

What does the graduated approach look like for a child that does not attend an early year setting?

Children under the age of five years old are not yet statutory school age. This means that the law says they do not have to attend an early year's setting (i.e. school, nursery) if a parent chooses not to send them. It is still possible to evidence the graduated approach for a child that is under the age of five years old that has Special Educational Needs and/or Disabilities (SEND) but who does not attend an early year setting.

A child who does not attend an early year's setting can be referred by their Health Visitor to the Early Years Team Around the Child (EY TAC) to request support from the Early Years Team. the criteria for a referral is a significant developmental delay in 3 or more areas. Once a referral to the Early Years Team has been accepted, the child will be allocated an Inclusion support Practitioner (ISP).

The ISP will visit the child's home to provide support very similar to the support that a SENCo offers in a nursery. They will model strategies for the parents/carers to use. The ISP will follow, and evidence, the Assess, Plan, Do, Review (ADPR) process that is laid out in the SEND Code of Practice.

What will the Assess, Plan, Do, Review process look like?

Assess

The ISP will use a tool kit called the Early Years SEND Assessment Toolkit (SAT) to assess the child's development. This assessment is reviewed regularly whilst the child is being supported by the Early Years Team.

Plan

The planning for a child at home is done jointly by the parent and the ISP. Targets that will be worked on are chosen and agreed; these are recorded on a SEND Support Plan. The SEND Support Plan is shared with parents.

Do

During home visits, the ISP models strategies that will help parents to support their child to meet the agreed targets. Parents are the people who will be doing the strategies daily in the home with their child so there may be less visits from the ISP during this stage, however, the ISP is always available to answer questions.

Review

Finally, the ISP and parents review the child's progress together. They will look at the SEND Support Plan and see which targets the child is achieving and if the child has made any small steps of progress on the SAT. The ADPR cycle will then start again, with the planning of new targets for the child.

Using ISPs to support the graduated approach means that children who do not attend an early year's setting are not at a disadvantage when comparing them to children who do attend an early year's setting. However, we do recommend considering a nursey or childminder to support social and language development.