Special Educational Needs and Disability (SEND) in Early Years Provision

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SEND reforms ... all sorted?
Part 3 of the Children and Families Act (0-25)

- SEND Code of Practice
- Joint commissioning and improved collaboration
- Improved involvement of children & families
- Revised 20 week statutory assessment
- Education Heath and Care (EHC) Plans
- Personal budgets
- A Local Offer
- Impartial information and mediation services
- Revised graduated approach – SEN support.
- Strengthening of Equality Act (2010) duties
Key principles of the reform*

To have regard for:

• The views, wishes and feelings of the child (and young people) and their parents

• The importance of the child and parents, participating as fully as possible in decision making and being provided with the information and support and enable this participation

• The need to support the child and parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Section 19, C&F Act (2014), part 3
All early years providers have duties under the Equality Act 2010

Settings that are in receipt of early education funding must also cover the associated Public Sector Duties.
Early years requirements

• All early years providers must have arrangements in place for a clear approach to identify, assess and support children with SEN or disabilities – requirements that set out in the Early Years Foundation Stage Framework and SEND Code of Practice (2014)

EYFS changes (2014)

Removes the requirements to “ensure that, so far as is reasonable, the facilities, equipment, and access to premises are suitable for disabled children” and “to have and implement a policy to promote equality of opportunity”, and replace it with a requirement to “have arrangements in place to support children with SEND”.
The EYFS (2014) states that maintained nursery schools “**must identify** a member of staff to act as Special Educational Needs Co-ordinator (SENCO)”, and that other group providers (e.g. non-maintained settings) are only “**expected to identify**” a SENCO. Childminders are “**encouraged to identify**” a SENCO.
SEND Code of Practice 2014

The Special Education Needs Code of Practice outlines the provisions of Part 3 of the Children And Families Act for which funded early years providers in the maintained, private and voluntary sectors must have regard for. Chapter 5 of the SEND COP focuses on early years provision.
Changes in the SENDCOP April 2014

• Early years providers can be commissioners of services in their own right.

• Early years providers **must** provide information for parents on how they support children with SEND, and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEND.
• Maintained nursery schools and all providers of relevant early education to children with SEN must co-operate with the local authority in reviewing the provision that is available locally and in developing the Local Offer. Providers should work in partnership with other local education providers to explore how different types of need can be met most effectively.
It is tempting to look back favourably at long established practices and be reluctant to change.

All change?
Changes from September should include:

- Training staff and informing parents
- Promoting the setting’s SEND provision
- Engaging with the local authority on reforms
- Allocating time for staff to make changes
- Ensuring that the SEND of children (including those with medical care needs) are known met
- Reviewing provision for individual children
- Revising and adjusting SEN support systems
Taking a new approach

• Removing the two staged approach (EYA & EYA+) requires implementing a new system
• If a child is struggling before you put targeted SEN into place the key person should check that they have offered differentiated support
• If despite this support there are still concerns or the child has obvious significant difficulties (or identified SEN or disability) then the key person should consult with the parent and initiate SEN Support which may include developing a targeted plan
SEN Support – identifying and meeting SEN

The revised graduated approach (SEN support) forms part of a continuous process for identifying and meeting children’s needs
Child centered planning

A Support Action Plan may include:

• A one page profile on the child
• Information on the child’s needs and barriers
• The support already provided such as differentiation of the curriculum, adaptations, resources and external agency support
• The views and wishes of the child’s parents
• SMART targets and expected outcomes which show the child’s true characteristics, preferences and aspirations
• An agreed review date.
EHC assessment and plans

If despite applying a targeted support plan the child still fails to make progress then the setting may consider bringing the child to the attention of the local Authority for a further assessment.

The 2014 legislation introduced 20 week statutory assessment (and plan) covering health and social care as well as education.

An education health and care plan replaces a Statement of SEN.
How are you doing?
What works?

Have you

• Trained staff or attended local authority training
• Revised your website to inform new and current parents of the changes
• Developed new materials to replace IEPs
• Worked with the LA on the Local Offer.
DfE publications

DfE SEND Code of Practice

DfE SEND guide for parents:

DfE SEND guide for early years:

Alliance SEND resources

Free mini guide
https://www.pre-school.org.uk/

Publication
https://shop.pre-school.org.uk/