A Graduated Approach to Identifying and Planning for needs in the Early Years

When concerns are raised by Parent or Staff –Key staff need to

- Consider what is happening in the child's wider life and circumstances by talking to parents
- Reflect on your environment, practice and routines
- Carry out observations on the area causing concern
- Use the Identification Toolkit to help
- Think about what is developmentally appropriate considering age/stage
- Talk with other members of staff and the setting SENCO
- Have a planned meeting with Parents

B

Action may include:

- Increased differentiation
- Focussed observation and assessment
- Regular involvement and review with Parents
- Advice from EY SEND Advisor with parental permission and Consultation Request Form
- Add to SEN Profile (Early intervention)

A

Concerns resolved
no further action

C

Child makes progress.
Continue differentiation and monitor progress at Early

Child moves to SEN support and is placed on the SEN profile. The child has an Individualised SEN Support Plan. Parents and Area SENCO involved

- Assess
- Plan
- Do
- Review

Child makes progress
either
continue SEN Support Cycle
OR
move to Early intervention
and monitor progress

Despite SEN Support the child makes little or no progress
Consider external referrals through the Barnet Child Development Team
OR
a child starts at setting with referrals already made
OR professionals already involved.

Assess, plan, do, review cycle continues with additional professional advice

Possible application for additional resources

Child makes progress
Assess, plan, do, review cycle continues with additional professional advice/resources

Child makes little or no progress.
The outcome of the review is to request an Education Health and Care Needs Assessment.

This may lead to an EHC Plan and additional resources