

# **Worcestershire's Early Years SENDCo Autumn Cluster 2024**

# Housekeeping

- This meeting is a live event – please mute yourself. If you want to ask a question, please type your message in the chat and we will respond
- Please note we may not be able to cover all questions raised today, but please do not hesitate to contact one of the team after the event if you need further information or guidance

# Agenda

- Focus OT activities Louise Boother
- Updates from ISS – what do we need to tell you!
- Early Years Assessment/Early Support Update
- IPM Update
- Ofsted updates
- Some free resources to check out
- A document reminder: how we can remove barriers for children with additional needs and how to be the most inclusive we can
- Funding and monitoring dates and information
- Upcoming training and some free training
- New cluster dates
- What Focus for our next cluster meeting? Over to you
- Area SENCo Inclusion Surgery
- Early Years Inclusion team helpline

# Focus on motor skills

Introducing Louise Boother  
Paediatric Occupational  
Therapist

# Supporting fine and gross skills in the Early Years Setting

Louise Boother

Children's Occupational Therapist



# Herefordshire and Worcestershire Health and Care

NHS Trust



# What skills do we need to complete this task?

- Core stability
- Shoulder strength
- Balance
- Body awareness
- Bilateral integration
- Crossing midline
- Pincer grasp
- Hand strength

# Core Stability and Shoulder Strength





# Balance and Body awareness



# Bilateral integration and Crossing Herefordshire and Worcestershire the Midline



# Pincer Grasp and Hand Strength



# Functional Tasks



Your Kids OT



## Resources

- [Paediatric Therapy - Information, advice and resources | Herefordshire and Worcestershire Health and Care NHS Trust \(hacw.nhs.uk\)](https://www.hacw.nhs.uk)
- [Tiny Happy People - Activities for 2-3 year olds \(bbc.co.uk\)](https://www.bbc.co.uk/3/health/2014/04/140423_tiny_happy_people.shtml)
- OT Advice Line – Wednesday 9am - 12pm and Thursdays 1pm – 4pm 07562 436633

# Updates

Anything new in ISS (Inclusion Support Services) this academic year?

Over to Dr Louisa Jones

# Early Years Inclusion Process

Running since November 2023

- 834 notifications
- 125 CCN team
- 459 Early Years Inclusion Team

Proposed changes:

- Re-introduction of setting level support
- Individual support linked to prioritisation process based on vulnerability factors

# Enhanced Provision update

- Dingley's Promise have been commissioned to provide two enhanced provisions in central Worcester and Droitwich.
- Follow this page for any updates:

<https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/news-updates-and-feedback>



# Timings of an EHCNA

- Worcestershire County Council are asking for the EHCNA's to be in by half term October 2024 for children who may need a specialist provision when they are school age

# EYFS Early Support Tracking document

- We are pleased that the new national EY SEND Assessment tool has now been launched through the DfE and Dingley's Promise and is live on their websites.

[Help for early years providers : SEND assessment guidance and resources \(education.gov.uk\)](https://www.education.gov.uk)

- We are currently looking into the best way of working with this
- We will inform you as soon as we know of the launch date, so watch this space.....

In the meantime continue with Early Support Tracking document

# IPM update

- We are currently looking at updating our IPMs to be more child-friendly
- Watch this space
- We will let you know when it's updated

# Ofsted Updates

From the recent Ofsted consultation, it appears settings can now expect a new inspection framework and more scrutiny over how inclusive they are. In the evaluating SEND provision section, it says there should be a greater focus on individual learners' needs

- <https://dingley.org.uk/our-statement-ofsted-consultation-findings/>

# Resources to check out

## Resources for Practitioners - Dingley's Promise

**Dingley's Promise**  
Transforming the Early Years for children with SEND

**SENSORY STORIES**

A sensory story follows a simple narrative which usually combines a sentence or two, from the book with a sensory experience which helps bring the story to life. For example, in a story where it is raining you might watch water drip through a colander or if the characters are walking along the beach, you might put your feet into sand. It is important to think about all the senses, touch, sound, smell, taste, and visual stimuli, and how these appropriately match the story. Sensory stories are a great way for children to engage in stories in new and different ways rather than listen to adult or watching the pages being turned.

Within our centres our children regularly enjoy sensory stories to support their development of interaction, attention, and early literacy skills. It is important to make story telling a fun and engaging experience as this widens the learning opportunities for each child and supports our children in growing a love for books, stories, and their imagination. As children become familiar with regularly repeated stories, they often seek to take the lead on the next sensory prompt or begin to repeat singular words or short phrases as their confidence to communicate them grows.

Creating your own sensory stories at home takes just a little preparation followed by time enjoying the interaction with your child and repeating this as you both become increasingly familiar. You can grow your collection of sensory stories, however, do not feel pressured to keep creating new exciting experiences as you will be able to see your child's familiarity and confidence to participate grow the more they are exposed to the same opportunity. Don't forget to get involved and show your child how to play with your collection of items as they may not know what to expect at first.

@dingleygroup @dingleypromise @dingley dingley.org.uk

**Dingley's Promise**  
Transforming the Early Years for children with SEND

**OUTDOOR PROVISION**

Outdoor learning is an integral part of what we do in our Early Years as it can offer so many experiences and opportunities for our children. We know that for many children the opportunities they have to spend time outdoors is limited, and through our knowledge of each individual child we can offer a range of experiences to support and enhance their cultural capital as they grow with us.



**the seven areas of learning** PD, C&L, PSED, M, L, UW, EAD

Engaging outdoors supports children's learning holistically. By introducing child centred and open-ended resources the opportunities for children in the outdoor environment can be extended even further. When considering the organisation of your outdoor space, reflect on the areas of learning and look at how they will interlink as children begin to deeply engage with what is provided for them.


**Example - the mud kitchen**

Resources: pots, pans, colanders, spoons, jugs, whisks all of varying sizes. Mud, water, leaves, herbs, flowers, all accessible. Waist height and floor height surfaces. Clipboard with paper, hand grip appropriate pencils, recipe cards.

Learning opportunities: hand eye coordination, core and midline strengthening, counting items, measuring, tipping and pouring, using their imagination, problem solving, communicating with others, expressing their needs and ideas, turn taking, mark making, exposure to written language, exploring cause and effect and trial and error.

*Does this cover all seven areas of learning?*

**Role of the adult**  
Introducing new language  
Repeating familiar language  
Intensive interaction  
Playing alongside  
Modelling new skills  
Observing and listening



**Dingley's Promise**  
Transforming the Early Years for children with SEND

**LOW AROUSAL ENVIRONMENTS**

A low arousal approach aims to reduce individual stress responses to triggers in the environment. It helps the individual to feel more in control and so increases a sense of calm and confidence, reducing overwhelm and adverse reactions to the environment. It is particularly useful for autistic children, ADHD children or those with sensory processing difficulties. It provides a gentle approach self-regulation and positive behaviours by addressing some of the causes.

Remember - children do not yet have the tools to cope with the things that trigger their overwhelm, strong emotions or meltdowns, otherwise they wouldn't have them.

**Essentials to remember with the low arousal approach:**

- Predictability
- Sensory input for the individual (smells, sights, textures etc)
- Organisation
- Evaluating our own responses

- Make a list of known triggers for children - this could be loud noises, physical touch, direct eye contact etc. The more you can eliminate or compensate for these, the less on edge a child will feel.
- Reduce visual overwhelm - this could be backing all displays in the same calming colour, ensuring the walls are free from clutter and unnecessary posters, reviewing the décor and replacing busy wallpapers with calm neutral colours such as white or cream.
- Organise the environment - put toys into drawers with clear picture labels; not every toy has to be available continuously, some could be requestable. If you have large open shelves add a sliding curtain to reduce overwhelm of choice.
- Have a predictable rhythm to the day - this does not mean activities have to be the same everyday. Establish key parts of the day and keep them predictable - for example at a mealtime the steps to the meal will happen in the same order every day. Children will learn the order and feel calmer having the predictability.

# Reminder of other SEN/ Support Resources and websites

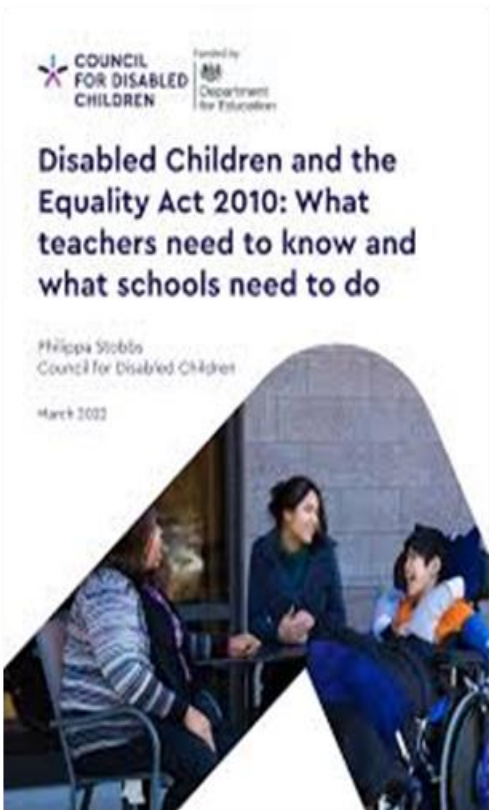
A range of information specific to parent and carers of children with SEN is also available on the SEND Local Offer:

<https://www.worcestershire.gov.uk/sendlocaloffer>

Stay informed in any news updates (eg bulletins)

[Worcestershire Early Years Community Page |  
Worcestershire County Council](#)

If you haven't yet checked out this document, it's a useful reminder about removing barriers to ensure you're following the Equality Act –written by the Council For Disabled Children March 2023



- It reports on the need to be anticipatory and proactive with reasonable adjustments, for example, re-arranging furniture so that it helps children with visual, hearing or sensory or from accepting children with neurodivergent conditions may benefit from being allowed to move around more, as well as having quiet spaces and regular breaks. It shares examples of what discrimination might look like, eg A playgroup leaves a child behind when the rest of her group goes to the park to see a puppet show. The child has learning difficulties and the staff consider that there is no point in taking her as she will not understand the show. This is direct discrimination. In some circumstances it may be necessary to treat a disabled child more favourably than a child who is not disabled, for example, by waiving a policy or by making particular provision for a disabled child that is not available to their non-disabled peers. It is not direct discrimination against a non-disabled child to treat a disabled child more favourably.  
[https://councilfordisabledchildren.org.uk/sites/default/files/uploads/attachments/Equality%20Act%20Guide%20for%20EY%20-%20FINAL2\\_0.pdf](https://councilfordisabledchildren.org.uk/sites/default/files/uploads/attachments/Equality%20Act%20Guide%20for%20EY%20-%20FINAL2_0.pdf)

## Remember:

Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised-identifying need at the earliest point and the making effective provision improves long-term outcomes for children.

P79 5.4 SEND Code of Practice



# Early Years Inclusion Funding dates

## GR4 Challenge and Exceptional Funding Applications

[Online inclusion funding application process | Worcestershire County Council](#)

Deadlines for Funding applications:

Spring Term 2025 21st November 2024

Spring Term 2025 23rd January 2025

Summer Term 2025 13th March 2025

Summer Term 2025 24th April 2025

Monitoring Form Return Deadlines:

Autumn Term 2024 Between the 1st – 15th November 2024

Spring Term 2025 Between the 1st – 15th February 2025

**DON'T FORGET TO APPLY FOR CHALLENGE and EXCEPTIONAL THE CHILD MUST BE KNOWN TO THE EYIP**

# Autumn/Spring Term 24 Training Courses

Some courses to look out for:

## Autism in the Early Years

11 December 2024, 6.30pm to 8pm, virtual delivery, course code: 10003 / 90160

05 February 2025, 4pm to 5.30pm, virtual delivery, course code: 10003 / 90161

02 April 2025, 6.30pm to 8pm, virtual delivery, course code: 10003 / 90162

## EY 10496 - Annual Reviews of EHCPs

03/12/2024 19:00 - 20:00, virtual delivery, course code: 90067

13/05/2025 17:00 - 18:00, virtual delivery, course code: 90068

## How to complete an EHCNA

18 November 2024, 7pm to 8pm, virtual delivery, course code: EY 10495 / 90064

04 February 2025, 5pm to 6pm, virtual delivery, course code: EY 10495 / 90065

## IPMs and Smart Outcomes

08 October 2024, 7pm to 8pm, virtual delivery, course code: EY 10494 / 90062

01 April 2025, 5pm to 6pm, virtual delivery, course code: EY 10494 / 90063

## SCERTS: Social Communication Emotional Regulation Transactional and Support

Course code on CPD: 10462 – please only request Stage 1 for your lead SENCo / manager within your setting or school, it is their responsibility to share with the team

# Solihull approach

- Some free training:
- [https://inourplace.heiapply.com/online-learning/register\\_new?plan=Fri081354-C23](https://inourplace.heiapply.com/online-learning/register_new?plan=Fri081354-C23)
- PARENTSROCK is the access code
- Additional needs section
- Can just tick resume if you leave the course and return later
- (You have to complete the module before moving to the next page – but you can scroll to the bottom of each page and click next to go onto the next page)

## Any further information

### Next cluster date:

04.03.25 Virtual delivery 4-5.30 pm  
EY10160/90070

In the meantime, check out updates through:

<https://my.newzapp.co.uk/t/share/2685103/f5174a46-3848-4460-9ac3-a55d6f700453> (select Early years)

[https://www.facebook.com/WorcsEarlyYears/?\\_rdr](https://www.facebook.com/WorcsEarlyYears/?_rdr)  
Worcestershire Children First Early Years Facebook Page



## Focus feature – over to you!

Please pop in the chat topics you might like to discuss in future SEND Cluster meetings:

Things you may want to consider:

- PD Outreach referral and provision?
- How to involve parents
- How do we measure Impact of SEN support/  
Use of GR funding (monitoring forms)
- What does that mean?

EG: Have you been given a strategy, and you are not quite sure what it means or how to deliver it? Or any of your own ideas? Let us know!

## **Inclusion Surgeries with the Area SENCos offer**

Inclusion Surgeries will continue this year. (The purpose of the telephone meeting is to discuss more complex Inclusion issues with an Area SENCo).

Our surgeries this term will be on: 22.10.24 and 10/12/24 1:30 – 3:30

Booking is essential as places are limited. To book your place you will need to add your name and number onto this document

[https://docs.google.com/document/d/1cWhuv7MJiQbV\\_gkskUGxfRnIADU7M7iPwhZT-SQv4sE/edit?usp=sharing](https://docs.google.com/document/d/1cWhuv7MJiQbV_gkskUGxfRnIADU7M7iPwhZT-SQv4sE/edit?usp=sharing)

**Further sessions will be available during the Spring term 2025**

## The Early Years Inclusion Team Inclusion Helpline

- Every Tuesday & Thursday afternoon (term time only) between 1pm – 3pm there will be an Inclusion Officer able to take your phone calls.
- The remaining times within the week, someone may answer, or we ask that you leave a voicemail for us to get back to you.
- Inclusion helpline and answer machine: 01905 843099
- Inclusion helpline email: [eyinclusion@worcestershire.gov.uk](mailto:eyinclusion@worcestershire.gov.uk)

Follow us on Facebook for updates

[https://www.facebook.com/WorcsEarlyYears/?\\_rdr](https://www.facebook.com/WorcsEarlyYears/?_rdr)

Website:

<https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/improving-schools-and-settings/information-early-years-and-childcare-settings/early-years-inclusion>

Sendiass:- <https://www.worcestershire.gov.uk/sendias>

**Thank you for your  
participation in the Autumn  
term cluster!**