

# The Early Development & Inclusion Team

Helping to build a strong foundation

6

The child is in their first term at Primary School and is happily settled and learning well. Staff feel confident in meeting the child's needs.

**If yes:** EDIT will be available for advice and support as needed by phone or email, and school can request a supportive visit as required.

**If no:** EDIT will visit the child in school and give advice with regard to relevant strategies that can be used, providing modelling and training as needed, including 'on demand' training. A follow up visit may be made.

5

The child is transitioning to school and a transition programme has been set up between their Early Years setting and the allocated school.

**If yes:** EDIT will contact the allocated school, providing some transition suggestions and offering to be part of the transition process.

**If no:** EDIT will contact the allocated school, providing some transition suggestions and offering to be part of the transition process. EDIT will support the Early Years setting and allocated school in making transition arrangements. EDIT will be responsive to the needs of the Early Years setting, the allocated school and the child(s) parents during the transition process.

4

The child is in their last year at their Nursery or Pre-school. Parents are happy with making school choices and Early Years staff are confident in applying for additional support (such as an Education Health Care Plan) where relevant.

**If yes:** EDIT will be available for advice and support as needed. EDIT reports may be used as supporting evidence in an EHCP request.

**If no:** EDIT will talk through educational provision in the area, and potential options for additional support. EDIT will provide support and/or training to settings where an application for additional funding (such as an Education Health Care Plan) is required. EDIT reports may be used as supporting evidence in an EHCP request.

3

The child is happily included in a **Maintained or Specialist Early Years setting**. Staff feel secure with the strategies that they can use to support them.

**If yes:** EDIT will contact the setting and will be available for advice and training as needed.

**If no:** EDIT will contact the SENDco or manager of the setting and discuss the specific area of need for the child that will be addressed by EDIT involvement. Consideration will be given to what is already on offer at the setting with regard to staff qualification, training and expertise. EDIT will give advice on strategies that the setting can use, providing training as needed including 'on-demand' training.

or

The child is happily included in a **Private or Voluntary Early Years setting**. Staff feel secure with the strategies that they can use to support them.

**If yes:** EDIT will contact the setting and will be available for advice and training as needed.

**If no:** EDIT will make visit(s) to the setting to observe the child. EDIT will discuss the setting's aims, providing training as needed including 'on-demand' training. EDIT will inform the setting of options for additional support such as DAF funding, Early Years Inclusion Support Funding or making an Education Health Care Plan assessment request.

2

The child and their family are already supported by other relevant services in health, social care or the voluntary sector.

**If yes:** EDIT will liaise with other services involved with the child as needed.

**If no:** EDIT will advise parent(s) as to what may be available for their child and how to access it. EDIT will signpost to resources and strategies that can be used while awaiting the involvement of a specialist service.

1

The family are well-informed about their child's needs and how to help them at home, about educational provision in their area and about potential options for additional support in Early Years settings and at school. They are already engaging with local support.

**If yes:** EDIT will contact parent(s), explaining the role we can play in a child's early development and inclusion. EDIT will then be available for advice and support as needed.

**If no:** EDIT will talk through needs, educational provision in the area, and potential options for additional support. A home visit may be made, and EDIT will signpost to what is available to them and their child in the local area.

**Blocks 1–3:** Early EDIT support.  
**Blocks 4–6:** School transition support.

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