

Procedure for Early Years providers working with children  
Special Educational Needs and Disabilities (SEND)

ELCC will continually plan for children through Multi-agency Inclusion Meetings with a range of professionals and will liaise with the Educational Psychology service to request assessment at the appropriate time

Follow the Graduated Approach as outlined in Chapter 12 of the High Expectations for All File. Provide Quality First Teaching, implementing strategies such as ELKLAN /Keys to communication. Use the assess, plan do, review cycle to identify children's needs.  
Practitioners to raise concerns with the setting SENCO

SENCO's to consider how they can plan to meet the child's needs. This may be through existing planning and /or the use of a Play Plan (EYInc3) using advice from professionals and identified areas of need from observation. Plans are to be reviewed every 6 weeks with parents

Discuss children's needs with family. Complete an EYInc 2 (consent) to discuss at an Inclusion Progress Meeting, either a face to face or telephone consultation. ELCC will provide support and advice and may suggest you complete a Request for Involvement (EYInc4)

ELCC will complete an EYInc 5 assessment and liaise with parents. Targeted Individual Support (TIS) criteria will be used to determine eligibility and or frequency of support for the child and the setting.

Nursery to continue to assess, plan, do, review