

Early Years Panel

SEN Team, Educational Psychology, Early Years Provider Development Team (EY & Portage), Health representative, Social Care representative, Pupil Support Services, Representative from mainstream and special schools within Tameside Local Authority

Purpose: To identify children with complex additional learning needs that are likely to require planned support through a graduated approach of assess, plan, do and review.

To advise, plan, support and develop inclusive early learning environments making the links between education, health and social care to facilitate appropriate transition to compulsory schooling.

To embrace a multi-agency approach to assist in the monitoring and planning for children with complex additional learning needs ensuring timely referrals are made in line with the SEN Code of Practice.

Child is identified as having additional needs/SEN – by setting, portage; ISCAN discussion takes place with parents and permission agreed to share information at the Special educational Needs, Early Years Panel.



PVI – will attend a SENCo Surgery to share their views and present the evidence they have gathered to demonstrate an assessment of needs identified and interventions put in place to address these evidence - plan, do, review cycle, detailed tracking using EYFS early years outcomes and observations demonstrating a graduated response and child's responses to intervention, how professional advice/strategies have been followed – this should be monitored over at least a six week period.

EY Provider Development Team – to determine if there is sufficient evidence of intervention or whether further evidence is required, advising accordingly - sign via SENCo Surgery

Portage/ISCAN – will discuss with line manager and evaluate the evidence, gathering and submitting information as required.

(Please notify PVI settings, where appropriate, requesting they provide ISCAN with evidence to support referral



Sufficient evidence – The pack will be submitted to meet deadlines set by the SEN Team in a timely manner. The pack will be clearly labelled with **FAO: H Morris – Early Years Panel** – sent to the SENteam@tameside.gov.uk the referrer should complete a covering letter with contact details to allow the SEN Team to provide feedback

Insufficient evidence – a graduated approach should be followed to address all identified additional needs. Advice offered should be followed with an agreed review date. Settings are to refer to the Local Offer for further advice and guidance.



The Special Educational Needs, Early Years Panel will use a person centred approach to gather the information presented to support the identification of additional learning needs. The Panel will take in to consideration the parents views, professional views, what is working well and areas of concern in order to identify the next steps in a graduated approach.

Next steps may include additional advice to support in the planning for the identified learning needs, training opportunities, and referrals to other services, additional funding, parental support and transition work.

In some cases, where quality evidence has been provided over time highlighting complex additional learning needs, it may lead to an Education Health Care Plan being actioned as an outcome of the panel.

Following the Panel a member of the SEN Team will write to parents and referrer to inform them of next steps and of the outcomes this will include advice and recommendations.

Please note: The SEN EY Panel **should not** receive direct referrals for Educational Psychologist input or requests for Statutory Assessment for an Education Health Care Plan.

Referrals **should** demonstrate what is currently in place, what is working well and what more it is felt that is needed to be done to support the child. The Panel will then take a multi-agency approach to action what should happen next, including directing statutory assessment to be requested if parents are in agreement.

It is likely there will be a number of children identified through the SEN EY Panel that will not require statutory assessment, in these cases monitoring will support professionals to plan a successful transition in to school supporting a graduated approach with quality teaching.

Criteria that must be submitted to the SEN EY Panel

- **Person Centred Review** – including child's voice, parent/carer's voice and clearly identified outcomes from all professionals involved
- **A clear cycle of Assess, Plan, Do, Review** – that demonstrates the child's responses to interventions in place and outlines how identified outcomes are being supported and met, differentiation
- **Progress** – tracking tools to evidence value added
- **Supporting evidence** – professional reports, how advice and recommendations have been implemented