**LED SEND Early Years: Useful Links and Resources**

**(If the link does not work please cut and paste the address into your web browser)**

|  |
| --- |
| **30 Hours Implementation** |
| [**Childcareworks.co.uk**](http://childcareworks.co.uk/resources)**DfE 30 Hours Childcare Early Implementation Evaluation**<http://www.foundationyears.org.uk/2017/07/30-hours-childcare-early-implementation-evaluation/>**Frequently Asked Questions**<http://childcareworks.co.uk/resources>**DfE Operational Guidance**<http://www.foundationyears.org.uk/2017/07/30-hours-childcare-operational-guidance/><https://www.gov.uk/government/publications/30-hours-free-childcare-la-and-early-years-provider-guide>**Case Study Pack**<http://childcareworks.co.uk/resources> |

|  |
| --- |
| **EYFS and Developmental Guidance** |
| **Foundation Years; including Early Years Outcomes, What to expect when, Parents Guide to EYFS**<http://www.foundationyears.org.uk/eyfs-statutory-framework/>**Development Matters**<https://www.early-education.org.uk/development-matters>**Early Support Developmental Journals**[https://councilfordisabledchildren.org.uk/search/content/Early Support journals](https://councilfordisabledchildren.org.uk/search/content/Early%20Support%20journals)**Tuning into Two Year Olds**<http://www.foundationyears.org.uk/2014/11/tuning-in-to-2-year-olds-improving-outcomes-for-2-year-olds/>**Other Locally Produced Documents**<https://www.bristolearlyyears.org.uk/early-learning/assessment-and-transition/deyo/>The DEYO have been developed by representatives from Early Years Specialist Settings and the local authority Early Years Team. |
| **Area of Need (1)****Communication and Interaction** |
| **Ambitious About Autism**<https://www.ambitiousaboutautism.org.uk/> **Attention Autism “Bucket Time’**http://ginadavies.co.uk**Autism Education Trust**<http://www.aettraininghubs.org.uk/early-years/>**Book Trust**[www.booktrust.org.uk](http://www.booktrust.org.uk)**The Communication Trust – What Works?**<http://www.thecommunicationtrust.org.uk/whatworks> **The Communication Trust – Early years**<https://www.thecommunicationtrust.org.uk/earlyyears/> **Elklan Speech & Language Training**<http://www.elklan.co.uk/> **Every Child a Talker (ECAT)**<http://www.foundationyears.org.uk/2011/10/every-child-a-talker-guidance-for-early-language-lead-practitioners/> **ICAN**<http://www.ican.org.uk/> **Fact Sheets**http://www.talkingpoint.org.uk/resources-search**Makaton – Free Resources**<https://www.makaton.org/shop/shopping/browseStore/Free-resources> **National Autistic Society**<http://www.autism.org.uk>**National Literacy Trust :**<http://www.literacytrust.org.uk/early_years><https://literacytrust.org.uk/resources/?phase=early-years><http://www.wordsforlife.org.uk/baby/fun>**Network Autism**<http://network.autism.org.uk/> **Signalong Communication Charity**<http://www.signalong.org.uk/> **The Speech Language and Communication Framework**<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/the-slcf.aspx>**Talking Point**[www.talkingpoint.org.uk](http://www.talkingpoint.org.uk) <http://www.talkingpoint.org.uk/directory/free-resources-professionals>**Communication Friendly Spaces**[www.elizabethjarmanltd.co.uk](http://www.elizabethjarmanltd.co.uk) |

|  |
| --- |
| **Area of Need (2)****Cognition and Learning** |
| **Do2learn**[www.do2learn.com](http://www.do2learn.com)**Downs Syndrome Education**<https://www.downs-syndrome.org.uk/for-families-and-carers/education/>**Dyslexia**<http://www.bdadyslexia.org.uk/about/projects/early-intervention-project-eip>**Inclusion Development Programme**<http://www.idponline.org.uk/>**National Portage Association**<https://www.portage.org.uk>**SCOPE**<https://www.scope.org.uk/support/families/play/activity-overview> |

|  |
| --- |
| **Area of Need (3)****Sensory** |
| PDNEThttp://www.pdnet.org.uk/homeA website for professionals working with children with physical difficulties**Natsip**[https://www.natsip.org.uk/index.php/doc-library-login/suporting-the-si-workforce/supporting- the-achievement-of-deaf-children-in](https://www.natsip.org.uk/index.php/doc-library-login/suporting-the-si-workforce/supporting-%20the-achievement-of-deaf-children-in)**Low Cost Sensory Ideas – Judy Denziloe**<http://afltraining.co.uk/>**Sensory Ideas - Richard Hirstwood**<http://www.hirstwood.com/>**RNIB**<http://www.rnib.org.uk>**SENSE**<https://www.sense.org.uk/content/childrens-specialist-services> |

|  |
| --- |
| **Area of Need (4)****Social Emotional and Mental Health** |
| **Association of Infant Mental Health (AIMH)**<http://www.aimh.org.uk><http://semh.co.uk>**Young Minds**<https://youngminds.org.uk>**KCA Training**[https://www.kca.training/?](https://www.kca.training/) |

|  |
| --- |
| **SEN and Disability Information and Guidance** |
| Special educational needs and disability code of practice: 0 to 25 years (Early years providers, chapter 5) <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf>Early years: Guide to the 0 to 25 SEND code of practice: Advice for early years providers that are funded by the local authority. DfE, September 2014Link: <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf>**Disabled Children and the Equality Act 2010**Disabled Children and the Equality Act 2010: What Early Years providers need to know and do, including responsibilities to disabled children under the Children and Families Act 2014 <https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-early-years_online.pdf>**SEN and Disability in the Early Years: A Toolkit**Council for Disabled Children and 4Children<https://councilfordisabledchildren.org.uk/help-resources/resources/sen-and-disability-early-years-toolkit>**Person centred SEN support in the Early Years**Sunderland Early Years Team together with Helen Sanderson Associates has developed a practical tool for SENCO's and all those who teach and support children in Early Years settings in Sunderland. We hope it will be useful for parents and carers too.The resource looks at each stage providing practical tips on how to gather person centred information and develop plans; how to include the child and their parents in effective meetings; and links to other useful tools and resources.Whilst the guide is for SENCo's, there is a real advantage for settings in looking at this approach for all children.The guide is a practical resource that provides information about how person centred approaches can be used within a graduated approach to deliver SEN support. There are a range of person centred thinking tools highlighted in the guide that can help to collect information as part of this process and to help develop person centred EHCP’s.The aim is to help make sure that children and their parents/carers are put at the heart of a graduated approach to SEN support in Sunderland.<https://sunderland.fsd.org.uk/kb5/sunderland/directory/advice.page?id=yLvXXTw7rhg> |

|  |
| --- |
| **Information for Parents** |
| **Contact a Family Fact Sheets and Parent Guides**<https://contact.org.uk/advice-and-support/resource-library/><https://contact.org.uk/advice-and-support/work-childcare/finding-childcare/>**Contact a Family: Workshops for Parents**[https://contact.org.uk/news-and-blogs/birth-to-five-workshops-continue-book-your-place-now!/](https://contact.org.uk/news-and-blogs/birth-to-five-workshops-continue-book-your-place-now%21/)**Family and Childcare Trust**<http://www.familyandchildcaretrust.org/guide-childcare-children-special-educational-needs-and-disabilities-england><http://www.familyandchildcaretrust.org/five-steps-choosing-childcare>**Help with Paying for Childcare: Eligibility Check HM Government**[https://www.childcarechoices.gov.uk](https://www.childcarechoices.gov.uk/)**The National Network of Parent Carer Forums (NNPCF**)<http://www.nnpcf.org.uk/><http://www.foundationyears.org.uk/files/2015/05/Guide-for-working-with-parents-of-children-with-SEND.pdf>**Guide to Support Families of Children with Complex Needs**An international group has written a guide in the form of letters to parents and professionals to introduce key experiences faced by many families in this situation and to highlight their needs.<http://www.tacinterconnections.com/index.php/allnews/publications/2813-international-guide-are-you-worried-about-your-child-to-support-families-of-children-with-complex-needs-launched-now-as-a-pdf-free-to-download-and-use>**Improving the well-being of young children with learning disabilities: A Parent’s Guide**Researchers at the University of Warwick are working with a group of parents of children with learning disabilities, Mencap, the Challenging Behaviour Foundation, and Cerebra to write a guide for parents to support the well-being of young children with learning disabilities.The booklet combines what we know from research with parents’ personal experiences. The family activities within the booklet have been shown to be important for supporting the well-being of children with learning disabilities.<https://warwick.ac.uk/fac/soc/cedar/parentsguide/a_parents_guide_-improving_the_well-being_of_young_children_with_learning_disabilities.pdf> |

|  |
| --- |
| **Research and Reports** |
| **Childcare for Families with Disabled Children**<https://contact.org.uk/advice-and-support/work-childcare/paying-for-childcare/>**Disabled Children’s Cognitive Development in the Early Years** <http://www.cls.ioe.ac.uk/page.aspx?&sitesectionid=1203&sitesectiontitle=Trajectories+and+transitions+in+the+cognitive+and+educational+development+of+disabled+children+and+young+people>**Maximising the impact of Teaching Assistants and other Research**<http://maximisingtas.co.uk>**Parliamentary Inquiry into Childcare for Disabled Children**The Inquiry held three oral evidence sessions and put out a call for written evidence, which received 35 responses from organisations representing parents, providers and local authorities as well as almost 1200 responses from individual parent carers: <https://councilfordisabledchildren.org.uk/help-resources/resources/findings-parliamentary-inquiry-childcare>**Study of Early Education and Development (SEED)**<http://www.seed.natcen.ac.uk/> **Early Education Use and Child Outcomes up to Age 3**<https://www.gov.uk/government/publications/early-education-use-and-child-outcomes-up-to-age-3><https://www.gov.uk/government/collections/study-of-early-education-and-development-seed>**Meeting the Needs of Children with SEND in Early Years**<https://www.gov.uk/government/publications/children-with-send-meeting-their-needs-in-the-early-years>**Good Practice in Early Education**<https://www.gov.uk/government/publications/good-practice-in-early-education>**Workforce Development****Workforce Strategy**<https://www.gov.uk/government/publications/early-years-workforce-strategy>Early Years SENCO job description<http://www.sendgateway.org.uk/resources.ey-senco-job-description.html>Early Years SENCO qualification specification<http://www.sendgateway.org.uk/resources.ey-senco-l3-qualification-specification.html>Eastern Uk Partnership Early Years SEND qualificationhttp://easternpartnership.co.uk/training/level-3-award-for-sencos-in-early-years/**CPD****Nasen**On-line learning and webcasts for early years providers:<http://www.nasen.org.uk/early-years-send-resources/>**SSAT**Online training materials and downloadable fact sheets and briefing packs in relation to children with complex learning difficulties and disabilities.<http://complexld.ssatrust.org.uk/project-resources/cldd-briefing-packs.html>Online training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties. <http://www.advanced-training.org.uk/> |