

Educational Psychology and Early Years Service

Working with Early Years Settings

Service Level Agreement



For the purpose of this document, the term 'setting' includes maintained and non-maintained Early Years Foundation Stage settings and registered childminders.

Introduction

The Educational Psychology and Early Years' Service (EPEYS) is part of the North Yorkshire County Council (NYCC) Inclusive Education Service. It comprises two teams:

- The Educational Psychology (EP) Team
- The Early Years Team, which is made up of Early Years Advisory Teachers (EYATs) and Portage Home Visitors (PHVs)

The Educational Psychology Team

The Educational Psychology Team is a traded service which can provide consultation, assessment, intervention and training to settings, schools and other organisations. Educational Psychologists (EPs) will apply psychology through their work with those who know the child well in order to inform interventions and support which promote the inclusion of that child.

Advice given is based on evidence-based research and practice. Educational Psychologists can work at the whole setting/school, group or individual level.

Educational Psychologists' time can be bought in through SmartSolutions by a setting or group of settings and used flexibly to meet the needs of children and the setting. Educational Psychologist involvement in providing advice as part of the statutory assessment for an Education, Health and Care Plan is free of charge.

The Early Years Team

The Early Years Advisory Teachers (EYATs) and Portage Home Visitors (PHVs) work together to provide a continuum of specialist support for children under 5 with Special Educational Needs and Disabilities (SEND) in their homes and in Early Years settings.

The Early Years Advisory Teachers are a small team of specialist teachers with high levels of expertise and training in working with children with a wide range of Special Educational Needs and Disabilities (SEND) in the Early Years Foundation Stage (EYFS). They offer support, advice and training to parents/carers and practitioners in early years settings to help them meet children's additional needs. The team is committed to early intervention and inclusion

Portage is primarily a home visiting educational service for pre-school children with SEND and their families. The Portage Home Visitors (PHV's) are qualified early years practitioners who have additional training and experience in working with children with SEND.

The team works with:

- individual children with a high level of Special Educational Needs. These are the children who, after a period of universal and targeted support and intervention, have not made adequate progress and will require further specialist support. (Special Educational Needs Code of Practice, 2015).
- children who have been identified with a high level of on-going complex needs in early childhood by health professionals.

The Early Years Advisory Teachers (EYATs) provide:

- observation and assessment of individual children in order to make specific recommendations for differentiation and target setting
- written advice for individual children which can inform day to day practice and be utilised to support funding and statutory processes if appropriate
- facilitation of and participation in multi-agency working
- guidance on accessing appropriate resources and information for individual children
- a range of relevant training including traded bespoke courses
- support and advice regarding transition of individual children from home to setting and between settings
- facilitation of the communication between parents/carers and settings

The Portage Home Visitors (PHVs) provide:

- regular home visits to a child and family to deliver a step-by-step play-based educational programme in liaison with the Early Years Advisory Teachers (EYATs) and other agencies involved
- support and written information during the transition of individual children into early years settings in liaison with the Early Years Advisory Teachers (EYATs)

Support and advice from the Early Years Team is accessed by:

- first following the SEN Code of Practice (2015) graduated response in order to identify needs and review progress for children who require additional targeted support
- providing evidence of intervention at the universal and targeted levels (see North Yorkshire County Council (NYCC) SEND Guidance – Early Years - February 2016). At this stage advice and support is available from the Early Years Adviser (SEND and Behaviour) and Early Years Consultants
- seeking external support via the Inclusive Education Service (IES) Single Point of Access (SPA) process if little or no adequate progress is made through the ‘assess, plan, do, review’ approach. A request for involvement can be made using the IES Single Point of Access (SPA) form which can be accessed via the link below. This process is part of the North Yorkshire County Council Local Offer. The Single Point of Access (SPA) panel meets weekly. Process maps and other information/guidance are also available on this web page. The SPA panel makes the decision as to which team the case is allocated based on the information provided. Signed parental permission is essential for the request to be considered.

<http://www.northyorks.gov.uk/article/28840/SEND---specialist-support-and-provision-in-North-Yorkshire>

A number of children with Special Educational Needs and Disabilities (SEND) may already have involvement from the Early Years Team prior to entering a setting. In these circumstances the setting would be expected to meet their needs from the outset by writing and implementing Individual Learning and Provision Plans (ILPPS). Advice and support from the Early Years Team could be available without completing a further request for involvement.

Early Years settings can expect:

- initial contact to be made within 10 working days following the Single Point of Access (SPA) panel to discuss what is already in place to meet the child's needs and to ascertain that involvement from the team is appropriate at that stage
- a date to be made for an initial visit and consultation if appropriate
- a written record of the initial visit
- negotiation of any subsequent visits according to the level of need and individual progress of the child
- the use of a range of consultation, assessment and intervention approaches and advice on intervention strategies
- liaison with parents alongside a member of staff from the setting as appropriate
- support and challenge to settings in terms of promoting inclusion for individual children
- a response to telephone enquiries and written communication in a timely manner
- adequate notice given if appointments have to be cancelled or rearranged
- the promotion and facilitation of multi-agency working
- signposting to appropriate training and staff development opportunities

The Early Years Advisory and Portage Team will expect Early Years settings to:

- have explained carefully the Inclusive Education Service (IES) Request for Involvement/Single Point of Access (SPA) process to parents/carers prior to making a request so that they understand the role of the Early Years Advisory and Portage Team and are aware of what to expect following the outcome of the SPA panel
- keep parents/carers informed about visits from the Early Years Advisory Teacher (EYAT) and offer opportunities for them to be part of the consultation process
- be aware of families' needs especially when arranging meetings so that the timings and location are convenient for them
- ensure appropriate practitioners are available during the EYAT's visit and allow sufficient time for consultation and feedback
- provide an appropriate space for confidential discussions to take place
- have available relevant information such as up-to-date Early Years Foundation Stage (EYFS) records, Individual Learning and Provision Plans (ILPP) and records of involvement/advice from other agencies working with the child and family
- implement the agreed recommendations and action following each visit
- plan, organise and keep written records of multi-agency reviews and other meetings as recommended
- notify the Early Years Advisory Teacher well in advance if arranging a meeting where their involvement is required or if there is an unavoidable change in arrangements

- contact the Early Years Advisory Teacher should they require further consultation and/or visits
- undertake training and keep up to date with changes in national and North Yorkshire County Council (NYCC) policies and procedures so that all practitioners are fully informed
- complete relevant Special Educational Needs and Disabilities (SEND) paperwork as required
- have at least one practitioner who is trained in and has the facilities to complete CAN-Do assessments
- complete Early Years Advisory and Portage Team evaluations on request
- If an Early Years setting has requested the involvement of an Early Years Advisory Teacher, when they first make contact the EYAT will ask the setting to let the family know that they will be visiting for an initial consultation. Following this, if involvement continues, parents/carers will be invited to meet with the Early Years Advisory Teacher at their next visit to discuss the child's needs further.
- Any written reports from the Early Years Advisory and Portage Team received by the setting should be shared with parents/carers. Parents are always welcome to contact team members to discuss written reports and records.
- Parents/carers should always be informed by the setting about Early Years Advisory Teacher visits and should be invited to make a full contribution to multi-agency progress and planning reviews for their child.
- Permission is sought from parents/carers to share information with other agencies with the exception of situations when safeguarding procedures would be followed.
- If families need help to be signposted to other relevant agencies, the team can advise on this as appropriate.

The Early Years Advisory and Portage Team works with parents/carers as follows:

- Working in partnership with parents is an essential part of the team's ethos.
- The team will only discuss or observe children for whom written parental consent has been received. If a request for involvement is made for Portage and agreement is reached at the Single Point of Access (SPA) panel for initial contact to be made, the family will be contacted by a Portage Home Visitor or an Early Years Advisory Teacher and a first visit will be arranged. At this visit the team member will discuss all aspects of Portage and, if the eligibility criteria are met and the family wish to go ahead with regular visits, these will be arranged.

The Early Years Advisory and Portage Team works with other agencies as follows:

- The Early Years Advisory and Portage Team works closely with Educational Psychologists who are part of the same service.
- The team also has strong links with the other services within Inclusive Education. Via the Single Point of Access (SPA) process and, with parental permission, Early Years Advisory Teachers can request joint working with another service within Inclusive Education or can request a transfer to a service which is considered to be more appropriate for the child and family at a particular stage.
- Multi-agency working is a fundamental part of the Early Years Advisory and Portage Team's role including liaison with colleagues from the Prevention Team, the Health Service, Social Care and any voluntary agencies involved. This is done with parental permission and with regard to data protection guidelines.
- Joint visits are often arranged for the purposes of on-going assessment and to share information and advice.

Compliments and Complaints

Early Years settings and families are encouraged to share positive experiences of their contact with the Early Years Advisory and Portage Team and of advice/support received. This can be done by contacting the local team or the Senior Educational Psychologists who manage the team.

If a setting or family is dissatisfied with the service provided by the Early Years Advisory and Portage Team, they should discuss their concerns with the individual concerned in the first place. If the problem cannot be resolved in this way, they should contact the Senior Educational Psychologists who manage the team for advice on how to proceed.

Suggestions and ideas for how the service could be improved are always welcomed and feedback is considered when planning future service delivery.

Contact details are provided at the end of this booklet.

Useful links

SEND guidance, Single Point of Access information and Request for Involvement forms

<http://www.northyorks.gov.uk/article/28840/SEND---specialist-support-and-provision-in-North-Yorkshire>

SEND Local Offer Information

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

SEND Early Years

<http://www.northyorks.gov.uk/article/25447/SEND---early-years>

SmartSolutions

<http://smartsolutions.northyorks.gov.uk>

Key Contacts

Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

Our Customer Service Centre is open Monday to Friday 8.00am - 5.30pm
(closed weekends and bank holidays). Tel: **01609 780 780**

email: **customer.services@northyorks.gov.uk** web: **www.northyorks.gov.uk**

If you would like this information in another language or format please ask us.

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