

SEND Support Notification for Pre-School Children.

Local Authority Guidance

The guidance should be considered alongside the following local authority (LA) publications:

- The early years strategy
- The education strategy
- The SEND strategy
- The Early Years SEND Descriptors banding document.

Early Years

For some children, developmental delay can be identified from birth or from a very early age. This may lead to children having special educational needs identified. A health professional, such as a paediatrician or health visitor, is usually the first to raise concerns. Paediatricians will pass these concerns on to other appropriate health care professionals for medical/ therapeutic interventions. Paediatricians have a duty to notify the educational health care team that they think the child may have special educational needs which may require additional support available through the council.

<https://www.lbbd.gov.uk/children-young-people-and-families/local-offer>

For some children, it is clear from an early age that they have on going complex health and educational needs. We recognise the importance of early intervention through services that they can access without the need for an Education, Health and Care Plan (EHC Plan).

In the early years, we can provide the following graduated support arrangements without the need for an EHC plan.

- Advice for an early years setting
- Referral to Portage and Inclusion Home Visiting Services
- Referral to the Teacher of The Deaf
- Referral to the Advisory Teacher for the Visually Impaired
- Assessment place at a Nursery with Additional Resource Provision (NARP)

It is expected that the interventions/ support provided are regularly reviewed to ensure the interventions are appropriate to the child's needs and that the child is making progress towards achieving identified outcomes.

If an early years practitioner directly working with a child, considers that an EHC plan might be beneficial, a detailed discussion must take place with the early years inclusion/SEND Advisory Teacher. Following this discussion, a request for an EHC assessment can be made. Parents are also able to make their own request for an EHC assessment.

SEND Support Notification

“Where a health body is of the opinion that a young child under compulsory school age has, probably has, SEND, they must inform the parents and bring the child to the attention of the appropriate local authority”. **2015 SEND Code of Practice**

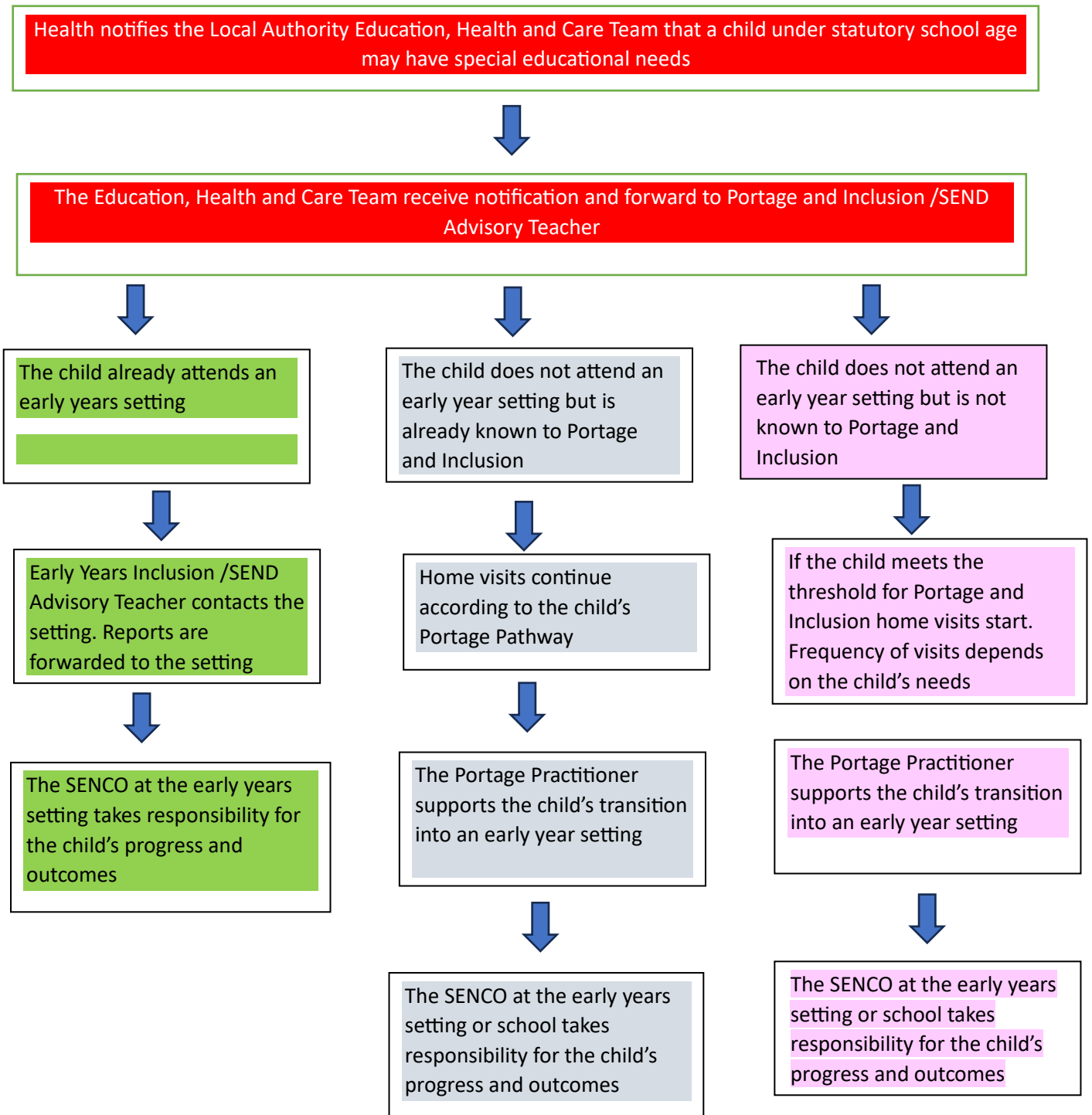
When health notifies the Educational Health Care Team that a child might have special educational needs this is called a SEND Notification. This notification is sent to the Educational Health Care Manager. The child's educational needs will be outlined in the medical report and any supportive evidence will be attached, including any other referrals to different services including the voluntary sector.

The purpose of the SEND notification is to ensure the Educational Health Care team are aware of the children with special educational needs and can ensure the child has access to the right support arrangements.

The threshold for a SEND notification is generally agreed to be that the child has severe, complex and enduring special educational needs which may require support, which is more than can be reasonably provided within the Local Offer.

It is not the function of the SEND notification to serve as any kind of recommendation about any future specialist placements.

Barking and Dagenham's response to an Early Years SEND Notification



For a child attending a pre-school setting.

Where a child attends a pre-school setting the Early Years Inclusion/SEN Advisory Teacher will inform the setting of the notification and ensure that the setting is aware of the notification. The setting will receive advice from staff within the early years' service and will be expected to use the Early Years SEN Descriptors banding document to assess the level of support and interventions needed.

SENCOs are expected to attend regular training and workshops and use existing resources such as the 'Language Pack', 'STEPS book', the 'Developmental Checkpoints' and 'SEND Descriptors' for guidance as appropriate.

Requests for EHC assessments should not be started without specific input from the Early Years Inclusion/SEN Advisory Teacher

All settings can apply for SEND Top Up funding to support those children with the most complex needs and those who are undergoing an EHC assessment or have a completed EHC plan.

Deaf and children with visual impairment

Deaf babies are identified at the Newborn Hearing Screening. Audiology informs the Early Years Teacher of the Deaf (TOD) and home visits start as soon as possible. Deaf children who attend settings are also supported by the TOD.

Children with a visual impairment (VI) are supported either in the home or a setting by the outreach VI teacher commissioned by the Local Authority from Joseph Clarke school in Waltham Forest.

Children receiving Portage home visits.

These children have a delay in two or more areas of development. After the initial visit by the Head of Portage a graduated service is offered according to the individual child's needs.

See link below to the Portage Pathway.

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/portage-and>