

# Hertfordshire Quality SEND Offer for Early Years

Children develop quickly in the Early Years and a child's experiences between birth and age five have a major impact on their future life chances. Therefore it is important that there is no delay in making any necessary special educational provision (5.36)

## The SEND code of practice (2015) says all early years providers must:

- have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child and the child's parents, are central to achieving the best possible educational and other outcomes. (1.1)
- use their best endeavours to make sure that a child with special educational needs gets the support they require. (maintained nurseries only)
- designate a teacher to be responsible for coordinating SEN provision. (5.6) ( maintained nurseries only)
- take steps to ensure that children with medical conditions get the support required to meet those needs. (5.11)
- have regard to the Equalities Act, 2010 and make reasonable adjustments to prevent children with disabilities being put at a substantial disadvantage. (5.10)
- publish and update at least annually the SEN information report. (5.6) (maintained nurseries only)
- follow the safeguarding and welfare requirements and the learning and development requirements of the EYFS (5.3) (5.4)
- work in partnership with parents to provide information and to establish the support needed for children with SEN and disabilities. (5.37)
- use information from the two-year progress check to highlight areas where there is a concern that a child may have a developmental delay. (5.23)
- maintain a record of children under their care as required under the EYFS framework. These records must be available to parents and must include how the setting supports children with SEN and disabilities. (5.50)

## Outcome 1: We expect all early years providers to provide high quality provision that meets the needs of children with SEN or Disabilities through:

- have a clear approach to identifying SEN from the earliest point, and then responding by making effective provision. (5.4)
- identifying a person to act as SENCO. (5.5)
- early years practitioners remaining responsible for working with the child on a daily basis with support from the SENCO. (5.42)
- being alert to emerging difficulties and respond early. (5.5)
- removing barriers to learning and putting effective SEN provision in place. (5.31)
- listening and understanding when parents express concerns about their child's development (5.5)
- regularly reviewing and evaluating the quality and breadth of the support they offer, or could access, for children with SEN or disabilities. (5.7)
- having a clear approach to assessing SEN as part of their approach to monitoring the progress and development of all children using, for example [JAELD](#) or [Early Support](#) materials. (5.20)
- use of a graduated approach, with four stages of action: assess, plan, do and review (5.38) Guidance is available within the [Targeted services offer](#) and [Hertfordshire quality offer resource mats](#)
- evidencing the use of reasonable adjustments ensuring access to the setting's curriculum.
- fully including children and their families in the life of the setting.
- responding to requests from the local authority to convene and hold the annual review meeting on its behalf, for children with an Education, Health and Care plan. (5.46)
- responding to the particular needs of children with SEND in specific circumstances, including children looked after (10.0).

## Outcome 2: We expect all early years providers to improve short and long term outcomes for children with SEND through:

- knowing and understanding the strengths and needs of each child. (5.33)
- observing and assessing progress of children in the early years through statutory and non-statutory guidance (such as [EY Outcomes](#), [JAELD](#) or [Early Support](#) materials) to ascertain the extent to which a child is developing at expected levels for their age. (5.21)
- using information from the assessments to inform plans for future learning and identify any additional needs for support. (5.27)
- ensuring practitioners are responsible and accountable for the progress and development of the children in their setting through creating a curriculum that is ambitious and meets their needs.
- remaining responsible for overseeing the provision to be implemented as part of SEN support. (5.42)
- ensuring the graduated approach is led and coordinated by the setting's SENCO working with and supporting individual practitioners and informed by EYFS materials. (5.45)
- planning and preparing for transition before a child moves within the setting or into another setting or school (5.47)
- evaluating practice and securing continuous development that improves children's outcomes.

## Outcome 3: We expect all early years providers to communicate sensitively, appropriately and effectively with parents and children with SEND, engendering trust, confidence, respect and constructive partnership working through:

- acknowledging that parents know their children best, and listen and understand when parents express concerns about their child's development.
- understanding and addressing any concerns raised by children themselves.
- using observation and play opportunities to enable children to communicate their views, wishes and feelings.
- ensuring that support for children with SEND is family-centred and considers the individual family's needs.
- planning support and, where appropriate, in reinforcing their provision or contributing to progress at home. (5.41)
- ensuring parents are contributing their insights to every element of the assess, plan, do and review cycle, including agreeing and reviewing intended outcomes. (5.44)
- agreeing with parents the information to be shared as part of any transition planning process. (5.47)
- keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate practitioners (6.71)
- informing parents when they are making special educational provision for their child (5.38) and providing parents with information.

## Outcome 4: We expect all early years providers to manage resources for SEN through a transparent approach that is fair, meets the needs of children with SEND and achieves best value for money through:

- considering how best to use their resources to support the progress of children with SEN. (5.60)
- checking eligibility for funding from the [Early Years Inclusion Fund](#), [Disability Access Fund](#) or [High Needs Funding](#) and use this money to help to deliver support for children with SEND
- regularly reviewing how internal expertise and resources can be used to improve the quality of provision within the setting.
- identifying particular patterns of need and potential areas of development for EY practitioners.

## Outcome 5: We expect all early years providers to work proactively and collaboratively to improve provision through:

- sharing information and agreed actions with other settings or schools as part of [effective transition](#). (5.47)
- participating in local EY meetings and local training opportunities.
- proactively engaging in focused and highly effective CPD to deepen understanding of specific needs and developing strategic awareness through accredited qualifications such as [CERTSEY](#) or similar.
- working in partnership with other local education providers to explore how different types of need can be met most effectively. (5.7)
- involving appropriate specialists from [SEND specialist advice and support service](#) (0-5) teams who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. (5.48)
- signposting parents to, and working with, health and social care, local authority support services, voluntary sector and other relevant organisations as detailed on [Hertfordshire SEND Local Offer](#)
- cooperating with the local authority to respond to recommendations from all SEND strategy work-streams.
- participating in the development and delivery of local services such as through DSPL groups.