

Introduction to the Early Years Graduated Response.

EHCP

Specialist (Wider Support from External Agencies)

Completion of EHCNA

Specialist (Wider Support from External Agencies)

Referral to EY SEND IF

Continue with cycles of Assess, Plan, Do, Review. Follow strategies recommended by external agencies.

Targeted (Wider Support from External Agencies)

Child will have an **Early Years SEND Support Provision Plan** - will have more than one cycle of Assess, Plan, Do, Review.

Liaise with external professionals; HV, SALT, Strengthening Families Service.

Complete **Request for Involvement Form** – EYAT/SENCo

Continue with cycles of Assess, Plan, Do, Review. Follow strategies recommended by external agencies.

Possible referral to **EY SEND IF**

Access T&W LOCAL OFFER

Targeted (Early Years Setting Support)

Follow the graduated approach (Assess, Plan, Do, Review)

Discuss child's needs with the parents and complete **Initial Record of Concern (IROC)** and **Early Years Individual SEND Support Record**. Add child's name to **SEND Monitoring Details**

Plan individual outcomes for child with SEND through differentiation

At this stage some children may need an **Early Years SEND Support Provision Plan**.

Review progress every 6 weeks.

Universal (Early Years Setting Support)

Follow the graduated approach (Assess, Plan, Do, Review) – see Good Practice Triangles – **Quality First Teaching**.

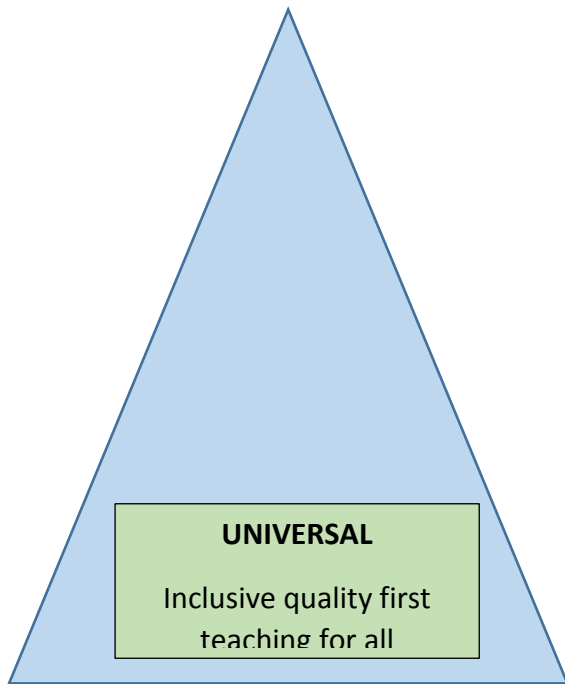
Key person to liaise with setting SENCO and raise any concerns.

Early Years Graduated Response for children with SEND



EY Setting Support <i>Nursery budget and resources</i>		Wider Support and/or funding from External Agencies <i>Local Authority involvement via Top-up funding mechanism</i>		
Monitoring/ IROC	SEND Support	SEND Support	EYSENDIF	EHCNA/EHCP
<p><i>Despite providing daily opportunities through the Universal Offer available for all children the progress of the child causes concern</i></p> <ul style="list-style-type: none"> Meet/ discuss concerns with parents. Complete Monitoring/ Initial Record of Concern (IROC) section of EY SEND Paperwork share with parents Monitor child over time limited period collecting evidence: observations, tracking, Liaise with Setting SENCo Differentiated activities sheet to be completed and activities implemented with child. If after completing cycle of Assess, Plan, Do, Review concerns remain through setting's Graduated Response then ... <p style="text-align: right;">➔</p>	<ul style="list-style-type: none"> Complete Individual SEND Provision Plan for child with SMART targets and detailing strategies, interventions to be implemented 6 Weekly/ Half-Termly Review of Child's SEND Provision Plan using Cycles of Assess, Plan, Do, Review completed leading to next targets/ priorities through evaluation of progress/ support offered to child If after completing cycles of Assess, Plan, Do, Review lack of progress/ no progress CAN be evidenced through setting's Graduated Response then ... <p style="text-align: center;">➔</p>	<ul style="list-style-type: none"> Request for Involvement form to be completed obtaining support / observation from EYAT/SENCo Implementation of recommendations, strategies and interventions detailed by EYAT/SENCo included on child's SEND Provision Plan and worked towards regularly 6 Weekly/ Half-Termly Review of Child's SEND Provision Plan using Cycles of Assess, Plan, Do, Review completed leading to next targets/ priorities through evaluation of progress/ support offered to child If after completing cycles of Assess, Plan, Do, Review lack of progress/ no progress CAN be evidenced through setting's Graduated Response then ... <p style="text-align: center;">➔</p>	<ul style="list-style-type: none"> After sufficient time to allow for EYAT/SENCo recommendations to be implemented and if sufficient Graduated Response CAN be demonstrated by setting then a referral can be made for additional funding from LA if required 6 Weekly/ Half-Termly Review of Child's SEND Provision Plan using Cycle of Assess, Plan, Do, Review completed leading to next targets/ priorities Evaluation must show how additional top-up funding has been used and the impact (EYSENDIF Review form) and Review observation and visit from EYAT/SENCo for monitoring purposes <p style="text-align: center;">➔</p>	<ul style="list-style-type: none"> After following Graduated Response, applying Cycles of Assess, Plan, Do, Review with support from EYAT/SENCo and additional funding via EYSENDIF if more extensive support and funding is required then an Education, Health & Care Needs Assessment (EHCNA) can be completed as long as setting CAN evidence involvement and impact from advice sought from wider agencies through their comprehensive Graduated response/ paperwork

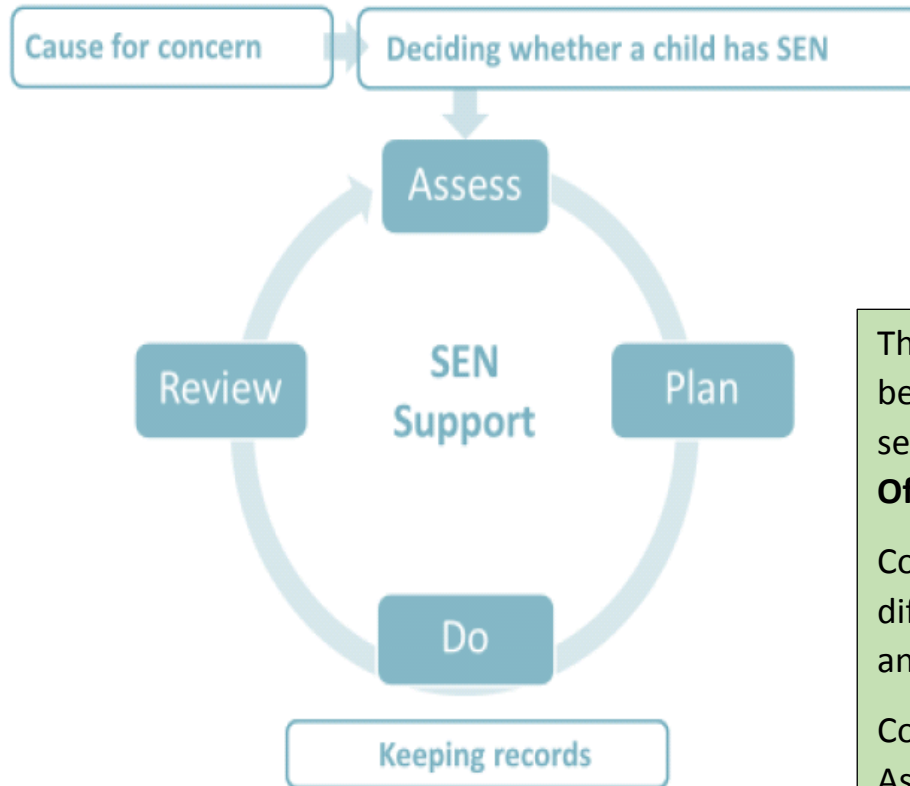
SEND Support: A Graduated Response in the Early Years



It may look like this:-

A child who you may have concerns about and who is receiving Quality First Teaching and differentiated activities. This is the first time they are part of the Assess, Plan Do Review cycle.

No Early Years SEND Support Provision Plan at this stage.



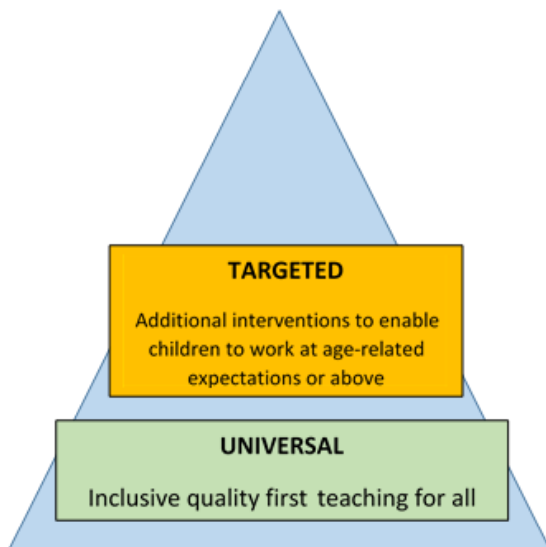
The child's needs are being met within the settings **Universal Offer**.

Continue to differentiate activities and monitor progress.

Continue using the Assess, Plan, Do and Review cycle.

No Early Years SEND Support Provision

SEND Support: A Graduated Response in the Early Years



Or it may look like this:

This is a child who has been through the Assess, Plan, Do, Review cycle a number of times, still requiring differentiated activities.

This child is not making expected progress.

Key person will be liaising with setting SENCo to raise concerns.



Targeted (Early Years Setting Support)

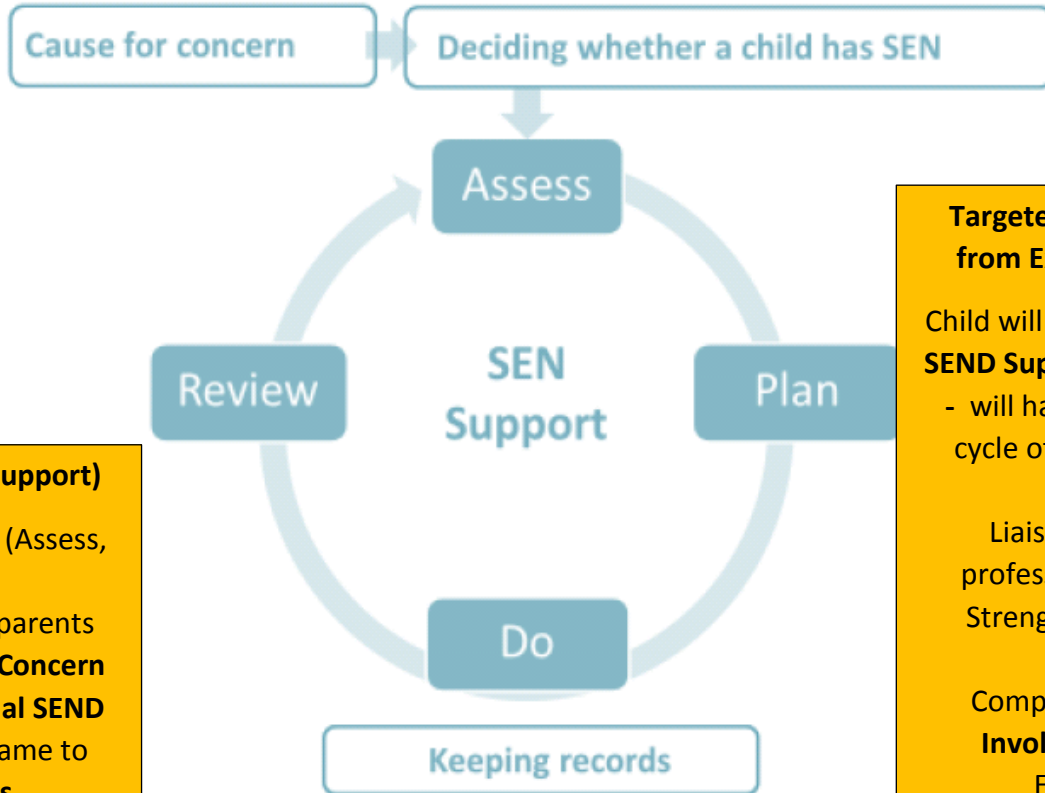
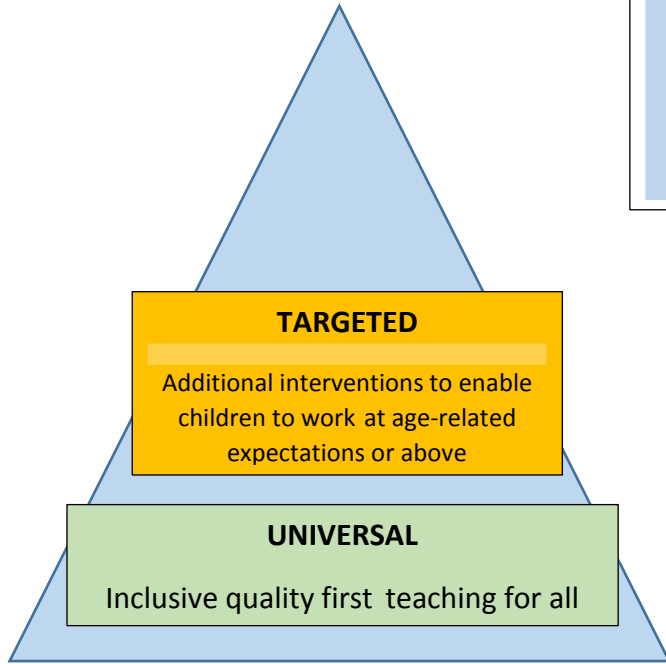
Follow the graduated approach (Assess, Plan, Do, Review)
 Discuss child's needs with the parents and complete **Initial Record of Concern (IROC)** and **Early Years Individual SEND Support Record**. Add child's name to **SEND Monitoring Details**

Plan individual outcomes for child with SEND through **differentiated activities** sheet.

At this stage some children may need an **Early Years SEND Support Provision Plan**.

Review progress every 6 weeks.

SEND Support: A Graduated Response in the Early Years



Targeted (Early Years Setting Support)

Follow the graduated approach (Assess, Plan, Do, Review)

Discuss child's needs with the parents and complete **Initial Record of Concern (IROC)** and **Early Years Individual SEND Support Record**. Add child's name to **SEND Monitoring Details**

Plan individual outcomes for child with SEND through **differentiated activities** sheet.

At this stage some children may need an **Early Years SEND Support Provision Plan**.

Review progress every 6 weeks.

Targeted (Wider Support from External Agencies)

Child will have an **Early Years SEND Support Provision Plan** - will have more than one cycle of Assess, Plan, Do, Review.

Liaise with external professionals; HV, SaLT, Strengthening Families Service.

Complete **Request for Involvement Form** – EYAT/SENCo

Continue with cycles of Assess, Plan, Do, Review.

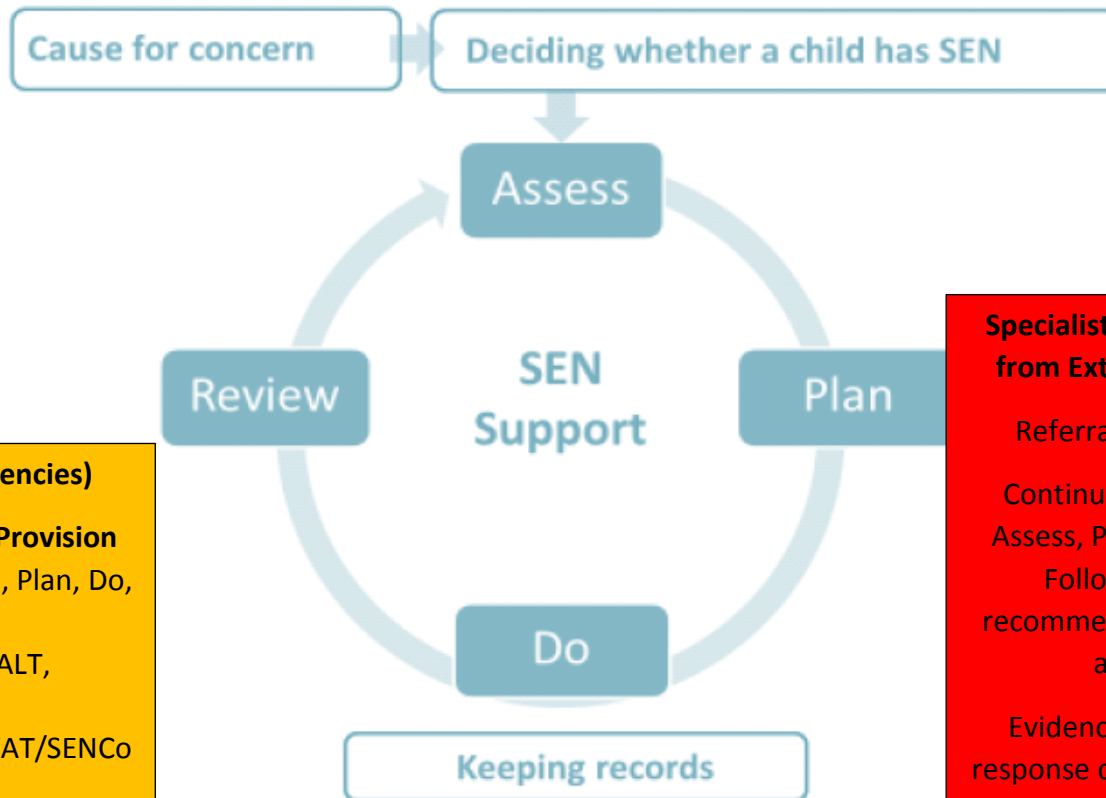
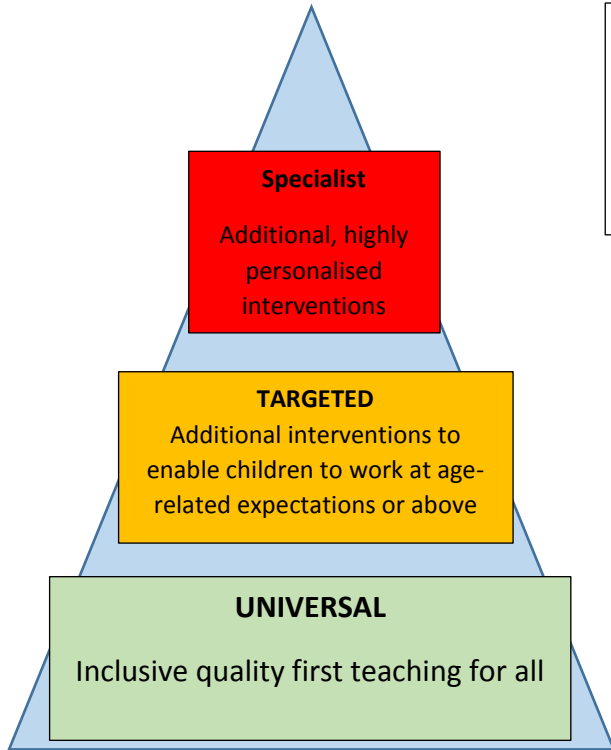
Follow strategies recommended by external agencies.

Possible referral to **EY SEND IF**

Access T&W LOCAL OFFER

SEN Support in the Early Years – A Graduated approach

SEND Support: A Graduated Response in the Early Years



Targeted (Wider Support from External Agencies)

Child will have an **Early Years SEND Support Provision Plan** - will have more than one cycle of Assess, Plan, Do, Review.

Liaise with external professionals; HV, SALT, Strengthening Families Service.

Complete **Request for Involvement Form** – EYAT/SENCo

Continue with cycles of Assess, Plan, Do, Review. Follow strategies recommended by external agencies.

If expected progress is not made, consider referral to **EY SEND IF**

Access T&W LOCAL OFFER

Specialist (Wider Support from External Agencies)

Referral to EY SEND IF

Continue with cycles of Assess, Plan, Do, Review. Follow strategies recommended by external agencies.

Evidence of graduated response demonstrates lack of/limited progress over time

Consider completion of **EHCNA Request paperwork**, possibly leading to an **EHCP** being issued

SEN Support in the Early Years – A Graduated approach