

THE EARLY YEARS SPECIAL EDUCATIONAL NEEDS SERVICE

ANNUAL REPORT

September 2017 - September 2018

'Working creatively together to inspire and empower children, young people and their families and communities to be the best they can be: safe, healthy, happy, learning and working'

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Summary of Service Key Achievements 2017-2018:

- Completion of expansion of EYSEN Clinic helpline
- Functioning roles of Specialist teacher TILR position established. Including representation at county panels and involvement in strategic work and meeting together as senior leadership team to progress the service
- Completion of Social Communication EYFS Small Steps profile, downloaded to flash drives and available for purchase.
- Practice improvements including extension of use of IT, including initial purchases of Tablets to replace laptops.
- Completed second phase of traded training services, especially through bespoke training opportunities with PVI sector.
- EYSEN Representation on the DCC Sensory Processing Steering group
- Revised Service Level Agreements for DPS and EYSENST, revised report writing procedures- overall streamlining of workforce and their responsibilities to maximise service delivery.

- EWB Policy written and practices initiated in both team and base meetings to foster support and wellbeing of all staff. First steps in establishing EWB policy for the team.
- Initiation of baby signing group
- Progression of QDD process with SEN Improvement Officer – self-evaluation completed
- Workbook has become a very effective tool for admin processes. All BSA's are now familiar with and work to good time frames. Ripley BSA is increasing working as BSA to the early year's panel. Initial investigations regarding team data on Synergy have begun.
- Initial steps towards monitoring children's learning through teacher's moderation

In many ways this has been a year of consolidation and embedding best practice.

Head of Service DCC Strategic Achievements

- Continued involvement in Sensory Processing steering group- leading in CPD Task and Finish group.
- Two training events to update NHS practitioners regarding SEN reforms. NHS North @ Chesterfield Royal to hospital led practitioners and Derby City/South with Snr community and hospital practitioners.
- Contribution to the 0-5yrs review
- Childminders Conference - coordinating service delivery on various SEND matters for young children.
- Contribution to Early Years and Childcare Core group, SEND Stakeholder meeting, SEN Inclusion group
- Continued briefings towards revision of Specialist nursery provision
- Revision of Cross Boundary procedures, as directed by DFE

- Transition of ETAEYs to Early Years SEN Inclusion Fund – as directed by DFE. Early Years SEN panel working effectively and reviewed over 500 EYSEN IF applications.
- Delivery of 10 SENCO Networks, targeting audience included school nurseries and PVI sector, cascading information on recent national and local reforms and Sensory Processing.
- Attended Nursery Forum meetings to support practice and explanation of EYSEN IF
- Coordinator of SEN Support service meetings and EYs Special school practitioner's meetings- moderation and practice.
- Second phase of support for Holbrook school early years consultation.
- Contributed to the SEND Peer Review

(During this period the HOS has been the Investigating Officer for a bullying and harassment charge within another department. In addition an Attendance Capability procedure within the team has progressed to a hearing)

1. Service delivery models with the EYSEN- update for 17-8

The Early Years Special Educational Needs Service (EYSENS) encompasses the Derbyshire Portage Service (DPS), the Early Years Special Educational Needs Teaching Service (EYSENTS) and the EYSEN Helpline Clinic. In addition the Head of Service has a strategic role within the Local Authority to advise and contribute to county-wide provision for young children with severe learning difficulties.

Portage Home Visitors (PHV) deliver the nationally acclaimed Portage model but constructed specifically for Derbyshire children. The Special Educational Needs and Disabilities Code of Practice (SEND COP) January 2015, acknowledges the positive impact that Portage has on outcomes for children. Derbyshire PHV's plan customize programmes of learning for young children with complex learning difficulties in turn empowering their families to support the child's learning. National portage registration requires that

these programmes are reviewed in most cases every two weeks. In addition PHV's empower their families to negotiate EYSEN resources. *The SEND peer review commented on the good Practice of DPS*

EYSEN Specialist teachers are highly trained and experienced teachers who work to advise the Private, Voluntary and Independent sector as they deliver the Foundation Stage curriculum to young children with complex needs. Their liaison with parents, whilst acknowledged as remaining crucial, has, in recent years been more limited than previously. However within the teaching service's ethos is the strong principle of parent collaboration and empowerment as learning partners with their child. The EYSENST base their intervention on the SEND COP Graduated Response, a model which is embedded in all of Derbyshire's SEND practice. The ST empower the PVI sector to differentiate their curriculum, work 1;1 on specific learning outcomes and learn new models of inclusive practice.

DPS and EYSETS have developed their own planning and recording systems, tailor made to the needs of their clients and interpreting the Code of Practice accordingly.

The EYSEN Service Clinic Helpline has developed into an essential resource for young children with SEND living in Derbyshire. It provides the crucial assistance to all nursery providers, schools, health services, parents, and voluntary organisations- empowering them to work with children who have emerging and moderate needs or on the pathways to more specialist services. The clinic helpline has seen an increase in demand since the elimination of the Disability Inclusion Service in January 2017 (See also attached report Appendix 3)

Service Delivery

DPS have continued to run a single point of referral and allocation process as adapted last year. The demand has outweighed the capacity. In order to manage this we have revised service level agreement. This has been a challenge as portage registration has certain standards. Home visitors have also found the changes a challenge as it inevitably means they do not see families as often. However the standard of their work remains excellent and highly valued by parents. One of the home visitors has taken responsibility for moderating referrals. This has meant some late referrals are not seen by DPS but supported to access 2 yr. old funding and so move into nursery; others receive a reduced visiting schedule until a space becomes available on the home visitors caseloads.

EYSEN ST have also revised service level agreements. This process of change took most of the year. The specialist teachers have struggled to make the transition from hands on teachers to advisors, essential in the light of staff and referral pressure. For most of last year the teacher's service capacity was reduced by 1.5 FTE, huge in team of 7.5 FTE. In

September 18 this increased to 2.3. Although recruitments have been successful recently the impact on work load was significant.

The Senior Teachers now have responsibility for half the team of ST each, part of their responsibility is to monitor the EWB of the staff and to review caseloads each half term. With this in mind discussion and consultation takes place regarding service level agreement and teachers are supported in their allocation of time to each child.

Teachers report writing and visit record requirements have been reduced in order to maximise contact time. Monitoring record keeping is the responsibility of the senior teachers.

2. Referrals

2.1 REFERRAL CRITERIA – as previous year, please refer to Appendix 1

The service criteria remains as stated in the Appendix. However as a service responding to children with complex and long term needs we do increasingly work with children across CI, CL and SMEH areas of the Code of Practice.

2.2 REFERRALS TO THE SERVICE

Many children carry over year on year, so this figure is not an indication of the numbers of children on caseloads at any one time. Average total caseload numbers over this period were in excess of 200, for 2.8 F/T equivalent PHV and 7.9 F/T equivalent Specialist teachers. A significant output and engagement.

Comparing statistics to year 16-18, there is no significant change in the numbers of referrals; some slight changes in referral ages and location but not enough for this to be seen as a trend. However staffing continues to be a 'movable feast' in order to adapt to changing and unpredictable referral patterns.

Total new Referrals 154

2.3 REFERRER INFORMATION

Areas

Chesterfield, North East	62
Amber Valley, Erewash, South Derbyshire	63
Buxton, High Peak	26
Unknown (not identified)	3
Total	154

REFERRALS – ACCEPT / DECLINE / REASON FOR DECLINE / ASSESSMENT VISITS

Accept	Decline	Reason for decline	How many
104	37	No parental signature	4
		No setting report	12
		Referred to another service	1
		School transition	5
		Maintained setting	1
		Service not identified	1
		Wrong form	1
		Pages missing from referral form	3
		Received too late	1
		No referrers signature	2
		No address/DOB	1
		Does not meet criteria	5
Assessment visits 13			

REFERRALS

REFERRAL FROM	SPECIALIST TEACHERS	PORTAGE HOME VISITOR
Health Visitor	14	17
Speech And Language Therapy	34	17
Paediatrician	12	16
Settings	77	0
EYFP	5	2
Parents	4	2
Physiotherapist	2	6
Occupational Therapist	1	2
Child Minder	1	0
Neonatal Nurses	0	13
Support Services (Vi/Pi/Hi)	1	5
Portage Home Visitors (Out County)	0	2
EYSENS	0	2
Other	3	1
Total	154	80

The majority of those declined were so because of lack of information or incomplete forms. One criteria the HOS has been more conscientious regarding is the submission of a pre-school report with a referral from NHS professionals. However when forms are returned for additional information they are inevitably returned and accepted.

3. Working Principles – as previous year, please refer to Appendix 2.

3.1 SERVICE LEVEL AGREEMENTS- please see Appendix 10

As mentioned earlier in the report SLA' have been adapted this year. Children who are supported at home by a Portage Home Visitor receive visits based on need and family circumstances. On average most children are visited every 3 weeks, some every 2 weeks and others monthly.

Once a child attends a setting and is supported by an EYSEN ST, service level agreements continue to be based need and accessibility to the provider. Inevitably this means it can varies from child to child, setting to setting, month to month. Visits, including advice giving, meetings or hands on work, are planned after consultation with parents and practitioners. This flexible approach suits the demands of the child, setting and families; if manged successfully it also relieves some service delivery demands. As mentioned Specialist teachers use their professional judgement moderated by Senior teacher to make SLA decisions.

The nature of the school year, inevitably puts more strain on the service during the summer term. This year we decided to decline any referrals made after Easter for children starting school in September. This decision was made because of capacity and value added. All children declined for this reason were provided with a transition pack of support.

TOTAL CASELOAD FIGURES AS AT 10.07.18 Specialist Teachers

Amber Valley Erewash & South Derbyshire	78
Buxton	35
Chesterfield	107
Total	220

TOTAL CASELOAD FIGURES AS AT 10.07.18 – Derbyshire Portage Service

Amber Valley Erewash & South Derbyshire	36
Buxton	3
Chesterfield	40

Total	79
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Areas of Need (SEN CATEGORIES) - Total caseload

CI	165
SP	28
CL	46
SEMH	3
Unidentified	27
Total	269

3.2 HOME/SETTING VISITS 2017-18 (EYSENST and PHV)

Setting visits: 1,585

This is a significant increase on the previous year, despite being a F/T teacher absent for much of this period.

Home visits: 1,201

This is almost double the number of home visits over the previous period. 2.7 F/T equivalent PHV completed **927** Home visits over the year

3.3 CLINICS: Evaluation report includes statistics – please refer to Appendix 3

4. HR / Service Structure.

The EYSENS is part of the Local Authority's Children's Services and sits within the Schools and Learning Department. The service works from three offices; located in Buxton, Chesterfield and Ripley. During 2016-17 the Chesterfield Team was relocated to School Rd Support centre from Saltergate, a move considered overdue by all those involved. It is anticipated that the Ripley team will move during the next academic year.

The service is managed by Karen Waring. The line management of the Team is aligned with other SEND Support Services and is managed by Mark Emly, Assistant Director, Schools and Learning.

The team is made up of 11 Specialist Teachers and 4 Portage Home Visitors who provide a full time equivalent of 7.9 teachers and 2.8 Home Visitors.

As afore mentioned although we started the year with a full complement of staff we have suffered significant reduction in teaching hours especially. 2 teachers reduced their hours in preparation for retirement, one for person reasons. Another FTE teacher has been off long term sick from Feb 2018.

BSA support and DPS have remained constant and up to capacity.

4.1 STAFF DEVELOPMENT

The service continues to meet monthly as a whole team. The agenda of these meetings includes information sharing, training and development work.

DPS meet every 2 weeks for peer supervision.

During this academic year we had EWB training from an EPS colleague who we contracted to provide training in resilience and team building. This was well received and a similar model adopted for next year. Although this impacts teachers directed hours at this stage I feel it is very important for the team.

All staff are up to date with their required Safeguarding Training.

Teachers Performance management report is included as Appendix 9

4.1 TRAINING DELIVERED

72 Training courses were offered through the EYs and S4S directories over this year, almost doubling the number offered in previous years. In addition 14 bespoke training courses were delivered. Topics included:-

EYRs ASD

Sensory Processing Disorder
'Follow my lead and play group' (Intensive Interaction)
SENCO training
Promoting positive behaviour in the Foundation stage
SENCO Networks
Portage 3 day course
Intensive Interaction (Training for parents and for schools)
Service awareness

Our budget has moved from zero to over £4000 income over this year, a significant amount for a small service! (18-19 already shows an increase in this)

5. CHILDREN'S PROGRESS: Egs see Appendix 5

The EYSEN service continue to use the early Years Foundation stage Small Steps profile to monitor progress. We have spent a good deal of time at our SLT meetings discussing how we moderate progress when are not in direct control of the delivery of learning outcomes. We are hopeful that over this next year we will have some kind of draft plan to address this. However the graphs as exemplified in the appendix show clearly progress is made, a new process of peer moderation has started to question children's profiles when progress is not made.

5.1 ASSESSMENT- as previous year please refer to Appendix 4

5.2 ASSESSMENT PROCEDURE

After allocation to the service and a brief induction period, baseline assessments are carried out for all children. The EYFS small Prime overview provides a starting point for assessment whilst the EYFS Specific Small Steps profile is used to measure progress and guide learning outcomes. This year we have adopted the Social Communication small steps for working with some of our children. Once the Prime overview is completed then the teacher uses professional discretion to move to the Specific are small steps or the Social Communication small steps profile.

Every six months, service input is reviewed and if a child is to continue receiving support from the service, consulting the small steps profiles for guidance, a new set of long term learning outcomes are agreed. At this point, the child's levels of attainment are recorded using the services own tracking system. The EYSENS is keen for the tracking to be continued throughout Foundation Stage.

As aligned with the SEND COP 2015 short term planning has been shared as part of the continued Graduated response. With continued reference to the Long term learning outcomes short targets are reviewed and planned on every visit to the setting. This continuous assess/plan/do/ review model is central to the good practice expected through the COP.

6. SERVICE EVALUATION: Academic Year 2017-18

The EYSENS evaluates its service delivery using questionnaires which are sent to:

- Early years settings
- Families

6.1 SETTING EVALUATIONS- For specific data see Appendix 6

Regarding the specific questions within the questionnaire we achieved 80% scores of 5 at our lowest but we achieved 92% at our highest. (1 being the lowest 5 the highest)

What do we do well?

Liaising with staff/parents and other agencies. Offering advice, giving guidance and listening to our views and opinions. Supporting the child.

The help and support is greatly appreciated. Being able to ring and ask questions when needing to in between visits.

Build good relationships with staff, children and families, support practitioners, identify and assess needs, plan activities and set targets

X was very helpful and went above and beyond her role to assist in applying for funding for Blake. Thanks x :)

Any further comments?

I am extremely pleased with the level of support we have received and collectively as a Team, I feel we have really made a difference. The progress our children have made is incredible

Thank-you for everything!

Less than 3% of comments reflected any improvements we could make in the service delivery. Constructive comments were mostly in the area of requiring more visits and not changing the teacher so frequently.

6.2 PARENT EVALUATIONS- For specific data see Appendix 7

Parent feedback is very important to our service

Regarding the specific questions within the questionnaire we achieved 89% scores of 5 at our lowest but we achieved 98% at our highest. (1 being the lowest 5 the highest)

Parent feedback regarding service quality included:-

Nothing, was just perfect

Involvement with Sofia and myself was always fantastic, was always kept up to date with everything going off. X is an amazing person to work with

Excellent support, especially listening to parents concerns, never judgmental and always offered ways to address the issues where possible.

X was very supportive and informative. She was great with Emma. She helped me with lots of ideas of what to do with Emma in between visits. I can't really talk highly enough of her.

Constructive comments focused once again on the need for more home visitors , but also asked for earlier support, electronic files, and that the service stops when the child goes to nursery.

Because of reduced involvement by teacher with families it is no longer our intention to distribute Teacher evaluations to parents.

EYSEN SERVICE DEVELOPMENT PLAN 2016-17

Area	Aim	Actions	Success Criteria	July 2017
Empower and support parents and carers as the most important educators in their children's lives	Become familiar with national and local information/support regarding how to support parents, carers and settings when their children have additional needs.	Sensory Training <ul style="list-style-type: none"> 2 half days of training for the whole team 	Training completed	<i>Training completed</i>
		Team expertise audit and cascade training (YR 1) <ul style="list-style-type: none"> Review expertise within EYSEN team Complete a feasibility plan for disseminating the expertise Training delivered at team meetings 	Training completed at each team meeting	<i>Training completed at each team meeting since October and planned to end of year</i>
		Portage <ul style="list-style-type: none"> Become familiar with revised Portage training Deliver 1 Portage course for children's workers in Derby and Derbyshire- Evaluate impact Mentor/upskill Head of Service and a DPS colleague with view to another accredited trainer. 	Training completed and additional member of team progressing towards Portage accreditation.	<i>Training completed. Debbie Ratcliffe (PHV) identified as additional team member working towards accreditation</i>

		<ul style="list-style-type: none"> To mentor another DPS re accreditation and completing paperwork. <p>Pathological Demand Avoidance</p> <ul style="list-style-type: none"> Create a document with strategies and cascade training to the team. Disseminate as required to parents and settings. 	Paper available on 'H' drive	<p><i>Research completed and ready for presentation to the team</i></p> <p><i>In addition the named teachers have supported colleagues with children on their caseloads showing characteristics of PDA.</i></p>
	Research the impact of mental health issues on very young children who have significant learning needs.	<ul style="list-style-type: none"> Define mental health in young children Identify key areas of mental health problems in young children Liaise with early care workers regarding very young children's mental health issues Attend training as appropriate As an example of continued work produce a written document for the service on separation anxiety. In the document provide information about the condition and interventions. 	Initial report on research findings regarding issues of young children's mental health. Preliminary paper on young children with separation anxiety available on 'H' drive.	<p><i>Staff attended training EP conference</i></p> <p><i>Briefing presented to team.</i></p> <p><i>Leaflet completed on Separation Anxiety.</i></p>
Support settings with their continued	Empower and improve the knowledge of settings and	<ul style="list-style-type: none"> Review recently developed Transition training and make revisions Deliver to EYSEN service 	Transition training offered through training directory at conference and at 3 DCC locations.	<p><i>Transition procedures reviewed and revised policy available</i></p>

development of expertise in the area of SEND	schools so they are aware of their responsibilities to children and the ways in which they can work in partnership with parents at the point of transition to school.	<ul style="list-style-type: none"> • Discuss and liaise with training team dissemination of course through training directory • With colleagues, offer the course in 3 key areas of county. (Chesterfield / Ripley / Buxton) • Attend 'Transition' conference and deliver training. 		<i>Training did not take place, primarily due to Workforce development restrictions</i>
	Empower practitioners to communicate effectively with young children who have significant learning difficulties (roll out of Makaton training)	<ul style="list-style-type: none"> • Deliver 6 Makaton courses across the county • Increase the confidence of the Team by continuing to offer Makaton Moments at team meetings • To be available as a team resource for advice re parents • Attend Portage/Opportunity groups and offer 'Makaton Moments' to parents • Investigate possibility of offering accredited courses through DCC. 	Training delivered.	<i>Training delivered</i> <i>Accredited courses to be in place next academic year- liaison with training team in place</i>

<p>Further develop expertise, teaching strategies and approaches to children with SEND</p>	<p>After research, develop an Emotional Wellbeing Policy (EWB), outlining how support is provided within the service, and how this has a positive impact on outcomes for children.</p>	<ul style="list-style-type: none"> • Identify various stresses on staff including:- Health, Information sharing, Personality types, Personal support network, change, etc. • Research definitions for ‘emotional wellbeing’ for front line/lone workers. Including Portage model. • Establish a working party to study outcomes from information gathering including data from EWB meeting during Autumn term. • Develop an EWB trial model with a view to developing a policy in 2017-18. 	<p>A trial model for EWB within the team will be established, trailed and evaluated at the end of the academic year.</p>	<p><i>Base meetings done during the year</i></p> <p><i>HOS met with working party x3 to discuss current model and needs of team going forward.</i></p> <p><i>TLR positions agreed by SMT to support team with EWB</i></p> <p><i>Trial model ready to be disseminated to team.</i></p> <p><i>Negotiated EPS traded support to help deliver new model.</i></p>
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EYSEN Service development Plan 2018-19

Children's Services - Vision:

'Working creatively together to inspire and empower children, young people and their families and communities to be the best they can be: safe, healthy, happy, learning and working'

Priority 1: To keep all children safe

- Enhance children and young people's emotional wellbeing and resilience
- Provide timely, tailored support to children with specific vulnerabilities

EYSEN Overall aim: to build resilience and emotional well-being for young children with complex needs

Aim	Action	Outcome
To continue improve children's mental health and emotional well-being	Raising awareness of the early childhood adverse experiences impact on children's mental health, cascade training from EYs conference	All staff more aware of the impact of ACE
Revision of 'Promoting Positive Behaviour' training.	Revise the 'promoting positive behaviour course' in line with SEND emphasis and complexity of needs.	Evaluations will show team have benefited from EWB policy Meetings are held Anecdotal information
Work with Behaviour Support to identify FS Exclusions and create pathways for support	Attend regular meetings to discuss innovations to reducing numbers of EYs exclusions	Identification of proactive means to reduce exclusions in EYs.

Priority 2: Be a good corporate parent to our children in care

- Support our children in care to do their best at school/setting

EYSEN Overall Aim: To support children in care or at risk of DA by providing a flexible child led service.

Aim	Action	Outcome
All EYSEN staff will attend safeguarding training as required by LA	EYSEN staff will take responsibility for attending training as required	All staff will attend safeguarding courses, recorded on data base.
To continue to liaise with professionals to ensure children in care get the best possible start in life	EYSEN team will consistently contact all professionals and prioritize TAF meetings for children in care or in receipt of early help support.	Children's records will have records of meetings attended

Priority 3: Be an effective champion for high standards in education:

- Support children with additional learning needs to reach their learning potential.
- Ensure young people with SEND are ready for work and are able to lead as independent a life as possible

EYSEN Overall Aim: To improve the quality of delivery of support for children with Social Communication needs

Aim	Action	Outcome
Whole Service knowledge and delivery of the Attention Autism approach.	4 team members attend AA training 4 team members work to pilot scheme with identified children on their case load AA cascaded to all team AA becomes part of the EYSEN menu of support for children with SC difficulties	All team members are confident to use Attention Autism as part of their advice to settings and families.

To identify team advocates/coordinators for children with SC difficulties	Team members are identified and specialism targets set through teacher Performance management and PHV my plan. Developing an ASD Position statement and 'offer' for early year's educators Advocate for Intensive interaction established within the team.	Advocates named Position statement written Menu of support available
To continue to expand Training and awareness raising in this area.	2 additional members of staff deliver ASD training. Extending Sensory processing training through bespoke model	Training advertised amongst maintained and non-maintained settings. EYSEN Training leaflet produced for distribution to EYRS providers. Training completed and evaluations show practitioners found it beneficial to working practice and learning outcomes for children. Training responsibilities identified within the team.
To continue to work on the Sensory Processing steering group	Taking the lead in CPD task and finish group Finalising the Tool kit and identification of users to pilot it.	Tool kit will be available across CS and partners CPD workforce development will be planned and piloted.
Another member of the team will complete PECS training		Training Attended

EYSEN Overall Aim: To improve learning outcomes for young children with complex SEND

Aim	Action	Outcome
To continue to raise learning outcomes for children with SEND through the Early Years	Team will engage in 'moderation' exercises to improve practice and identify influence they can have when advising other practitioners. Organised at team meetings	Key identifiers to improve learning outcomes for children when working with families and PVI sector.
Developing a 'emerging' and 'learning to learn' position statement	Review of literature	Position statement written and shared with team.
To embed a standardised processes for planning and recording, professional accountability and use of data bases	BSA's move to using SYNERGY as main data base. Continued refreshers of standard procedures in team meetings and at case reviews with individual staff.	Synergy established All staff familiar with professional standards and protocol as demanded.
To facilitate another member of the EYSEN service to become a Portage Trainer. (yr2 of training)	A PHV will continue to train as Trainer.	PHV completes yr2 of training

Priority 4: Plan effectively for the needs of communities:

- To improve outcomes for young people with special educational needs and disabilities.

EYSEN Overall Aim: To promote and sustain good practice at Transition times.

Aim	Action	Outcome
To raise awareness of maintained and no-maintained sector strategies for good transitions.	Deliver training at the SENCO briefings	Schools and nurseries are more confident in supporting children through transitions Children experience improved transitions
To offer the transition package from the end of February	New referrals are offered transition package	Schools and nurseries will be better equipped to support children through their transitions. Monitoring reduction in exclusions.

Priority 5. Ensure the availability of early help support to vulnerable children and families:

- Work with partners to model a new approach to delivering support for families with children aged 0-5.

EYSEN Overall Aim: To work with partners to improve information sharing and outcomes for young children with complex needs. .

To raise awareness of childminders as they support Children with SEND	To liaise with EYIO service to deliver a Childminders conference. EYSEN will present workshops and training on SEND service delivery	Conference will take place and evaluated
To establish a Makaton 'baby signing group' and deliver 2x2 sessions	One PHV will work with JG (Makaton trainer) to develop a 'baby signing group' To be advertised and run 2 lots of 2 sessions through the year.	Group will run and be evaluated.

To Work with health to promote support with Health care Plans within the PVI sector.	Jnt training with NHS at SENCO Briefings	SENCO briefings delivered. Evaluations considered.
To research and feedback to the service a briefing on the engagement of fathers in their child's SEN	Research and investigation on engagement of fathers of young children with complex needs.	Briefing provided that may influence our practice of working with families of clients.
To continue the new expansion model of clinic helpline to support children with emerging and moderate needs	Continue to review work by EYSEN and EYIO's in collaboration through the clinic helpline. Review of service users	Clinic helpline is established a route for support within the LA