



Support for children with special educational needs and disabilities in North Somerset's early years settings

Early years providers in the maintained, private, voluntary and independent sectors (i.e. nurseries, pre-schools, childminders and school-based early years provisions) that the local authority funds are required to have regard to the [Special Educational Needs and Disability \(SEND\) Code of Practice: 0-25 years, \(2015\)](#).

The SEND Code of Practice states:

5.3 The [Early Years Foundation Stage \(EYFS\)](#) is the statutory framework for children aged 0 to 5 years. All early years providers **must** follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted.

5.4 Providers **must** have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

Special Educational Needs (SEN) support in the early years

All early years providers will have identified an Inclusion Co-ordinator (INCCO), or a [Special Educational Needs Co-ordinator \(SENCO\)](#). Where any setting identifies a child as having SEN they must work in partnership with parents to establish the support the child needs. If special provision is made for a child with SEN the parents must be informed.

All settings should adopt a graduated approach with four stages of action and revisit this cycle regularly.

- 1. Assess:** Working with parents, the setting will carry out an assessment of the child's needs.
- 2. Plan:** The setting will agree with parents suggested outcomes and the interventions and support that will be put in place.
- 3. Do:** The child's key person will usually remain responsible for working with the child on a daily basis. The Inclusion Co-ordinator (INCCO) will oversee and support the practitioner in assessing the child's progress over time.
- 4. Review:** The effectiveness of the support and its impact on the child's progress will be reviewed in line with an agreed date.

At each stage parents should be engaged with the setting, contributing their insights to assessment and planning.

The [Graduated Response document](#) has been produced to help providers support children with SEND and their families. Other specific North Somerset resources that

early years providers can use are available on the [North Somerset Online Directory website](#).

Area SENCO support for early years providers

All early years providers have access to support, advice and guidance from the North Somerset Early Years Area SENCOs as apt .

The role of North Somerset Area SENCO includes:

- providing advice and practical support to early years settings about identifying and assessing special educational needs,
- providing day-to-day support for Inclusion Co-ordinators (INCCOs) in ensuring arrangements are in place to support children with SEND,
- developing and disseminating good practice,
- where necessary keeping parents informed of local support services that are available to parents/carers of children with SEND,
- delivering training to early years practitioners,
- providing support and advice about the Inclusion Link Programme, Early Years SEND Top-up Funding and Disability Access Fund.

Further information about support available in early years settings is available on the [North Somerset Local Offer website](#).

Area SENCO contact details

For any enquiries related to early years SEND email ey.send@n-somerset.gov.uk

North Somerset Early Years and Childcare Team's Area SENCOs:

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