

Level of need	Action to be taken	Paperwork may include
<p><i>Initial concern</i></p> <p>A child who is below age related expectation in relation to the EYFS development matters statements (Early Years Outcomes)</p>	<p>Additional observations and assessments against the EYFS prime areas to identify areas of delay and current age band they are working in.</p> <p>Provide differentiated learning opportunities to target areas of need on a daily basis and ensure all staff are aware of specific needs and approaches.</p> <p>Key person to monitor and review progress on a short term basis and plan next steps; inform setting SENCO</p> <p>Identify if the gap between age related expectations and current level of development is increasing or decreasing.</p> <p>Ensure parents are honestly informed through normal information sharing processes about their child's level of development.</p>	<p>Observations, individual records, assessments (including on entry). Additional observations, record of conversation with parents. Differentiated planning.</p> <p>Two year old progress check.</p>
<p><i>Move to next stage if little or no progress is made in the short term (maximum 1 month)</i></p>		

<p><i>Lack of progress despite support and developmental gap between peers is widening. (SEN support)</i></p>	<p>Continue with above to support child’s learning and development.</p> <p>Individualised planning and targeted intervention to support identified needs and accelerate progress to close the developmental gap.</p> <p>Involve setting SENCO. Ensure parents are fully informed of concerns and proposed actions; for setting and home Parental permission must be gained to refer to other agencies.</p> <p>Consider advice and support from outside agencies including Early Years Consultant, Health Visitor, Speech and Language Therapist, Nursery Plus (if available) and Children’s Centre.</p> <p>Children at this stage may be supported by Nursery Plus (if available in your area).</p>	<p>As above. Evidence of target setting, possible IEP. Detailed information about child’s progress and impact of need on learning and development.</p> <p>Possible DAF using Holistix.</p>
<p><i>Move to next stage if little or no progress despite targeted intervention</i></p>		

<p><i>Little or no progress despite targeted support and developmental gap between peers is significant.</i></p> <p>(SEN support)</p>	<p>Continue with above to support child's learning and development. Identify activities that are additional to and different from those provided above. Contact EYC if there is unclear or unmet need. Liaise with the primary school re-the child's transition to school. Invite the school SENCo to the TAC meeting.</p> <p>Other agencies who may be involved: Early Years Consultant Children's Centre Speech and Language Therapist Health Visitor Paediatrician Child Development Centre/Specialist Children's Assessment Centre Portage/Early Support Advisory Teacher (usually for children with significant delay, support from birth within the home) Educational Psychologist Behaviour Support (transition to school only) Communication and Interaction team SATS team (Specialist Advisory Teacher Service including Hearing Impairment, Visual Impairment, Physical Difficulties - often involved from a young age)</p>	<p>As above. DAF using Holistix. Reports from other agencies. Application for additional funding - Early Years SEN support funding Speech and Language Therapist, Educational Psychologist etc.</p> <p>Monthly reviews are good practice for all children with SEND.</p>
<p>Move to this stage on the advice of other agencies or parental request</p>		
<p><i>Identification of needs that will affect the child's learning and development in the longer term.</i></p>	<p>Continue with above to support child's learning and development. Continue to liaise with external agencies and follow any recommendations agreed at the TAC meeting. Liaise with the primary school re-the child's transition. Invite the school SENCO to the TAC meeting. Note: for children with very complex needs an Education, Health and Care Plan should be in place.</p>	<p>As above. DAF 3 in liaison with the primary school.</p>