SCHOOLS FORUM

**9**

Date: 17th November 2015

Heading: Pilot Project to support early years setting in the early identification of children with SEND, implementing the requirements of the SEND Code of practice and ensuring smooth transitions to school for children with SEND.

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| **Forum asked to be informed/decision** | * To note the increase of need in early years for children with SEND.
* To note the requirements of early years setting staff to develop One Page Profiles, My Plans and where appropriate requests for Education Health Care (EHC) Needs Assessments.
* To note the requirements of early years setting staff to ensure that appropriate support and targeted transition plans are in place for children with SEND transferring to schools.
* To note the impact on capacity of the early years Special Educational Needs, Disability and Inclusion Team (SENDIT) in supporting early years settings to ensure the above.

**Decision required:** Schools Forum are asked to consider the report and agree to a 24 month pilot project which will be delivered by an Area SENCO Practitioner.Total cost - **£50,000** for 24 months (£25,000 for 12 months) |
| **Time Needed** | **5 - 10 minutes**  |

1. **Introduction**

The early years Special Educational Needs, Disability and Inclusion Team (SENDIT) has seen a big increase in children being identified in early years with SEND. Since 2010, the team has witnessed an increase of 24.6% of cases requesting additional support for children with SEND year on year. A total increase of 129.3% from 2010 to 2015. Please see table below for further detail.

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| --- | --- | --- | --- | --- | --- |
|  | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** |
| **SEND children supported in early years** | **41** | **40** | **57** | **66** | **94** |
| **Total % Increase** | **N/A** | **-2.4%** | **42.5%** | **15.8%** | **42.4%** |

Schools Forum currently allocates funding to support 2, 3 and 4 year olds with SEND. This is to enable children with SEND to have enhanced additional support to help them access their 2-year-old early years Entitlement or 3 year-old early years Entitlement (both 15 hours per week). As children from the age of 2 with SEND are entitled to funding there is a legal obligation to support them in accessing their full entitlement of 15 hours per week (term time only).

As can be seen in the table above, the total number of children funded in 2014-15 was 94. We are expecting this to increase in 2015-16 to over 110 children. The capacity within SENDIT that supports this process has not increased in line with the demand witnessed above but actually decreased. Schools Forum are therefore asked to consider a pilot project which will increase the capacity within SENDIT to support early years settings.

1. **Aims of project**
* To build and develop links between early years settings and schools, and to support the transition of children into school, with particular reference to children who have SEND.
* To increase early years settings staff’s skills and expertise in the early identification of children with SEND, particularly for those where there are new or inexperienced SENCOs. This will ensure that children’s needs are met and continue to be met through their transition to school.
* To increase early years settings staff’s knowledge of and skills in the implementation the new SEND Code of Practice.
* To increase early years setting staff’s skills to submit well-evidenced requests for Transition Support Funding, ensuring that appropriate plans and funding are allocated for children’s transition to school.
* To increase early years setting staff’s skills to submit well-evidenced Education Health Care Needs Assessments requests, ensuring that appropriate plans and funding are allocated for children’s transition to school.
* To increase early years settings staff’s skills to submit well evidenced paperwork to the Special Educational Needs, Disability and Inclusion Panel (SENDIP) with a specific focus on reviews.

The pilot project would help to ensure a rigorous, responsive and preventative role is built into the system of support offered by the Special Educational Needs, Disability and Inclusion Team. The funding would support the implementation of the project through an Area SENCO Practitioner within the context of the early years SENDIT team.

*Chris Wilford, Head of Vulnerable Learners*

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