

**Process for Early Years settings / childminders to follow
before requesting additional resource and / or specialist assessment placement
(After making reasonable adjustments as required by the Equalities Act, 2010)**

Child has medical / educational needs requiring additional support with learning / development as identified from attendance at one or more sessions and discussion with parents / other involved Health, Education & Care practitioners. SEND Early Help Advisors can support initial attendance to help to identify need and advice on next steps.

Early years practitioner initiates graduated approach as outlined in the **SEN Code of Practice / Gloucestershire Guidance Booklet for Professionals working with Children and Young People with SEND**

<http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=61267&p=0>

At this stage the EY setting / childminder should be able to evidence the support / advice they have been given from Education, Health and Care practitioners and the training they have already accessed and be prepared to undertake further training such as

“Inclusion Needs You” <http://www.activeimpact.org.uk/inclusion-needs-you-training.html>

“Total Communication”

Or any other training advertised in the Early Childhood Team’s training directory

<http://www.gloucestershire.gov.uk/extra/article/108089/Training-opportunities>

Graduated Approach – Stage One – adjustments and additional support made within setting, supported by SEND Early Help Advisor / Advisory Teaching Service e.g. completing ‘My Plan’

<http://www.gloucestershire.gov.uk/schoolsnet/article/116736/Gloucestershires-SEND-Graduated-Pathway>,

environment change, training, working in partnership with parents and any other professionals involved eg speech and language therapist, health visitor

Stage One includes a review of the impact of early intervention eg review ‘My Plan’, consultation with parents and professionals. development checks etc

If there are unmet / new needs and outcomes have not been achieved over time, follow the **graduated approach to Stage 2** – this means seeking additional assessment and support from a range of agencies / practitioners eg the Advisory Teaching Service, Educational Psychology Service, health practitioners, Positive Behaviour Practitioners etc. All these services can be requested directly by completing the relevant agency referral processes, details of these can be found at <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=3CFZgBrZuO8&newfamilychannel=4>

The Team around the Child complete ‘My Plan+’

<http://www.gloucestershire.gov.uk/schoolsnet/article/116736/Gloucestershires-SEND-Graduated-Pathway>. The Lead Practitioner coordinates a multi agency assessment within the Early Years setting and Implements any agreed additional support, and follows professional advice as detailed on the child’s ‘My Plan+’, review of My Plan+ to be completed by the Team Around the Child. SEND Early Help Advisor can attend this review to help ensure that all available support has been involved at this stage.

Stage 3 - If there are unmet needs, and outcomes have still not been achieved with the additional multi agency support, or if the TAC agree that a multi agency assessment cannot appropriately take place in the Early Years setting, they complete a Multi-Agency Planning Group referral form <http://www.gloucestershire.gov.uk/extra/earlyhelp> to request additional Inclusion Support / special school assessment placement. This is submitted along with the My Plan+ and details of review.

The child’s ‘My Plan+’ will specify the child’s needs and what outcomes are expected as a result of the additional support requested. Inclusion Support /additional resources can be requested to fund additional support in the EY setting / childminder. Additional resources requested to support the achievement of social outcomes may be agreed by this group, depending on appropriate representation or will be re-directed for further consideration.