Early Years SEND Flow Chart for the Graduated Approach

All children have access to the universal offer

An area of need is observed by practitioners.

A parent/carer shares their concerns that their child may have an additional need.

Key educator will gather observations and contributions from parents/carers

- What are the child's strengths, interests and needs?
- Have I spoken to parents/carers and the child?
- Is the SENCo aware of the concerns or identified need?

Key educator to explore **support** that can be made using tools such as **OAIP**, SAL supporting strategies, Development matters, Small Steps

- Can I make adaptions to the environment?
- Do I need additional support from the SENCO-INCO?
- Is additional training required for all educators?
- Do STAR observations identify triggers or patterns in behaviours?

Capture concerns, provision, adaptations, support on **One Page Profile**

Share with all staff.

Child Identified for **Monitoring**

Update provision, adaptations, support on **One Page Profile**

If need is significant – fast track to **Targeted Support**

Progress is monitored by key educators, INCo-SENCo and discussed with parents/carers through parent/carer consultations.

Is the child making progress?

Yes

No

Refer parent to sources of support e.g. Early Help, Parent Carer Forum, Reaching Families, Best Start in Life Hubs

Targeted Support
Begin Cycle 1 of **Action Plan for Inclusion.**

Meet with parents/carers and consider referrals to outside agencies e.g. SALT, CDC, Send Under5, EYCA SEND and Inclusion team.

Use assessment documents and audit support documents to explore initial concerns:

- Audit Documents – environment, communication, resources (including staff)
- Birth to Five Matters, EYFS
- West Sussex Small Steps Document
- Speech and Language Monitoring Tool
- Dingley's Promise
- STAR observations, Leuven Scales,
- Lived experiences, cultural capital
- One Page Profile

Progress is monitored by key educators, parents/carers, INCO-SENCo and other professionals working with the child.

If child makes progress, the Individual Plans and Assess Plan Do Review continues.

Yes

Is the child making progress?

No

Begin next cycle of **Action Plan for Inclusion.**
Share a copy with parents/carers and educators.
Put provision in place and continue to monitor.

Consider whether any further referrals or requests should be made, continue to identify potential barriers, Consult with professionals known to child.

Consider applying for **Inclusion Funding** (with completed support cycles demonstrating required interventions and impact).

Progress is monitored by key educators, INCo-SENCo, parents/carers and other professional input each term.