

Welcome

This edition of the SEND and Vulnerable Children's Bulletin is focusing on the support available to help you welcome the children with SEND back into your settings.

During this summer, nasen (The National Association for Special Educational Needs), has been working with partners to produce a very good range of training resources and information to help welcome the children with SEND back into Early Years Settings.

Early Years Transition Webcasts 1, 2 & 3

Funded by the DfE, nasen have now released three new webcasts and supporting transcripts, for Early Years practitioners, SENCOs and child minders. These resources will support with the transition for all children, particularly those with SEND, returning to their Early Years Setting.

The webcasts also focus on how COVID-19 may have impacted the transition for children and provides approaches that practitioners can take to support them.

There is a short survey to complete after you have seen all 3 webcasts. Once this survey is completed you will be able to download a certificate for your records

Webcast 1 – The potential effects of lockdown on children with SEND and how EY settings can respond.

Webcast 2 – The importance of a child centered approach

Webcast 3 – Discussing individual needs with the SENCO

Linked to all these webcasts are some useful documents including an Early Years Checklist for emerging concerns

<https://nasen.org.uk/uploads/assets/0d08a877-2721-4566-8d4f1b86b65b6276/EY-Checklist-for-emerging-concerns.docx>



www.nasen.org.uk

<https://nasen.org.uk/training-and-cpd/early-years/early-years-transition-webcasts.html>



Early Years Masterclass



nasen are offering a DfE funded Masterclass in the form of a 90 - minute live webinar hosted by Jennifer Staunton and Yvonne Sutton from School Improvement Liverpool. Based on COVID-related themes, the purpose of the webinar is to explore issues including increased demands from children returning to settings, potential falling capacity of the workforce due to illness and changes in parental or workforce attitudes and to consider the relative merit and risks of different approaches. The webinar is ideal for Early Years SENCOs but everyone from the Early Years sector is welcome to attend! Please register for the webinar via the nasen website.

Discussion includes:

Consideration of the increased demands on the Early Years sector in relation to meeting the needs of children with SEND

Changes in the confidence of parents/carers ensuring their child's needs are met safely returning to their setting

Supporting practitioners' confidence in delivering an inclusive Early Years offer under the changing circumstances

On-going challenges returning after lockdown including delay of EHCP process/reviews

Session dates coming up:

12th August 3.00-4.30pm 17th August 10.00-11.30

7th September 4.00-5.30 10th September 2.00-3.30

Useful key points

- **Do you have a SENCO backup in the setting?** Start working with a colleague so that there is always an additional SENCO for the setting, should one of you go off sick or need to isolate.
- **Renew your knowledge** of the individual children with SEND. Update yourself with what has been going on during the child's absence from the setting. Has the child accessed any specialist services and what are the gaps?
- Ensure to **communicate** with all the staff regarding individual children with SEND so that everyone is aware of their individual experiences and needs
- Are your **processes for identification** of SEND robust? See the EY checklist for emerging concerns (p1)
- Consider the **mental health** of parents/carers and children. What is the SENCOs skill set regarding well-being and mental health support? Remember there is support beyond the setting for this – educational psychology, EYCAS and EY Inclusion.
- Sign up for this FREE toolkit - Going back to school – A mental health toolkit, SCARF: Safety, Caring, Achievement, Resilience and Friendship
<https://www.coramlifeeducation.org.uk/back-to-school-with-scarf>
- There will be **a need for flexibility** in routines, changes in planning for learning and development and re-teaching of skills.



nasen's Early Year's miniguides

<https://nasen.org.uk/training-and-cpd/early-years/early-years-miniguides.html>



Identifying and Supporting Children with SEND in the Early Years:

childminders



Click on the link above for Four miniguide resources aimed at early years settings to help them meet the needs of children with SEND in their setting. **To access these free resources you will need to be a registered nasen member at least at a bronze level, it is FREE to do so!**

These free miniguides aim to:

Explain what SEND is and summarise the legal requirements for early years settings

Support you in working with children, parents and families

Suggest what effective practice for children with SEND in the early years might look like



Identifying and Supporting Children with SEND in the Early Years:

PVI and governing body-led early years settings



nasen

OTHER USEFUL SUPPORT GUIDES BY NASEN

Children with medical needs, what schools and settings need to know.

Identifying and supporting children with SEND in the Early Years – childminders.

Transition: A quick guide to supporting the needs of pupils and their families when moving between educational settings

Understanding the eye care and vision needs of pupils with special educational needs and disabilities

All found on the nasen website when you register as a 'Bronze' member