

LEWISHAM PARENT PARTNERSHIP SERVICE

EARLY YEARS ACTION & EARLY YEARS ACTION PLUS

Early Years Action

Early Years Action is the first stage of concern about your child's progress and happens when someone thinks that your child's needs are not being met by the usual provision in the nursery/childcare setting. This could be you or someone who works with your child.

This is likely to be because your child:

- Makes little or no progress.
- Has difficulty with literacy or numeracy.
- Has an emotional or behavioural difficulty.
- Has communication difficulties: or
- Has a sensory or physical difficulty.

You will be able to talk to your child's key worker or the Special Educational Needs Co-ordinator (SENCO) about any worries you or they may have about your child. They may ask about:

- Your child's development
- Your child's health
- How he/she behaves at home
- What you think would help your child

This information will help to get an overall picture of your child's strengths and weaknesses and help the key worker or SENCO to put together a programme of support for your child. This will include different and extra help to the help that other children would get on a daily basis.

This will be set out and recorded in an Individual Education Plan (IEP) for your child. (For information on IEPs please see separate leaflet.) You should be invited to be part of this process and you should be kept as fully informed as possible about your child's progress.

Some of the ways the nursery school might help:

- A different way of teaching some things that your child finds difficult.
- Matching activities to the ability of your child.
- Adapting learning materials such as work sheets, books and activities to suit your child's needs.
- Small group work or some individual support.
- Setting learning or behavioural targets.
- Giving you ideas on how you can help your child at home.
- Asking you to do things at home.

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Early Years Action Plus

If your child does not make enough progress, your child's key worker or the SENCO should then talk to you about asking for advice from other people outside the nursery school/ childcare setting.

They may ask for advice or support from:

- Specialist teacher.
- Educational psychologist
- Speech and Language Therapist.
- Health Professionals.
- Sensory Specialist.
- Behaviour specialist.

These specialists will look at your child's records to get a full picture of their progress, the strategies already used by the school/ childcare setting and targets that have been set and achieved. The specialists will also want to talk to you about your child and get your views.

Together with the nursery and parents the specialists will develop a plan for your child.

This may include:

- Regular advice to teachers/staff working with your child.
- Training for staff to support your child.
- Teaching support.
- Equipment and teaching materials.
- Information Technology
- Specialist Assessment.

Any extra help should, as far as possible, be in the normal setting. The plan will be recorded in a new IEP, which will be monitored and reviewed regularly.

What happens if your child still makes limited progress?

For most children the support given at Early Years Action or Early Years Action Plus is enough to help them progress. For some children this is not the case. The nursery school/childcare setting will then discuss with you what further support may be available from the local Authority (LA), which could be requesting a statutory assessment.

The LA will need to know that all other alternatives have been tried and that over a period of time the child has made little or no progress.

You also have a right to ask the LA for a statutory assessment.

Further information

Special Education Needs Code of Practice 2001

To obtain a copy telephone: 0845 60 222 60 Ref: DfES 581/2001

Parent Partnership Service: Independent information, advice and support for parents of children with Special Educational Needs. Contact details below