

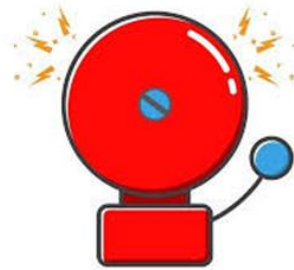
Early Years SENCO Network

20th March 2025

Early Years Advisory Teachers/Early Years &
Childcare Consultants/SENCOs



House Keeping



Agenda



- Key Speaker: Jo Plimmer “When making time for you isn’t easy” – Looking at staff emotional wellbeing (*Wood and The Trees Coaching*)
- Ordinarily Available Provision/Discussion Point
- SEND updates/Networking/ Reminders e.g. Transition
- SEND Local Offer - Relaunch of SEND Top Tips
- Useful dates/ training opportunities



Telford & Wrekin
COUNCIL

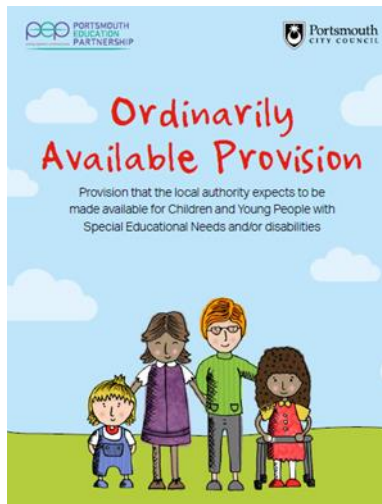
Jo Plimmer

Wood And The Trees
Coaching



Ordinarily Available Provision (OAP)

***Assess: Many LAs have document in place (some EY specific)
Scrutiny of different examples, key take-aways for use***



Ordinarily Available Provision (OAP)



Plan: Development of Early Years documentation outlining best practice/ expectations for EY settings/ providers in relation to Universal Offer/Graduated Approach - provision for all children/families in Telford & Wrekin

Do: Establish working party with representation from different stakeholders (including EY settings/LA representatives etc) through planned meetings (F2F/Online), discussion points/ activities at SENCo Networks).



Activity/ Discussion Point



Universal/Graduated Response offer:

What does your setting currently offer to children/ families?

Focus: SEMH/PSED, Emotional wellbeing etc

Please discuss at your tables and jot down your collective points/ provisions



Expressions of Interest

Please let us know if you would be interested in working with us on this project to contribute and shape offer

In first instance include details on post its:

Name

Role and Setting

Email/ Telephone details





SEND assessment guidance and resources

Practical, early years SEND assessment resources that you can use to help children with SEND.

New EY SEND Assessment Guidance/ Assessment Tools

Has anyone looked at this since last Network, started using it for any children?

Feedback/findings to share...



Department
for Education

Help for early years providers

Home **Support for practitioners** Areas of learning Health and wellbeing

[Home](#) > [Support for practitioners](#)

Support for practitioners

<https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/send-assessment/carrying-out-an-assessment>



SENDCo Sharing Space:

SENCo sharing their information -
training / resources

Be A TRUSTful Play Partner

TRUST

TRUST

Join children in their play in the true sense of the word. Join them, do not force them to join you. Offer your unhurried time and honesty as you play together. Ensure you are sincere in your connection, authentic in your relationship with them and are a natural and affirming play partner

RESPONSIVE

Respond on their time and by their cues. Be guided by them and follow them. As they make sounds or movements in their play, you follow. Connect with them as the true leader of the play.

UNDERSTANDING

Understand their preferred play type and style. Remember that it doesn't have to make sense to you, just know that it makes sense to them. Continue to join and follow them.

SHARED AND SUSTAINED

Work together for a joint cause, contribute to the play alongside them. Join them in their play goal and their agenda. Problem solve together and share in the experience. Keep your focus with them and offer moments of extension and support when needed or asked for (remember this can be by using gestures or other communication cues).

TIME TOGETHER

Just enjoy the moment. Be truly together with the child, see this moment as a collaboration and an opportunity for connection and developing a deeper relationship.

**It doesn't have to
make sense to you...**



**Respect that it makes
sense to them.**

Reminders

Please check you are sending documents to the right inbox



Request for Involvements/ Request for Reviews
EarlyYearsSENDsupport@telford.gov.uk

Early Years Inclusion Fund - New Email address
EYIF@telford.gov.uk

Reminders

Transitions/ School starters (Sept 2025)

What are your plans and actions?

What is your timescale? (By when?)



Early Years Talk Boost



- Fully funded tool, most settings have now accessed but new staff/more staff please book on. (Free)
- Make use of the assessment tool online as this now supplies data direct to EY Team so we can show impact
- Can still use stoke speaks out as extra tool to assess whole group needs and to change provision on gaps it highlights



New Early Years Homepage (parent carers)



- 1 Homepage
- 2 Glossary of Terms
- 3 You Said, We Did
- 4 SEND Parent Carer FAQs
- 5 Consultation and Engagement
- 6 Fair Share Fund
- 7 Feedback and Queries
- 8 Local Offer Annual Report
- 9 Ofsted & CQC Area SEND Inspection
- 10 SEND & AP Change Programme
- 11 SEND & Alternative Provision Strategy
- 12 SEND Working Together Charter
- 13 What is Disagreement Resolution and Mediation?

Early Years Test

Welcome to SEND Early Years, created to support parent carers of young children (0-5) with Special Educational Needs and Disabilities (SEND). Here, you'll find helpful information, guidance and support to navigate the early years with confidence.

Early Identification of Special Educational Need

Early Years Settings and Eligibility Criteria

Graduated Response

Early Years Inclusion Fund

Transition to Primary School

SEND Code of Practice (Chapter 5, pg 78)

Early Years Teams & Services

Parent Carer Zone

Activities and Events (0-5)



Contact the Early Years Team

Email: EarlyYearsSENDsupport@telford.gov.uk
Advice Line: Tuesday to Thursday, 9am-5pm, 01952 380164

Quick links

- Education, Health and Care (EHC) Plan
- SEND Guide for Parent Carers
- Contact the SEND Team
- Healthier Together

Telford and Wrekin SENCo Local Offer

Changes to the Early Years section.

- [Homepage](#)
- [Glossary of Terms](#)
- [You Said, We Did](#)
- [SEND Parent Carer FAQs](#)
- [Consultation and Engagement](#)
- [Fair Share Fund](#)
- [Feedback and Queries](#)
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- [Healthier Together](#)

New Early Years
Homepage
(parent/carers)



- > [Homepage](#)
- > [Glossary of Terms](#)
- > [You Said, We Did](#)
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- > [What is Disagreement Resolution and Mediation?](#)

Early Years Teams & Services

This page introduces teams and services in Telford and Wrekin that offer support for children aged 0 to 5 and their families.

Education



Health



Family Support



Early Years Teams and Services Page



SEND

Telford & Wrekin Local Offer

 SENCo Space
  Contact

Welcome to SEND News

New to SEND

- [Homepage](#)
- [Glossary of Terms](#)
- [You Said, We Did](#)
- [SEND Parent Carer FAQs](#)
- [Consultation and Engagement](#)
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Early Years SENCo Test

Information for SENCos relating to Early Years (0-5).

Early Years SENCo Network Meetings	Early Years Good Practice Guidance for SEND	Good Practice Guidance for SEND Forms
Early Years SEND Exemplification Documents	Early Years Inclusion Fund	Early Years Top Tips
Talking Training	Early Talk Boost	Autism Education Trust

New Early Years
Senco Space

SEND Tops Tips Information sheets



Relaunch including an extensive range of new topics created by EYAT/EYCCs



Will be emailed out in due course to settings EY/EYFS providers

Plans/ talks in place to begin getting these uploaded to Local Offer



Early Years SEN Support – Flowchart for Early Years Providers



Advice and information

Use the local offer [Telford and Wrekin local offer](#) – seek advice from the early year* a team and or the SEND & inclusion service
Refer to the Good practice guidance for SEND
Talk to the child* a health visitor. Ensure [SEND](#) progress check has been completed (with parental consent, seeking advice as needed
Contact Early Years SEND Support Advice Line 01952 380164 or email EarlyYearsSEN@telford.gov.uk

Universal Offer

- Collect observations from home and setting
- General feedback/meeting with parents/carers to discuss child's development, strengths through their communication and play skills.
- Checking in with parents with regards to 2 year check.
- Carry out SALT assessment using screening tools available. (Stokes Speeches Out/ [Stokes Speeches](#), ECAT, Early Talk Boost)
- Continue to assess, plan, do review, using tools from settings Universal Offer Toolkit.
- Work with [parents](#) to support the family. This could be SALT, Social worker, [Early Help](#).
- Key person to liaise with setting SENCo to raise/discuss Initial Concerns relating to child development.
- Setting/SENCo may want to consider [Request for whole setting based SEND support](#).

Targeted Support with continuing concerns – low level

- The setting gather more evidence of the need and offer support/interventions that are in line with the universal offer, setting to review if these are working following graduated approach. (Plan, do, review)
- Concerns are raised about a child's development through observations or parents/carers. [Initial Concern or Concern](#) form to be completed. (IPROC)
- Initial Concerns (All observations and communication to be logged on child's [Individual SEND Support Record](#)) [Link for Differentiated activity wheel](#).
- Monitor using SWARTA targets on an [Early Years SEND Support Progress Plan](#). See top tips information sheets. Complete a [SEND one-page profile assessment](#).
- Review cycle/s of plan do review
- If development levels are very low and no progress is being made work with parents to contact Health Visitor for further ASQ's. Or setting with [parents](#) consent refer to Healthy Child Programme. [2-19 Healthy child programme](#)

Targeted support from external agencies - Higher level

- A child may typically have more than one cycle of assess, plan, do, review. There will also be a need for involvement from external agencies.
- [Request for involvement](#) to be completed (allowing time to embed advice given, at least one completed cycle of APDR)
- [SALT advice line](#) can be used to support sensory seeking behaviour and concerns around physical development/motor skills. [A referral form](#) can be completed.
- [SALT advice line](#) can be used if there are issues around communication. Send in [referral forms](#) to external professionals along with any assessments.
- Possible referral to [Early years inclusion fund](#)

Specialist (Wider Support from external agencies Expected progress NOT being made)

- Continue to adapt activities/make reasonable adjustments through provision.
- Consider referral to [Early years inclusion fund](#), continue to monitor impact and progress (increase of funding). Review funding annually if applicable.
- EYAT/ EYCC – will visit and review targets, offer strategies from a brief observation. [Request for review/support](#)
- Consider completing a request for [ECHNA](#)

Flow chart

Years SEN Support – Flowchart for Early Years Providers



Universal Offer

- Collect observations from home and setting
- General feedback/meeting with parents/carers to discuss child's development, strengths through their communication and play skills.
- Checking in with parents with regards to 2year check.
- Carry out SALT assessment using screening tools available. (Stoke Speaks Out/ Wellcomm, ECAT, Early Talk Boost)
- Continue to assess, plan, do review, using tools from settings Universal Offer Toolkit.
- Work with agency's to support the family. This could be SALT, Social worker, Early Help.
- Key person to liaise with setting SENCo to raise/discuss Initial Concerns relating to child development.
- Setting/SENCo may want to consider **Request for whole setting based SEND support.**



Targeted Support with continuing concerns – low level

Flow chart –
Universal Offer

Targeted Support with continuing concerns – low level

- The setting gather more evidence of the need and offer support/interventions that are in line with the universal offer, setting to review if these are working following graduated approach. (Plan, do, review)
- Concerns are raised about a child's development through observations or parents/carers. [Initial Record of Concern](#) form to be completed. (IROC)
- Initial Concerns (All observations and communication to be logged on child's [Individual SEND Support Record](#).) [Link for Differentiated activity sheet.](#)
- Monitor using SMARTA targets on an [Early Years SEND Support Provision Plan](#). See top tips information sheets. Complete a [SEND one-page profile/passport](#)
- Review cycle/s of plan do review
- If development levels are very low and no progress is being made work with parents to contact Health Visitor for further ASQ's. Or setting with [parents consent](#) refer to Healthy Child Programme, [0-19 Healthy child programme](#)

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Flow chart -
Targeted

Specialist (Wider Support from external agencies Expected progress NOT

Specialist (Wider Support from external agencies Expected progress NOT being made

- Continue to adapt activities/make reasonable adjustments through provision.
- Consider referral to **Early years Inclusion fund** . continue to monitor impact and progress (increase of funding). Review funding annually if applicable.
- EYAT/ EYCC – will visit and review targets, offer strategies from a brief observation. ([Request for review/support](#))
- Consider completing a request for [ECHNA](#)

Flow chart -
Specialist



**EARLY YEARS SEND
REVIEW GUIDE**



Department
for Education



ACHIEVEMENT
FOR ALL



nasen
Making Everyone Achieve

Talking
Early Years
Childcare

**Moving
forward:**
Tuesday 8th
April 2025.



Telford & Wrekin
COUNCIL

- Leadership of SEND
- Outcomes & the quality of teaching and learning for children with SEND
- Working with children & parents/carers of children with SEND
- Assessment and Identification
- The efficient use of resources
- The quality of SEND provision



Assessment and identification

Areas to consider	S	P	D	Comments /Reference sources/Actions
The setting completes the 2 year old check for all children.				
Observation and assessment systems use all available data to support the effective identification of barriers to learning.				
Children's outcomes are tracked methodically, and the information used effectively to support learning and transition.				
Children's attendance is monitored and supported where appropriate.				
All available information, including data on attendance and observations of behaviour, is considered before identifying that a child may have SEND.				
Parents and carers are fully involved in discussions with the setting on identification and assessment of needs.				
Comprehensive assessment supports accurate identification of need and informs practice.				

Key: S – Securely in place P-Partly in place D- Development area – see guidance notes for more information

The efficient use of resources

Areas to consider	S	P	D	Comments /Reference sources/Actions
SEND has a high profile in staff continuing professional development and learning.				
All staff engage in high quality continuing professional development and learning to support improved outcomes for all children.				
There is an effective system in place for professional review for all staff, linked to the setting development plan, and includes wider aspirations regarding all children's outcomes.				
The setting uses the Key Person system effectively in line with the requirements of the EYFS and deployment of all staff is routinely reviewed and evaluated for impact.				
There is a graduated approach to provision and planning and interventions are carefully implemented. Whole group, small group and individual support is balanced appropriately.				
Interventions are evidence informed, coordinated and deployed effectively, and monitored through a cycle of review measuring impact. Systems are in place to support this process, for example, through the use of a provision map.				

Key: S – Securely in place P-Partly in place D- Development area – see guidance notes for more information

Training courses/ CPD



To enquire further or book a place on any training course offered by the team please contact

talkingchildcare@telford.gov.uk

(01952 383011)





SENCo 2 Yearly Update: Developing the Role of the EY SENCo

SPRING TERM 2025

Tuesday 1st April 2024 6:30 – 8:30pm

Online Delivery – Microsoft Teams



Universal Offer: Getting it right for 'all' children

Spring TERM 2025

Tuesday 8th April 2025 6:30 – 8:30pm

Venue to be confirmed



New SENCo Training: Part 1 & 2

SUMMER TERM 2025 – Provisional dates

Part 1 Wednesday 7th May 2025 6:30 – 8:30pm

Part 2 Wednesday 14th May 2025 6:30 – 8:30pm

Online Delivery – Microsoft Teams



EY SENCo Network Meeting

SUMMER TERM 2025 – PROVISIONAL DATE

Tuesday 20th May 2025 6:30 – 8:00pm

Venue to be confirmed

Keynote speaker – Andrina Flinders from Thrive – Beyond Bucket.

AET Transitions in the Early Years

Module provides guidance on helping practitioners to understand the distinctive strengths and learning needs of autistic pupils

Content: Importance of a child-centred approach looking at strengths and interests-based approach when planning for transitions. Planning/preparing for everyday transitions and tools for key transitions, such as transition into primary school.

Target Audience: This session is suitable for practitioners working with children in both Early Years settings and EYFS in schools





AET EY Transition

SUMMER TERM 2025 – Provisional date

Thursday 5th June 6:30 – 8:30pm

VENUE: to be confirmed





AET EY Making Sense of Autism Training

WHOLE SETTING TRAINING

Training for your whole staff team on a day/ time that is convenient to your setting

VENUE: We come to you!

If interested please enquire at: talkingchildcare@telford.gov.uk



AET EY Good Autism Practice Training

WHOLE SETTING TRAINING

Training for your whole staff team on a day/ time that is convenient to your setting

VENUE: We come to you!

If interested please enquire at: talkingchildcare@telford.gov.uk



Using Work/Reward 'Task baskets' as part of the structured teaching approach in Early Years

Summer TERM 2025 – Provisional date

Thursday 12th June 2025 6:30 – 8:00pm

Venue to be confirmed



Working with Early Years children who require a high level of support

Summer TERM 2025

Tuesday 17th June 2025 (Part 1) 6:30 – 8:30pm

Venue to be confirmed



STOKE SPEAKS OUT Communication Screening Tool

At the moment no dates confirmed, please check the training schedule.



EY Talk Boost – It's Free!

For settings, childminders and schools

SPRING TERM 2025

**02/04/2025 & 09/04/2025, The Mercure 6:30 – 9pm
(Both sessions must be attended)**



Making it Real: Early Literacy training

Cost: Funded two staff per setting (these staff must be able to carry out home visits) There will be funding back fill provided for the 2 days training and to purchase resources necessary to the Programme. Full commitment needed over space of 18 months.

Date: Friday 28th March & Friday 4th April 2025

Venue: TBC



Making it Real: Early Literacy training

Cost: Funded two staff per setting (these staff must be able to carry out home visits) There will be funding back fill provided for the 2 days training and to purchase resources necessary to the Programme. Full commitment needed over space of 18 months.

Date: 9th & 16th May, 2025

Venue: TBC

Any Questions?....

