A Whole System Approach to SEND for Early Years
Telford & Wrekin Council
Action Plan
3 July 2019

Telford & Wrekin SEND are committed to the principle 'every child matters' this means the child is kept central in everything we do. To achieve this we know that making sure effective communication through the SEND team to managers and staff in Early Years Settings and to partner organisations in Telford is a priority.
We believe the needs of the child should be kept central with each setting maintaining the value to build a whole setting approach to SEND, along with their commitment to continue to empower their staff to build knowledge and skills to continue to ensure 'every child matters'.
'Every early years setting in Telford & Wrekin should be confident to say that they are a setting for SEND!'

Delivery Objectives	Reference	Description	Priority Areas	Lead	Group Members	Impact Measures	Monitoring & Evaluation	Timeframe	Review Impact (RAG)
To establish a shared data set for Early Years including those at SEN support for education, health and social care.	1.1	To produce a SEND Data Dashboard to share information on Early Years provision. Including: EHC needs and assessments, EHC plans, annual reviews, phased transitions, dispute resolution, mediation and active tribunals, parental evaluation of EHC process, cease cases, quality assurance, annual attainments and progress measures, inclusion funding, language class, early bird referrals, talking 2 funding, SEN support level in nursery setting, banding levels, main areas of need and health notifications.	Data	SEND 0-25	SEND Quality Assurance EY Team	Data collected through BSL and shared through a dashboard to track information required. Data also collected through the Early Years Team	Data available to track the numbers of SEND in the early years.	Reported Termly	Information presented at Aiming High. Information to inform JSNA. Information to inform Commissioning.
	1.2	Collecting Data from settings on how many children are receiving SEN Support/EHCP	Data Joint Working	SEND 0-25	SEND 0-25 Settings	Developing a score card (based on score card used in schools) for use in settings to monitor: How many children on Roll How many receiving SEN Support How many with EHCP	Data to track the numbers of SEND in the early years. Forecasts of areas/schools/settings with an increase in SEND. Monitor missing Children who are not accessing funding for SEN support, ones who are not able to access talking 2 funding due to age.	Reported Termly	Information to inform the Dashboard to give a clear understating of SEN across all areas. Improved forecasts for funding and to inform Commissioning and the JSNA
	1.3	Extend dashboard to Health & Social Care, to include information on local health and social care	Data Joint Working	CCG	Joint commissioning	Families registering onto the database. Use of the national CDC tool.	Record of children with a disability being kept up to date.	TBC	Increase in families registering on the database shown through the dashboard.
	1.4	Developing a link in systems for agencies to share/access information on an individual child level.	Data Joint Working	Joint Commissioning	CCG SEND Education Social Care	All professionals easily able to access the same information regarding a child.	System development progress tracking.	TBC	Once system is developed information is shared with all services.
Identify, develop and describe pathways to Early years providers and ensure these are communicated effectively through a range of means.	2.1	Effective MDA process to identify and support the most complex children.	Identification of Need Data Joint Working Funding Arrangements	Early Years Task & Finish Group	Early Years Team SEND 0-25 Portage CDC CCG PODs	Pathway sheet designed and continual reviews of the service taking place. Ensure that the MDA process is efficient and that Health Professionals are working together	Keeping the information up to date, referrals received. MDA process being clearly signposted to. Health Professional signposting to the correct services.	Oct-19	Clear information on the Local Offer, pathway sheets available for download. MDA process working effectively.
	2.2	Specific process for health notification of SEND, improved approach for children entering settings with recognised SEND. Settings being able to identify if a child has SEND and staff to using their skills & knowledge to follow the graduated response to identify SEND. Improved approach for children entering settings with recognised SEND SEND Support/EHCP.	Identification of Need Data Local Offer Staff Skills & Expertise Funding Arrangements Joint Working Transition to School	Early Years Task & Finish Group	SEND Team Lead Shropcom SATH Health Visitors Settings	Process chart created and provided for all organisations to follow as an aid for signposting, enabling an understanding of roles and requirements of health professionals involved in SEND. Settings able to contact the SEND Team to ask if a Health Notification of Anticipated SEN form has been received. Settings following the Graduated response and demonstrating increased confidence in identifying SEND. EYQT confident to give a response. Improved knowledge in settings of SEND Support, EHCNA & MDA triggers.	Process Chart kept up to date with changes/developments within services. Health professionals lists/contacts kept up to date with staff changes. Increase in take up of training opportunities, different types of training and at different times.	January 2020	All professionals and settings being aware of the Process Chart and following it. Identifying needs 'tell us once' approach. Clear signposting on the Local Offer & SEND Newsletter to courses. Access to Inclusion Panel Funding.
	2.3	Clear access routes to increase to the take up of Health Visitors developmental checks. Improving links with Health Visitors and settings. Inc. Review of 2 year old health checks	Identification of Need Data Local Offer Funding Arrangement Joint Working	Early Years Task & Finish Group	Commissioning 0-19 Service Lead Shropcom SATH SEND 0-25 Health Visitors Settings SENCO EYCC Public Health	Increased knowledge for the settings, access to information at the EY SENCO meetings. Better understanding of the Health Visitors role within settings. 2 year old checks reviewed, practice refreshed, identifying changes and new service specification	Improvement in early identification. Increase in the healthy child programme take up. Health Visitors & Settings sharing information. Service developments for 2 year checks tracked and monitored, increase in families accessing 2 year checks	Start September 2019	Information on the Local Offer and in the SEND Newsletter. Better identified access to funding. New reviewed 2 year checks designed leading to increased capacity and use. Data on 2 years checks collected and shared with partners to inform JSNA and commissioning.
	2.4	Improve the consistency, language, approach and understanding of SEND in early years settings.	Identification of Need	Early Years Task & Finish Group	EY Teams	Training schedule for early years to be shared with all services/settings including childminders. SEND rolling programme established.	Attendance for settings on training monitored. Settings encouraged to attend training provided. Exploration of different types of learning (Online)	Termly	All settings having access to training, including childminders. Training provided at alternative times/locations to make it accessible to everyone. Information shared on the Local Offer/SEND Newsletter.

	No.	Action	Theme	Lead	Partners	What we will do	Evidence/Measures	Date	Outcome
	2.5	Clear communication between all professionals that will inform and provide advice to EYQT & SENCOs (To include: Settings, Education Staff, Health Staff)	Identification of Need Local Offer Staff Skills & Expertise	Early Years Task & Finish Group	SEND 0-25 Health Visitors Settings EY Team	Create a contact list of all providers. SENCO to distribute information to Parents/Carers including ones with children accessing SEN Support. Early Years section added into the SEND Newsletters. Practitioners sharing knowledge and skills, improved access to training in the Hubs.	Contact list kept up to date and information displayed clearly on the Local Offer. Regular Hub training events. Staff meetings used for training sessions.	January 2020	Access to information for settings through the SEND Newsletters and Local Offer. SEND team maintain an accurate contact list for settings to share information and hosting a communications site for settings to share information. Improved engagement for providers to encourage support for SEND needs and accessing training opportunities to upskill their staff.
	2.6	Effective use of time for EY Team to meet with Settings (SENCO)	Identification of Need Staff Skills & Expertise	Early Years Task & Finish Group	EYQT/EYCC Settings	Termly meetings with SENCO, Network Meetings & Hubs	Meeting with SENCO each term to identify children in the setting and to develop a termly plan for their needs.	January 2020	Improvement in confidence of settings to request help for specific children following the graduated response.
Improve Consultation, Feedback, Training & Development for Settings & Parents/Carers	3.1	Request feedback from Settings to enable the development of a training programme specific to the needs in Early Years Setting adding to training that is already being provided.	Identification of Need Local Offer Staff Skills & Expertise	Early Years Task & Finish Group	EY Teams	Questionnaire sent to Settings to identify training gaps and support needs to devise a training programme for early years settings. Feedback requested through the Early Years section in the SEND Newsletter regarding training. Increase in take up of AET training. Provision of Down Syndrome traning (Portage)	Analysis of returned questionnaires to develop the training programme. Take up of the training programme by settings. Training schedules being organised to avoid Summer Term/busy times.	January 2020	Training program developed and promoted in all the early years settings, using the SEND Newsletter, Local Offer.
	3.2	NASEN Whole Setting Approach to SEND Audit Tool, staff trained as reviewers in this process	Staff Skills & Expertise	Early Years Task & Finish Group	EY Team SEND 0-25	Audit identifying groups and support needed	Team members undertaking reviewer training and providing a reviews for additional settings. Numbers of Audits completed.	January 2020	Increased confidence in providing SEND Places
	3.3	Department of Education funding of Early Years Proffesional Development CPD partnership	Staff Skills & Expertise Identification of Need	EY Team Lead	EY Team	Successful implementation of the scheme to support language, literacy, maths using the ELKLAN model. (ages 2-4)	Language, Literacy and maths levels compared to national evaluation. Staff receiving accreditation. 16 settings receive communication friendly setting status	2021	Settings having better support in place for SAL needs.
	3.4	Improving the provision of training for parents/carers in the community and increase in the provision and capacity of peer support groups. Transition support provided by the Hub partnerships.	Parental/Carer Engagement Funding Arrangements Transition to School	Early Years Task & Finish Group	IASS PODs SEND 0-25 Parents/Carers	Parents/Carers accessing training in the community, through the Hub locality. Parents being referred for Early Bird by the settings. Support groups held regularly and well supported by professionals. SIS Friday Groups/Shining Stars/IASS Steering Group/Coffee Mornings/PODs Groups Regular meetings with settings and schools to support transitions, to develop a personal transition plan for the individual child to include Funding.	Numbers of parents attending the training increasing. Parents accessing alternative training provision: Online Increase in number of parents being referred to the Early Bird sessions and attending. Increase in provision and attendance at each support group.	Ongoing	Parents/Carers being empowered to be confident and knowledgeable to make a positive impact and support their child. Parents having the confidence to challenge settings about their provision and to get the best support for their child. Information about the groups shared on the Local Offer and in the SEND newsletters. Best practice models built for Transition based on the Individual Transition plan for each child.
	3.5	Having the ability to gather parental/carer views and provide consultation opportunities for parents/carers.	Parental/Carer Engagement Local Offer	Early Years Task & Finish Group	PODs IASS Settings SEND 0-25	Increased parental engagement and reach. New parents joining support groups and being better informed about where/how to feedback their views.	Increase engagement at/from: Questionnaire reports Parental meetings Steering Group Coffee Mornings Social Media Websites Creating Best Practice	Ongoing	Information shared with all services to improve commissioning. Reports shared at Aiming High. Local Offer updated with 'You Said, We did'
	3.6	Representation at Aiming High.	Staff Skills & Expertise Local Offer	Early Years Task & Finish Group	SEND 0-25 Settings	Reports and ability to feedback into the strategic aiming high meetings. Information shared through the SENCO Network Meetings and through a communications site to share information, reports, good news stories.	Reports received and presented at Aiming High. Information shared on communications site.	Termly	Early Years having a prominent voice on Aiming High panel and raising awareness of early years SEND. Early Years SENCO meetings having an agenda item: Aiming High Feedback so that ideas can be shared and represented at Aiming High Meetings by representatives.
To Increase the profiles of Partner Organisations in early years settings.	4.1	Increase the profile of the Designated Clinical Officer (DCO) in the Settings	Joint Working Parental Engagement Staff Skills & Expertise	DCO PODs		Information about the DCO shared in PODs Newsletters, on the Local Offer and SEND Newsletters.	Raised awareness of the DCO role in settings.	September 2020	Settings signposting to the DCO and requesting advice.
	4.2	IASS raising awareness of their service to early years settings and parents.	Parental/Carer Engagement Local Offer	IASS	IASS PODSs SEND 0-25 Settings	IASS increase their reach and promotion of their service for 0-5 years.	Increase of knowledge in the community and information about IASS available in all settings.	Ongoing	Information clearly displayed on the Local Offer and in the SEND Newsletters (targeted at the early years 0-5 section). Attending one EY SENCo meeting per year.
	4.3	PODs raising awareness of their service to early years settings and parents. Parents feedback received during/after transitions for children with SEND.	Parental/Carer Engagement Local Offer Transition to School	PODs	PODs IASS SEND 0-25 Settings	PODs increase their reach and promotion of their service for 0-5 years. Development of a feedback form that can be sent to Parents/Carers following transition.	Settings having increased knowledge of services PODs & regular contact. Settings receiving PODs Newsletter. PODs attending at least 1 SENCO network meeting a year. Increase in parents of Early Years children on their Database.	Ongoing	PODs attending one SENCO network meeting each year. Settings signposting early years settings to PODs.

	No.	Action	Theme	Group	Partners	Engagement	Measure	Timescale	Success Criteria
	4.4	Information from PODs: targeting settings and their reach to parents/carers	Parental/Carer Engagement	PODs	PODs & IASS Communication Meeting	Engaging with families to ensure that data is effective and reflecting parent/carer views. Visits to Coffee Mornings, Census Data & Visits to achieve a wider reach.	Use of PODs database to record information. Sharing this as a report to Aiming High. Use of the 'top ten' settings with SEND to inform PODs to increase their reach to the correct parents/settings.	Ongoing	Wider reach to Parents/Carers, increase in numbers on the PODs database
To publish clear information of how parents/ carers and settings can access services from health and social care on the Local Offer.	5.1	Local Offer providing informative information for Early Years Settings and Parent/Carers with clear navigation and search functions. To include information on all funding mechanisms DAF/EYIP/High Needs/Pupil Premium. Early Years Forms easy to access and downloadable in format that can be filled in and returned online.	Local Offer Parental/Carer Engagement Staff Skills & Expertise Funding Arrangements	Early Years Task & Finish Group	EY Teams SEND 0-25 Settings SEND Newsletters Local Offer Meetings	Information collected from settings and professionals to update on the local offer. Funding information available on the Local Offer, SEND Newsletters. Clear pathways to follow and electronic forms that can be filled in and returned online.	Increase in settings adding information to the Local Offer. Professionals providing information and updates for the Local Offer Completion of 'Mystery Shopper' exercise to see how easy information is to find. Use of the electronic forms, increased use of the pages on the Local Offer. Settings having the knowledge of funding arrangements and how to apply.	Ongoing	Local Offer clear & transparent. Regularly updated information provided on the Local Offer. All agencies aware of funding arrangements and accessing them in the correct way. Local providers/settings available to view on the Local Offer & Live Well Telford. Best Practice: Published SEN Policy for Providers clearly displayed on their websites.
	5.2	Creation of a secure Online Forum for Settings to share advice, support & best practice.	Local Offer Staff Skills & Expertise	Local Offer Meetings	SEND 0-25 Settings	Information & reports from Aiming High shared.	Amount of staff/settings accessing and sharing information through the platform.		Increase in settings/staff accessing information using the platform. Increase in settings/staff updating and adding information to the platform.
	5.3	Clear education pathways. Information on Transitions (Nursery-Reception-Yr1)	Local Offer Transition to School Parent/Carer Engagement	Early Years Task & Finish Group	SEND 0-25 Heath Professionals Settings	Flow process of Transition pathways. Clear information from Settings on what support is provided. Information on Best Practice routes for Funding	Use of the Best Practice Model increasing. Settings providing accurate pathway information, signposting to Local Offer	Ongoing	Parental feedback that the flow process is working, settings using the best practice models to provide support.
	5.6	Clear health pathways. Information & Links to Health Visitors DCO Health Professionals	Local Offer Joint Working	Early Years Task & Finish Group	SEND 0-25 Health Visitors DCO Health Professionals	Information received from partners and updated by the SEND Team.	Information received as and when it changes. Updated and checked for accuracy by the SEND Team.	Ongoing	Parents/Carers & Settings accessing reliable and accurate information.
	5.7	Clear funding pathways Inc. provision of funding arrangements for 30 hours childcare, funding arrangements for term time only vs full time childcare (nursery settings)	Funding Arrangements Local Offer Joint Working	Joint Commissioning Board	SEND 0-25 Commissioning Early Years Task & Finish Group	Information available on the Local Offer, SEND Newsletters with clear pathways to follow and electronic forms that can be filled in and returned online.	Uptake of funding, feedback on following the pathways. Increase in electronic forms received. Increased knowledge in settings on how funding arrangements work.	Ongoing	Settings aware of funding arrangements and how to access them.
Develop a a clear protocol for early years providers and parents and carers that outline the statutory duties inline with the code of practice and supports positive transition into education. (Transition to School Nursery - Reception - Year One)	6.1	Early Years settings increasing the use of one page profiles 'passports' to provide accurate information during transitions on how an individual child would like to be cared for. Engagement with parents to create and share the profile during transitions. (Nursery-Reception-Y1)	Parental/Carer Engagement Transition to School Local Offer	EY Team	PODs IASS SEND 0-25 Settings Parent/Carers	One page profiles created in each setting with the child and parent/carers to share their views. This gives the child's preferences on care, support and views about how they would like to be looked after. Schools taking note of the profiles and using them during transitions.	Settings increasing the use of one page profiles and sharing them through Transitions. Parents engaging to give their agreement for the 'passports' to be shared through transitions and updated regularly.	January 2020	Childs (and Parent/Carer) views and preferences being put first and clearly known by the settings and passed on through transitions to schools or other providers. Information and templates on how to create effective one page profiles 'passports' clearly provided on the Local Offer.
	6.2	Successful transition good practice model developed to include parent/carer consultation and engagement during the process. Knowledge of the Admissions Process for a child with SEN/EHCP. Schools understanding the child's requirements during transition and providing flexibility for the child.	Transition to School Parental/Carer Engagement	Early Years Task & Finish Group	SEND 0-25 Settings PODs Parent/Carers IASS Schools Admissions	Early years settings engaging with parents/carers to access information and funding to aid transitions so the support can be provided during and straight after transition. Clear information on the Admissions Process shared online (Local Offer), posters, social media. Online Admissions form clear and easy to use with SEN/EHC information shown. Well organised transition meetings, local and appropriate schools consulted with and the school being open and honest to understand the child's needs.	Increase in joint requests for ISF funding, before/during transitions taking place. Best practice model created. Nursery/Preschool identifying need and working with Primary SENCO to request funding ready for start of term/transition days. New school/setting to observe the child in placement to better understand their needs. Medical needs assessed and funding applied for prior to transition. Increase in parents knowledge of timescales and successful applications.	Ongoing	Increase in success stories during transitions. Increase in funding requests, drop in EHCP request. Nursery-Reception-Y1 *Action Point added to SEND Master Action Plan*
	6.3	Improvements to the Transition Paperwork	Transition to School Parental Engagement Staff Skills & Expertise Funding Arrangements	Early Years Task & Finish Group	Settings Parents PODs IASS School Admissions Team	Settings, Schools and Parents understanding the Transition Paperwork. Improvements and adaptions made when needed. Training and support given to parents, schools and settings to use the paperwork effectively. Early requests for Funding so that support can be provided during transition.	Improved understanding of the paperwork. Increase in joint Funding requests for ISF funding, before/during transitions. Best Practice Model created. Nursery/Preschool identifying need and working with Primary SENCo to request funding ready for individual child to start. Using the one page profile to identify any support that may be needed and linking to the transition meetings.	Ongoing	Positive feedback received from feedback form on understanding the paperwork. Paperwork more transparent and easy to understand.