



Early Years SENCo Network

Wednesday 12th of October 2022

Programme for the Session

- 9.30 What is what and who is who? - Support for identification and assessment of SEND, EYFS outcomes (21-22) - CAH
- 10.00 Dingley's promise – JL
- 10.10 NYCC CPD offer – navigating NYES – CT
- 10.40 Break
- 10.50 Locality board EY projects – JH/KM
- 11.00 How to plan and differentiate for children with SEND, ILPP and APDR (including monitoring of progress) LM and LF
- 11.30 End

2022 Data - GLD

- SEN support broadly inline with National
- EHCP slightly below national (0.7%)

	All			SEN Support			EHCP		
	2018	2019	2022	2018	2019	2022	2018	2019	2022
	%GLD	%GLD	%GLD	%GLD	%GLD	%GLD	%GLD	%GLD	%GLD
North Yorkshire	71.5%	72.8%	68.2%	27.6%	28.5%	23.1%	4.8%	4.5%	4.1%
Yorkshire and Humberside (NCER)	69.4%	70.0%	64.4%	25.4%	28.3%	21.3%	4.8%	3.2%	3.9%
National (NCER)	72.5%	71.8%	65.3%	26.0%	25.3%	23.3%	4.3%	3.7%	4.8%

2019/2022

North Yorkshire

SEN Support -5.4

EHCP -0.4

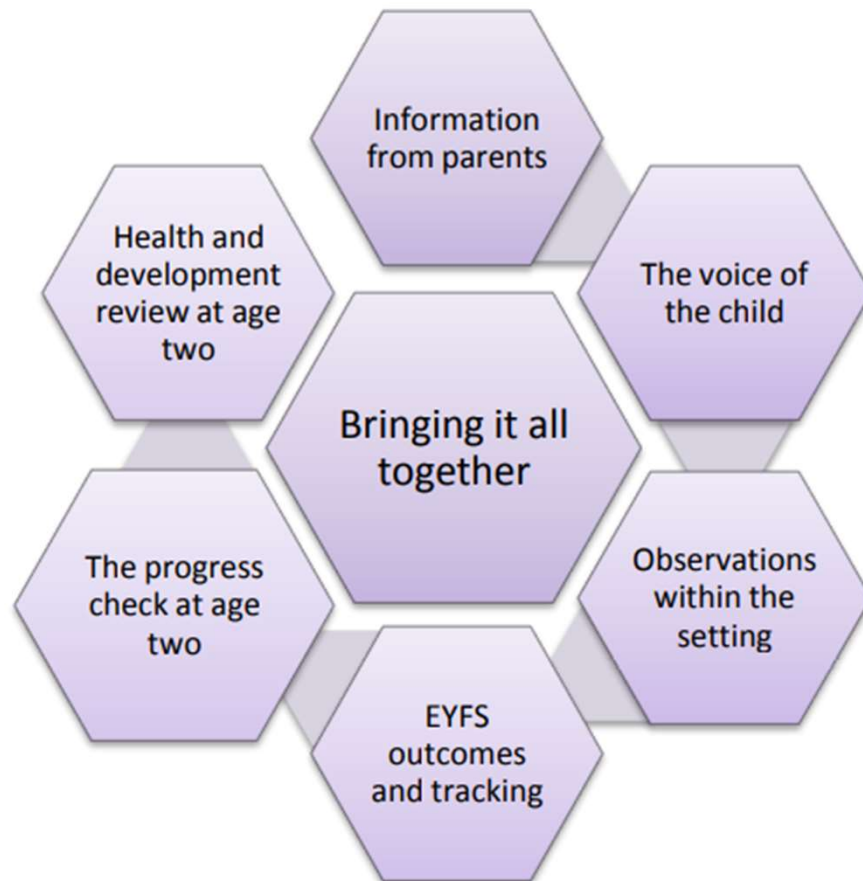
2019/2022

National

SEN Support -2

EHCP +1.1

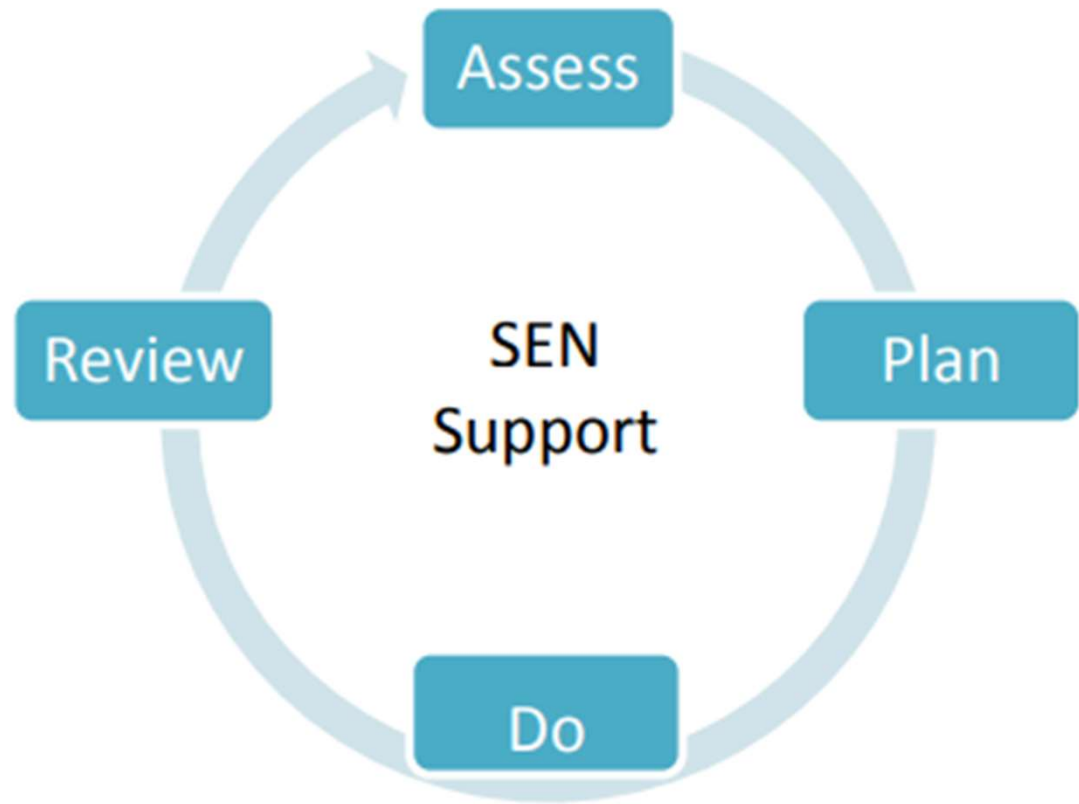
Identifying SEND in Early Years



Foundationyears.org.uk First concerns:
How can you improve on these areas to ID in a timely way?



Assess, Plan, Do, Review



At each cycle the key person and SENCO consider, with the parents, and informed by the child's views, whether the child is making expected progress, and whether:

- Special educational provision and SEN support continue to be required
- To revisit the cycle in more detail or with increased frequency
- Staff require more specialist advice or the child requires more specialist support
- More specialist expertise is needed to inform reasonable adjustments and access arrangements for a disabled child
- The child requires an EHC needs assessment

Element 2 and 2 YO funded places

<https://cyps.northyorks.gov.uk/inclusion-funding-element-2>

Where do you hope the child will be in ?6 months?

What support do you need to put in to get them there?

- To maintain something that is working well?
- To change something that is not working?
- To make something possible for the child?

What resource do you need to do that?

Do you need more specialist advice to be able to do that?

What do you use E2
funding for?
What works best?

How to access extra support

Contact the **SEND Hub**

Email: NYSENDhubs@northyorks.gov.uk

If required, submit a SEND Hub Referral (you will need at least 2 cycles of "assess, plan, do, review").

For more details go to cyps.northyorks.gov.uk/send-hubs

Transitional funding E3

<https://cyps.northyorks.gov.uk/sen-support-funding>

Child / young person MUST be North Yorkshire resident as element 3 is allocated purely on address

Cannot be used to fund extra attendance at setting- see social care /2YO funded places for that
A maximum allocation of £3000 element 3 funding can be provided once per child in any phase for one of three reasons

- A child has moved-in without an EHCP (e.g. from outside of England) and has exceptionally high needs which require additional funding above Element 2 whilst the EHC Assessment takes place
- A child at SEN Support levels and who should be able to continue at SEN Support is making a phase transition between different settings e.g. early years into reception, Y6 into Y7 etc Additional funding is for a specific piece of work to support that effective transition and enable continuation of support at SEN Support levels in the longer term
- A child without SEN or at SEN Support experiences some trauma / loss / incident resulting in short term SEN which may require funding in the short term over and above the element 2 available to them.

EHCPs and digital EHCPs

<https://cyps.northyorks.gov.uk/statutory-send-processes-ehc-assessments-and-ehcps>

Settings or parents can apply

Usually 2 cycles of APDR, but consider severity and timeliness

Plan for school transition

Specialist equipment

<https://cyps.northyorks.gov.uk/sites/default/files/SEND/specialist%20equipment%20guidance%20V16.pdf>

Funds portable specialist equipment prescribed by a specialist egs

Communication aid

Supportive chair

Supportive toilet seat

Portable hoist

EY settings pay no contribution to this equipment

Health Update

- Health questionnaire

- For parents to fill in as part of request for EHCP assessment and prior to EHCP annual review, so the school know where to go for updated health advice



Microsoft Word
Document

- Contact list

- In North Yorkshire – Single point of access email addresses within health providers
- Requests for health advice to be sent to these generic email addresses
- Sending request to an individual risks health advice not being completed if they are on annual/maternity/paternity/sick leave or have moved to a different employer



Microsoft Excel
Worksheet

Who are Dingley's Promise?



Established 1983 by parents of children with SEND
National training programme – Early Years Inclusion
Project is funded by Comic Relief
Lockdown & EY SEND Partnership
National influencing

What is the Early Years Inclusion Project?



The aim is to increase the number of young children with SEND accessing early years and childcare places through:

- Partnership with Local Authorities
- Meaningful Parental Engagement
- A National Steering Group
- A Comprehensive and Extensive Training Offer

Research shows training and confidence are critical barriers

We want to make a difference and build a movement for greater inclusion in the early years

What can we offer you?



Free online training for **the whole early year's** workforce
10 courses over 5 years including (2 courses released so far):

- Introduction To Early Years Inclusive Practice
- Early Years SEND Transitions
- Managing Behaviours that Challenge
- Having Difficult Conversations with Families


Further 6 courses to be developed

All courses are a mix of workbook, videos and activities

Training can be completed at your own pace


Learning assessed through learners' experiences rather than a formal assessment.


Course 1 and 2



DINGLEY'S PROMISE
COMIC RELIEF EARLY YEARS
INCLUSION PROGRAMME

*Course 1:
Introduction to
Early Years Inclusive
Practice*






Are you concerned about Ofsted?

Would you or your employees like to have more knowledge, confidence and skills in the workplace?


Are you concerned about excluding children when you want to be inclusive to all?

Would you like parents to have even more confidence in your settings ability to enable their child to thrive than they do today?

If you answered yes to one or more of the above, then the Dingley's Promise Comic Relief Early Years Inclusion Programme is for you!





Transforming early education for children with SEND by building inclusion.



DINGLEY'S PROMISE
COMIC RELIEF EARLY YEARS
INCLUSION PROGRAMME

*Course 2:
Early Years Transitions*






Are you concerned about Ofsted?

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Transforming early education for children with SEND by building inclusion.

How will it help you and your setting?



You

- Enhanced knowledge and skills
- Increased confidence in playroom and with families
- Hands on experience
- Certificate of completion to use in career development

Your setting

- Whole setting approach to inclusion – reducing need for 1-1's
- Contribute to Ofsted 'Unique child' approach
- Better outcomes for children
- Improved working with parents
- Dingley's Promise Kitemark – Inclusion Friendly Setting

What are our learners saying?

General Feedback

Liked the mix of course material booklet, videos, questions to consider etc, all at my own pace.

I loved the whole format of this training.

I liked that I could access this freely when I could around my other commitments.

The videos were common sense, practical, nurturing and holistic. I've been in education 34 years, and they echoed my beliefs and values.

What are our learners saying?

Early Years Transitions

Excellent training- thank you. It gave me lots to think about and I will definitely be reviewing some of our policies and how we do things moving forwards.

It really allowed me to reflect on my own practice. The content was so current and useful. Would definitely recommend.

I always felt it was my lack of knowledge that made me feel anxious about supporting the current children transitioning to school and it feels good to know that is a normal feeling.

Really informative. I hadn't considered the perspective of the family as much as I could have.

What are our learners saying?

Introduction to Early Years Inclusive Practice

I've been working with children under 5 with SEND for 3 years now but I now feel I have learnt things I wasn't aware of before.

I have recommended this course to my peers as I believe it has made me a more patient and understanding practitioner

It gave loads of insight as to how to help my children develop.

It gave some good teaching strategies.

What else do you need to know?



Register at <https://dingley.org.uk/dingleys-promise-training/early-years-inclusion-programme/>

You will get a response in 5 working days

Please allow about 5-8 hours to complete each course

For queries or support, please contact training@dingley.org.uk



Session 3: CPD and traded offer

Welcome to NYES!

IF you would like an NYES account to view and purchase services and book training, please complete an online Sign Up form, available on this site, www.nyes.info, and our friendly and efficient team will create an account for you.

nyes@northyorks.gov.uk 01609 533 222

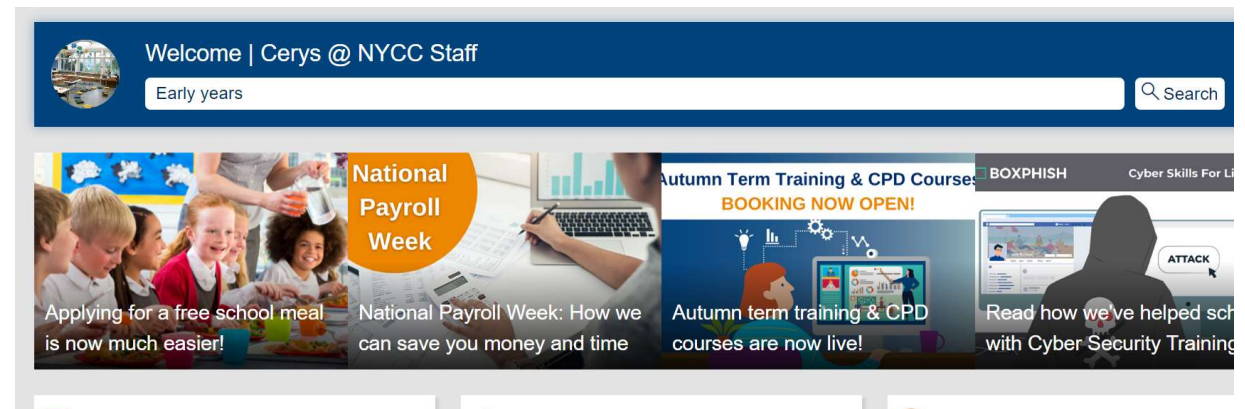
If you don't have an account, please click here to sign up [→](#)

 **Client Login**

Remember my username

Login

[Forgotten Password? ↓](#)



The screenshot shows the staff intranet homepage for Cerys @ NYCC Staff. The header includes a search bar with 'Early years' entered and a 'Search' button. The main content area features several promotional banners: 'National Payroll Week' with a 'BOOKING NOW OPEN!' call to action, 'Autumn Term Training & CPD Courses' with a 'BOOKING NOW OPEN!' call to action, and 'Read how we've helped schools with Cyber Security Training'. There is also a 'BOXPHISH' banner with a 'Cyber Skills For Life' tagline and an 'ATTACK' icon.



Early Years Masterclass

TRAINING | 20/10/2022 19:00 - 21:00 | Online meetings | NYS-OM-1022-T005 | NYES Safeguarding

This course aims to provide key information for **Early Years** Providers and childminders to safeguarding children | "The course will include: Sudden Unexpected Deaths in Infancy (SUDI) Statutory Framework - Safeguarding and Welfare of children Legal Duties Professional Curiosity and Making a Referral Managing Allegations Against Staff"



Early Help for Early Years Providers

TRAINING | 01/11/2022 18:00 - 19:30 | Online meetings | PRV-OM-1122-T014 | NYES Early Help

Guidance for all **Early Years** providers to understand and implement the **Early Help** Strategy. It will explain how this can also improve the outcomes for the children in your setting. This course will be delivered by Rachel Yeadon - Senior **Early Help** Consultant, NYCC | These sessions include all of the advice and guidance an **Early Years** Provider needs to identify, plan and implement support which children and their families require when they ask for your help, or you have concerns. Delivered in a fun, interactive way the session will provide attendees with confidence to implement the **Early Help** strategy and explain how it



Early Years SENCo network

TRAINING | 12/10/2022 09:30 - 11:30 | Online meetings | IES-OM-1022-T002 | NYES SEND and Inclusion

Network meeting for all **Early Years** SENCOs. | These sessions provide **Early Years** SENCOs with relevant updates in relation to the field of SEND.



Early Years SENCo network

TRAINING | 12/10/2022 18:30 - 20:30 | Online meetings | IES-OM-1022-T005 | NYES SEND and Inclusion

Network meeting for all **Early Years** SENCOs. | These sessions provide **Early Years** SENCOs with relevant updates in relation to the field of SEND.



Early Years Leadership Autumn Network

TRAINING | 17/11/2022 13:30 - 15:30 | Online meetings | SI-1122-T034 | NYES School Improvement & Early Years

This course is recommended for **Early Years** teachers. | This will cover essential updates and an invaluable chance to meet and to talk with other **Early Years** teachers



Unlocking Dyslexia - Supporting Dyslexic Pupils in the Classroom

TRAINING | 18/10/2022 13:00 - 16:00 | Online meetings | IES-OM-1022-T003 | NYES SEND and Inclusion

This course is for both Primary and Secondary staff and will develop participant's knowledge and understanding of dyslexia, its impact on learning and how to enhance provision and practice to support these pupils in the classroom | This course includes a brief introduction to Specific Learning Difficulties (SpLD) and Dyslexia, signs of Dyslexia and other SpLD, strategies and recommendations.



Unlocking SEND in the Early Years Modules 2 - 4

TRAINING | 24/01/2023 09:30 - 15:30 | Online meetings | IES-OM-0123-T001 | NYES SEND and Inclusion

Level 3 training for Early Years SENCOs. | Modules 2-4 of the Early Years training programme. Please only book on if you are already part of the 2022-2023 cohort and have completed module one. Modules are as follows: Module 2- The Small Steps Approach, Module 3- Meeting Emotional Needs and Module 4- Planning Interventions to meet the needs of children with SEND. Please note that all three remaining modules for the 2022-2023 cohort of this course **MUST** be paid for in advance and ALL dates must be attended.



Unlocking a bespoke curriculum for children working at pre-key stages

TRAINING | 22/11/2022 09:30 - 11:00 | Online meetings | IES-OM-1122-T001 | NYES SEND and Inclusion

Delegates will develop an understanding into the learning barriers for those working at pre key stage levels and explore ways to support personal success within a bespoke curriculum. | Delegates will develop an understanding into the learning barriers for those working at pre key stage levels and explore ways to support personal success within a bespoke curriculum.



Unlocking SEND in the Early Years Module 1: The Role of the SENCO in Early Years Settings.

TRAINING | 04/10/2022 09:30 - 15:30 | Online meetings | IES-OM-1022-T001 | NYES SEND and Inclusion

This highly interactive course breaks down the different elements/responsibilities of the early years SENCO role and explores them in detail linked to the graduated response. It gives detailed information/support around referrals to outside agencies, funding applications and statutory processes. | The course looks in detail at previous / current context and legislation and links with Early Years Foundation Stage (EYFS) practice. It provides information and advice about implementing the graduated approach for identifying and meeting the needs of young children with SEND, writing SEND policies, communicating with parents



Spring Training Guide NOW LIVE!

RESOURCES | Published: 30/11/2021 | NYES-1121-PG478 | NYES.

As we move into the spring term and you welcome pupils back once more, we want to reassure you that we are always here to support the needs of the entire school community. Through a range of professional development, NYES continues to provide you and your team with the skills, knowledge and access to networks ensuring that you remain up-to-date with key issues affecting schools in this New Year. Our new Spring Training Guide reflects our continued provision of accessible, first class training and support across a vast range of subjects. We are proud to offer some new, updated and extended courses along

Unlocking SEND in the Early Years Module 1: The Role of the SENCO in Early Years Settings.



This is a full year's training programme. Please only book if you can attend all four modules/six dates. Please book this Module 1 then modules 2-4 via this link www.nyes.info/Event/170192

Outline

This highly interactive course breaks down the different elements/responsibilities of the early years SENCO role and explores them in detail linked to the graduated response. It gives detailed information/support around referrals to outside agencies, funding applications and statutory processes.

Description

The course looks in detail at previous / current context and legislation and links with Early Years Foundation Stage (EYFS) practice. It provides information and advice about implementing the graduated approach for identifying and meeting the needs of young children with SEND, writing SEND policies, communicating with parents, writing Individual Learning and Provision Plans (ILPPs), target-setting, holding reviews, making referrals applying for additional funding and requesting formal assessments.

Course start date

04 Oct 2022 09:30 - 15:30

Closing date: 01 Oct 2022

Start booking 

NYES SEND and Inclusion

Day 1: 04/10/2022 09:30 - 15:30

Day 1 - Unlocking SEND in the Early Years module 1: The role of the SENCO in early years settings

Online

Trainer: Elizabeth Fawcett, EYAT

Day 2: 18/10/2022 09:30 - 15:30

Day 2 - Unlocking SEND in the Early Years module 1: The role of the SENCO in early years settings

Online

Trainer: Elizabeth Fawcett, EYAT

Download appointment 

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Unlocking SEND in the Early Years Modules 2 - 4



ONLY AVAILABLE FOR THOSE IN THE 2022-2023 COHORT AND WHO HAVE COMPLETED MODULE ONE

Course start date

24 Jan 2023 09:30 - 15:30

Closing date: 31 Dec 2022

Start booking



[NYES SEND and Inclusion](#)

Day 1: 24/01/2023 09:30 - 15:30

Unlocking SEND in the Early Years accredited programme 2022-2023 : Module 2 Day 1

Online

Trainer: Elizabeth Fawcett, EYAT

Day 2: 07/02/2023 09:30 - 15:30

Unlocking SEND in the Early Years accredited programme 2022-2023 Module 2 Day 2

Online

Trainer: Elizabeth Fawcett, EYAT

Day 3: 25/04/2023 09:30 - 15:30

Unlocking SEND in the Early Years accredited programme 2022-2023 : Module 3

Online

Trainer: Elizabeth Fawcett, EYAT

Day 4: 07/06/2023 09:30 - 15:30

Unlocking SEND in the Early Years accredited programme 2022-2023 : Module 4

Online

Trainer: Elizabeth Fawcett, EYAT

Outline

Level 3 training for Early Years SENCOs.

Description

Modules 2-4 of the Early Years training programme. Please only book on if you are already part of the 2022-2023 cohort and have completed module one. Modules are as follows: Module 2- The Small Steps Approach, Module 3- Meeting Emotional Needs and Module 4- Planning Interventions to meet the needs of children with SEND. Please note that all three remaining modules for the 2022-2023 cohort of this course **MUST** be paid for in advance and **ALL** dates must be attended.

Outcomes

Attendees will gain a detailed insight into the role of the early years SENCO and will feel more confident about undertaking this role. They will be able to write an Individual Learning and Provision Plan (ILPP) with SMART targets for an individual child and will have practical working knowledge of SEND practices and procedures. They will also be able to reflect on their own practice and support other practitioners in their setting to deliver good quality SEND provision. Attendees should gain a greater understanding of young children's emotional needs and how to support their development in this area. Attendees will feel confident in planning and delivering a number of interventions suitable for children with a range of SEND.

Talk Boost - Early Years (Hambleton and Richmondshire locality S



1 day course for EY staff to learn about this intervention programme for 3 – 4 year olds with speech & language difficulties to boost their language skills & narrow the gap between them & their peers

Outline

Delegates will be introduced to the course content and trained in the use of the 9 week intervention which is delivered by an early years practitioner. They will understand the importance of speech, language and communication and how to accelerate the learning of children with delayed language.

Description

Children are screened initially as part of the intervention and then those that are suitable attend three sessions per week during a circle/story time. The sessions include activities that cover the foundation skills in speech, language and communication that children need for learning and understanding new words, as well as having conversations. Parents are also included in delivering some of the course material in the form of story telling. The course covers all the necessary information for the early years practitioner to deliver the training and liaise with the class teacher.

Course start date

04 Oct 2022 09:30 - 15:30

Closing date: 01 Oct 2022

Start booking 

Booking Information

Please ensure that it is the DELEGATE information that is booked in order that joining link and instructions for the course or any pre-course information is then available for the delegate. Delegates please log on 15 minutes before the start of the training so you can resolve any audio or video problems. You will find a link to the course documents including joining instructions, meeting ID (if required) and any supporting documentation in your booking confirmation email and in the subsequent reminder(s).

Programme 

Download 

© 1 credit (for subscribers)

Discounts

There is no discount

Course code: IES-OM-1022-T001

NYES SEND and Inclusion

Make a Booking

The maximum number of delegates you can book now is: 6

Townend, Cerys | Lead for Autism | cerys.townend@northyorks.gov.uk | 01609 798737 

Special requirements (saved in the user profile, which will be updated if you change them here)

Add booking comments

Standard price £140.00

Total price to pay: £140.00

[Request](#)

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Services Training Communication Resources



NYES School Improvement &
Early Years



NYES SEND and Inclusion

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NYES SEND and Inclusion



Promoting inclusion and achievement, securing better learning outcomes for all students together across North Yorkshire and beyond.

About Our Service

Our SEND and Inclusion Service consists of a range of specialist support and provision including highly qualified staff. Our service enhances the work of schools, colleges and early years settings, supporting their inclusion of children and young people who have special educational needs and disabilities (SEND). We also have an excellent team of Educational Psychologists on hand to support the most complex groups of vulnerable children and young people.

How We Can Help

Providing consultancy, training, advice and individually tailored packages, we are able to support you with the following areas:

- SENCo support and provision review
- SEND in Early Years
- Cognition and Learning (MLD, SLD and Dyslexia)
- Communication and Interaction
- Autism
- Social, Emotional and Mental Health (Attachment, Behaviour)
- Sensory Impairments (Visual, Hearing and Multi-Sensory)
- Neurodiversity and Specific Learning Difficulties
- De-escalation and Managing Challenging Behaviour
- Educational Psychologist Support.

We can offer:

The Locality Boards

Projects for the Early Years (0-5 years)



Funding for NYES Inclusion Courses. Up to £500 per setting.
Going live after half term. Keep an eye on your email for the
advert and how to apply.





Craven – Up to £500 per setting
SWR – Up to £250 per setting

Early Excellence training can include:

Let's Observe: Birth-4yrs

A Guide to Strengthening Assessment Practice

Let's Nurture: Birth-4yrs

A Guide to Supporting Children's Well Being

Let's Teach: Birth-4yrs

A Guide to Developing Quality Practice & Provision

Let's Think: Birth-4yrs

A Guide to Working with Toddlers

Let's Talk: Birth-4yrs

A Guide to Supporting Children's Language and Communication

Let's Develop: Birth-4yrs

A Guide to Understanding Child Development





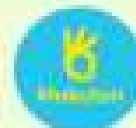
Hambleton and Richmondshire Locality Board **H&R** Locality Board

What is on offer for Early Years Providers?

❖ EY Talk Boost - Training and Resource Pack



❖ Makaton Training – Taster training and Level 1



❖ Widgeit Online – 1 year subscription



Complete the board's survey



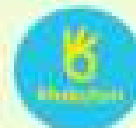
Hambleton and Richmondshire Locality Board **H&R** Locality Board

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Complete the board's survey



- Looking at data
- Discussions at locality board meetings

Get your voice heard - Do the surveys

Don't agree with what has been decided?



How do the locality boards decide what to offer to Early Years providers?

Locality Board survey 2022 – what are the main trends?

Areas of need - where do settings need support?

- Speech, Language and Communication needs
- Autism
- Social Emotional and Mental Health – Anxiety and Behaviour

Settings – where do you need support?

- Early Identification
- Referral process
- Auditing and Monitoring
- SEND Docs - Children



Want more information about your board?

Email us

- Hambleton & Richmondshire – jennie.holt@northyorks.gov.uk
- Selby – jennie.holt@northyorks.gov.uk
- Harrogate, Knaresborough and Ripon – katie.middleton@northyorks.gov.uk
- Scarborough, Whitby and Ryedale – katie.middleton@northyorks.gov.uk
- Craven - katie.middleton@northyorks.gov.uk



Questions?



Session 5: How to plan and differentiate for children with SEND, ILPP and APDR



Early Years SENCo network

A 'whistle-stop' guide to differentiation

Liz McDougal

Lorayne Farrington

Early Development Specialist Teachers, Cognition and
Learning

Differentiation in practice

When you walk into a good Early Years setting, you will see varied learning areas and a variety of opportunities for children to explore their developing skills playfully. You will see materials that have more than one way to be used and children who are engaged with these materials. Most importantly, you will see practitioners interacting with the children. What you may not see, but is present, is a practitioner carefully selecting the materials to fit a child's specific developmental level. You may not see that, when the practitioners are playing, they are shifting how they speak, what questions they ask and how they model the play using the materials each individual child has chosen. This is differentiation.

Assess, Plan, Do, Review



Planning for differentiation for all children

- **A Unique Child** - know the children individually and their stage of development and interests
- **Positive Relationships** - what does each child need from the adults around them?
- **Enabling Environments** - what does each child need in terms of play materials and experiences?
- **Learning and Development** – how does an individual child learn best and what are their next steps?



Planning for differentiation for children with **SEND**

INDIVIDUAL LEARNING AND PROVISION PLAN

NAME:
Context:

DATE OF BIRTH:

SETTING:

ILPP number:
SEN support/EHCP

A Unique Child	Resources/access to differentiated provision	Review and Further actions
What strengths does...have and what needs?		
Positive relationships (staff/peers/parents)		
Enabling environments (routines/emotional/physical)		
Learning and Development (focus/targets)		

People involved in drawing up the plan:
Parents' / carers' signature:

Start date:
Review date:



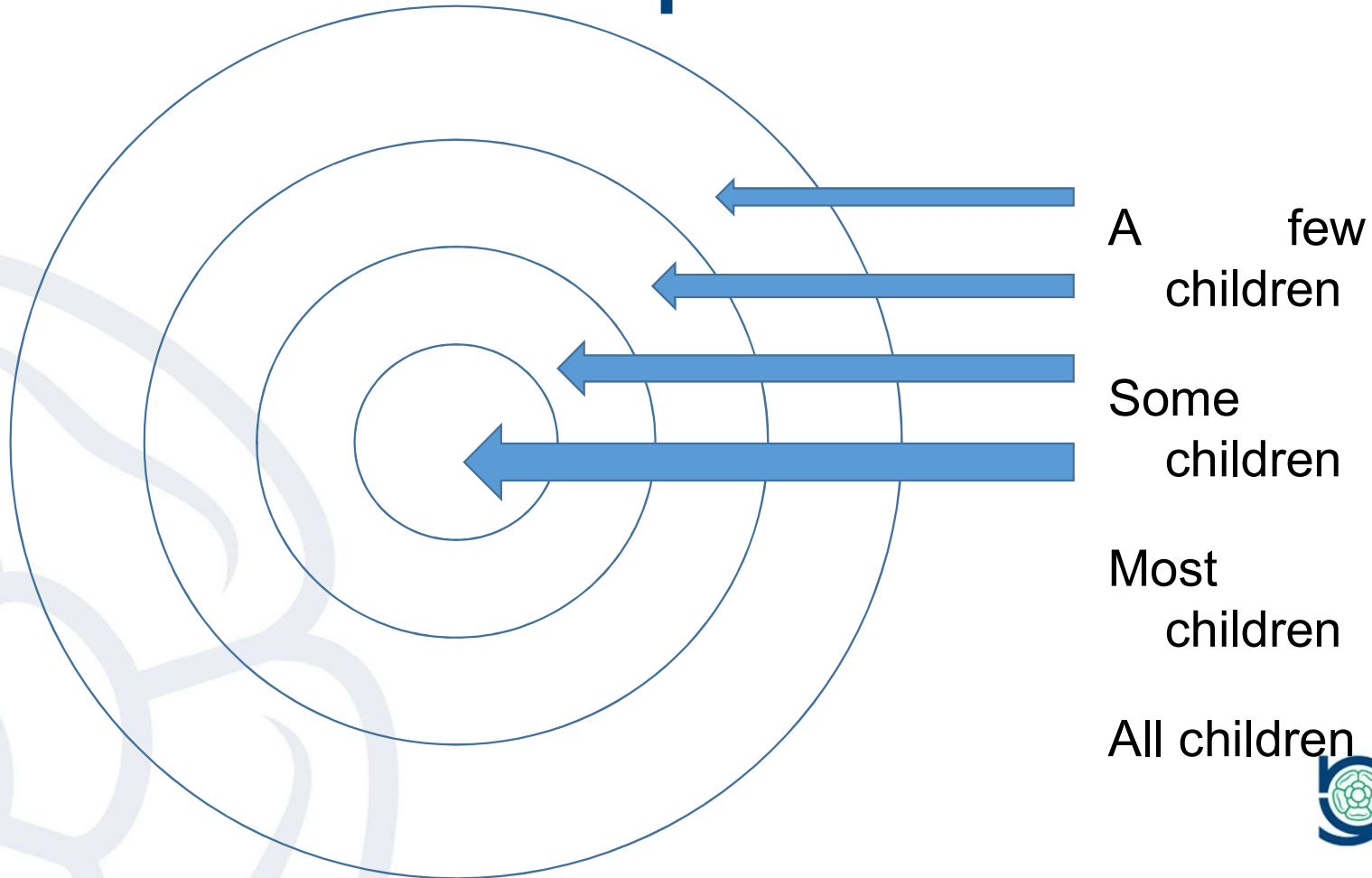
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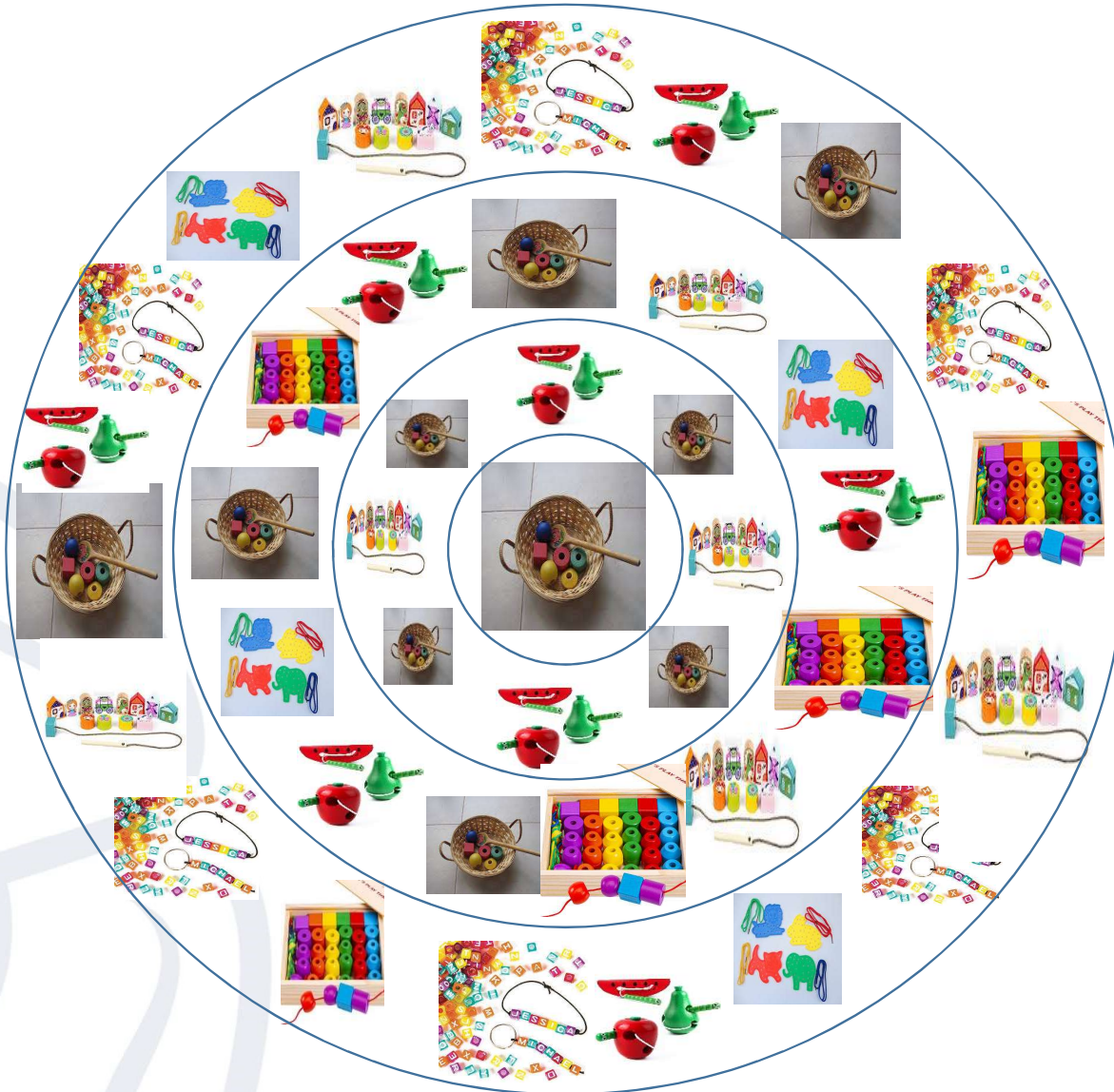
Differentiating Materials



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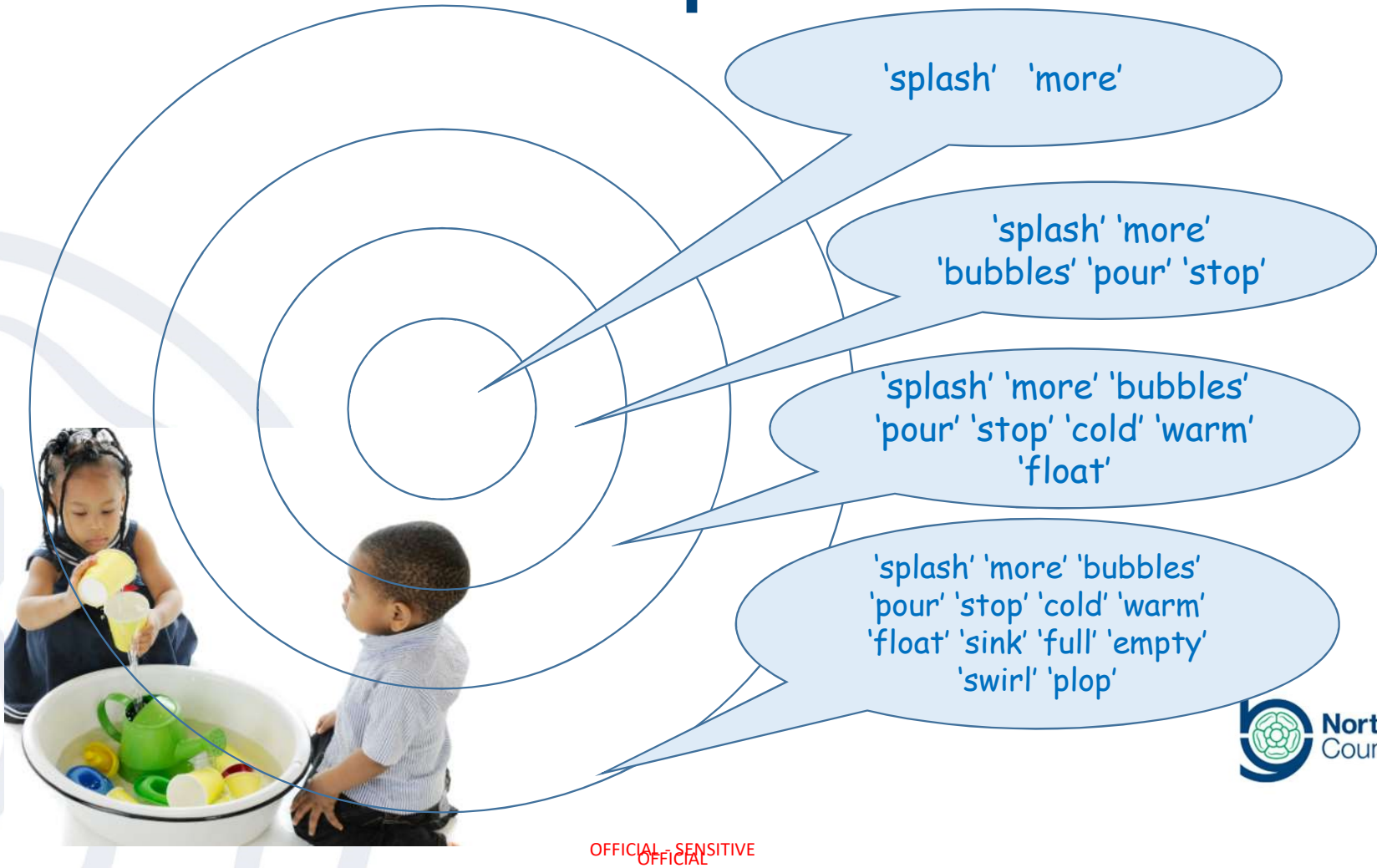
Differentiation in areas of provision





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Differentiation of adult language in areas of provision



What you are going to do to develop effective differentiation in your setting...

today?

this week?

this term?

this year?

