

ISL SEND Specialist Advice and Support (SEND SAS) Offer for Children in the Early Years (0-7)

February 2021



“Empowering children and young people with SEND to learn, thrive and achieve through the provision of high-quality specialist advice and support.”

ISL SEND Specialist Advice and Support (SEND SAS) Offer for Children in the Early Years (0-7)

SEND Specialist Advice and Support sits within Integrated Services for Learning (ISL), which is a part of Children’s Services within Hertfordshire County Council.

The SEND SAS Early Years team support children from birth up to seven years old with Special Educational Needs and Disabilities (SEND). Practitioners from the service give advice and guidance to families in the home and to professionals in Early Years Settings (the private, voluntary and independent (PVI) sector, maintained nurseries and schools) developing their skills and confidence to use techniques and interventions to understand and meet the educational needs of the child.

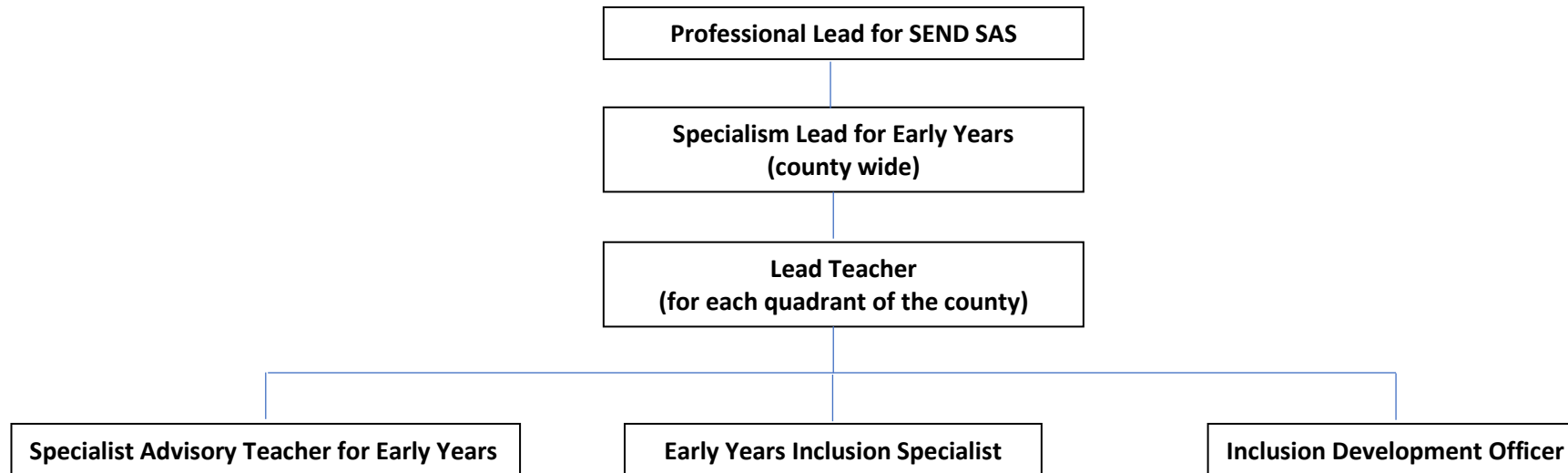
Contents

SEND SAS Early Years Team Structure	3
Determining Need and Level of Support	4
SEND SAS Early Years Offer and the Graduated Response	4
The Right Intervention at the Right Time	6
Working in Partnership	8
Transition	8
Support in Key Stage One	9
Education, Health and Care Plans	9
Tiers of Support and the SEND SAS Early Years Offer	10
Referrals	17
Contacts	17
Additional Support for Children in the Early Years with SEND	18

SEND SAS Early Years Team Structure

The SEND SAS Early Years team structure is reflected across the four ISL quadrants of Hertfordshire:

- ❖ North Herts and Stevenage
- ❖ East Herts, Broxbourne Welwyn and Hatfield
- ❖ St. Albans and Dacorum
- ❖ Watford, Three Rivers and Hertsmere



Specialist Advisory Teachers (SATs)

Our Specialist Advisory Teachers (SATs) are qualified teachers with specialist SEND experience and qualifications. They have worked in a wide range of educational settings to include; the Private, Voluntary and Independent Sector (PVI), local authority maintained nurseries and nursery classes, in mainstream and specialist schools. Specialist Advisory Teachers work with individual children and their families and/or education providers, assessing need and giving practical advice and guidance. They also offer training to Early Years settings. Some of our SATs work in our specialist pre-school setting for children and their families; the Early Years Specialist Development Centre.

Early Years Inclusion Specialists (EYIS)

Early Years Inclusion Specialists (EYIS) are highly specialised learning support practitioners. In a similar way to the SATs, they have worked in a wide range of educational settings, supporting children with medical conditions, developmental disorders and learning differences. They work alongside our teachers to model interventions and strategies suggested in their advice and guidance. EYIS can offer support in the home, PVI and maintained nurseries and schools. They also deliver training and offer group sessions for children and their families. Some EYIS support teaching and learning in the Early Years Specialist Development Centres.

Inclusion Development Officers (IDO)

Inclusion Development Officers (IDO) have extensive and varied experience in Early Years education and SEND. They work with practitioners in PVI and maintained nursery settings. IDOs do not focus on individual children or carry their own caseload, but instead develop inclusive practice in Early Years settings by training staff and enhancing systems and processes within the nursery, to ensure progress of all children with SEND. IDOs assume the responsibility of the Area SENCo, in line with the SEND Code of Practice (2015). In schools, this role would usually be fulfilled by the SENCo.

Determining Need and Level of Support

The SEND SAS offer is based on a needs led assessment; a child does not require an Education Health and Care Plan (EHCP) in order to access the service, nor does the child require a formal diagnosis of a medical or developmental disorder in order to be considered for support. Our practitioners focus on the strengths and needs of individual children and support their progress through inclusive practice and reasonable adjustments within their current setting or at home. The child's strengths and needs are determined through assessment conducted by Specialist Advisory Teachers, practitioners in settings and healthcare professionals.

Assessment informs the level of support provided by the Early Years SEND Team. Levels of support are divided into 5 tiers, which are reflective of a child's level of need. Tier 1 being the lowest level of need and Tier 5 the highest.

Tiers of support are flexible and fluid in response to the child's emerging and ongoing needs. A child does not necessarily need to enter at a lower tier and progress through the levels of support over time (especially where the assessment of support has been identified by a healthcare professional), the child may receive support at a higher tier from the outset. Similarly, a child may receive support at a lower tier and remain at this level of support throughout the intervention, if their needs remain broadly the same.

However, during an episode of support by a member of the Early Years team, the needs of the child may be assessed as more or less significant than first identified. The ongoing level of support given will reflect this and be communicated to families and other adults involved in the intervention.

SEND SAS Early Years Offer and the Graduated Response

All children in the early years have an entitlement to access high quality, inclusive provision regardless of whether they have SEND.



The SEND SAS primary purpose is to guide and support professionals to have the confidence to provide a fully inclusive learning environment. Early Years practitioners help to ensure providers of early years places for children, in all settings, are given advice and guidance about the minimum expected SEND provision and have systems in place to reflect this. This constitutes our 'universal' offer of support or Tier 1.

In line with the Early Years Statutory Framework, SEND Code of Practice (2015) and the [Herts Quality SEND Offer](#), there is an expectation that Early Years providers will identify and plan for additional needs within their setting.

At the heart of practice for all children in the Early Years, including those with SEND, are the four guiding principles for EYFS as follows:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

DfE (2020) *Statutory Framework for Early Years Foundation Stage*

It is paramount that high quality teaching by all staff and adults meets the needs of individuals; this is a statutory requirement.

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this....”

DfE and DH (2015) *SEND Code of Practice: 0-25 years*

In order to meet statutory requirements, individualised teaching is non-negotiable and legally it must be in place for all young children, as a universal requirement.

“Practitioners must consider the individual needs, interests, and the stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.”

DfE (2020) *Statutory Framework for Early Years Foundation Stage*

In line with the graduated response to SEND, SEN Support should be clearly in place for children identified as having additional needs. There should be evidence of the use of the ‘assess, plan, do, review’ cycle in collaboration with parents and families. The SENDSAS Early Years team will guide and contribute towards this at all levels of intervention. However, before a child attending an Early Years setting will be considered for support at Tier 3 or above, clear evidence of SEN support will be requested at the point of referral. This ensures that Quality First Teaching (high quality teaching which takes account of the needs of all learners) is firmly in place before specialist strategies are introduced.

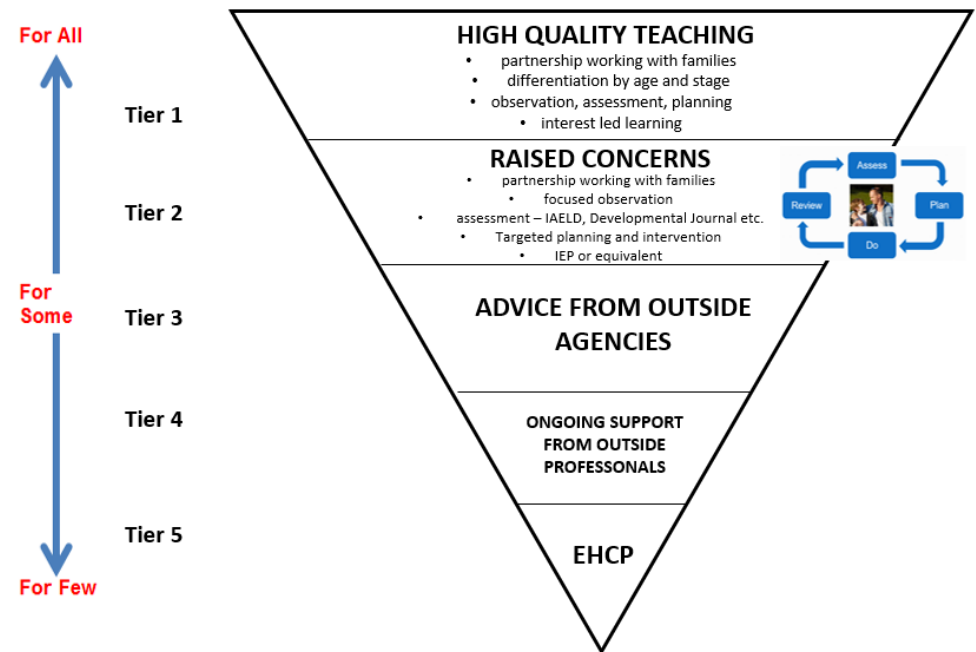
In certain circumstances, a local area Lead Teacher may offer an initial consultation to determine the tier of support if assess, plan, do, review paperwork is not yet available.

The Right Intervention at the Right Time

The SEND SAS Early Years team will guide families, settings and other professionals to identify the most appropriate support for the child’s emerging or ongoing needs.

High Quality Inclusive Provision for the Whole Setting

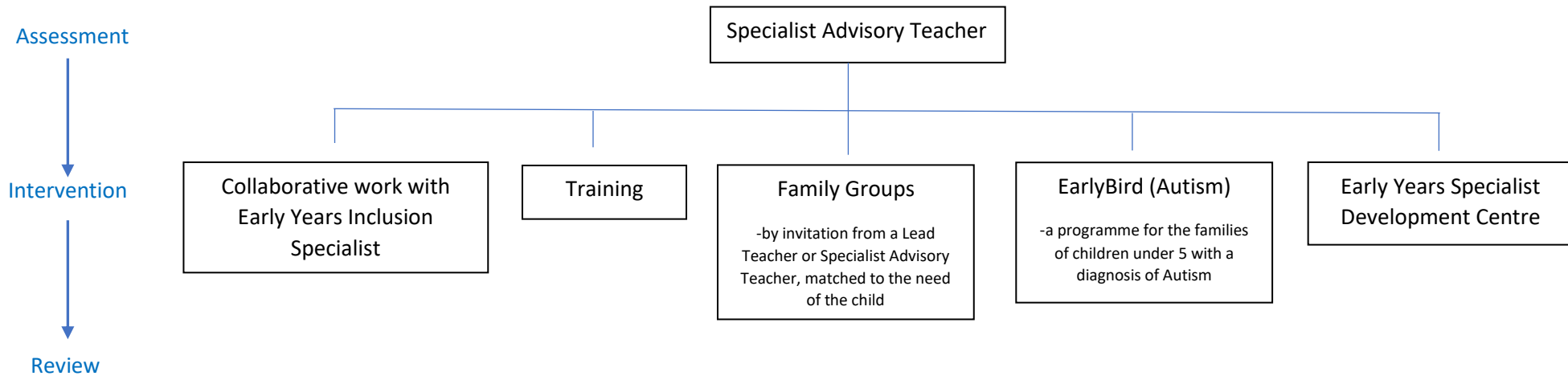
All children benefit from high quality, inclusive teaching. IDOs support settings to ensure that systems are in place and embedded, to



accommodate the needs of all learners. They also offer advice, guidance and training for supporting children with additional needs in line with the graduated response.

Support for Individual Children

For some children, a more targeted form of provision will be necessary to support them to make progress. Specialist Advisory Teachers plan episodes of support using various resources within the team, as illustrated below, to meet the needs of individual children.



The SAT coordinates the educational intervention of all children being supported on their caseload. At the initial point of contact between the teacher and family and/or setting, the views of the child, family and Early Years practitioner(s) will be sought, as well as a discussion about the adults' confidence levels to support the child to make progress. The SAT will observe and assess the child before discussing and agreeing outcomes for the adults to work towards with the child. The teacher will suggest and model interventions and strategies to help support progress towards the outcomes. Depending on the child's level of need, the SAT may decide that offering additional support from within the SEND SAS team will beneficially supplement the episode of intervention. This may include, families attending a group to support the development of their skills and create peer networks or providing additional support for adults working with the child from an Early Years Inclusion Specialist (EYIS). The SAT may also identify training opportunities for Early Years practitioners, to advance their knowledge and skills in specific areas of SEND to support a child, or children, within their setting.

The SAT (and EYIS where relevant) will continually monitor progress against the outcomes that have been set. This may result in a change or alteration to the advice given or provision suggested, in order to best meet the needs of the child. At the end of the planned intervention, the teacher will conduct a



review with the setting and/or family to discuss outcomes and evaluate their confidence to support the child to continue to progress. In most cases the involvement from the SEND SAS Early Years team will end, with families and settings welcomed to refer again in the future should the child's needs change. In some cases, an agreed number of additional support visits may be necessary to meet the set outcomes; this will be decided on a case by case basis with the local area Lead Teacher. If the child is receiving support at Tier 4 or above, the decision may be made to monitor the child's progress for a set period of time.

Early Years Specialist Development Centre

If a child's needs meet the criteria for Tier 5 support and is under age 3, the SAT will offer sessions at our Early Years Specialist Development Centre (EYSDC) alongside support at home and/or the child's Early Years setting (where applicable). The EYSDC is a specialist pre-school group which offers therapeutic, play-based parent and child sessions developed in line with the Early Years Foundation Stage curriculum. Teachers and EYIS use specialist assessment to support children to make progress, as well as demonstrating and advising families on the best way to support progress at home. The EYSDC uses a multidisciplinary approach, providing additional support from therapy services (speech and language therapy, occupational therapy, physiotherapy etc.) and access to local services, such as those as Family Centres. Staff at the EYSDC also offer advice and guidance to Early Years settings to encourage successful transition into pre-school and nursery. For those children in need of continuing support after the age of 3, SATs will monitor their progress and continue to provide advice and guidance to family and setting (where appropriate).

Working in Partnership

Dependent on the needs of the child, as assessed by the Early Years team, it may be most beneficial to the child to be supported by an alternative or additional practitioner from the SEND SAS service, specialising in a specific area of SEND (e.g. Speech, Language, Communication and Autism, Sensory Impairment, Physical and Neurological Impairment). In agreement with the family, the episode of intervention may be shared by two or more professionals within the SEND SAS team, focusing on different educational outcomes. The child may also be recommended for primary support from a team other than Early Years, if this is deemed more appropriate.

In many instances, SENDSAS Early Years practitioners will also work alongside professionals from other agencies (Educational Psychology Service, Speech and Language Therapy, the Health Visiting Team, Special School Outreach, social care, family support/Family Centre services and SEND Champions) in order to secure the best outcomes for children.

Transition

During key educational transition points (e.g. entry to Nursery or Reception) the SEND SAS Early Years team will support practitioners in the receiving setting to ensure the most appropriate provision and adjustments are in place to meet the needs of the child. SEND SAS practitioners will coordinate and/or contribute to a Team Around the Child (TAC) meeting to bring parents and professionals together, in order to create a smooth transition between settings and supporting professionals. Dependent on the individual need of the child, this meeting may include practitioners from other specialist areas



within the SEND SAS team, should ongoing support be appropriate. Alternatively, a referral to Special School Outreach or Behaviour Support Services may be suggested, should there be a need for short term support to develop teaching and learning strategies within the child's new classroom.

Support in Key Stage 1

In some circumstances, it may be considered that the child requires continued support past the Early Years phase (0-5), but due to developmental or circumstantial need it may be deemed most appropriate that their episode of intervention be continued by the Early Years Team (rather than SEND SAS colleagues or other services). In these cases, support may be offered through to Key Stage 1 (up to age 7). Intervention for children past Reception age will be assessed by the local area Early Years Lead Teacher. The child should be currently working at a developmental level in which their needs would best be met through the Early Years Foundation Stage curriculum, along with a combination of two or more of the following supporting criteria:

- The child is currently receiving a level of support at Tier 4 or above
- The child is new to a setting and would meet the requirements for support at Tier 4 or above
- The child receives support from multiple outside agencies or professionals, to enable them to access their learning
- The child and their family would benefit from intervention to support progress at both home and school
- The child's school placement is at risk (in this case, SEND SAS may work collaboratively with other agencies to support the school and the child)

During the intervention episode the SAT, in consultation with the local area Lead Teacher, will review the progress of the child in line with the Tiers of Support.

Education, Health and Care Plans (EHCPs)

The SEND SAS team support settings and schools to provide high quality SEN support; to meet the learning needs of the majority of children without the need for an EHCP.

Should a request be made for a statutory EHC assessment of a child, SATs will provide information relating to children they are currently supporting or have worked with within the last six months. The information provided will help to build a more detailed picture of the child's strengths and needs; this will contribute to the decision as to whether an EHCP would help to support the development of the child.

On many occasions, the SATs will work alongside the Educational Psychologist to provide the most appropriate assessment and recommendations for the child. The teacher or Educational Psychologist will share how they will contribute to this with families and settings before work begins.

If an EHCP is given to a child, following assessment, the SEND SAS Early Years team will support families and settings to ensure they are able to confidently put the suggested provision in place, if this is requested or required.

Tiers of Support and the SEND SAS Early Years Offer

	Learner Profile	Offer	Episode of Support
Tier 1	<ul style="list-style-type: none"> ▪ Baby/ toddler/child is generally meeting age appropriate milestones and is making expected progress; including the Characteristics of Effective Learning ▪ Adult support varies throughout the day depending on ratio and routine, but this is managed by the child; support may be given occasionally for specific areas of need to support progress ▪ Possible minor developmental delay, as identified using an appropriate assessment tool ▪ The child is able to independently access the setting environment and sustain focus on self-chosen activities and resources ▪ Child shows perseverance and concentrates on a chosen task for an appropriate period of time (for age and stage); demonstrates signs of deep involvement. At times may need some additional prompts. ▪ Child can listen and attend to an adult-led activity for a short amount of time, in line with developmental expectations ▪ The child is at expected stage in developing social play and interaction with peers and shows developmentally appropriate social interactions with others ▪ All children in the Early Years need support from adults to regulate their emotions (co-regulation); with adult support, children are able to manage and regulate their emotional responses 	<ul style="list-style-type: none"> ▪ Systemic support for PVI settings and maintained nursery schools via link Inclusion Development Officer ▪ Setting/cluster/DSPL training (e.g. CERTSEY, 'New to SENCo', Therapeutic Approaches to Behaviour Modules, Attachment and Trauma Informed Practice, setting specific training) ▪ Guidance materials and online tools (e.g. HfL SEND Toolkit) ▪ Using the Inclusion Practice Statements (with support of Inclusion Development Officer) to ensure high quality inclusive practice in Early Years settings 	Who Identifies Need?
			<ul style="list-style-type: none"> • Family • Practitioner(s) in Early Years setting e.g. school/PVI SENCo • Healthcare professional • Professionals in Family Centres
			Referral Process
			<ul style="list-style-type: none"> • Contact link Inclusion Development Officer • Contact area Lead Teacher • Discussion with SEND Champion at local Family Centre (please see 'Additional Support for Children with SEND in the Early Years' pg. 20, for further information) • Visit the Hertfordshire Local Offer website for additional information
SEND SAS Intervention			
<ul style="list-style-type: none"> • Inclusion Development Officers will offer ongoing support for PVI settings to guide and improve practice • Training is varied depending on need and content, please contact Lead Teacher or Inclusion Development Officer for more information 			

Tier 2	<ul style="list-style-type: none"> ▪ The child is showing some delay in learning in the Prime Areas of EYFS. Monitoring of progress indicates that despite group-based interventions and support, the child is not progressing as they could be ▪ Support plan required following 2-year progress check ▪ The child may require additional adult intervention to support progress ▪ May have some difficulty accessing the setting environment; the child may be easily distracted and need some adult support to enable them to access the environment and sustain focus on self-chosen activities and resources ▪ May need reminders or encouragement to persevere with an activity that is adult led ▪ Child may require visual aids and simplified language to access instructions and requests and follow routines. ▪ The child has some difficulty in acquiring language, which is starting to impact on communicating their wants and needs ▪ The toddler, child has a shorter concentration span than typically developing children of the same age ▪ There is limited exploration through play preferences 	<ul style="list-style-type: none"> ▪ Systemic support for PVI settings and maintained nursery schools via link Inclusion Development Officer ▪ Setting/cluster/DSPL training (e.g. Early Years Autism Training, setting) ▪ Guidance materials and online tools (e.g. HfL SEND Toolkit) ▪ Early Years Advice Line (01442 453920 Wednesday 9am - 12pm and Thursday 1pm - 4pm) open to families and settings (anonymised advice for practitioners at settings) ▪ Telephone/virtual consultation; available to families and settings 	Who Identifies Need?
			<ul style="list-style-type: none"> ▪ Family ▪ Practitioner(s) in Early Years setting e.g. school/PVI SENCo ▪ Healthcare professional (e.g. Health Visitor at 9-12 month/2 year development review) ▪ Inclusion Development Officer (systems and processes) ▪ SEND Champion from Family Centres
			Referral Processes
			<ul style="list-style-type: none"> ▪ Contact link Inclusion Development Officer ▪ Discussion with SEND Champion at local Family Centre ▪ No referral necessary for Early Years Advice Line ▪ Condensed referral required for telephone/virtual consultations and consultation visits (see below) ▪ Training is varied depending on need and content, please contact Lead Teacher or Inclusion Development Officer for more information
			SEND SAS Intervention

	<ul style="list-style-type: none"> ▪ The child has limited schemas to organise knowledge through exploratory play ▪ There is some evidence of repetitive play, restricted interests and limited imaginative play; adult support is needed to extend exploratory skills and to access early play ▪ Some difficulty in building and/or maintaining relationships with others that could lead to isolation and/or conflict ▪ Child has some difficulty in managing and regulating emotions, even with adult support ▪ The child may need some adult support and direction to access gross motor, fine motor or self-help activities 	<ul style="list-style-type: none"> ▪ Consultation visit with an Early Years setting to discuss multiple children (with parental consent/participation) 	<ul style="list-style-type: none"> ▪ Early Years Advice Line – standalone advice. Early Years settings should include guidance given in the child’s SEN Support. Advice given recorded on the child’s record (parental advice) or setting record, to provide continuation of advice where necessary (HCC database) ▪ Telephone/virtual consultation with families – a full referral should be completed if no progress has been made ▪ Telephone/consultation visits with settings – if settings have follow up queries, they should raise this with their IDO. If no progress has been made following advice, a full referral should be completed. The assess, plan, do, review documents should evidence how advice from the consultation has been actioned
<p>Tier 3</p>	<ul style="list-style-type: none"> ▪ The toddler or child is functioning considerably below age-related expectations, with pronounced delay in learning across the Prime Areas of Learning ▪ The child displays considerable difficulties with active listening and attention which is impacting on their speech and language development ▪ Child has difficulties listening and attending to communication from adults and peers ▪ Can be easily distracted and flit between activities or find it difficult to move on; the child needs a 	<ul style="list-style-type: none"> ▪ Setting or home visit by Specialist Advisory Teacher to assess need, advise and model strategies 	<p>Who Identifies Need?</p> <ul style="list-style-type: none"> ▪ Family ▪ Practitioner(s) in Early Years setting e.g. e.g. school/PVI SENCo ▪ Healthcare professional (e.g. Health Visitor at 9-12 month/2 year development review, recommendation by paediatrician) ▪ Inclusion development Officer ▪ SEND Champion from Family Centres ▪ Specialist Advisory Teacher

	<p>targeted level of intervention to enable them to access nursery environment</p> <ul style="list-style-type: none"> ▪ The child is showing difficulty understanding and following age appropriate instructions; they require a higher level of intervention through enhanced staffing to enable the use of visuals to support understanding ▪ Child has speech difficulties which is having a marked impact on their ability to communicate their wants and needs ▪ Continual difficulties with sequencing and short-term adult support is required to extend play, extend imaginative skills and access activities. ▪ There is evidence of frequent repetitive play, restricted interests and significant difficulties with imaginative play ▪ There is evidence that the child has difficulties retaining concepts over time ▪ The toddler or child may be showing signs of frustration ▪ The child needs adult support to build and/or maintain relationships with others and facilitate positive interactions with peers ▪ The toddler or child may be beginning to lose skills ▪ Considerable adult intervention needed to support the child to follow setting routines e.g. coping with boundaries, coping with changes in routine/staff etc. 		<p>Referral Process</p> <ul style="list-style-type: none"> ▪ Full referral with supporting evidence (see below) <p>SEND SAS Intervention</p> <ul style="list-style-type: none"> ▪ Lead Teachers may consider a ‘triage’ phone call/virtual meeting with family or setting to be appropriate before deciding on the most appropriate episode of intervention ▪ Initial support - two visits to home or Early Years setting by a Specialist Advisory Teacher; initial assessment with advice, followed by a second visit to evaluate and review progress <p>After review and in discussion with the area Lead Teacher, a decision will be made to offer additional visit(s)/support, escalate to a higher level of support or end the episode of intervention.</p>
--	--	--	---

Tier 4	<ul style="list-style-type: none"> ▪ Child has significant delay in learning across prime areas of EYFS despite differentiation of curriculum and individual interventions ▪ There is a high level of intervention through enhanced staffing to enable the child to access the nursery environment, choose activities and sustain focus. ▪ The child has significant difficulties listening and attending to communication from adults and peers ▪ The child/toddler is showing significant difficulty listening, attending to and participating during group times ▪ Child has significant difficulty understanding and following routines and instructions, needing personalised visual support to access learning; planned strategies are required to prepare for changes in routines ▪ There is significant difficulty understanding and following age appropriate instructions ▪ The child exhibits significant difficulty engaging and interacting with peers and adults ▪ The child demonstrates significant difficulty in building and/or maintaining relationships with others that could lead to isolation and/or conflict ▪ The child has significant difficulty in managing and regulating emotions, even with adult support. This impacts on their ability to remain on task during a developmentally appropriate activity, despite ongoing individualised interventions. ▪ Frustration may be displayed through difficult behaviour ▪ The child's speech clarity/difficulties results in them having significant difficulties making their 	<ul style="list-style-type: none"> ▪ Setting or home visits by Specialist Advisory Teacher to assess need, advise and model initial strategies. ▪ May offer additional support for adults from Early Years Inclusion Specialists 	Who Identifies Need?
			<ul style="list-style-type: none"> ▪ Specialist Advisory Teacher ▪ Area Lead Teacher ▪ Healthcare professional (e.g. paediatrician)
			Referral Process
			<ul style="list-style-type: none"> ▪ Full referral with supporting evidence (see below)
			SEND SAS Intervention
			<ul style="list-style-type: none"> ▪ Lead Teachers may consider a 'triage' phone call/virtual meeting with family or setting to be appropriate before deciding on the most appropriate episode of intervention ▪ Initial support -two visits to be offered to the home and/or Early Years setting. The Specialist Advisory Teacher will make an initial visit to assess need and make recommendations. ▪ If an Early Years Inclusion Specialist is assigned, they will make a set number of visits (decided by teacher after first assessment) to model recommendations given by the teacher. SAT and EYIS will discuss progress regularly to assess the need to alter the intervention. The Specialist Advisory Teacher will make a review visit to evaluate progress.

	<p>needs and wants known to both familiar and unfamiliar adults</p> <ul style="list-style-type: none"> There is evidence of persistent repetitive play, restricted interests and severe difficulties in imaginative play There is evidence that the child has significant difficulties retaining concepts over time Planned strategies and additional support is needed to retain and use learned skills The child may be losing skills 		<ul style="list-style-type: none"> After review and in discussion with the area Lead Teacher, a decision will be made to offer additional support, monitor the case for a set period of time or end the episode of intervention.
<p>Tier 5</p>	<ul style="list-style-type: none"> The baby, toddler or child has substantial delays in meeting milestones; presenting within the significantly low (below 1st centile) range on standardised assessments Very slow rate of progress despite a high level of specialist intervention The child may have a range of other disabilities as well as learning needs for example, medical conditions, sensory impairments The child may be consistently losing skills Significant and sustained difficulties across all areas of early learning and development Professional advice has been followed for an extended period with child making little progress The child exhibits sustained difficulties with active listening and attention which impacts on their speech and language development Despite an individualised programme of support, the child is showing a sustained delay in their play skills and is unable to focus on their own interests The child attends for very short periods of time, even with adult support 	<ul style="list-style-type: none"> Setting or home visits by Specialist Advisory Teacher to assess need, advise and model initial strategies. Additional support for adults from Early Years Inclusion Specialists Invitation to Early Years Specialist Development Centre 	<p>Who Identifies Need?</p> <ul style="list-style-type: none"> Specialist Advisory Teacher Area Lead Teacher Healthcare professional (e.g. paediatrician) <hr/> <p>Referral Process</p> <ul style="list-style-type: none"> Full referral with supporting evidence (see below)

	<ul style="list-style-type: none"> ▪ The child displays sustained difficulty understanding and following age appropriate instructions, even with a high level of intervention ▪ The child has significant difficulties remembering and following regular routines ▪ The child may be dependent on adults to interpret their wants and needs; due to sustained difficulties communicating with others ▪ The baby, toddler, child will require specialised provision, with personalised programmes of support delivered by staff with a high level of expertise ▪ The child needs significant support and a highly differentiated approach to enable them to play, join in, share and communicate their ideas and experiences ▪ The child does not replicate modelled play ▪ Frustration may be displayed through dangerous behaviour ▪ Sustained and significant difficulty in managing and regulating emotions, even with adult support 		<p>SEND SAS Intervention</p> <ul style="list-style-type: none"> ▪ Lead Teachers may consider a ‘triage’ phone call/virtual meeting with family or setting to be appropriate before deciding on the most appropriate episode of intervention ▪ Specialist Advisory Teachers to make initial home visit(s) to assess need and begin support Teachers will support the child and their family to work towards joining the Early Years Specialist Development Centre ▪ Families will be invited to attend the Early Years Specialist Development Centre once per week for one term (until the age of 3) ▪ Specialist Advisory Teachers and Early Years Inclusion Specialists will continue to support the child and their family at home and/or in the Early Years setting, alongside support at the Early Years Specialist Development Centre, until the episode of intervention ends or they transition to full time education ▪ Review dates will be set alongside Lead Teacher to reflect the current needs of the child
--	---	--	--

Additional References

If a child’s strengths and needs assessment indicates that they may benefit from the expertise of an Early Years Communication and Autism specialist practitioner, the local area Early Years and Speech, Language, Communication and Autism Lead Teachers will collaboratively reference the ‘**ISL SEND Specialist Advice and Support (SEND SAS) Offer for Children in the Early Years with Communication and Autism Needs (0-7)**’. This will guide their decision

around the most appropriate level of support for the child's needs. Referrers do not need to indicate support from a communication and autism specialist, this decision will be based on assessment by SEND SAS practitioners.

Referrals

Condensed referrals

- A completed service request <https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/hertfordshire-service-request-form-for-children-and-young-people.pdf>
- State the reason for request as 'telephone/virtual consultation' or 'setting consultation visit'
- Evidence of 'assess, plan, do, review' if the child is in an Early Years setting – *if there is not yet evidence of this, please contact local area Lead Teacher for a discussion around need*

Children new to settings with emerging needs would benefit from a telephone/virtual consultation as a first point of contact with the Early Years service.

Full Referral

- A completed service request <https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/hertfordshire-service-request-form-for-children-and-young-people.pdf>
- A completed ISL Baseline Assessment <https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/isl-baseline-assessment-form.pdf>
- Evidence of two cycles of 'assess, plan, do, review' if the child is in an Early Years setting - *if there is not yet evidence of this, please contact local area Lead Teacher for a discussion around need*
- Relevant supporting medical reports (speech and language therapy, paediatrician, physiotherapy, occupational therapy etc.)
- Reports from any other supporting agencies (e.g. Family Centre support, Special School Outreach etc.)

All referrals must have parental consent

Contacts

Specialism Lead for Early Years

Deena Wallworth – Deena.Wallworth@hertfordshire.gov.uk

Lead Teachers

North Herts and Stevenage; Michael Birch – Michael.Birch@hertfordshire.gov.uk

East Herts, Broxbourne, Welwyn and Hatfield – Sheryl.Wall@hertfordshire.gov.uk

St. Albans and Dacorum – Jane.Keech@hertfordshire.gov.uk

Watford, Three Rivers and Hertsmer – Debbi.Watson@hertfordshire.gov.uk

Additional Support for Children with SEND in the Early Years

Within SEND Specialist Advice and Support:

Speech, Language, Communication and Autism - as referenced above, local area Lead Teachers will assess whether a child's needs will be best met within the Early Years team or Speech, Language, Communication and Autism (SLCA) team. However, if you have any queries around these particular needs please contact the Early Years Lead Teacher in your local area in the first instance and they can direct you to an appropriate SLCA practitioner where appropriate.

You can also access the SLCA Advice Line on Tuesday and Wednesday afternoon from 1.30pm to 4pm for immediate advice and guidance.

Vision Impairment Team – If a child's main needs are related to a visual impairment, use the service request form as above and select 'Physical and Sensory'. Please contact Lead Teachers, Sharon Hill and Rebecca Payne for additional information - Sharon.Hill@hertfordshire.gov.uk , Rebecca.Payne@hertfordshire.gov.uk

Hearing Impairment Team - If you require advice and support for a deaf child or a child with a hearing impairment, use the service request form as above and select 'Physical and Sensory'. Please contact the Lead Teacher, Claire Gamon for additional information Claire.Gamon@hertfordshire.gov.uk

Multi-Sensory Impairment – For support for a child who is deafblind/has dual sensory impairment, use the service request form as above and select 'Physical and Sensory'. Please contact the Lead Teacher, Dr Liz Hodges for additional information Liz.Hodges@hertfordshire.gov.uk

Physical and Neurological Impairment – For advice and guidance for children with physical or neurological conditions or injury, use the service request form as above and select 'Physical and Sensory'. Please contact the Lead Teacher, Gemma Cannon-Jones for additional information Gemma.Cannon-Jones@hertfordshire.gov.uk

Within Integrated Services for Learning (ISL):

The Educational Psychology Service

The Educational Psychology Service predominantly supports professionals in schools to develop their skills and knowledge to manage difficulties involving learning, emotional wellbeing and resilience. Educational Psychologists also provide assessments for Education, Health and Care assessments. Once a child has an EHCP, they may provide more specialist support if required.

If you work in a school, please contact your named link Educational Psychologist for initial advice and support. Should you require further support, after you have put in place the assess, plan, do, review process, please complete a service request form using the same link as the one above for SEND SAS and select Educational Psychology. You will also need to complete an ISL Baseline Assessment (link above).

The Educational Psychology Service also offers a 'Contact Line' for parents, this is available every Wednesday from 2pm – 4.30pm; **01992 588 574**

Within Hertfordshire County Council:

0-25 Together Service

0-25 Together is a Social Work and Adult Nursing Service that intervenes and supports children with complex disabilities, life limiting or lifelong support needs. The service support families, children, young people and young adults who have a range of complex needs. As a child grows older, there may be a reduction in available childcare outside of school, families may be interested in the short break local offer. For more information, please follow the link below.

[Short Breaks \(hertfordshire.gov.uk\)](https://www.hertfordshire.gov.uk)

SENDIASS (SEND Information, Advice and Support Service)

Hertfordshire SENDIASS provides information advice and support, which is accurate and confidential, in ways which are accessible for young people and parents. SENDIASS aim to promote independence and self-advocacy to enable children and families to participate in making informed decisions.

You can find out more about Hertfordshire SENDIASS at [hertssendiass.org.uk](https://www.hertssendiass.org.uk) or by phoning **01992 555874** on Monday -Thursday between 9.30am – 3pm and on Fridays between 9.30am – 2pm.

Herts Parent Carer Involvement (HPCI)

HPCI are a group of parents and carers of children with SEND who work with education, health and social care services and providers to make sure the services they plan and deliver meet the needs of SEND children and their families.

The organisation provides SEND related information to their parent network, organises and hosts events, gains parental views on services they have received, works collaboratively with the statutory and voluntary sector to represent the views of parents. HPCI also recruits and trains new parent representatives for the organisation.

For more information, please visit the HPCI website [Herts Parent Carer Involvement \(hertsparentcarers.org.uk\)](https://www.hertsparentcarers.org.uk)

Herts for Learning

Herts for Learning offer advice and support for providers to develop their universal Early Years provision and practice, to ensure all learners are included and able to progress. Herts for Learning offer a range of packages of support and training. Details and prices are available on their website

www.hertsforlearning.co.uk

Herts for Learning have also produced a SEND Toolkit, which has resources to support the development of inclusive teaching and learning for children with SEND. This is a free resource and can be accessed via the following link www.hertsforlearning.co.uk/resources/send-toolkit-second-edition

Other services:

Family Centres

Family Centres offer a range of services and support for children and their families, from universal health services (baby weigh stations and development checks) to targeted courses for families needing extra support. Each Family Centre has designated SEND Champions to support and signpost families wanting to find out more about their child's emerging additional needs, or just needing some extra advice and guidance. To find out more and to locate your nearest Family Centre, please use the following link;

[Family centre service \(hertsfamilycentres.org\)](http://hertsfamilycentres.org)

For more information on the support available for SEND in Hertfordshire, visit Hertfordshire's Local Offer website:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

