

Children with Additional Needs

The Early Years Quality and Inclusion Team work closely with children, parents and a range of partners to identify, assess and respond to children's additional needs and to ensure appropriate inclusion within Early Years and / or Childcare provision of parents choice. In many cases this will involve input from Health, Education, Social Care, Private or Voluntary service providers.

Input will vary according to the needs of each child but may involve:

- Creation of a programme to promote the child's development e.g. Portage, Speech and Language or Physiotherapy
- Parenting advice and support
- Advice and development of an action plan including strategies to support inclusion in a setting
- Educational Psychology input
- Allocation of a Portage or Inclusion Assistant to provide direct input within the family, Early Education or childcare setting.
- Regular review, involving multi-agency input where appropriate, of impact and outcomes for children

There are established procedures documenting the process of team involvement. Where, with parental permission, service involvement has been requested, detailed records of individual cases are kept these are used to provide evidence of impact and to facilitate transition; into Early Education at Nursery or childcare or from pre-school to statutory school provision. Further details of the procedures and those for Statutory Assessment can be found on the Wigan Schools on line Website.

The newly established Early Support Programme, designed to improve services for children with complex needs and their families, will enhance existing procedures by:

- Improving the exchange of information between parents and professionals
- Establishing clear pathways into services and between services
- Establishing Key Worker co-ordination and support for parents and professionals

The table below illustrates the Inclusion Processes in respect of children with additional and complex needs:

	Service	Action
1.	Health Social Care Education PVI Sector	a. Concern raised about development by parents who contact the relevant agency. Early Support information and operation will contribute to this process for parents b. Concern raised about development by any agency should result in action by that agency or referral to another more relevant agency
2.	Health Social Care Education PVI Sector	Child and family access relevant single agency or multi-agency services to facilitate identification and description of needs. CAF will be initiated at this stage if appropriate and a lead professional identified.
3.	Health Social Care Education PVI Sector	Where there is a clear purpose, CYPS Early Years Quality and Inclusion / Educational Psychology Service Involvement is requested (form SS5)
4.	Involvement of and access to education services	Request is considered at CYPS Early Years Quality & Inclusion / Educational Psychology meeting Response is actioned

5.		For children under 36 months Portage Home-visiting service may be initiated	Children's needs described according to the SEN Code of Practice. Educational Psychology involvement may be prioritised and actioned during this phase.
6.		For children 36 months + access to the Early Education entitlement will be facilitated, by Inclusion Workers or Assistants, via the involvement of the CYPS Early Years Quality and Inclusion Team	
7.		For children of statutory school age access to Education will be facilitated, by the CYPS Early Years Quality and Inclusion Team and Parent Partnership Co-ordinator	