



SEND Inclusion in the Early Years

The following information relates to children in the Early Years Foundation Stage (EYFS) from birth to the term after their 5th birthdays, who have a range of special educational needs (SEN). This document should be used alongside the 'Birth to 5 Matters' document or 'Development Matters' to gain an understanding of where a child's skills present in regard to typical development.

Please also refer to guidance for schools in 'SEND Ranges 2020', and read in conjunction with the relevant primary need descriptors for:

- Communication and Interaction/ Autism Spectrum Disorders
- Speech, Language and Communication Needs
- Cognition and Learning Needs
- SEMH Needs
- Sensory and/ or Physical Needs

For the majority of children it takes time for the primary need to be established through ongoing observation and assessment. Children's Special Educational Needs are generally thought of in the following four broad areas of need and support (SEND Code of Practice, 2015):

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/ or physical needs**

Provision made for individual children should seek to address **all needs** using well-evidenced intervention targeted at areas of difficulty or use of specialist equipment as appropriate.



The Graduated Response

Settings should demonstrate that they have adopted a graduated approach with four stages of action: assess, plan, do and review. This cycle of action:

- Assess – work to understand what gaps exist and what skills a child needs to work on
- Plan – plan for the support activities needed to develop the skills you have identified
- Do – carry out the activities and interventions you have identified
- Review – review your support for impact. Has it worked? Do you need to try something different?

Range 1 MILD	<p>Universal (room-based adaptations)</p> <p>All children can make progress with the right support. In this range, focus on removing any barriers to accessing the curriculum and responding swiftly to any emerging needs to close the gap. This could be done through:</p> <ul style="list-style-type: none"> • Extra activities or additionality in terms of adult support to help the child progress. • A support plan (shared with parents) may be used to identify the skills to be worked on. A plan would focus on strengths, interests and support required to enable the child to access a high-quality Early Years curriculum alongside their peers. • Support and training through the Early Years team and Link Officer.
Range 2 MILD/ MODERATE	<p>Universal/ targeted (setting-based responses)</p> <ul style="list-style-type: none"> • Progress has not been made as hoped from the initial interventions identified in Range 1. • A support plan, with different activities and interventions should be put in place.



<p>Range 3 MODERATE</p>	<p>Targeted (setting- based responses)</p> <ul style="list-style-type: none"> • A request for an observation from the Early Years Inclusion Team would help the setting identify gaps and suggest provision to meet needs. • A support plan will be in place, which is regularly reviewed and is likely to involve other specialists, such as Health Visitors, Social Care, Early Help, Early Years Inclusion, or other medical services. • Each review cycle will monitor progress and identify areas for development for the next cycle. • A child in Range 3 will likely need an enhanced transition to Reception – and work should be done early to help with this. • Settings may begin to use the developmental journal to track progress and understand gaps. • Early Years Developmental Journal (councilfordisabledchildren.org.uk) • The SENCO will keep records of interventions, activities and support in place, including progress made and any adaptations. • A request may need to be made to the Early Years Inclusion Panel for additional support or funding.
<p>Range 4 SEVERE</p>	<p>Targeted/bespoke responses</p> <ul style="list-style-type: none"> • Difficulties in progressing mean that an assessment of needs through an EHC request is appropriate. • Adaptations are over and above what could be expected in meeting the needs of a diverse cohort and so additional support may be required at Reception. This should be considered early so that support can be in place. • Settings should use the developmental journal to track progress and understand gaps. • Early Years Developmental Journal (councilfordisabledchildren.org.uk)
<p>Range 5 SEVERE TO PROFOUND</p>	<p>Specialist</p> <ul style="list-style-type: none"> • Lifelong difficulties will mean that an assessment of needs is required, and it is likely that an EHC Plan will be needed to ensure a multi-agency approach.



- Settings will use the developmental journal to track progress and understand gaps.
- [Early Years Developmental Journal \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

Using the Early Years SEND Inclusion Ranges

The following SEND Range descriptors are based on national best practice in determining the needs of pupils with SEND and are based on the 'golden thread' of the graduated response of assess, plan, do, review that exemplifies best practice and is outlined in the SEND Code of Practice (2015).

- Settings must acknowledge the impact of emotional and behavioural difficulties on all aspects of the child's progress and wellbeing.
- The prevalence of attachment disorder and mental health related conditions/family circumstance compound the accuracy of assessment tools.
- Some children may have complex and profound medical and physical needs which will be evident from birth. The guidance for this can be found in the descriptors for sensory and physical needs.

It is crucial to note that the Ranges are intended as a guide for settings only and that children's development across the prime areas may be difficult to map directly into the different Ranges. It is acknowledged that settings and schools will have their own systems for tracking children's learning and development. Professional judgement **must** be taken into account when reviewing the child's needs and the level of support that may be required. In each of the Ranges, considering the overarching 'range descriptor' and information in both the '*planning and assessment*' and the '*enabling environments and adult role*' sections is crucial.

Children learn in different ways and may be at different points in their development despite being similar in age. Practitioners should provide a stimulating physical and emotional environment that meets the needs and interests of all children (Quality First Teaching) and recognise the potential impact of differences that may exist. For example gender differences, term of birth, early birth, low birth weight, pre-birth circumstances, socio economic factors and the mobility of children/families may all significantly impact a child's pattern of development. At all points in the journey, clear and sensitive communication with parents is key.



Range 1 MILD		
Universal mainstream (setting-based responses)		
Learning and Development Needs	Assessment and Planning	Enabling Environments and Adult Role
<p>The child is not making expected progress in relation to starting points: difficulties are emerging in relation to and across prime areas:</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Communication and language development • Physical development including fine and gross motor skills <p><i>Note: All children develop in different ways and at different rates. Assessment of children's development is primarily based on practitioner knowledge. Non-statutory guidance such as 'Development Matters' (2021) and 'Birth to 5 Matters' can be used when children may require additional early support. Both documents include aspects of typical child development which can help to identify whether a child is at risk of falling behind.</i></p>	<p>The setting works in partnership with parents ('parent' is used throughout this document to refer to parents, carers, and guardians). Sensitive dialogue with parents offers a holistic view of the child. Suggestions to support home learning can be made.</p> <p>The child's attendance at more than one setting must be considered if appropriate.</p> <p>Supplement normal systems of assessment and planning with additional observations to understand the child's current interests, development and learning needs.</p> <p>Notice in which areas and aspects of learning a child may be falling behind. By monitoring a child's progress closely, the right decisions can be made about what sort of extra help is needed.</p> <p>Make observations across a range of contexts and in different environments within the setting e.g., outdoors, mealtimes, during child-initiated play.</p>	<p>Grouping strategies are used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed.</p> <p>Activities are effectively adapted.</p> <p>Children may require a flexible approach throughout the day and for key routines: e.g. during lunchtime.</p> <p>Approaches used show acceptance and empathy for the child, support for their emotions, and aim to build positive relationships with the child and family.</p> <p>Focus on providing an enabling environment inside and outside with developmentally appropriate resources.</p> <p>Any planned interventions involve the parent, child, SENCo and key person, and are reviewed regularly.</p> <p>Evidence-based approaches enable quality support from practitioners. For example, the EEF Early Years Evidence Store can inform communication</p>



	<p>A support plan with SMART targets may be used and would involve both parent and child. The plan should clearly detail support, time and resources required, and be shared with all adults working with the child in the setting.</p> <p>Review the child’s progress (termly or half-termly as appropriate) towards the targets on the support plan. Review to take account of child and parent view.</p> <p>Discuss ongoing concerns and opportunities for developing practice with Link Officers and the Early Years Team.</p>	<p>and language approaches: Early Years Evidence Store EEF (educationendowmentfoundation.org.uk)</p>
<p>Activities/Examples</p>	<ul style="list-style-type: none"> • Basket of Opportunities (All Prime Areas) • Early Talk Boost (Communication and Language) • Parental engagement in using strategies at home • List of websites/external agencies under Appendix 1 	
<p>Range 2 MILD/ MODERATE Universal/ targeted mainstream (setting-based responses)</p>		
<p>Learning and Development Needs</p>	<p>Assessment and Planning</p>	<p>Enabling Environments and Adult Role</p>
<p>The child has MILD but persistent difficulties and is not making expected progress despite a range of interventions and quality teaching.</p>	<p>As Range 1 + SENCo involved in ongoing observation as profile shows child is not making expected progress.</p>	<p>Grouping strategies are used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed.</p>



<p>Difficulties are becoming increasingly apparent in relation to and across the prime areas:</p> <ul style="list-style-type: none"> • Communication and language • Physical development • Personal, social and emotional development 	<p>Identification may have already occurred through another professional e.g. SALT, Health Visitor.</p> <p>Support plan with SMART targets should be in place, taking account of advice from other agencies (if involved). Supervision and monitoring of the support plan by SENCo.</p> <p>Termly/ half-termly (as appropriate) review of child's progress towards targets on support plan. Reviews attended by advising professionals.</p> <p>Consider use of Early Help Assessment (EHA) or Early Support Family File.</p>	<p>Approaches used show acceptance and empathy for the child, support for their emotions, and aim to build positive relationships with the child and family.</p> <p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources.</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on implementing key learning outcomes from the support plan.</p> <p>Planned interventions as Range 1 + involvement of SENCo and other professionals (where appropriate).</p> <p>Additional adult support may be required for some activities (group and individual), and to implement support plan targets.</p> <p>Access to specific ICT/equipment/materials. Staff training needs are addressed.</p>
<p>Activities/Examples</p>	<ul style="list-style-type: none"> • As Range 1 • Early Help assessment • List of websites/external agencies under Appendix 1. 	



Range 3 MODERATE		
Targeted mainstream (setting- based responses)		
Learning and Development Needs	Assessment and Planning	Enabling Environments and Adult Role
<p>The child has MODERATE and persistent difficulties and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies where relevant, and the provision of quality teaching: difficulties are clearly apparent in relation to and across the prime areas:</p> <ul style="list-style-type: none"> • Communication and language • Physical development • Personal, social and emotional development 	<p>As Range 2: SENCo involved in ongoing observation. Profile shows child is not making expected progress despite significant levels of focussed intervention and implementation of advice from external agencies.</p> <p>Refer and involve other professionals as appropriate – e.g. Early Years Inclusion Team, SALT, 0-19 Growing Healthy Darlington Team.</p> <p>Support plan with SMART targets takes account of professional’s advice. Supervision and monitoring of the support plan by SENCo.</p> <p>Consider the use of the developmental journal to track progress and understand gaps. Early Years Developmental Journal (councilfordisabledchildren.org.uk)</p> <p>Termly/ half-termly (as appropriate) review of child’s progress towards targets on support plan. Reviews attended by relevant external agencies, where appropriate.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources.</p> <p>Approaches used show acceptance and empathy for the child, support for their emotions, and aim to build positive relationships with the child and family.</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>Planning of interventions as Range 2.</p> <p>As Range 2 provision +</p> <p>Enhanced adult support for some individual and group activities to develop identified skills.</p> <p>Increased focus on specific activities and/or use of resources, including ICT/equipment/ materials/ communication aids.</p>



	<p>Consider use of Early Help Assessment (EHA) or Early Support Family File.</p> <p>Application to Early Years Inclusion Panel may be appropriate.</p>	<p>Staff may need access to specific specialist training. E.g., LINS team</p>
Activities/Examples	<ul style="list-style-type: none"> • All practitioners/ SENCo may require specific training • Request advice and support from Early Years Inclusion Team • Consider referrals to other agencies such as Speech and Language if this hasn't already been completed • List of websites/external agencies under Appendix 1. 	
Range 4 SEVERE		
Learning and Development Needs	Assessment and Planning	Enabling Environments and Adult Role
<p>The child has SEVERE and persistent difficulties and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching. Difficulties are clearly apparent in relation to and across the prime areas:</p> <ul style="list-style-type: none"> • Communication and language development • Physical development • Personal, social and emotional development <p>High level modifications to the learning environment are in place and tasks are broken down into small steps within an individualised curriculum.</p>	<p>As Range 3: SENCo involved in ongoing observation. Child not making expected progress despite significant levels of focussed intervention and implementation of advice from external agencies.</p> <p>Progress is closely monitored by the school/ setting and recorded using internal systems in line with EYFS, and/or Early Support Developmental Journals.</p> <p>Support plan with SMART targets in place, which takes account of professional advice. Reviews involve all advising agencies.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources.</p> <p>Approaches used show acceptance and empathy for the child, support for their emotions, and aim to build positive relationships with the child and family.</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p>



	<p>Child will be open to different professional agencies and additional referrals may be sought. Outreach services can give specific advice on room adaptations if needed.</p> <p>Termly/ half-termly (as appropriate) review of child’s progress towards targets on support plan. Reviews attended by relevant external agencies. Supervision and monitoring of the support plan by SENCo.</p> <p>Consider a request for an assessment of needs through the Disabled Children’s Team (Life Stages). https://www.darlington.gov.uk/education-and-learning/childrens-social-care/disabled-children/</p> <p>Consider request for an EHC needs assessment.</p> <p>Application to Early Years Inclusion Panel where additional funding is required to undertake additional identified activities.</p>	<p>SENCo and practitioner/class teacher implement advice given by other professionals.</p> <p>Planning of interventions involves all advising agencies, parent/carer and child.</p> <p>Grouping strategies are used flexibly to enhance learning and access to the curriculum.</p> <p>Daily opportunities for work on support plan targets.</p> <p>Main provision by lead practitioner/class teacher with support from SENCo.</p> <p>Increased focus on specific activities and/ or use of resources, including ICT/equipment/ materials/ communication aids.</p> <p>Modified access to the EYFS – child supported to access indoor and outdoor provision.</p> <p>Multi-sensory approaches used to support access to EYFS.</p>
<p>Activities/Examples</p>	<ul style="list-style-type: none"> • All practitioners led by recommendations from professionals • Consider making a request for an EHC needs assessment 	



Range 5 SEVERE TO PROFOUND		
Learning and Development Needs	Assessment and Planning	Enabling Environments and Adult Role
<p>The child has SEVERE TO PROFOUND and persistent difficulties and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching. Difficulties are clearly apparent in relation to and across the prime areas:</p> <ul style="list-style-type: none"> • Communication and language development • Physical development • Personal, social and emotional development <p>High level modifications to learning environment and the breaking down of tasks into small steps within an individualised curriculum.</p> <p>Children identified as having severe/profound needs in the Early Years will already be identified through a range of health services prior to attending an Early Years setting.</p>	<p>As Range 3-4: SENCo involved in ongoing observation. Child not making expected progress despite significant levels of focussed intervention and implementation of advice from external agencies.</p> <p>Progress is closely monitored by the school/ setting and recorded using internal systems in line with EYFS, and/or Early Support Developmental Journals.</p> <p>Support plan with SMART targets takes account of specialist advice.</p> <p>Implement advice provided by professionals involved as appropriate. Planning of interventions involves parent/ carer and child.</p> <p>Termly/ half-termly (as appropriate) review of child's progress towards targets on support plan. Reviews attended by relevant external agencies. Supervision and monitoring of the support plan by SENCo.</p> <p>Consider a request for an assessment of needs through the Disabled Children's Team (Life Stages) https://www.darlington.gov.uk/education-and-learning/childrens-social-care/disabled-children/ if they are not already known to that service</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources.</p> <p>Approaches used show acceptance and empathy for the child, support for their emotions, and aim to build positive relationships with the child and family.</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>SENCo and practitioner/class teacher implement advice given by other professionals.</p> <p>Planning of interventions involves all advising agencies.</p> <p>Grouping strategies are used flexibly to enhance learning and access to the curriculum.</p> <p>Daily opportunities for 1: 1 support and small group work on support plan targets.</p>



	<p>Will require an EHCP or will already have one in place.</p>	<p>Main provision by class teacher/ lead practitioner with support from SENCo. Daily trained adult attention and support for individual/ group activities following specialist advice for at least 2 hours per day under the direction of the class teacher/ lead practitioner.</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Modified access to the EYFS – pupil supported to access indoor and outdoor provision.</p> <p>Multi-sensory approaches used to support access to EYFS.</p>
<p>Activities/Examples</p>	<ul style="list-style-type: none"> • Specialist support from practitioners and specialist service • Activities at this level would be bespoke to individual needs 	



Medical and/ or Physical Needs			
Range 1 MILD physical disability or medical condition	Range 2 MILD/ MODERATE physical disability or medical condition	Range 3 MODERATE physical disability or medical condition	Range 4 SIGNIFICANT physical disability or medical condition
<ul style="list-style-type: none"> • Some mild problems with fine motor skills and recording. • Mild problems with self-help and independence. • Some problems with gross motor skills and coordination often seen in physical play. • Risk assessment necessary for off-site visits, physical play or playground equipment. • Continence/ toileting issues • Possible low levels of self-esteem. • Medical condition that impacts on time in Early Years and requires a medical care plan. <p>The NHS notes:</p>	<ul style="list-style-type: none"> • Mild to moderate problems with hand/eye coordination, fine/gross motor skills and recording impacting on access to curriculum. • Making slow or little progress despite targeted teaching approaches. • Continuing difficulties with continence/ toileting. • Continuing problems with self-esteem and peer relationships. • Continuing problems with self-help and independence. • Continuing problems with gross motor skills and coordination often seen in physical play. • Some implications for risk assessment e.g. educational visits, playground equipment. 	<ul style="list-style-type: none"> • Moderate or persistent gross and/or fine motor difficulties. • Recording and/or mobility now impacting more on access to the curriculum. • Need specialist input to comply with health and safety legislation e.g. to access learning, for personal care needs, at break and mealtimes. • Increased dependence on mobility aids i.e. wheelchair or walking aid. • Increased use of alternative methods for extended recording e.g. scribe, ICT • May require administration of life-saving medication or tube feeding. <p>The NHS notes:</p> <ul style="list-style-type: none"> • An OT may see children at any range due to an open referral system – episodes of care will be implemented regardless of range. • It is anticipated that settings would make a referral to OT if first line strategies, advice and programmes have been trialled and evidence of achievement is limited. 	<ul style="list-style-type: none"> • Significant physical/medical difficulties with or without associated learning difficulties. • Physical and/or medical condition will have a significant impact on the ability to access the curriculum. This may be through a combination of physical, communication and learning difficulties. • Significant and persistent difficulties in mobility around the building and in the Early Years room. • Physical care and manual handling required in order to be included. • Have significant personal care needs which require adult support. • Have developmental delay and/or learning difficulties which impacts upon access to curriculum. • May require and EHC needs assessment or require and Education, Health and Care Plan. • Primary need is identified as physical/medical.



<ul style="list-style-type: none"> • An OT may see children at any range due to open referral system. • First line strategies to be implemented by setting at this point, based on advice given through training delivered by OT and availability of telephone consultations/ drop-in sessions. • Physio may intervene with children who have mild physical issues to prevent further deterioration/ reduce impact of condition/ early intervention to achieve the most successful outcomes. 	<ul style="list-style-type: none"> • Have medical condition that impacts on time in Early Years and requires a medical care plan. <p>The NHS notes:</p> <ul style="list-style-type: none"> • An OT may see children at any range due to open referral system • First line strategies to be implemented by setting at this point, based on advice given through training delivered by OT and availability of telephone consultations/ drop-in sessions. • Physio may intervene with children who have mild/ moderate physical issues to prevent further deterioration/ reduce impact of condition/ early intervention to achieve the most successful outcomes. 	<ul style="list-style-type: none"> • These children may form the basis of a targeted assessment – assessment and advice to home and school with programmes/ strategies to follow. • Physio needs will be based on assessment and case-by-case basis – if a child is at the level where they need a walking aid/ wheelchair they will already be known to physio. 	<ul style="list-style-type: none"> • Severe physical difficulties and/or a medical condition with or without associated learning difficulties. • Impaired progress and attainment. • Persistent difficulties in mobility around the building and in the classroom. • Severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning. • The need for high level support for all personal care, mobility, daily routines and learning needs. • Physical conditions that require medical/ therapy/ respite intervention and support. • The need for an environment to support self-esteem and positive self-image. • A developing neuromuscular degenerative condition or traumatic incident resulting in brain or physical injury. <p>The NHS notes:</p> <ul style="list-style-type: none"> • OT intervention will be based on functional needs and not necessarily on diagnosis or medical condition.
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			<ul style="list-style-type: none">• Children in this category may require specialist equipment via physio and OT services.• Physio needs would be based on a assessment on a case-by-case-basis – children with degenerative neurological conditions or traumatic physical injury requiring rehabilitation would be known to physio in most cases.
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*Note: For more complex and profound physical disabilities/ medical conditions please refer to the primary need descriptors for: **Sensory and/ or Physical Needs: Physical and Medical Needs***



Appendix 1

SEND Early Years Useful Links and Resources

EYFS and Developmental Guidance

Development Matters

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Birth to 5 Matters

[Birthto5Matters-download.pdf](#)

What to expect in the Early Years Foundation Stage: A guide for parents

[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](#)

Early Support Developmental Journals

[Early Years Developmental Journal \(councilfordisabledchildren.org.uk\)](https://councilfordisabledchildren.org.uk)

Help for Early Years Providers

[Help for early years providers - Department for Education](#)

Early Years Child Development Programme

[Early years child development training : Home page \(education.gov.uk\)](https://education.gov.uk)



Other locally produced documents

[DEYO - Bristol Early Years](#)

The DEYO have been developed by representatives from Early Years Specialist Settings and the local authority Early Years Team.

SEN and Disability Information and Guidance

Special educational needs and disability code of practice: 0 to 25 years

(Early years providers, chapter 5)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Early years: Guide to the 0 to 25 SEND code of practice: Advice for early years providers that are funded by the local authority. DfE, September 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early Years Guide to SEND Code of Practice - 02Sept14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf)

Disabled Children and the Equality Act 2010

Disabled Children and the Equality Act 2010: What Early Years providers need to know and do, including responsibilities to disabled children under the Children and Families Act 2014

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-early-years_online.pdf



nasen

On-line learning and webcasts for early years providers:

<http://www.nasen.org.uk/early-years-send-resources/>

Information for Parents

Contact

<https://contact.org.uk/>

Council for Disabled Children

<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/find-your-local-ias-service>

Family and Childcare Trust

<http://www.familyandchildcaretrust.org/guide-childcare-children-special-educational-needs-and-disabilities-england>

<http://www.familyandchildcaretrust.org/five-steps-choosing-childcare>

Help with paying for childcare; Eligibility check HM Government

<https://www.childcarechoices.gov.uk>

The National Network of Parent Carer Forums (NNPCF)

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



[Tiny Happy People](#)

[Children's language development and parenting advice - BBC Tiny Happy People](#)



Area of Need (1): Communication and Interaction	Area of Need (2): Cognition and Learning
<p>Ambitious About Autism https://www.ambitiousaboutautism.org.uk/</p> <p>Book trust www.booktrust.org.uk</p> <p>Speech and Language UK https://speechandlanguage.org.uk/</p> <p>Universally Speaking: for children aged birth to 5 years https://speechandlanguage.org.uk/media/3224/tct_univspeak_0-5_update.pdf Speech and language uk</p> <p>Elklan Speech & Language training http://www.elklan.co.uk/</p> <p>The National Autistic Society (NAS) https://www.autism.org.uk/</p>	<p>Do2learn www.do2learn.com</p> <p>Downs Syndrome Association Home - Downs Syndrome Association (downs-syndrome.org.uk)</p> <p>Dyslexia http://www.bdadyslexia.org.uk/about/projects/early-intervention-project-eip</p> <p>National Portage Association https://www.portage.org.uk</p> <p>SCOPE Home Disability charity Scope UK</p> <p>Cerebra: Help, information for parents and professionals http://w3.cerebra.org.uk/help-and-information/</p> <p>National Organisation for Foetal Alcohol Syndrome (NOFAS UK)</p>



	<p>http://www.nofas-uk.org</p> <p>FASD Network.org.uk http://www.fasdnetwork.org/resources.html</p>
Area of Need (3): Sensory	Area of Need (4): Social Emotional and Mental Health
<p>Natsip https://www.natsip.org.uk/index.php/doc-library-login/suporting-the-si-workforce/supporting-the-achievement-of-deaf-children-in</p> <p>Richard Hirstwood – Sensory Ideas http://www.hirstwood.com/</p> <p>RNIB http://www.rnib.org.uk</p>	<p>Anna Freud (Early Years in Mind) Early Years Practitioner Guidance Babies, Young Children Mental Health & Wellbeing Early Years In Mind Anna Freud</p> <p>Association of infant Mental Health (AIMH) http://www.aimh.org.uk</p> <p>Social Emotional and Mental Health (SEMH) http://semh.co.uk</p> <p>Young Minds https://youngminds.org.uk</p> <p>KCA Training https://www.kca.training/</p>



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1.0	Initial draft	October 2017
1.1	Updated following feedback from parent carer consultation	November 2017
1.2	Updated following feedback from the High Needs conference February	February 2018
1.3	Updated following feedback from the Moderation events	April 2018
1.4	Updated following feedback from Early Years and LINS	May 2018
1.5	Updated following feedback from the Early Years and NHS	July 2018
1.6	Awaiting funding information to be confirmed	August 2018
1.7	Updated following further feedback and discussion with Early Years Team	August 2018
2	Updated with LC following advice from AA	March 2020
3.	Updated following feedback from Early Years and PFA	May 2023
3.1	Updated version approved for use from September 2023	July 2023