SEND Support Arrangements:

Guidance for Educational settings

(Throughout all guidance, school refers to all education settings unless otherwise specified)

Introduction

The Surrey SEND Support Arrangements publication is the documentation Surrey expects education settings[1] to use to demonstrate how they are providing special educational needs (SEN) support for children and young people (CYP) with SEN who are not in receipt of an Education, Health and Care Plan.

The SEND Support Arrangements aims to provide a holistic picture of the CYP, and to ensure that their voice and that of their family is heard and represented in the documentation. It starts with a one page profile, information about the family and their aspirations, assessment information and the support plan itself. The support plan is constructed around person centred outcomes which should balance what is important to the CYP and their family with what is important for them. Detailed assessment information is an essential part of understanding what is important for the child/young person. This is a dynamic document which should be updated through regular reviews to ensure that it remains relevant to the individual.

The following documents set out the Surrey context in which this guidance should be considered:

- The Right Provision at The Right Time (April 2014)

- Banding Arrangements for School Age Pupil (5 to 16) with Additional and Special Educational Needs (ASEN) in Mainstream and Special Provision (April 2014)

- *Further Education Threshold Guidance (16-25) with Special Educational Needs and/or Disabilities (July 2014)*

This guidance sets out how the Local Authority expects schools to:

- Work with CYP and parents/carers to identify, understand and address any barriers to learning

- Provide additional and different support to CYP through the EY/school/college based core offer to enable CYP to progress towards their outcomes

---

[1] For the purposes of this guidance the term educational setting refers to any Early Years, School or FE establishment a CYP might attend

- Identify additional needs and refer to partner agencies such as health and social care in order to ensure a holistic approach in meeting the needs of CYP in line with the Local Authorities [Early Help Strategy](#)

Together with the documents referred to above this guidance replaces:

- Special Educational Needs: A Graduated Response

- Improving Intervention Strategy for Pupils with Special Educational Needs: Early Years

Core Principles

We have worked with family representatives and our partners to agree the following principles:

- The SEND Support Process should be iterative allowing for a graduated response that draws on approaches that are more detailed, with more specialist expertise in successive cycles.

- This process should align with the statutory pathway. Should statutory assessment be a possibility the information needed for the request to be considered should be readily available and avoid additional work for settings.

- The SEND Support Arrangements should provide high quality assessment and intervention and not be considered as inferior to statutory assessment

- The process should promote and support referrals to other agencies as appropriate with minimal additional administrative demands

- The process/pathway should be the same for all CYP with SEN from 0-25

Advice for Education Settings: A Graduated Approach to Identification, Assessment and Intervention

The Code of Practice explains that most CYP with special educational needs will achieve their outcomes through the arrangements that can be made available to them without the need for an EHC plan. All schools and colleges are provided with resources in their delegated budget which they can use to support CYP with additional and special educational needs. In the Early Years children with SEND can

access SEN support arrangements through the Enhanced Local Offer (Inclusion Support Grant) and through discretionary funding.

For the majority of CYP with SEND we expect that the outcomes they wish to achieve can be delivered by the range of local and accessible services and education provision available through the Early Help SEND services which are set out in the published Surrey Local Offer.

We expect every child and young person with identified SEND needing additional support arrangements to have completed a SEND Support Arrangements document which will set out in one place the service inputs and provision which will support them to achieve their outcomes. The SEND Support Arrangements will be regularly reviewed to ensure appropriate and timely intervention.

We know that early identification of SEN followed by high quality interventions improves the long-term outcomes for the child/young person.

At the earliest possible time all educational settings should accurately identify children or young people with SEND and those which might need additional or different provision in order to achieve their outcomes. As part of a graduated approach to supporting outcomes and making the appropriate arrangements they should first:

- Consider whether core teaching approaches should be changed to meet the needs of the cohort as a whole

- Listen to and talk to the parent/carer so that agreement is reached on how best to meet the child's needs

- Listen to and talk to the child/young person, involving them fully in decisions about their education

Schools are encouraged to undertake assessment using the Early Help approach (www.surreycc.gov.uk/earlyhelp). This can be particularly valuable to identify where a child requires additional educational provision from the educational setting or from other providers forming part of the Local Offer:

- The SEND Support arrangements should focus on what outcomes are expected and the support that the setting and any relevant agencies will provide;
- Review of progress should be held regularly. The review period should be determined together with parents/carer and should take into account the

particular barriers experienced by the CYP together with the advice regarding the nature and time period for the intervention.[2]

- Where relevant external services and providers should work with settings to meet the needs of children with SEN
- Settings should review the effectiveness of what is happening and consider the need for further assessment and whether there should be any changes to the support provided.
- Settings are encouraged to adopt key working principles to ensure families have one single point of contact who can offer support and coordination of service provision for the family

Assess

Plan

Do

Review

Child/Young Person with special educational needs

This is a graduated response, drawing on approaches that are more detailed, more frequent review and more specialist expertise in successive cycles, in order to match the interventions to the special educational needs of the CYP.

---

[2] For young people aged 18 or over this will only apply if the parent/carer has advocacy for the young person or if the young person has requested input from the parent/carer

How to Complete the SEND Support Arrangements Paperwork

The SEND Support Arrangements is intended to be a working document which is regularly updated as more is understood about the CYP's SEN and response to interventions.

The SEND Support Arrangements has been constructed to ensure that assessment and planning:

- Is led by the CYP and their family
- Is focused on the CYP as a whole person and considers all of his/her needs
- Is person centred taking full account of the CYPs views and wishes
- Is focused on the longer person centred outcomes and shorter term targets for the CYP
- Helps the families to manage their day to day lives, builds on their knowledge skills and expertise
- Allows families and practitioners to be creative and not just restricted by what is available now
- Trusts practitioners to make responsible decisions with families
- Allows for transparent decision making which can be easily understood
- Is written in plain language

In order to facilitate and support planning in line with the core principles detailed above the Local Authority has developed a Plan Toolkit. The Plan Toolkit contains accessible materials which settings can use to support their work with families and to help them to complete the sections of the SEND Support Arrangements. The Plan Toolkit can be found at https://www.surreysendlo.co.uk/information/10-send-resources

Where you see this icon in the Plan paperwork this means that there is corresponding guidance in the toolkit for this section.

Section 1: One Page Profile (*see section 1*)

The one page profile provides a summary of person centred information which can be used to both get to know the CYP very quickly and to ensure that support is provided in a way that the individual wants. Understanding what is important to the CYP is key to ensuring that SEND support is meaningful and relevant.

The one page profile can be used to focus conversations on what is working and what is not working in the individual's life. By considering what is important to and for a CYP and what good support looks like we can agree actions that make a difference.

Section 2: Administrative Detail
Section 2 provides a space to record all relevant contact information in relation to the child and family. There is also space to record the completion date of the original plan and subsequent versions together with details of any supporting information received.

Section 3: Pupil's Story (*see section 2 and 3*)
Section 3 provides a space for the CYP, parent/carer to tell their story, to make clear from their perspective, how they have arrived at this point in time and what their aspirations are for the future.

Section 4: Special Educational Needs and other needs
Section 4 provides an opportunity to draw together in one place all the assessment information for the CYP in line with the four categories of need noted in the Code of Practice. This may be information provided by the CYP, parent/carer, educational setting or by practitioners from education or other agencies such as health or social care.

The focus should be on the CYP's strengths and skills as well as areas of difficulties and need. This is to ensure that SEN support is designed to build on strengths and develop resilience.

Please note that where the parents have social care involvement their consent must be actively sought in line with information sharing protocols prior to recording this information.

For some CYP there may be other factors, which we may not know about, which are impacting on their progress and development. In order to ensure that a holistic perspective is taken and in line with Surrey's Early Help Strategy there are three prompt questions which address wider family circumstances.

Where these screening questions indicate that there are additional factors impacting on the CYP's progress and development then reference should be made to the [Early Help Multi-Agency Levels of Need](#) and an [Early Help Assessment](#) completed or updated if already in existence.

It is important that there is high quality assessment of a CYP's special educational needs in order to inform the person centred outcomes in Section 5.

Section 5: SEND Support Arrangements

Section 5 is where you record the intervention plan for the CYP. It is the place to record the person centred outcomes which have been agreed as a result of the

CYP's evidenced special educational needs and the arrangements necessary to achieve these outcomes.

'An outcome can be defined as the benefit of difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective.'

Special Educational Needs and Disability Code of Practice: 0 to 25 years June 2014

You should only record outcomes that clearly link to an identified and evidenced special educational need recorded in section 4. The arrangements you record here should be those provided in addition to the universal offer, that is over and above expected arrangements at Wave 1

Progress should be reviewed regularly and at least every 6 months. At the progress review in addition to recording quantifiable progress towards the identified outcomes you must also record any barriers towards further progress. This will support the next step, the development of further outcomes and necessary arrangements.

The majority of CYP will have their needs met through the provision of tailored SEND Support Arrangements and therefore this is an iterative process, repeating the assess, plan, do review cycle to ensure personalised learning and support. Each new iteration of the arrangements should be completed on a new table.

Section 6: Progress Data

Section 6 is the part of the document where the setting should provide information on pupil progress. Evidencing pupil progress may take many forms including curriculum based assessments, standardised assessments, developmental checklists and professional assessments. The summary information should supplement the progress information the pupil has made towards the outcomes noted in section 5.

Section 7: Resources

In this section the setting should provide information to evidence the financial cost to the setting, or LA in the EYs, of the SEN support for the CYP. In order to assist with this there are a number of provision management tools available. The Surrey Provision Management Tool can be accessed through the Surrey SEN room on Fronter although settings are free to use the tool of their choice.

For EY settings and schools, costed provision maps should be used to evidence the financial cost of the support in place. For colleges, Schedule 2 Individual Placement Assessment (IPA) should be used to evidence the financial cost of the support in place.

Where a CYP is accessing support as part of a group only the cost for their percentage of the support should be referenced.

Section 8: Log of external practitioner's involvement
This section provides a space to record the chronology of external professionals involvement in supporting the individual/setting.

Frequently Asked Questions

How do I know if a pupil has special educational needs?
Assessments undertaken in educational settings or by other professionals might highlight delays or gaps in learning. Pupils may have delays or gaps in their learning for a number of different reasons and should not automatically be thought of as having SEN. It is likely that a period of focused additional support will be sufficient to address the barriers to learning for many of these pupils.

Where pupils have previously identified SEN or where pupils have not responded to a period of focused additional support as outlined above, then initiating SEND Support Arrangements may be necessary.

Who is responsible for completing the SEND Support Arrangements?
The SEND Support Arrangements is an important document and should reflect the views of the Parent carers, CYP, setting and involved professionals. At the earliest stage it is likely that the teacher[3]is best placed to complete the one page profile and to populate the sections of the form based on discussions as early concerns are raised. Not every section of the form will need to be completed at the outset, new information can be added as it is available. It is important that all entries on the form are dated and the author identified.

Should concerns persist over time, it may be that the SENCo[4] is the best placed person in the system to support further development of the SEND Support Arrangements.

Electronic versions
Ideally the SEND Support Arrangements should be completed electronically. This will allow for the plan to be updated regularly in line with the review process. An electronic copy of the plan is available on the Surrey website.

---

[3] For the purposes of this document the label teacher should also be taken to mean keyworker/tutor/lecturer depending on the setting the CYP attends will

[4] For the purposes of this guidance the term SENCo should be interpreted as the person with SEN/D responsibility for the setting

Who should have copies of the SEND Support Arrangements
A copy of the original plan and any amended versions should be made available to Parents/Carers and CYP where appropriate. If the plan is not accessible to the CYP due to barriers to learning then alternative means should be used to ensure they are aware of and engaged with the identified outcomes.

How do I evidence the support/interventions?
The impact of the SEN support should be evidenced through regular reviews of the plan (section 5) together with the progress data collated in section 6.

For EY settings the financial cost of the support in place, accessed through the [Early Years Inclusion Grant](#) and discretionary funding should be evidenced through costed provision maps.

For schools, costed provision maps should be used to evidence the financial cost of the support in place.

For colleges, Schedule 2 Individual Placement Assessment (IPA) should be used to evidence the financial cost of the support in place.

Where a CYP is accessing support as part of a group only the cost for their percentage of the support should be referenced as a financial cost.

How frequently should I review progress?
The frequency of progress reviews should be determined by the setting in discussion with the Parent carer* and in line with professional advice. This is in recognition that CYP with SEND present in different ways and require individually tailored responses. As a minimum however progress should be formally reviewed every six months. If the CYP is subject to other review timescales e.g LAC then consideration should be given to aligning the review processes to maximise time and resources.

How do I judge whether a pupil is making adequate progress?
The Code of Practice states that a pupil's progress should be considered in relation to their age, starting point and particular circumstances. It is crucial that the targets contained in the SEND Support Arrangements are challenging (high expectations) whilst being achievable and should be informed by high quality assessment data.

Pupil progress can be measured in a number of ways e.g. attainment measures, skills based assessment, developmental checklists and the measure of progress (or success criteria) should be determined when the individual pupil targets are set.

How much support should the setting be providing?
The amount of SEN support a setting should provide for a CYP will depend on the level of need and type of arrangements required as assessed by those involved with the CYP. In some cases the support required may be relatively low e.g. a

physiotherapy programme carried out twice a day by a teaching assistant for a total of twenty minutes a day. In other instances the SEN support demands might be much higher e.g. teaching assistant support for a structured literacy programme delivered daily, twice weekly support from a higher level teaching assistant to follow a language and social skills programme, playground support for 15 minutes each lunchtime to practice social and play skills. The important factor is that the SEN support is specifically tailored to the individual's identified needs.

There is national financial expectation on all schools and colleges to provide from their delegated budget funding to meet the cost of the first £6K of SEN support arrangements required by a CYP. This is in addition to the basic entitlement for all pupils (approximately £4K).

In Early Years settings SEN support funding is managed differently. Settings can access support through the Early Years Inclusion Grant and Local Authority discretionary funding.

What should I do if the parents/carers/young person and setting disagree about SEND provision?

The Code of Practice encourages disagreements to be resolved at an early stage. There are internal and external arrangements for resolving disagreements which are part of the Local Offer. If a disagreement cannot be resolved by the setting or someone from a support service involved such as an educational psychologist or specialist teacher it may help to contact Surrey SEND Information, Advice and Support Service (SSIASS) or the Area Schools Officer who will be able to put you in touch with someone who may be able to help. This may be a trained person in the LA who has not previously been involved but has accreditation in resolving disagreements; this can help everyone reach an agreement on how to move forward. Further information about support including independent disagreement resolution can be found on the Local offer and in the document entitled ' Mediation and Disagreement Resolution Arrangements- Principles of Support and the associated flow chart.

Does every child need and Early Help Assessment?
Not every child will need an Early Help Assessment. However in order to ensure that consideration is given to all factors which may impact on a child's learning and development we have aligned the SEND Support Arrangements with the EHA. The SEND Support Arrangements contains screening questions to ensure that factors such as health, parenting capacity, housing and finance are considered and that engagement with and referral to the appropriate agencies is facilitated in a timely fashion.

How do I know if an EHA already exists?

In order to find out if an Early Help Assessment has already been started you can telephone the Early Help team on 0208 541 9282 or email earlyhelp@surreycc.gov.uk.

What is the difference between Early Help and Early Interventions?
There is some confusion over the various terminology being used, in particular in relation to Early Help, Early Intervention and Early Support. In order to be clear about the terminology a glossary is included in the appendix (Appendix 3).

Does every section of the SEND Support Arrangements need to be completed?
The SEND Support Arrangements is a dynamic document which should be amended as new information is received. In the earliest iterations you may not have sufficient information to complete every section. Where there are no concerns or where the CYP is developing in line with age expectations then this should be noted in the correct section. Should there be a query or gap in information then this should be noted together with the action being taken to remediate for this.

Appendices

Appendix 1: School based core offer

Appendix 2: Banding Matrix for Children (0-5) with Additional and Special Educational Needs and Disability in the Early Years

Appendix 3: Glossary

Appendix 1 - School based core offer

School Based Core Offer | No Additional top-up funding | Below threshold for Education Health and Care Plan			
Cognition and Learning	**Communication and Interaction**	**Social, Emotional and Mental Health Difficulties**	**Sensory and/or Physical**
Significant modification of the curriculum through presentation timing and recording methods. Specialist advice and regular input for school staff on how to enable full access to curriculum and provide support for a number of curriculum or skills areas and/or task analysis, differentiated activities and resources in small groups/1:1 situations OR smaller classes. Assistance with and alternative recording for a number of curriculum areas. Identified staffing to support access to the curriculum and/or with personal development	Support to facilitate effective communication, interaction and curriculum access/personal development and to ensure understanding of instructions and tasks and to modify language through a specified programme for most of the day. Support to develop attention and concentration skills for most of the day. Alternative and Augmentive Communication programme required Frequent advice and occasional input from SLT or staff with relevant expertise to train school staff in Assistive Communication.	Support to develop a combination of: • social skills using adult intervention to structure learning and social situations • specific programmes/small group opportunities to develop empathy and awareness of others • strategies to enhance attention control • programmes/approaches to develop emotional regulation • a range of coping strategies for dealing with difficult situations • independent learning strategies Positive Handling Plan in place. Supervision to ensure safety at	Implementation of health related programmes on a daily basis. Support for mobility and healthcare plans. Multi sensory delivery of some of the curriculum. Strategies to support fine and gross motor skills. Guidance and support to develop self-help and independence skills. Specialist teacher advice and regular input from qualified teachers of HI/VI/MSI/PD

		unstructured times.	
In order to access the curriculum the pupil will require some teaching in small groups, 1:1 situations or within smaller classes.	Specific/targeted and visual strategies to enhance the communication environment throughout the day.	Access to a safe area at break times.	Daily access to a trained adult to ensure correct functioning of audiological equipment

Staff training and qualification

Access to a qualified SENCo with responsibility for co-ordinating the provision for children with additional needs. Staff in all educational settings who are working with children and young people with special educational needs will receive training in the relevant area following the Surrey County Council staff training programmes

Appendix 2 - Banding Matrix for Children (0-5) with Additional and Special Educational Needs and Disability in the Early Years

Band/ Range	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
Early Years Local Offer	❖ Differentiated environment, activities and resources ❖ Requires task to be broken down into small steps ❖ Support required to follow instructions ❖ Repetition required to learn a concept ❖ Visual aids to support task and understanding e.g. Do 2 learn Widget ❖ Individualised planned support Early Years Foundation Stage – Development matters, EYCS – Learning journey, Individual Support Plan/ SEND Support Arrangements ❖ Some delay identified through more detailed assessment	❖ Differentiated environment, activities and resources ❖ Support required to interact with peers and adults ❖ Support required to facilitate listening and attention, understanding and speaking Early Language support tool and Early Language child monitoring tool ❖ Simplified language required to follow instructions ❖ Support required to access the language of learning and development. ❖ Communication and Language, and Personal, Social and Emotional areas of Learning EYFS Development Matters ❖ Individualised planned support including specific language targets and strategies: 2 year guidance Early language web pages -communication friendly spaces audit -Speech & Language advice packs ❖ Inclusion Development Programme- Speech, Language and Communication needs	❖ Differentiated environment, activities and resources ❖ Planned support required for key transitions e.g. settle/ separate for parent / carer and SEN transitions ❖ Support required to make positive relationships, manage feelings and behaviour and develop self confidence and self awareness Development matters ❖ Individualised planed support to develop age appropriate Social, Mental, Emotional Well being, empathy and awareness of others.	❖ Differentiated environment, activities and resources ❖ Range of sensory approaches required to support individual child's Learning and Development ❖ Support required to develop age appropriate -self help and care - independence - every day routines. ❖ Development Matters – physical development, EYCS Physical development, Occupational Therapy information packs Intimate Care guidance ❖ Care / Health plan is in place and staff access specific training needed, this may include administration of medication. ❖ Policies and procedure guidance on

Band/ Range	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
	e.g. 2 year check or other development profile (such as Ann Locke), but child is making progress Early Years and Childcare Service 2 year check guide • Early Years Outcomes	National Strategies - Children learning English as an additional language Visual prompts support understanding routines and learning opportunities. Some listening and attention, understanding, or speaking and social interaction difficulty identified through more detailed assessment e.g Early language development, 2 year check, development profile.	❖ Social and emotional aspects of development	Medication. Managing Medicines in schools and early years settings

Staffing Support

No additional staff support in private, voluntary and independent sector. Staff ratio of 1:8 for 3-5 year olds, 1:4 for 2 year olds and 1:3 for children 0 – 2. Where there is an Early Years Professional/Teacher there is a ratio of 1:13, as in maintained nursery classes. Reception class ratio of 1:30 with TA support.

Key person to liaise with setting SENCO

- ❖ Staff work in partnership with parents to share and review strategies, and signpost to relevant support
- ❖ Offer a settled secure relationship with key person approach. Ensure effective transition procedure. Working with Parents as partners
- ❖ Development Matters, Guidance for Personal, Social and Emotional Development and 5 to thrive
- ❖ Each setting to link/signpost to their Local Offer
- ❖ All settings to use the "assess, plan, do and review" cycle as outlined in the Code of Practice for SEND 2014.

Staff training and qualification

Early Years non – maintained settings are required to have a named SENCO and are supported by the Early Years and Childcare Service.

Band/ Range	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
	Managers must have a minimum level 3 qualification and 50% of staff must be a minimum level 2 qualified. Training is offered through the Early Years and Childcare Service. The setting has a staff development plan in place. SENCO to access EYCS training			
Band/Range	**Cognition and Learning**	**Communication and Interaction**	**Social, emotional and mental health difficulties**	**Sensory and/or Physical needs**
Early Years **Enhanced Local Offer** **Below the threshold for and Education Health Care Plan**	In addition: ❖ Referral for specialist assessment and advice e.g. Speech and Language Therapy, Occupational Therapy, Health Visitor, GP Portage and permission for Area Sector Improvement Advisor ❖ Detailed differentiation of Learning and Development programmes required to set out smaller steps. ❖ Increased evidence of early intervention documented and reviewed in Early Help assessment and Individual Support Plan/Pathway ❖ Specialist advice incorporated into	In addition: ❖ Referral for specialist assessment and advice e.g. Speech and Language Therapy, Occupational Therapy, Health Visitor, GP Portage and permission for Area Sector Improvement Advisor ❖ Specialist advice incorporated into individualised planned support Occupational Therapy pack ❖ Actions from 2 year check put in place. ❖ Individualised communication strategies such as picture prompts for specific needs, signing systems e.g Makaton ❖ Increased evidence of early intervention documented and reviewed	In addition: ❖ Referral for specialist assessment and advice e.g. SLT, OT, HV, GP portage and permission for Area Sector Improvement Advisor ❖ Specialist advice incorporated into individualised planned support Occupational Therapy pack ❖ Actions from 2 year check put in place ❖ Increased evidence of early intervention documented and reviewed - Early Help assessment, Individual Support Plan/Pathway ❖ Individualised support to identify and plan for	In addition: ❖ Referral for specialist assessment and advice e.g. SLT, OT, HV, GP, Physical and Sensory Support, Portage and permission for Area Sector Improvement Advisor ❖ Specialist advice incorporated into individualised planned support - OT pack ❖ Actions from 2 year check put in place ❖ Increased evidence of early intervention documented and reviewed Early Help assessment, Individual Support Plan/Pathway ❖ Identified support to monitor physical and/or health need of a child

18

Band/ Range	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
	individualised planned support ❖ Actions from 2 year check put in place ❖ Identified setting support and monitor of Individual Support Plan/Pathway for child ❖ Evidence needs to be recorded, measured and reviewed to demonstrate differentiated levels of support needed.	Early Help assessment, Individual Support Plan/Pathway ❖ Planned language adapted environment to support individual needs for identified times of the day. ❖ Setting increases focus on language development of individual child (ISP) in both adult led and child initiated learning. ❖ Evidence needs to be recorded, measured and reviewed to demonstrate differentiated levels of support needed.	times of emotional need 'All about me' - Individual Support Plan workbook ❖ Planned adaptations to the environment to meet the well–being needs of individual child, with access to adult support if required (e.g. calming spaces) ❖ Targeted individual support as indentified through risk assessment and ISP (e.g. due to challenging / high risk behaviour) ❖ Identified staffing to support making relationships, managing feelings and behaviour, develop self confidence and self awareness for individual child ❖ Evidence needs to be recorded, measured and reviewed to demonstrate differentiated levels of	❖ Individualised support for health and self care, and/or moving and handling, to ensure access to learning and development ❖ Individualised support to access L&D through a multi sensory approach. ❖ Evidence needs to be recorded, measured and reviewed to demonstrate differentiated levels of support needed.

Band/ Range	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
			support needed.	

| | Staffing Support

Increased staff ratios and 1:1 support when required. Additional SENCO time and specific resources may be required through Enhanced Local Offer, **Inclusion Support Grant** may be requested. | | | |
| | Staff training and qualifications

EYCS staff visit settings to support with observation, signposting where necessary to other services, chairing meetings with parents/carers and setting outcomes. Priority access to training offered by EYCS. Referral to **Early Support** if appropriate. Targeted setting support available. | | | |

Band/Range of Top-Up Value	Cognition and Learning	Communication and Interaction	Social, emotional and mental health	Sensory and/or Physical
Band 1 **May meet threshold for Education Health Care plan**	In addition: ❖ Highly individualised learning and development programme in place ❖ Specialist advice incorporated into Individual Support Plan ❖ Individual programme needed for most of the day ❖ Staffing for individualised support may be needed	In addition: ❖ Highly individualised communication and interaction programme in place ❖ Specialist advice incorporated into Individual Support Plan ❖ Specialist intervention approach required ❖ A planned low distraction area within nursery environment needed ❖ Staffing for individualised support may be needed	In addition: ❖ Highly individualised social, emotional and mental health programme in place ❖ Specialist advice incorporated into Individual Support Plan ❖ A planned safe and calming area is needed in nursery environment ❖ Positive handling plan in place ❖ Risk assessment	In addition: ❖ Highly individualised sensory and/or physical programme in place ❖ Specialist advice incorporated into Individual Support Plan ❖ A planned sensory environment is needed ❖ High level of adult support for equipment and/or transitions needed for child to access learning and development ❖ Moving and handling

Band/ Range	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
			carried out on a regular basis. Actions and strategies incorporated into planning ❖ Adult support maybe needed to scaffold appropriate social interaction in play ❖ Staffing for individualised support may be needed	plans and care plans incorporated into planning as advised by professionals.
	Increased staffing support **May need to request discretionary funding, pro rata band 1 funding for hours attending pre-school – this may not always be support from the same person** **Evidence of outcomes is recorded, monitored and reviewed in Individual Support Plan/SEND Support Arrangements. Please refer to "The Right Provision at the Right Time"**			
	Staff training and qualifications **EYCS staff continue to visit settings to support with evaluation, signposting where necessary to other services, chairing meetings with parents/carers, setting outcomes. Priority access to training offered by EYCS and INSET where appropriate** **Targeted support available from Improvement Advisors. May have regular visits by other professionals and provide input for staffing.**			

Appendix 3 - Glossary of terms

Early Help
Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation stage through to the teenage years. Providing early help is more effective in promoting the welfare of children than reacting later.

Working Together to Safeguard Children March 2013
A guide to inter-agency working to safeguard and promote the welfare of children.

Early Help Assessment
 Where a child and family would benefit from co-ordinated support from more than one agency there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children's Act 1989

Working Together to Safeguard Children March 2013
A guide to inter-agency working to safeguard and promote the welfare of children.

Early Intervention
Intervening as soon as possible to tackle problems that have already emerged for children and young people

Early Intervention: Securing good outcomes for all children and young people
Department for Children, Schools and Families 2010

Early Support
Is the central Government mechanism for achieving better coordinated, family focused services for young children with disabilities and their families.

Early Support: Helping every child succeed
Department for Education and Skills (Originally 2004-2006 then revised?)

Early Years
The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years (p68 CoP) i.e. from birth until the end of YR.

SEND Code of Practice 0 to 25 years June 2014

SEN Support
Effective special educational provision. (P89 para 6.44 CoP)
Relevant and purposeful action taken to support a child or young person to achieve their agreed outcomes