Early Years Graduated Approach



	Universal (ASSESS/PLAN/DO/REVIEW) Use Early support Tool document		 Quality F./st Teaching both indoors and outdoors Characteristics of effective learning Differentiation Visual rich environment Physically enabling/supportive environment Opportunity to consolidate prior learning Better Start / WELLCOMM / Setting Data is completed If the child is showing a 12 month or more delay in 2 or more areas move to focused
	Additional	Focused	Small group interventions Developmentally appropriate resources and approaches Sensory needs to be considered Well-being and involvement Early Help to be considered
		(ASSESS/PLAN/DO/REVIEW) Use Early support Tool document	 Liaise with other professionals if appropriate Review Data - If the child is showing a delay of 18 months or more and has 1 or more professionals involved or you can provide evidence that a referral has been accepted, complete a Request for Involvement form move to specific -
		Specific	 Quality communication and interactions (Keys to Communication) Visual rich environment Physically enabling/supportive environment
		(ASSESS/PLAN/DO/REVIEW)	•Schemas •Opportunity to consolidate prior learning •Specialis & health professional Involvement
	Use Early support Tool document Severe and Complex (ASSESS/PLAN/DO/REVIEW) Use Early support Tool document		 Settings to request service involument if criteria met All listed above with increased intensity Health Care Plan Specialist Equipment Consultation to consider: - Early Years Additonal Resource (EYAR) application and available options for school , including Educational Psychology involvement Consideration of Social Care involvement Consideration of family requests for an EHC plan Early Help strongly recommended

The key person <u>must</u> help to ensure that every child's learning and care is tailored to meet their individual needs. Providers <u>must</u> have arrangements in place to support children with SEN or disabilities. (<u>Statutory framework for EYFS April 2021</u>)

Where it is decided to provide SEN support and having formally notified the parents, the practitioner and SENCO should agree, in consultation with the parent the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour and a clear date for review. Any related staff needs should be identified and addressed. (SEND Code of Practice January 2015)