

SEND
assessment
Key
Materials



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

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

“Providers must have
arrangements in place to
support children with
SEND”

[Early years foundation stage
\(EYFS\) statutory framework -
GOV.UK\(www.gov.uk\)](#)

The SEND Code of practice
2015 sets out what early
years providers must do to
support children with SEND
- Chapter 5

Clear Expectations

The SEND Code of practice 2015 makes it clear that everyone is responsible for working with children with SEND.

The SEND code of practice says that *“Early years providers should have arrangements in place that include a clear approach to assessing SEND. This should be part of the settings overall approach to monitoring the progress and development of all children.”* (SEND CoP 2015 paragraph 5.20)

Inspectors want to see *“the extent to which the curriculum and care practices that the setting provides, meet the needs of the range of children who attend, particularly children with SEND.”* (Early Years inspection handbook paragraph 179)



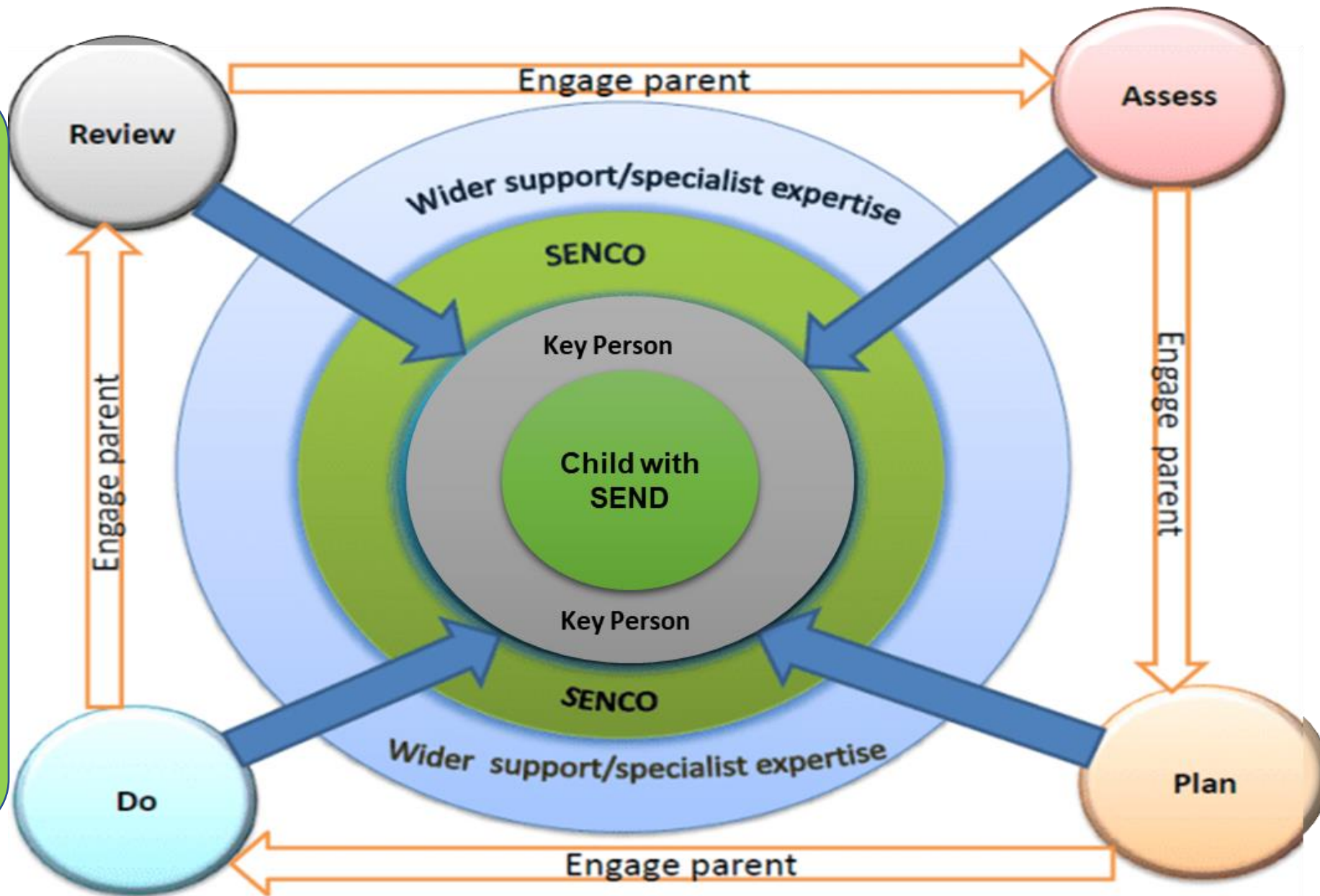
“Once a practitioner has noticed a concern following their usual EYFS OAP cycle, and having discussed this with the parents, then the focus should move towards the **graduated approach cycle** using the **SEND 4 broad areas of need.**”

“The key test to indicate if you need to use a graduated approach with a child is whether or not you will need to provide **very different or extra support** to help the child.”

“It is important to recognise which children need this approach **because it is time consuming.**” (P. Tassoni 2015 - *Supporting children with Special Needs*)

The graduated approach cycle of SEND support

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)



Reflections

Who is involved in assessing the child?

Who do you need to speak to?

What types of observations do you carry out?

What assessment tools do you use?

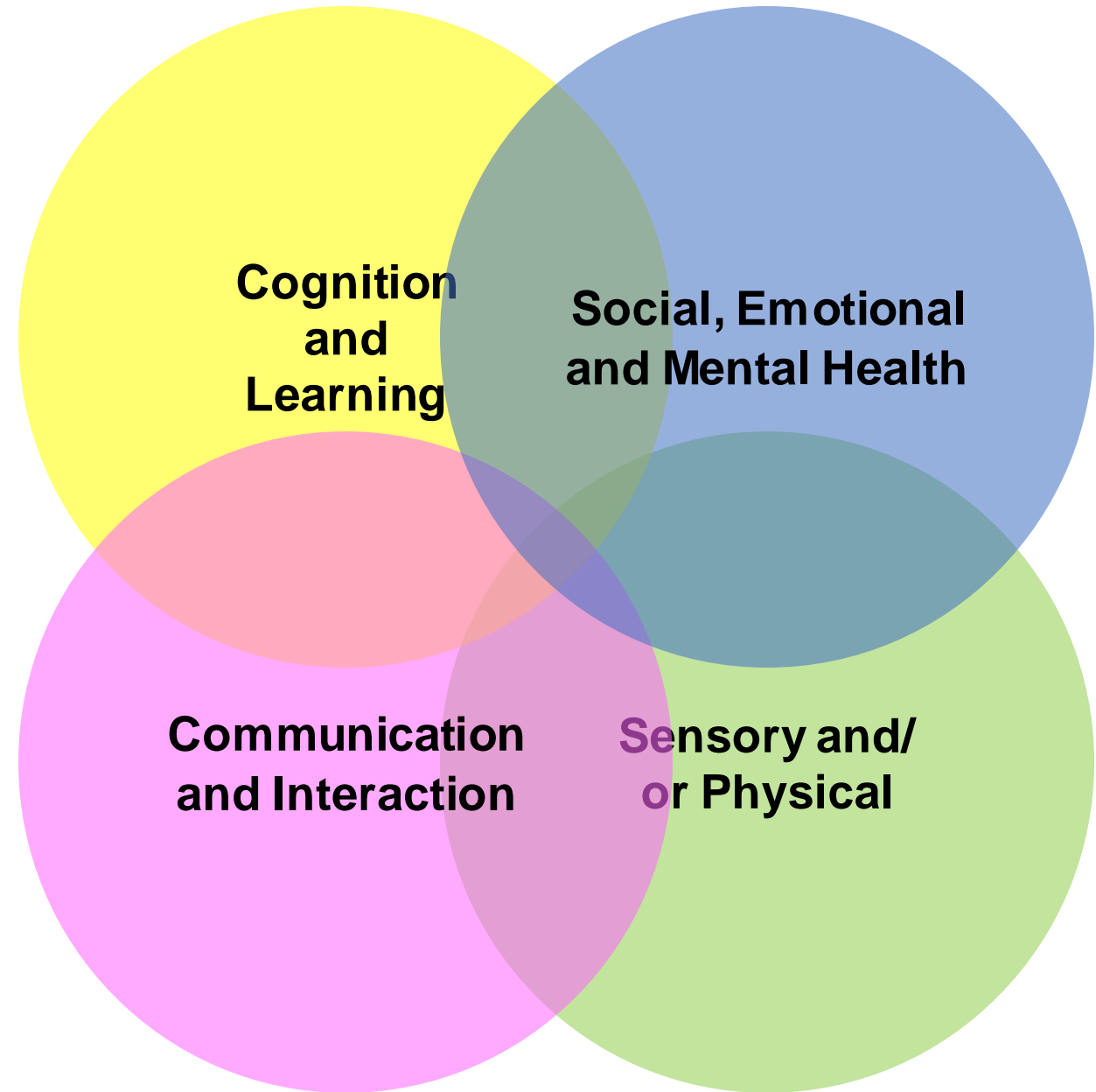
Do your assessments need to be more frequent and more detailed?

Where do you record all the assessment information?

Does your child have an SEN support plan?

Assessment for children with SEND should be made in the SEND 4 broad areas of need as set out in the

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)



Toolkit for SEND assessment

“Possible models have been explored and it is clear that what is needed is a toolkit that offers a range of possible avenues via which progress can be both celebrated and demonstrated. Such an approach will demand a higher skill base and must be underpinned by training, access to experienced staff and support from external agencies.”

[A Celebratory Approach to Working with Children with SEND | Pen Green Children's Centre](#)

A Celebratory Approach to Working with Children with SEND

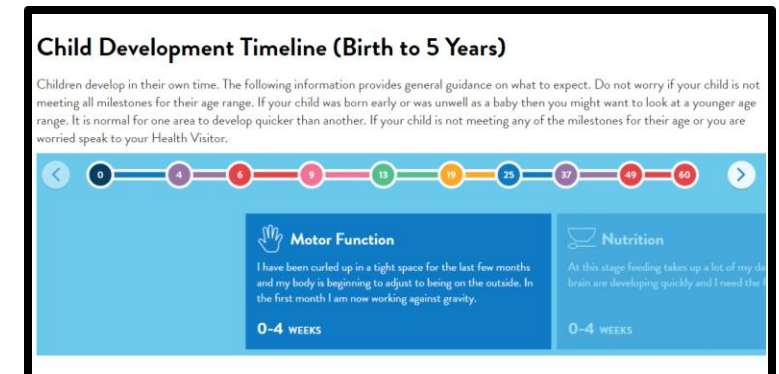
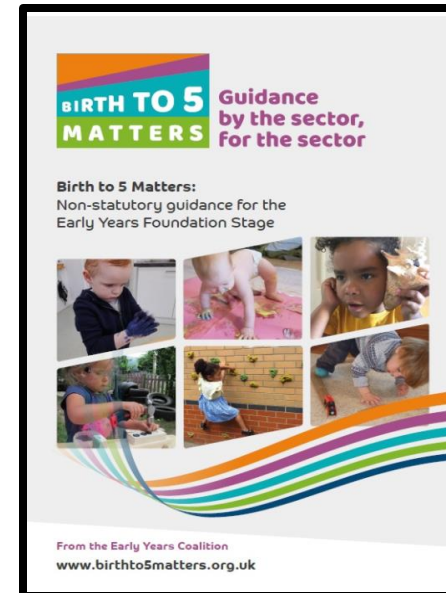
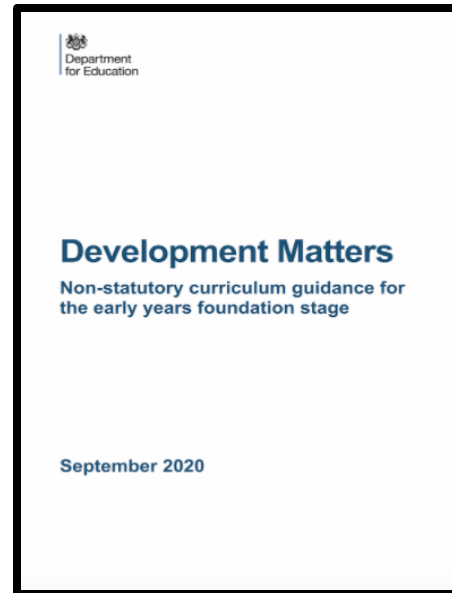
Giving additional support in the Early Years



Non-statutory Documents

- Development Matters and Birth to Five Matters provide non-statutory guidance to support assessment.
- The NHS provide a birth to 5 development timeline to support assessment.
- If a concern is identified go to something more detailed

Key
Materials
non-statutory



Early Years Development journal (EYDJ)

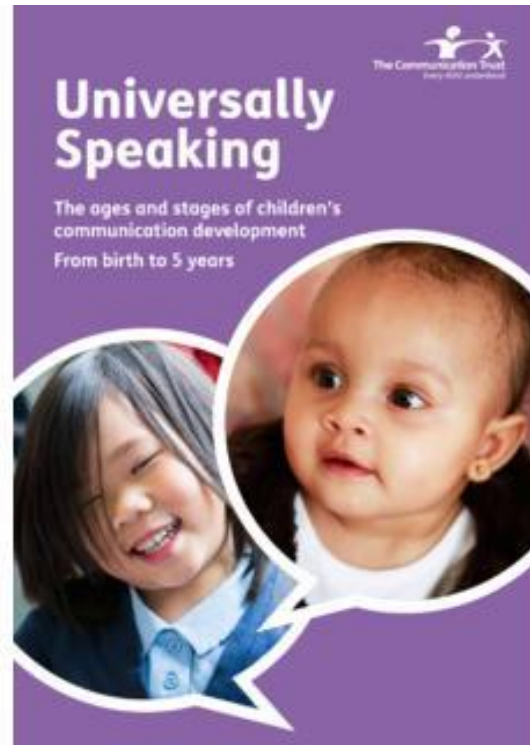
- The EYDJ is well recognised by health professionals and can be a useful tool for observation, assessment and planning to support individual children with SEND.
- It's step by step development guide relates to the SEND 4 broad areas of need.
- It is useful to use in assessing children and enables you to celebrate very small steps of progress.

Early Support

for children, young people and families

How to Use the Early Years Developmental Journal





For more information visit www.talkingspout.org.uk

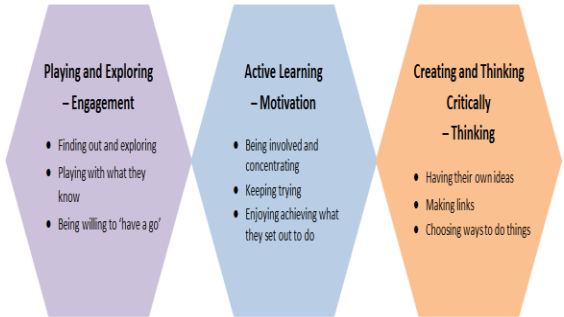
www.nhs.uk/afhp

Stages of Speech and Language Development

Age	Listening and attention	Understanding	Speech sounds and words	Social skills
Up to 3 months	Starts to listen to sounds and voices	Starts to understand sounds and voices	Starts to make sounds	Starts to interact with others
3 - 6 months	Starts to listen to sounds and voices	Starts to understand sounds and voices	Starts to make sounds	Starts to interact with others
6 - 12 months	Starts to listen to sounds and voices	Starts to understand sounds and voices	Starts to make sounds	Starts to interact with others
12 - 18 months	Starts to listen to sounds and voices	Starts to understand sounds and voices	Starts to make sounds	Starts to interact with others
18 months to 2 years	Starts to listen to sounds and voices	Starts to understand sounds and voices	Starts to make sounds	Starts to interact with others
2 - 3 years	Starts to listen to sounds and voices	Starts to understand sounds and voices	Starts to make sounds	Starts to interact with others
3 - 4 years	Starts to listen to sounds and voices	Starts to understand sounds and voices	Starts to make sounds	Starts to interact with others
4 - 5 years	Starts to listen to sounds and voices	Starts to understand sounds and voices	Starts to make sounds	Starts to interact with others








Assessment tools for Communication and interaction

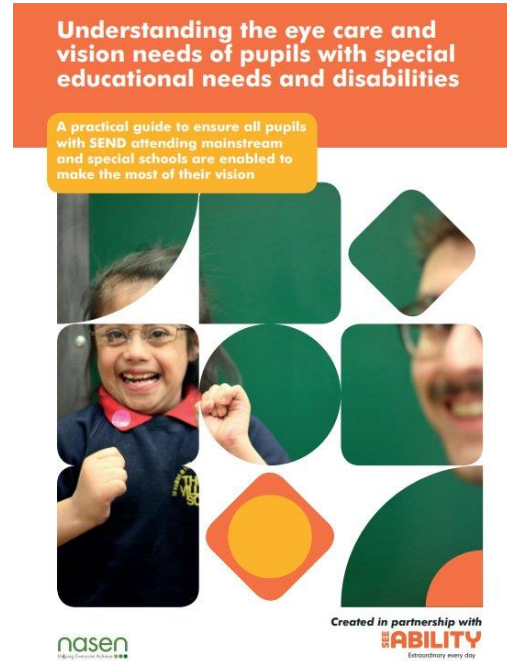


Assessment tools for Cognition and learning



Leuven Scale for Well-Being (in learning)				
1	2	3	4	5
				
Extremely Low	Low	Moderate	High	Extremely High
The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.	The child shows obvious signs of satisfaction (as listed under level 3). However, these signals are not constantly present with the same intensity.	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

Assessment tools for SEMH



Assessment tools for Physical/sensory needs

Provision Audit

Do all staff have good knowledge of typical child development?

Do you use specific and accurate observations to create meaningful assessments?

Do you use your professional judgement to decide where a child is developmentally?

Do you create targeted plans of support based on your assessments?

Do you implement the SEND graduated approach cycle in your setting?

Do you access a range of assessment tools?

Prompts for Practice

Do you keep the child at the centre of everything you do?

How do you make sure parents are fully involved throughout the graduated approach cycle of SEND support?

How do you share information with your colleagues in your setting?

How do you share information with other professionals?

Are you able to accurately record assessment to make referrals?

Do you need further training to support your setting?

Training available via Suffolk Learning -

[Apply for SEND, Inclusion, Equality & Diversity – Suffolk Learning](#)

E- SOAV - SEND observation and assessment in the Early Years a chance to take a more detailed look at types of observation leading to more meaningful assessment for children with SEND

E-SSPV – SEN support planning a chance to develop your skills in writing daily targets and long term outcomes to support children with SEND through individual SEN support plans

SEND 4 broad areas of need a chance to look at each area in more detail:

E -COMV – Communication and interaction

E-COGV – Cognition and learning

E-SEMHV – Social, emotional and mental health

E-PHYSV – Physical/sensory needs

High aspirations for every child

“Every child has the right to high quality early education and care. That means more than just offering the same to everyone. Practitioners need to consider the individual support and specific resources that a particular child might need. Then, that child can begin to achieve their full potential.”

(Working with the revised EYFS: principles into practice – Julian Grenier 2021)

[Development Matters 2020
\(development-matters.org.uk\)](http://development-matters.org.uk)

