

WIGAN COUNCIL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY SERVICE (SENDS)

EARLY YEARS ADDITIONAL RESOURCES (EYAR) MODERATING PANEL

TERMS OF REFERENCE

1. CONTEXT

The Early Years Additional Resources (EYAR) Moderating Panel has been established by the Local Authority (LA) to support consistent and transparent decision making in relation to providing Early Years Additional Resources via Targeted Individual Support (TIS) through the identification and assessment of children with Special Educational Needs. Through sampling and retrospective comparison, the Moderating Panel will help LA practice become more robust and clearly understood by schools, other education settings and parents.

The Panel's role is to support consistent and transparent decisions are made by the LA in response to referrals received, in accordance with the criteria in the High Expectations for All document.

The Panel will consider Requests for Early Years Additional Resources of which consideration will be given to the appropriateness of:

- Targeted Individual Support (TIS2).
- Education, Health and Care Needs Assessment
- A special school placement.

As part of this, panel will consider:

- (a) The quality of current provision
- (b) A staged approach to intervention for individual needs
- (c) A child's response to the interventions whilst ensuring that the needs of the child will be met ahead of an EHC needs assessment.
- (d) Both severity and process criteria will be considered, details of which can be found in the High Expectations for all Document supporting the Introduction of the Children and Families Act 2014

Panel will recommend:

- (a) Type of support and provision to meet needs
- (b) Whether an Education, Health and Care needs assessment would be appropriate prior to entry to school
- (c) If outreach support may be beneficial or suggest referrals to further agencies

If the EYAR Panel deems an EHC needs assessment would be appropriate the family will be notified and the EHC needs assessment process will be followed in lined with the SEND 0-25 Code of Practice 2014.

As Key Working forms part of the EHC process, at the point an EHC needs assessment is recommended, the EYAR Panel will identify who will undertake the Key Working first point of contact role and determine an indicative level of input.

The EYAR Panel can make recommendations. However, the final responsibility lies with the LA and therefore the formal decision, cannot be delegated but remain with the officer of the LA.

2. MEMBERSHIP

The panel includes representation from early years settings - primary schools and private and voluntary settings; Educational Psychology Service, Early Learning and Childcare Team, Sensory Support Education Team, Bridgewater Community Care NHS Trust, Schools Outreach Service, Social Care (Targeted Disability Service), Early Years Key Working Coordinator and SEND Early Years Plan Coordinator (chair). This enables the LA to have the advice and support of a multi-professional team in ensuring consistent and transparent decisions. SENDIASS and Independent Support Coordinators may attend panel also.

A SEND Admin member will administer the meetings and take minutes, noting any recommendations.

3. CHAIR

The Panel will be chaired by the SEND Early Years Plan Coordinator whose role is to ensure a fair hearing and consistency around decisions.

In the absence of the SEND Early Years Plan Coordinator, any other member of the Panel can assume responsibility.

4. QUORACY

A quorum shall consist of no less than 3 people.

5. TERM OF OFFICE

Panel members shall serve a period of 2 years with an option of renewing for further periods, if felt necessary. The need to ensure continuity and stability has to be balanced against the need to safeguard against complacency and to provide fresh perspectives.

6. FREQUENCY AND LOCATION OF MEETINGS

Panels will be scheduled a minimum of monthly over the Autumn and Spring terms and 3 weekly during the summer term. Where possible this will be on a Wednesday morning. Panels are usually term time only however if demand necessitates, extra panels maybe scheduled throughout the summer holiday to ensure the needs of pupils are met.

Due to the frequency of the EYAR Panel two groups have been established (Group A and B).

A yearly panel meeting is scheduled in February to consider the requests for special school placements for the following September for both nursery and reception children. Owing to the volume of cases at this panel representation is slightly reduced but will consist of representation from Educational Psychology Service, Early Learning and Childcare Team, Bridgewater Community Care NHS Trust, Social Care (Targeted Disability Service), Early Years Key Working Coordinator and SEND Early Years Plan Coordinator (chair). This enables the LA to have the advice and support of a multi-professional team in ensuring consistent and transparent decisions.

The dates will be agreed and circulated prior to the start of each academic year.

The Panel will meet unless informed otherwise at the Life Centre South:
Wigan Council
P O Box 100
Wigan,
WN1 3DS

7. ADMINISTRATION/FUNCTION OF PANEL

- A letter outlining the number of cases and accompanying papers for discussion will be distributed to Panel members at least 1 week prior to the meeting
- The case papers will not be anonymised and will be collected by the SEND Admin representative following discussion at the Panel meeting
- Panel members should not write on the case papers as these will need to be circulated to parents/advice givers if an EHC needs assessment is recommended.
- EYAR Panel will agree what additional advice may be sought and who arranges this
- A checklist will help the EYAR Panel members to establish that settings have provided relevant documents and have taken all reasonable steps to meet the needs of the pupil. The evidence must detail a graduated response over time and include specific details of intervention including how Element 1 and 2 funding and TIS1 support has been utilised, strategies implemented and impact of these.
- Panel recommendations are based on the written evidence presented and Panel members will consider the evidence having regard to the High Expectations for All document, including Chapters 9 and 12 and the checklist.

- To encourage discussions, Panel members will be asked to lead on cases. Panel members should however read ALL papers in order to contribute to the discussions
- If Panel members have direct involvement or conflict of interest in any case presented to the meeting (e.g. EP has assessed, due to transfer to a school of a Panel member etc.) then to ensure fairness and equality, members are asked to declare their interest as early as possible and will not comment/participate in the discussion as decisions are based on the written evidence presented only
- Individual recommendations from the panel meeting will be recorded by the SENDS Admin representative and placed on the pupil's file for action by the relevant officer; Parents will be notified in writing alongside the current setting and new setting (if appropriate).

8. DECISION MAKING

As stated, Panel can make recommendations.

Every effort will be made to reach a consensus on each case.

In the event that consensus cannot be reached, the views of the majority will be recorded.

9. CONFIDENTIALITY

All cases considered by Panel are of a confidential nature and as such should not be discussed outside of the meeting.

10. REVIEWING ARRANGEMENTS

Any comments/feedback from Panel members will be reported by the SEND Early Years Plan Coordinator to the SEND Early Years Lead and subsequently to the SEND Management Meeting.

The Panel procedures will be reviewed annually and/or following any changes in legislation, guidance, LA's processes.