



Church Park Consultants (Education)

'Achieving change and success for all children'

Childminders supporting children with Special Educational Needs and Disabled children to access 30 hour entitlement

Julie Revels

United Nations Convention on the Rights of the Child (1991)

- Article 2 'All the rights in the Convention apply to children without discrimination.'
- Article 3 : 'The best interests of children should always be a top priority.'
- Article 12 : 'Every child has the right to express his or her views and these views must be taken seriously.'
- Article 18 'Parents are the most important people in children's lives and must always do what is best for them. Governments must do all they can to help parents look after children well.'



UNCRC

- Article 23 'Every disabled child has the right to a full life and to achieve active participation in the community.'
- Article 31 'Every child has the right to rest, play, and to do things they enjoy.'



Ofsted: Meeting individual children's needs

- It is important to test the providers response to individual needs by observing how well they help ALL children to make effective progress, especially those whose needs or circumstances require particularly perceptive intervention and or additional support



Discussion



- In your experience what has worked to support inclusion?
- What do you consider as the key to supporting children with SEND
- How would you ensure that what works can be sustained?

SEED July 2017 Early Childhood Education and Care (ECEC)



Study of Early Education and Development (SEED): Impact Study on Early Education Use and Child Outcomes up to Age Three

Research report

July 2017

Edward Melhuish, Julian Gardiner & Stephen Morris

University of Oxford

- Cognitive development (higher verbal ability) was associated with use of individual formal and informal ECEC
- Childminders were associated with fewer emotional symptoms and more behavioural self-regulation



Early Years Foundation Stage Framework

- Cause for concern, in any prime area, discuss with parents and agree support; consider whether SEN and specialist support needed
- Assessment: address any learning and development needs in partnership with parents
- Use of progress checks and targeted plans to support child's future learning and development



All early years providers must;

- Must comply with the Equality Act 2010
- Must comply with the EYFS:
 - learning and development requirements
 - safeguarding and welfare requirements
- Must have regard to the SEND Code of Practice

Early years settings: Equality Act 2010

Settings including childminders that are not maintained schools:

- must not, directly or indirectly, discriminate against, harass or victimise disabled children
- Must not discriminate because of something arising from a disability
- must make reasonable adjustments:
 - to procedures, criteria and practices
 - by making physical alterations
 - by the provision of auxiliary aids and services
- have pro-active duties under the Public Sector Equality Duty, if in receipt of Nursery Education Grant



SEND Code of Practice Early Years (2015)

- All early years providers **MUST** have arrangements in place to support children with SEN or disabilities – requirements set out in the Early Years Foundation Stage Framework and SEND Code of Practice and Equality Act (2010)
- Should include a clear approach to identifying and responding to SEN
- In assessing progress of children in the early years practitioners can use the Early Years Outcomes to assess the extent to which a young child is developing at expected levels for their age

SEN and Disability Code of Practice: Early Years

Children under compulsory school age...

- Are considered to have SEN if:
 - they have a learning difficulty or disability which calls for special educational provision and
 - when they reach school age are likely to have a greater difficulty in learning than their peers or have a disability which prevents or hinders them from making use of facilities that are generally provided
 - they would be likely to have SEN at compulsory school age if no special educational provision were made for them
- Health professionals are required to tell parents and the local authority about a child under compulsory school age who they think has or probably has an SEN or disability

Children under 2

- Special educational provision for a child under 2 means educational provision of any kind and this will be provided from local settings
- Only those with the most complex needs are likely to require an EHC plan

What to expect, when?

A parents guide

What to expect, when?

Guidance to your child's learning and development
in the early years foundation stage



Supported by



Department
for Education



Small Steps

Early Support
Helping every child succeed

Developmental journal

Child's name: _____


Date of birth: _____





Role of the key person (childminder)

- Become knowledgeable of the individual characteristics of their key children
- Learn about children's individual learning styles
- Become familiar with children's preferences and choices
- Identify any key issues with a child's learning, development and well being
- Discuss key concerns with parents and take their views into account




Role of the key person (childminder)

- Offer suitable support and advice to parents and other childminders in the network
- Liaise and plan appropriate action with other childminders in the network
- Help plan suitable interventions with parents and others
- Implement support in the provision
- Advise and support parents with activities at home.

Early identification

- The role of the key person is vital to the early identification and support of children with SEN and disabilities
- The Integrated Two Year Assessment
- Other audits/assessments eg ITERS-R , Sustained Shared Thinking and Emotional Well being Scale (SSTEWS)



Childminder planning (about the child)

- Consider what you know already about the child
- What else is it important for you to find out
- Who can help you get the information you need
- How, when are you going to do it



Childminder planning (your knowledge and skills)

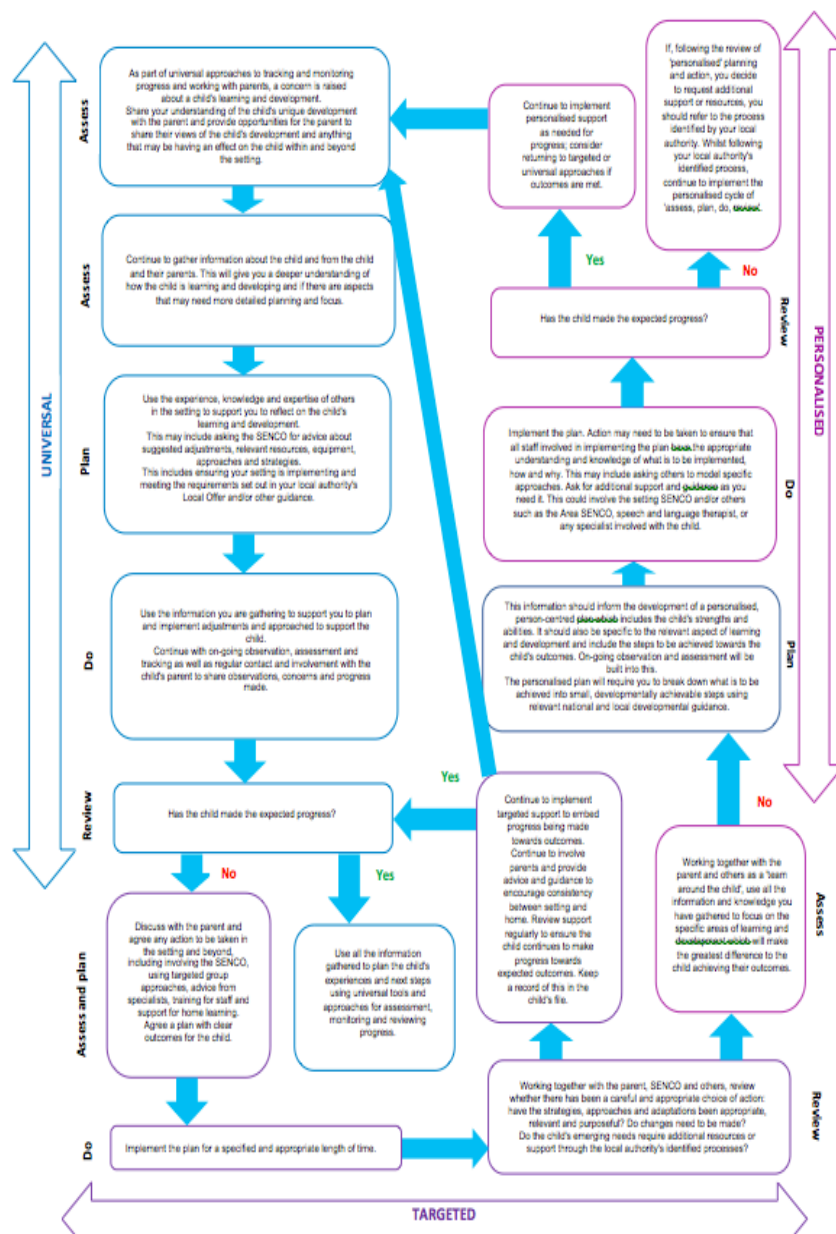
- What information, knowledge and skills do you have which may be useful?
- What information , knowledge and skills do you need?
- How, when and where can you gain relevant knowledge and skills?



Role of the SENCo in early years provision (5.54)

- Ensuring all practitioners in a setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved and that their views insights inform action taken by the setting
- Liaising with professional or agencies beyond the setting

A key person's guide to supporting early action for children with emerging needs



Record keeping

Practitioners **must** maintain a record of children under their care as required under the EYFS framework. Such records about their children **must** be available to parents and they **must** include how the setting supports children with SEN and disabilities.

CoP 5.50

Sources of information



What's in *your* toolkit?



Resources

Grids, formats and tools















Leaders and managers

Learning and development

Safeguarding and welfare

SEND

SEND

-  [SEND code of practice – 0-25 years \(PDF\)](#)
-  [Early Years guide to the SEND code of practice \(PDF\)](#)
- [SEN and Disability in the Early Years toolkit](#)
-  [Early Support – Developmental Journal \(PDF\)](#)
-  [SEND Band 1 EYFS document \(Word\)](#)
-  [Inclusion Fund application \(Word\)](#)
-  [Eligibility Criteria for the Early Years Inclusion Fund \(Word\)](#)
-  [Setting offer for children with SEND \(Word\)](#)
-  [Guide for working with parents of children with SEND \(PDF\)](#)
-  [AET Early Years free training flyer 2017-2018 \(Word\)](#)
-  [SISS Training Brochure 2017-18 \(PDF\)](#)
- [SISS website](#)
- [Inclusion Development Programme online](#)
- [The Communication Trust -A Professional Development Video: Talking to parents about their child's, speech, language and communication](#)
-  [EXAMPLE Learning Plan for Early Years Pupil with SEND updated \(Word\)](#)
- [Sounds of intent](#)
- [NASEN SEND gateway](#)
-  [Claiming DLA \(PDF\)](#)
-  [Help in the early years if you are concerned about your child \(PDF\)](#)
-  [Love DLA graphic \(PDF\)](#)

Free online training

- [Supporting complex needs](#)
- [NASEN Early Years SEND resources and online training](#)



Autism Spectrum Disorder

- Attention Autism
- TEACCH (Treatment and Education of Autistic and Communication related handicapped children)
- Visual Support / task boards / Now & Then boards
- Visual cues (timers)
- Social stories
- PECS (non verbal children)
- Sensory activities
- Reduced language

Speech, Communication and Language

- ECAT
- ICAN – Learning to talk / top techniques / Early Talk
- Language Champions
- Speech and Language Framework – Early Years
- Inclusion Development Programme
- Signing systems (Makaton / Sign along etc)

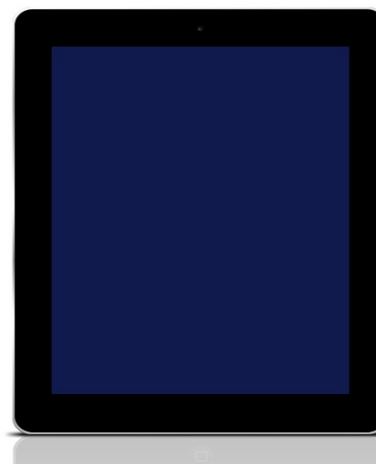


Sensory

- Natsip; 'Sensory hub'
- NDCS
- SCOPE 'Games all children can play'
- Judy Denziloe 'Low cost sensory ideas'



Early Years SEND resources



Identifying and Supporting Children with SEND in the Early Years:

childminders





A series of 20 webcasts

1. What is SEND
2. Key documents to support children with SEND
3. The role of the key person in relation to children with SEND
4. The role of the SENCO in supporting children with SEND
5. Early Identification of children's needs
6. The four broad areas of need
7. Working with children, parents, families and carers
8. A graduated approach
9. Listening to every child
10. Understanding and supporting transitions



A series of 20 webcasts

1. What inclusion is and how to support it
2. 'Team around the child and family' working together to support the child
3. Understanding the wider world of the child and family
4. Understanding and promoting social and emotional wellbeing in young children
5. Understanding what young children's behaviours are trying to tell us
6. Using the prime areas of learning to support young children with SEND
7. Using the characteristics of effective teaching and learning to support young children with SEND
8. Safeguarding and young children with SEND
9. Education, Health and Care Needs assessments and plans
10. Support, information and funding for children with SEND in the Early Years