

Early Years Graduated Approach: Ordinary Available Provision in Wigan

Ordinary Available Inclusive Practice

(ASSESS/PLAN/DO/REVIEW)

Use Early Years Support Tool

- Quality communication and interactions (Keys to Communication)
- Characteristics of effective learning
- Adaptation
- Visual rich environment
- Physically enabling/supportive environment
- Opportunity to consolidate prior learning
- Better Start / WELLCOMM data completed to reflect child's level of development

Early Support

(ASSESS/PLAN/DO/REVIEW)

Use Early Years Support Tool

- Quality communication and interactions (Keys to Communication)
- Visual rich environment
- *Small group interventions*
- *Developmentally appropriate resources and approaches*
- *Sensory needs to be considered*
- *Well-being and involvement*
- *Earliest help to be considered if appropriate*
- *Review Early Years Support Tool/Wellcomm/ ASQ data*

SEN Support

(ASSESS/PLAN/DO/REVIEW)

Use Early Years Support Tool

- Quality communication and interaction (Keys to Communication)
- Visual rich environment
- Physically enabling/supportive environment
- Schemas
- Opportunity to consolidate prior learning
- Specialist health professional involvement
- Settings to request service involvement if criteria met

Complex Support

(ASSESS/PLAN/DO/REVIEW)

Use Early Years Support Tool

- All listed above with increased intensity
- Health Care Plan
- Specialist Equipment
- Consultation to consider: - Early years Additional Resource (EYAR) application and available options for school, including Educational Psychology involvement
- Consideration of Social Care involvement
- Consideration of family requests for an EHC plan
- Earliest help to be considered if appropriate

*The key person **must** help to ensure that every child's learning and care is tailored to meet their individual needs. Providers **must** have arrangements in place to support children with SEN or disabilities. [\[Statutory framework for EYFS April 2021\]](#)*

Where it is decided to provide SEN support and having formally notified the parents, the practitioner and SENCO should agree, in consultation with the parent the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour and a clear date for review. Any related staff needs should be identified and addressed. [\[SEND Code of Practice January 2015\]](#)

Additional