, regular access to outside provision.  \*Possible Manual Handling training depending on the needs of the child  \*OT services website and training (including downloading [Early Years Resource Pack](http://www.buckshealthcare.nhs.uk/childrenandyoungpeoplesot/resources.htm)).  \*Appropriate use of alternative differentiated equipment and activities (e.g. training scissors)  \*Appropriate adjustments made to the environment to ensure access for all children.  \*Children and Young People’s Therapies website  \*Therapy Parent talks  \*Therapy training to other professionals | **Early**  \*Appropriate support agencies may be involved providing advice on strategies or staff development and training, aimed at introducing more effective strategies (nature and extent of help will be determined by the child’s needs).  \*Additional support for some activities.  \*Support in self-help skills (advice given through HV/OT universal services, Buckinghamshire Council EY SEND Team or STS).  \*Regular advice and support from Buckinghamshire Council STS and other external services including EPS.  \*Speech and Language Therapy and Occupational Therapy training to schools and early years settings and Family Centres  \*Therapy programme and strategies  \*Specific training e.g. moving and handling  \*Provision of general strategies and advice | **Continuing**  \*SEN Support plan informed by a robust Assess-Plan-Do-Review process and clearly reflects the specific needs of the child.  \*Support with use of any specialist equipment or structured personalised curriculum.  \*Speech and Language (SLT) and Occupational Therapy (OT) ‘condition specific’ and ‘child specific’ training  \*SLT / OT Link Group and 1:1  \*SLT/OT Link therapy  \*SLT / OT Working with Specialist Teachers |
| VISION IMPAIRMENT | \*General training, advice and support from a specialist teacher for the vision impaired dependent on level of vision impairment meeting criteria for involvement.  \*Consultation and advice from a specialist teacher for the vision impaired if appropriate.  \*Awareness of ‘good practice’ in relation to sight impairment  \*Appropriate environment established (e.g. good lighting and use of visuals.  \* Access to well-organised resources.  \*Multi-sensory approaches to teaching and learning – practical reinforcement | **Early**  \*A specialist teacher for the vision impaired (dependant on needs of child) to provide advice on strategies or staff development and training, aimed at introducing more effective strategies.  \*Possible use of specialist equipment (including IT) or visual re-enforcements.  \*Suitable adjustments made to ensure the child has a good listening environment.  \*Multi-sensory approaches to teaching and learning – practical reinforcement | **Continuing**  \*Regular or frequent involvement from a specialist teacher for the vision impaired for advice and guidance with specialist strategies.  \*Modification training from STS Vision Impairment Team.  \*Use of specialist equipment and/or any visual re-enforcement.  \*Vision impairment will have a severe impact on the learner’s ability to function independently in the school environment and in their everyday life.  \*May have extreme difficulties in making and maintaining relationships resulting in frequent social isolation and vulnerability, with some disengagement requiring extensive adult support.  \*A specialist teacher for the vision impaired may be needed to teach pre Braille and tactile skills.  \*In some cases, Education Health and Care Needs Assessment |
| REVIEW, EVALUATION & FURTHER PLANNING | \*Through regular reviews of children’s progress and in consultation with child and parents including;  \*Reviewing assessments and progress  \*Thinking about ‘next steps’ and planning for effective transitions.  \*Partnership working where a child attends another provision (including childminders, children’s centres etc.) | \*Implement and record ‘Assess- Plan-Do-Review’ focussing on key areas for development, the impact on progress and outcomes for the child.  \*Reviews should inform the assessment process and be recorded.  \* Parents should **always** be fully involved  \*Children’s views should **always** be sought.  \*Reviews may involve external services where appropriate.  \*Speech and Language and Occupational Therapy Services establishing goal setting and outcome measures  \*Speech and Language Therapy and Occupational Therapy goal setting and outcome measures | **In analysing the progress that a child has been made a child may:**  \*No longer need SEN support and needs will be met from universal approaches  \*Continue to need SEN Support  \*Need more intensive SEN provision  \*Speech and Language and Occupational Therapy Services establishing goal setting and outcome measures |

**Assess - what you know about the child’s skills**

Click here to enter text.

**Review - evaluations of what you planned and did/progress towards the outcomes.**

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**Plan – the outcomes they are working towards**

Click here to enter text.

**Do - the ‘who, what when and how’ of the plan**

**APDR**

**You should regularly discuss your observations and assessments with the child’s parents and other practitioners, getting their views. You should use these to prioritise your ‘plans’.**

Name:

Date of Birth:

Date:

Review No.:

Key Person:

**Following the review, further assessments should be made, outcomes planned and shared before the cycle**

**Details of what you do on a regular basis should be recorded (i.e. on the evaluation sheet). Liaison between practitioners is important and tweaks to the APDR can be made if appropriate. For some outcomes a whole setting approach will be vital.**

**Your APDR, should be shared with parents and other staff members to ensure the outcomes you are working on are consistently focused on.**

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| Review of APDR Outcomes | | | | | |
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