

# SEN Information

Local  
Offer

Person with overall responsibility for SEN within school / college / organisation:	
Contact Details:	Earlyyears@torbay.gov.uk
Web address of SEN Policy:	<a href="#">Home learning environment and early years - Torbay Council</a>

**Name of Education Provider:** Early Years Advisory Teacher for Inclusion, Home Learning Environment and Early Years Service, Torbay Council

## 1. What special education provision is available at our setting?



**What do we do here to meet your needs?**

The Early Years Advisory Teacher (EYAT) for Inclusion consists of one Advisory Teacher for Early Years Inclusion. The main duties of the role are:

- Support to pre-school aged children with Special Educational Needs and/or Disabilities (SEND) is in the form of visits to the early years settings in Torbay in order to work with each setting's SENDCO.
- Support is given around practice and provision for young children with SEND. Training opportunities are also offered, delivered by the EYAT for Inclusion, throughout the academic year.

## 2. What criteria must be satisfied before children and young people can access this provision/service?



**What sort of needs would you have for us to be able to help you?**

The EYAT for Inclusion will visit childminders, private, voluntary and independent and school-based early years setting in Torbay, when requested. All early years providers are encouraged to seek early support and advice regarding young children with SEND in their care.

All setting SENDCOS are invited to attend training and forum events throughout the academic year for further access to this service.

### 3. How do we identify the particular special educational needs of a child or young person?



**How do we work out what your needs are and how can we help?**

The EYAT for Inclusion works with the setting SENDCO, advising on observation and assessment strategies, in partnership with parents/carers. A range of tools may be selected to specifically reflect individual needs of children. The Early Years Foundation stage Outcomes will be used as one of the standard measures, to identify an individual child's progress in their learning and development.

Guidance to early years settings follows the Graduated Approach of 'Assess, Plan, Do and Review' laid out in the SEND Code of Practice 2015. The EYAT will support Early Years setting practitioners to assess and record progress of young children of concern. The SENDCO of the setting will be advised to have regular parent/carer target review meetings to record agreed targets for the individual child along with records of progress.

Advice and signposting for families/carers around the individual child's needs is also given.

In some cases, the EYAT for Inclusion will suggest making a referral to other agencies, in order to gain appropriate assessment and support for the child and family.

### 4. How do we consult with parents and/or children and young people about their needs?



**How do we find out about what you and your parents think you need help with?**

The EYAT for Inclusion will recommend that the setting SENDCO meets face to face with the child's family and anyone else involved with the child, to discuss what support has already happened and then jointly plan the next steps in an Individual Learning and Development Plan (ILDP).

The child's and parent's/carer's views, preferences and best interests will always be put at the centre of future ILDP plans and reviews.

ILDP review meetings should be arranged each half-term at the early years setting to review progress and include any relevant professionals in the planning process for an individual child and their family.

The EYAT for Inclusion is available by telephone and email for advice and support at any point.

## 5. What is our approach to teaching children and young people with special educational needs?



### How will we teach you?

The EYAT for Inclusion will advise on using evidence-based strategies of support that specifically meet the needs of the individual child and their family. Teaching and learning are set in the context of the Early Years Foundation Stage Curriculum that is carried out in all early years settings in Torbay.

Once an agreed strategy is chosen, individual SMART (specific, measurable, achievable, relevant, time bound) targets are planned together and then carried out by practitioners and parents/carers on a daily basis at home or at the Early Years setting to support the child's learning and development. Targets are recorded in an ILDP.

The EYAT for Inclusion will also offer a range of training and information sharing sessions throughout the year for parents/carers and early years practitioners. Information about this can be gained through the child's early years setting.

All support documents can be found here [Home Learning Environment and Early Years Service – Early Years Inclusion - Family Hub](#)

## 6. How can we adapt our curriculum for children and young people with special educational needs?



### What sort of things will you learn here?

All young children should be able to access a local early years setting offering a broad and balanced Early Years Foundation Stage curriculum.

Where appropriate the EYAT for Inclusion will support practitioners with differentiating the curriculum, the learning environment and adult/child interactions to meet individual children's additional needs.

## 7. How will we ensure we get the services, provision and equipment that children and young people need?



### How will we make sure that you get all of the help that you need from different people?

The SENDCO in the child's early years setting, helps coordinate services so that communication and collaborative approaches are achieved, putting the child and family at the centre. The EYAT will support SENDCO practitioners with this by advising on the processes and procedures of the role. The EYAT can be invited to join the Team Around the Child or ILDP review meetings as appropriate.

With the parents/carers permission, the SENDCO will refer individual children to Health and Children Services professionals in order to gain the most appropriate help.

#### 8. How is this provision funded?



Who pays for this?

Torbay Local Authority Children's Services.

#### 9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

Activity led Funding for Inclusion (ALFI) is available. The ALFI is intended to enhance the support available for the child with SEND in early years settings. Early Years setting practitioners are able to make a request for funding for support by clearly identifying what additional and different activities are needed to successfully include individual children. Parents/carers are encouraged to contribute to this process. More details of this process and how to apply can be found here [Activity Led Funding for Inclusion \(ALFI\) - Family Hub](#)

The EYAT for Inclusion can carry out bespoke training to individual early years settings around an individual child's needs.

The EYAT for Inclusion works closely with the Early Years team, the Portage Home Visiting Service and the Educational Psychology Service in order to coordinate the best possible individualised intervention for children and their families.

#### 10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

Individual children's personal, social and emotional developmental (PSED) needs in the early years can be supported through the Foundation Stage Curriculum.

In addition, training, forums and networks aim to provide support for Social, Emotional and Mental Health (SEMH) through ensuring that practitioners understand that it is important that all the areas of a child's SEND needs are supported well. Specific training and advice is carried out to support SEMH needs. Outcomes of this work ensure that early years settings have an emotional regulation policy in place and practitioners are enabled to write an emotional regulation plan for individual children. Specific training delivered to support SEMH needs includes modules of the Portage Small Steps to Learning; SENDCO Forums; Dingley's Promise (Behaviours that Challenge).

All Early Years Practitioners are supported in their work with individual children by the Home Learning Environment and Early Years Service through visits, observations and advice.

### 11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

The EYAT for Inclusion is available to support early years practitioners and parents/carers when a child transitions into an early year setting or into schools.

The parents/carers are invited to plan jointly with the setting SENDCO for meetings and share information about their child with the receiving setting.

Transition meetings and one page profile records are typical ways of supporting transitions for individual children along with reciprocal visits and practitioner's sharing good practice and successful strategies of support.

The Torbay Early Years Transition Commitment can be found here [Transition - Torbay Council](#)

### 12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

The EYAT for Inclusion will advise that SENDCOS work in collaboration with other Children's Services to endeavour to ensure that children and families receive the most appropriate and timely intervention that they need.

### 13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

Torbay early years settings can receive by email, the Torbay SEND Newsletter and the Family Hub Action for Children Newsletter that clearly provides a range of extra-curricular events being held in Torbay for families and young children with SEND.

### 14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

Regular assessments to identify needs and monitor progress is carried out jointly with parents/carers and early years practitioners. The Early Years Foundation Stage Development Matters document is one of the tools that will be used as a benchmark to monitor young children's learning and development. Other small step assessments can be used to establish an effective picture of the child's strengths and needs, see [Small Step Assessments \(SEN early years\) - Family Hub](#)

Together we will agree the next steps. An individual child's views, preferences and best interests will always be put at the centre of future plans.

### 15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

Periodically, an Early Years SEND Dip Audit is carried out with a range of early years settings. The result of the audit is shared with the wider sector and Torbay Council SEND boards, with the intention of improving outcomes for all early years children with SEND.

Parents/carers are encouraged to contact the Advisory Teacher at any point to discuss concerns, celebrate success and ask questions.

## 16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



**How do we make sure that everyone that works with you has the right skills and can do the right things to help you?**

The EYAT for Inclusion offers training and information sessions to all the early years setting practitioners on a regular basis. Details of training can be found on the Torbay iLearn or through the individual child's early years setting.

Torbay Council have invested in a wide range of inclusion training modules designed by Dingley's Promise, which are free to access for all early years practitioners.

Resources are lent to individual Early Years setting practitioners to support their practice.

Parents/carers of individual children with additional needs are invited to attend parent workshops linked to the Small Steps Groups held at the Family Hubs in Torbay.

Advice and support is given on an individual basis around specific evidence based strategies, usually delivered through networks.

Reference is made to national, quality assured websites for support and advice and training opportunities.

## 17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



**How do we make sure that your parents know how we can help them?**

The EYAT for Inclusion will always work directly with the setting SENDCO, who will then meet face to face with parents/carers to discuss their child's progress. Ongoing contact can be made by telephone and email between the EYAT and the setting SENDCO so that support and advice is at hand when it is needed.

Parents/carers always have a copy of any meeting minutes, reports, targets and assessments.

Information is always given in the most accessible format for the individual family.

The aim of the service is to empower parents/carers with knowing how to support their child best.

Parents/carers can contact the EYAT for Inclusion at any point through emailing into the Torbay Home Learning Environment and Early Years Service.

## 18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

Parents/carers and practitioners have email and telephone contacts and are encouraged to raise any concerns with EYAT Inclusion as they occur.

Alternatively, you can use the Torbay Council's Children Services complaints procedure.

## 19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

Please consult the service website found here [Home learning environment and early years - Torbay Council](#)

## 20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

The setting SENDCO will support families to access a range of services for their child through completing referral applications or inviting other professionals to family meetings at the setting. The EYAT for Inclusion will support the setting SENDCO by providing information, practical support with referrals and signposting.

Agencies working with young children with SEND are referred to at SENDCO training sessions and invited to contribute giving explanations of their role.

The EYAT for Inclusion, through their work promotes partnership working relationships with the family at the centre of all practice.



## 21. Arrangements for supporting Cared for Children with a SEND



### How do we help children who are looked after by Torbay Council?

The EYAT for Inclusion through their work with setting SENDCOs, will ensure that:

- Early years setting staff follow the guidance laid out in the Equality Act 2010
- Follow the supportive guidance laid out in the SEND Code of Practice 2015
- Support and engage in the education of Cared for Children through their personal education plan (PEP).
- Attend appropriate Team Around the Family meetings for the family and the young children attending the setting.