

# Effective Coordinated SEND Planning Between Education and Health

## Early Years – Example 1

### Background

Harry was referred to the Early Years SEN Support Service at the age of 3yrs and 4 months by the Clinical Nurse Manager of Huddersfield & Calderdale Child Development Services (CDS). Harry had a range of complex health and learning needs and the referral requested that support be given to identify an appropriate early learning setting that could meet Harry's needs.

Harry was not at that time accessing his free entitlement to early learning but did attend Play Therapy at the CDS for one hour a week where he had support from a Play Therapist. He enjoyed sensory play and liked to put toys in his mouth to explore them. This was offered in a one to one situation with no other children present.

Parents wanted Harry to be able to improve his communication skills and learn more words. Parents also hoped Harry would start to show increasing independence with his mobility and experience spending time with children of his own age. Health and safety needs were a significant priority for parents. Harry is gastro fed and it was essential that sessions could be fitted in around his feeding needs and that staff ideally have experience of such needs and receive the necessary training.

Harry needed access to a Nursery Setting that could provide safe sensory learning experiences, a broader physical environment to support his development and that was geographically in a place that parents could access.

A team of professionals were already involved with Harry through Health services including physiotherapy/Paediatrician/ Dietician/ Health Visitor. Their work was coordinated through regular Team around the child meetings (TAC).



### What was the issue to be addressed?

- Parents required support to make informed choices to enable Harry to move from Play Therapy to a Nursery Setting.
- Professionals needed to work together to agree shared approach and to plan effective transition into a Nursery placement making sure the Nursery Setting was well informed.
- Parents needed to feel comfortable and confident with the plans for Harry's transition into Nursery setting.
- Parents needed a single professional to coordinate the access to childcare process and regulate the communications between professionals involved.

### What did we do?

- Used the Team Around the Child meetings to develop Harry's My Support Plan which enabled clear understanding of what the families views and wishes were and their clear aspirations for the future.
- Shared understanding of needs and joint agreement of outcomes, steps and targets.
- Identified actions and support required to reach Harry's outcomes.
- Coordinated the sharing of this information with a number of Early Learning settings in order to ensure that they could meet Harry's needs.
- Identified an early learning setting that could meet Harry's needs and that Parent's were confident with.
- Liaised with the Access Funding Panel to ensure provision could be supported financially to meet Harry's needs prior to statutory assessment.

### What were the keys to our success?

Co – ordinated working between the Family, Health and Education.

Efficient use of the TAC meetings to gather the necessary information and guidance regarding outcomes for Harry from key professionals

A clear plan put in place involving parents, professionals and Nursery staff.

Harry is now settled and accessing Nursery provision and an EHC needs assessment has been requested and has now started.

### What difference did we make?

- Parents were fully involved in planning and decision making.
- Parental confidence and awareness of the support available was managed through the establishment of a positive key working relationship with the EYSEN professional leading on the access to childcare request.
- Suitable Nursery provision was eventually secured following the development of the My Support Plan. SENCO and Key person invited to attend professionals meetings to be a part of the planning and transition at an early stage.
- Meetings with Clinical Nurse Manager to share good practice around the development of My Support Plan which was then shared with the wider group of health professionals involved.
- My Support Plan written prior to Harry attending the setting so his aspirations, needs outcomes and provision were identified pre arrival- joint working of education and health professionals alongside parents.

### Building on our success....

- Enhanced relationships between Education and Health professionals particularly EYSEN Support & Child Development Services.
- The need for further shared understanding between services of the SEND code of practice and a family centred approach.
- Increased confidence amongst professionals to start the coordinated planning response ( MSP) for children with complex health and learning needs prior to them attending an early learning setting

