

SECTION 8: Early Years Special Educational Needs

What does the new SEND Code of Practice require for the early years?

All providers of early years education, in the maintained, private, voluntary and independent sectors that a local authority funds, are required to have regard to the SEND Code of Practice. This means that settings using their own resources must:

- continually monitor and support children to develop and learn,
- identify developmental issues,
- work with parents to address any identified problems,
- put in place strategies to support the child
- identify next steps

The EYFS Framework already requires settings to maintain a record of children under their care, which must be available to parents and include how the setting supports children with SEN and disabilities.

The designations of Early Years Action and Action Plus have been replaced by SEN Support, which promotes a graduated approach to supporting children with SEN or disabilities. Settings can involve other SEN services where involvement will support identification of needs and support needed.

If a child has complex needs, settings are expected to support the parent to consider their child for an EHCP assessment. The setting can use the SEN support available, to help gather evidence and consider if the EHCP assessment is required.

In summary the SEND Code of Practice 2015 reinforces practice already established in good settings, namely

- To have arrangements in place to support children with SEN or disabilities.
- a clear approach to identifying and responding to SEN with reference to the benefits of early identification – identifying need at the earliest point, making effective provision which improves long-term outcomes for children.

The Local Offer

All providers must co-operate with the local authority in describing and reviewing the provision that is available locally and developing the local offer. The Local Offer for Cambridgeshire can be found at www.cambridgeshire.gov.uk/localoffer

The local authority's duties are referred to elsewhere in this guidance but must ensure that all early years providers they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to have regard to the SEND Code of Practice, and are aware of arrangements of Local Authority support and funding arrangements to support settings meeting their duties to support children with SEND.

The Code sets out the responsibilities for the Maintained nursery schools and requires them to:

- use their best endeavours to make sure that a child with SEN gets the support they need
- ensure that children with SEN engage in the activities of school alongside children who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENCO)
- inform parents when they are making special educational provision for a child

They must also prepare a report on:

- the implementation of their SEN policy
- their arrangements for the admission of disabled children
- the steps being taken to prevent disabled children from being treated less favourably than others
- the facilities provided to enable access to the school for disabled children, and
- their accessibility plan showing how they plan to improve access over time (SEND CoP, pg 79 – 80).

Private Voluntary or Independent Settings (PVI). PVI's are not required to provide an annual report, for parents but good practice in settings will consider the above and how information on SEND is available to parents and others. Settings are also required to have a designated person as a SENCO to implement and support SEN practice across the setting.

Groups of child-minders or small settings can identify one person as the Designated SENCO.

Cambridgeshire Childminders are provided with a Designated SENCO through PACEY.

Link: <http://www.cambridgeshire.net/activity/pacey-group/142281.aspx>

How can Early Years settings and schools support children with SEND?

- ensure all staff have suitable skills, knowledge and experience to support young children's learning and interests
- provide sufficient staffing to enable all children to develop and learn effectively through independent and guided activities
- ensure that all practitioners promote independence and do not over support learners
- provide high quality, versatile resources which meet the needs and interests of individual children
- organise and label resources so that children can access them independently
- ensure children have daily independent access to a range of play and learning opportunities ensuring there is a safe outside environment that children can access freely
- use assessment information to track progress and inform provision during transitions.

Good Practice for Early Years practitioners

Effective practice and provision for SEND is embedded in the Early Years Foundation stage and is the basis for meeting the needs of all children. It places particular importance on:

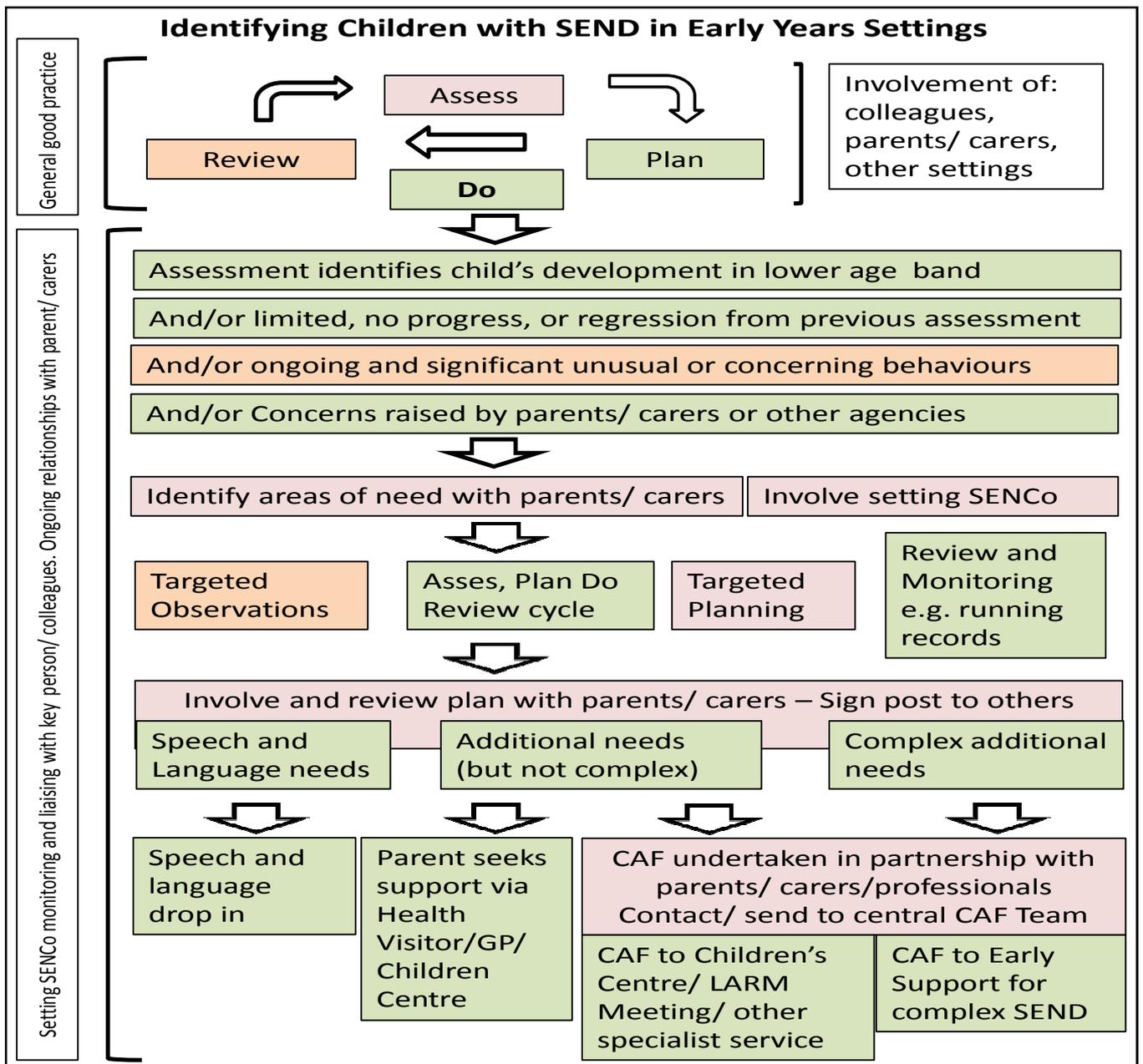
- having high aspirations for all children
- developing positive partnerships with parents
- undertaking on-going formative assessments to monitor progress and plan for children's 'next steps' in their learning and development
- observing how children's play and learning occurs across adult/child initiated and independent play activities
- using children's interests and understanding as a basis for moving learning forward
- opportunities to revisit, consolidate and extend children's skills in all areas of learning across the EYFS.

Identifying Children with SEND in the Early Years

The table below illustrates the processes and pathways when additional needs are identified. EY practitioners should be aware that a delay in learning and development may not be indicating a learning difficulty or disability that calls for special educational provision.

Practitioners should assess if there are any underlying developmental reasons for any issues, such as a delay in speech or communication skills and put in place an action plan. However if there are other causes for difficulties which might benefit from the involvement of other services e.g. a presenting behaviour, support should be co-ordinated through a CAF for early help for the child and family.

Children for whom English is an additional language will need careful assessment to see if any delay is related to EAL or an SEN or disability. Practitioners should note that if the difficulties are related solely to learning English as an additional language they are not SEN. Support for settings working with children and families for whom English is an additional language can be found by the CREDS (Cambridgeshire Race and Equality and Diversity Service and the ENCO Handbook provides further information.



ASSESSMENT TOOLS FOR CHILDREN WITH SEND IN THE EYFS

The non-statutory guidance, Early Years Outcomes (DfE) 2013 and Developmental Matters 2012 are recommended to support EY Practitioners making judgements for all children across the Early Years Foundation Stage initially focussing on the Prime areas in the first three years.

More specific resources which are aimed at tracking development and learning for children making smaller steps include the Cambridgeshire PDJ and the Early Support Developmental Journals (general, HI, VI and Multiple Needs).

<p>EYFS Development Matters</p> 	<p>To be used to assess the development of all children in the EYFS, informed by specific and ongoing observations to produce summative assessment. Recording within the prime areas is of most significance; the EYFS identifies a setting's duty within summative assessment below.</p> <p>“The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability).“ (2.4 Stat framework)</p> <p>The Characteristics of Learning will support you in making judgments about how the child interacts within the learning environment and opportunities, which can be supportive in identifying the needs of the child.</p> <p>The sections Positive Relationships and Enabling Environments within the Development matters will support you in differentiating the environment and opportunities to support the child.</p>
<p>Graduated Response Booklet</p> 	<p>Can be used for children over three when settings have identified some developmental concerns. Settings and schools will need to use their professional judgement in order to decide whether it is necessary to supplement the EYFS assessment and focus on a relevant section . It may also be used to identify more specific needs e.g. social communication, visual impairment, hearing impairment etc. The characteristics of provision section can support you to plan inclusive practice to meet the child's needs, alongside the positive relationships and enabling environments sections with the Development Matters.</p> <p>Expanded Access Strategies can be obtained from Early Years Support for Learning in some circumstances.</p>
<p>PDJ</p> 	<p>Practitioners Developmental Journal (PDJ) can be used for a small group of children who have Significant, Complex and long term SEND. The occasions when it may be helpful are when a child is supported by Early Support and an Early Support Developmental Journal is being utilised by parents alongside Early Support professionals, when a child making very small steps in progress and/ or has significant gaps in development. When a PDJ is utilised it is important that it is used alongside the EYFS & Development Matters. The EYFS enabling environments and positive relationships sections remain useful when planning for a child within the developmental levels.</p>
<p>Other supplemental assessment and tracking procedures may be useful e.g. ECaT (Every Child a Talker) materials</p>	

Developing Child Plans and Next Steps for children with SEND

The SEND Code of Practice 2015 requires early years practitioners to develop a targeted plan

if there are significant and emerging concerns for a child with Special Educational needs or disability.

SEN Support has replaced Early Years Action and Early Years Action Plus

The “assess, plan, do review “approach embeds a graduated response for children with SEN or disabilities. This fits well with the Early Years Foundation Stage, which all Ofsted registered settings must follow to support better outcomes for children and is central to the Code of Practice.

There is no requirement on how settings record but emphasises the importance of evidencing:

- The child’s strengths and where good progress is being made
- any areas where progress is delayed or slower than expected
- where some additional individual or group support might be needed
- agreeing clear outcomes and monitoring progress

Targeted plans for individual children or group can draw on:

- effective practice using available resources to contribute to the reduction of inequalities in children’s outcomes
- sharing of information between parents, settings and schools at transition times.

Whilst Early Years providers may need to work alongside other professionals or involve others, this should not delay a child plan being implemented or delayed.

For children with the most complex SEND practitioners will need to look at the stage not the age of the child and plan accordingly. The use of tools (see above) which enable practitioners and parents to plan small steps for learning will enable progress to be celebrated and tracked in greater detail as they may not follow typical development

In National Curriculum Yr 1 the EYFS can continue to be used, if this is the most appropriate means to track development and learning for a child with complex and significant needs, rather than transfer to P Scales immediately.

SEND Support Available

Advice and consultation with other services will depend on the identified areas of concern and if there are others already involved with the child or family. In the first instance settings should consider local universal and targeted services which local Children Centres and SEND Specialist Services will be able to help identify.

Where the child’s needs require more specialist services, the EY practitioner can undertake a CAF assessment with the family and follow the CAF route (see Cambridgeshire CAF guidance) or identify in existing Team around the Family meetings.

SEN Specialist Services

In Cambridgeshire we have a range of Early Years professionals within integrated SEND Specialist teams across the county. The Sensory Support Service remains a separate team with strong links to other Early Years SEND teams.

The Sensory Service including Specialist Teachers for the Visual Impaired and Hearing Impaired. They provide advice, resources and direct teaching for children identified with VI or HI for children in settings and schools.

The Early Years Support for Learning Team. The team includes Early Years Specialist Support Teachers, Home visitors (including Portage and SCoT) and specialist workers who provide support to families and early years practitioners in settings and schools. Early Years provide Support for Learning Groups and other communication groups for children and families following the Early Support pathway from 0 -5 years

Community Educational Psychologists provide consultation and advice to maintained settings and schools and will be involved in assessments of children for an Education, Health and Care Plan.

Area SENCOs and Early Years Specialist Support Teachers

Area SENCOs and Early Years Specialist Support Teachers are part of the Early Years Support for Learning team. The Area SENCO role includes general inclusion advice to PVI settings and support around identification and plans for children with additional needs. The range of typical activities includes:

1. advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEND Code of Practice
2. day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN
3. work to strengthen the links between the settings, Children Centres, parents, schools, social care and Health services
4. develop and disseminate good practice and resources
5. supporting the development and delivery of training both for individual settings and on a wider basis
6. link with existing SENCO networks to support smooth transitions informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years.

(Para 5.96. SEN COP 2015.)

The Early Years Specialist Support Teacher also provides advice and support to help the transition of children into school, with a high level of needs or an Education Health and Care plan up to the end of Yr R in discussion with schools and parents.. This support might also be provided by other SEND Specialist Support Team members (Community Educational Psychologists and Primary Specialist Teacher) for children with EHC plans

The work of the Early Years Specialist Support Teacher and Area SENCO are supported by **Early Years Sector Support Workers**. They also offer targeted working with settings, schools, children and families to model, teach and support the implementation of good practice for children with SEND.

Early Years Specialist Support Workers (including Portage) provide home visiting to young children following the Early Support pathway. They provide support for transitions into settings and parent –child groups, provided by the Early Years Support for Learning team

Social Communication Home Visitors (SCOT Team) provide time limited regular home visiting for children who have complex social communication difficulties or Autism Spectrum Disorder. All home visitors are allocated through the Early Years Support for learning team in consultation with Early Support professionals.

The Early Support Co-ordinator

Early Support Co-ordinators support the referrals process into Early Support by a CAF (or Family CAF) and the formation of a team around the family. This entails support to the Lead Professional (initially the CAF referrer) around Family Support Plans (or Team around the Family) . This consists of planning, coordination of integrated support across services and advice to families and

professionals. Meetings should be held at a minimum of 6 months so plans are reviewed and updated in response to the child and family priorities/needs. In the future they will work alongside the CCC Advice and Co-ordination Team (ACT) being a source of expertise in SEND .

Children Centres and Locality Teams.

Children's Centres contribute to the delivery of a clear service offer for families with young children with SEND. This includes effective use of both the CAF and Early Support Pathways. Children and their families are encouraged to register with their local Children's Centre so they can access an appropriate a range of services, information and support.

Universal or targeted services such as Maternity and Health Clinics including Speech and Language Drop-Ins may be available to families in your area at the Children's Centre

Children's Centres provide support to parents, carers and families and may be able to provide hubs SEND resources such as Sensory rooms and better accessibility for children and families with SEN and Disability.

Family workers and other services can be available for families where there are additional needs. This might include groups and activities or parenting support and training by family workers, alongside general advice and signposting to other services. Local Children Centre's will be able to give information on the activities and events in their area suitable for children with SEND and their families.

Activities which are facilitated by Early Years Support for Learning with partners from the Children Centres or Health include:

Parent Training:

The EY Support for Learning and Early Support professionals deliver the Cambridgeshire **SCILS** (Social Communication, Interaction and learning Skills) parents/carers course and social communication workshops designed for families with a child with significant social communication difficulties or a diagnosis of Autism.

SEN Social Communication Parent Workshops are offered by invitation only. Please contact the Early Support Co-coordinator for further information or speak to a member of Early Years (SEND Services)

Stepping Stones - a parenting programme offered for parent of children with additional needs by Children Centres. Further information on parenting courses and activities can be found through your local Children Centres.

Support for Learning Groups

Young children who are not attending a setting on a regular basis, will be offered a Support For Learning Group when they are accepted onto the Early Support pathway. These groups are facilitated by the Early Years Support for Learning team in partnership with Children Centres and held on a weekly basis.

They provide a safe and SEND focused environment in which children can become familiar with group activities such as singing and snack time Families can benefit from the contact with other parents/carers, and SEND specialists in an informal environment. The groups aim to provide an individualized plan in discussion with parents and carers, identifying targets to support the child's learning and development. Feedback shows children and parents really value and benefit from attendance. These are by invitation only and time limited.

Specialist Communication Groups (aka PlayCircle or PlayTogs)

These groups are provided across the county, often in Children's Centres, by Speech and Language Therapists and Early Years Specialist Support teachers. The 10 week groups focus on developing social communication and attention skills in young children and supporting parents to use these strategies in daily life.

Facilitators identify individual and group outcomes for each child and measure progress for children at the end of each course with parents/ carers. Parent/carer feedback is also sought and used to review practice.

Children are identified by Early Support partners and families invited to attend by invitation only.

Child Health:

SEND identification and support for children (0 -5 years) is provided by a range of health partners including GPs, Health Visitors, community therapy services, dieticians, specialist nurses and Paediatricians. Identification of needs is undertaken by the Healthy Child Programmes and where possible Early Years practitioners should work with services in identifying additional needs. They can be accessed through community services or a CAF (common assessment framework) in consultation and agreement with parents can be completed and sent to the relevant service or Early Support.

2 Year Olds: Development and Learning check

The progress check aims to:

- review a child's development in the three prime areas of the EYFS
- Enable practitioners to understand the child's needs and plan activities to meet them in the setting.
- Enable parents to understand the child's needs and with support from practitioners enhance development in the home
- Note areas where a child is progressing well and identify any areas where progress is less than expected
- Describe actions the provider intends to take to address concerns(including working with other professionals where appropriate).

Know How: The progress check at age 2.

Joint working with parents and other professionals

The 2 year EYFS and Healthy Child Check should identify a child's development, their strengths and progress made. They can promote positive outcomes in health and wellbeing, learning and development.

Where there are developmental concerns or identified SEND, good practice will involve liaison and joint working with Health Visitors (who undertake the 2 Year Healthy Child Check).

An integrated review of a 2 year old with special needs will support parents and early years practitioners identify and plan around any developmental concerns. It is envisaged that an integrated 2 year review across Health and Educational settings will be required in the future for all 2 year olds. Settings and schools are encouraged to work with their Children Centre and Health Visiting team to develop the links and co-ordination to support joint working for vulnerable 2 year olds.

Where children or families have more significant needs there may already be a number of services involved and coordinated through a CAF or Early Support. EY practitioners or staff in schools can contact the CAF Central Team or Early Support Co-ordinator to make enquiries about who is involved and taking the Lead Professional role.

SEN 2 Year Old Pathway for Children with SEND

2 year old children, identified with SEND maybe eligible for free childcare. The pathway below shows how to access this if a child meets the criteria. If there are any queries contact should be made with the Funded 2 Officers in the area. Contact details below:

Resources: <http://www.foundationyears.org.uk>

The Cambridgeshire Early Support Pathway.

Early Support is established across the county to provide an integrated pathway for children and families where a child appears to have significant and complex needs. The holistic planning and support for the child and family should be coordinated by the Lead Professional and recorded in the Family Support Plan or Team Around the Family Meeting.

The Early Support Co-ordinators help identify when meetings are due and can provide advice about coordination and arrangements for meetings. The SEN COP 2015 reinforces the need for strong key working for children and families with SEN and disabilities to provide a family focused approach by services. Early Years practitioners and schools will be important in identifying and supporting the learning needs of the child within this integrated plan and taking a Lead Professional or keyworking role.

Early Years practitioners are encouraged to attend Early Support or a EY LARM referral meeting to discuss the CAF and Early Years Foundation Stage assessment of the child's identified needs.

Those infants and children identified with SEN and disability in the first two years of life are likely to be already known to Early Support when they start a setting or school. The services involved will aim to develop a robust transition plan with schools and settings, to support best outcomes for children and their families. This action plan is coordinated in the first instance through the Family Support Plan for Early Support children.

The Code of Practice 2015 refers to the importance of Early Support and keyworking approaches for children and families.

The Early Support Family File and Early Support Development Journal are materials for families to use. They help avoid re-telling their story and compliment communication and partnership with parents / carers with the services involved. A range of materials can be found on the Early support website or App.

Early Support provides the means to coordinate and integrate services and promote effective partnerships across health, care and education for families with SEND. Feedback from families is sought to help the Local Authority develop and respond to emerging local issues and needs.

The Early Support pathway below shows the thresholds and actions needed when a child (0-5 years) is identified with probable significant and complex needs.. A CAF will be needed to provide a holistic picture of the child and family's strengths, needs and desired outcomes from a referral to Early Support.

Early Support

for children, young people and families

Early Support Pathway

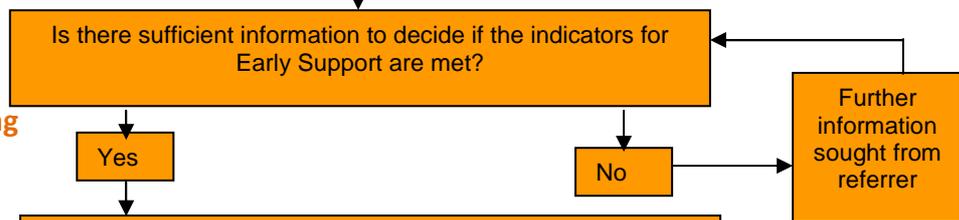
A. Early Identification



Criteria for Early Support: Children 0-5 years
A child with significant and complex needs who requires considerable on-going specialist support from across Education, Health and Care. This includes children who have great difficulty communicating, have sensory or physical difficulties and/or complex health needs; all will need additional support with many aspects of daily life and it is probable that there will be a lifelong impact on development/learning.
(Model of staged intervention level 3 & 4)

Referral sent to Early Support Coordinator and a copy of Family CAF to CAF admin team

B. Decision Making



Early Support Referrals Meeting
Referrers can attend to discuss their referral

Are indicators for Early Support met?

C. Actions

Yes

No

Family journey: Family contacted within **5 working days** of Referrals Meeting by referrer/CAF initiator to explain next steps and support family's journey.
Family File shared by CAF initiator, **All About Me and My Family** completed.

Family informed of the decision made, copied to the referrer/Family CAF initiator and other relevant services.
Family CAF returned to referrer and copied to the local Children's Centre and any services that are recommended to become involved.

Think Family processes followed: www.cambridgeshire.gov.uk/thinkfamily

- **Team Around the Family meeting** arranged by CAF initiator. Parents and professionals together develop a multi-agency, coordinated and integrated, holistic **Family Support Plan** to meet the identified needs of the child and family.
- **Lead Professional** agreed with parents/carers to coordinate services, support and planning.
- **Family Support Plan reviewed** at Team around the Family meetings; to identify positive changes or challenges, review the appropriateness of support and resources, making alterations where needed and plan for next steps and transitions.

The Early Support coordinators provide a **support offer to lead professionals for children and families following the Early Support pathway** due to the high numbers of professionals from services and partner agencies often working with these children and their families. Support is available in coordinating referrals, assessment, planning and services. They act as a source of expertise and knowledge of services, support and information across agencies for children with additional needs related to development and learning.

In Cambridgeshire **Early Support Co-ordinators** provide the administrative function for children in Early Support to ensure 'Think Family' processes are delivered

Jen Deacon, Cambridge City and South Cambs	Jennifer.deacon@nhs.net	Tel: 01223 884491
Nadine Rider, East Cambs and Fenland	Nadine.rider@nhs.net	Tel: 01945 488048
Linda Bedrikovs, Huntingdon	Linda.bedrikovs@nhs.net	Tel: 01480 418646

A. Early Identification

Criteria for children and families to follow the Early Support pathway

1. Children from birth to the end of reception year at Primary School who meet Early Support criteria.
2. The criteria are; a child with significant and complex needs who requires considerable on-going specialist support from across Education, Health and Care. This includes children who have great difficulty communicating, have sensory or physical difficulties and/or complex health needs; all will need additional support with many aspects of daily life and it is probable that there will be a lifelong impact on development/learning. (Model of staged intervention level 3 & 4)

Referral routes for a child and family to follow the Early Support pathway

1. Family CAF

Where needs are emerging, services should complete a Family CAF to provide a holistic assessment of strengths, needs and support required.

2. Children's Social Care Single Assessment

When needs are identified during a children's social care 'single assessment' this specialist assessment should be used to access Early Support with a consent for Early Support.

3. Medical Pathway

Where needs are identified before or soon after birth, by a health professional (e.g. Acute Services or GP), Early Support will be accessed via existing health pathways. Early Support consent is needed and it is helpful for a Family CAF to be completed to enable the needs of the whole family to be identified.

Information required to evidence a child's needs

To enable the Early Support Referrals Meeting to make effective and timely decisions referral information must include:

- Child's developmental history.
- In all areas of development what age is the child currently functioning at, please provide examples. Are your observations consistent with those of the parents? If not what differences do they observe, please give examples.
- Relevant details about the siblings, parents and wider environmental factors that could impact on the child's development and family's capacity to cope and ability to access appointments and services.
- Details of any strategies or interventions that have been implemented with their outcomes.

Additional information from agencies already supporting the child and family must be included e.g.

- EYFS developmental summary from a setting or child-minder
- Information from specialist health services e.g. Paediatrician or Therapist
- Information from Health Visitor
- Information from any private therapists
- Single assessment from Children's Social Care
- Information from Children's Centre Family Worker
- Information from voluntary sector organisations involved

Suggested referral aids

- Development Matters in the Early Years Foundation Stage (EYFS), link to document: www.early-education.org.uk/development-matters
- Ages and Stages Questionnaire used by health visiting teams
- Referral checklist linking required information to the relevant sections of the Family CAF to be filled in, see **appendix 1**.

The **consent** required on the Family CAF for child to be discussed at the Early Support referrals meeting is: *"I understand that Early Support consists of different professionals from both the Health service and Cambridgeshire County Council Children, Families and Adults Services (Education, Early Years & Childcare Setting, Social Care and Children's Centres), who may need to share information about the needs of my child and family."*

SEND Funded 2 Childcare Pathway

Criteria for a SEND Funded 2 Childcare

- Family is in receipt of **Disability Living Allowance** for the child.
- Child has an EHCP completed before starting a setting.

Children Centre/SEND Specialist Services/START confirm or can advise on SEND eligibility.

Educational Setting/Childcare identified and place offered

Family Support Plan or EHCP : identifies any actions or resources needed to support inclusion and positive outcomes

- Early Years SEND Specialist Support Services develop the transition plan with parents/carers and Early Years setting and SENCO as needed
- Funded 2's Support Officers can offer general advice /support (where available).
- **Setting put in place a Child Plan/Next steps** with parents/carers (& professionals) Assess, Plan Do Review cycle established
- Setting/practitioner participates in **Family Support Plans** (attendance at meetings or submit information) to review support and outcomes.

If needed discuss additional funding e.g. Early Years Access Funding (EYAF) with local SEND Specialist Services team . Apply via Statutory Assessment and Resource Team, (START) County Resource Panel considers request & advises.

Consider applying for an Education, Health and Care Plan twelve months prior to starting a maintained nursery/school.

Useful Contacts

Funded 2 Support Officers

East Cambs

Julie Knibbs Tel: 07787 293069

Email: Julie.knibbs@cambridgeshire.gov.uk

Hunts

Rachel Gale Tel: 01223 743709

Email: Rachel.Gale@cambridgeshire.gov.uk

Early Support Co-ordinators

Jen Deacon, South Cambs and City

Tel: 01223 884491 Email: Jennifer.deacon@nhs.net

Nadine Rider, East Cambs and Fenland

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Linda Bedrikovs, Hunts

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SEND Specialist Services

Kirsten Branigan - Area Manager SCC

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Andrea Joyce Team Manager Hunts – St Ives & Huntingdon

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Rebecca Doyle - Acting Area Manager ECF

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Nemonie Grummett - Wisbech Team Manager

Tel: 01353 612802 / 01354 750269 Email: nemonie.grummett@cambridgeshire.gov.uk

Lorraine Hewitt - Ely Team Manager

Tel

Email

Josette Kennington – March & Whittlesey

Useful Links: <http://www.cambridgeshire.gov.uk/SEND>

The Act brings together many different equality laws providing a modern legal framework. All early years providers have duties under the Equality Act 2010. The **Equality Act and the Children and Families Act 2014** “share a common focus on removing barriers to learning. The COP 2015 requires all the different agencies to “work together applies to all children with SEN or disabilities”

The SEN Code of practice requires all settings to plan and review for children with SEN and “consider at the same time, reasonable adjustments and access arrangements required for the same child or young person under the Equality Act.”

The Act states:

A “ settings and schools must **not** discriminate against, harass or victimise disabled children, and they **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage.

Maintained nursery schools **must** promote equality of opportunity for disabled children. The guidance on the Equality Act is complimented by other parts of the SEN COP which promotes inclusive practice and removing barriers to learning.

Settings, schools and local authorities must have ‘**due regard**’ to the need to:

1. **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
2. **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
3. **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Having due regard to advance equality of opportunity is defined further in the Equality Act 2010 as the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation when it is disproportionately low.

More information can be found on equalities in the **ENCo Handbook 2** © Cambridgeshire County Council, 2014; Available to all Early Years settings and schools in Cambridgeshire

Medical Needs

All early years providers should take steps to ensure that children with medical conditions get the support required to meet those needs. This is set out in the EYFS framework.

Providers should work with parents/carers and professionals to ensure that they have appropriate training, support and equipment available. Advice and support can be provided by the Area SENCo if there are queries around specific needs.

Practitioners may be able to access training through a child's GP surgery, other Health professionals, Health Visitor or Cambridgeshire County Council