Brighter Futures for Children

Reading Borough Council
Working better with you

Early Years SENCo Toolkit

Supporting inclusive practice in Reading education settings

Introduction

This toolkit is to help Early Years SENCos with supporting their children and to ensure they are supporting inclusive practice, in line with the SEND Code of Practice (2014) and the Equality Act (2010).

What's included in this guidance?

- Special educational needs and the legislation
- Your SEND policy
- The Local Offer
- Role of the SENCo
- Working with parents
- Early identification
- The graduated approach and SEND support planning (individual education plans - IEPs)
- Bank of targets examples
- Information on different strategies and monitoring challenging behaviours
- Environmental audit tool
- Additional funding support
- Education, health and care plans (EHCPs)
- Transition to school

Special educational needs and the legislation

Special educational needs and disabilities definitions from the Equality Act 2010 and SEND Code of Practice 2014:

A child of compulsory school age, or a young person, has a learning difficulty or disability if they:

a. have a significantly greater difficulty in learning than the majority of others of the same age; or
b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

A disability under the Equality Act is defined as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

For schools and services this means:

- They must **not discriminate**, and they must make **reasonable adjustments** for disabled children and young people
- Public bodies are also under wider duties to promote equality of opportunity
- The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer
- Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people, and those with SEND.

Fundamental principles for inclusion for children with SEND

- All children have the **right to an education** that enables them to make progress
- All children with SEND should have their needs met
- We must consider the views of the child and parents/carers
- We must be supporting the child to prepare for adulthood
- We must not discriminate against service users including those with SEND.

Action
Go and find your settings SEND policy and review whether it is up to date and has you as a named SENCO.

Your SEND policy

Your setting's policy for special educational needs and disability

All early years settings must have a policy for special educational needs which should be reviewed and updated regularly.

Your policy should include the name of your current SENCo and when they attended SENCo training.

Your policy should cover:

- Your setting's philosophy, values and aims regarding SEND
- The role of the SENCo including the named SENCo and their experience/qualifications
- Admission arrangements for children with SEND
- How children with SEND will be identified and assessed within your setting including the graduated response
- What provision and support the setting will have for children with SEND
- How the progress of children with SEND will be recorded and monitored
- How the setting will work with and involve parents/carers
- The setting's policy for initiating an early help assessment
- How the setting works with the local authority SEND Advisory team
- Transfer arrangements for children with SEND
- Monitoring arrangements of the policy, including how and when the policy is reviewed.

The Local Offer

www.readingsendlocaloffer.org

The Reading SEND Local Offer is an online resource that brings together information about education, health and care services for children aged 0 to 25 with special educational needs and disabilities.

What does this mean for early years providers?

Early years providers will need to work with the local authority to provide information about how their settings support children with SEND to be published within the Local Offer. They should also review this submission annually to ensure their local offer is up to date.

Action

Visit the Local Offer site and familiarise yourself with your setting's page and early years services available e.g. Portage and children's centres.

The role of the SENCo

- It is your job to co-ordinate support for children with SEND (It is not your job to be the key person for all SEND children)
- You must be aware of the legal requirements for children with SEND
- You must ensure that you are liaising with parents and other professionals for children with additional needs
- Your role is to ensure high quality practice is applied to meet the needs of all children
- You must ensure relevant information about a child with SEND is collated, recorded and shared appropriately
- This means SEND support plans (IEPs) are in place and being reviewed
- You need to be seen to be working with all members of the staff team to ensure they are aware of the child's needs and strategies to support the child
- Organise and oversee continued professional development (CPD) and training that your staff team may require to put interventions in place for children with SEND. It is not always expected that the SENCo is the person who delivers the interventions but is to support practitioners in delivering them consistently
- Ensuring parents are **always** consulted in decisions and outcomes for their children
- You can apply for additional support/funding when appropriate
- It is your job to ensure that your setting has appropriate arrangements in place to support children with SEND.

Action

Arrange a meeting with your manager to ensure that you feel this reflects your role and if any changes are required to enable you to develop as a SENCo. Do you need some protected office SENCo time to focus on SEND support plans?

Important Note

The keyworker still remains the main person responsible for the day-to-day tasks with the child.

Supporting children with SEND is the responsibility of ALL practitioners in the setting.

Training for you and your team

Training for you

Level 3 SENCo qualification

We advise SENCos to complete the Level 3 SENCo qualification which the Department for Education (DfE) recommends.

You can find out more about the DfE guidelines here: **Early Years Level 3 SENCo**

This course is available in Reading delivered by Brighter Futures for Children (BFfC, part of Reading Borough Council) and is designed to provide you with the skills and knowledge to become a confident Early Years SENCo and fulfil your role successfully.

For more information and course dates, email **EarlyYears@reading.gov.uk**.

Focused training for you/the SENCO

For those new to role, or if you'd like to refresh your knowledge, we recommend the following training as a minimum:

- Online PowerPoint induction delivered by Early Years SEND team (free)
- Attendance at BFfC SEND termly network (free)
- BFfC Inclusive Practice in Early Years workshop
- Berkshire Healthcare SALT Workshops (Communication Foundations, Communication Building Blocks, Scaffolding Communication – all free)
- Dingley's Promise e-learning to include Inclusive Practice in Early Years, Difficult Conversations with Parents, Supporting Behaviours that Challenge, and Early Years SEND Transitions (free)
- BFfC Little People Big Feelings (free)

Remember to keep up to date with the latest training programme which can be found listed under training on this page: Under 5s and early years services | Brighter Futures for Children.

Training for your team and practitioners

We have a comprehensive inclusion and SEND training programme available through the Early Years SEND team and our local partners.

We strongly recommend you consider a bespoke whole-setting training approach if you are looking to up skill all your staff. We offer a one day Inclusive Practice in Early Years course which can be offered on inset days, weekends or broken down into a series of sessions.

In addition, we recommend that all staff attend the FREE monthly workshops available from Berkshire Healthcare Speech and Language and work through the FREE series of e-learning inclusion modules provided from Dingley's Promise.

All information can be found here under training:

Under 5s and early years services | Brighter Futures for Children.

Training for you and your team ctd.

Regular CPD and knowledge sharing

Staff group sessions

Consider setting up a regular CPD session that all staff can join. These don't always need to be formal training. Sessions could include you or other team members sharing insights from recent learning, or facilitating group discussions to explore SEND needs.

This provides a great opportunity for staff to collaborate, think creatively, and find solution-focused ways to support individual children. You might also invite a parent or carer to share their experiences, which can offer valuable perspective.

The Early Years SEND team is also available to help. For example, you could invite Portage to explain how they support families, or ask our SEND advisors to run short, bite size training sessions tailored to your team's needs.

Best practice

Supporting new staff to attend relevant training as soon as possible sets them off on the right path from the beginning.

The following training is recommended to include in all new staff inductions:

- Berkshire Healthcare SALT Workshops (Communication Foundations, Communication Building Blocks, Scaffolding Communication – free)
- Dingley's Promise Inclusive Practice in Early Years
- Dingley's Promise Supporting Behaviours that Challenge.

All information can be found on this webpage under training:

Early years and childcare | Brighter Futures for Children

Working with parents

A large part of your role is to work with parents/carers of your child with additional needs. The below advice is to help you maintain good relationships with the families you support.

- Respect the parents, their beliefs and wishes for their child
- Listen to their views and concerns
- Start with informal conversations about a child's development so that if we then need to formally start SEND process, it is not a huge shock to parents
- Involve parents in every step of the process
- Ask parents what is important for them in terms of supporting their child's development
- You can use a variety of ways to keep parents in the loop – ask them how they would like to be informed
- Choose a suitable time and place to discuss concerns (not in front of children or other parents)
- Share skills, resources and support with the parent to use at home
- Have observations and relevant paperwork ready to support your concerns
- Allow time for parents to ask questions
- Work together to create a plan that is shared with parents
- Document key points from meetings and share an overview with the family
- Do you need to print information in another language for the family? Reading SEND Local Offer/Family Information Service and the BFfC websites all have a built in translator
- It's OK not to have all the answers. Make a plan to find out the information that you can then share with the family
- Arrange a time to check in with families following meetings in case they have queries or questions.

Action

Have you got a safe, welcoming space in your setting for having conversations with parents? Make sure you have leaflets, SEND guides and consider a display with positive SEND case studies and information.

Remember

Signpost parents and carers to the Local Offer as it will have information about local and national parent support groups available.

Training

Don't forget you can access Dingley's Promise free Early Years Inclusion Programme which includes a module on how to have difficult conversations with parents.

Difficult conversations – top tips

Difficult emotions

Be prepared for some strong emotions from parents - sadness, shock, disbelief, confusion, grief, denial, anger. Consider these phrases to support this situation:

- 'I can see this is very upsetting' (anger is often an expression of feeling upset)
- 'We all want the best for your child'
- 'Let's work together to resolve this'
- 'Would you like a couple of minutes?' (break)

Denial

Denial often comes from a place of difficulty or pain and so gently offering the facts might be the first step.

- 'I noticed we had several incidents on Thursday. I wonder why that might have been the case?'
- 'I noticed when I called her name she didn't turn round'
- Remember: A parent of their first child may not realise developmental norms.

Open ended questions

- 'I was wondering if you have any concerns about your child being able to understand what you say?'
- 'Do you know how long this has been happening? When does it happen?'
- 'Can you tell me a bit more about what you mean by that?'
- 'What happens after that?'
- 'What does that look like right now?'
- 'Is there anyone that can help you with that?'
- 'Where would you like to start?'

Listening Phrases

- 'Let me see if I've got this right...'
- 'I get the sense that...'
- 'What you seem to be saying...'
- Paraphrase what you feel they are saying.

Action

Have questions ready and printed that you feel may be relevant for the upcoming meeting you have with parents. This will help prompt you in open-ended and constructive conversations.

Areas of concern within early identification

Please note this is not an exhaustive list and is only guidance and must not be used as a checklist.

Physical/motor difficulties

- Difficulty in coordinating hands and feet
- Balance problems
- Limited gross motor skills
- Limited fine motor skills
- No awareness of toileting needs
- Sleeping difficulties
- Eating difficulties (taste/textures).

Speech and language difficulties

- Minimal talk
- Unable to communicate via gestures
- Echoes/imitates words
- Delays or unclear speech
- Difficulty understanding instructions
- Unable to express themselves
- Laughing loudly or for too long
- Babbles
- Makes inappropriate noises
- Ritualistic/obsessive behaviours
- Poor conversational skills
- Repetitive language
- Conversations based only on own interest
- Unable to adapt to social context.

Emotional/social difficulties

- Has difficulties playing with other children in an appropriate way for their expected level of development
- Unable to share or take turns
- Difficulties remaining on task with adult support
- Difficulty moving from one task to another
- Struggles to cope with unfamiliar or new situations
- Unable to accept unexpected changes
- Struggles to make choices
- Repetitive play
- Behaviour causes disruptions
- Dependent on adult support
- Limited conversational skills.

Sensory difficulties

- Over-sensitive to noises/touch
- Seeking sensory behaviours
- Spinning/rocking
- Fidgeting
- Excessive smelling of objects
- Chewing/mouthing on objects.

Areas of concern within early identification ctd.

Please note this is not an exhaustive list and is only guidance and must not be used as a checklist.

Hearing difficulties

- Excessive concentration on adult body language and facial expressions
- May occasionally not follow instructions or follows them incorrectly
- Unable to respond to name being called especially if person calling is not in front of them
- May watch other children to see what the instructions are
- Needing visual support for daily routines
- Behavioural concerns and frustration without a clear cause
- Talking loudly, delayed speech and changes in voice tone
- Lower level skills that require listening skills
- Discharge in ears
- Appearing in world of their own.

Visual difficulties

- Looking closely at books and objects
- Sitting at the front for story-time/ television/group-time
- Falling over objects/walking into objects
- Lack of confidence when moving around the room
- Unable to focus on objects
- Unable to track objects
- Poor hand-eye coordination
- Unusual visual movements e.g. Random eye movements
- Holding head in an unusual posture
- Rubbing or poking eyes.

Learning difficulties

- Levels of development that are noticeably behind peer group
- Difficulty in acquiring and retaining skills
- Difficulty dealing with abstract ideas
- Unable to generalise concepts from experiences
- Making little progress despite high quality early years education.

Supporting children with speech, language & communication needs

The importance of spoken language

A child's spoken language skills form the foundation for all areas of their learning and development.

Providing a language-rich environment supports and extends children's communication and language skills. Language is not only essential for communication but also serves as a tool for independent thinking, and underpins children's social and emotional wellbeing.

We have a dedicated online hub full of useful resources, links, and tips to help you provide effective support around speech and language development.

Visit: Speech, Language & Communication Hub for professionals

Speech, Language & Communication Hub for professionals

The development of children's spoken language underpins all seven areas of learning and development. It is important that all children have the opportunity to engage in high quality interactions throughout the day in a language rich environment.

This page is full of resources, links and tips to guide you in the provision of speech and language support.

Speech, language & communication hub for parents/carers

To assist you in supporting Reading families, we have a page designed for parents/carers with a child also aged under five.

Speech, Language & Communication Hub for parents/carers

Speech, language and communication hub for parents/carers with under fives in Reading

What is speech, language and communication and why is it important?

Speech is:

- making different sounds so that you can speak clearly
- being able to say words so that others understand you

Language includes:

- being able to understand what words mean and following instructions or answering questions
- being able to understand other people's perspectives (listening)
- having a variety and increasing number of words (vocabulary)
- being able to put words to form sentences and stories
- having a conversation with another person (turn taking).

Communication is:

- understanding and using pre-verbal communication skills e.g. facial expressions, gestures, tone of voice, and body language
- exchanging information with another person
- communication to reach a number of purposes e.g. requesting, commenting, asking questions, giving instructions.

The Graduated Response

When we identify a child requires additional provision because of their special educational needs, we need to follow the Graduated Response as detailed in the SEND Code of Practice which includes an Assess, Plan, Do and Review continuous cycle.

In Reading, there is a guide to help everyone better understand what is available for children and young people with special educational needs and/or disabilities (SEND) who do not need an Education, Health and Care plan (EHCP) but still need specialist support. **Find out more here: Ordinarily Available Provision & Graduated Response**

The best way to evidence and complete the graduated approach is to use a SEND support plan/individual education plan (IEP), which you review termly and make it clear if you need extra funding and if an EHC needs assessment is required.

SEND support plans/individual education plans

There is no set way of creating these, and these are individual to the unique child and the setting.

The plan should include:

- Information about the child's strengths and special educational needs
- Targets/outcomes specifically created for the child's progress
- Strategies and specific provision that will be used to support these outcomes
- When the plan will be reviewed
- Review of the plan following implementation.

Action
Review your current SEND support plans and consider whether they are an effective tool in recording the child's targets, provision and reviews.

How to complete an effective SEND support plan

Creating an SEND plan or individual education plan (IEP)

Best practice is to create the plan with the parents/carers, the child's key person, and any professionals that are involved.

Hold a meeting to consider the following questions together:

- What is working well for the child?
- What are the child's strengths and what do they enjoy/interests?
- What do we feel the child needs more support with?
- What do we want the child to achieve by the next review (on average termly)
- How will we help the child achieve this? (Provision)
- How often and who will do this to help the child? (Provision)
- When will we review this?

Are the targets SMART?

- **Specific** – is the outcome/target specific to the child's needs?
- **Measurable** – how will you know it is has been achieved?
- **Achievable** – is this achievable for the child's individual level of development?
- **Realistic** – is this realistic for the child?
- **Time** – when will we review this?

Child-centred provision

It is really important to remember that the provision (support that you will provide) is not the target/outcome. It is about what we want to see the child themselves achieve.

For example:

- Alexa will play alongside one peer at the water table for three minutes
- Thomas will have five key words/phrases that he can vocalise to staff/peers
- Jamie will be able to take 10 steps up and down the stairs with an adult holding his hand
- Sarah will be able to engage in sustained shared attention for up to five minutes on an adult led activity.

Tip
The best way to write a target/outcome is in this structure:
'Child A will be able to do XXX (specific activity)'

Example of a SEND support plan

Click to open an example of a SEND support plan (downloads Word doc)

- This example includes how you could review and document the plan
- There are also examples of common outcomes/targets to guide you in selecting appropriate ones you can edit to suit the child it's written for.

Sharing the plan

- Parents must be in agreement with the plan
- It is crucial that all staff who may be working with child know about and understand the plan
- Some settings share SEND plans through staff meetings and the SENCo talks through what the team should be doing
- If the plan is not shared with staff in the room then there is no point having the plan!
- The more specific and detailed a plan is, then the more confident staff should be in knowing how to support the child
- If the plan is not consistently implemented and reviewed it is likely to negatively impact the child's ability to make progress and access other support available.

Click here to access our PowerPoint guide on writing individual support plans

Where can I find more information about different strategies to support children?

Talk with other professionals involved with the child to share recommendations. The links below are also full of useful advice.

- BFfC - Professionals supporting under fives
- Reading's Graduated Response
- Berkshire Health Care Speech & Language Professionals Pack
- Berkshire Healthcare Toolkits
- Early Years Inclusion Programme - Dingley's Promise

Action
Explore and familiarise yourself with the links here so you know where to find information about different strategies.

Supporting children with anti-social or challenging behaviours

For the first steps, see the below advice. Please also refer to our tip sheet for further advice on steps to take - this should be included with our EY SEND advisor visit notes or you can email earlyyears@reading.gov.uk to request it.

- Speak with parents to find out if they are observing any similar behaviours at home or if they have any concerns. It is important to try and find out as much as you can about home life as this could be impacting on a child's emotional resilience

- The next step is to complete ongoing observations to help assess the child to consider if there are any unmet needs e.g. Possible speech and language delay or sensory processing needs

- It is important you record the behaviours accurately and try and analyse the behaviours. The more detail you can include the more likely you will see a potential trigger that you can then try to find the right support to address.

- You can use an ABC or triggers chart to complete these observations. It is important to record the time of the day, what happened just before an incident, who was present or nearby, if any potential triggers can be identified, how the staff supported the child through the incident and whether or not the support was effective.

- If you have identified strategies/responses that work it is important that you create a behaviour support plan (similar to an IEP/SEND plan) that details how you expect staff to respond to incidents. Staff should all sign the behaviour plan to acknowledge they have read and understood what is expected of them.

Please see an example of a therapeutic behaviour plan

Assessment of children & environment

The environment is often a large area where, with some reasonable adjustments and ensuring it is a communication friendly environment, it will support many children and aim to see a reduction in the number of behavioural incidences. Use the environmental audit tool below to identify if you can make any changes to your environment to support children with SEND.

Click here to go to the environmental audit tool

Action
Complete the Environmental Audit Tool

Tools and resources to support assessment of children

Speech, language and communication needs

- Reading Early Action Communication Tool
- Reading Communication Reflection environment tool
- SALT surgeries
- WELLCOMM assessment (Available through children's centres)
- Speech and Language UK online progress checker
- **Visit the** online Speech, Language & Communication Hub.

Social, Emotional and Mental Health

- Educational psychology surgery
- Trauma-informed Therapeutic Thinking Approach
- Anxiety mapping
- SCERTs (social communication, emotional regulation and transactional support.

Cognition and learning needs

- Portage checklist
- Early years developmental journal.

Sensory Processing Needs

- Berkshire Healthcare sensory processing toolkit
- Autism Education Trust sensory environment check List
- **Visit the** online Berkshire Sensory Toolkit.

Remember!

You can speak to an Early Years SEND advisor on Tuesdays if you need more advice about the best tools or resources to use

Additional funding and support

Disability access funding (DAF)

This is for children who are in receipt of Disability Living Allowance. As a setting you can apply with parent permission for the DAF and the provider will receive per child per year. This can be used to purchase equipment or make changes to the setting to ensure that it improves access and inclusion for the child. More information can be found on the Reading SEND Local Offer site here: Disability Access Fund (DAF)

Early years inclusion funding

Early Years inclusion funding is available for private, voluntary and independent settings (PVI) to apply for if you feel you need additional funding to put support into place. More information about this process can be found on the Reading SEND Local Offer website here: Early years inclusion funding

When you apply for inclusion funding you must provide a breakdown of what/how that funding is going to be spent.

Applying for an education, health and care plan (EHCP) assessment

If you are supporting a child with additional needs, regularly reviewing SEND support, have used additional funding and professional advice, and the child is making little or no progress, or the child's needs are complex and it is likely that the child is going to need additional support when they start school, you may need to consider if it is appropriate to apply for an Education, Health and Care Plan Assessment.

What is an EHCP?

An EHCP is the statutory process that is undertaken by the local authority when a child has additional needs and they will require additional support and/or specialist provision. It brings together assessment information about their education, health and care needs.

An EHCP assessment application requires evidence to show that the child's needs cannot be met with services provided within the local offer, and they will require additional support to help their learning and development.

This will require a minimum of two cycles of a SEND support plan review/IEP and a costed provision map, as well as relevant information from professionals who are supporting the child.

This is why it is so important to start the SEND support plan process once additional needs have been identified, so that if you are required to make an EHCP application, you have the relevant evidence to support this application which will reduce delay in the child receiving the right support at the right time. You can ask the Early Years team for an example and guidance to complete an EHCP application if you are about to start this process. The inclusion funding panel process above will recommend if it might be appropriate to start this.

Early years advisory service

Early Years SEND Advisory Service

The Early Years SEND Advisory service provides settings with advice and guidance on how to support children with SEND. There is an early years SEND manager and a team of early years (EY) SEND advisors.

You can find early years team contact details on the BFfC Early years and Childcare webpage plus further information about SEND resources, support and training available on the professionals' Under 5s with SEND page.

The service offers a variety of support including:

SEND contact day
EY SEND advisor contact days are held on Tuesdays when you can phone in to speak with an advisor for advice and guidance about a child or SEND provision. Please request SEND contact callback by completing this form: Request for Early Years SEND Contact

Individual child observation
If you have provided initial support for a child based on our training and using our SEND resources but you are still concerned about a child's progress, or you need additional advice, you can refer to the Early Years team again using the Request for Early Years SEND Contact form.

Brighter Beginnings Early Years inclusion award
The early years inclusion award is an outstanding achievement that settings can receive once they have demonstrated they provide an inclusive setting to all children including those with additional needs.

This award validates that settings are meeting the requirements for the SEND code of practice.

A Brighter Beginnings inclusion award will:

- enrich workforce development within early years providers
- have a positive impact on children, diminishing the difference in children's attainment
- improve choices for parents of children with SEND
- promote and increase inclusion by providers of the EYFS
- increase the sufficiency of places for children with SEND

Find out more about it and access the supporting documents you will need:
Brighter Beginnings Early Years Inclusion Award - Brighter Futures For Children

Reading local authority additional services and how to access them

Portage

Portage is a home teacher service for Reading families who have children of preschool age with additional needs. Parents can self-refer or with permission professionals can refer via the Children's Single Point of Access Referral form. **Contact 0118 9374698.**

Vsiit Portage Service

Reading Children's Centres

We have four children's centres across Reading providing support for families with children aged 0-5. Sessions include specialist groups for targeted speech and language support. Visit Reading Children's Centres

Children and Young People Therapies

Speech and language, occupational therapy and physiotherapy services can be accessed via the Berkshire Children and Young People's Integrated Therapy team.

You can call the SALT triage line on Tuesdays to speak to a speech and language therapist for advice and guidance on **0118 904 3700.**

Visit Children and Young People's Integrated therapy

Autism Assessment Team

In agreement with parents, following advice from speech & language and other professionals, it may be appropriate to refer a child to the Autism Assessment Team.

Visit: Berkshire Healthcare ADHD and Autism

Reading Autism Advisor

Support for families who have children with autism and also provide autism awareness training for settings. Visit: Autism advisor to families in Reading (Local Offer)

Reading Inclusion Support in Education (RISE)

The RISE service provides support for schools, including nursery and reception, to improve their ordinarily available provision (OAP), graduated response (GR) and support for children and young people with SEND.

Visit: Reading Inclusion Support in Education (BFfC)

Transitions for children with additional needs

Transitions are an important time for all children, especially for children with additional needs as they can often feel more vulnerable. Their anxiety levels increase when they are transitioning to a new setting and can take longer to feel settled in the new environment.

The SEND Code of Practice states that all transitions should include a review of the SEND support/IEP. It is important therefore, that if you have any children with SEND, with parental permission you share important information about the child's needs and ideally hold a transition meeting with the new setting so you can work together to allow a smooth transition process.

Tracking and EYFS information is shared with the new setting as part of the transition process for all children. An **early years SEND passport** can be used to complement this process and support appropriate sharing of information. This will provide the new teacher the details they need to help the child feel more settled in their new environment. There is also further information about holding a transition meeting and recommendations on how this can be structured.

The early years SEND passport also includes key information about how to effectively support the child's individual needs.

The new setting will need to be aware of these and possibly create an action plan to ensure they have the relevant resources ready for the child's arrival.

There are two hubs available on Brighter Futures for Children's website, with information and key documents for supporting transitions:

- Journey to Reception (for parents/carers)
- Under 5s transition to nursery or school (for professionals)

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Please contact EarlyyearsSEND@reading.gov.uk for any queries regarding this document.

www.brighterfuturesforchildren.org

Delivering children's services in Reading

Brighter Futures for Children is part of Reading Borough Council delivering children's services including children's social care, early help & prevention and educational services (including SEND).

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