

Procedure for Settings Working with Children who have Additional Needs

	<p>When planning to meet the needs of children have you remembered to 1) discuss concerns with parents 2) record these discussions 3) gain consent to discuss these concerns with other professionals in order to move to point 4 AND</p>	<p>The Early Years Quality and Inclusion Team will support you by recommending training and development as part of the on-going continuing professional development available to all settings via the SureStart training handbook</p>	<p>The Early Years Quality and Inclusion Team will liaise with Educational Psychologists and other professionals to ensure that children's developmental needs are met</p>
Training and Development	<p>1. Used observational assessment of the child/children in the setting to inform short term planning?</p>		
	<p>2. Discussed your planning and organisation with your Advisory Teacher at their termly visit?</p>		
	<p>3. Requested additional support and begun to work with your Inclusion Worker to develop a plan of action which will support your setting in meeting the children's developmental needs?</p> <p>3a. Reviewed the effectiveness of this intervention and it's impact on progress after 3 weeks (involving the Inclusion Worker in this review)?</p> <p>3b. Discussed the issues with parents of individual children and gained consent if the need to move to the next point is agreed with the Inclusion Worker</p>	<p>3. Responding to your request for additional support and working with your setting to develop a plan of action which will support you in meeting the children's developmental needs</p>	<p>3. The Area SENCO will coordinate discussion of the scenario with other colleagues at a team meeting in order to develop the most appropriate action plan</p>
Early Years Action	<p>4. Depending on progress either adjusted or developed a new plan or an IEP ensuring discussion with and the consent of the child's parents?</p> <p>4a Reviewed and amended the IEP twice or discussed moving to point 5 with your Inclusion Worker?</p>	<p>4. Working with you to review the effectiveness of this intervention and it's impact on progress</p>	<p>4. Discuss the outcome of the review at an area team meeting in order to identify the next steps</p>
Early Years Action Plus	<p>5. Discussed the child's needs with his/her parents /carers and requested involvement of the Early Years Quality and Inclusion Team if the plan of action has not impacted adequately on the progress made by the child?</p>	<p>5. Responding to your request by collecting information (e.g. observations, assessments) as evidence of the child's additional need and using this information to develop a support package.</p>	<p>5. Develop the most appropriate action plan for the needs of the setting and the child, in consultation with Educational Psychologists and other professionals as necessary</p>
	<p>6. Implemented an action plan, monitored and evaluated progress, in consultation with parents and professionals where appropriate?</p>		<p>6. Review and evaluate the outcomes and effectiveness of the action plan involving Educational Psychologists and other professionals as necessary</p>
	<p>7. Modified the action plan in consultation with parents and professionals where appropriate?</p>	<p>7. Helping you to request direct involvement of Educational Psychologists and / or other professionals</p>	<p>7. Support you to keep the needs of the child under review and recommend specialist services or further assessment of the child's educational needs based on specialist advice</p>

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