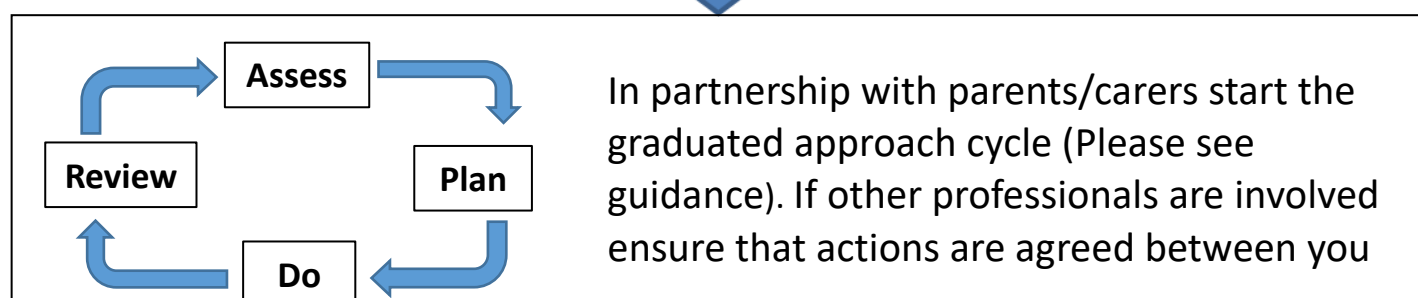


## Identification of Children with Emerging Needs & SEND

Initial developmental concerns are identified by setting and/or childminder, parents/carers or other professionals including health.

**Sensitively discuss concerns with parents/carers**



Has the child made expected progress?  
(See guidance)

Yes

Continue appropriate good practice strategies. Monitor the child's on going progress, with parents/carers

No

Are concerns significant and complex?

Yes

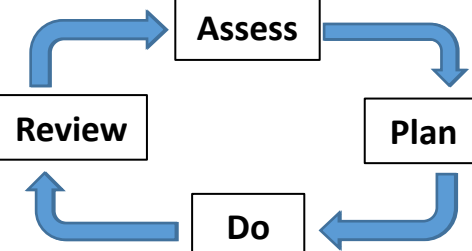
In partnership with parents/carers consider initiating an **Early Help Assessment** to request involvement of Early Support (Childminders can seek guidance from CSDO).

Contact Early Help Hub to check whether an **EHA** has been started, if not send completed EHA form & supporting evidence to the Early Help Hub

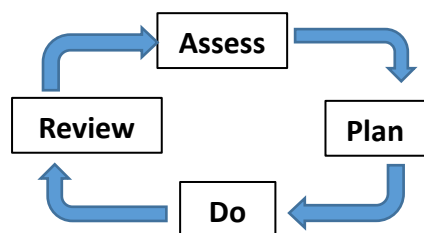
No

Consider signposting parents/carers to services in the local area e.g. Community Nursery Nurse/Speech & Language Therapy drop in, GP etc.

Continue cycles throughout the process



## Guidance Graduated Approach to SEND



Support for children with emerging needs/SEND should be through the graduated approach. This is a four part cycle leading to a growing understanding of the child's needs and the support that needs to be put in place to ensure the best outcomes for the child.

<b>Assess</b>	Additional observations should be completed using the targeted observation sheet (or similar). These observations and subsequent assessment should focus on the areas of concern within the prime areas.	The cycle is an ongoing process, which will adapt as a child progresses. <b>Parents and carers should be central at all stages of the cycle.</b>
<b>Plan</b>	The plan should be identified e.g. targets, strategies and involvement from agencies if appropriate.	
<b>Do</b>	Consistently implement and evidence the additional provision put in place, as identified in the plan	
<b>Review</b>	Using the evidence gathered in the previous stages, identify how additional provision has impacted the child's needs and development. The review will inform the next assessment of the child's needs, and continue the cycle.	

A cycle should be time limited but can be variable in length, dependent on the stage of the identification and level of need e.g. 6 weekly/half termly/termly etc.

### Expected Progress

Whilst it is understood that some children are unlikely to progress to age appropriate development within the time frames of a graduated approach cycle, support should be targeted to enable children to make steps toward this. When children do not achieve set targets or do not make positive steps toward age appropriate developmental expectations, despite targeted support this would be considered less than expected progress.

### Early Help Assessment/Early Support

Before initiating an Early Help Assessment two cycles of the graduated approach would usually be appropriate, in exceptional circumstances where the child has very evident needs, less may be sufficient.

If you are considering initiating an Early Help Assessment to request involvement from Early Support consider if they meet the following criteria:

- Significant and complex additional needs or disability affecting development and learning
- Require considerable ongoing specialist support from across Education, Health and Care
- It is anticipated their needs will have a lifelong impact to their development/learning
- This includes children who have great difficulty communicating, have sensory or physical difficulties and/or complex health needs; all will need additional support with many aspects of daily life