

# **Early Years Inclusion Support**



**Support for children with special  
educational needs and disabilities (SEND)  
in Bristol Early Years Settings (0 - 4 years)**

**September 2020**

## **Bristol's SEND Strategy: Our Vision and Values**

### **Bristol's Strategy and Vision for Children and Young People with SEND (2019-22)**

We will support and empower disabled children and young people and those with special educational needs to reach their full potential and have healthy, independent and fulfilling lives.

#### **Our values underpin the work we do across the local area:**

##### **Inclusion and Independence – belonging and involvement**

All children, including those with SEND, have the right to influence the decisions that contribute to creating a city they want to live, study and play in. Children and young people will have opportunities to make decisions that benefit their health and happiness, and, be supported to live and work independently.

##### **Respect – value, regard and reliability**

We believe in treating children and young people and their parents and carers, with value and respect. We will ensure children and young people with SEND are provided with services that have regard for their views and wishes. Furthermore we will work to ensure services are reliable in their delivery of provision and support.

##### **Care – protection, safeguarding and support**

All children and young people are entitled to feel safe, protected and supported. We will work together to ensure safeguarding is robust and that children and young people with SEND are safe from fear of harm or the threat of harm.

##### **Equality – fairness, accessibility and opportunity**

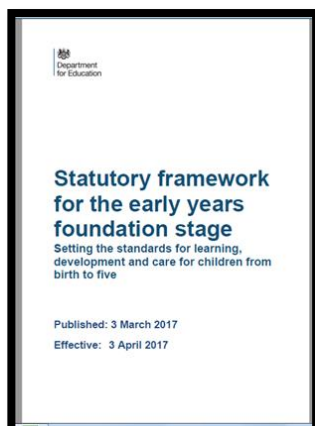
Children and young people with SEND have the right to access opportunities without discrimination or prejudice. We believe in the rights afforded to children and young people with SEND through the Equality Act 2010 and the UN Convention on the Rights of the Child.

#### **Improving Outcomes – high aspirations and expectations for children with SEND**

All children are entitled to early education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into school.

Bristol advocates a child and family-centred approach that aims to ensure that children with identified Special Educational Needs and Disability (SEND) are appropriately supported in their educational setting. Arrangements must include a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised; identifying need at the earliest point and then making effective provision improves long term outcomes for children. Adopting an early intervention approach promotes positive progress relative to the individual child/young person's need. Early Years settings should make a range of Ordinarily

Available Provision for all children, including those with SEND from the totality of resources available to them.



The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0-5 years. All early years providers must follow the safeguarding and welfare requirements of the EYFS and the learning and developmental requirements, unless an exemption has been granted.

All practitioners working with children should be alert to emerging difficulties and respond early. In particular parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development.

All early years providers should take steps to ensure that children with medical conditions get the support required to meet their needs. This is set out in the Early Years Foundation Stage Framework.

All early years providers have duties under the Equality Act 2010. In particular they must not discriminate against, harass or victimise disabled children and they must make reasonable adjustments to prevent being put at substantial disadvantage. All funded early years providers must promote equality of opportunity for disabled children. Further detail on the disability discrimination duties under the Equality Act can be found in Chapter 1 of the SEND Code of Practice: 0-25. The guidance in the code focuses on inclusive practice and removing barriers to learning.

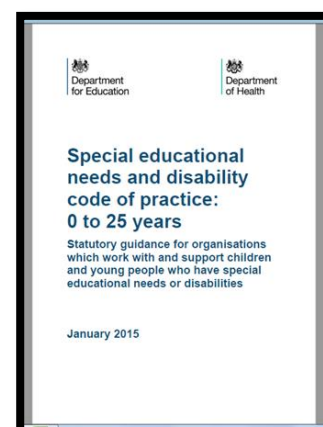
More information about improving outcomes for children in the early years is given in Chapter 5 of the SEND Code of Practice: 0-25.

## Special Educational Needs and Disability Code of Practice

The SEND Code of Practice: 0-25 years is the statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (SEND).

This code of practice sets out the duties, policies and procedures relating to Part 3 of the Children and Families Act 2014, and associated regulations applied to England.

All early years providers in the maintained, private, voluntary and independent sectors that a local authority funds are required to have regard to the SEND Code of Practice: 0-25, including the principles set out in Chapter 1.



## SEND Policy, SEND Offer and SEND Procedures

The SEND code of practice: 0 to 25 years states: Early years providers must provide information for parents on how they support children with SEN and disabilities, and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities.

All early years providers are required to have a 'SEND Offer' which should be included on the setting's website. This should be co-produced with parents and carers and clearly explain what the setting provides for children SEND. Guidance is available for early years providers in developing their SEND Offer:

<https://www.bristol.gov.uk/documents/20182/34992/Guidance+on+developing+your+SEND+Offer.pdf>

Maintained nursery schools must also prepare a report on their SEND Offer including an accessibility plan – this is referred to as a SEN Information Report.

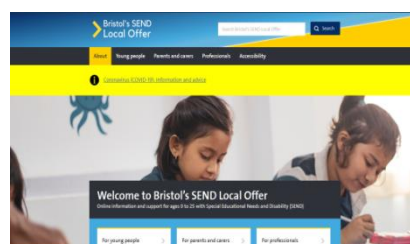
Parents and carers should be aware of the range of communication channels available for sharing information about their child, for example use of detailed handovers and/or a home-setting diary/texts/emails to support direct sharing of information and updates.

The partnership of parents and carers should be actively sought through formal and informal events in order to seek their views in relation to SEN provision in the setting e.g. parent surveys, coffee mornings.

### Local Offer

Each Local Authority is required to develop a 'Local Offer' which aims to publish clear information in one place:

- about provision available in Bristol for children and young people with SEND from 0-25 years
- about provision that Bristol children with SEND might access outside the local area



The SEND code of practice: 0 to 25 years states: Maintained nursery schools and all providers of relevant early education to children with SEN must co-operate with the local authority in reviewing the provision that is available locally (see Chapter 3), and in developing the Local Offer (see Chapter 4). Providers should work in partnership with other local education providers to explore how different types of need can be met most effectively.

<https://www.bristol.gov.uk/web/bristol-local-offer>

## Early Identification

The SEND Code of Practice (5.36) states: *'It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life'*.

Early identification of SEND followed by effective intervention improves long term outcomes for children. Early Years settings should use effective assessment tools and work in partnership with parents to identify emerging needs and then ensure appropriate support and provision is in place.

Provision for all children, including those with SEND, should be regularly reviewed to ensure that it is effectively supporting the wellbeing and development of all children. The targeted support available for early years providers ensures that they are able to differentiate learning activities to meet individual children's needs and make adjustments in order for all children to access opportunities alongside their peers.

The SEND Code of Practice states that all settings should adopt a graduated approach with four stages of action: assess, plan, do and review. Our template Individual Education Plans (IEP) and Bristol SEND Support Plans made in partnership with parents/carers, professionals and the key person can be used to support this process. Support is available to provide guidance around completing these.

Bristol has also developed the 'Differentiated Early Years Outcomes' (DEYO) document that helps practitioners to monitor small steps in progress and to identify targets within the areas for development.

Parents should be aware of the SEN status of their child and the support and individually tailored interventions in place. They should be involved in setting and reviewing targets for their child.

## **Bristol SEND Support Plans and Education, Health and Care Plans (EHCPs)**

In Bristol, children with a special education need should have a Bristol SEND Support Plan in order to ensure that a multi- agency approach is in place to support these children and their families.

The Support Plan should be completed with the family and should include the views of any professionals working with the child and family. It:

- can be reviewed during a Family Support Planning Meeting
- should accompany an application for additional funding from the Early Years SEN Panel
- should accompany a request for a Statutory Education, Health and Care Needs Assessment

A Support Plan is a working document; details should be updated as and when necessary. The plan should be reviewed, deleting and adding information as appropriate through a Multi-Agency Meeting every 3-6months.

If a child has been getting help in education through SEN support and, despite everyone's best efforts, still isn't making progress, a request can be made to carry out an Education, Health and Care (EHC) needs assessment:

<https://www.bristol.gov.uk/web/bristol-local-offer/education-health-and-care-plans>

## **Bristol Inclusion Resources in Early Years**

In Bristol we aim to provide special educational needs provision for children in the early years, jointly planned and delivered so children and families are able to access equitable services and provision across the city.

We have a range of early years providers who deliver early education and childcare opportunities to all children and they are able to access a range of support and services to enable them to support children with special educational needs and disabilities.

We want to ensure that parents have a positive experience and improved confidence in our SEND systems.

There is support available in early years for practitioners that is co-ordinated via the Early Years Portage and Inclusion Team and includes access to both universal and targeted support.

### **Early Years Portage and Inclusion Team**

The Early Years Portage and Inclusion Team provide support to families and early years practitioners for children from birth to 5 years who are disabled and/or have special educational needs.

For Early Years Practitioners and Early Years Settings, this support includes:

- advising on support and interventions to meet individual children's needs
- guidance to develop outcomes, provision and targets for children's Individual Education Plans and Bristol SEND Support Plans
- monitoring and reviewing children's rate of progress
- developing practitioner awareness of special educational needs processes and procedures.

The team also supports the positive transfer of children with disabilities and/or special educational needs to the next phase of their education within the Early Years Foundation Stage.

### **Visits to Early Years settings**

All Early Years settings are offered up to 6 visits each academic year. The visits include meetings with SENCOs, observations and monitoring the SEN Panel Funding. There will be an opportunity to discuss:

- the inclusive environment and ordinarily available provision;
- any training needs of staff;
- the requirements of the SEND Code of Practice (including following a Graduated Approach) and how they are being met;
- any individual children that settings have concerns about.

All visits will be recorded and any areas for development will be identified in partnership and then reviewed at subsequent visits.

Workshops and training on specific topics are delivered where needs are identified.

### **SENCO Cluster Meetings**

Early Years SENCO Cluster Meetings take place six times a year during each of the half term periods on an area basis: North, South and East/Central. All SENCOs working in early years settings are encouraged to attend. The agendas for the meetings are set at the start of each term and include:

- Support available to meet SENCO responsibilities
- Funding
- Transitions

The remaining three meetings focus on the individual needs of the group which are identified at the previous meetings

### **Support for Childminders**

Childminders are able to access advice from the dedicated Special Educational Needs Coordinator (SENCO) for the childminding network.

There is also a citywide programme of Continuous Professional Development, free to childminders and assistants, which includes:

- An Introduction to Special Educational Needs and Disability (SEND)
- Identifying and Supporting Speech Language and Communication Needs
- Safeguarding Disabled Children

### **Rainbow Stay and Play Groups**

Rainbow Stay and Play groups are run in all three areas of the city; they are a weekly drop in group specifically for parent/carers with a child who has special educational needs or disabilities. The groups are run in partnership with the Early Support Practitioners who are jointly funded by Bristol's Community Children's Health Partnership. During the school holidays these drop in groups continue to be run however the age range is increased to enable siblings up to the age of 10 years old to attend.

### **Bristol Autism Team Support**

Support is available from members of the Bristol Autism Team for children with a formal diagnosis of autism and those on the pathway to a diagnosis.

Support can also be given through informal discussion and advice, together with ideas from the Bristol Autism Team toolkits and the Autism Education Trust. Access to this support is through completion and submission of the 'Early Years Autism Cohort Information Overview'.



The Autism Education Trust Early Years Programme of training is also available to all Early Years settings and further details are in Appendix 1.

## **Early Years Targeted Inclusion Support:**

### **Dedicated Support for Individual Children**

This is support that is provided once has been once a referral has been made for an individual child. Referrals made by an Early Years setting will be discussed by the Portage and Inclusion Specialist and the Early Years Practitioner during the inclusion visit.

### **Portage Home Visiting Service**

We offer a home visiting educational and support service called portage for children from birth to four years old with SEND through a referral service. We provide:

- home visits for families either weekly, fortnightly or monthly, depending on the child's needs. Portage supports the child through play by:
  - o helping the parent/carer and their child learn and play together
  - o providing targets that support the child to develop
  - o providing ideas for play and teaching activities
  - o supporting parents/carers in developing their knowledge about special educational needs
  - o helping the child get ready for moving onto the next stage of their education, such as starting nursery
- a non-designated key function, which helps families coordinate their child's care and learning

We accept referrals from parents and any professionals working with the child's family.

### **Inclusion Support Package**

During an inclusion visit, the Portage and Inclusion Specialist may agree with the Early Years SENCo to make an Inclusion Support Package request. The support package is provided by the Specialist Children's Centre Inclusion Practitioner (SCCIP) and consists of a block of up to 6 visits to model and support the implementation of strategies, once these are completed the support will be reviewed.

### **Support for Childminders and Family Support**

The Early Years Service provides dedicated support to:

- Childminders who are providing childcare for children who have a disability or have special educational needs.
- Children and their families who are accessing a Childminding placement

The support is provided by the Specialist Children's Centre Inclusion Practitioner (SCCIP). At the initial visit the level of need for both the Childminder and the family is

assessed and the appropriate level of support and intervention is agreed, including the following responsibilities:

- Supporting the Childminder writing the Individual Education Plan (IEP) and Individual Provision Plan (IPP)
- Supporting the Childminder in monitoring the IEP's.
- Supporting the Childminder to apply for Early Years SEN Panel Funding
- Providing ongoing support to the Childminder when they are completing the Differentiated Early Years Outcomes (DEYO)
- Planning and arranging the process in order for a Bristol SEND Support Plan to be completed.
- Providing 1:1 family support for those families whose children are accessing a Childminding placement who do not have access to Family Support Workers. When a placement is set up the level of support is agreed and reviewed every 3 months.

### **Bristol Autism Team Support**

Where children with a formal diagnosis of autism are experiencing significant difficulties a referral can be made to the Early Years Bristol Autism Team. They will provide support, advice and guidance to early years practitioners in settings enabling them to ensure children with a diagnosis of ASD are able to fully access their early education. The consultation will fully assess their needs, providing written recommendations for outcomes and provision. The support can include:

- Setting visits
- Home visit
- Attendance at an annual review/multi agency meeting
- Support in setting IEP targets and Bristol SEND Support Plan outcomes.
- ASC good practice strategies/resources on various themes/areas of concerns
- Supporting transition to next setting

<https://www.bristolearlyyears.org.uk/inclusion/send/autism/>

### **Educational Psychologist Consultation**

In partnership with parents, a referral can be made by an Early Years setting for an individual child for a psychological assessment carried out by an Educational Psychologist once. A typical new consultation will usually include the following components:

- an observation of the child in the setting
- a consultation meeting with the parents
- a consultation meeting with staff from the setting
- individual work with the child
- liaison with other professionals where appropriate
- a written record of the EP involvement including assessment information, agreed actions and suggested interventions sent to the setting and the family
- a review consultation with the setting and family

<https://www.bristolearlyyears.org.uk/inclusion/send/educational-psychology/>

## **Specialist Leaders in Education: Inclusion (SLE's)**

These practitioners are members of the senior leadership team in an early years setting who are responsible for leading and supporting inclusive practice in all early year's settings in the area, in partnership with the Bristol City Council Early Years Team. They have the capacity, skills and commitment to support early year's settings to improve the quality of learning and teaching, through the development and delivery of a high quality provision for all children who are disabled or have special educational needs aged 0-5 years.

There are three SLE's that work across the city and are deployed from the Bristol Early Years Teaching School. They ensure the early education and family support services within the Children's Centre's and other Private, Voluntary and Independent Early Years Settings reflects outstanding practice for disabled children and those with SEN and will ensure learning is shared regarding experience excellent practice and innovative ideas. They are also able to support providers in developing their policies and procedures. The SLE's provide a role of support and challenge to the leadership teams of settings when it is felt that the quality of the practice or the environment for children with SEND needs improvement.

## **Sensory Support**

The Sensory Support Service starts supporting children right from birth (soon after diagnosis) by supporting their parents and carers.

A sensory impairment could be:

- a vision impairment,
- a hearing impairment, or
- a multi-sensory impairment

To make sure children and young people with sensory impairment receive good quality education the Sensory Support Service works with educational settings, including teaching specialist skills such as braille, BSL, independence and social skills. The aim is that children and young people with sensory impairments have the best opportunities in life to thrive, succeed, reach their aspirations and have the best possible quality of life.

<https://www.bristol.gov.uk/web/bristol-local-offer/sensory-support-service>

## **Early Support Practitioners**

The Early Support Practitioners are a team who support pre-school children with disabilities and their families. The primary role of the Early Support Practitioner is to empower parents and carers by providing them with support, resources and information to meet their individual needs. The Service aims are:

- Emotional and practical support for parents and carers
- Coordination of services to families when many different agencies are involved to ensure a joined-up, holistic service.
- Providing information for families and improved exchange of information between practitioners.
- Supporting the child and their parent/carer to access therapy and support groups

- Provide information and signposting
- Advocate on a child's, young person's and/or family's behalf
- Facilitate clinical and social care seamlessly, integrated with special and universal services in an equality promoting approach

<https://cchp.nhs.uk/cchp/clinicians/early-support-key-worker-service-referral>

### **Early Years Special Educational Needs Panel**

All Early Years Settings may apply for additional funding for consideration by the Early Years Special Educational Needs Panel. The panel meet on a monthly basis and includes representatives from the Early Years Service, SEN Team, Educational Psychologist, Health Colleagues, Early Years SENCO and Specialist Services.

Applications are made by the early years provider using a child's completed Bristol SEND Support Plan, an Application or Review Form and if applicable a Risk Assessment. This paperwork should demonstrate the need for additional funding and evidence of the implementation of evidence based strategies and programmes. A written report from an outside professional should be provided if available, which describes the child's needs.

The funding is allocated to enable settings to enhance the staffing ratios within the environment.

<https://www.bristol.gov.uk/resources-professionals/children-special-education-needs-early-years>

### **Disability Access Fund (DAF)**

This is a funding stream to support children with disabilities or SEN, the DAF aids access to early years places by, for example supporting providers in making reasonable adjustments to their setting and/or helping with building capacity. Three and four year olds will be eligible for the DAF if they meet the following criteria:

- The child is in receipt of child disability living allowance and;
- The child received free early education.
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Settings will be entitled to a one-off payment of £615 per year which is allocated by the Local Authority. The Early Years Portage and Inclusion Team are available to advice and guide providers who need support in using this funding.

## Continuous Professional Development

Training is available to:

- develop early years providers skills to include children with disabilities and/or special educational needs
- empower early years practitioners to support children with disabilities and/or special educational needs in the longer term from within their own resources

A series of training events are available from the Early Years Inclusion Service throughout the academic year. Topics are based on needs identified through inclusion visits to settings, previous feedback, data and information from the Early Years SEN Panel.

Bespoke in-house workshops are available for early years settings at inset days or team meetings and can be booked as one of a setting's inclusion visits.

The Autism Education Trust Early Years Programme of training is available to all Early Years settings and runs throughout the year. It will develop practitioner confidence in:

- Understanding individual child on the autism spectrum and their profile of strengths and weaknesses.
- Identifying key areas to help children build positive relationships.
- Supporting children who are unusually sensitive to sensory stimuli.

We have introduced a system of measuring the value, effectiveness and impact of training accessed by early years providers in a way to gather evidence to show the difference accessing the training has made.

All participants will be required to complete an Evaluation Form at the end of each training session. They will then be contacted in a further 6-8 weeks asking for a Follow Up Feedback Form to be completed which will identify the impact of training session. This will then enable the service to continually monitor the effectiveness of the training be delivered.

Please see Appendix 1 for the current Early Years Inclusion Training Programme.

To book a place on any of the training sessions please contact:

[askcyps@bristol.gov.uk](mailto:askcyps@bristol.gov.uk)

Training for Early Years Practitioners is also available with some courses specifically relating to inclusion and children with special educational needs and disabilities.

Bristol Early Years Teaching School Alliance: [http://beytc.co.uk/](http://beytc.co.uk)

The Area Network CPD Programme:

<https://www.bristolearlyyears.org.uk/networks/area-networks/>

There is a specific CPD Plan for Childminders in Bristol organised by the Childminding Support Team.

<https://www.bristolearlyyears.org.uk/wp-content/uploads/2020/07/Childminder-CPD-Jan-to-April-2020.pdf>

### **Training in Administration of Medication and Use of Specialist Equipment**

Certain medical needs will require practitioners to have received training in order that a child can be safely left in the care of the setting. This includes, but is not limited to, Epilepsy Training and Diabetes Training. The Early Years Portage and Inclusion Team is able to signpost access to this training so that the reasonable adjustments can be made.

Should a child need specialist equipment in their early years setting, the Early Years Inclusion Service will liaise with the therapists to fund this and arrange its delivery. The child's therapist will then arrange set up/demonstration and follow up visits to check that the equipment meets the child's needs.

The team is able to provide template documents such as Health Care Plans and offer guidance on their completion.

## Appendix 1

### Early Years Inclusion Training Programme: 2020-2021

Our annual training programme is developed following evaluation of feedback from SENCO Cluster Meetings, review of needs identified at Inclusion Visits, and in response to trends identified at multi-agency panels. To book a place on any of the training sessions please contact: [askcyps@bristol.gov.uk](mailto:askcyps@bristol.gov.uk).

Currently all training sessions are being run virtually on Zoom, once bookings are confirmed participants will be made aware of details and venues if appropriate.

<b>Autumn Term</b>			
<b>Topic</b>	<b>Details</b>	<b>Date</b>	<b>Time</b>
Early Years SENCO Cluster Meetings	A forum to raise and discuss issues with an Early Years Inclusion Specialist, other professionals and colleagues in other settings on a topic basis.	September 22 <sup>nd</sup>	2.00pm - 4.00pm
		September 23 <sup>rd</sup>	5.00pm - 7.00pm
		September 24 <sup>th</sup>	9.30am - 11.30am
		November 24 <sup>th</sup>	9.30am - 11.30am
		November 25 <sup>th</sup>	2.00pm - 4.00pm
		November 26 <sup>th</sup>	5.00pm - 7.00pm
Role of the SENCO	Information session for SENCOs new to the role and existing SENCO's who want to refresh their skills and knowledge.	September 29 <sup>th</sup>	5.00pm - 7.00pm
Makaton Taster	An Introductory session to Makaton; teaching around 40 signs and symbols	September 29 <sup>th</sup>	2.00pm – 4.00pm
		October 22 <sup>nd</sup>	2.00pm – 4.00pm
		November 11 <sup>th</sup>	1.00pm – 3.00pm
		December 15 <sup>th</sup>	1.00pm – 3.00pm
Using Visuals Workshop	Using a visual environment and visual interactions to support children with SEND	October 8 <sup>th</sup>	2.00pm – 3.30pm
Partnership with Parents	The importance of working in partnership with parents and carers. Information sharing and 'difficult conversations'.	October 12 <sup>th</sup>	2.00pm - 3.30pm
Communication and Interaction Workshop	Identifying and supporting communication needs through the environment, resources and interactions	October 20 <sup>th</sup>	9.30am - 11.30am
Graduated Approach Workshop Part 1	Using the 'Assess, Plan, Do, Review' cycle to plan and Evaluate targeted support: IEPs	November 3 <sup>rd</sup>	9.30am - 12.00pm
Graduated Approach Workshop Part 2	Using the 'Assess, Plan, Do, Review' cycle to plan and Evaluate targeted support: Support Plans	November 3 <sup>rd</sup>	1.00pm - 3.30pm
Using Workstations Workshop	Using the Principles of the TEACCH approach to support children with SEND	November 20 <sup>th</sup>	9.30am - 11.30am
Making Sense of Autism (Autism Education Trust Early Years Programme of training)	Understanding individual child on the autism spectrum and their profile of strengths and weaknesses. Identifying key areas to help children build positive relationships.	November 26 <sup>th</sup>	1.30pm - 3.00pm

## Appendix 1

### Early Years Inclusion Training Programme: 2020-2021

	Supporting children who are unusually sensitive to sensory stimuli.		
Supporting Behaviour Workshop	Developing our understanding about SEMH, different behaviours and how best to support the needs	December 2 <sup>nd</sup>	2.00pm – 4.00pm
Motor Skills Workshop	Supporting young children to develop their gross and fine motor skills	December 7 <sup>th</sup>	2.00pm – 3.30pm
<b>Spring Term</b>			
<b>Topic</b>	<b>Details</b>	<b>Date</b>	<b>Time</b>
SENCO Cluster Meetings	A forum to raise and discuss issues with an Early Years Inclusion Specialist, other professionals and colleagues in other settings on a topic basis.	January 26 <sup>th</sup>	5.00pm – 7.00pm
		January 27 <sup>th</sup>	9.30am – 11.30am
		January 28 <sup>th</sup>	2.00pm – 4.00pm
		March 23 <sup>rd</sup>	2.00pm – 4.00pm
		March 24 <sup>th</sup>	9.30am – 11.30am
		March 25 <sup>th</sup>	5.00pm – 7.00pm
Early Years SENCO Award Level 3	Intended to support early years practitioners to gain accreditation for the knowledge, understanding and skills they need to perform the Early Years SENCO role effectively, this award is a 12.5 day course, which runs over a 6-9 month period. After undertaking a series of both written and observational tasks, attendees are awarded a Level 3 Early Years SENCO Award, which is accredited by Cache.	Currently spaces on this cohort are filled. If you would like to join the waiting list please email <a href="mailto:sarah.swann@bristol.gov.uk">sarah.swann@bristol.gov.uk</a>	
Using Workstations Workshop	Using the Principles of the TEACCH approach to support children with SEND	January 11 <sup>th</sup>	2.00pm – 4.00pm
Motor Skills Workshop	Supporting young children to develop their gross and fine motor skills	January 21 <sup>st</sup>	2.00pm – 4.00pm
Sensory Integration, Emotional Regulation and Selective Mutism	Back by popular demand! Andrew Ryder, Specialist Speech and Language Therapist from Manchester will be delivering a full day's training on how to support children who have difficulties with sensory processing, struggle with their emotional regulation or who are displaying selective mutism. He will look at the symptoms, the triggers and the strategies; including underlying issues which may be behind all these difficulties.	January 22 <sup>nd</sup>	9.00am – 4.00pm



## Appendix 1

### Early Years Inclusion Training Programme: 2020-2021

Makaton Taster Session	An introductory session to Makaton; teaching around 40 signs.	January 19 <sup>th</sup>	2.00pm – 4.00pm
		February 4 <sup>th</sup>	2.00pm – 4.00pm
AET Training Making Sense of Autism	Understanding individual child on the autism spectrum and their profile of strengths and weaknesses. Identifying key areas to help children build positive relationships. Supporting children who are unusually sensitive to sensory stimuli.	January 28 <sup>th</sup>	1.30pm – 3.00pm
Using Visuals Workshop	Using a visual environment and visual interactions to support children with SEND	February 2 <sup>nd</sup>	2.00pm – 4.00pm
Communication and Interaction Workshop	Identifying and supporting communication needs through the environment, resources and interactions	February 10 <sup>th</sup>	2.00pm – 4.00pm
Supporting Behaviour Workshop	Developing our understanding about SEMH, different behaviours and how best to support the needs	February 26 <sup>th</sup>	9.30am – 11.30am
Graduated Approach Workshop Part 1	Using the 'Assess, Plan, Do, Review' cycle to plan and Evaluate targeted support: IEPs	March 4 <sup>th</sup>	9.30am to 12.00pm
Graduated Approach Workshop Part 2	Using the 'Assess, Plan, Do, Review' cycle to plan and Evaluate targeted support: Support Plans	March 4 <sup>th</sup>	1.00pm – 3.30pm
Makaton Level 1	You will learn the signs and symbols from Stages 1 and 2 as well as some of the additional stage of the Core Vocabulary. The session includes tips for effective signing and symbol use and some practical sessions to practice your skills. There will be some discussion around frequently asked questions and how to start using Makaton. You will receive a workshop manual, which includes the Makaton symbols and signs that you learn in the workshop.	2 day training:  March 17 <sup>th</sup> March 24 <sup>th</sup>	1.30pm – 5.00pm 1.30pm – 5.00pm
Attention Autism	Attention Autism is a group intervention developed by Gina Davies. It aims to engage children and promote natural and spontaneous communication through irresistible invitations to learn. It is use to aid the development of attention for extended periods, introduce key vocabulary, and participate in adult-led activities; all whilst having fun in a natural group setting.	Details to be confirmed Course to be delivered by Juliet Keighley Principal Speech and Language Therapist, Clinical Lead in Autism Sirona Care & Health	To be confirmed

## Appendix 1

### Early Years Inclusion Training Programme: 2020-2021

SEND Information Session for Managers	To ensure setting leaders have an understanding of all legislative requirements in relation to SEND and their responsibilities.	February 16 <sup>th</sup>	2.00pm – 4.00pm
<b>Summer Term</b>			
<b>Topic</b>	<b>Details</b>	<b>Date</b>	<b>Time</b>
SENCO Cluster Meetings	A forum to raise and discuss issues with an Early Years Inclusion Specialist, other professionals and colleagues in other settings on a topic basis.	May 25 <sup>th</sup>	2.00pm – 4.00pm
		May 26 <sup>th</sup>	2.00pm – 4.00pm
		May 27 <sup>th</sup>	2.00pm – 4.00pm
		July 13 <sup>th</sup>	2.00pm – 4.00pm
		July 14 <sup>th</sup>	2.00pm – 4.00pm
		July 15 <sup>th</sup>	2.00pm – 4.00pm
Positive Handling - Team Teach	6hr Team-Teach Foundation Course. Guidance and training on the proper and safe use physical of interventions. Team-Teach is specifically designed for caring services and provides the correct balance in reducing risk, restraint and restriction within a clear ethical framework.	April 1 <sup>st</sup>	9.00am - 4.00pm
Makaton Taster Session	An introductory session to Makaton; teaching around 40 signs.	April 28 <sup>th</sup>	2.00pm – 4.00pm
		May 19 <sup>th</sup>	2.00pm – 4.00pm
Makaton Level 2	You will learn the signs and symbols from Stages 3 and 4, and the rest of the additional stage of the Core Vocabulary. Level 2 will build on the knowledge gained from Level 1 training which you must attend before accessing Level 2. You will receive a workshop manual, which includes the Makaton symbols and signs that you learn in the workshop.	2 day training: June 30 <sup>th</sup> July 7 <sup>th</sup>	1.30pm – 5.00pm 1.30pm – 5.00pm
AET Training Making Sense of Autism	Basic awareness training for all those engaging with children in early years settings.	April 29 <sup>th</sup>	1.30pm – 3.00pm
		June 24 <sup>th</sup>	1.30pm – 3.00pm
AET Training Learning Good Autism Practice	A solid understanding of autism combined with practical strategies and resources for all practitioners working directly with autistic children in early years settings.	May 20 <sup>th</sup>	9.00am – 4.00pm
		July 8 <sup>th</sup>	9.00am – 4.00pm
Transition Workshop	A workshop to discuss best practice when supporting the transition of children with SEND. Strategies and processes that are 'additional to or different from'	April 27 <sup>th</sup>	9.30am – 11.30am
		May 6 <sup>th</sup>	2.00pm – 4.00pm

Appendix 1

**Early Years Inclusion Training Programme: 2020-2021**

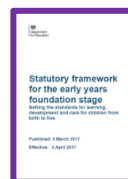
	those provided for all children, with a focus on transition from one setting to another.	May 12 <sup>th</sup>	5.00pm – 7.00pm
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## Appendix 2

### RESOURCES AND LINKS TO FURTHER INFORMATION: Legislation, Guidance and Local Information

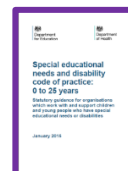
#### The EYFS Framework:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>



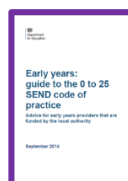
#### The SEND code of practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



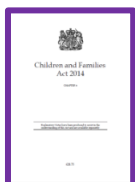
#### Early years: guide to code of practice:

<https://www.gov.uk/government/publications/send-guide-for-early-years-settings>



#### Equality Act 2010:

[http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)



#### Children and Families Act 2014:

[http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)



#### Guide to the Equality Act:

[https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-early-years\\_online.pdf](https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-early-years_online.pdf)



#### SEN Toolkit

<https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/early-years-toolkit-merged.pdf>

## Appendix 2

### RESOURCES AND LINKS TO FURTHER INFORMATION: Legislation, Guidance and Local Information

#### Bristol Early Years website

<https://www.bristolearlyyears.org.uk/>  
(including template documents, referrals, funding guidance and CPD)



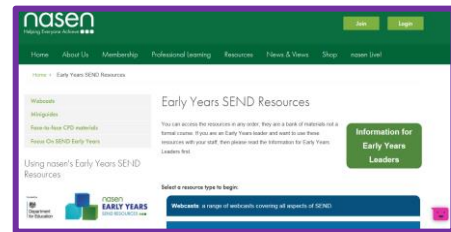
#### Bristol's Local Offer:

<https://www.bristol.gov.uk/web/bristol-local-offer>



#### nasen early years SEND resources:

<http://www.nasen.org.uk/early-years-send-resources/>



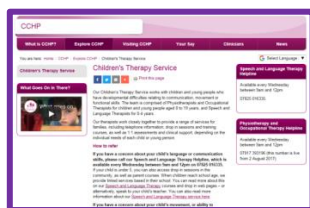
#### Bristol's Differentiated Early Years Outcomes:

<https://www.bristolearlyyears.org.uk/early-learning/assessment-and-transition/deyo/>



#### Bristol's Characteristics of Effective Learning:

<https://www.bristolearlyyears.org.uk/bristol-early-years-characteristics-of-effective-learning/>



#### Current Therapy Services for children in Bristol:

<https://cchp.nhs.uk/cchp/explore-cchp/childrens-therapy-service>