

Portsmouth SEND Pathway for Early Years Settings

Check what information the parents are happy to share and who with - ensure parents have signed appropriate consent and have given specific permission to share.

Key person/parent raises concern about a child's development and progress.

Is this a new concern?

Y

N

- Work in partnership with parents to discuss child's progress and share concerns
- Share setting Local Offer with parent when appropriate
- Keep records and agree actions - include dates of meetings/phone calls.

Do concerns remain?

N

Child is working at age appropriate developmental stages against EYFS and Early Language Monitoring (ELM) tool.

Continue to follow effective EYFS practice.

Y

- Make detailed observations. Build up evidence of child's strengths and areas of concern.
- Add child to setting's SEND monitoring list.
- Refer to [Ordinarily Available Provision](#) from strategies and resources - [Portsmouth Local Offer](#).
- Contact Health Visitor with parents' permission for any developmental checks and discuss concerns.
- Find out if child has had a recent hearing/sight test.

Do concerns remain about the child's progress?

N

Gather existing information regarding SEND needs:

- Health Visitor information and developmental checks
- Early Help Assessment
- Looked after Child (LAC).
- Early Years Panel (EYP)
- Therapies - Speech and Language Therapy (SLT)/Occupational Therapy/Physiotherapy
- Vision and Hearing Team
- Portage/Portage+.
- Information from other settings attended.
- Any other involvements, e.g. Social Care.

Y

SEND support

- Create a plan including interventions and desired outcomes.
- Refer to [SEND Code of Practice](#).
- Follow the **ASSESS, PLAN, DO, REVIEW** approach (page 86 of the Code of Practice).
- Refer to the [OAP provision](#) for strategies and resources.
- Continue to make detailed observations.
- Contact Area SENCo/EYAT if needed via eyinclusion@portsmouthcc.gov.uk.
- Signpost parents to [Portsmouth Local Offer](#).

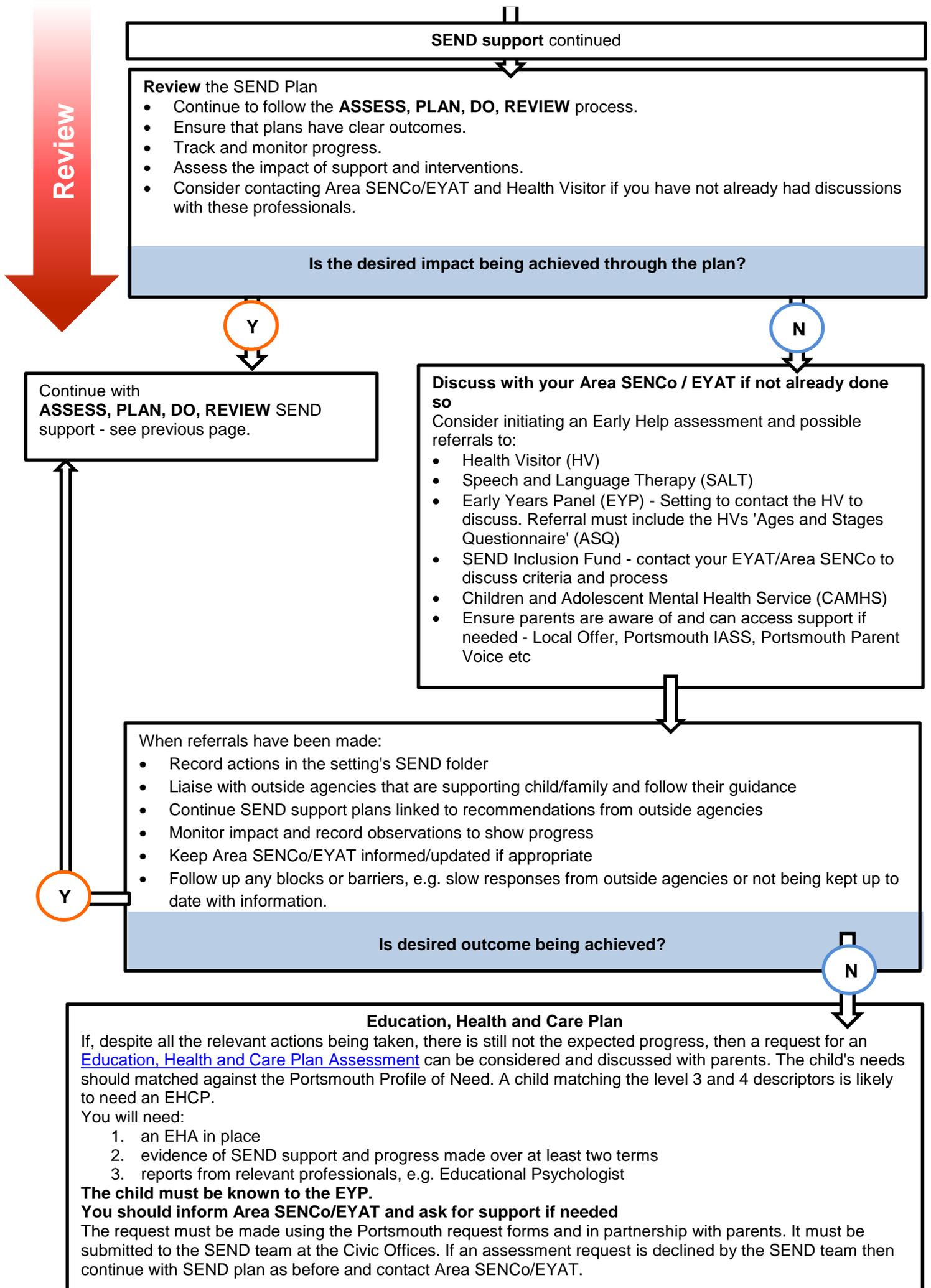
Review SEND plan in partnership with parents every six weeks or sooner.

Continue with **SEND support** on next page...

Assess

Plan & do

Review



SEND support continued

Review the SEND Plan

- Continue to follow the **ASSESS, PLAN, DO, REVIEW** process.
- Ensure that plans have clear outcomes.
- Track and monitor progress.
- Assess the impact of support and interventions.
- Consider contacting Area SENCo/EYAT and Health Visitor if you have not already had discussions with these professionals.

Is the desired impact being achieved through the plan?

Y

N

Continue with **ASSESS, PLAN, DO, REVIEW** SEND support - see previous page.

Discuss with your Area SENCo / EYAT if not already done so

Consider initiating an Early Help assessment and possible referrals to:

- Health Visitor (HV)
- Speech and Language Therapy (SALT)
- Early Years Panel (EYP) - Setting to contact the HV to discuss. Referral must include the HVs 'Ages and Stages Questionnaire' (ASQ)
- SEND Inclusion Fund - contact your EYAT/Area SENCo to discuss criteria and process
- Children and Adolescent Mental Health Service (CAMHS)
- Ensure parents are aware of and can access support if needed - Local Offer, Portsmouth IASS, Portsmouth Parent Voice etc

When referrals have been made:

- Record actions in the setting's SEND folder
- Liaise with outside agencies that are supporting child/family and follow their guidance
- Continue SEND support plans linked to recommendations from outside agencies
- Monitor impact and record observations to show progress
- Keep Area SENCo/EYAT informed/updated if appropriate
- Follow up any blocks or barriers, e.g. slow responses from outside agencies or not being kept up to date with information.

Is desired outcome being achieved?

N

Education, Health and Care Plan

If, despite all the relevant actions being taken, there is still not the expected progress, then a request for an [Education, Health and Care Plan Assessment](#) can be considered and discussed with parents. The child's needs should be matched against the Portsmouth Profile of Need. A child matching the level 3 and 4 descriptors is likely to need an EHCP.

You will need:

1. an EHA in place
2. evidence of SEND support and progress made over at least two terms
3. reports from relevant professionals, e.g. Educational Psychologist

The child must be known to the EYP.

You should inform Area SENCo/EYAT and ask for support if needed

The request must be made using the Portsmouth request forms and in partnership with parents. It must be submitted to the SEND team at the Civic Offices. If an assessment request is declined by the SEND team then continue with SEND plan as before and contact Area SENCo/EYAT.