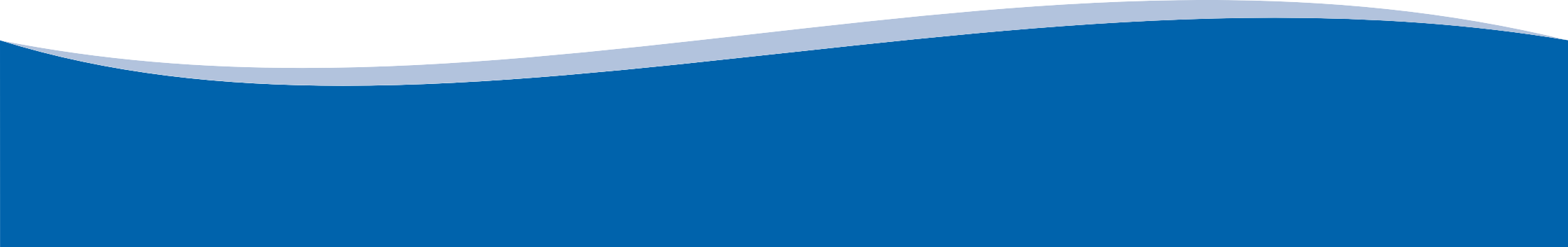
Wiltshire Early Years Graduated Response to SEND Support

2016

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Wiltshire Graduated Response to SEND Support

The Early Years Wiltshire Graduated Response to SEND Support (EYGRSS) has been written in response to the reforms described in the SEN and Disability Code of Practice: 0-25 years (January 2015). It provides structures and guidance for Early Years setting SENCOs, EY Managers, teachers and practitioners to support them in putting in place appropriate arrangements to meet their obligations in respect to children with special educational needs and disabilities. It consists of an EY Child **profile** that can be completed to aid the “assess, plan, do, review” graduated approach outlined in the SEND Code of Practice and an associated **Guidance** section. The Wiltshire EYGRSS replaces the Wiltshire Indicators and Provision Document (WIPD).

What is the status of this document?

The Wiltshire EYGRSS is a non-statutory document that is based on the statutory guidance laid out for schools and early years’ settings in the SEND Code of Practice: 0-25 years (January 2015). If early years’ settings choose to use the Wiltshire GRSS, following the processes in the **EYFS/** **EY Child profile** should ensure they comply with their statutory duties in respect of the graduated approach for individual child. However, it is not a substitute for reading and understanding the SEND Code of Practice: 0-25 years (January 2015) and its associated documents. There are other statutory duties on schools and settings, such as the publication of SEND information, that are not covered in detail by the Wiltshire GRSS.

Themes

The Wiltshire Graduated Response to SEND Support reflects the themes and principles that underlie the SEND Code of Practice: 0-25 years (January 2015). Whilst there are many commonalities with the 2001 Code of Practice, there have been key changes in the importance placed on certain aspects of working with children and young people with SEN and disabilities.

1. Participation

There is clear focus on involving children and young people directly in discussions about their needs and how they might best be met. Parental engagement is given greater importance. Participation should begin at the earliest stages of assessment. There will also be greater opportunities for children, young people and their families to participate in the creation of an Education, Health and Care Plan should this be required.

1. Communication

Schools (including Academies) and maintained nursery schools are required to publish, under the *Special Educational Needs (Information) Regulations [Clause 65],* detailed information about their arrangements for identifying, assessing and making provision for children with SEN; this school-specific information should link to [Wiltshire’s Local Offer](http://www.wiltshirelocaloffer.org.uk/) and elaborate on it. Further information can be found [here](http://www.legislation.gov.uk/uksi/2014/1530/part/3/crossheading/sen-information-report/made).

There is an expectation of regular communication and reviews with children and their families to share information, discuss progress and the impact of interventions.

1. Outcomes

Children and young people should be supported to achieve the best outcomes, educational or otherwise. The SEND Code of Practice: 0-25 years (January 2015) defines an outcome as "the benefit or difference made to an individual as a result of an intervention" (9.66; p.152). Educational settings, in collaboration with children and their families, should decide which outcomes are desired *first* and then identify interventions that will support these. Outcomes should be aspirational and long term, i.e. EYFS /end of key stages. They should be SMART (Specific Measurable Achievable Realistic Time-bound) and should be broken down into smaller steps and targets to facilitate planning.

1. Transition

Settings, schools need to keep in mind the next phase of a child or young person’s life when planning provision to ensure a smooth and successful transition into another educational setting, training or employment. Schools and settings can and should consider wider outcomes that will support a child or young person’s wider social development and independence in adult life. The importance of this transition to adulthood is reflected in the extension of the age-range to 0-25.

“Preparing for adulthood from the earliest years

Everyone working with children and young people who have SEN or disabilities should support them to prepare for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation.”(EY guide to the 0-25 SEND COP)

1. Early Years Practitioners

EY Practitioners are at the heart of the SEND Code of Practice: 0-25 years (January 2015):

‘The first response to [inadequate] progress should always be high quality teaching targeted at the area of weakness’ (6.18; p.84)

EY Practitioners should retain responsibility for the progress of children with SEND. They should work closely with the SENCO, and, where appropriate key workers must retain an overview of the planning and progress of the child. Schools and settings should support practitioners to develop the knowledge and skills to address the needs of the children in their care.

1. Graduated approach

The categories of Early Years Action and Early Years Action Plus have been removed to focus the system on the impact of the support provided for the child rather than associating the support with a category. Schools and settings should adopt a graduated approach with a cycle of assessing, planning, doing (action) and then reviewing:

‘SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.’

SEND Code of Practice: 0-25 years (January 2015); 6.44; p.89.

National guidance anticipates that most schools and settings will have started using the SEN Support category by spring 2015 and for all children for whom it is appropriate to have moved to SEN support by September 2015.

The role of the local authority

In addition to changes in educational settings’ approaches to meeting the needs of children and young people with SEN and Disabilities, the SEND Code of Practice: 0-25 years (January 2015) sets out reforms for local authorities. These include:

* An increased voice for children and young people and their parents/carers in planning provision at a local authority level.
* A duty to publish information about services for children and young people with special educational needs and disabilities: the ‘local offer’.
* The issuing of Education, Health and Care Plans (My Plans) rather than Statements of special educational needs and the conversion of all current Statements to My Plans by April 2018. The EHC plans will look at needs, provision and outcomes in the areas of health and care as well as education. There will be no change to the criteria which local authorities use to decide whether children and young people are eligible for an EHC plan. The time for the local authority to make an EHC plan will be reduced to 20 weeks.
* There will be clear arrangements for joint planning and commissioning between health, education and social care to ensure that the provision described in EHC Plans and in the local offer are available.

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| The remainder of this document gives further guidance on the ‘Assess, Plan, Do, Review’ cycle and on using the EYFS/**EY Child profile** that supports this graduated approach. |

The Assess, Plan, Do, Review Cycle

Identifying potential SEN

On most occasions, adequate progress will be made by children and young people through using the resources and expertise that are already available through universal and inclusive provision in their mainstream school, or early years setting *e.g. activities in a small group within the classroom or an additional reward system for targeted behaviour*. Examples of good quality, universal inclusive provision can be found in [Wiltshire’s Local Offer](http://www.wiltshirelocaloffer.org.uk/).

Inadequate progress is defined in the SEND Code of Practice: 0-25 years (January 2015) as progress which:

• is significantly slower than that of their peers starting from the same baseline

• fails to match or better the child’s previous rate of progress

• fails to close the attainment gap between the child and their peers

• widens the attainment gap

If children continue to make inadequate progress, despite high-quality teaching and appropriate universal and inclusive provision, targeted at their areas of need, the class teacher, practitioner and SENCO should assess whether the child requires SEN support, using the cycle of:

1. Assess
2. Plan
3. Do
4. Review

What are the areas of special educational need?

There is a wide spectrum of special educational needs that are frequently inter-related. The SEND 0-25 Code of Practice describes difficulties under four broad headings. Children and young people may have needs in the areas of:

* **communication and interaction**
* **cognition and learning**
* **social, emotional and mental health difficulties**
* **sensory and/or physical.**

**Communication and interaction**

This incorporates speech and language and social communication and interaction. Where children have physical and sensory difficulties that are related to a diagnosis of a social communication difficulty, then these needs should be considered here.

**Cognition and learning**

This includes children who have both specific and more generalised learning needs. It encompasses a wide range of needs from moderate difficulties to those with severe and profound and multiple learning difficulties, which may have associated physical and sensory needs.

**Social, emotional and mental health difficulties**

This replaces the category of ‘Behaviour, emotional and social difficulties’ in recognition of the importance of understanding the needs that lie behind the behaviour. Often, the behaviours exhibited by children and young people with needs in this category are not specific to social, emotional or mental health needs in isolation but are due to a combination of these needs. Strategies and interventions listed in this document are therefore not always specific to social, emotional or mental health needs, but in supporting the combination of these needs.

Children with SEN in this area may have difficulties with mood, such as becoming withdrawn or isolated, have immature social skills or lack of concentration and/or hyperactivity, which often occur alongside challenging, disruptive or disturbing behaviour such as self-harming. Such behaviours may reflect an underlying mental health difficulty, although it is not necessary for a child to have a diagnosed mental health difficulty in order to access SEN support in this area. Only medical professionals should make a formal diagnosis of a mental health condition; however education staff are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may require SEN support in this area. Schools and settings should consult [CAMHS referral criteria](http://www.wiltshirepathways.org/GenPage.asp?ID=57) to clarify whether their involvement is desirable.

**Sensory and/or physical needs**

Children with a diagnosed physical or sensory impairment do not necessarily have SEN although they may be considered as disabled. Some children with a sensory or physical impairment may have special educational needs if their access to the full curriculum or educational attainment is impeded by their impairment. Some children with physical or sensory impairment may require specialist adaptations and equipment to ensure full access to the curriculum.

Identifying needs

The Wiltshire EYGRSS uses the same four broad headings as the SEND Code of Practice: 0-25 years (January 2015) and breaks them down further where necessary. It is vital that each child is considered holistically across the areas, to support the development of the most appropriate response to their needs. *E.g. a child presenting with comprehension difficulties may have limited cognitive ability (cognition and learning) or language processing difficulties (communication and interaction).*

A child may also have needs which span two or more areas. *E.g. a child with a hearing loss may also experience difficulty with reading and have some emotional needs*. However, having needs in more than one area does not mean that a child should automatically be regarded as having a more significant level of need*.*

A child’s needs can arise as a result of their interaction with their environment. It is not appropriate to regard all needs as being problems generated from within individuals.

It follows that solutions can be found in changing the child’s environment, as well as aspects of the child themselves.

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| **Child profile: Quickchecker**  The first element of the **Child profile** is the ‘quickchecker’. This supports practitioners in considering needs across the areas of difficulty so that areas that need further assessment can be identified. |

Assess

Once a potential special educational need has been identified, a clear analysis of the needs should be established through the gathering of evidence, including the child’s views, the views of the parents or carers, and if relevant, the advice from external support services. Teacher or practitioner assessments, including their knowledge and experience of the child are essential. An analysis of progress in comparison to their peers with reference to both school and national data, where relevant, will help to establish whether progress is adequate.

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| **Child profile: Assessment checklist**  Provides a checklist to ensure an appropriate level of participation and that relevant evidence is gathered from all sources. |

During the assessment process, staff will need to come to a view as to whether the child a special educational need or disability that requires SEN support. All children learn and develop at different rates and have areas of both strength and of need. The definition of a special educational need remains unchanged, that is a child may have a special educational need if they have a learning difficulty or disability which calls for special educational provision (i.e. additional to and different from the usual provision) to be made for them. This definition is inevitably context specific to some extent as what is additional and different will vary between educational settings. The SEND Code of Practice: 0-25 years (January 2015; section xiv, p.15) defines a child or young person of compulsory school age as having a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in Early Years setting, mainstream schools or mainstream post-16 provision.

This definition applies to children and young people aged 0 -25, and includes pupils who have a disability but who may be making satisfactory progress.

When considering whether a child has a special educational need, there should not be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEN; factors such as month of birth, school history and English as an Additional Language (EAL) must be taken into account (see section 6.23/6.24, SEND Code of Practice: 0-25 years (July 2014). The identification of SEND should be built into the ‘assess, plan, do, review’ approach, which underlies the Child profile.

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| **Child profile: Assess needs and impact**  **GRSS indicators**  To support the identification and assessment of special educational needs and disabilities, the **EY Child Profile** has lists of SEND indicators for each area of need. These lists offer guidance to pinpoint areas of difficulty. They are not exhaustive, nor are they criteria for accessing any kind of provision.  **Impact**  Impact is the effect of the child’s underlying needs on their access to the curriculum or social environment. Use the table to record evidence of impact. |

In addition to the information gathered from the above sources, staff may wish to use standardised assessments**. Assessments should be up to date and administered by someone who is trained in the administration of that test and/or has read and understood the manual.** A list of recommended assessments is provided in [appendix a](#In_App_a).

Standardised tests are useful for measuring progress where the same test is repeated. Diagnostic tests can aid understanding of an individual’s needs and support planning effective provision. It should be noted that whilst tests can be useful tools they should be used with care, because:

* They can only provide a measurement of ability for a narrow range of skills.
* They are not sensitive to all aspects of progress within the areas of skill for which they are designed *e.g. a child or young person’s spelling may improve so that what they write is understood more easily. However ‘laughed’ written ‘larfd’ instead of ‘lffd’ is still incorrect and will not score on a test.*
* They may not be sensitive enough to record all progress *e.g. a child or young person who can recognise fifty key words instead of five may have made great progress, but the reading test may not be sensitive enough to record any change.*
* A child or young person’s performance on formal tests may vary between tests, from day to day and according to the time of day.
* Tests are standardised on a particular population group and using them with child or young person who is significantly different from this group, e.g. a child who has English as an additional language, will reduce the validity of the test.

Therefore the examples of formal test score levels quoted in the **EY Child profile** are for guidance only. Other indicators of level of need and progress should always be taken into consideration.

If a test provides a score as a range of ages, the mid-point should be used for comparison with descriptors and for tracking (e.g. if a test score gives 5:03-5:08 then use 5:06 as it is the mid-point of the two).

Plan and Do

Early Years and education providers have a clear duty to use their ‘best endeavours’ to make appropriate provision for children with SEN. Children and young people with SEN need provision that is ‘additional to or different from’ the differentiated approaches and learning arrangements normally provided for all children/young people. Special educational provision is that which goes beyond the differentiation and varied learning approaches that should that should be available to all children as part of high quality personalised curriculum.

Where it is decided to provide a child or young person with SEN support, the parents/carers will be notified and a plan should be drawn up with parental and child involvement. Schools, colleges and settings have a duty to record this plan, but there is no statutory requirement to use a particular format. Schools and settings may choose their own, for example a provision map, My Support Plan or IEP. The My Support Plan is Wiltshire’s proposed way of recording and planning for children and young people’s needs in a person-centred and collaborative manner, and has been developed in consultation with parents, schools and other agencies. My Support Plans are recommended for children and young people:

* who are failing to make adequate progress despite support
* for whom you are seeking outside agency involvement
* for whom you are gathering evidence for a request for an EHC needs assessment.

Guidance on provision maps and My Support Plans can be accessed from the [Wiltshire Council WISENET website](http://wisenet.wiltshire.gov.uk/documents/dsweb/HomePage).

Outcomes that are apsirational and Specific, Measurable, Agreed, Realistic, Time-bound (SMART) are identified in consultation with parents/carers and the child or young person, and provision is identified to support this. All teachers and practitioners who work with the child should be made aware of the child or young person’s needs, as well as the agreed support and teaching strategies or approaches that are required. This should be recorded on the school’s and Early Years setting information systems.

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| **Child profile: Essential SEND support**  Provides a checklist and prompts to ensure essential actions are carried out and key individuals have been involved when planning provision. |

It is the child or young person’s class/setting or subject teacher/practitioner who should remain responsible for implementing the strategies and interventions, and it is the teacher’s/practitioners responsibility to plan and assess the impact of interventions, working closely with parents/carers and any teaching assistants or specialist staff. The SENCO should support the teacher/practitioner in problem solving and evaluating the effectiveness of interventions. (Chapter 6, SEND Code of Practice: 0-25 years [July 2014]).

Once outcomes have been set, further work may be needed to identify strategies, evaluate and select interventions or seek further information, resources or training. The **Child profile** provides further support and guidance to assist education professionals with these steps of planning.

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| **Child profile: Further SEND support**  The **Strategy bank** contains a list of commonly used strategies and interventions for each area of need and for each key stage. The lists are not exhaustive and not all strategies will be useful in all situations. There may be some cross over or repetition of strategies, as appropriate. They are intended as helpful prompts rather than a ‘to do’ list.  This section also contains links to documents and websites that should aid education professionals to make informed choices about programmes and resources for each area of need. Schools, and settings should always ensure the interventions and programmes they use have a strong evidence base. In order to achieve the best possible results from intervention programmes it is vital that those delivering the intervention should be trained and should adhere to the guidance accompanying the materials.  Finally, there is a list of websites in each area of need that provide further helpful information, resources and on-line training. The websites lists include links to resources local to Wiltshire such as Support in Wiltshire for Autism: School /setting Strategies (SWASS) and to national organisations such as NASEN and RNIB. The selected websites are mostly national, not-for-profit organisations; links to commercial websites have not been included. However, it should be noted that whilst much of the information and resources are free, many of the websites charge for particular services or resources. |

When the provision planned using Essential and Further SEND support is not having a good enough impact on progress towards the agreed outcomes it may be appropriate to access Specialist SEND support. This might be in the form of members of school or outside agency staff with specialist knowledge or qualifications, internal or external training or external support services. There are a number of factors to consider when accessing external support:

* Parents/carers and the child or young person will need to agree to the referral.
* Sufficient efforts using the school or settings own resources should have been made. Usually, this will mean that several cycles of the “assess, plan, do, review” approach have been completed. There is, however no set number of cycles; occasionally it will be appropriate to seek advice from external specialists very early on. This is particularly true for Early Years settings.
* External services will usually have referral criteria that will need to be met for the referral to be accepted.

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| **Child profile: Specialist SEND support**  Provides a place to record contacts and dates where internal or external specialist support has been accessed. |

Review

“...earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.”

SEND Code of Practice: 0-25 years (January 2015), 6.44; p.100.

As set out in the SEND Code of Practice: 0-25 years (January 2015), provision and progress should be reviewed **at least three times a year** with parents/carers and the child or young person. The class teacher, practitioner working with the SENCO, should revise the support in light of the child’s progress and development, and decide on any changes required. This may include adjustments to the targets or intervention. SEN support review meetings should:

* Wherever possible, be aligned or combined with the usual cycle of discussions with parents/carers of all children (e.g. meetings/parents evenings). They will normally require additional time to that usually offered.
* Be led by a member of staff that knows the child or young person well and who is in a position to make decisions about changes to provision.
* Allow sufficient time to gather parents/carers’ views and draw up a new plan.
* Include the views of the child or young person. They may be invited to the meeting or their views accessed beforehand.
* Be recorded and a copy made available to parents/carers. Appropriate feedback should be given to the child or young person if they did not attend the meeting.

Where a My Support Plan is in place, there is no expectation that the whole document be re-written at every review. The intention is that progress towards outcomes is reviewed and that this is recorded in the review section. The Review decision tree overleaf suggests questions and actions that might be addressed at the review.

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| **Child profile: Review**  Provides a checklist and prompts to ensure essential actions are carried out and key individuals have been involved when reviewing provision.  Contains a copy of the Review decision tree to guide the review meeting. |

Return to Assess and set new outcomes.

Have the outcomes been achieved?

Yes

**Review**

**Decision Tree**

In consultation with parents/carers, and pupil if appropriate, request an EHC plan.

No

Does the child or young person have needs which cannot be met within delegated provision?

Does the child or young person meet the Local Authority’s criteria for requesting an EHC needs assessment?

Return to Plan and explore other types of provision

Return to Assess to carry out further diagnostic assessment.

Consider

Consider

Seek advice on needs and/or provision from internal or external specialists.

No

Yes

Are the needs well enough understood?

Return to needs met by universal inclusive provision. Record that the child is no longer receiving SEN support.

No

Continue with the planned SEN Support until the next review.

Yes

No

No

No

Yes

Are the outcomes still appropriate?

Does the pupil still have a Special Educational need?

Yes

**Has the child made expected progress towards the outcomes?**

Yes

Requesting an Education, Health and Care (EHC) needs assessment

*Who can request an EHC needs assessment?*

In September 2014 a request for statutory assessment of special educational needs became a request for an EHC needs assessment. Requests can be made by the child’s parents, a person acting on behalf of an educational setting (this should be with the knowledge and agreement of the parent or young person where possible), or a young person over the age of 16 but under the age of 25.

*How do educational settings initiate an EHC needs assessment?*

The process and timescales involved in an EHC needs assessment is described step-by-step in [appendix b](#In_App_b). For schools and early years settings the main difference from past procedures is that they will be expected to arrange an **SEN Support “My Support Plan”** **Meeting,** attended by the SEND Lead Worker when they are considering making a request for an EHC needs assessment. This will review the existing My Support Plan. It is not to agree or disagree with the request but for the SLW to get to know the family and issues in order to encourage a “tell us once” approach.

*What evidence is required when requesting an EHC needs assessment?*

Once the SEN support meeting has been held, the educational setting then completes the relevant paperwork providing there is sufficient evidence that the child meets the criteria (40% - 50% delay in two or more areas). An EHC needs assessment may be applied for by sending in a completed My Support Plan with evidence of reviews and the appropriate cover sheet (available [here](http://wisenet.wiltshire.gov.uk/documents/dsweb/Get/Document-14491/A179-14%20My%20Plan%20-%20Ltr.doc)). Initially, review information may be included in older formats, however, over time it is expected that cycles of reviewed My Support Plans will be used as evidence of the needs analysis and support put in place as part of the graduated approach. Where it has been used, the Child Profile from the GRSS may also form useful supporting evidence of a graduated response.

Changes to the national curriculum and national guidance stating that schools can determine their own approach to recording progress data, mean that there will be a variety of ways in which progress towards outcomes is recorded and evidenced. Progress information in any format is welcome, providing it is clear what the rate of progress is (as compared to expected progress), what interventions have been put into place and for how long. Again, the Child Profile from the GRSS may be useful for this purpose. This information can also be captured in a My Support Plan or attached to one as additional evidence.

*What criteria are used by the Local Authority when considering an EHC needs assessment?*

The criteria used by the local authority (LA) to consider whether it agrees to conduct an EHC needs assessment are set out in section 9.14 of the new Special Educational Needs and Disability Code of Practice: 0-25 years and are also reflected in the Wiltshire Banding Threshold documents available via the local offer. Within Early Years, there is an expectation that a child will show delay of 40-50% in two or more areas.

*How is the assessment carried out?*

The SEND Lead Worker will arrange a draft My Plan **outcomes meeting** at the educational setting. The SLW will liaise with parents, staff, relevant professionals and the young person (where appropriate) to invite them and to discuss what further advice might be required in preparation. The **outcomes meeting** is led by the SLW so that as much as possible of the My Plan wording is agreed around the table with parents, setting staff and other professionals in a collaborative and person-centred way. The meeting is held after the LA has made the decision to assess or not. If the LA does not agree to the assessment, then the meeting will be used to explain this decision and plan next steps.

*What happens when the assessment is complete?*

The procedure is largely unchanged from the previous system. After the meeting and once all evidence has been received, the SEND Lead Worker will write the draft plan and pass it to the SEN panel for a decision about whether to issue and, if agreed, the type of provision. If the LA agrees to issue, the draft My Plan is sent out for consultation with parents and/or the young person who may comment and name a school. This is then sent out to the named school who can respond to being named in the plan before the My Plan is finalised and sent out.

*What are the timescales?*

The LA has 20 weeks from the time the request is received until the final My Plan is issued. Detailed timescales for each stage are set out in [appendix b.](#In_App_b_timescales)

Annual reviews

Over a 3 year period statements of SEN will be changed into Education and Health Care Plans (known as ‘My Plans’ in Wiltshire). This process is set out in more detail in the local authority transition timetable (published on the Local Offer website for families). Schools and settings will be informed by the SEND Lead Worker working with the family whether the next annual review will be a continuation of a statement or a ‘transfer review’ to transfer to a My Plan. Parents can request an early transfer to a My Plan outside of the transition timetable by contacting their SEND Lead Worker or telephoning the Single Point of Contact (SPOC 01225 757985).

It is not anticipated that transfer from a statement to My Plan will be lengthy or bureaucratic. In most cases the information from the current statement will form the basis of the My Plan. There is no requirement to seek any additional advice other than that which would have been sought anyway for the purposes of the annual review. The main changes are associated with providing a holistic picture of needs together with clear expected outcomes.

The annual review documentation has been revised in line with the new Code of Practice. Schools and settings may decide on the most appropriate paperwork to use depending on the style of review. Where the child or young person has a statement and a review is being held in the ‘old’ format, continue to use the pre-2014 paperwork. Where a person-centred review is being held, use the new review paperwork, regardless of whether the child or young person has a statement or a My Plan.

Appendix a: Assessments

*Progress Check at age two*

“When a child is aged between two and three, EY practitioners must review progress and provide parents with a short written summary of their child’s development, focussing in particular on communication and language, physical development and personal, social and emotional development.” (EY guide to the 0-25 SEND COP)

*Tracking Children’s Progress through the EYFS in Early Years settings*

Practitioners in the EYFS should use information gathered from their day to day observations and interactions to plan for children’s interests and needs, to enable all children to make good progress in their learning and development.

It is vital that early year’s managers monitor the progress that individuals and different groups of children are making across the various aspects within the EYFS, to enable gaps in learning to be identified and addressed early. Managers can then use the resulting tracking data to check if children are reaching their developmental milestones.

The LA has developed The Wiltshire Early Years Progress Tracker to ensure managers can keep an overview of progress in their setting. The tool enables each child’s learning and development to be tracked from their starting points against the EYFS ‘Development Matters’ ages and stages. It supports managers to consider whether children are demonstrating typical development for their age, are ahead for their age or working below the development typical for their age. Support and strategies can then be planned and monitored.

The progress tracker has also been designed to meet the requirements of the Common Inspection Framework expectation: *“the effectiveness of the monitoring of children’s progress and interventions when needed, to ensure that gaps are narrowing for groups of children, and for individual children identified as being in need of support.”*

(Early Years Inspection Handbook, 2015).

For teachers of Reception aged children, the following assessments may be useful in assessing potential SEN in young children and in monitoring children’s progress:

* Early Years Foundation Stage Framework / Profile
* Development Matters Guidance
* Early Years Foundation Stage Individual Learning Journey
* Early Support Development Journal
* Early Years Behaviour/ Environment Audit (available from the Early Intervention team)
* Goodman’s Strengths and Difficulties questionnaire (SDQ); <http://www.sdqinfo.org/> (Can be used as a baseline assessment of the severity of the child or young person’s behaviour, to measure areas of relative strength, and to measure progress. In addition the questionnaire allows comparisons between home and EY setting/ school behaviour, and helps to facilitate the involvement of parents and carers.)

*Future developments*

Practitioners should note that the EYFS Profile is still mandatory in the academic year September 2016-17. Due to insufficient similarity of data in the baseline assessment comparability study, the 3 accredited baseline schemes introduced in 2015 were removed from the progress floor standard. The use of an additional baseline assessment scheme remains optional in 2016-17. Schools should still make judgements of children’s starting points through observation and interaction, using the developmental stages that precede the EYFS early learning goals. Any baseline assessment scheme introduced in addition to this should be carefully chosen to check it enables an accurate and reliable observation- based assessment that meets the principles and requirements of the EYFS and is pedagogically responsible for young children. There are plans for the government to introduce a new school readiness check in September 2017 to replace the EYFS Profile. The EYFS Statutory Framework will however remain in place.

*P scales*

[National guidance](https://www.gov.uk/teacher-assessment-using-p-scales) on using the P scales was published in April 2013 and withdrawn on 5 October 2016. Whilst some schools may continue to use p-scales for the time being, it is agreed that they should NOT be used within the Early Years Foundation Stage (EYFS).

Appendix b: My Plan (EHC plan) process

School or early years setting request

|  |  |
| --- | --- |
| Step | Actions (information) |
| Graduated approach captured through a cycle of **My Support Plans** | Involve specialist if Child not making adequate progress |
| Setting is considering a request for EHC needs assessment | Setting phones SPOC 01225 757985 to request attendance by SEND Lead Worker (SLW), and other involved LA professionals at SEN Support “**My Support Plan” meeting.**  (The role of SLW is not to agree or disagree with the request but to listen to the discussion in order to encourage a “tell us once” approach.) |
| Setting holds **SEN Support “My Support Plan” meeting** | Update My Support Plan – ensure all issues are explored  At this stage the SLW will discuss what further advice the setting, parent or professionals are seeking and the sufficiency of existing reports |
| Setting sends in **My Support Plan** with reviews to SEND Service with cover sheet to request an EHC needs assessment | (The statutory timescale of 20 weeks starts when the SEND service has received the request) |
| SLW notifies parents and professionals of receipt of request |  |
| SLW liaises with setting to set a date for a plan outcomes meetingnormally held in the setting; in the event of a “No” decision, this meeting can be used to explain this to parents and setting staff | Liaise with SLW, parents and key professionals about suitable dates which are in keeping with the statutory timescales. |
| LA makes decision to assess or not |  |
| If LA agrees to EHC needs assessment, SLW requests updates from involved professionals for response within 6 weeks | The SLW must discuss with parents, YP, setting staff and these professionals what further advice, in addition to the prescribed advice, is required for a full assessment and the sufficiency of existing reports |
| SLW, setting staff, parents and other invited key professionals hold a plan drafting meeting | (The length and complexity of this meeting will depend on the detail contained in the My Support Plan and the degree to which professionals, parents or the young person have updated their advice; the My Plan will have been pre-drafted to save time at the meeting) |
| Draft plan with appendices (without placement) presented to SEN Panel by SLW | (SEN panel decision about draft plan and placement) |
| SLW notifies parents and formally sends out draft EHCP |  |
| SLW consults with placement and issues final EHCP |  |

Parental request

|  |  |
| --- | --- |
| Step | Action |
| Parental request for EHC needs assessment received by SEND Service | Start of statutory timescale |
| SLW acknowledges receipt to parents and notifies professionals of receipt of request |  |
| SLW asks setting to organise an **SEN Support** “**My Support Plan” Meeting** and informs of timescales for response | Setting sends My Support Plan to SEND Service (If an MSP already exists then it may require updating) |
| LA receives **My Support Plan** and any other information in order to make a decision to assess or not | (Then follow procedure above from ‘LA decision to assess’) |

Timescales

|  |  |  |
| --- | --- | --- |
| Step | | Weeks |
| Setting contacts SPOC/SEND Lead worker. SEN Support “**My Support Plan”** meeting held. | | Pre-statutory |
| Request received | | |
| Decide whether to assess  Parents and or Child must be consulted | | 1 |
| 2 |
| 3 |
| 4 |
| 5 |
| Latest LA can inform parents and/or Child of the decision | | 6 |
| If agreed: | | |
| Assessments and evidence gathering  SEND Lead Worker begins to prepare draft plan  My Plan outcomes meeting held | | 7 |
| 8 |
| 9 |
| 10 |
| 11 |
| 12 |
| 13 |
| 14 |
| 15 |
| Latest LA can issue a draft plan or inform parents and Child that they will not issue a plan | | 16 |
| If My Plan issued: | | |
| Consultation with parents/CYP   * Comments on the content or wording may be made * A school/college may be named | 15 calendar days | 17 |
| 18 |
| Consultation with school   * School can respond to being named in the plan | 15 calendar days | 19 |
| 20 |
| Plan must be finalised and sent | | |

Parents continue to have a right to appeal at different stages:

* If the LA do not agree to an assessment being carried out
* If they do not agree with the content of the My Plan
* If they do not agree with the placement/provision in the My Plan