

GOOD PRACTICE EXAMPLE FROM SBC EARLY YEARS TEAM EARLY YEARS DROP IN CONSULTATIONS

WHAT ARE WE MAKING BETTER?

- Early identification of children with SEND or additional needs.
- Improving the quality of support for children with SEND or additional needs settings.
- Providing an opportunity for easy access to effective multi-agency working. "I enjoy working with professionals from other teams" (EYs setting).
"Good to be able to access support from external professionals" (EYs setting).
- Improving outcomes for children with SEND or additional needs.
- The quality of SEND paperwork/referrals.

WHAT ARE WE DOING?

- Drop in sessions ran face to face prior to March 2020 and they have run virtually since then. They occur once a month for 3 hours and they are open to all early years PVI's and maintained nursery settings.
- Practitioners/SENCo's can access free advice and support from a range of professionals including; Educational Psychologist, Speech and Language Therapist, SEMH advisory teacher, SASS advisory teacher, Early Years Consultant. "We have had a number of settings feedback how useful the sessions are." (SEMH Team)
- Enabling SENCo's/practitioners to take part in solution seeking discussions to explore practical ideas to use in the setting.
- Develop manageable actions and strategies to meet desired outcomes based on children's individual needs
- Gain advice and guidance on completing applications for High Needs funding or requests for Statutory Assessment (EHCP)

- Early identification of children with SEND/additional needs.
- Children with SEND/additional needs will receive appropriate support in setting. "After following SEMH advice given at a SENCo drop-in, the setting cancelled an EYC support visit because the child's behaviour had improved so much" (Verbal feedback from EY's setting).
- Individual children will benefit from support from a range of different professionals. "Advice from ASD were practical ideas that can be put into place and reassurance that what we are doing is supporting the child's needs" (EY's setting).
- Children with SEND/additional needs will make the best possible progress.
- Settings will follow correct procedures when children with SEND are identified.
- Staff have increased confidence in supporting children with SEND/additional needs.
- Opportunities for multi-agency joint-problem solving are maximised.
- Referrals to agencies will reduce.

WHAT WILL THE IMPACT BE/HAS THE IMPACT BEEN?

- Continue reviewing and evaluating the organisation of consultations to ensure efficient use of time and effectiveness of consultations. Consult with professionals and settings around running sessions ie face-to-face or virtual and decide on best way to work. "I feel the organisation of the meetings has worked really well" (SEMH Team).

"I think the option of having the meetings virtual (or at least a blend?) will be beneficial for many; less travel, less people 'out' of the setting etc – I feel it makes it easier to factor things in" (SEMH Team).

"I have found the drop in consultations have been working well, particularly following the adjustments made to length of time/max number of professionals." (EP)

"My personal preference would be for consultations to return to being face to face, coming together in one place for the EY consultations has always been so enjoyable as it provides an opportunity to get to know professionals from other teams in an informal setting." – EP

WHAT NEEDS TO HAPPEN NEXT?

- Strategic planning/negotiations to ensure the current range of professionals continue to be able to support these sessions in the future.
- Continue to promote and raise awareness of the availability and purpose of sessions with early year's settings.
- Consider whether we are able to offer something similar for childminders.

