

## A graduated approach to identifying and planning for SEN in the early years

When emerging concerns are raised by parent or staff in an early years setting the SENCO will:

### Wave one - Universal

- Talk to the key person and other staff that work with the child
- Consider what is happening in the child's life by talking to the parents / carers
- Carry out observations of the child in their everyday play and activities
- Think about what is developmentally appropriate considering age/stage

Consider the environment and routines, including reasonable adjustments that can be made to ensure inclusive practice This may result in one of three following options A, B or C

### A Concerns resolved, no further action or

### B Some areas of concerns identified.

Actions may include:

- Meeting with parents / carers and keyperson to discuss concerns and gather the views / understanding of the parents
- Focussed observation and assessment
- Use of some targeted strategies to support access to learning; Makaton, Now and Next Board, Visual Timetable, Turn Taking Games
- Agree measurable and timebound targets for the child and monitor progress
- May consider initiating an EHAP
- May consider referrals to external agencies such as children's centre and Early Start SEND for parent support and /or SALT

### Outcome: Child begins to make progress, continue support and monitor

### C Wave Two – Targeted significant areas of concerns identified.

Actions may include:

- Meeting with parents / carers to discuss identified concerns and plan next steps
- Support families to access the Local Offer
- EHAP is initiated
- Child is placed on SEN register at SEN support
- Referrals to external agencies, such as SLT, CDT, EP service, Early Start SEND
- Individualised learning plan is put in place with regular review dates, keeping records of the Assess, Plan, Do, Review,

### Outcome:

Child makes progress, continue SEN Support and monitor or

Continue Assess, Plan, Do Review, Cycle

- Implement strategies given by external partners
- Monitor progress and impact of targeted support
- TAF meeting to bring together parents and external agencies
- Referral to Early Start SEND for inclusion funding and support

### Outcome

Child makes progress, continue SEN support using the Assess, Plan, Do, Review cycle. The setting may consider closing the EHAP or

### Wave three – Specialist

Child continues to make little or no progress, presenting needs are increasingly complex. Actions may include:

- Referral to external agencies such as CDT or EP service if not already made
- Continue Plan, Do, Review cycle in collaboration with the parents and guided by advice from external agencies
- Request an Education, Health and Care Plan by completing the ERSA
- Consider referral to CIN Nursery Panel for specialist provision

Jackie Carolan, Early Start SEND & Inclusion Manager



Page not found or type unknown

[A graduated approach to identifying SEND in EY workflow.pdf \(pdf\)](#)

### Related content

[Special educational needs and disabilities \(SEND\) and inclusion](#)

**Was this page useful?**

- Yes
- Neutral
- No

Last updated: 31 Aug 2023

---