

Learning and Development

Observation, assessment and planning

Involving other professionals – SEND

Working in partnership with other professionals, community and support groups connects everyone who is involved with the child and family. We then have a clearer picture of the child's needs and everyone working together to benefit the child and meet their individual needs.

It is important that we use the OAP cycle to improve opportunities through early intervention. Doing this will make sure children receive the right help and support from an early age.

Case study:

Alice is 40 months old and has attended the nursery since she was 12 months old. Regular observation and assessment have helped us to support her progress; her last summative assessment places her progress at around 16-26 months. There are a range of external professionals involved in monitoring and supporting her development in several areas including her hearing, speech and physical development. The SEND Early Years Forum coordinates Alice's support by bringing all those involved in her care and education together to discuss her progress and needs, particularly in the lead up to starting school. This also includes Alice's Key person and her family.

Alice's key person works closely with her parents supporting them in helping Alice to develop to her full potential. She also ensures that all the recommended advice and actions are consistently followed through into practice by all the nursery team; making sure that they are all aware of her specific needs. The Observation, Assessment and Planning cycle enables Alice's key person to regularly assess and reflect on her targets set by the outside professionals.

Carefully planning Alice's next steps, her keyperson can implement appropriate activities and experiences, reflecting on the way in which she engages with them and if they have continued to support her development and progress.

For more on involving other professionals - SEND

Study of Early Education and Development (SEED): **Meeting the needs of children with special educational needs and disabilities in the early years**, Research report January 2017, Department for Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/586240/SEED_Meeting_the_needs_of_children_with_SEND_in_the_early_years_-_RR554.pdf

Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, January 2015, Department for Education and Department of Health

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

A Celebratory Approach to SEND Assessment in the Early Years, (2018) Pen Green Centre for Children and Families & Charnwood Nursery School

<https://www.pengreen.org/wp-content/uploads/2018/05/A-Celebratory-Approach-to-SEND-Assessment-in-Early-Years-1.pdf>