

# Early Years SEND Team Offer for Children in the Early Years (0-7)

October 2024



*“Empowering children and young people with SEND to learn, thrive and achieve through the provision of high-quality specialist advice and support.”*

## Early Years SEND Team Offer for Children in the Early Years (0-7)

The Early Years SEND team sits within the Early Years Service, which is a part of Children's Services within Hertfordshire County Council.

The Early Years SEND team support children from birth up to seven years old with Special Educational Needs and Disabilities (SEND). Practitioners from the service give advice and guidance to families in the home and to professionals in Early Years Settings (the private, voluntary and independent (PVI) sector, maintained nurseries and schools) developing their skills and confidence to use techniques and interventions to understand and meet the educational needs of the child.

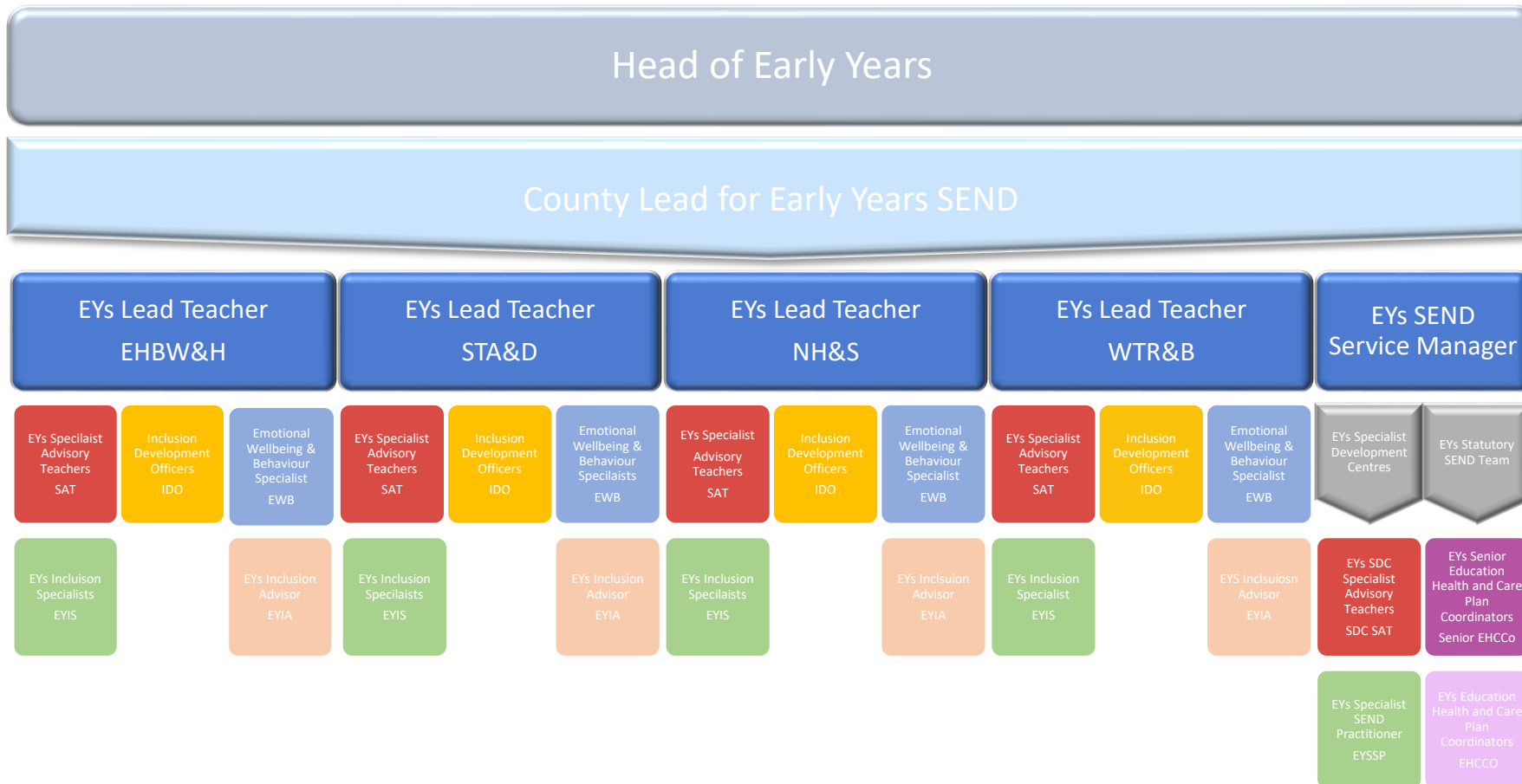
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## Early Years SEND Team Structure

The Early Years SEND team structure is reflected across the four quadrants of Hertfordshire:

- ❖ North Herts and Stevenage
- ❖ East Herts, Broxbourne Welwyn and Hatfield
- ❖ St. Albans and Dacorum
- ❖ Watford, Three Rivers and Hertsmer





### Early Years Specialist Advisory Teachers (SATS)

Our Specialist Advisory Teachers (SATS) are qualified teachers with specialist SEND experience and qualifications. They have worked in a wide range of educational settings to include the Private, Voluntary and Independent Sector (PVI), childminders, local authority-maintained nurseries and nursery classes, in mainstream and specialist schools. Specialist Advisory Teachers work with individual children and their families and/or education providers offering support in the home, PVI and maintained nurseries, school nurseries and Reception classes, assessing need and giving practical advice and guidance. They also offer training to Early Years settings. Specialist Advisory Teachers are linked to a DSPL area, some of our SATs work in our Early Years Specialist Development centres which offer support and specialist intervention programmes for children and their families.

### Early Years Inclusion Specialists (EYIS)

Early Years Inclusion Specialists (EYIS) are highly specialised learning support practitioners. In a similar way to the SATs, they have worked in a wide range of educational settings, supporting children with medical conditions, developmental disorders and learning differences. They work alongside our Specialist Advisory Teachers to model interventions and strategies suggested in their advice and guidance. EYIS can offer support in the home, PVI and maintained nurseries and schools. They also deliver training and offer group sessions for children and their families. Early Years Specialist SEND Practitioners (EYSSP) have a similar role to EYIS, but support teaching and learning in the Early Years Specialist Development Centres.

### Inclusion Development Officers (IDO)

Inclusion Development Officers (IDO) have extensive and varied experience in Early Years education and SEND. They work with practitioners in PVI and maintained nursery settings and childminders. IDOs develop inclusive practice in Early Years settings by training staff and enhancing systems and processes within the nursery, to ensure progress of all children with SEND. IDOs also offer consultations to provide advice on appropriate strategies, interventions, and next steps for children with SEND needs at an emerging or Targeted Level. IDOs assume the responsibility of the Area SENCo, in line with the SEND Code of Practice (2015). In schools, this role would usually be fulfilled by the SENCo.

### Early Years Inclusion Advisors (EYIA)

Early Years Inclusion Advisors have extensive and varied experience in Early Years education and SEND. They work with practitioners in PVI, maintained nursery settings, local authority-maintained nurseries, school nursery classes and Reception classes. EYIAs support inclusive practice in Early Years settings by advising staff on appropriate strategies, interventions, and next steps for children with SEND needs at a Targeted Level. EYIA's offer online consultations and Solution Support Groups to provide advice on effective provision for children with emerging SEND needs.

### Early Years Emotional Wellbeing and Behaviour Specialists (EWBS)

Early Years Emotional Wellbeing and Behaviour Specialists have specialised knowledge, skills and experience supporting children with social, emotional and behavioural needs in the Early Years. At the universal level EY EWBS support and train Early Years practitioners to adopt trauma informed practices and develop a therapeutic approach to behaviour support in their settings. At Targeted level EY EWBS support setting staff to embed trauma informed



strategies, facilitate peer support and lead solution circles. At Specialist level, EWBS offer consultations and follow up support for individual children. EY EWBs will facilitate successful transitions to new educational settings and may provide transitional support alongside behaviour outreach services once a child reaches 5 years of age.

## Early Years SEND Offer and the Graduated Response

All children in the early years have an entitlement to access high quality, inclusive provision. The Early Years SEND Team's primary purpose is to guide, train, advise, support and empower Early Years practitioners so that all children have access to fully inclusive learning environments.

In line with the Early Years Statutory Framework, SEND Code of Practice (2015), Children and Families Act (2014) and the [Herts Quality SEND Offer](#), there is an expectation that Early Years providers will identify and plan for additional needs within their setting.

It is paramount that high quality teaching by all staff and adults meets the needs of individuals; this is a statutory requirement.

**At the heart of practice for all children in the Early Years, including those with SEND, are the four guiding principles for EYFS as follows:**

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

*DfE (2020) Statutory Framework for Early Years Foundation Stage*

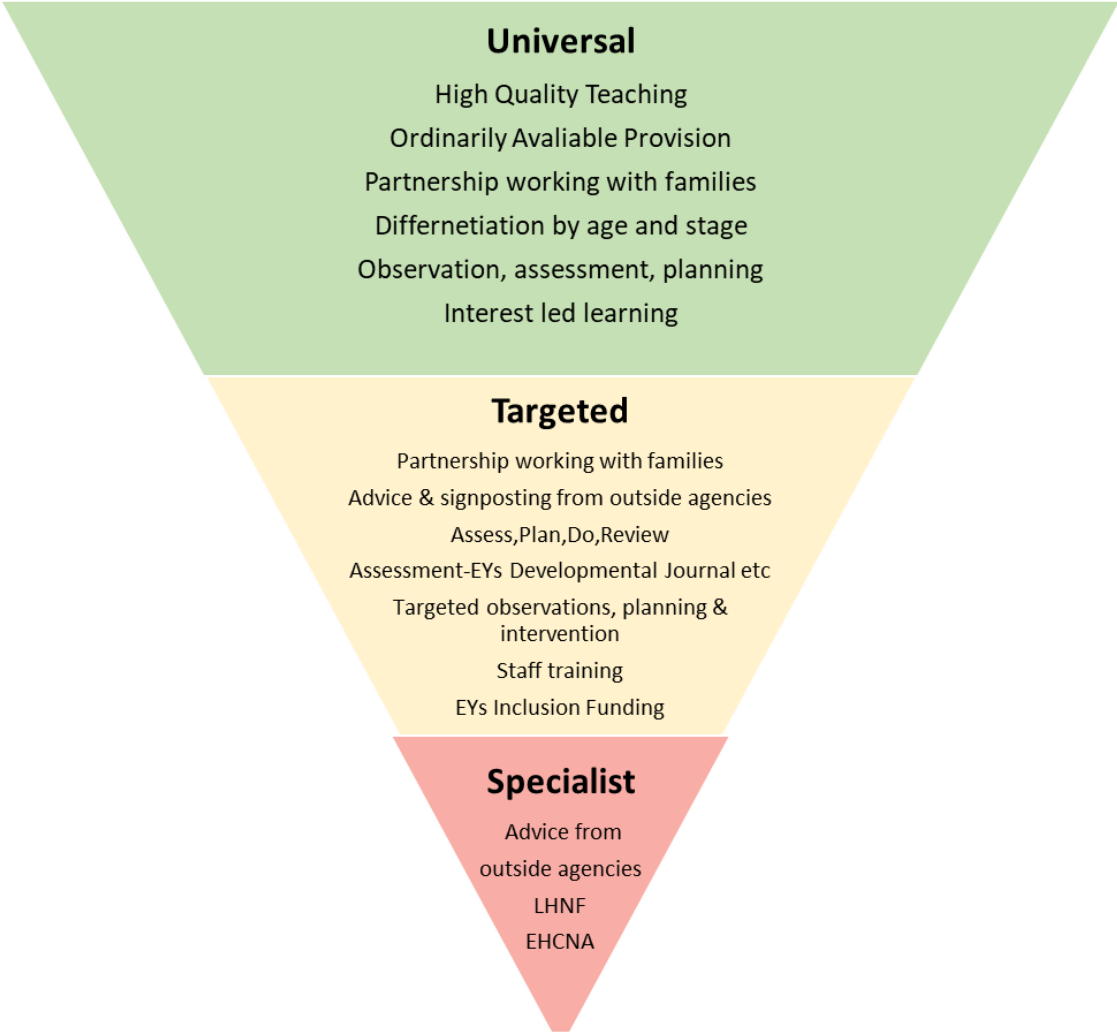


In line with the graduated response to SEND, SEN Support should be clearly in place for children identified as having additional needs. There should be evidence of the use of the ‘assess, plan, do, review’ cycle in collaboration with parents and families. The Early Years SEND team will guide and contribute towards this at all levels of intervention. For a child attending an Early Years setting to be considered for support at a Specialist level, clear evidence of SEN support will be requested at the point of referral. This ensures that Quality First Teaching (high quality teaching which takes account of the needs of all learners) is firmly in place before specialist strategies are introduced.

In certain circumstances, a local area Lead Teacher may offer an initial consultation to determine the level of support if assess, plan, do, review paperwork is not yet available.

“Practitioners must consider the individual needs, interests, and the stage of 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.”

DfE (2020) *Statutory Framework for Early Years Foundation Stage*



<p style="text-align: center;"><b>Universal</b> <i>No referral required</i></p>	<p style="text-align: center;"><b>Targeted</b> <i>Condensed Referral required for individual support</i></p>	<p style="text-align: center;"><b>Specialist</b> <i>Full referral required</i></p>
<p><b>IDO SENCO Clusters</b> - offered termly to all early years SENCO's in PVI's/Maintained Nurseries and Childminders. The sessions share information on national and local service SEND matters, as well as offering theme led information and development segments. Dates, times, session content are regularly shared with all Early Years providers by their local area IDO's.</p> <p><b>New to SENCO Course</b> – offered for newly appointed SENCO's in Early Years settings or childminders. Introduces staff to the legal framework around SEND provision and the position; with guidance, materials, and advice as to how to fulfil the role. It is advised that SENCO's undertake this course, have a period of embedding learnt practices, before registering on the CERTSEY training. Dates, times, venues are regularly shared with all Early Years providers by their local area IDO's.</p> <p><b>CERTSEY</b> – Level 3 Certificate for SENCOs in Early Years, designed to build confidence in undertaking the varied responsibilities and challenges of the role. This qualification supports the DfE's commitment to increase the number of SEND Qualified Level 3 practitioners in Early Years and is suitable for SENCOs in all types of PVI settings, including childminders. <a href="http://www.easternpartnership.co.uk">www.easternpartnership.co.uk</a></p>	<p><b>Inclusion Development Officer Setting support</b> – Systemic support for PVI and maintained Nursery Schools.</p> <p><b>Inclusion Development Officer Named Pupil Visit</b> – Individual support for children with emerging SEND Needs.</p> <p><b>EYIS Training Bundles</b> – Setting support/training via hands on modelling and guidance for practitioners to enhance SEND provision (Visual, Communication, Motivation Moments)</p> <p><b>Early Years Inclusion Advisor 1:1 Consultations</b> – Individual online/telephone consultation for a named child with identified SEN needs.</p> <p><b>Early Years Inclusion Advisor Solution Support Groups</b> – professional facilitated peer to peer support groups. Share good practice and solutions to common setting challenges surrounding SEND.</p> <p><b>Emotional Wellbeing and Behaviour Specialist 1:1 Consultations</b> - Individual online/telephone consultation for a named child with identified SEMH needs.</p> <p><b>Emotional Wellbeing and Behaviour Specialist Solution Support Groups</b> - professional facilitated peer to peer support groups. Share good practice and</p>	<p><b>Specialist Advisory Teacher Individual Visits</b> – visits for children with identified SEN needs. To assess need, advise on outcomes and strategies. Additional support from an Early Years Inclusion Specialist may be offered.</p> <p><b>Emotional Wellbeing and Behaviour Specialist Individual Visits</b> - visits for children with identified SEMH need stemming from adverse childhood experiences and or attachment and trauma. Assessment of need, advise on outcomes and strategies. Additional support from an Early Years Inclusion Specialist may be offered.</p> <p><b>Early Years Specialist Development Centre Offer</b> – A specialist group intervention programme offering individualised support. This is delivered through therapeutic, play based, parent and child sessions developed in line with the Early Years Foundation Stage Curriculum.</p> <p><b>Local High Needs Funding</b> To support children with high level SEND needs, without an EHCP, who require significant intervention and support, settings can apply for Local High Needs Funding from their DSPL Area SEND Lead. Settings will need to provide evidence of A,P,D,R. Information and application details can be found here:</p> <p><b>Educational Health Care Needs Assessment (EHCNA) Request</b>–</p>

<p><b>Key Person Training</b> – offered for key workers to enable them to further understand and support children with SEND within the setting. The training also looks at how the keyworker can assist the SENCO in their role. The training looks in more depth at assessment, understanding children’s differences and differentiated provision. Dates, times, session content are regularly shared with all Early Years providers by their local area IDO’s.</p> <p><b>DSPL SENCO Forum</b> – Early years Professionals will attend and share information at SENCO forums hosted by DSPL.</p> <p><b>Early Years Advice Line</b> – 01442 453920 Wednesday 9am-12pm and Thursday 1.30pm - 4pm) Open to families and settings.</p> <p><b>Attachment and Trauma Training</b> – This training aims to enable settings to become attachment aware and trauma informed. <a href="#">Part One</a>   <a href="#">Part Two</a></p> <p><b>Therapeutic Approaches to Behaviour Training (TAB)</b> – This training is delivered in cohorts by Early Years Emotional Wellbeing and Behaviour Specialists. To find out more and book on this course please contact your IDO, area Lead Teacher or the Emotional and Wellbeing Specialists. Training dates and booking links will be shared with settings via the Local Offer.</p> <p><b>Hertfordshire Early Years Autism Training</b></p>	<p>solutions to common challenges surrounding SEMH needs.</p> <p><b>Specialist Advisory Teacher EYs Inclusion Support</b> – School SENCO meeting to support transition, develop inclusive practice, review SEND needs of the EYs cohort and advise on areas for development and strategies to support progress. Additional support and/or training from an Early Years Inclusion Specialist may be offered.</p> <p><b>Early Years Targeted Funding</b> Targeted Funding is available to support children (who are accessing their free EYs entitlements) presenting with emerging or low-level additional needs. Early Years SEND Team staff can award Targeted level funding (if felt necessary and appropriate) to support individual children discussed on a 1:1 basis following receipt of a condensed referral. Funding guidance and information can be found here: <a href="#">Special education needs and disabilities (SEND)   Hertfordshire County Council</a></p>	<p>Parents/carers and/or EYs Practitioners in conjunction with families, can complete and submit a request for an EHCNA. Settings should provide evidence of the graduated response to SEND, Assess, Plan, Do, Review. If advice has been provided by a member of the Early Years SEND Team, it can be submitted as part of the assessment process.</p> <p>EYs Practitioners can access further information, training and guidance on the graduated response to SEND and Statutory Processes from their Inclusion Development Officer (PVI, Childminders &amp; Maintained Nursery Schools) or link Specialist Advisory Teacher (Schools).</p> <p><b>Early Years Statutory SEND Team-</b> Early Years children (up until the end of Reception year) with an Education, Health and Care Plan (EHCP) will be allocated to an EYs Education, Health and Care Plan Coordinator (EHCCO). The EHCCO’s will support families and settings to review the EHCP (every 6 months) and plan for next steps.</p> <p>If you require support regarding SEND statutory processes, please contact the Early Years SEND duty line on 01442 453300, alternatively please email the team on: <a href="mailto:EarlyYearsStatutorySend@hertfordshire.gov.uk">EarlyYearsStatutorySend@hertfordshire.gov.uk</a></p>
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To increase understanding and awareness of Autism and Social Communication needs. Option of 1 day online training or 2 online twilight sessions. To find out more and book on this course please contact your IDO, area Lead Teacher or the EYs SLCA SATs. Training dates and booking links will be shared with settings via the Local Offer.

**Family Centre SEND Drop-in Sessions-**

The EYs SEND Team will be joining these sessions, run by Family Centre SEND champions, on a regular basis to be on hand to talk about the services we offer, signpost to different organisations. These sessions are open to all whether your child is diagnosed, or you are concerned about a possible need.

Some centres also offer SEND sensory sessions.

[Family centre events - what's on in Hertfordshire](#)

**Early Years Inclusion Funding (EYIF)**

EYIF is to support children (who are accessing their free EYs entitlements) presenting with emerging additional needs. Most children will be able to have their needs met through the differentiation of the Early Years Foundation Stage and Quality First Teaching. However, it is recognised that some children will also need more focused support. The EYIF is a contribution towards meeting the needs of such children. All applications for inclusion funding must be made through the Early Years Portal. Select the 'Inclusion Funding' option from the 'SEN/EHC' field on the funding return entry for the relevant child.



## Determining Need and Level of Support

The Early Years SEND Team offer is based on a needs led assessment; a child does not require an Education Health and Care Plan (EHCP) in order to access the service, nor does the child require a formal diagnosis of a medical or developmental disorder in order to be considered for support. Our practitioners focus on the strengths and needs of individual children and support their progress through inclusive practice and reasonable adjustments within their current setting or at home. The child's strengths and needs are determined through assessment conducted by Specialist Advisory Teachers, practitioners in settings and healthcare professionals.

Assessment informs the level of support provided by the Early Years SEND Team. Support offered will be reflective of a child's level of need and the graduated response to SEND; Universal, Targeted and Specialist.

Levels of support are flexible and fluid and may be adapted in response to individual emerging needs, progress and development over time. A child receiving support at a universal or targeted level may not need to progress onto a specialist level of involvement. Equally, a child may receive support at a specialist level from the outset.

Throughout an episode of support by a member of the Early Years SEND team, a child's needs will be assessed and monitored. The level of support and involvement offered over time will be reflective of the needs of the child and will form part of the ongoing Assess, Plan, Do, Review cycle. Families and other adults involved in the intervention will be involved in these discussions.

## The Right Intervention at the Right Time

The Early Years SEND team will guide families, settings and other professionals to identify the most appropriate support for the child's emerging or ongoing needs.

### High Quality Inclusive Provision for the Whole Setting

All children benefit from high quality, inclusive teaching. IDOs support PVI settings, childminders and maintained nursery schools to ensure that systems are in place and embedded, to accommodate the needs of all learners. They also offer advice, guidance and training for supporting children with emerging needs in line with the graduated response.

Early Years Inclusion Advisors (EYIA) and Specialist Advisory Teachers (SATS) offer Inclusion support, advice and guidance for school nurseries and Reception classes.



## Support for Emotional Wellbeing and Behaviour

If a child's needs are related specifically to social, emotional wellbeing and behaviour, the most appropriate support may be provided by an Early Years Emotional Wellbeing and Behaviour Specialist. Please refer to the ['Early Years SEND Team Offer for Emotional Wellbeing and Behaviour in the Early Years'](#) for more detailed information.

## Support for Individual Children

For some children, a more targeted form of provision will be necessary to support them to make progress. The Specialist Advisory Teacher (SAT) coordinates the educational intervention of all children being supported on their caseload. At the initial point of contact between the teacher and family and/or setting, the views of the child, family and Early Years practitioner(s) will be sought, as well as a discussion about the adults' confidence levels to support the child to make progress. The SAT will observe and assess the child before discussing and agreeing outcomes for the adults to work towards with the child. The SAT will suggest and model interventions and strategies to help support progress towards the outcomes. Depending on the child's level of need, the SAT may decide that offering additional support from within the EYs SEND Team will beneficially supplement the episode of intervention. This may include, families attending a group to support the development of their skills and create peer networks or providing additional support for adults working with the child from an Early Years Inclusion Specialist (EYIS). The SAT may also identify training opportunities for Early Years practitioners, to advance their knowledge and skills in specific areas of SEND to support a child, or children, within their setting.

The SAT (and EYIS where relevant) will continually monitor progress against the outcomes that have been set. This may result in a change or alteration to the advice given or provision suggested, in order to best meet the needs of the child. At the end of the planned intervention, the teacher will conduct a review with the setting and/or family to discuss outcomes and evaluate their confidence to support the child to continue to progress. In most cases the involvement from the Early Years SEND Team will end, with families and settings welcomed to refer again in the future should the child's needs change. In some cases, an agreed number of additional support visits may be necessary to meet the set outcomes; this will be decided on a case by case basis with the local area Lead Teacher.

## Support for Social Communication and Autism

All Early Years SEND Team practitioners are experienced and trained in supporting early years children with social communication needs. In some cases, where a child's strengths and needs assessment indicates that the main area of need is Speech, Language, Communication and Autism (SLCN), an Early Years SLCN Specialist Advisory Teacher will be allocated. They will assess the child's strengths and needs to guide their decision around the most appropriate level of support. Depending on the child's level of need, the EYs SLCN SAT may decide that offering additional support from within the EYs SEND Team will beneficially supplement the episode of intervention. This may include, families attending a group to support the development of their skills and create peer networks or providing additional support for adults working with the child from an Early Years Inclusion Specialist (EYIS). The SAT may also identify training opportunities for Early Years practitioners, to advance their knowledge and skills in specific areas of SEND to support a child, or children, within their setting.

Referrers do not need to indicate support from a Speech, Language, Communication and Autism specialist, this decision will be based on assessment by the Early Years Lead Teachers.

### Early Years Specialist Development Centre

Early years children meeting the criteria for specialist support may be offered a block of intervention sessions at an Early Years Specialist Development Centre (EYSDC) alongside support at home and/or the child's Early Years setting (where applicable). The EYSDC is a specialist group which offers therapeutic, play-based parent and child sessions developed in line with the Early Years Foundation Stage curriculum. Specialist Advisory Teachers and EY Specialist SEND Practitioners (EYSSP) assess the child's needs and agree targets to support children to make progress, as well as demonstrating and advising families on the best way to support progress at home. The EYSDC uses a multidisciplinary approach, providing additional support from therapy services (speech and language therapy, occupational therapy, physiotherapy etc.) and access to local services, such as those as Family Centres. Staff at the EYSDC offer advice and guidance to Early Years settings to encourage successful transition into pre-school and nursery. If a child is in need of continuing support following their block of intervention, SDC staff will provide advice and guidance regarding next steps to the family and setting (where appropriate and in conjunction with other professionals and link SATS in the child's school or setting.)

### Working in Partnership

Dependent on the needs of the child, as assessed by the Early Years SEND Team, it may be most beneficial to the child to be supported by an alternative or additional practitioner from the SEND SAS service, specialising in a specific area of SEND (e.g. Sensory Impairment, Physical and Neurological Impairment). In agreement with the family, the episode of intervention may be shared by two or more professionals within the SEND SAS team, focusing on different educational outcomes. The child may also be recommended for primary support from a team other than Early Years, if this is deemed more appropriate.

In many instances, Early Years SEND practitioners will also work alongside professionals from other agencies (Educational Psychology Service, Speech and Language Therapy, the Health Visiting Team, Special School Outreach, social care, Family Centre services and SEND Champions) to secure the best outcomes for children.

### Transition

During key educational transition points (e.g. entry to Nursery or Reception, transition from Reception to Year 1) the Early Years SEND Team will support practitioners in the receiving setting to ensure the most appropriate provision and adjustments are in place to meet the needs of the child. Early Years SEND Team members may support coordination of and/or contribute to a Team Around the Child (TAC) meeting to bring parents and professionals together, in order to create a smooth transition between settings and supporting professionals. Dependent on the individual need of the child, this meeting may include practitioners from other specialist areas within the SEND SAS team, should ongoing support be appropriate. Alternatively, a referral to Special School Outreach or Behaviour Support Services may be suggested, should there be a need for short term support to develop teaching and learning strategies within the child's new classroom.

## Support in Key Stage 1

In some circumstances, it may be considered that the child requires continued support past the Early Years phase (0-5). In these cases, support may be offered through to Key Stage 1 (up to age 7). SEND support for children past Reception age, who have not previously been known to the EYS SEND Team, should be accessed through the SEND SAS SLCA Team or ASK SALI.

## Early Years Statutory SEND

The Early Years SEND Team support settings and schools to provide high quality SEN support; to meet the learning needs of the majority of children without the need for an EHCP.

Should a request be made for a Education, Health and Care Needs Assessment (EHCNA) of a child, SATs will provide information relating to children they are currently supporting or have worked with within the last six months. The information provided will help to build a more detailed picture of the child's strengths and needs.

If an EHCP is agreed, following assessment, the Early Years SEND Team can support settings to ensure they are able to confidently put the suggested provision in place, if this is requested or required.

Early Years children (up until the end of Reception year) with an Education, Health and Care Plan (EHCP) will be allocated to an EYs Education, Health and Care Plan Coordinator (EHCCO). The EHCCO's will support families and settings to regularly review the EHCP and plan for next steps.

If you require support regarding SEND statutory processes, please contact the Early Years SEND duty line on 01442 453300, alternatively please email the team on: [EarlyYearsStatutorySend@hertfordshire.gov.uk](mailto:EarlyYearsStatutorySend@hertfordshire.gov.uk)

## Referrals

### Condensed referrals

- For advice and guidance for individual children who are new to a setting and/or have emerging needs we recommend an initial telephone/virtual consultation with an Inclusion Development Officer or Early Years Inclusion Advisor as a first point of contact with the Early Years SEND service.
- To request support at a Targeted level for children with emerging needs please complete a service request [Hertfordshire Service Request Form - Children young people](#)
- State the reason for request as 'telephone/virtual consultation', 'setting observation consultation'

- If the child is in an Early Years setting please attach evidence of Assess, Plan, Do, Review – *if there is not yet evidence of this, please explain rationale and reason for request, e.g. the child is new to the setting, information provided/initial assessment/observation indicates that the child will need SEND support.*

### Full Referral

- To request support at a Specialist Level please complete a service request [Hertfordshire Service Request Form - Children young people](#)
- Evidence of two cycles of 'assess, plan, do, review' if the child is in an Early Years setting - *if there is not yet evidence of this, please contact local area Lead Teacher for a discussion around need*
- Relevant supporting medical reports (speech and language therapy, paediatrician, physiotherapy, occupational therapy etc.)
- Reports from any other supporting agencies (e.g. Family Centre support, Special School Outreach etc.)

**Parents/Carers and professionals can refer to the EYs SEND Team using the forms above, all referrals must include parent/carer signed consent.**

## Contacts

### County Lead for Early Years SEND

Lara Windsor – [Lara.Windsor@hertfordshire.gov.uk](mailto:Lara.Windsor@hertfordshire.gov.uk)

### Early Years SEND Service Manager

Faye Den Heijer- [Faye.DenHeijer@hertfordshire.gov.uk](mailto:Faye.DenHeijer@hertfordshire.gov.uk)

### Early Years Lead Teachers

North Herts and Stevenage; Laura Wilson – [Laura.Wilson@hertfordshire.gov.uk](mailto:Laura.Wilson@hertfordshire.gov.uk)

East Herts, Broxbourne, Welwyn and Hatfield – [Katie.Dean@hertfordshire.gov.uk](mailto:Katie.Dean@hertfordshire.gov.uk)

St. Albans and Dacorum – [Eilish.Foley@hertfordshire.gov.uk](mailto:Eilish.Foley@hertfordshire.gov.uk)

Watford, Three Rivers and Hertsmere – [Debbi.Watson@hertfordshire.gov.uk](mailto:Debbi.Watson@hertfordshire.gov.uk)

## Additional Support for Children with SEND in the Early Years

Within SEND Specialist Advice and Support:

**Vision Impairment Team** – If a child’s main needs are related to a visual impairment, use the service request form as above and select ‘Physical and Sensory’. Please contact Lead Teachers, Sharon Hill and Rebecca Payne for additional information - [Sharon.Hill@hertfordshire.gov.uk](mailto:Sharon.Hill@hertfordshire.gov.uk) , [Rebecca.Payne@hertfordshire.gov.uk](mailto:Rebecca.Payne@hertfordshire.gov.uk)

**Deaf and Hearing Support Team** - If you require advice and support for a deaf child or a child with a hearing impairment, use the service request form as above and select ‘Physical and Sensory’. Please contact the Lead Teacher, [Becca.Citroen@hertfordshire.gov.uk](mailto:Becca.Citroen@hertfordshire.gov.uk) or [Helen.Cromack@hertfordshire.gov.uk](mailto:Helen.Cromack@hertfordshire.gov.uk)

**Multi-Sensory Impairment** – For support for a child who is deafblind/has dual sensory impairment, use the service request form as above and select ‘Physical and Sensory’. Please contact the Lead Teacher, Dr Liz Hodges for additional information [Liz.Hodges@hertfordshire.gov.uk](mailto:Liz.Hodges@hertfordshire.gov.uk)

**Physical and Neurological Impairment** – For advice and guidance for children with physical or neurological conditions or injury, use the service request form as above and select ‘Physical and Sensory’. Please contact acting Lead Teacher, [Andrea.Pascali@hertfordshire.gov.uk](mailto:Andrea.Pascali@hertfordshire.gov.uk) for additional information.

Within Integrated Services for Learning (ISL):

### **The Educational Psychology Service**

The Educational Psychology Service predominantly supports professionals in schools to develop their skills and knowledge to manage difficulties involving learning, emotional wellbeing and resilience. Educational Psychologists also provide assessments for Education, Health and Care assessments. Once a child has an EHCP, they may provide more specialist support if required.

If you work in a school, please contact your named link Educational Psychologist for initial advice and support. Should you require further support, after you have put in place the assess, plan, do, review process, please complete a service request form using the same link as the one above for SEND SAS and select Educational Psychology. You will also need to complete an ISL Baseline Assessment (link above).

The Educational Psychology Service also offers a ‘Contact Line’ for parents, this is available every Wednesday from 2pm – 4.30pm; **01992 588 574**

Within Hertfordshire County Council:

### **0-25 Together Service**

0-25 Together is a Social Work and Adult Nursing Service that intervenes and supports children with complex disabilities, life limiting or lifelong support needs. The service support families, children, young people and young adults who have a range of complex needs. As a child grows older, there may be a



reduction in available childcare outside of school, families may be interested in the short break local offer. For more information, please follow the link below.

[Short Breaks \(hertfordshire.gov.uk\)](https://www.hertfordshire.gov.uk)

### **SENDIASS (SEND Information, Advice and Support Service)**

Hertfordshire SENDIASS provides information advice and support, which is accurate and confidential, in ways which are accessible for young people and parents. SENDIASS aim to promote independence and self-advocacy to enable children and families to participate in making informed decisions.

You can find out more about Hertfordshire SENDIASS at [hertssendiass.org.uk](https://www.hertssendiass.org.uk) or by phoning **01992 555874** on Monday -Thursday between 9.30am – 3pm and on Fridays between 9.30am – 2pm.

### **Herts Parent Carer Involvement (HPCI)**

HPCI are a group of parents and carers of children with SEND who work with education, health and social care services and providers to make sure the services they plan and deliver meet the needs of SEND children and their families.

The organisation provides SEND related information to their parent network, organises and hosts events, gains parental views on services they have received, works collaboratively with the statutory and voluntary sector to represent the views of parents. HPCI also recruits and trains new parent representatives for the organisation.

For more information, please visit the HPCI website [Herts Parent Carer Involvement \(hertsparentcarers.org.uk\)](https://www.hertsparentcarers.org.uk)

### **Herts for Learning**

Herts for Learning offer advice and support for providers to develop their universal Early Years provision and practice, to ensure all learners are included and able to progress. Herts for Learning offer a range of packages of support and training. Details and prices are available on their website [www.hertsforlearning.co.uk](https://www.hertsforlearning.co.uk)

Herts for Learning have also produced a SEND Toolkit, which has resources to support the development of inclusive teaching and learning for children with SEND. This is a free resource and can be accessed via the following link [www.hertsforlearning.co.uk/resources/send-toolkit-second-edition](https://www.hertsforlearning.co.uk/resources/send-toolkit-second-edition)

### **Delivering Special Provision Locally groups (DSPLs).**

There are 9 DSPL areas in Hertfordshire. The different area groups cater their provision to exactly what their local area needs, giving a more focused approach to providing the right support for that locality. They provide SEND support to schools and widen the choice for parents and families of support



outside of school in the local area. Each DSPL group is made up of: Parents and carers, staff from early years settings, schools, and colleges and people from other SEND organisations.

The area groups are:

Hitchin, Letchworth, Baldock and Royston (DSPL 1)

Stevenage (DSPL 2)

Bishop's Stortford, Sawbridgeworth, Buntingford, Watton-at-Stone, Hertford, and Ware (DSPL 3)

Hoddesdon, Broxbourne, and Cheshunt (DSPL 4)

Welwyn Garden City and Hatfield (excluding south Hatfield villages) (DSPL 5)

Potters Bar (including south Hatfield villages) and Borehamwood (DSPL 6)

Harpenden and St Albans (DSPL 7)

Berkhamsted, Tring, Hemel Hempstead, and Kings Langley (DSPL 8)

Watford, Three Rivers, Bushey, and Radlett (DSPL 9)

Information for all DSPL's can be found at: <https://www.hertfordshire.gov.uk/microsites/local-offer/education-support/delivering-special-provision-locally-dspl.aspx>

Other services:

#### **Family Centres**

Family Centres offer a range of services and support for children and their families, from universal health services (baby weigh stations and development checks) to targeted courses for families needing extra support. Each Family Centre has designated SEND Champions to support and signpost families wanting to find out more about their child's emerging additional needs, or just needing some extra advice and guidance. To find out more and to locate your nearest Family Centre, please use the following link;

[Family centre service \(hertsfamilycentres.org\)](https://www.hertsfamilycentres.org)

#### **Hertfordshire Community NHS Trust**

Children and young people's integrated therapy service provides occupational therapy, physiotherapy and speech and language therapy for children and young people in Hertfordshire.

To find out more about therapy services pls use the following link: <https://www.hct.nhs.uk/children-and-young-people-integrated-therapy-service/>

**For more information on the support available for SEND in Hertfordshire, visit Hertfordshire's Local Offer website:**

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>