

<b>TO:</b>	<b>Reading Schools Forum</b>		
<b>DATE:</b>	<b>15<sup>th</sup> March 2018</b>	<b>AGENDA ITEM:</b>	<b>4</b>
<b>TITLE:</b>	<b>Early Years SEND: Identification, needs and outcomes</b>		
<b>SERVICE:</b>	<b>Education, Children &amp; Early Help Services</b>	<b>WARDS:</b>	<b>All</b>
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	<b><u>REPORT IS FOR NOTING</u></b>		

## 1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1. This report provides an update on the progress being made to understand the profile of Early Years (pre-school) children with Special Educational Needs and/or Disabilities (SEND) who are receiving early interventions. Reading has less Early Year's children with an EHCP than some statistical neighbours. This report aims to contribute to the understanding of why that is, through reporting on how universal and targeted services identify and meet the needs of children at the earliest stage, describes outcomes and impact, numbers of statutory assessments and transitions to specialist settings.

## 2.0 CONTEXT

2.1 This work is part of Strand 1 (Data) and Strand 2 (Early Identification and Intervention) as part of the SEND Strategy for Reading Borough 2017 – 2022 reviewing the services and provision of universal and targeted services to identify and meet the needs of children at the earliest stage, to ensure that the majority of current and future children can have their needs well met within the local area. It will contribute to:

(i) building a greater understanding of the profile of Children and Young People with SEND 0-25y who are receiving early interventions, including a greater understanding of early identification, meeting needs and improving outcomes.

(ii) ensuring Reading has a coordinated multi-disciplinary approach to early identification of SEND and early intervention to meet needs, preventing escalation to more specialist services where possible.

## 3.0 Reading Portage Home Visiting Service

3.1 Programme: Reading Portage Home Visiting Service provides a highly structured small stepped home teaching programme for parents and pre-school children and must be supervised by Educational Psychology as part of the criteria for the programme.

3.2 Referral criteria: Child must have at least 2 terms before starting school, with a significant need in 1 or more areas. Portage does not work with children at a maintained nursery school or Snowflakes, as both settings have highly qualified staff to support the children and parents.

3.3 Costs: There are 5.6 FTE Portage workers. The cost for the Service is £168,400 per annum, including £120,000 from the High Needs Block.

#### 4.0 Statutory Assessments

4.1 Reading has less EHCPs in Early Years than some statistical neighbours: 2.0% of Reading children under 5 years have an EHCP, compared to statistical neighbours Brighton & Hove 1.4% and Milton Keynes 3.3%. (Source: Reading SEND Data Report and SEND Benchmarking Report January 2017).

4.2 This is a decrease from January 2011 when 4.5% of children under 5 in Reading had a statement maintained by Reading.

4.3 This in part is explained by a decrease of 13 EHCPs from 2015-17, as below. These children are likely to have moved out of Borough.

4.4 Table 1: Early Years Education, Health and Care Plan numbers

EHCP Under 5 year	2015	2016	2017	Sept 2017- Jan 2018
<b>Total Number</b>	34	27	21	32
<b>No EHCPs initiated by PHV</b>	21	20	17	17

Source: RBC SEND Data Report

4.2 The number of EHCPs requested by PHV has remained fairly consistent year on year, with the exception of the first term of this academic year which indicates a significant increase in numbers requested by PHV.

4.3 Portage initiated Statutory EHC Needs Assessments for 28% of their cases from September 2016- January 2018. 43% of the total Portage caseload has an EHCP.

4.4 Other EY EHCPs are initiated by Snowflakes, EY settings and parent/carers.

#### 5.0 EHCP needs

5.1 In January 2018 the 32 EHCPs were for the following needs:

5.2 Table 2: Early Years Education, Health and Care Plans by need, with comparison to KS1 and KS2.

Primary Need	Early Years	KS1	KS2	Comment
Autistic Spectrum Condition	12 37%	45 40%	105 37%	

Moderate Learning Difficulties	5 16%	7 6%	42 15%	
Social Emotional and Mental Health needs	3 9%	13 12%	36 13%	Develop early intervention programme?
Profound & Multiple Learning Difficulties	3 9%	8 7%	14 5%	
Physical Disability	3 9%	7 6%	28 10%	
Speech Language & Communication Needs	3 9%	20 18%	34 12%	Work with Speech & Language Therapy service to look more closely at this?
Severe Learning Difficulty	1 3%	2 2%	10 4%	
Specific Learning Difficulties	0	0	0	
Hearing Impairment	0	4 4%	7 2%	
Visual Impairment	2 6%	6 5%	7 2%	
<b>Total</b>	<b>32</b>	<b>112</b>	<b>283</b>	

Source: SEN Report Jan18

5.3 It can be seen from the table above there is a consistency in the majority of percentages of need across early years, KS1 and KS2. For instance, 37% of the EY EHCPs are for a primary need of ASC, compared to 40% of KS1 children with an EHCP and 37% of KS2 children with an EHCP.

NCY	The Avenue Special School	Dingley Promise	Snowflakes
-2	0	19	10
-1	0		
0	4	0	0

5.4 Speech Language and Communication Needs have an increase from 9% in early years to 18% at KS1. It is suggested that this is investigated further with partners in Speech and

Language Therapy.

5.5 It is suggested that Reading considers early year's programmes to support emerging SEMH.

5.6 Table 3 The number of children attending local specialist provision

## 6.0 SEN Support and school readiness

6.1 Table 4 Percentages of Reading EYFS children with SEN making a good level of attainment

	Reading			National		
	2015	2016	2017	2015	2016	2017
SEN	23.4%	23.9%	23.9%	21.0%	23.0%	-

Source: PIsED 17-18

6.2 The data indicates that once EY settings have identified children with SEND 23.9% are making good progress and is comparable to national data.

6.3 Statistics show an improvement of Reading children who are 'ready for school' at the end of their reception year (year R). 71% were 'school ready' in 2016 compared to 67% in 2015, ranking Reading 2nd out of its statistical neighbours and up 18 places to the 66th in the national table (Source: reading.gov.uk).

## 7.0 Transition

7.1 A consistent proportion of 58-62% children with an EHCP with Portage involvement will transition to specialist settings (2015-Jan 2018), see Appendix 1.

7.2 Portage initiate EHCP assessments in time for these to be in place before the child starts school. The average age of a child that the Portage Service has initiated a Statutory Assessment of SEND is 4y 0m (2016-17) when the EHCP is started.

7.3 In the last 3 years only 3 children known to Portage have had a statutory assessment request made by the primary school within the first year of primary school, suggesting Portage are correctly identifying those children that need an EHCP before school.

7.4 A significant proportion of children that receive an EHCP and work with Portage attend Dingley specialist nursery (Dingley's Promise). 74% of children at Dingley currently receive Portage Support at home.

7.5 Portage refer to Snowflakes, the specialist nursery for ASC children, (35% 2016-17; 17% 2017-18) and these children will then no longer receive a Portage service because of the specialist advice available to parents from Snowflakes.

## 8.0 Needs of children and outcomes of Portage Home Visiting Service intervention

8.1 Main needs of children Portage work with (Sept 2017) :

- Speech Language Communication 33%
- Cognitive and Learning Needs 26%
- Autistic Spectrum Condition (with diagnosis) 24%
- Profound and Multiple Needs 14%
- Social, Emotional & Mental Health 2%

## 8.2 Portage Home Visitor outcomes and impact

Table 5 Number of skills gained in Active and Closed cases

Active cases number of skills gained			
Area	Average Starting No of Skills	Average Current Number of Skills	Average Change in Skills
Cognitive	15	25	10
Motor Skills	48	59	11
Self Help	19	25	6
Socialisation	25	34	9
Speech & Language	14	25	11
Overall	24	33	9
Closed cases number of skills gained			
Area	Average Starting No of Skills	Average End Number of Skills	Average Change in Skills
Cognitive	20	38	18
Motor Skills	54	70	16
Self Help	22	34	12
Socialisation	29	41	12
Speech & Language	22	44	22
Overall	29	45	16

7.21 Children have been shown to make good progress across the 5 areas of development. This progress means some children will not need a statutory assessment of their needs as they make good developmental progress sustained over time.

7.3 A sample of cases closed between September 2016 – September 2017 (Appendix 2) demonstrates progress made by individual children through the Portage Home Teaching programme. The data shows progress in lessening the gap between a child's chronological age and their developmental age.

## 8.0 Referrals sources

8.1 Children can be referred by practitioners or parents.

### 8.2 Table 6 Referral sources for Portage Home Teaching service

Referrals Source	2014 Percentage	2015-16 Percentage	Current cases Percentage
Paediatrician	53	28	25
Speech and Language	14	23	20
Setting	14	14	13
Health Visitor	11	23	17
Parent	5	2	6
Other	3.5	10	19

8.3 The referrals consistently come from 4 main sources (Paediatrician, Speech and Language, Settings, and Health Visitors). Within these there is variation by area within Reading with the South having less referral than would be expected. Gaps in referrals need to be addressed.

8.4 Parents who self-refer tend to do so after moving into the area and having experienced the PHV service in another Authority or from information from the Local Offer.

8.5 'Other' referrals include increasing numbers from the Family Development Workers in Children's Centres.

## 9.0 Audit of the Early Years Inclusion Fund

9.1 A requirement of the Early Years National Funding Formula (EYNFF) for 3-4 year olds that came into effect from April 2017 is for authorities to establish a special educational needs inclusion fund for early years, to help providers' better address the needs of individual children with emerging SEND.

9.2 The Inclusion Fund is targeted at children with emerging SEND. This is defined as needs beyond the usual and expected range of developmental and learning needs found within an average population, and outside of the provision usually made to ensure effective learning and participation. They are identified following a process of formative assessment (i.e. over time) by the setting. Children with more complex needs may be eligible for a statutory assessment of their SEND which may lead to an Education, Health and Care Plan.

9.3 The Early Years Cluster Panels allocate Early Years Inclusion Funding, using the criteria in Appendix 3. The Nursery School Head Teachers chair clusters of EY settings to ensure funding decisions are robust, transparent and encourage sharing of good practice between settings. Additional support may be in the form of resources to enable access, staff training, individual support for very specific needs such as a physical disability, specific programmes and interventions related to Early Years Foundation Stage and inclusion.

9.4 The EY SEND inclusion fund is combined from the early years block and high needs block of the DSG. School Forum (January 2017) agreed to expand the 2017/18 EY Inclusion Fund to £150, 000.

### 9.5 Table 7 Early Years Inclusion Fund spend April 2017-April 2018

	<b>Panel date</b>	<b>Amount allocated</b>
<b>SPEND:</b>	Spring 17	£18, 893.8
	Summer 17	£39, 916.5
	Autumn 17	£32, 137
	Autumn 17(2)	£7, 539
	Spring 18	£32, 790
<b>TOTAL SPEND</b>		<b>£131, 276.3</b>
<b>Left:</b>		<b>£18, 723.70</b>

9.6 There is £18, 723.70 which will go towards the High Needs Block deficit.

9.7 Table 8 Allocation need and spend April 2011-7-April 2018

Category of need funding given for	Number of agreed applications for funding	Total amount of funding given per category
Communication & Interaction	59	£32, 284.90
Ten hours funding (discontinued)	45	£16, 869.00
Physical & Sensory	18	£22, 488.90
Social Emotional & Mental Health	12	£6, 439.50
Cognition & Learning	7	£6, 297
Groups	7	£18, 750

9.8 The biggest number of applications was for support with Communication and Interaction needs, with many children presenting with features of ASC, mirroring the biggest category for EHCPs.

9.9 Groups are being encouraged for best use of funding and resources.

9.10 Ten hours support has been discontinued because this funding has been phased out (previously Short Breaks money).

9.11 The Early Years SEND audit carried out in Early Years settings across Reading by Aimee Trimmer (EY SENCO) and the Nursery Head Teachers, identified SEND needs in the settings, the effectiveness of the settings in identifying needs, along with outcomes and the settings skills and knowledge of SEND.

9.12 The audit identified that about 50% of the applications to the Inclusion Funding were from Reading Borough Councils Five Maintained Nursery Schools and therefore the PVI sector children may have been missing out on funding for EY SEND.

9.13 66% of PVIs were aware of the Inclusion Funding process and how to apply; 34% required training on how to apply or around the updated processes.

9.14 Table 9 Early Years settings audit of SEND November 2017

Children with SEN Support	Children with an EHCP	Children with DAF Funding	Children with needs allocated Inclusion Funding
114	6	10	12

9.15 The project concluded it would have been expected to have a higher number of children with needs allocated Early Years Inclusion funding or DAF funding.

9.16 The SY SENCO, Portage Service and Nursery Head Teachers have consequently developed a training programme to improve: Early Years settings identification of SEND, knowledge and use of appropriate interventions, implementing cycles of assess, plan, do, review, use of impact and outcome measures and encouraging appropriate applications for the available funding streams.

9.17 Aim to ensure every child irrespective of setting has got equal access to early SEND identification, provision and inclusion funding.

9.18 The EY Inclusion Fund process has been updated after the first year of running in its current format, and now includes outcome measures and built-in processes to lead to EHCP if needed.

### **10.0 Other Early Years SEND Identification and provision**

10.1 Dingley's Promise. Data will be analysed for the outcomes and destinations of children who have used the Dingley's Promise specialist nursery setting in February/March 2018.

10.2 In 2016-17 Reading had 16 children at Dingley's Promise, who transitioned to:

- 6 went to special = 38%
- 6 went to mainstream primary school = 38 %
- 4 went to other EY setting = 25%

10.3 In 2016-17 Snowflakes specialist nursery for ASC had 4 children who transitioned. 2 had EHCPs, 1 went to Christ the King ASC Provision and 1 to mainstream school.

### **11.0 Summary**

11.1 In January 2017 Reading had less EHCPs in Early Years than some statistical neighbours: 2.0% of children under 5 years, compared to statistical neighbours Brighton & Hove 1.4% and Milton Keynes 3.3%. Reading had a significant decrease in early years EHCPs from 4.5% (January 2011), explained by a decrease of 13 EHCPs, from 2015-2017 when these children are likely to have moved out of Borough. There has been a consistent number of EHCPs initiated by Portage across these years, and subsequently, the number of early years EHCPs has significantly increased from 2017 (21) to January 2018 (32).

11.2 Portage are correctly identifying children who need an EHCP in place and getting these in place in a timely manner before starting school. Children who work with Portage make good outcomes shown by lessening gap between their developmental age and chronological age across all 5 developmental areas.

11.3 However, Portage only works with 70 families, and referrals to the PHV service are not equitable across Reading or from practitioners. Other EY EHCPs are requested by Snowflakes, Nursery schools and very small numbers by other EY settings or parents. It is likely that there are other pre-school children whose needs may be at a level that could require an EHCP.

11.4 In order to ensure an equitable EY SEND service for all children across Reading, an early years setting audit on SEND needs and practitioners knowledge was conducted and led to a training programme for EY settings on the identification of SEND and SEND processes, including the Early Years Inclusion Funding process. A new process has been put in place via the Inclusion Funding Panels to lead to an EHCP if needed.

11.5 Once identified as having SEND, Reading's early years children make good outcomes at a level comparable to national data, and Reading children are more school ready by the end of Reception than their statistical neighbours.



**12.0 Next steps:**

12.1 Parent/carer feedback on the progress made in ensuring early identification of early years SEND, meeting those needs and improving outcomes, across Reading.

12.2 Seek consultation with partners on improving targeted areas: (i) referrals to the Portage Home Visiting Service and (ii) earlier identification and provision for pre-school children with speech and language needs.

## Appendices

### Appendix 1 Portage Transitions to settings including maintained nursery, school nursery and school

Year:	Sept 2016-Sept 2017	Sept 2015-Sept 2016
No children seen	75	70
No children who transitioned in that year	37	39
No. children who transitioned in to a mainstream provision without EHCP	22	16
No. children who received EHCP following transition in to reception	1 so far	1
No. children who transitioned into specialist setting	5	4
No. children who transitioned into mainstream setting with EHCP	7	10
No. children who transitioned into specialist unit within a mainstream setting	0	2
No. children who transitioned into Snowflakes	3	6

#### Transition of Portage children with an Education, Health & Care Plan in place

Academic year	Case load	No. of children transitioning with EHCP	Snowflakes	Specialist school or CtK resource	Mainstream	Percentage to specialist & Snowflakes
2018-19	70	6	2	2	2	60
2017-18	70	17	3	7	7	59
2016-17	75	20	7	4	9	55
2015- 16	70	23	6	7	10	57

## Appendix 2 Sample of cases closed between September 2016 – September 2017 demonstrates progress made by individuals

Percentage difference between chronological age and developmental age was taken at beginning and end of input to evidence that input on the difference between a child's developmental age and chronological age.

Presenting need	Cognitive	Motor	Self Help	Socialisation	Speech and Language	Progress made as defined by the Send code of practise
UN/ASD	Gap lessened	Remained the same	Remained the same	Gap lessened	Gap lessened	5/5 areas
Down syndrome	Gap lessened	Gap widened	Gap Lessened	Gap widened	Gap widened	2/5 areas
UN/ASD	Gap lessened	Remained the same	Gap Lessened	Gap Lessened	Gap Lessened	5/5 areas
Birth Injury	Gap lessened	Gap Lessened	Gap widened	Gap widened	Gap Lessened	3/5 areas
ASD	Gap lessened	Gap Lessened	Gap Lessened	Gap Lessened	Gap Lessened	5/5 areas
Complex medical needs	Gap widened	Gap lessened	Gap widened	Gap widened	Gap Lessened	2/5 areas
UN/ASD	Gap lessened	Gap Lessened	Gap Lessened	Gap Lessened	Gap Lessened	5/5 areas
ASD	Remained the same	Gap Lessened	Gap Lessened	Gap widened	Gap widened	3/5 areas
UN/ASD	Gap lessened	Gap Lessened	Gap Lessened	Gap Lessened	Gap Lessened	5/5 areas
ASD	Gap lessened	Gap Lessened	Gap Lessened	Gap Lessened	Gap widened	4/5 areas
ASD	Gap lessened	Gap Lessened	Gap Lessened	Gap Lessened	Gap Lessened	5/5 areas
UN/ASD	Gap widened	Gap Lessened	Gap Lessened	Gap Lessened	Gap Lessened	4/5 areas
Genetic Disorder/ASD	Gap widened	Gap widened	Gap widened	Gap widened	Gap widened	0/5 areas

### Appendix 3 Criteria for Early Years Inclusion Fund

Local authorities, in consultation with their local early years providers, parents, and SEN specialists, are responsible for deciding the children for which the SEN inclusion fund will be used, with a focus on lower level or emerging SEN, since those with more complex SEN (broadly those children in receipt of an Education, Health and Care (EHC) plan) can receive additional funding via the high needs DSG block.

- The SEN inclusion fund is for 3- and 4-year-olds who are taking up any number of hours of free entitlement.
- 2-year-olds are not eligible to receive this funding.
- The Inclusion Fund is targeted at children with lower level or emerging SEND. This is defined as needs beyond the usual and expected range of developmental and learning needs found within an average population, and outside of the provision usually made to ensure effective learning and participation. They will have been identified following a process of formative assessment (ie over time) by the setting. Children with more complex needs may be eligible for a statutory assessment of their SEND which may lead to an Education, Health and Care Plan (EHCP).
- All early years providers who are eligible to receive funding for the 3- and 4-year old early education entitlement are also eligible to receive support from the SEN inclusion fund.
- Reference will also need to be made to the 'Early Years: Guide to the 0 to 25 SEND Code of Practice: Advice for early years providers that are funded by the local authority' (Sept 2014), which outlines statutory duties that relate to early years provision. <https://www.gov.uk/government/publications/send-guide-for-early-yearssettings>
- Evidence of what the setting has tried and the impact of interventions via the 'assess, plan, do, review' cycle must be shown via a provision map.
- The funding can be allocated for 1-3 terms with reviews and evaluations of impact and outcomes.
- By applying for this additional funding a setting is also agreeing to comply with the LA's audit processes and procurement regulations. The audit process may require the submission of invoices and / or evidence of quotes for equipment purchases.
- The process is for **Reading** children only; Out of Authority children in a Reading setting should refer to the LA to which the child lives.

- Settings should bring any applications to the cluster to which the setting belongs, not to the cluster group of the child's home address.
- Application forms have to be discussed and counter-signed by the child's parent/carer
- Priority for allocating funding to early years settings has been given to children with 'high need-low incidence'. Children who are already in receipt of additional funding, for example through an Education Health and Care Plan are not eligible for EYIF.
- Settings have been encouraged to provide the funded resources to the child when he/she is due for a transition. Thus, the resources do not only support settings into supporting individual children but also follow the children into their new settings and support their transitions.
- Additional support may be in the form of: • Resources to enable access. • Staff training. • 1:1 support will only be given for physical needs • Specific interventions & programmes related to Early Years Foundation Stage.