

Early Years Support



Welcome to Early Years Support in East Riding

Please use this information booklet when you are making a request to Early Years Support.

Early Years Support



We recognise that some babies/children may need some additional support from education, health and care services at certain times in their life.

Early Years Support aims to promote babies /children's learning and development to help support their physical and/or medical needs.

What is Early Years Support and why is it important?

- ❖ Early Years Support is an approach which aims to improve the delivery of services for babies/children who have or may have a Special Educational Need / Disability (SEND)
- ❖ Early Years Support aims to facilitate early intervention, information sharing and planning across services for babies/children under the age of 5 years where support may be needed regarding their learning/development and or physical/medical needs with a named lead professional.
- ❖ The Early Years Support team aim to ensure children get the best start in life by offering advice and support at the beginning of their journey.
- ❖ Once you have submitted a request to Early Years Support, the team will discuss and consider the information you have given us and recommend further services that may be of help to you now or in the future.
- ❖ The Early Years Support discussion will usually take place within four weeks of the completed request with all supporting information being received.
- ❖ It may be recommended that the people supporting you and your child come together to plan the next steps.
- ❖ In some instances it may be useful to complete an Early Help Family Assessment which would look more in depth into wider family and sibling's needs.

What does the Early Years Support approach offer?

Early Years Support approach promotes:

- ❖ Partnership with parents /carers who are at the heart of decision making about their baby/child
- ❖ Services working together, joint planning and shared decision making
- ❖ Key working via the lead professional role which provides a single point of contact for families and professionals
- ❖ The provision of accurate, up to date information in a format that is relevant to the family
- ❖ Use of the family plan which avoids frustration of having to tell the same story repeatedly to different people
- ❖ Parents and professionals plan support based on family priorities and goals
- ❖ Transitions are planned for and supported
- ❖ Request for support to other services run quickly and smoothly
- ❖ Different professionals offer consistent and coordinated messages
- ❖ Coordinated patterns of contact and support avoiding unnecessary overlap
- ❖ Parent /carers are supported, empowered and confident

This information booklet will help you fill in the request for Early Years Support.

In this booklet you will find information to help you to understand how Early Years Support works; the services that can help you, and help you to answer the questions in the request as fully as possible.

When you see **(i)** on the request form, use this information booklet to help you understand and answer the questions.

The questions which have an **(i)** next to them are separated within the booklet according to the order of the request.

The request is intended to be completed by parents and professionals together who are working with a baby/child aged 0-5 years with additional needs.

If you are a parent or carer completing this form, please include as much information about your baby/child's health, development and areas where you think they need help.

Your health visitor should be able to support you and provide information such as a completed Ages & Stages questionnaire. To find out who your health visitor is, please ring your local health visiting team. Their contact details can be found at the end of the booklet.

If you attend your local children's centre and/or your child attends an Early Years setting such as a nursery, pre-school or childminder, ask them to contribute to this request.



If you are a health professional fulfilling your legal duty to inform the local authority and are NOT requesting Early Years Support at this time, please tick this box ☐

Health Bodies have statutory duties relating to Part 3 of the Children and Families Act 2014 which include bringing certain children to the local authority's attention. If a child is under compulsory school age and the health professional is of the opinion that the child has (or probably has) special educational needs or a disability, they must...

- ✓ inform the child's parent of their opinion and of their duty under the Children and Families Act
- ✓ give the child's parent an opportunity to discuss their opinion with an officer of the group or trust
- ✓ The group or trust must then bring their opinion to the attention of the appropriate local authority in England
- ✓ If the group or trust thinks a particular voluntary organisation is likely to be able to give the parent advice or assistance in connection with any special educational needs or disability the child may have, they must inform the parent of that
- ✓ Provide a system which ensures that any reports of early recognition that a child has, or may have, a special educational need is not only passed to the LA, but allows the support process from appropriate partners (including the voluntary sector) to commence.

How to inform the Local Authority is as follows:

1. Staff from any service, including those who provide health care, who recognise that a child has or may have a SEND (Special Educational Needs Disabilities) gains consent from the parent to discuss their concerns with the child's Health Visitor before a request is made for Early Years Support.
2. The Health Visitor should support the organisation with the referral process for Early Years Support if it is deemed appropriate and the parent consents to this. The referral form automatically informs the LA.
3. If parents do not consent to personal information being shared with the Local Authority and the Health Visitor feels that a child has or may have a SEND, a request can still be completed without using any personal information; using the family's local children's centre to identify location.

East Riding of Yorkshire Clinical Commissioning Group work in partnership with the Local Authority to ensure services can be planned to meet the needs of children and young people today and in the future. If you are a health professional fulfilling your legal duty to inform the local authority, then please tick the box on the request to confirm this.

A note for professionals making a request to Early Years Support:

- ❖ Please check you have completed all sections on the request and submitted all documents as required.
- ❖ Please be advised unless all of the request is completed and accompanying documents are submitted the request will be returned.
- ❖ Your request will not be added to the next available Early Years Support team meeting unless all information is completed.
- ❖ Parent's views along with your own should be reflected throughout the request.

The Early Years Support team is a group of professionals from services across Education, Health and care.

Representation from the services below maybe present at the Early Years Support team meetings:

- Early Years Support
- Portage
- Early Years Inclusion Team
- 0-25 SEND team
- Educational Psychology
- Early Years Development team
- Speech and Language Therapy Service
- Sensory and Physical Teaching Service
- East Riding of Yorkshire Council Children's Centres
- Health Visiting Team
- Continuing care nurse
- Adoption and Fostering
- East Riding of Yorkshire Council Nurseries representation
- Early Years team Hull City Council
- Dietetics

You can find information out about the services listed above on the East Riding local offer.

The Early Years Support team will store my contact details, request for service and any information relevant to Early Years Support in accordance with the Data Protection Act.

Information relating to you and your baby/child is stored on a secure Early Years system. Only authorised professionals have access to your information. This includes the professionals from the services listed above, along with the Early Years Support admin team who will send out information to you in the form of invitations to meetings, copies of any meeting notes, family plans, etc.

Early Years Support may need to share and seek information from services/professionals from across Education, Health and Care in relation to the request for Early Years Support.

Early Years Support may contact other people working with you and your family for updates/progress reports. This information will be shared with the Early Years Support team and via Early Years Support Family meetings. This information can help us build a picture of what support you and your family need.

Signature and name of parent/carer with parental responsibility: Parental Responsibility is defined in s.3(1) Children Act 1989 as being "all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property".

When certain decisions have to be taken about a baby/child, all those with Parental Responsibility for the baby/child are allowed to have a say in that decision. The decision will have to be about the upbringing of the baby/child. Day to day decisions should be taken by the resident parent or the person with whom the baby/child lives without interference from other Parental Responsibility holders. Parental Responsibility means the power to make important decisions in relation to a child.

The information you provide in the request will be used by East Riding of Yorkshire Council in accordance with the Data Protection Act 2018.

Details of the Early Years Inclusion team's own privacy policy are listed below:

Privacy Notice for Early Years and Family Support Service

Early Years Inclusion team - Early Years Support, Area SENCO team and Early Years Portage

What do we use the information for?

We use this information to facilitate early intervention, information sharing and planning across services for babies/children under 5 years who have /may have a Special Educational Need or Disability (SEND).

Advice and support maybe given regarding a baby/child's learning/development and or physical/medical needs. This includes:

- Ensuring children's needs are identified at an early stage of development
- Considering information submitted in Early Years Support request and recommend services which may be of help to families now /or in the future via Early Years Support team meetings
- Collating relevant information with health, education and care services to contribute to initial request and next steps discussions and family meetings

- Sharing relevant information with health, education and care services to contribute to initial request discussions and family meetings
- Facilitating next steps discussions and Early Years Support family meetings
- Coordinating family plans and termly support plans
- Circulating family plans and termly support plans to people identified in the plans
- Preparing reports for Education Health Care Plans (EHCP's)
- Undertaking Early Help Assessments (EHA) as appropriate
- Attending multi agency meetings representing Early Years Inclusion team
- Ensuring transition to school is planned for and supported
- Offering advice and support to childcare settings via Area SENCO team
- Working in partnership with parents to help teach their child new skills in the family home
- Developing and preparing individual teaching programmes in the family home
- Working in partnership with parents in a variety of settings such as childcare provider or local children's centre
- Discussing support needs with inclusion support workers placed in early years settings who advise staff on meeting children's needs
- To inform observation and assess children in early years settings where support is requested via the inclusion fund
- Undertake referrals as appropriate to education, health and care services
- Coordinating support with neighbouring local authorities

What information do we hold and use?

We collect and process the following information:

- Initial Early Years Support request information
- Personal information (such as parent and child name, address, date of birth, telephone numbers and email addresses)
- Characteristics (such as ethnicity, language, gender, disability, home circumstances and health information)
- Clinical letters, reports and assessments from Education, health and care services related to the child or young person

- Details of GP, health professionals, school and early years setting the child is attending and other professionals from education, health and care services involved with the child or their family
- Parent/carer feedback via ongoing survey
- Family and termly support plans
- Evaluation forms for Early Years Settings in receipt of additional inclusion support
- Evaluation forms from inclusion support workers supporting early years settings

On what grounds do we use the information?

We collect and process this information via health services under Part 3 of the Children and Families Act 2014 which includes bringing certain children to the local authority's attention.

We process personal data for the following reasons:

- ✓ Processing is necessary for the purposes of the legitimate interests pursued by the East Riding of Yorkshire Council or by a third party, except where such interests are overridden by the interests or fundamental rights and freedoms of you which require protection of personal data.

We process special categories data for the following reasons:

- ✓ Processing is necessary to protect the vital interests of you or of another person where the you are physically or legally incapable of giving consent

How do we collect this information?

- ✓ We collect this information direct from parents or professionals via online or paper requests.

Who do we share your information with?

- ✓ We share information with other local authorities, health and education organisations and services where relevant such as schools, academies, early years settings, health visitors, educational psychology, speech and language therapy, where relevant to the individual needs of the child.

How long do we store it and is it secure?

The Council has retention schedules in place to ensure that information is only held for as long as it is needed. For information on how long your information will be held visit the retention page.

Details of how we keep your information secure are available on the general privacy information page.

What rights do you have?

The rights that you have depend upon the grounds upon which we collected your information. All of the rights you could have are outlined on the data protection rights page.

- ✓ The right of access - You are entitled to see the information the service holds about you and can request a copy by emailing data.protection@eastriding.gcsx.gov.uk
- ✓ The right to rectification - If you believe any information the service holds about you to be incorrect please email eyst@eastriding.gov.uk and we will amend the information accordingly.
- ✓ The right to erasure/ right to be forgotten – the service has determined that all requests to permanently delete a service user record will be dealt with on an individual basis. All requests for deletion should be sent to eyst@eastriding.gov.uk
- ✓ The right to restrict processing - Should you wish the service to limit how we use your data please email eyst@eastriding.gov.uk with the reason for your request.
- ✓ The right to object - In addition to the right to limit the use of your data, you also have a right to object to the use of your data for certain actions. Should you wish to object please email eyst@eastriding.gov.uk with the reason for your request.

Where can I find out more?

If you want to know more about how the Council uses information, your rights or have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance; contact details are available on the general privacy information page. Alternatively, you can contact the Information Commissioner's Office.

For more information about the Early Years Inclusion team please refer to the Early Years Support, Portage and Inclusion support pages on the:

<http://www.eastridinglocaloffer.org.uk/>

Please note: If in our view a baby/child's welfare is at risk, we have a duty to pass on information that will protect that child.

East Riding of Yorkshire Council will, on request, provide this document in Braille, large print or in audio. If English is not your first language and you would like a translation of this document into any other language, please telephone (01482) 393939 or make a request at any of the council's customer service centres.

Jesteśmy tu, by Tobie pomóc. Naszym celem jest udzielenie każdej osobie dostępu do naszych usług. Jeśliszyczysz sobie pomóc, prosimy zadzwonić na ten numer 0121 377 288

Completing the request

If you wish to save the request and return to it at another time please press save and enter your e-mail address. The request will be sent to your e-mail address with the information that you have completed so far. If you cannot find the request in your inbox you may wish to check the junk folder.

SECTION A

- **Parent/carer e-mail address** – If you share your e-mail address with us when making the request you will receive a notification e-mail that the request has been received and you will also get a copy of the request for your records.

From time to time we send out a link to the online Early Years support survey via the e-mail address you have supplied to enable you to contribute their views and ideas which help inform future planning of Early Years Support. You may also wish to receive copies of meetings, family plans, support plans and letters via e-mail. This can be discussed with the person making the request for Early Years Support or at a later date with your lead professional.

- **Ethnic origin of baby/child** - Please refer to the table below:

White - British		Asian or Asian British Bangladeshi		Mixed - white and Asian	
Black or black British - African		Mixed - white and black African		Chinese	
White - Irish		Asian or Asian British Indian		Other	
Black or black British - Caribbean		Mixed - white and black Caribbean		Prefer not to say	
White - other		Asian British Pakistani			
Black or black British - other		Mixed - other			

- **Give details of interpretation services needed** - If English is not your first language you may find it difficult to access services and to discuss your needs with practitioners. Please let the person who is making the request to Early Years Support know if you would like a trained professional interpreter to be present at any following visits, meetings you may have.
- **Please tell us about any other significant people in your baby/child's life, eg siblings, Grandparents** - Include information about people who are part of your wider family network and who your baby/child sees on a regular basis.

SECTION B

- **Is your baby/child looked after by the local authority?** - Please provide information here relating to babies/children who are looked after by the local authority. We need to have social worker contact details to ensure they have given consent for the request to Early Years Support to be made and that outcomes from the Early Years Support team meeting discussion are shared with them.
 - **The days and times your baby /child attends an Early Years setting** – this helps us to make sure we can meet with you at times which are suitable for you and your baby/child.
 - **Start date** – we ask for this information to note how long your baby/child has been attending the early years setting. If your baby/child has recently started attending the setting named on the request it would also be helpful for us to know if they have attended another setting before.
 - **Developmental stages** – early years settings are asked to provide this information if they are making a request for a child who is attending a nursery, childminder etc. This ensures that the Early Years Support team is able to have this information for their discussions and consideration of further services and support. If a child has recently started at the setting, practitioners are expected to complete the baby/child's starting points on this table as part of making the request.
 - **The school you would like your child to attend** - Indicating on the Early Years Support request form does not guarantee your baby/child a place at the named school, however this information will help people working with you and your family to plan the transition into school.
 - **The year your child will start school** - This information helps Early Years Support and other services coordinate and plan for transition into school in plenty of time.
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SECTION C

- **How does the children's centre support you?** - You can include information about any group sessions that you and your baby/child attend such as Talktime or Let's Get. If you have received or are currently receiving 1:1 support from a Family Coordinator, or if you have completed a family links course, we would like you to include this information.
- **You must include the name or practice address of your GP and Health visitor** - The person making the request for Early Years Support **must** provide health visitor details and contact the health visiting team as part of making the request. They will be able to provide you with up-to-date health information and provide copies of recent developmental reviews to accompany the request. Information the health visitor gives you should also be recorded in section D.
Contact details for the East Riding health visiting teams can be found at the end of this booklet.
- **Tell us about other agencies who are working with you and your family** - To ensure joint working and the sharing of information; please ensure that all people

working with you are included on the list. Examples of people who may be working with your baby/child are below:

Speech and language therapist	Health visitor	Community Nurse	Social care worker
Family Nurse Practitioner	Physiotherapist	Occupational Therapist	Dietician
Early Years Setting e.g. nursery, childminder	Sensory and Physical teaching service	Family Coordinator	Paediatrician /Consultant

SECTION D

Guidance on what you may wish to include in the sections is listed below (i):

Category	You might consider commenting on the following:
Please tell us about your baby/child.	❖ General health issues -eg chest infections, constipation, diarrhoea, eczema, asthma, allergies, epilepsy. ❖ Specific health needs related to condition - has your baby/child got a health Care plan in place? ❖ Any medication your baby/child may be taking. ❖ Does your baby/child have a gastrostomy; tracheostomy etc? ❖ Do you or another family member have an illness /disability that affects your daily routine? How do you manage this? ❖ Has your baby/child had their immunisations? ❖ Has your child had their 2 year health check? ❖ Is your baby /child sensitive to loud noises / specific sounds?
Are there any concerns with your baby/child's physical development, including feeding, dressing, toileting and getting around? You could comment on the following:	❖ Sleep routines - any concerns with your baby/child's sleeping pattern? ❖ Management of toileting needs – is your baby/child in/out of nappies? Have you started toilet training? ❖ Vision/hearing - Do you have any concerns about your baby/child's vision /hearing? ❖ Has your baby/child had any recent checks and what results did you get? ❖ Does your baby/child wear glasses/hearing aid? ❖ Do you have support from the Sensory and Physical teaching service? ❖ How does your child like to get around? Are they able to sit, crawl, walk, stand, cruise around furniture, etc? Can your child go up/down steps? ❖ Needs around eating, drinking, eg ability to swallow, chew, choking risks, diet, etc. Does your baby/child eat a variety of foods? What is the consistency of their food e.g. pureed, mashed? Does your baby/child use finger food/cutlery? ❖ Does your baby /child use a bottle /trainer cup/open cup? ❖ Do you have any concerns around your baby/child's eating?

Are there any concerns with your baby's/child's speech and communication development?	❖ Does your baby/child babble, use single words, use two words together; use short sentences, signs, use gestures, longer sentences, etc? ❖ How your baby/child communicates with others. ❖ How does your baby/child make their needs known? ❖ Does your baby/child respond to their name and simple instructions? ❖ Does your child speak more than one language? If so, which languages do they speak? ❖ Can your child wait and or/take turns? ❖ Do they copy other children /adults actions /expressions? ❖ Any appointments that your baby/child has had with Speech and language therapy ❖ Any recommendations that are in place following Speech and language therapy advice ❖ Any written reports/advice produced by the Speech and language therapists can accompany the request for Early Years Support.
Can you tell us about what and who your baby/child likes to play with?	❖ Does baby/child like to play with their sister/brother? ❖ Does your baby/child like outdoor/indoor play? ❖ If your baby/child prefers to play alone or with others (adults and/or children). ❖ Have any favourite activities/toys. ❖ Does your child talk about their friends? Does your child have a best friend at nursery /home? ❖ Does your baby/child like to form relationships with their peers? ❖ Does your baby /child enjoy sharing books, pretend play, playing games? ❖ Does your baby /child enjoy jigsaws, shape sorting, dressing up or role play?
Please tell us anything about your baby's/child's behaviour that you have concerns about.	❖ How your baby/child copes with changes to routine. ❖ What makes your baby/child happy or sad? ❖ How does your baby/child show they are happy /unhappy? ❖ Any behaviour that your child repeats. ❖ Any behaviour which you feel is unusual. ❖ How your baby/child reacts to new people, changes, etc. ❖ Does your baby/child's behaviour differ between their early years setting /home
Which area of your baby's/child's development would you like help with first?	❖ You can comment on specific concerns you may have and would like help with, for example, speech and language or play. ❖ You can also tell us what is working well / not so well currently in this section. ❖ You can also tell us what you want to achieve by submitting the request.

Note for professionals: you **must** also include your information within the second column of Section D. Information gathered from other practitioners as part of making the request should also be included in this section.

Information you may send to accompany the request for Early Years Support (i)

To enable the Early Years Support team to make timely decisions to requests from parents and practitioners it is essential that relevant information is provided by the referrer however it may be that your baby/child doesn't have any services in place currently or they are in progress.

Please note the list of accompanying documents below are for guidance purposes only.

Health:	Education:	Care:
Ages and Stages Questionnaire ☐	Summative Assessment ☐	Early Help Family Assessment ☐
Two Year health check ☐	My Termly Support Plan ☐	Team around the family plans ☐
Speech and Language Report ☐	Behaviour Plan ☐	Personal Education Plan (PEP) ☐
Health Reports/Clinical Letters ☐	Observations from Talk Time ☐	
Speech and Language triage report ☐	Observations from setting ☐	

The Early Years Support team may recommend through their discussion that some of the above are undertaken to help support the request for Early Years Support.

We may also ask that your baby/child's progress is updated through the team meeting at a later date, following the completion of one of the above assessments, for example, a current ages and stages questionnaire with yourself and the health visitor or an observation from talk time sessions.

Below is a list of what each supporting document is and when they may be completed:

Ages and Stages Questionnaire (ASQ) - A questionnaire for parents or carers to complete with their health visitor. The ASQ addresses five developmental areas: communication, gross motor, fine motor, problem solving, and personal-social skills. The questionnaires can be completed between the ages of one month to 5 ½ years.

Two Year health check - Local authorities, health visiting services and early year's providers review children's progress and development at the age of two to two and a half years. This review will include parents' views and any concerns about their child's progress; the early year's practitioner's detailed knowledge of how the child is learning and developing which will be based upon day-to-day observation in their early years setting and the health visitor's expertise in the health and development of young children.

Speech and Language Report - These can be from an initial triage appointment your baby/child has had that have been sent out to you. The report may include information about the assessment and what the next steps are.

Health Reports/Clinical Letters - These can be from an initial appointment your baby/child has had that has been sent out to you. The report will include information about the assessment and when the next appointment is scheduled.

Behaviour Plan - A behaviour plan aims to identify, plan and put into practice strategies to promote positive behaviours. It ensures every adult adopts the same approach to ensure the child receives consistent messages about what is expected of them.

My Termly Support Plan - Early years practitioners have a responsibility to identify a child's needs and begin, through liaison with parents/carers, to provide specific planned support that is additional to or different from a child's peers. Writing and implementing a support plan fully involves parents/carers and the child, focuses on the child's strengths and interests and identifies outcomes that are important to and important for the child to achieve in the future. The identified outcomes are broken down into next step targets to inform activities a child needs to complete to work towards an identified outcome. The targets are continually evaluated and reviewed on a termly basis in partnership with parents/carers.

Early Help Assessment (EHA) - Previously known as a common assessment (CAF) could be helpful in identifying any additional needs to inform next steps. The EHA is an holistic assessment which will look more in depth into what support your family may need in relation to housing, family support, relationships, financial support, etc. This will be completed in partnership with yourself.

Useful Contact Details

Integrated Public Health Nursing Service (ISPHN)		
Bridlington team Tel: (01262) 400565 Email: Hnf-tr.bridlingtonisphnteam@nhs.net	Goole (Goole, Howden, Gilberdyke and Snaith) team Tel: (01405) 752931 Email: hnf.trgooleisphnteam@nhs.net	Haltemprice (Cottingham, Hessle, Brough and surrounding villages) team Tel: (01482) 335010 Email: Hnf-Tr.haltempriceisphnteam@nhs.net
North Holderness (Beverley/Hornsea) team Tel: (01482) 677618 Email: Hnf-tr.northholdernessisphnteam@nhs.net	West Wolds (Pocklington/Driffield) team Tel: (01759) 448331 Email: Hnf-Tr.westwoldsisphnteam@nhs.net	South Holderness (Hedon/Withernsea) team Tel: (01482) 344455 Email: Hnf-tr.southholdernessisphnteam@nhs.net
Immunisation Team Carol Clark Immunisation Co-ordinator Tel: 07718 192106 Email: Hnt-tr.immunisationteamleaders@nhs.net	Family Nurse Partnership Tel: (01482) 335001 Email: Hnf-tr.erfnp@nhs.net	

East Riding of Yorkshire Children's Centres

Anlaby 01482 565560	Beeford 01262 481699	Beverley 01482 880066
Beverley rural 01482 391300	Bridlington 1 01262 409596	Bridlington 2 01262 606053
Brough 01482 669474	Cottingham 01482 845636	Driffield 01377 240782
Goole Kingsway 01405 761 287	Goole Marshlands 01405 762614	Hedon 01482 899962
Hessle 01482 629085	Hornsea 01964 537160	Howden 01430 432145
Market Weighton 01430 874090	Pocklington 01759 307154	Withernsea 01964 612618

East Riding Early Years Support Process

Eligibility - A baby /child's (0-5 years) learning/development and or physical/medical needs are identified. Requests for babies/children who have /may have an SEND, who live in another local

authority but are attending an East Riding early years setting can also be made.



Early Years Support needs identified – Parent/carer with support from a professional to complete a request for Early Years Support.

The request can be completed online via the local offer website and searching for Early Years Support www.eastridinglocaloffer.org.uk



Making a request for Early Years Support – Information booklet available via the East Riding local offer to guide referrers when making a request. Copies of accompanying information such as the Early Help family assessment (EHA), social care assessment, 2 year progress check, ages and stages questionnaires, any medical reports / clinical letters etc should be submitted with the request for service. These can be uploaded at the point of making the request or they can be sent in a secure and confidential way to: eyst@eastriding.gcsx.gov.uk or Early Years Support Coordinator, Room BF75, County Hall, Cross Street, Beverley, HU17 9BA.



Early Years Support team meeting – once you have submitted a request to Early Years Support, the team will discuss and consider the information you have given us. The team is made up of a group of professionals across health, education and care services who meet fortnightly to discuss requests for Early Years Support. The Early Years Support team discussion will usually take place within four weeks of the completed request being submitted. The Early Years Support team may recommend further services to help now or in the future.



Child does not meet criteria for Early Years Support

Signpost to universal services. Identify a lead professional. Ongoing support needs maybe addressed through completing an Early Help Assessment EHA. Baby /child can be referred back to Early Years Support if needs change.



Support required from one or more specialist service.

Referrals to other services may be made following the team discussion and agreement from parent/carers. The need for a next steps discussion will be agreed. A member of the Early Years Support team will be identified to facilitate and coordinate the initial discussion with parents/carers and the person who made the request.



Next steps discussion – this is an initial date set between parents/carers and the person who made the request only. The discussion enables parents to share any concerns they may have, ask any questions about the services recommended by the team and plan the next steps together. This discussion is informal and not all of the services recommended to support the family will be invited. Notes from the

discussion will be made and shared with the services that are to begin supporting with the family. A lead professional should be identified during the next steps discussion. The lead professional will act as a single point of contact and will liaise with parents/carers, Early Years Support and other services helping the family. In some instances it may be useful to complete an Early Help Family Assessment which would look more in depth into wider family and sibling's needs.



Early Years Support Family Meetings - Following the initial next steps discussion, further family meetings will be arranged as and when needed. These meetings will bring together all those involved with providing support to the child and family to jointly review support given and plan the next steps. These will then be formulated into a support plan. The support plan is designed to be flexible and reviewed as and when needed – there are no set timescales.

Family meetings will need to be arranged to support transition e.g. when a child starts school or an early years setting, and where it is agreed that an assessment for an Education, Health and Care Plan is to be requested.

The Lead Professional is responsible for arranging the family meetings and circulating the support plans and any other relevant paperwork.



The Lead Professional is responsible for completing the support plan. The final support plan should be agreed with the parents/carers before distributing copies to those services the family would like to share the plan with.

A copy of the support plan with the date, time and venue of the next family meeting, should be submitted to the Early Support Coordinator at the above address.

The Lead Professional **must** inform Early Years Support of the following:

- A proposed change to the Lead Professional
- When a child is due to start an Early Years setting or school
- When a child is due to move out of the authority
- Where it has been agreed that a request for an EHC plan is to be made

All changes should be e-mailed to: eyst@eastriding.gcsx.gov.uk



Transition into school – at the beginning of the spring term someone from the Early Years Support Team will contact the lead professional to discuss transition into school.

[Glossary for Early Years](#)

[SEND \(Special Educational Needs and Disabilities\)](#)

- EAL = English as an Additional Language
- ASQ = Ages & Stages Questionnaire
- SENDIASS= Special Education Needs and Disability Information and Support Service
- EHCP = Education Health Care Plans (Previously known as a Statement)
- EHC PLANCO'S = Education Health Care Plan Co-ordinators
- SAPTS = Sensory & Physical Teaching Service
- OT = Occupational Therapist
- HV = Health Visitor
- VI = Visual Impairment
- HI = Hearing Impairment
- CC = Children's Centre
- CP = Community Paediatrician
- SCD = Social Communication Disorder
- SLT = Speech and Language Therapist
- EP = Educational Psychologist
- SALT = Speech and Language Therapy
- ASC = Autistic Spectrum Condition
- EYS = Early Years Support (Previously known as Early Support)
- DLA = Disability Living Allowance
- SPLCN = Speech, language and communication needs
- PMLD = Profound and multiple learning difficulties
- MLD = Moderate learning difficulties
- SLD = Severe learning difficulties
- FISH = Families Information Service Hub
- SEND = Special Educational Needs & Disabilities
- SENCO/Area SENCO = Area/Special Educational Needs Co-ordinator
- AIS = Additional Inclusion Support

- NSD = Next Steps Discussion
- EIS = Education Inclusion Service

Care Services

- LADO = Local Authority Designated Officer
- DBS = Disclosure and Barring Service
- CIN = Child in Need
- CPP= Child Protection Plan
- CLA = Child Looked After (Previously LAC)
- EHaSH = Early Help and Safeguarding Hub
- ERSCB = East Riding Safeguarding Children Board
- TAF = Team Around the Family Meeting
- PEP = Personal Educational Plan
- IRO = Independent Reviewing Officer
- SOS = Signs of Safety
- EHA = Early Help Assessment (Previously CAF)

Others in Early Years

- PACEY = Professional Association for Childcare and Early Years
- NDNA = National Day Nurseries Association
- ERYC = East Riding of Yorkshire Council
- LA = Local Authority
- 2FP = 2 Year Funded Places
- FEE = Free Early Education
- ILS = Improvement & Learning Service
- ERYC = East Riding of Yorkshire Council
- EYPP = Early Years Pupil Premium
- CIF = Common Inspection Framework
- EYDA = Early Years Development Advisor

- QTS = Qualified Teacher Status
- EYP(S) = Early Years Professional (Status)
- PGCE = Post Graduate Certificate in Education
- PLA = Preschool Learning Alliance
- EYFS = Early Years Foundation Stage
- SEF = Self Evaluation Form
- OAP = Observation, Assessment and Planning
- DfE – Department for Education
- FSM = Free School Meals