

# Early years SEN and disability: A review supporting access and inclusion



This review is intended to support local areas in setting priorities for SEN and disability in the early years. It is designed to support self-review through:

- Reflection on and discussion of local policy and practice: what's working well and not so well, locally;
- The discussion of evidence: how you know it's working well or not so well; and
- The identification of local early years priorities.

The review is set out in 7 sections:

1. Data
2. Identification
3. Parental engagement
4. The local offer
5. Staff, skills and expertise
6. Funding arrangements
7. Joint working

Before starting on the review, it may be important to consider which areas of the review are most relevant to your local area and to start with discussion of those. A selective approach will target time more efficiently.

The review is provided in an A3 format to facilitate group discussion.

The review is simple to complete:

- It presents a series of statements and asks you to agree or disagree with each of them;
- It then asks you to consider the evidence that you have to support the view you have expressed. This is where most of the discussion will be focused;
- Then the review asks you to say whether this aspect is a priority that needs to be addressed in your local area;
- At the end of each section there is an optional other box so that, if you identify, through discussion, an issue that is not highlighted in the review, this issue can be added in.

The priorities you identify will enable you to develop a local action plan.

Note: local areas may already use a review tool, developed, for example, to be used in preparation for Ofsted/CQC local area SEND inspections. This review is not intended to replace any existing tool. It is designed to supplement other tools and provide a focus on early years issues.

It is also important to recognise that this is not intended to provide a comprehensive local audit. Rather it focuses on issues that have been identified by local authorities and their partner agencies as being current 'tricky' issues in access and inclusion in the early years.



1. Data	Agree	Partially agree	Disagree	What is our evidence for this? Evidence might come from: inspections, joint strategies, evaluations, data, minutes from meetings, reports from parents or settings	What priority is this?		
					Low	Medium	High
A. The local area has reliable data on the numbers of young children with SEND and the nature of their needs							
B. There is joint data held by the local authority and the Children's Commissioning Groups (CCG)							
C. The local area has reliable data on the learning, development and progress of young children with SEND							
D. The local area has data on EHC assessments and plans in the early years, we know what provision we are making and what impact it is having							
E. The local area has comprehensive data on outcomes for young children with SEND							
F. The local area uses a range of data to plan provision and services							
G. Other:							

2. Identification	Agree	Partially agree	Disagree	What is our evidence for this? Evidence might come from: inspections, joint strategies, evaluations, data, minutes from meetings, reports from parents or settings	What priority is this?		
					Low	Medium	High
A. The local area has reliable arrangements for identifying young children with SEND before admission to a group setting							
B. Health agencies make timely referrals to the local authority where they believe a very young child has or may have SEND							
C. The Integrated Review (2 year old check) plays an important part in identifying young children with SEND early							
D. Early years settings makes referrals and pass on information about children identified with SEND after admission to a group setting							
E. Other:							



3. Parental engagement	Agree	Partially agree	Disagree	What is our evidence for this? Evidence might come from: inspections, joint strategies, evaluations, data, minutes from meetings, reports from parents or settings	What priority is this?		
					Low	Medium	High
A. Parents of young children with SEND are well informed of the local offer							
B. Parents know where to go for information, advice support							
C. Parents' views inform the range and nature of early years provision at a strategic level and the information, advice and support available							
D. Parents are centrally involved in identifying their children's needs and agreeing the provision to meet those needs							
E. Other:							



4. The local offer...	Agree	Partially agree	Disagree	What is our evidence for this? Evidence might come from: inspections, joint strategies, evaluations, data, minutes from meetings, reports from parents or settings	What priority is this?		
					Low	Medium	High
A. ... provides good information on SEN and disability in the early years							
B. ... sets out what the local authority expects settings to provide within their resources, the provision that is 'ordinarily available'							
C. ... sets out the support available locally: area SENCOs, support services, community health services, therapy services							
D. ... sets out the support available from jointly commissioned services							
E. Other:							



5. Staff, skills and expertise	Agree	Partially agree	Disagree	What is our evidence for this? Evidence might come from: inspections, joint strategies, evaluations, data, minutes from meetings, reports from parents or settings	What priority is this?		
					Low	Medium	High
A. Staff in settings have the skills and expertise to identify young children with SEND							
B. Parents are confident that staff in settings have the skills and expertise to work with young children with SEND							
C. Settings understand what skills and expertise should be 'ordinarily available' in their settings							
D. Settings understand where they can access additional skills and expertise beyond the setting							
E. Staff across the local area are skilled in working with families with young children with SEND							
F. The local area understands the impact of staff skills on the progress of young children with SEND							
G. Other:							

6. Funding arrangements	Agree	Partially agree	Disagree	What is our evidence for this? Evidence might come from: inspections, joint strategies, evaluations, data, minutes from meetings, reports from parents or settings	What priority is this?		
					Low	Medium	High
A. Settings are clear about the funding they receive and how they are expected to use it to support children with SEND							
B. There are arrangements in place between the local authority and settings about the Disability Access Fund and its use							
C. There are arrangements in place between the local authority and settings about the SEN Inclusion Fund, what it is for and how to access it							
D. It is clear what the local authority and the local health services fund individually and jointly							
E. The local area understands the impact of how funding is deployed							
F. The local area can evidence later savings because of our investment in early support							
G. Other:							

7. Joint working	Agree	Partially agree	Disagree	What is our evidence for this? Evidence might come from: inspections, joint strategies, evaluations, data, minutes from meetings, reports from parents or settings	What priority is this?		
					Low	Medium	High
A. Joint data from the local authority and CCG informs the joint strategic needs assessment (JSNA)							
B. The local area has good links and clear protocols between our SEN team and our DMOs/DCOs							
C. The local area has reliable arrangements for joint working with SEN, Early Help, health visitors, community health, therapy services and others							
D. The local area has procedures for co-ordinating EHC needs assessments and plans							
E. Many of our early years services are jointly commissioned							
F. Other:							







## About the Council for Disabled Children

The Council for Disabled Children (CDC) is the umbrella body for the disabled children's sector in England, with links to the other UK nations. CDC works to influence national policy that impacts upon disabled children and children with Special Educational Needs (SEN) and their families. The CDC membership is made up of a variety of professional, voluntary and statutory organisations, including disabled young people and parent representatives. CDC's broad based membership and extensive networks of contacts provides a unique overview of current issues. It also enables us to promote collaborative and partnership working among organisations.

CDC hosts the following networks and projects:

- IASS Network
- Independent Support
- Making Ourselves Heard
- Special Educational Consortium
- Transition Information Network

Information,  
Advice & Support  
Services Network

independent  
support

making  
ourselves  
heard!

special  
educational  
consortium

Transition  
Information  
Network

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