

Information for Settings requesting Early Years Inclusion Support

Before Requesting Support

The Early Years Inclusion Team supports children within the Early Years age range only. We are unable to accept requests for children of statutory school age (Reception and above) even if they are currently working developmentally between 0-5. Requests relating to children in Reception or school should be directed to your local SEND and Inclusion Hub.

As part of the Graduated Approach, prior to requesting a visit Settings can:

- Explore strategies and provision within their Ordinarily Available Provision.
- Monitor children's progress and highlight areas where they are at risk of falling behind or are working below developmental expectations.
- Speak to Parents/Carers about children's potential areas of need or areas where children are working below their age expectations.
- Set and review targets as part of the Assess, Plan, Do, Review cycle.
- Apply for additional funding (if eligible) such as SEN and Inclusion Funding (SENIF), Disability Access Fund (DAF) or Early Years Pupil Premium (EYPP).
- Refer to external agencies for support such as Speech and Language, Occupational Therapy, Community Paediatrician or Health Visitors.
- Encourage families to access the Local offer within their Family Hub. A referral can be made to access groups or services within the Family Hub.
- Request whole Setting advice and guidance on Inclusive Practice or for support to implement strategies such as 'Sensory circuits' or 'Bucket Time'.
earlyyearsinclusion@staffordshire.gov.uk.

FAQ

How do I request a visit?

You can request a visit for individual children by completing the electronic **Early Years Inclusion Visit Request form**. [Early Years Inclusion Team | Support for Early Years Settings | Staffordshire County Council](#)

You can request advice and guidance for the Setting as a whole or for support in a particular area by contacting earlyyearsinclusion@staffordshire.gov.uk. Inclusion Practitioners can model strategies such as 'Sensory Circuits' or 'Bucket time' to a small group of children to support implementation within your Setting.

Do I need Parental consent?

Yes. Written parental consent must be obtained before requesting support for individual children. You will be asked to confirm that written consent has been received and a photograph or scanned document with a 'wet' signature is to be shared with the Inclusion Specialist at the time of arranging the visit.

You do not need to gain consent for requesting support for whole Setting inclusion or general queries as long as individual children are not discussed.

What information do I need to request a visit?

Before starting the form, please ensure you have the following information available:

- Whether the child is currently in receipt of funding.
- Current and previous involvement from other agencies (to the best of your knowledge).
- Any assessments, referrals or statutory processes currently underway.
- Any support, strategies and interventions already in place.
- The child's strengths, needs and current areas of concern.
- Up to date assessment levels in the Prime areas.

When completing the developmental levels, we require accurate levels in the Prime Areas (in months). We recommend you use the Inclusion Developmental Tool to complete this section. [Early Years Inclusion Team | Support for Early Years Settings | Staffordshire County Council](#).

How are requests triaged?

The information you provide helps us to effectively triage requests and understand the child's strengths, needs and current circumstances. This enables us to identify the most appropriate support and ensure that the right services are accessed at the right time.

The Early Years Inclusion Team operates within an agreed set of criteria, which may change throughout the year in response to volume of requests and local priorities. At certain times, priority may be given to specific groups of children, such as those due to start school. We recognise that every child and family situation is unique. Decisions regarding support are made on an individual basis using the information available. A flexible offer is available to ensure settings receive the most appropriate support to improve outcomes for all children.

As part of the **Graduated Approach**, the Early Years Inclusion Team may not always be the most appropriate service to provide support. This may include children who:

- Have recent or current Educational Psychologist involvement, including an upcoming assessment or visit.
- Have an Education, Health and Care Plan (EHCP) in place.
- Are receiving support from another Specialist Teaching Service, such as Autism Inclusion, Hearing Inclusion or Vision Inclusion Services.
- Have received recent support from an Early Years Inclusion Specialist.

In these circumstances, another service may be better placed to provide advice and support. However, individual circumstances will always be considered on a case-by-case basis.

How do I know what the child's main area of need is?

It is important to remember that whilst these are some of the identified needs within the four broad areas of need, they are not the only needs or areas of support a child may require. The Inclusion Development tool and the observation checkpoints may be helpful to identify which area is standing out and having the biggest impact on a child's development.

- **Communication and Interaction** may include difficulties speaking, understanding, interacting or communicating with others.
- **Cognition and learning**, may include children who require varying support to access their learning, and play as well as specific learning difficulties or diagnosis that affects their cognition and learning skills.

- **Social and Emotional needs** may include 'disruptive' or 'withdrawn' behaviour that could be communicating an unmet need or trigger/sensitivity. The child may require adult support to identify and regulate/coregulate their emotions or to engage in shared interaction or play with their peers. This also includes children that require additional support with personal care such as toileting or feeding/drinking independently. (PSED)
- **Sensory and/or Physical needs** may include differences in Sensory exploration or sensitivity to particular foods, textures or smells and/or requiring additional support with fine or gross motor skills and movement.

Please remember that children will develop at their own unique rates and not every child will follow a 'typical' pattern of progression in their development. This in no way limits a child's ability to make progress, or takes away from focusing on the child's individual strengths.

What happens after I make a request?

- The request is triaged, if accepted for a consultation you will receive an email to confirm this.
- An Early Years Inclusion Specialist will be in touch to arrange a visit as soon as possible. This may be telephone consultation or a consultation visit.
- If the request for a visit is declined, you will receive feedback why and recommended next steps.
- Following the consultation, a report will be shared with the Setting within 10 working days. It is the responsibility of the Setting to share this with Parents/Carers. If you require a further consultation for the child after the visit has taken place, you are required to send another request.
- If the child is known to the Early Years Forum, the report will be shared with them.