

# Guidance on **The Graduated Approach** for Early Years and using the **Northumberland Early Years Inclusion Toolkit**



Revised August 2021

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All documents and resources mentioned in this guidance can be accessed via the [Northumberland Early Years SharePoint Site](#). Please see the final section of this document for further details.

# 1. Introduction

*Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.* - EYFS 1.11 (2021)

The [EYFS](#) states that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Planning for each child's individual care, learning and development is a requirement of the EYFS. It also places particular emphasis on providing additional support to those children who have been identified as being 'not on-track'.

This document aims to support practitioners in developing the process of observing, assessing and planning for all children's individual needs and particularly those which may be a barrier to that child being on track. It will also support practitioners in providing for those children who require enhanced support and where the graduated approach needs to be implemented.

Identifying which children need additional support and deciding which actions are needed to support them is not always an easy task. This document aims to help the diverse needs of children by aiding practitioners to:

- Become reflective about their practice and how best to provide inclusive provision for all children.
- Work in close partnership with parents/carers and other professionals to help achieve the best possible outcomes for all children.
- Develop a systematic approach to identifying learning needs and responding appropriately to any difficulties, through implementing The Graduated Approach.
- Be aware of inclusion documents and materials available.

This guidance has been informed by, and should be read in conjunction with, the following documents:

- [Statutory Framework for the Early Years Foundation Stage](#) (2021)
- [Special Educational Needs and Disability Code of Practice](#) (2015)
- [Early Years: guide to the 0 to 25 SEND Code of Practice: Advice for early years providers that are funded by the local authority](#) (2014)

## 2. The Graduated Approach

As part of the ongoing Observation, Assessment and Planning (OAP) cycle, practitioners are required to regularly review the development and progress of all children throughout the early years. Where a child appears to be not on track, or where a child's progress gives cause for concern, practitioners should consider implementing the graduated approach.

Support provided through the graduated approach of Assess, Plan, Do and Review (APDR) cycle is carried out at two different levels as outlined below:

### Quality First Teaching (QFT)

Initial support will be provided through differentiating the provision made for all children in the setting, this is described as 'Quality First Teaching'. Inclusive provision is tailored to ensure all children's needs are met, enabling them to achieve the best possible educational and other outcomes. Parent/carers should be informed of this differentiated approach through general setting policies. There is an expectation that this is done within the existing budget of the school or setting.

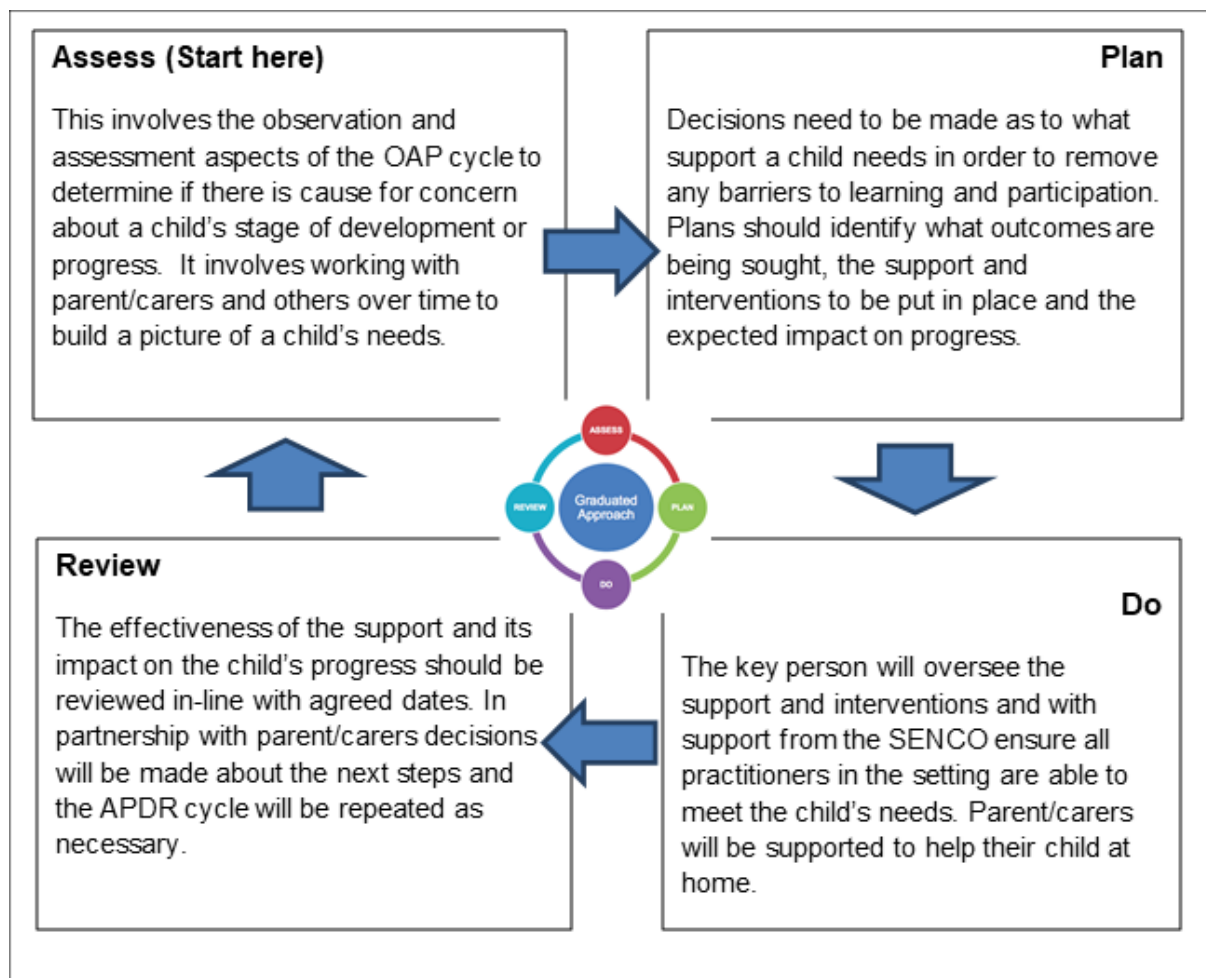
### Special Educational Needs (SEN) Support

Following a period of differentiated support through Quality First Teaching, settings will need to reassess the child's progress to determine if the child has special educational needs i.e., a learning difficulty or disability which calls for special educational provision to be made for them. SEN support is the provision made by all settings to meet a child's identified special educational needs. Parent/carers must be included in discussions around their child's needs and any SEN support provided.

The final section of this guidance document sets out Assess, Plan, Do, Review actions required by the SEND CoP at QFT and SEN support level and those considered good practice by Northumberland Local Authority.

**Schools [and settings] must not refuse to admit a child who has SEN (but does not have an Education, Health and Care plan) because they do not feel able to cater for those needs or refuse to admit them because they do not have an EHC plan. (Page 26 SEND CoP)**

## Assess, Plan, Do and Review (APDR) Cycle



## 3. The Northumberland Early Years Inclusion Toolkit

The Northumberland Early Years Inclusion Toolkit is a series of documents and resources recommended by Northumberland County Council for use in early years settings to record a child's needs and the planned actions for that child's care and education. If needed, the documents should support practitioners in implementing the graduated approach.

## Concerns about a child

Many children find transition to a new environment a challenge. Although some individual and specific needs can be identified on first meeting, or may be known due to previous assessments, it is very important to allow the child time to settle in and become comfortable with their new surroundings. This is a good time to be making general observations of all new children including their interests, abilities and dislikes. It is also an important time to get to know the child's family who are crucial partners in their child's care and education.

After this settling in period, if practitioners have concerns about any aspect of a child's development or well-being, this should be discussed with the child's parents/ carers, the setting manager and the Special Educational Needs Co-ordinator (SENCO) to decide what action is needed. At this point it may be appropriate to request the support of the Early Years Inclusion Consultants or open an [Early Help Assessment](#).

The following flowchart will help practitioners to know which steps to take once they have identified concerns about a child.

# Northumberland Early Years Inclusion Support

## Practitioner has concerns about a child

**Assess** the child using the Northumberland School Readiness Passport and the SEND Support Checker if appropriate

Practitioners should complete the self-directed training on 'The Graduated Approach' and 'Inclusive Practice in the Early Years'. These can be found on the [Early Years SharePoint Site](#)

**Plan** some short-term targets for the child using an Action Review Record or similar. Consider opening an [Early Help Assessment](#) and discuss referring to any external professionals such as Speech and Language or Portage if appropriate.

Complete a [request for inclusion support](#) if needed.

### Additional Funding Required

A need for additional support above what can be provided with Quality First Teaching is identified, the setting can apply for [EYSTAR funding](#)

### No additional funding required

The child's needs can be met with Quality First Teaching

## Review Child's Support Plan

Plan reviewed every 8-10 weeks

### Child is making limited progress

Long term support is required – gather evidence for a [COSA request](#)

### Child is making some progress

Further short-term support needed

### Child has made the necessary progress

Support plan complete

## Submit a Consideration of Statutory Assessment (COSA)

The Statutory Assessment, if agreed by the Local Authority SEND Commissioning Panel, will be a full education, health and care needs assessment, and may result in an Education, Health and Care Plan (EHCP) being issued. The EHCP will provide details of a child's needs and the provision that must be made to meet those needs and enable progress towards outcomes agreed by the family and all professionals involved.



Early Years Team October 2020

## 4. Using the Northumberland Early Years Inclusion Toolkit to Implement the Graduated Approach

### Step 1: Assess

#### Summative Assessment

Northumberland County Council promotes the use of the **Northumberland School Readiness Passport** as a summative assessment tool to assess all children. Children should initially be assessed using the School Readiness Checker. Children with SEND are likely to be found to be 'not on track' in one or more areas of learning. In this instance, after discussion with the child's parents, the child should be assessed using the SEND Support Checker. This is a much more refined assessment tool allowing for small steps of progress to be recorded. Progress is recorded in stages from 1-14 and is not linked to a particular age. This is to reflect the individual learning journey of children with SEND and takes into account that many children do not make progress in a linear way.

The SEND Support Checker uses the 4 broad areas from the SEND Code of Practice to assess children:

- Social, Emotional and Mental Health
- Communication and Interaction
- Cognition and Learning
- Sensory and Physical Needs

Social, Emotional and Mental Health Stage 5 ( Emerging )

1 2 3 4 5 6 7 8 9 10 11 12 13 14

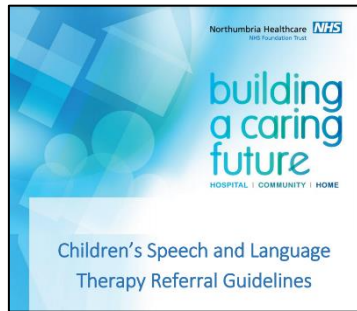
Seeks to gain attention in a variety of ways, drawing others into social interaction

Likes to be close to adult and may cry and try to follow (by looking, reaching or crawling) when familiar adult leaves room

Is wary of strangers

In addition to the passport, the toolkit includes some further assessment tools developed by Northumbria Healthcare NHS Foundation trust. The first is the **Children's Speech and Language Therapy Referral Guidelines**. This booklet can be used by practitioners to determine whether a referral to speech and language therapy is necessary for a child. The second is the **Occupational Therapy Screening Tool**. This booklet supports practitioners in deciding whether a referral to Occupational Therapy is necessary (although this must be made by a health practitioner such as the child's health visitor or paediatrician) and provides activity ideas for children who are not on track in their physical development.





## Formative Assessment

The Northumberland School Readiness Passport should be used as a summative assessment tool when assessing whether a child is on track at set intervals throughout the year. Alongside summative assessment, ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

\* \* \*

The EYFS (2021) states that:

*When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.*

\* \* \*

As such, Northumberland does not prescribe a method for collecting formative assessment; all settings have their own way of recording observations about a child.

## Gathering the views of the child and their parents/ carers

### The Child's views

It can be difficult to know how to gather a very young child's views about their support and what they want to achieve. This difficulty may be compounded when a child has additional needs meaning they struggle to communicate. As practitioners working with the child, you know them very well, so one of the best ways to gather their views is through observations of their play which are then recorded in an All About Me or One Page Profile.

You may have your own All About Me document or you can use the **All About Me** section of the School Readiness Passport. This has a specific SEND Support section detailing the child's strengths and needs. It's good practice to fill this out in conjunction with the child's parents.

### Parent/ carer views

It's vital that parents and carers are involved in all decisions made about their child, especially if you are concerned about their child's progress. A child's family are the people who know them best and will be able to help you when planning for their support and thinking about their aspirations. Gathering the views of parents and writing individual targets in conjunction with them will ensure a joined-up approach between home and childcare and help the child to progress. The **parent/carers view form** can be used to gather the views of parents and carers.

## Step 2: Plan

Once a child's needs have been identified, the next step is to plan for the support they will need, to remove any barriers to their learning. This is done by setting some short term, individualised targets for the child. These targets should be set in conjunction with the child's parents/ carers. If the child has support from other professionals (for example a speech and language therapist, or portage), they should also be involved in discussion when setting targets. If a child has other professionals involved, they will probably have targets from them too. You should use these targets to inform the targets for the child in your setting.

The **Inclusion Grid** is split into the 4 broad areas from the SEND code of Practice. It can be used to record a child's strengths and areas of need, and plan for actions, strategies and interventions that will be used both in the setting and at home to support the child.

Inclusion Grid			
Child's name:	Esme Potter	Key Worker:	Katie
Date of birth:		SENCO:	Pippa
Setting:	Little Buds nursery	Date:	
Parents/carers names:	Emma & David Potter		

Communication and Interaction	What can the child do? What do they struggle with?	What Actions, Strategies and Interventions will be used? (Include what will be used both at home and in the setting)
Understanding Language	Northumberland Speech and Language Screening Assessment- Working at a 3 words level understanding.  Every Child's a Talker Monitoring Tool- Understanding age below actual age.	<b>Nursery-</b> To use 3 word level instructions and provide visual prompts to support understanding. <b>Home-</b> To use 3 word level instructions and use visual prompts to support changes in routines.
Talking and Speech	Northumberland Speech and Language Screening Assessment- Speech sounds s, d, t not being pronounced correctly. Use of grammar/tense inconsistent.  Every Child's a Talker Monitoring Tool- Confident to speak to familiar adults and children. Beginning to use some more complex sentences. Questions why things happen and gives reasons why.	<b>Nursery-</b> Model, encourage and reinforce correct speech sounds for s,d and t sounds. Plan activities that focus on saying words containing these sounds. Model the correct grammar/tense and remodel when Esme uses the incorrect tense. Praise her when she uses the correct tense. <b>Home-</b> Complete activities that support the activities carried out at nursery (nursery to provide). Encourage Esme to talk about what she is doing, try to get involved in her imaginative play.

The **Action Review Record** can be used to set specific outcomes that a child will be working on. These outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Time based) and should be a reflection of things that the child is working on whilst they are in their childcare setting. The toolkit includes a document on **Top tips for Writing SMART Outcomes**. These outcomes can be thought of as a personalised curriculum for the child and outcomes should be taken from your assessments of the child or other professionals.

Action Review Record			
Name of setting:	Little Buds Nursery	Cycle number:	1
Key Worker:	Katie	SENCO (author):	Pippa
Name of Child:	Esme Potter	Child's DOB:	20.6.2016
Parent/carers Names:	Emma & David Potter	EY Inclusion Consultant:	Amy Cowan
Start Date:	1.4.2020	Review Date:	4.5.2020

Planned outcomes SMART - Specific, Measurable, Achievable, Realistic, Timed	Actions to achieve the planned outcome	Funding  Does this outcome require additional funding?	Was the outcome achieved? Please give details (to be completed at review)
To tolerate one other child in her play	<ul style="list-style-type: none"> <li>Support Esme using small group times with her and one other child, focusing on turn taking activities that follow her interest.</li> <li>To monitor and support Esme during her play to model turn taking and sharing.</li> <li>Support Esme using small group work and circle time activities based around PSE to build her relationships with other children.</li> </ul>	<b>Additional staff time required:</b> Adult to support small group times & circle time = 1 hour per day  <b>Additional resources required with prices:</b> Pop up pirate game - £6.50	

It is not necessary for settings to use both the inclusion grid and action review record. It is up to the practitioner, manager and SENCO to decide which format works best for them. However, if a setting wishes to apply for additional funding to support the child (either EYSTAR Funding or a COSA Request), an action

review record or similar will be required for this and an inclusion grid will not be accepted for funding requests.

More information about additional funding requests can be found on the [Early Years SharePoint Site](#).

## Step 3: Do

This is where the outcomes written on the **inclusion grid** or **action review record** are put into practice. Settings will need to ensure that everyone working with the child knows what the desired outcomes are and how to implement them. Staff knowledge and training will need to be considered. If the child has support from other professionals, they can be contacted to demonstrate or explain any strategies they have suggested. Parents/carers should be supported at home to implement strategies and ensure a consistent approach.

The child's key person should oversee the planned interventions, with the support of the SENCO. However, this does not mean that they should be the only one who works with them on their individual outcomes, it is important for all children to work with a range of practitioners. Northumberland County Council does not advocate the model of having a '1:1 support worker' for a child, recognising the benefits that working with different adults can bring to the child's development. Additionally, children will benefit from time where they can learn independently or in a small group, as well as having time 1:1 with an adult.

## Step 4: Review

The **action review record** or **inclusion grid** should be reviewed every 8-10 weeks in conjunction with parents and other involved professionals. It may be decided at this review that the child has made sufficient progress and no longer needs a support plan in place, or it may be that some new outcomes are set (see flowchart on page 7). If it is decided that the support plan should continue, the cycle of assess, plan, do and review should start again.

## 5. The Graduated Approach – Good Practice Guidance for Quality First Teaching and SEN Support

Assess - Quality First Teaching	
You <b>must</b> do this because it is SEND Code of Practice 2014 Legal Requirement and EYFS statutory Framework:	You <b>could</b> do this because it is Northumberland guidance on good practice:
<ul style="list-style-type: none"> <li>• Ongoing (formative) assessment through observation to understand child's:               <ul style="list-style-type: none"> <li>○ Level of achievement</li> <li>○ Interests</li> <li>○ Learning styles (characteristics of effective learning)</li> <li>○ Progress in learning and development</li> </ul> </li> <li>• Complete the EYFS progress check at age 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation, Assessment and Planning Cycle (OAP cycle).</li> <li>• Gather the views of parent/carers remembering that they know their child best.</li> <li>• Assessment of stage of development e.g. is the child 'on track' or 'not on track'.</li> <li>• Pass completed Progress Check at age 2 to Health Visitor with parent/carers permission (in line with agreed protocols of Integrated Review).</li> <li>• Gather the child's views using the All About Me section of the passport.</li> <li>• Gather information from other professionals e.g. Children Centres, childcare providers, Health Visitors (HV) Integrated Review.</li> <li>• Implement in-house systems for assessment moderation.</li> <li>• Attend Local Authority moderation if appropriate.</li> </ul>

Assess – SEN Support	
You <b>must</b> do this because it is SEND Code of Practice 2014 Legal Requirement and EYFS statutory Framework:	You <b>could</b> do this because it is Northumberland guidance on good practice:
<ul style="list-style-type: none"> <li>• Identify that the child needs SEN support.</li> <li>• Key person works with SENCO and parent/carers to assess and analyse child's needs.</li> <li>• Review outcome of previous support and progress.</li> <li>• Where little or no improvement in progress, identify other agencies for specialist assessments and/or support.</li> <li>• Where professionals not already working with setting, SENCO to contact with parent/carers agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake further detailed assessments appropriate to area of concern e.g. use the SEND Support Checker on the Passport.</li> <li>• Use support/therapy services own referral criteria to decide if further specialist assessments are needed e.g. Speech and Language referral guidelines.</li> <li>• Through discussion with parents/carers, summarise child's current stage of development, at home and in the setting.</li> <li>• Identify ways to gather information regarding child's views/interests/needs - e.g. by completing the All About Me.</li> <li>• See <a href="#">Northumberland County Council website</a> for EHA information.</li> </ul>

<ul style="list-style-type: none"> <li>• Use Early Help Assessment (EHA) to identify if child and family have wider needs.</li> </ul>	
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Plan – Quality First Teaching	
You <b><u>must</u></b> do this because it is SEND Code of Practice 2014 Legal Requirement and EYFS statutory Framework:	You <b><u>could</u></b> do this because it is Northumberland guidance on good practice:
<ul style="list-style-type: none"> <li>• Assign each child a key person.</li> <li>• Plan challenging and enjoyable experiences for each child in all areas of development.</li> <li>• Plan for the different ways children learn.</li> <li>• Shape learning experiences to reflect assessments.</li> <li>• Engage and support parent/carers in guiding their child's development at home.</li> <li>• Respond to observations that parent/carers share.</li> <li>• Plan to achieve a well-qualified and skilled staff team.</li> <li>• Adopt a multi-agency approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and/or embed an effective Inclusion Policy.</li> <li>• Plan and regularly update your 'Local Offer'.</li> <li>• Provide an environment matched to children's learning and development needs.</li> <li>• Plan what changes will be made to help the child make progress.</li> <li>• Establish a policy for working in partnership with parent/carers.</li> <li>• Reflect on how to use the training and consultancy elements of the Early Years (EY) Service Level Agreement (SLA) and/or other support you access.</li> <li>• Plan to attend LA Inclusion and EY network meetings.</li> <li>• Work in partnership with other agencies e.g. Health Visitors, Children's Centres.</li> <li>• Establish locality transition policy.</li> <li>• Research and identify effective use of early year's pupil premium.</li> </ul>

Plan – SEN Support	
You <b><u>must</u></b> do this because it is SEND Code of Practice 2014 Legal Requirement and EYFS statutory Framework:	You <b><u>could</u></b> do this because it is Northumberland guidance on good practice:
<ul style="list-style-type: none"> <li>• Parent/carers formally notified that SEN support to be provided.</li> <li>• Key person and SENCO consult parent/carers to agree: <ul style="list-style-type: none"> <li>○ Outcomes being sought</li> <li>○ Interventions and support</li> <li>○ Expected impact on progress</li> <li>○ Date for review</li> </ul> </li> <li>• Plan takes child's views into account.</li> <li>• Select appropriate interventions based on evidence of effectiveness.</li> <li>• Staff development needs identified and addressed.</li> <li>• Parent/carers supported to reinforce interventions at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete EHA action plan, where necessary.</li> <li>• Use the Inclusion Grid to identify, agree and record with parents/carers, and considering the views of the child, what the setting and parent/carers will do next. Consider if input from outside professionals will be required to achieve the outcomes planned for the child and if so, make appropriate referrals.</li> <li>• Use the Action Review Record to identify specific outcomes linked to prioritised areas of need. Plan actions, specific strategies and interventions to help achieve these outcomes for the half term/term ahead.</li> <li>• Share any actions with the full staff team to ensure a consistent approach.</li> <li>• Key person to provide support to parents/carers to plan how actions will be implemented at home and signpost parent/carers to the LA Local Offer information, where appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorporate the identified outcomes for the child into general setting planning (including frequency of interventions/staffing required etc.)</li> <li>• Consider if additional support will be required to enable the setting to meet the child's needs and how this might be provided. If necessary, complete <a href="#">application form for EYSTAR funding</a>.</li> <li>• Reflect on how to effectively use the training and consultancy elements of the LA <a href="#">Early Years' Service Level Agreement (SLA)</a>.</li> <li>• Identify relevant support e.g. <a href="#">request support from an Early Years Inclusion Consultant</a>.</li> </ul>
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Do – Quality First Teaching	
You <b>must</b> do this because it is SEND Code of Practice 2014 Legal Requirement and EYFS statutory Framework:	You <b>could</b> do this because it is Northumberland guidance on good practice:
<ul style="list-style-type: none"> <li>• Monitor and review the progress of all children.</li> <li>• Keep parent/carers up to date with child's progress and development.</li> <li>• Promote teaching and learning to ensure children's 'school readiness'.</li> <li>• Provide educational programmes to meet all children's needs.</li> <li>• Help children work towards the early learning goals.</li> <li>• Implement the curriculum through planned purposeful play and a mix of adult led and child initiated activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a system to track children's progress towards the Early Learning Goals (ELGs) e.g. by using the School Readiness Passport.</li> <li>• Work in partnership with parent/carers e.g. jointly create learning journals, offer parent/carers meetings, make home visits etc.</li> <li>• Provide information to parent/carers on expectations for 'readiness' for the next setting.</li> <li>• Implement universal good practice programmes e.g. Phase 1 Letters and Sounds, Launchpad for Literacy.</li> <li>• Analyse data in partnership with other EYFS providers in order to meet locally identified 'school readiness' needs.</li> <li>• Work with previous or next provider to maximise progress at transition.</li> </ul>

Do – SEN Support	
You <b>must</b> do this because it is SEND Code of Practice 2014 Legal Requirement and EYFS statutory Framework:	You <b>could</b> do this because it is Northumberland guidance on good practice:
<ul style="list-style-type: none"> <li>• Key person remains responsible for working with the child on a daily basis.</li> <li>• Ongoing support from SENCO to key person to: <ul style="list-style-type: none"> <li>○ Oversee implementation of the agreed interventions</li> <li>○ Assess child's response to action taken</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Amend physical environment, where necessary.</li> <li>• Key person supports all staff to implement actions on the Action Review Record to achieve the planned outcomes for the child through a whole setting, inclusive approach.</li> <li>• Staff access relevant professional development opportunities e.g. EY SLA, other relevant professionals etc. Staff feedback learning to wider staff team and setting ensure it is implemented by all.</li> </ul>



<ul style="list-style-type: none"> <li>○ Problem solve and advise on the effective implementation of support</li> <li>○ Implement strategies and interventions from other professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with other professionals to integrate their targets and carry out activities alongside those identified by the setting.</li> <li>• Work closely with parent/carers and support them to implement identified strategies at home.</li> </ul>
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Review – Quality First Teaching	
You <b><u>must</u></b> do this because it is SEND Code of Practice 2014 Legal Requirement and EYFS statutory Framework:	You <b><u>could</u></b> do this because it is Northumberland guidance on good practice:
<ul style="list-style-type: none"> <li>• Review and address any learning and development needs in partnership with parent/carers.</li> <li>• Review child's progress with parent/carers between 24-36 months to identify strengths and areas where progress is less than expected.</li> <li>• Review child's learning and development needs with year 1 teacher on transfer to Key Stage 1.</li> <li>• Share summative assessments with parent/carers.</li> <li>• Identify whether a child has SEND.</li> <li>• Have arrangements in place that include a clear approach to assessing children's special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and adapt environment in response to need.</li> <li>• Review with parent/carers how child has settled into the setting after initial few weeks.</li> <li>• Review and agree any further actions identified resulting from assessments of need.</li> <li>• Review child's learning needs with next setting during transition.</li> <li>• Establish effective transition policy in line with locality transition policies including e.g. accuracy and robustness of assessment judgements.</li> <li>• Review effectiveness of Early Years Pupil Premium (EYPP) on target groups.</li> <li>• Review if there is a need to progress to SEND support and Early Help Assessment (EHA).</li> </ul>

Review – SEN Support	
You <b><u>must</u></b> do this because it is SEND Code of Practice 2014 Legal Requirements and EYFS statutory Framework:	You <b><u>could</u></b> do this because it is Northumberland guidance on good practice:
<ul style="list-style-type: none"> <li>• Key person and SENCO work with parent/carers to: <ul style="list-style-type: none"> <li>○ Review the child's progress in line with the agreed date</li> <li>○ Evaluate impact and quality of support</li> <li>○ Agree any changes to outcomes and support in light of child's progress</li> <li>○ Plan next steps</li> </ul> </li> <li>• Revisit 'Assess, Plan, Do, Review' (APDR) cycle of action to identify best way of securing progress.</li> </ul>	<ul style="list-style-type: none"> <li>• In partnership with parent/carers, review and record the child's progress towards the planned outcomes both at home and in the setting using the Action Review Record.</li> <li>• Where additional funding is in place, setting reviews level of support to establish if this continues to be appropriate to meet the needs of the child in the setting.</li> <li>• If necessary, review appropriate policies (e.g. inclusion, admissions, behaviour, equality and diversity, intimate care etc.)</li> <li>• Review the SEN Support cycle of 'Assess, Plan, Do, Review' and decide in consultation with EYIC if consideration of statutory assessment is required or review current EHCP plan if already in place.</li> </ul>



	<ul style="list-style-type: none"> <li>• Review EHA action plan.</li> <li>• Work collaboratively with parent/carers to plan for any upcoming transition and share information with receiving provision.</li> <li>• Review the child's assessments on the School readiness Passport (Steps to School Readiness and SEND Support Checker), share with parents and discuss next steps.</li> </ul>
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## 6. Links to Resources and Documentation

Blank copies of Northumberland Early Years Inclusion Toolkit documents can be accessed on the Northumberland Early Years SharePoint Site.

Those who already have access to the site can sign in [here](#).

Those who do not have access to this site can sign up by filling out [this short form](#). You will then be sent an email with instructions on how to log in.

Once you have access to the site, click the links below to take you straight to the relevant document or page:

[Northumberland Early Years Inclusion Toolkit](#) – Main Page

### **Assess**

[Northumberland School Readiness Passport](#)

[Speech and Language Therapy Referral Guidelines](#)

[Occupational Therapy Screening Tool](#)

[Parent/ carer view form](#)

### **Plan, Do and Review**

[Inclusion Grid](#)

[Action Review Record](#)

[Top tips for Writing SMART Outcomes](#)