

Early Years Local Inclusion Forum Team (EY LIFT) Process & Pre-requisites

Concerns identified in setting

Setting staff will have identified that the child would benefit from additional support within the setting to develop their skills and learning. Setting staff will have shared their observations with the family and consulted the Best Practice Guidance (BPG) to ensure that good universal practice is in place.

- Support can be accessed via the Equality and Inclusion Team or Childminding Advisers who will be able to offer Universal or Targeted support to settings, they can either visit your setting or they may offer you telephone/virtual support. Any advice they give will need to be actioned and evidenced.
- For children with a Physical Disability or identified medical/health needs it is advisable to make a referral to EYs LIFT to ensure your setting has everything in place to support the child before they start attending.

Request support from Early Years Equality and Inclusion or Childminding Advisers

<https://www.kelsi.org.uk/early-years/equality-and-inclusion/equality-and-inclusion>

To make a request for support settings should use the following link, childminders should use the form found on the webpage address above.

- https://kentcc-self.achieveservice.com/service/Equality_and_Inclusion_Request_for_Support_form_Process
- It may be appropriate to put a Targeted Plan in place.
- Targeted Plan to be reviewed after 6 weeks and further Targeted Plan to be implemented for a further 6 weeks.
- If there is limited progress, for some children it may be appropriate to create a Personalised Plan, at this stage with the family and with advice from multi-agency colleagues if already involved.

Concerns remain – Individual progress

Having consulted the Best Practice Guidance, evidenced all the support that has been implemented and evaluated within the Targeted / Personalised Plan, it may be appropriate to speak to the child's family again, seek parental / carer consent and refer to Early Year's LIFT for more support and advice specific to the child's needs.

There are occasions when a child will start at a setting with a Personalised level of care already in place and this can be added to the Plan.

Referral to EY LIFT

To make a referral, complete the EY LIFT referral form which can be found on the following Kelsi page: <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/local-inclusion-forum-teams>

The form will provide information about the child's needs and the support you may require, you will need to gain parental/carers consent to raise the child at EY LIFT.

Identify EY LIFT group and date / time of the next meeting

- Details of EY LIFT meetings can be found on the District special school website.
- Urgent cases can be raised at an EY LIFT meeting outside of your group.
- Please contact the District STLS administrator for further meeting details.

Send completed EY LIFT referral form to the District STLS administrator

- On receipt , the STLS administrator adds the referral to the EY LIFT group agenda for the next termly meeting. STLS Administrator may request further supporting evidence prior to the meeting.

Ensure relevant supporting paperwork is collated to bring to the EY LIFT meeting

It is good practice to include the appropriate Best Practice Guidance Audit Tools and other evidence as recommended on the bottom of the EY LIFT referral form.

Attend the District EY LIFT meeting for discussion and support

- Each case will be discussed with the group, advice given and next steps agreed with the specialists in attendance. This could include support from the District Early Years Specialist Teacher, Speech and Language Therapist, Children's Centre Early Help worker, Health Visitor or Equality and Inclusion Adviser.
- If a training need is identified this may also be recommended for the setting staff.
- Children can be discussed anonymously at the meetings for general advice and support.

Post EY LIFT Meeting – Sharing Outcomes

- If agreed, the relevant professionals will arrange to visit the child for observations in the setting or make contact with the family.
- Records of intervention will be prepared following the contact made sharing advice and strategies for the setting.
- There is an expectation that the setting will implement the advice provided and evidence reflected in the Personalised Plan.
- If training has been recommended the setting practitioner / SENCo should raise this with the setting manager/ childminder and arrange training as appropriate.

Actions by Role

Setting

- Follows Graduated Approach as outlined in the SEN Code of Practice, implements Universal support alongside Best Practice Guidance (BPG).
- Discusses child's strengths and difficulties with family.
- Creates Targeted Plan.
- Refers to Early Years Equality & Inclusion or Childminding Adviser for support.
- For some children it may be appropriate to create a Personalised Plan allowing time for strategies to embed.
- If necessary, seek parental/carers agreement to make a referral to an EY LIFT meeting.
- Completes and sends EY LIFT referral form and parental agreement form to District STLS Administrator.
- Attends EY LIFT meeting to discuss child's needs and gain advice.
- Feeds back recommendations to key setting staff and family to support the child and implements strategies suggested/ agreed.
- If not in place, devise a Personalised Plan incorporating recommendations from EY LIFT meeting.
- Works in collaboration with multi-agency colleagues to implement and embed strategies recommended.
- Review and update Early Years Personalised Plans every six weeks / termly alongside family to include their views.

Early Years Equality and Inclusion or Childminding Adviser

- Provides advice and Universal /Targeted level support to settings.
- Provides advice and strategies for settings to try which should be included in an EY LIFT request.
- Gives support with EY LIFT requests and Best Practice Guidance Audit tools.
- Post EY LIFT visits available on request.
- Recommends appropriate training available.

Specialist Teaching and Learning Service - District Administrator

- Collates EY LIFT referrals for each meeting.
- Requests supporting evidence if required.
- Shares agenda securely with attendees, including Equality and Inclusion adviser.
- Prepares EY LIFT meeting confidentiality agreement for each meeting.
- Minutes the EY LIFT meeting and shares outcomes securely where appropriate.

Specialist Teaching and Learning Service – District Lead / Specialist Teacher

- Chairs the EY LIFT meeting.
- Facilitates discussion and offers focused advice and strategies.
- Allocates, where appropriate, a specialist teacher to support the child and setting to make progress.

Multi-agency support

- Attends district EY LIFT meeting and gives advice as appropriate.
- Arranges contact with the setting / family if agreed.

Universal Level Support Cycle flow chart

First time that a concern has been raised? Start at Universal.

Other professionals already involved with child? Start at Personalised.

Child is within a year of starting school?

Move through stages more rapidly.

Start here



Universal level

Child's progress gives cause for concern (raised by parent or Key Person) Identified through starting points, observations, Progress Checker at Two, summative assessment etc.



What is the nature of the concern? **Key Person** monitors and gathers information to build a picture of what the child can do and finds difficult.

Key Person informs **SENCO**. They use Best Practice Guidance document to evaluate how child has responded to the Universal offer and record in relevant Best Practice Guidance audit tool.

A request for Equality & Inclusion support is advisable.

Key Person and **SENCO** work together to liaise with **parents**, share evidence, agree adjustments to be made and timescale for review (usually 6 weeks). Possible advice from Early Help, Health Visitor 2 year health check.



Practice at Universal is meeting child's needs. **Key Person** and **SENCO** monitor as part of everyday practice.



If practice at Universal is not enough, insufficient progress made. Put Targeted support in place.

[illegible]

Curriculum and Instruction (CAI) Brief Practice Outcomes in the Early Years Audit Tool	
<p>Language and Interaction (CAI) Universal Level – Whole Being Response for All Children How Outcomes Differ: <i>emphasize the importance of language and the impact</i></p> <p>Things I consider: <ul style="list-style-type: none"> • the importance of language and interaction in the early years </p> <p>Things I practice, in connection with the CAI Universal Outcomes: <ul style="list-style-type: none"> • listening and responding • using language to express feelings, needs, and ideas • using language to express emotions • using language to describe all children • providing opportunities for developing language </p> <p>Practices – what is the impact of: <ul style="list-style-type: none"> • differentiated learning experiences, groups • using language to express feelings, needs, and ideas • developing the support of the early years program and its outcomes, plan • listening to parents' characteristics in their own learning </p> <p>Communication – what is the impact of: <ul style="list-style-type: none"> • providing for positive social skills – e.g. ELAT strategies • understanding children's communication between a word and word, pointing • providing individualized for a word and word and what • keeping children with language as an individual language • understanding children's language to have a plan in developing their child's language and language – e.g. word and word </p>	<p>CAI – how do I do this: I do this by using the CAI Universal Level – Whole Being Response for All Children</p>

Targeted Level Support Cycle flow chart

Practice at Universal level is not having required impact and child has made insufficient progress. Setting needs to put Targeted support in place.

Targeted level

Key Person, SENCO and parents agree strategies to be implemented in setting and at home, timescale for review (usually 6 weeks) and record on Targeted Plan.

Key Person and/or SENCO continue to use Best Practice Guidance document to identify appropriate strategies to support child and BPG audit tool as a working document to record impact on child's progress. **A request for Equality & Inclusion support is advisable.**

Key Person, SENCO and parents review Targeted Plan and evaluate whether Targeted support is meeting child's needs. If yes, **Key Person, SENCO and parents** write new Targeted Plan and monitor progress. This stage may be repeated several times.

Targeted support is no longer needed. Return to Universal. Key Person and SENCO monitor as part of everyday practice.

If practice at Targeted is not enough, insufficient progress made child has an identified SEND. KP and SENCO liaise with parents, share evidence and discuss seeking Personalised support.

(10) Review Meeting date: _____
 Theme/strategy: _____
 (11) How well did it work for the child this term? _____
 (12) What are we going to do next? _____
 (13) Following review, do I need a new Targeted Plan or do my current support my child's needs? (please provide evidence to justify your response)
 Parents/Carers signature: _____
 (14) Name of child: _____
 Additional needs: _____

(15) Things that I find difficult and need help to do:
 1. _____
 2. _____
 3. _____
 (16) Things that I find difficult and need help to do:
 1. _____
 2. _____
 3. _____
 (17) My parents/carers will help me by:
 1. _____
 2. _____
 3. _____
 Signature: _____

Personalised Level Support flow chart

Practice at Targeted level has not had the desired impact, child has made insufficient progress and there is increasing awareness that the child has identified SEND.

Key Person and **SENCO** liaise with **parents**, share evidence and discuss seeking Personalised support from professionals from outside setting.

Personalised level

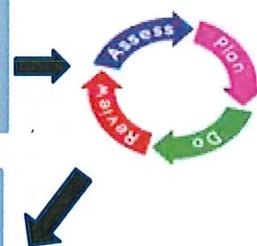
Education - Personalised support requested through EY LIFT
Key Person and **SENCO** collate evidence, update Best Practice Guidance audit tool, complete EY LIFT request form, **parents** complete agreement to engage form. **A request for Equality & Inclusion support is advisable.**
SENCO and/or **Key Person** attend EY LIFT meeting.

***Health** – Personalised support requested through NHS referral routes
Key Person and **SENCO** work with **parents** to complete relevant referral form. Refer to One Stop Document e.g. SALT, NHSCCCT.
A request for Equality & Inclusion support is available to complete documentation.

Personalised intervention in place from health and/or education professionals.
Key Person, **SENCO** and **parents** work together to complete Personalised Plan (targets taken from professional reports). Agree timescales for review (usually 6 weeks).
This stage will be repeated several times.

Practice at Personalised level, where appropriate liaise with STLS and discuss seeking additional support e.g. SENIF.

SENCO records relevant information on SEN and/or AEN Record.



Medway EY SEND Team FAQs

Contact

Please contact your allocated EY SEND Practitioner. If in case you don't know who your allocated EYSP or you encounter difficulties reaching them, please contact Tina Newman at 01634 334016 / tina.newman@medway.gov.uk or Senior Admin Faye Harbard at 01634 334032 / faye.harbard@medway.gov.uk so they could make EYSP aware you are trying to contact them.

EHCP

- EHCP forms are available upon request. Please email Tina Newman tina.newman@medway.gov.uk or Senior Admin Officer Faye Harbard faye.harbard@medway.gov.uk to ensure you have the most current form.
- Completed EHCP forms are sent to seneducationteam@medway.gov.uk.
- To follow up EHCP request, please ring 01634 331123 or contact the child's allocated SEN officer.

EY SEND Bulletin

EY SEND Lead Teacher and Manager Carrie White uses the monthly bulletin to provide updates to PVI settings. The bulletin is posted on elearningatlast Site News and sent via email to all settings' email address. If you would like to be added to the emailing list, please contact Tina Newman on tina.newman@medway.gov.uk.

EY SEND Forms

EY SEND Forms for Funding and SENCo Surgery are available to download from the elearningatlast website. From the homepage <https://www.e-learningatlast.org.uk/>, please click on **Early Years Information and Guidance**, click on **Referral forms for Practitioners**. It will ask you to log in but if you don't have log in details, you can just click on 'Log in as Guest' and you should be able to access all the EY SEND forms there.

EY SEND Funding

- You can apply for High Needs funding from the term after a child turns 3 years old and in receipt of their NEG funding. You will need to complete the Pre School Application for HN SIF word document and a provision map excel spreadsheet to apply for funding. These can be downloaded from <https://www.e-learningatlast.org.uk/> (See EY SEND forms)
- All completed funding requests are sent to eyhighneeds@medway.gov.uk
- For funding queries, please contact Senior Admin Officer Faye Harbard at 01634 334032 / faye.harbard@medway.gov.uk or Carrie White on 01634 334037 / 07773 187596 / carrie.white@medway.gov.uk

Medway Community Healthcare / Children's Therapy Team Referrals – Speech & Language / Physiotherapy / Occupational Therapy / Violet

- Referrals forms for Children's SLT/PT/OT are available to download on <https://www.medwaycommunityhealthcare.nhs.uk/health-and-care-professionals/paper-re/navigate/3106/503>. Downloading it from the website ensures you have the most current version.
- Completed forms are sent to medch.childrenscommunity@nhs.net
- To follow up referrals to the Children's Therapy Team, please ring 0300 123 3444. The EY SEND Team doesn't have access to the NHS Systems and will not be able to give you any updates on these referrals.

EY SEND Training and Cluster Briefings

All training and cluster briefing dates led by the EY SEND Team will be included in the EY SEND Bulletin. To book a place, please contact Tina Newman on tina.newman@medway.gov.uk with the name of the staff member and the course they would like to be booked on. Bookings are free and limited to 1 staff per setting.

SENCo Surgery & Setting Visits

- Please contact your allocated EYSP to book a SENCo Surgery or a visit to the setting.
- Please ensure that you have parental consent form for the child before the appointment - this can be downloaded from <https://www.e-learningatlast.org.uk/> (See EY SEND forms)
- Please contact your EYSP to cancel the SENCo Surgery if you are not able to keep the appointment – this may be because SENCo or the child they are meant to visit is not in on the day or you have to be in a room to meet staff ratio.

