

SEN support in the Early Years- A Graduated Approach

It is a recommendation that all practitioners implementing SEN support (the graduated approach) must record all agreed targets/strategies on the Islington Short Term Plan (STP) proforma. The STP must be reviewed every 8 weeks to monitor the effectiveness of the interventions delivered.

Assess

- Early years' practitioner works with the setting SENCO and the child's parents to bring together all the information and analyse the child's needs
- The initial assessment should be reviewed regularly to ensure support is matched to need
- Where there is little or no improvement a referral for a specialist assessment maybe necessary with parental consent

SEN and disability code of practice, para 5.39

Review

On the agreed date, the practitioner and SENCO working with the child's parents, and taking into account the child's views, should:

- Review the effectiveness of the support
- Review the impact of the support on the child's progress
- Evaluate the impact and quality of support

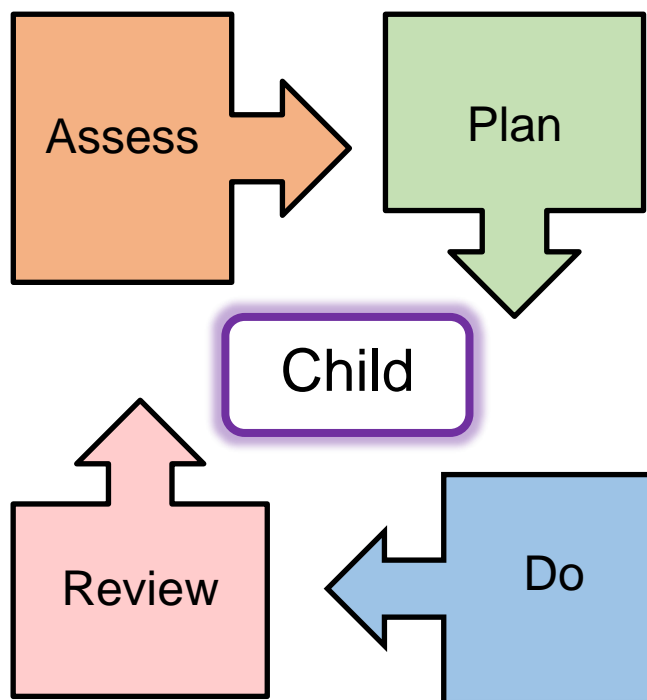
In the light of child's progress, they agree:

- Any changes to the outcomes
- Any changes to the support and
- Next steps

SEN and disability code of practice, para 5.43

This cycle of action should be revisited regularly and in increasing detail to identify the best way of securing good progress for the child

At each stage parents should be part of the review contributing to the assessment and planning of intended outcomes and actions with the setting.



Special educational needs are thought of in 4 broad areas:
Communication and Interaction,
Cognition and Learning,
Social Emotional and Mental Health,
Sensory and / or Physical

Plan

Where SEN Support has been agreed, the practitioner and the SENCO should agree, in consultation with the parent:

- The outcomes they are seeking for the child
- The interventions and support to be put in place
- The expected impact on progress, development,
- Date for review

Plans should:

- Take into account the views of the child
- Select the interventions and support to meet the outcomes identified
- Base interventions and support on reliable evidence of effectiveness
- Be delivered by practitioners with relevant skills and knowledge
- Identify and address any related staff development needs

SEN and disability code of practice, para 5.40

Do

The early years' practitioner, usually the child's key person:

- Remains responsible for working with the child on daily basis
- Oversee the implementations of the agreed interventions or programmes

The SENCO supports the practitioner, key person in:

- Assessing the child's response to action taken
- Problem solving
- Advising on effective implementation of support

SEN and disability code of practice, para 5.42