

## **Do you have concerns about a child's learning and development?**

**Before** you contact your area SENCO, consider the following:

Have you...

- Consulted the Graduated Approach for children with SEND in the early years booklet?
- Observed closely – Chosen from the range of tools – Early Years - Small Steps Document, Development Matters (checkpoints), Birth to Five
- Checked if the child has had their two-year old health and development review? What was the outcome?
- Checked if the child has had a hearing/vision test?
- Identified if there is speech and language delay? Are you using the Child Monitoring Tool?
- Identified what the child is communicating through their behaviours in the setting and at home?
- Consulted parents/carers – What information are they able to offer about their child? Are there any other professionals involved now or were there in the past?
- Considered attending a SEND Drop In. Eventbrite offers a range of further training.
- Gathered information on the child before calling the provider helpline or talking to your Area Senco?

### **Think about the following :**

#### **Child**

- What are the child's strengths? What can they do? What is important to them?
- How is the child communicating? How does the child interact with others around them?
- What are the child's interests? What do they like doing?
- Where do they like playing – indoor/ outdoor? Where is their 'happy' place?
- Which characteristics of effective learning do they display? Do they show schematic play?
- Does the child have any patterns of behaviour?

#### **Home**

- Who lives with the child - significant adults, siblings, are they an only child, extended family, family routines, living environment?
- What does the child's week look like – mealtimes, sleep times, routines?
- Family culture, home language, language spoken at home.
- Medical history – premature birth, family history

#### **Setting**

- How long has the child attended your setting? What is their attendance like?
- Do they attend any other settings? Do you have parental permission to talk to other settings and professionals involved?
- Are resources developmentally appropriate for this child?
- Are visuals widely used?
- How are you ensuring the environment is inclusive and accessible for this child?
- What do you do for this child that is additional to and different from your usual practice?

***The above considerations are a starting point for you. Think about how you are building a respectful and trusting relationship with the child's parents/carers to support working together.***

For further information visit: <https://resources.leicestershire.gov.uk/education-and-children/early-years/early-years-send-inclusion/practitioners/assess-plan-do-review>