

Inclusion

Early Help Assessment p19

The Early Help Assessment is an intervention with a family to gather, explore and analyse information about all aspects of the child or young person (and their family's) life and then to identify areas where change will address support needs and positively impact on their lived experiences.

This is recorded on an Early Help Assessment form which includes the family's Early Help Plan.

The Early Help Assessment is not a referral form for professionals to complete to access other services supporting children, young people and families. The Early Help Assessment should be completed by the professional supporting the family to identify the family's unmet needs and develop a plan of support with the family.

Your Family's Early Help Assessment is available to all practitioners and professionals working with children, young people, and their families across Lancashire.

Collaborating with families from a holistic, strength-based approach when areas of support are first identified will stop escalation towards crisis and the need for more intensive and specialist intervention.

Through the Early Help Assessment Plan, and reviews via Team Around the Family meetings, the wider partnership of services can provide families with the right support at the right time.

Our statement of intent

We are committed to using EYPP funding responsibly to reduce inequalities and provide a welcoming environment in which all children can thrive.

We do this by

- *Facilitating small group activities or individual support to promote and develop early communication and language*
- *Providing enriching experiences that support children's wellbeing, confidence and independence*
- *Investing in our staff team and learning environments to improve outcomes and narrow the gap.*

Our ethos is child centred and based on individual children's strengths, interests and needs

Early Years Pupil Premium (EYPP) is additional government funding for early years providers, to support disadvantaged children aged 9 months to 4 years, and it aims to narrow the attainment gap.

EYPP monies are received directly into the bank from the funding team, and each manager is informed of which children are eligible for EYPP monies and the total amount allocated to their setting every term.

The spending of these monies is decided by the full staff team, in conjunction with our statement of intent, to ensure that the funding is allocated in an impactful and resourceful manner.

An Education, Health and Care (EHC) plan is a legal document for children and young people up to age 25 with complex special educational needs and disabilities (SEND). It describes their specific needs and details the extra educational, health, and social support the local authority must provide.

If a child has not made expected progress, despite the setting having taken relevant and purposeful action to assess and meet their individual needs, the setting should consider requesting an Education, Health and Care needs assessment. Evidence is gathered and sent to the Early Years panel. The panel then agree what action should be taken and if they meet criteria for an EHC Plan or SEN support plan.

The purpose of an EHC plan is to ensure provision meets the needs of the child, to secure the best possible outcomes for them across education, health, and social care, as they get older and prepare them for adulthood. To achieve this the assessment will be used to:

- establish and record the views, interests and aspirations of the parents and child.*
- provide a full description of the child's special educational needs and any health and social care needs.*
- establish outcomes across education, health and social care based on the child's needs and aspirations.*
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.*

Where a child has an EHC plan, it must be reviewed at least every six months. If an EHC plan is no longer considered necessary, a closure summary must be completed outlining the outcomes achieved, any unmet need and the actions being put in place to ensure that the child continues to be effectively supported.

Medical Care plan

Staff complete a health or medical assessment which clarifies for staff and parents how the child's needs can be met safely. The planning and coordination of the care for children with health and medical needs will be led by the Nursery Manager in partnership with our senior support staff.

It may be necessary to gather information prior to a nursery place being offered to ensure the child's needs can be fully and safely met.

A medical care plan may be required, and these can be guided by the G.P, Paediatrician, or other medical practitioner as appropriate, and in addition to the parent or carer

Once a place has been allocated and a start date is agreed, an individual risk assessment may be completed to consider.

- What constitutes an emergency for the child and what the procedure will be in the case of an emergency?*
- What responsibilities do individuals have, and are any additional or specific training required?*
- Who to contact in an emergency (contact numbers will be obtained)?*
- Specific arrangements required regarding space, lighting, medication etc.*

Arrangements related to evacuation, emergencies etc. which are specific to the child, will be organised by the Nursery manager in collaboration with the nursery team and agreed by the family prior to the child's start date.

Referral and support process for children with individual needs

All children have an allocated key person who will complete observations, planning and assessments with the children in their key group.

If any individual needs are identified, these will be discussed initially with the child's parent or carer. Information about what is being observed or demonstrated within the home environment is important and helps to inform our next steps.

If external advice or support is required, and parents/carers consent, staff complete a request for involvement form which initiates specialist teacher or portage involvement. These visits will be arranged with the nursery and the child's family informed.

The nursery will work collaboratively with the external professional and together they will identify and discuss strategies that may be useful in the first instance. Not all referrals will be upheld, nor will they all result in Inclusion Support Funding being allocated.

The professional may recommend referring the child to an external service for more specific advice or support. Such as the speech and language team, the Child Development Centre, educational psychologist etc. Or they may recommend the setting applies for additional funding to support the child whilst attending nursery. These monies can be used for staff training, resources, 1:1 support or specialist involvement.

All referrals are reviewed regularly and the child's development and progress is recorded, shared and celebrated.

Parents are communicated with regularly and staff attend review meetings, liaise with any professionals involved and support all transitions – whether that's within the setting, or from nursery to school.

We strive to provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential. This policy is in line with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (DfE, 2014). All staff are required to follow the Code of Practice and to work to the principles set out below. It also includes reference to the Equality Act 2010, our organisations Local Offer and safeguarding and medication policies.

As part of our commitment, each nursery has a designated member of staff to be the Special Educational Needs Coordinator. In addition to each on site SENCO, we have also appointed an area SENCO – Hope North to offer advice, support, identify training needs and liaise with external professionals, if required.

The role of the SENCO is to:

- manage the day-to-day operation of the policy.*
- co-ordinate the provision for and manages the responses to children's special needs.*
- support and advise colleagues.*
- oversee the records of all children with Special Educational Needs.*
- function as the link with parents.*
- function as the link with external agencies and other support agencies.*
- monitor and evaluate provision for children with a disability or a Special Educational Need.*
- manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs.*
- contribute to the professional development of all staff.*

The SEND Code of Practice promotes the following principles:

- The welfare of the child is paramount.*
- Inclusion of children with Special Educational Needs or a Disability should be at the heart of our admissions policy and our practice - ensuring equality of access and opportunity.*
- We recognize the central role of parents in guiding the provision and the service for their child.*
- We will support the child's right to access a range of provisions working with parents and partners to achieve this.*

We support staff to access training to improve their ability to identify, assess and meet the needs of children with Special Educational Needs and Disability.

We ensure that parents are informed at all stages of the assessment, planning and review of their children's education. We ask that parents contribute to targeted learning plans and in addition, we also liaise with other professionals involved with children with special educational needs and disabilities.

We follow the SEN pathway set out by Lancashire County Council. This helps us to identify, assess and respond to children's special educational needs or disability in line with the SEND Code of Practice 2014.