

Early years / SEND practice available for sharing across NW

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LA Area	Names (please see contact sheet for details)	Practice
Blackburn with Darwen	Kathleen Brooks Carole Kay Anna Moss	<ul style="list-style-type: none"> • 'Early Support Multi-Agency Forums': Children with a complexity of needs discussed regularly – needs, provision and progress – next steps (Education, Health and Social Care) Still maintain a central early years specialist team (Advisory teachers and special support assistant) to support early years children and settings (Education)
Blackpool	Carly Fitzpatrick Jackie McKay	<ul style="list-style-type: none"> • Tookit • Better Start Blackpool • Joint working between SEND and specialist HV team with CDC – Meetings/TAFs/Transition meetings/PCP meetings – information sharing • Joint home visits • Clear written expectations for settings and parents
Bolton	Sandra Dawber Tom Openshaw	<ul style="list-style-type: none"> • 8 stage model of assessments 0 – 5 years Pathways for communication and language, early years SEND, social and emotional with specific evidence based interventions • Pilot of Early Years Communication and Language Development Service – jointly commissioned between LA and CCG • Integrated 2 year assessments with information shared between health and early years settings • Early years SENCO training and clear pathways including Pre-school Inclusion Supplement funding to support children in settings and specialist base provision for high needs

Bury	Joanne Ash Sue Hall Jay Bristow	<ul style="list-style-type: none"> • Annual training for all settings on SENCO and Code of Practice • Joint working early years team, EPS and health visitors established from the bottom up • Early years panel to provide funding at Support/Support Plus with representation from SEN team, EPS, EY team, Portage, OTs and PVI and maintained settings. • A clear transparent approach based on LA (published) criteria for early years. • A focus on outcomes and meeting of need as a basis for the provision of funding. • Clear understanding of different agencies roles to minimise duplication and work together coherently • Paperwork to support practice reviewed and amended on feedback from users • Putting together the voice of the child and parent at the heart of everything we do via person centred practice and training to develop this • Specialist HV working with CDC multi agency team but based with Social Care and Education • EPs supporting S&LT and OT to work on outcomes so that settings can use these in the Assess Plan Do Review (APDR) cycles • Joining up CAF and outcome setting (ADPR) / reviews so that parents only have to attend one meeting • SEND drop ins and themed/focussed networks
Cheshire East	Penny Hughes Tracy Boden Carol Sharples	<p>NB Also see presentation attached separately</p> <ul style="list-style-type: none"> • Parenting journey (Summer at the earliest) • Health Visitor / Early Years – Integrated review at age 2 • Workforce development plan (Summer) / Quality Assurance / SENCO qualification
Cheshire West and Chester	Sheila Little Gill Tyler	<ul style="list-style-type: none"> • Early identification from birth in one part of the LA via the Paediatric Assessment and Support Team • Use of Early Years Access Funding to support places in Early Years Setting • Inclusion and Access Grant to fund equipment and training • Child Development Service – support to parents and setting • Early Years Specialist Service – support to parents and setting • High level of inclusion in early years settings
Cumbria	Sally Senejko Alex Nancollis	<ul style="list-style-type: none"> • Paperwork developed for integrated 2 year review • Development of SEND toolkit for SENCOs • Development of SEND Support Plan (IEP plan) • Joint reports between health and education (and visits) • Sharing information of children identified early between Health and Education

Halton	Eileen O'Brien	<ul style="list-style-type: none"> • Educational Psychology group consultation • Early years transition panel – multiagency to agree appropriate settings/support for children moving into Reception • Early Years enhanced provision funding • Training programme for childminders delivered by early years consultant teachers and SEND specialist teachers • Outreach for children with physical and medical difficulties • Outreach for children with social communication difficulties
Knowsley	Suzanne Winrow Tinuola Odukogbe	<ul style="list-style-type: none"> • HV teams complete 2 year check either in clinic / home (HV practitioners assess using Ages and Stages) • Parents are asked to share 2 year check with settings • HV may refer to CDT (Child Development Team) for single agency / multiagency support • SLT work closely with Children's Centre and children under 3 are invited to attend Chatterbox 12 week programme with parents – other targeted support includes other groups e.g. (Smiley Days group) support is from Children's Centre, SLT, Physio and Portage. This is a parenting group once a week. • Settings are supported by SLA from EP,SLT, ASC specialist advisory teacher and training is also available • Our Area SENCO is part of the Early Years Team and works alongside our Quality and Development Team and Portage Team to support settings working with children with High level Needs. She attends multi agency and Early Help reviews and delivers training for setting SENCOs and updates at networks • Two Year Old Offer – Capacity Building Projects: Funded Programmes evaluation and impact evidence (Area SENCO Support Offer, Knowsley Portage Service Additional Flexible Support, Additional Educational Psychology Capacity, Early Years PVI Setting Graduate Programme, Speech and Language Therapy Early intervention, Social Communication (ASC) Teacher, Childcare Information Service Marketing Strategy, Capital and Resources Programme in partnership with Education Asset Management Team and Projects and Programmes Team) April 2014 – March 2015
Lancashire	Helen Connolly Angela Robinson Debalina Das Gupta Maleka Hariwala	<p>Learner Support Team part of Special Educational Needs & Disability Service (includes EPs, Integrated Assessment Team and Children with Disabilities Social Work Team):</p> <ul style="list-style-type: none"> • Portage referrals from 0-3 – Portage Protocol document (criteria, referral procedure etc.) available on Local Offer – parental self-referral form, professional referral via CAF

		<ul style="list-style-type: none"> ○ Exchange visit by PHV to child's EY setting (PVI and maintained) where child is accessing 2 Year Old FEE to support setting to meet child's needs ○ Portage teacher liaison with CDCs ● EY Sensory support referrals from 0-4 for children with HI/VI/MSI - NatSip eligibility criteria used to determine frequency of input from specialist sensory teachers (home &/or EY setting input) ● Specialist Inclusion Teachers supporting EY settings with meeting statutory duties in relation to SEND – policy, procedure, early identification & graduated approach through Link visits, New SENCO Sessions & cluster meetings/workshops Plus: <ul style="list-style-type: none"> ○ Request for Guidance (RfG) – child specific involvement with parental consent for child of any age (under YrR) attending PVI setting. One off visit available for 2 year olds attending maintained settings where there are concerns about possible SEND but child/children not accessing Portage ○ 2 Year Old FEE support – termly visit to EY setting (PVI and maintained) to advise re: meeting needs of child/children accessing Portage ○ Additional Inclusion Support (AIS) – requests made to Early Years Panel via CAF for additional specialist teacher input sometimes with HLTA support or funding (depending on needs) to support EY settings (PVI & maintained) to meet needs of children with SEND from term after 3rd birthday until entry to YrR. All children supported without EHCP or pre-EHCP – relatively small number of children supported via AIS will have final EHCP before or on transition to school. ○ Transition meetings held for all children accessing AIS to support transition to school. SEN Support Plans completed as part of this process for children without EHCPs. ○ Early Years Panel – multiagency (in one of three areas) including: Paediatrician, SLT, EP, SENDO, Children's Centre rep. ○ Support for other teams within SEND Service to assist the EHCP process ● Specialist Equipment requests for equipment in the home via CwD social work team and in EY settings for children 2 years plus via Early Years Panel.
Liverpool	Jane McHale	<ul style="list-style-type: none"> ● Early Help Early Years Consortia Groups PVI childcare providers Led by members with support from LA to identify and support children with SEND in their area Small budget, access to IAS from Advisory Teachers and EP service Self managed. Graduated response ● Workforce development, training in Portage model used in settings

		<ul style="list-style-type: none"> • Establish baseline not recorded accurately in EYFS using Early Support Developmental Journal • Use budget for equipment, short term dedicated intervention with clear measurable outcome • EHAT process bring everything together • Support transitions – all stages up to school, including medically complex kids. Hospital – home – Portage home visiting Home – childcare setting Childcare setting - school
Manchester	Janet White Anne Ferguson Donna Griffin	<ul style="list-style-type: none"> • Have the 8 stage framework with an integrated partnership with HV teams and Sure Start Children’s Centres. Identifying children at an early stage where additional needs can be identified • Have element 2 funding to support children with significant needs • Have a SEND pathway, devised by multi-agency partners/children access universal and targeted provision – to include section 23 notifications • Early help Assessments completed • Commissioned speech and language service trained outreach workers in the WellComm screening • Commissioned CAMHS service to deliver Parent Survival courses / Video Interaction Guidance • Rodney House commissioned outreach for SEND children – respond to need rather than be reactive • Links with SEND teams and Quality Assurance teams to support PVI and Childminder settings • SENCO network meetings – linked to Short Breaks and Social Care
Oldham	Janette Olsen	<ul style="list-style-type: none"> • Working within an integrated commission which is health led – includes HV, Early years specialists, Area SENCO, Children’s Centres, Family Nurse Partnership, School Nurses – following the 8 stage model – focus early intervention (Right Start Service) • Pathway for children with SEND is integrated through to EHC request and transition • Working closely with external partners to ensure the right team are around the child. These include CDS, CANOS, LA, parent groups • Linking with the SEND hub to support settings and ensure there is a set of shared expectations • Interventions – training for all staff and staff in settings to support Wellccomm, Babbling babies, Little Talks, Solihull
Rochdale	Alison Butterworth Michelle Brennan	<p>See also SEND Sure Start Story Board – attached separately</p> <ul style="list-style-type: none"> • EHC workshops to support settings to requests • Self audit evaluating settings’ practice

		<ul style="list-style-type: none"> • Transitional support – key points • Early identification of need • Relevant referrals increased • SHINE programme – Barnardos’ 12 week parent programme. SCDN/challenging behaviour interventions for parents • Better links health –LA ESKWS – CDLI and then link with Area SENCO • New ASD pathway immediate referral to OT and SLT
Salford	Lynne Moody Zoe Bennett	<ul style="list-style-type: none"> • ASD training leading to settings being accredited (using Autism Education Trust standards) • Piloting package of support for children going into School Nursery class without EHCP – funding, EP support, specialist teaching support • Early Support key workers supporting families • Communication development workers supporting settings – part of speech therapy service • All settings have links to Community Nursery Nurses who are part of Health Visiting team • EHC workshops supported by ASENCOs • SENCO Clusters • ASENCO support to settings for PVI settings • Multi agency CDF (child development forum) • Setting complete a termly SEN return to allow forecasting of placements for provisions • SEN group funding dependant on meeting criteria via SEN return • Individual bursary funding for those with most severe and complex needs • Buy into access fund to provide physio and OT equipment to settings • Planning transition with Learning support service • Listening and attention training package with resources provided • Inclusion training • Allocation of Educational psychologist via a referral for PVI • Setting support meeting by SLW team and CDW to plan setting support priorities • Close liaison with the quality development advisor and school readiness advisor
Sefton	Sally Richardson	Information to follow
St Helens	Lidia Wolos	Information to follow
Stockport	Joanne Hibbert Karen Armstrong	<ul style="list-style-type: none"> • Shared Early Years Framework (yet to be agreed) • All Early Years settings trained in Wellcomm • PVI SENCO network

Tameside	Karen Kromolicki	<ul style="list-style-type: none"> • Children easily identified as having SEND are referred to Integrated Service for Additional Needs (ISCAN), Health and Social Care from birth onwards. • Team around child approach – Family Service Plan developed – plan do review • Liaison at 2 with SEN Education Team • ISCAN work in early years settings • Children are identified via Ages and Stages • Have Toddler Talk and Baby babble developed in conjunction with SLT • Also physical pathway (devised by OT and Physio), delivered by early years workers from Children’s Centres These form part of universal offer before specialist advice sought. • Early Years multiagency panel discusses all children with additional needs at 2. This reviews evidence (FSP plan-do-review) and whether child will require support/equipment etc.
Trafford	Nina Chidgey Nisha Manohar	<ul style="list-style-type: none"> • Special Education Needs Assessment Service (SENAS) go into settings to offer advice/support – assistance with referral to EHC team for HNB funding/EHC assessment/plans SENAS team will refer settings to specialist consultants from within their own team to assist settings with strategies. An Areas SENCO liaises with settings and gives advice on ‘next steps’
Warrington	Andrea Riley Fiona Coughlin Melanie Allen	<ul style="list-style-type: none"> • Support plus funding for PVI and Schools to support children with SEND as part of the graduated approach. Monthly panels for requests and termly reviews. Expectation that settings will use the portage principles of small steps to plan and track progress. • Portage service (New service to Warrington developed in 2016) • Portage training delivered 3 day accredited basic awareness to approx. 100 Early Years practitioners in Warrington. • ICAN ELDP packs and resources in all PVI settings. Training delivered to whole teams to aid understanding and to promote early identification of Speech, language and Communication delay. • SEND termly list multi-agency meeting where professionals discuss and plan for children’s transition into statutory school. • SEND termly networks for PVI sector • SEND face to face training and webinars delivered through Early Years training offer. • Sandy lane Nursery School – Rainbow room for children with additional needs. • Outreach teacher supports children in PVI who have been referred to outreach service from CDC. • Early Years graduated approach pathways for Early Years sector to follow. Guides them around referral for support plus, EP and CDC.

		<ul style="list-style-type: none"> • Chatterbox sessions delivered through children centres across the town. • Family and baby (FAB) group within each geographical CC cluster. This group supports families and children who have been in special baby care. Referrals direct from Warrington hospital. • Sensory team (VI & HI) run targeted groups for children who have visual or hearing impairments. • Integrated 2 year check in place in Warrington. • DNA from S&L services are shared with HV teams and CC managers. • All the above sits within an Early Help service where early intervention is a priority. • Complex case panel - weekly multi-disciplinary meetings (including health & educational professionals & CAMHS staff) to triage referrals & support early identification (& sharing information between agencies) – children/young people & their families are supported to access appropriate assessment & support from relevant services
Wigan	Clare Todd	<ul style="list-style-type: none"> • Local need in the early years – currently support approx. 100 children each year on entry into reception either via resources in mainstream school (top ups), resourced/)&A places or specialist provision. Supporting 300+ children from birth at SEN Support and above, these numbers are rising. Currently supporting 87 children with additional support in nursery provision. Graduated approach from 20%+ developmental delay. Multiagency Inclusion Meetings across E/H/C. Offer Portage, Key Working, children access settings (P&V, maintained and childminders). Increase in requests for specialist provision. Complexity of need is increasing, more children with profound and multiple needs and an increasing number of children with complex health issues. Area SENCO links with all providers to provide advice and support, liaises with professionals across all 3 areas (E/H/C) and with neighbouring authorities. • Recent successes – Increased number of children being identified and supported prior to entry to school, early notification process implemented and being embedded, link made with health visitors especially to consider children not accessing their entitlement, strong links with Bridgewater – health provider and increasing involvement from social care. Links developed with TESS to aid transition to school and identify children who present difficulties following transition. Attend Child Development Centre (CDC) reviews with parents/multi agencies and paediatricians, meet families at CDC. Increasing number of EHC plans issued prior to starting school over the last 12 months. Project with Educational Psychologists focusing on children with emotional and social needs – assessment using observations of child, social circles with staff in the setting and involvement with parents – child was at risk of losing placement needing 1:1 at all times, now being managed within early years setting well with limited additional support. Multiagency planning for a child to go to nursery who needs a registered nurse to

		<p>access nursery placement – excellent liaison with education, health and care planning to facilitate this.</p> <ul style="list-style-type: none"> • Evidence of impact – less children turning up at school unknown, more seamless transitions with support in place ready, training is in place for staff in advance, proactive approaches rather than reactive, schools are more aware of the child’s needs prior to entry therefore able to seek advice, recruit support, Targeted Support Workers monitor impact of support alongside ELCC and SENDS – also able to moderate trackers to ensure correct needs are identified. Early intervention provided ahead of EHC assessment to aid transition into school for some children who need support for transition but not for longer term needs.
Wirral	Carol Fenton Ellie Wright	<ul style="list-style-type: none"> • Integrated reviews- joint partnership training to the sector • Project involving midwifery, children’s centres and health visitors – neonatal support for families –HV tracking of vulnerable children • NHS – Both Designated Clinical and Medical Officers • Locality models across schools, LA early years, health, social care – positive relationships / information sharing protocols • Know our children well – multi agency approach to understanding transition / destinations for children enables plans for individual needs • ASQ embedded – tracking children • LA Early Intervention Team – conduit