

# A Graduated Approach to Identifying and Planning for needs in the Early Years

When concerns are raised by Parent or Staff –Key staff need to

- Consider what is happening in the child's wider life and circumstances by talking to parents
- Reflect on your environment, practice and routines
- Carry out observations on the area causing concern
- Think about what is developmentally appropriate considering age/stage
- Talk with other members of staff and the setting SENCO
- Have a planned meeting with Parents

This may result in one of three following options A, B or C

B

Action may include:

- Increased **differentiation**
- Focussed observation and assessment
- Regular involvement and review with Parents
- Advice from Area SENCO with parental permission and Consultation Request Form
- Add to **SEN Profile (Early intervention)**

Child makes progress.  
Continue **differentiation** and monitor progress at **Early**

Despite **SEN Support** the child makes little or no progress  
Consider external referrals through the Barnet Child Development Team  
**OR**  
a child starts at setting with referrals already made  
**OR** professionals already involved.  
Assess, plan, do, review cycle continues with additional professional advice  
Possible application for additional resources

Child makes progress  
Assess, plan, do, review cycle continues with additional professional advice/resources

A

Concerns resolved  
no further action

C

Child moves to **SEN support** and is placed on the **SEN profile**. The child has an Individualised **SEN Support Plan**. Parents and Area SENCO involved

- Assess
- Plan
- Do
- Review

Child makes progress  
either continue **SEN Support Cycle**  
**OR**  
move to **Early intervention** and monitor progress

Child makes little or no progress.  
The outcome of the review is to request an Education Health and Care Needs Assessment.  
This may lead to an **EHC Plan** and additional resources