

Special Educational Needs, Disability and Inclusion Team (SENDIT)

Tracking outcomes & Support to settings

Outcomes from Area SENCO Practitioner Post

- Increased confidence in early years SENCOs to proactively contact schools before child starts using the transition timeline.
- Increased skills in early years SENCOs to lead transition planning meetings with key school staff, parents and other agencies.
- Increased knowledge in early years SENCOs understanding of SEND
- Increased skill in early years staff to identify children's needs.
- Increased confidence in early years staff to liaise with external agencies to support children with SEND.
- Increased knowledge and skills in early years SENCOs' understanding and implementation of SEND.
- Increase in early years SENCOs' skills to submit well-evidenced requests.

Outcome measurements

- **Early Years Child Progress Tracker data**
- Targeted Outcome Plans (TOPs)
- Specialist reports
- Pre and post involvement measurements

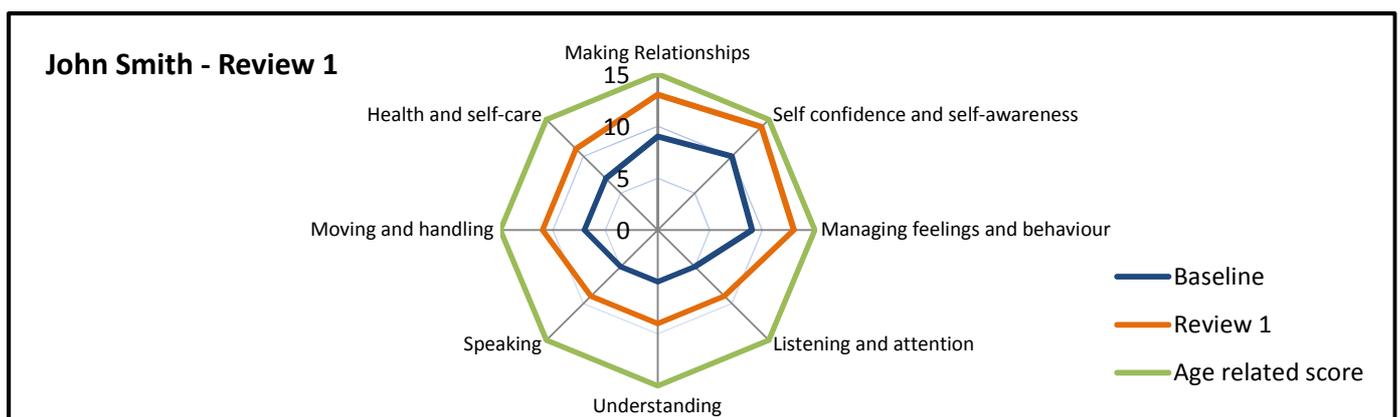
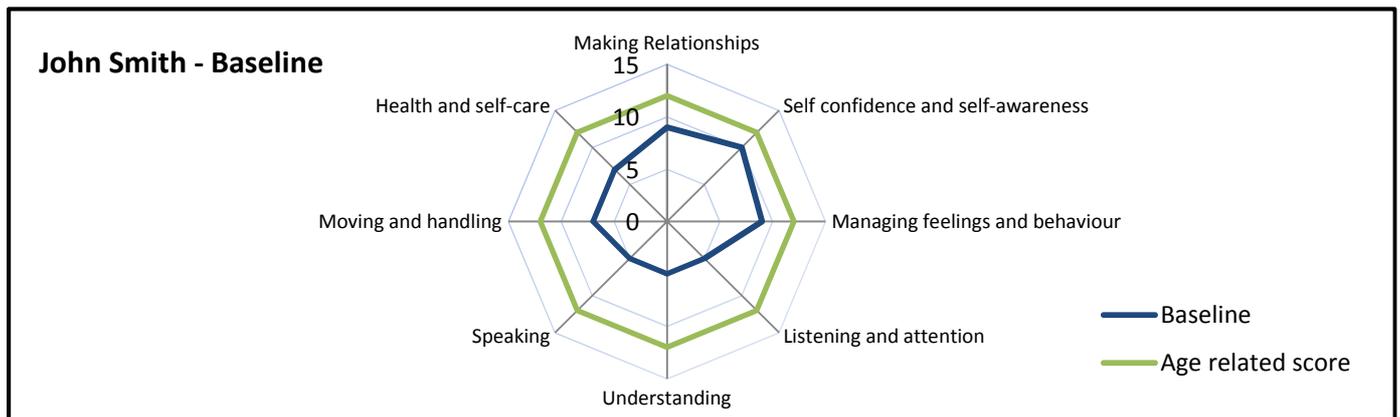
Early Years Child Progress Tracker Data

The Early Years Child Progress Tracker demonstrates progress in the Early Years Foundation Stage (EYFS). Every child supported and funded through SENDIP will have a completed progress tracker with reviews.

Image 1)

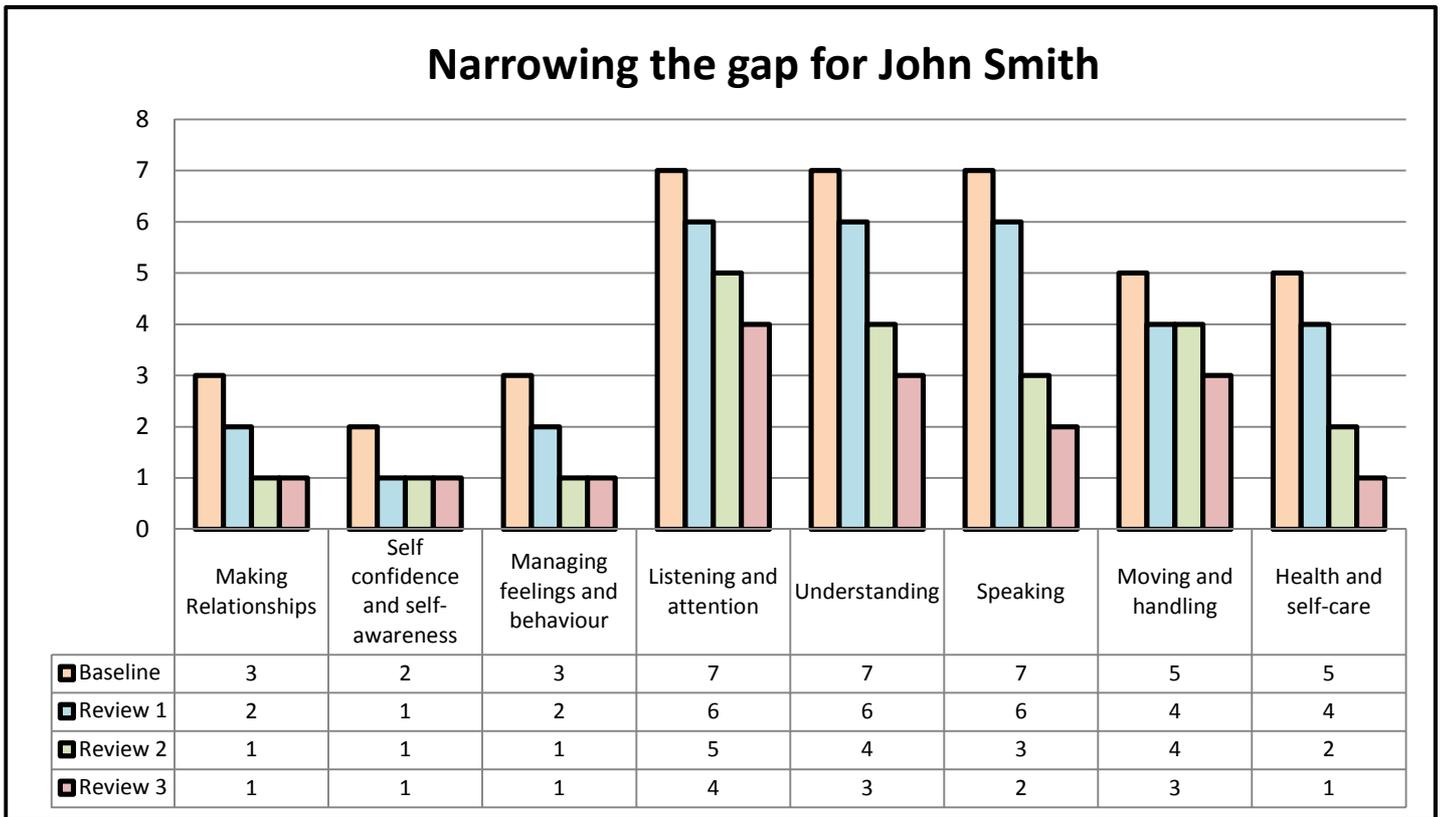
Name of child: [REDACTED] DOB: [REDACTED] Age in months: [REDACTED]		Age/Stage of Development						
		0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	ELG
Prime Areas of Learning								
Personal, Social and Emotional Development	Making relationships							
	Self-confidence and self-awareness							
	Managing feelings and behaviour							
Communication and Language	Listening and attention							
	Understanding							
	Speaking							
Physical Development	Moving and handling							
	Health and self-care							

Images 2 & 3)



Ideally you would like to see the gap narrow each review (the bar chart going down)

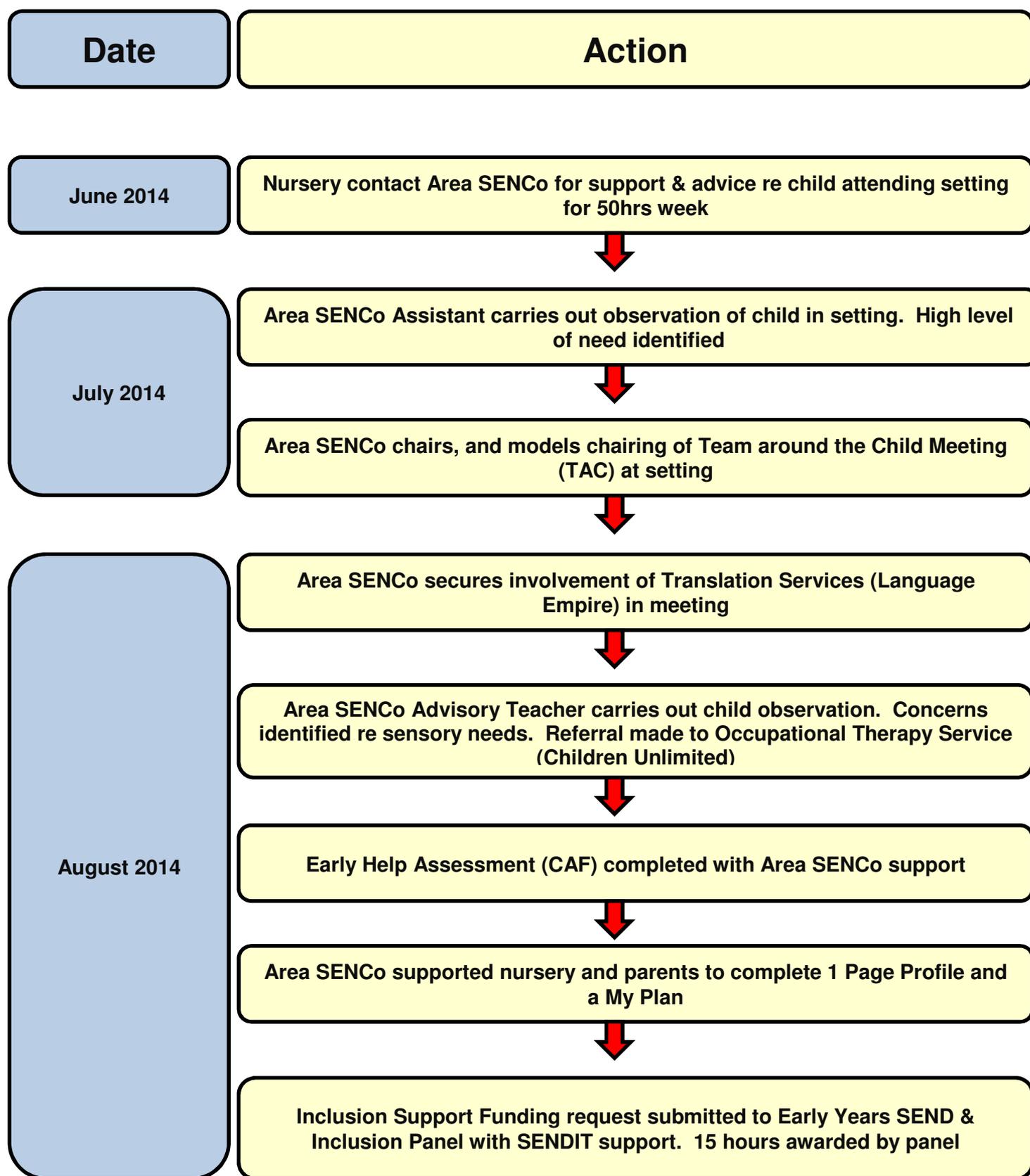
Image 4)

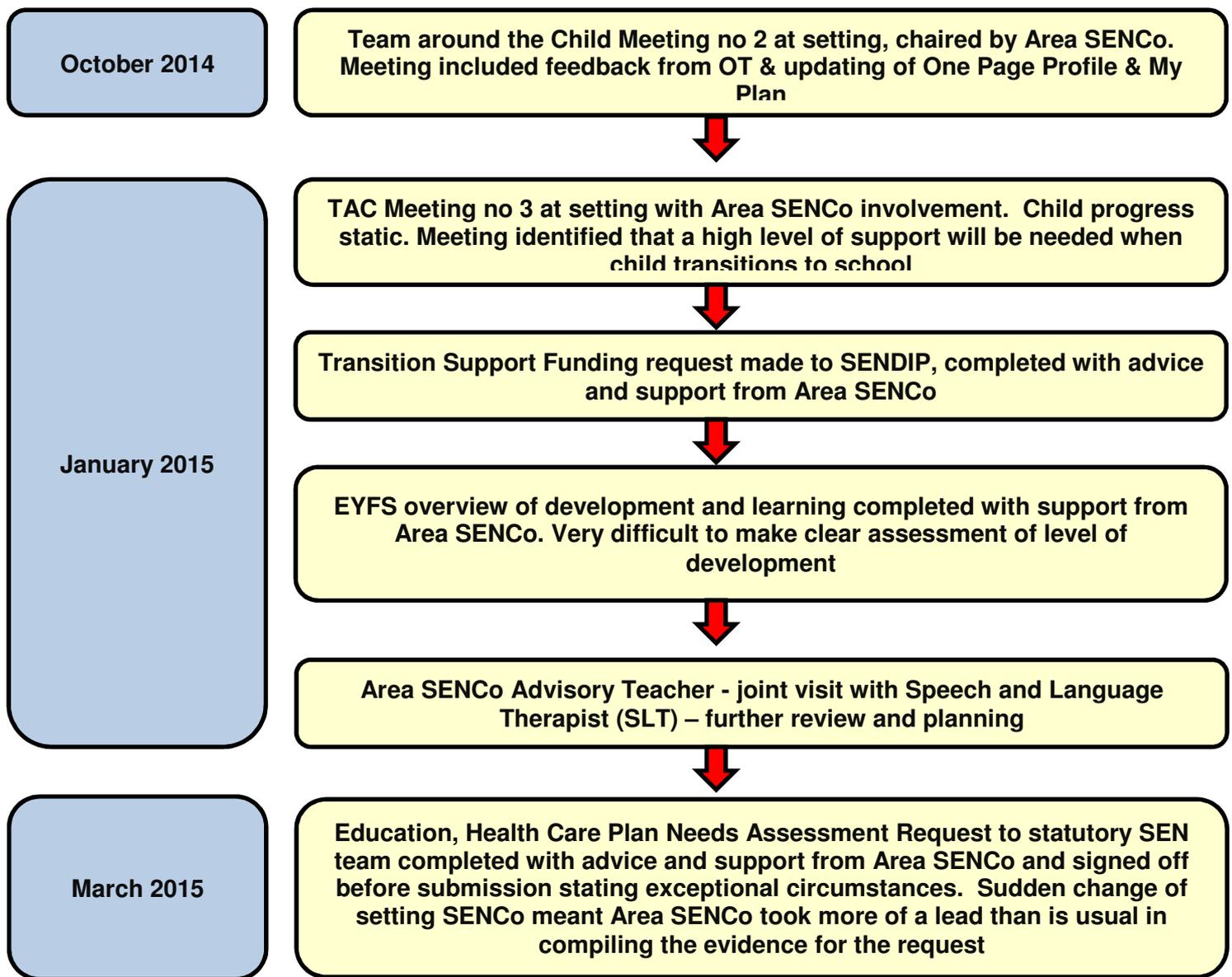


We have just developed the progress tracking system and will report back to Schools Forum next year with the data collected in the next 12 months.

SENDIT support for settings – complex case timeline

Code of practice – Graduated approach
Early Identification / Inclusion / Transition planning
Identified SEND area of Need: Communication and Interaction





Additional information - In the summer term the key person left nursery and the new SENCo was off sick so further support from Area SENCo was required at a higher level. The owner attended the Outcomes EHCPNA meeting to reassure the family that they were supporting the child and agreed to attend the School meeting in September.

Outcomes resulting from SENDIT involvement

The mainstream nursery identified the child early and a graduated and sensitive approach to further identifying and meeting the child's SEN was carried out with support from SENDIT and SENDIP members.

Commissioned services and partner agencies were used effectively to support the above.

The SEND Lead Practitioner from the Statutory SEN Team had linked well with Area SENCo and taken on board the emotional needs of the family and the challenges with staffing at the nursery, when conducting the Outcomes meeting. This enabled parents to ask open and honest questions with the help of a translator.

The family have been on a long and difficult journey and Area SENCo suggested the settling in Transition meeting in September at School so they can feel supported as they transition to a new team around them and their child with a Statutory EHCP in place.