

Early Years' Inclusive Practice and Additional Learning Needs Provision Map



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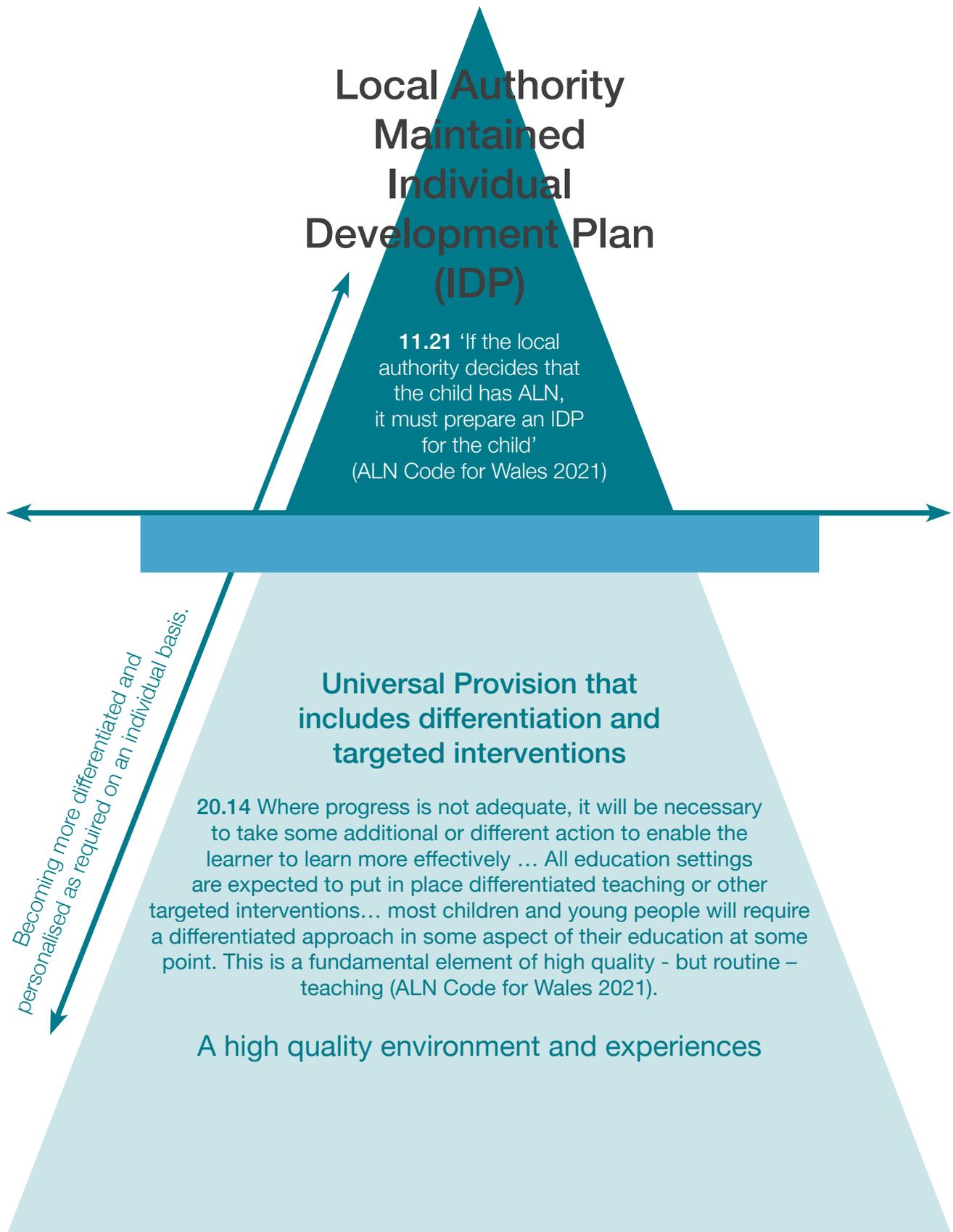
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Provision Scale



Introduction

This provision map has been developed through:

- partnership working across the six counties of North Wales
- partnership working between Flintshire early years' education, childcare and health services.

It is intended to:

- support professionals with understanding the provision that should be available to children at each stage of their journey through the ALN process in the Early Years
- promote a clear understanding of the principles of ALN practice
- ensure a consistent approach to ALN across the region.

Why has this provision map been created?

The Welsh Government is committed to transforming expectations, experiences and outcomes for children and young people with additional learning needs (ALN) and has created a new framework to support children and young people from 0-25 years of age.

A new Act called the Additional Learning Needs and Education Tribunal (Wales) Act 2018 ('the Act') creates the legal framework for the new system of ALN support. This new framework will start to be used in Wales from September 2021 and will replace the current system that is used to support special educational needs (SEN).

What is the Welsh Government's aim in creating the new framework for supporting ALN?

Through this statutory framework the Welsh Government aims to ensure that all learners with ALN are supported to overcome barriers to learning and can achieve their full potential, by creating:

- A single, unified framework to support all children and young people (0-25) with additional learning needs (ALN);
- An integrated, collaborative process of assessment, planning and monitoring of the support provided to ALN learners which facilitates early, timely and effective interventions; and
- A fair and transparent system for providing information and advice, and for resolving concerns and appeals.

Principles of Inclusion

Inclusive practice:

Quality inclusive practice must be available for all learners. This includes a commitment to a person centred approach, working in partnership with the child, parents, carers and professionals to provide a high quality provision that is tailored to the individual needs of the child.

Reasonable Adjustment:

The Equality Act 2010, places a duty on the setting or service provider, to make reasonable adjustments for children with disabilities (including learning difficulties).

Settings or service providers are required to remove or minimise barriers to enable access to the environment, learning opportunities/curriculum and facilities to ensure that all children can fully participate in the experiences provided.

Reasonable adjustments are changes that have a positive impact on a child's development and wellbeing. These changes may include practitioner expectations, accessibility of appropriate resources, flexible routines, organisation of staff and environmental adaptations.

Many reasonable adjustments are inexpensive and involve a change in practice rather than expensive equipment or additional staff.

Development and Learning:

In the Early Years we understand curriculum to mean broad and balanced, play-based, learning opportunities.

'This encompasses the developmental needs of children. At the centre lies the holistic development of children and their skills, building on their previous learning experiences and knowledge'.

Curriculum for Wales Foundation Phase Framework (2015)

Assessment and Monitoring:

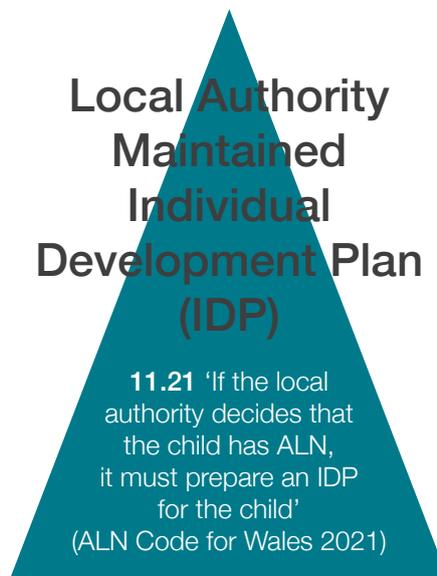
'Throughout their formative years, children's learning develops more rapidly than at any other time. However, progress is not even and children go through periods of rapid development and times when they seem to regress. A curriculum for young children should be appropriate to their stage of learning rather than focusing solely on age-related outcomes to be achieved. Children should move on to the next stages of their learning when they are developmentally ready and at their own pace.'

Not all children follow the typical developmental pathway but still make progress within their individual journey. The cycle of quality observation, reflection, reviewing and planning is essential to the identification of the next steps in learning or in identifying potential ALN.

The Provision Map

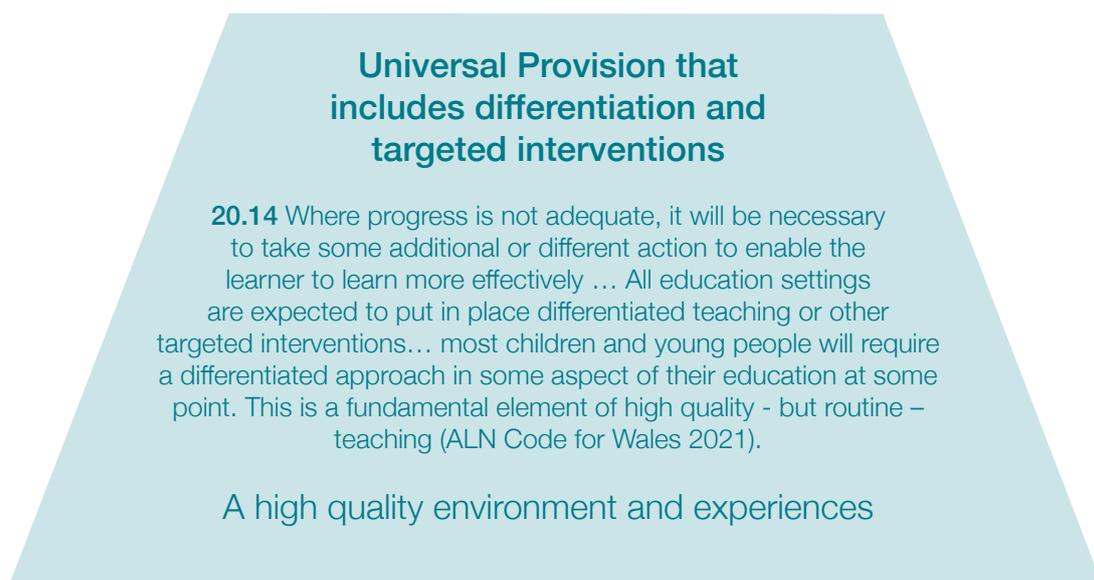
What is the purpose of this Provision Map?

The provision map provides an overview of the different levels of provision that children in early years' settings can be offered to help them fulfil their potential. It demonstrates a gradual approach.



At the top of the triangle is the 'Additional Learning Provision' that children with ALN will receive. This top section of the triangle falls mainly under the responsibility of the Local Authority.

The largest part of the triangle refers to provision that is the responsibility of the setting, that is - 'universal provision that includes differentiation and targeted interventions'.



Universal Provision

What is 'Universal Provision'?

'Universal Provision' is what a setting provides on a daily basis to enable all children to develop and fulfil their potential.

The provision should be centred on the child and include:

- a high quality, well-resourced environment
- clear routines
- adults who know how to support children's individual needs across all areas of development.

As part of its universal provision, a setting is expected to support children through:

- a range of strategies and interventions. These strategies and interventions should be ones widely recognised as 'good practice' within early years' settings
- a 'differentiated' approach. This is an important part of high quality, universal, early years' provision and should be one that will meet the needs of the majority of children.

Differentiation

What is 'differentiation'?

'Differentiation' refers to the way teaching methods, resources and the environment are adapted to cater for children's individual needs and their preferred way of learning. It means teaching people differently according to their needs, their capabilities or even their preferred 'learning styles'. Staff need to make sure that they use a variety of teaching approaches capable of accommodating the different abilities and learning preferences of the children in the setting.

Universal provision involves considering the developmental needs of groups and individual children and changing what is offered, and the way that it is delivered, to help ensure that every child progresses in a way that is suitable for them and appropriate for their level of development.

The expectation of a differentiated approach within early years' settings is reflected in:

1) **The Foundation Phase Framework:**

'Children need a broad, balanced and differentiated curriculum. Through appropriate planning and structured experiences in the Areas of Learning, children should grow, develop and progress in their development'

2) **Care Inspectorate Wales' statutory framework** - 'National Minimum Standards for Regulated Childcare for children up to the age of 12 years' - Standard 4

'Meeting individual needs: Outcome: Each child's individual needs, including any special educational needs and disabilities, are planned for and provided for.'

3) **The Equality Act 2010**

This Act places a duty to make reasonable adjustments on the setting/service provider for children with disabilities (including learning difficulties). Settings or service providers are required to remove or minimise barriers to enable access to the environment, learning opportunities/curriculum and facilities to ensure that all children can fully participate in the experiences provided.

'Reasonable adjustments' are changes that have a positive impact on a child's development and wellbeing. These changes may include practitioner expectations, accessibility of appropriate resources, flexible routines, organisation of staff and environmental adaptations. Many reasonable adjustments are inexpensive and involve a change in practice rather than expensive equipment or additional staff.'

Differentiation

Types of differentiation

There are three categories of differentiation

- Differentiation by task, that involves setting different tasks for pupils of different abilities
- Differentiation by support, that means giving more help to certain children within the group
- Differentiation by outcome, that involves setting open-ended tasks and allowing child-response at different levels.

Ideally, staff should be using all three types of differentiation to accommodate the different learning styles in the setting.

Staff should not rely on differentiation by outcome.

The data/information that a setting has available should be used to determine where the child is in their development and to build a profile of the learner. This will include the child with learning needs, the more-able child, and also the child 'in the middle' who can often be overlooked because they fall into neither category.

A practical approach to differentiation

There should be a practical and realistic approach to differentiation. It is helpful to always have an extra activity on hand for a child who 'finishes' the activity before the other children and for the most able children. Open-ended activities, games and questions that ask children to apply the skills and knowledge that they have acquired or are acquiring, are especially relevant.

Being creative with resources and support will reduce the time that is spent planning.

It is important to vary the ways that the children access learning and achieve success in learning and so staff should be creative.

Things to think about:

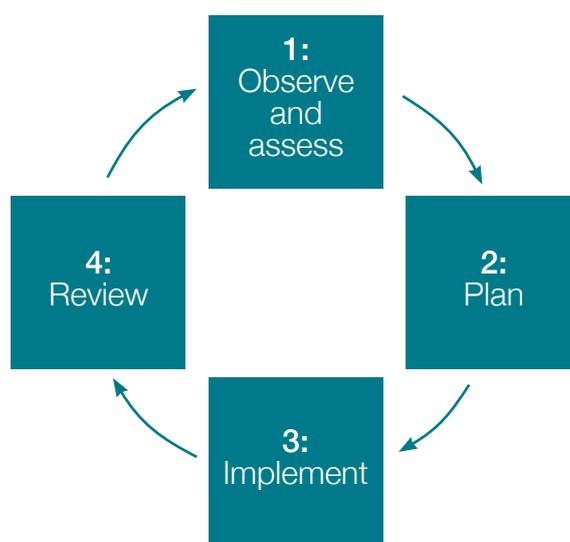
- Staff should try to use all three types of differentiation to accommodate the different learning styles.
- Staff should try not to rely on 'outcome' as a differentiator.
- Staff should be creative with resources and support.

Differentiation

What are ‘targeted interventions’?

Targeted interventions are an extension of the differentiated and high quality teaching strategies that staff adopt for children as part of a setting’s universal provision. They introduce more specific strategies and interventions for an individual child.

High quality early years’ provision involves planning support and experiences that aim to give all children the opportunity to develop and to participate fully in their learning.



The cycle of quality observing, reflecting, planning, implementing and reviewing is a key part of universal provision and is essential to the identification of a child’s next steps in learning or the identification of potential ALN.

Based on the evidence of a child’s attainment and/or progress, settings are required to provide suitable interventions and/or strategies to support any specific areas that are causing concern. The ‘Flintshire’s Additional Learning Needs Toolkit’ will provide staff with appropriate guidance.

Professionals, such as those from the Health Service, may also support targeted interventions for a child.

The Additional Learning Needs Code for Wales 2021 (20.14) states that:

‘All education settings are expected to put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all learners. Indeed, most children and learners will require a differentiated approach in some aspect of their education at some point. This is a fundamental element of high quality – but routine – teaching.’

Person Centred Practice & Planning

What is Person Centred Practice?

This is when the focus is on understanding the whole child and not just focusing on the difficulties that the child may have and what the child needs in order to learn. It is also about what the child can do and not about what they cannot do.

What matters to the child is key. Staff need to learn/identify what is important to the child, what is important for the child and then determine a 'balance' that works for that child.

Too frequently staff and other professionals have focussed on what is important for a child from the adults' perspectives. Those perspectives have driven discussions and decisions as to what they think the child needs in order to progress.

Person-centred practice returns that focus back onto the child. Learning what is important to and for a child is central to developing their one-page profile. This approach will assist in the development of relevant, meaningful and appropriate outcomes and actions that will be agreed in the person-centred reviews.

The child's views matter and person centred practice enables the child to have full involvement in the decisions being made about them.

Person Centred Tools

What are person centred tools?

Person centred tools enable important information to be captured through using a series of templates. These tools include, for example:

- 'Appreciations'
- One Page Profile
- Communication chart (part 1)
- Communication chart (part 2)
- Learning log
- 4 + 1 questions
- Working and not working from different perspectives
- Relationship circle
- Person-Centred Reviews
- What makes a good day / bad day?

All of these templates are included within this Provision Map document (p.32 - p.43).

The One Page Profile

What is a 'One Page Profile' ?

The One Page Profile is a simple and easily-read single page document that captures all of the important information about a child. This information comes under just 3 headings -

- 'What people like and admire about me'
- 'What's important to me'
- 'How best to support me'

Why use one-page profiles?

The One Page Profile is the foundation of the support that is personalised to the individual. It contains key information about a child that is easily understood and quickly accessed.

In essence, a one-page profile is a document that positively describes:

- a child's personality;
- strengths and talents;
- what is important to them;
- the best way to support them.

The One Page Profile is a powerful tool and its value is recognised and being used to transform the way that people work and think.

When should a One Page Profile be written and by whom?

Some settings may feel that all of the children within their setting will benefit from having a One Page Profile; others may decide that it is more practical/ manageable only for the children who require targeted interventions to have a One Page Profile. The setting will be responsible for developing the One Page Profile ensuring to include the parent (and child where appropriate) in its design and content. The One Page Profile should be reviewed at least half-termly with the continued involvement of the parent (and child where appropriate).

The responsibility for creating, monitoring and reviewing the One Page Profile in a non-maintained setting that receives local authority funding for a child/children from Early Entitlement, Flying Start, Childcare Development Team or Childcare Offer will be –

'Early Entitlement' setting staff receiving support from the EE Team – 'Early Entitlement' teacher involved
'Flying Start' setting staff receiving support from the FS Team – 'Flying Start' teacher involved
'CDT/CO' - Childcare Brokerage Officer

The One Page Profile

'Important to'

The things that really matter to a child are what is important to them; things that provide the child with pleasure, are meaningful and that provide quality to their lives. These are things that can reduce/alleviate stress and anxiety for the child. For example, a child may like to play outside and not inside, struggle to line-up/queue, strongly prefer to drink from the yellow cup, or need to have a picture of Mum or Dad in their bag. If these things do not happen, the child may feel upset / unhappy / anxious / stressed.

'Important for'

There are things that are needed in order for children to advance in their education, development, and to stay healthy and safe. Often these are referred to as 'assessed needs'. For example, it might be important for a child to have specific differentiation of an activity, or for example, have items held a specific distance away from them so that they can focus on them, or have a specific chair to sit on. Understanding what is important for a child means that you can identify the best ways to support them and it is this information that is included in their One Page Profile.

Balancing 'important to' and 'important for'

Balancing what is important 'to' and 'for' someone is something that is done every day. A balance has to be found between, for example, wanting to eat that last piece of cake but also knowing that it really won't help to maintain a healthy weight, or choosing, for example, between going for a walk having sat at a desk all day and knowing the importance of exercise, or sitting down with a bowl of popcorn and watching your favourite television programme. The One Page Profile is designed to help explain/describe this balance for the child by clearly identifying what is important 'to' and 'for' the child in one easily accessible place.

'What's working?' (PCP tool)

This is an opportunity to acknowledge what is going well for the child and helps to identify what needs to be different and the actions that need to be taken to rectify what isn't working. It identifies, through observation and discussion with the parents/carers, what is working for the child.

It also highlights the strategies and interventions that are enabling the child to access the setting and learning; it enables the setting to use the 'what's working' to enhance the child's wellbeing and learning. By modifying and/or increasing aspects of what is working, the child is more likely to be happier and more able to engage in activities thus developing their skills and learning.

'What's not working?'

If something isn't working, it doesn't mean that the child is failing or doing something wrong. By identifying what isn't working through observation and discussion with the parents/carers, the setting is more able to address and modify practice and adapt interventions, strategies and provision for the child accordingly.

The One Page Profile

'How best to support ...'

The previous sections of the One Page Profile ('What people like and admire about me', 'important to' and 'important for'), all identified through observation and discussions with the parents/carers and child (where appropriate), inform this section of the One Page Profile.

What happens if a child requires additional funded support through a targeted approach (having provided appropriate strategies/ interventions over a reasonable period of time)?

If a setting feels that a child requires additional funded support in order to provide appropriate targeted provision, the setting should email the completed 'Request Form' (see p. 31) to the service from whom the financial assistance is being requested, completing and ticking 'Option 1' of the form, along with the supporting information/evidence.

- If the child is aged 0 - 3 years and is registered with Flying Start send request form to: FSChildcare@flintshire.gov.uk
- If the child is registered with Early Entitlement send request form to: eeadditionalssupport@flintshire.gov.uk
- Support, equipment and resources can be requested from the Childcare Offer / Childcare Development Team by completing the on-line form at: <https://www.flintshire.gov.uk/en/Resident/Schools/Childcare-Development-Grants.aspx>

All requests will be considered by the 'Pre-school Delegated Funding Panel' who will base their decisions on the evidence that the setting provides (see p.45) that demonstrates what the setting has done, to date, to meet the needs of the child and by arranging a visit to the setting by one of the team. The member of the team, who will gather further information and conduct an observation of the child, will report back to the panel.

What happens if a child, who already has the involvement of the Health Services, enters a setting and requires immediate additional support?

In exceptional circumstances it may be that a child enters a pre-school setting who has the involvement of Health professionals. In this case it may be that a request for additional support is made directly to one of the above services via Health.

What about the child whose parents wish for them to remain in a pre-school setting and not register at a school nursery?

Flintshire County Council provides free Nursery education within its local mainstream primary schools and this is available for all Flintshire children (accessed through the usual school admission's process). School entry is not compulsory until the term following a child's fifth birthday. Some parents may, however, prefer to continue to send their children to private nursery provision until their child reaches compulsory school age.

Support, equipment and resources can be requested from the Childcare Offer and/or the Childcare Development Team by completing the on-line form at:

<https://www.flintshire.gov.uk/en/Resident/Schools/Childcare-Development-Grants.aspx>

Again, all requests will be considered by the 'Pre-school Delegated Funding Panel' who will base their decisions on the information that the setting provides.

Additional Learning Needs (ALN)

What are Additional Learning Needs (ALN)?

The Act replaces the terms 'special educational needs' and 'learning difficulties and/or disabilities' with the term 'additional learning needs'.

'Special educational needs'
'Additional Learning Needs' (ALN)
'Learning difficulties and/or disabilities'

The Additional Learning Needs Code for Wales 2021, explains 'additional learning needs' as:

- (1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
- (2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she –
 - (a) has a significantly greater difficulty in learning than the majority of others of the same same age or
 - (b) has a disability for the purposes of the Equality Act 2010 (C.15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
- (4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

Additional Learning Provision (ALP)

What is Additional Learning Provision (ALP)?

The Additional Learning Needs Code for Wales 2021, states that:

‘2.4 (1) “Additional Learning provision” for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in-

- (a) mainstream maintained schools in Wales,
- (b) mainstream institutions in the further education sector in Wales, or
- (c) places in Wales at which nursery education is provided.

(2) “Additional Learning Provision” for a child aged under three means educational provision of any kind.

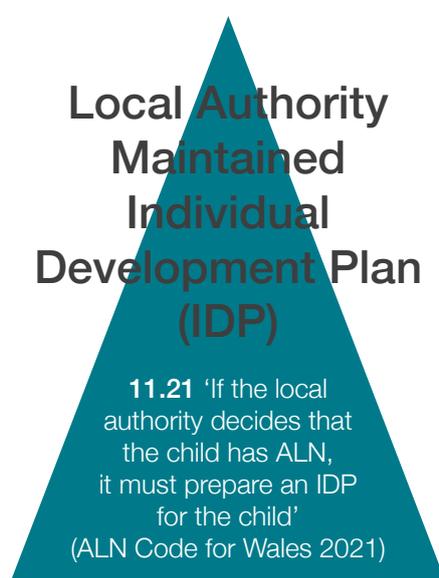
(3) In subsection (1), “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.’

The Local Authority's duty

What happens at the top of the triangle?

A non-maintained setting, having followed the phased approach, may have concerns that a child has Additional Learning Needs (ALN) as the setting has followed the advice and recommendations of the involved agencies, relevant strategies and interventions (including targeted interventions) have been implemented and appropriate support has been provided over a reasonable period of time.

If the child is still not making adequate progress at their level and requires more specialist provision that is additional to and different from that being made available to the other children, it is possible that the child has, or probably has, Additional Learning Needs (ALN) that require Additional Learning Provision (ALP). The setting will then need to make a request to the local authority for a consideration of Additional Learning Needs by completing 'Option 2' of the 'Pre-school Request form'.



Once the local authority receives the request form, the 12-week timeline is 'triggered' on the day after receipt of the request, with the local authority having 12 weeks to determine whether the child has ALN that requires ALP that will result in the issuing of an Individual Education Plan (see 'Pre-school Notification Process' p. 30). If the local authority agrees that an IDP is required, then the IDP must be developed and issued by the local authority within the same 12-week assessment period.

For all children attending a local authority-maintained pre-school setting (i.e. a school), the IDP may be developed/issued by the school unless the child requires a form of specialist provision that the school cannot reasonably be expected to provide. In this case the school should liaise with the relevant involved outside agencies and notify the Local Authority. This will be facilitated through the relevant form used by schools and submitted to aln@flintshire.gov.uk.

The Individual Development Plan (IDP)

What is an Individual Development Plan (IDP)?

Once it is established that a child has an Additional Learning Need (ALN), an Individual Development Plan (IDP) will be put in place to support their needs. All children and young people with ALN, regardless of how severe or complex their learning difficulty or disability is, will be entitled to this written support plan.

The IDP is a document that contains a description of the ALN that acts as a barrier to the child's development and the Additional Learning Provision (ALP) that is necessary to overcome or lessen that barrier.

For all children in the Early Years phase who attend a non-maintained setting and who require Additional Learning Provision (ALP), 'Option 2' of the 'Request form (Pre-school)' (see p.22) should be completed and submitted to EYALNLO@flintshire.gov.uk with the relevant supporting information that will show what has been done to date to meet the needs of the child, etc (p.45).

In the event of an IDP being required, the child, parent/s and the setting will be supported by the local authority's 'Additional Learning Needs Lead Officer (ALNLO)' and the local authority will be responsible for preparing and maintaining the Individual Development Plan (IDP). Settings, parents and involved agencies will need to work in partnership with the local authority on the preparation, implementation and review of the IDP.

All children in the Early Years Phase who are registered at a school and who require Additional Learning Provision (ALP), may become the responsibility of the school. In the event of a child requiring specialist provision, the local authority will maintain responsibility for the IDP.

Appendices

- 1 Pre-school Request Form
- 2 Notification Process
- 3 Flintshire County Council - Early Years' Additional Learning Needs Principles (draft)
- 4 PCP Tools – 'Appreciations'
- 5 One Page Profile and examples
- 6 'Communication chart (part 1)'
- 7 'Communication chart (part 2)'
- 8 'Learning log'
- 9 '4 + 1 questions'
- 10 'Working and not working from different perspectives'
- 11 'Relationship circle'
- 12 'Person-Centred Reviews'
- 13 'Good day / Bad day'
- 14 'Reflection of Practice' sheet
- 15 Supporting information settings should include when making a request
- 16 Useful documents / resources / links

Pre-school Request Form to request additional financial support to enable targeted/early interventions or to notify the LA of 'Additional Learning Needs'

(If you would like support in completing the form, please contact Flintshire Inclusion ALN Service)

SECTION A: *(One option only to be selected)*

1: To enable the Local Authority (LA) to decide whether a child requires additional financial support to enable targeted/early interventions

Please tick this box if relevant:

Request for financial support (complete form and email it to the relevant service)

Flying Start (only for a setting that is already registered with Flying Start)

FSCildcare@flintshire.gov.uk

Early Entitlement (only for a child who is already registered with Early Entitlement)

eeadditionalssupport@flintshire.gov.uk

Westwood Early Years Centre
Tabernacle Street, Buckley,
CH7 2JT

If neither service is applicable, additional funding may be available through the Childcare Development Team. Please contact – Childcare.Development@flintshire.gov.uk with your request.

OR

2: To notify the Local Authority (LA) that a child has, or probably has, Additional Learning Needs that require Additional Learning Provision (ALP). ALNET Code for Wales 2021.

Please tick the box if relevant:

If selecting this option, the completed form and supporting information must be sent to - **EYALNLO@flintshire.gov.uk**

Either request will be discussed at a multi-agency moderation panel, which may include the support and advice of an Educational Psychologist.

SECTION B:**Personal details of the child**

Child's full Name:		
Preferred name:		
Gender:		
Date of birth:		
Parent or Guardian's name:		
Home Address:		
Phone number		
Parent's / Carer's E-mail		
Parental responsibility	<input type="checkbox"/>	<input type="checkbox"/>
Parent/carer understanding that information will be shared <i>(Verbal confirmation cannot be accepted. Parent/carer signature or email from parent/carer required)</i>	<p>I / We have knowledge and understanding that this information will be shared with the Local Authority. I/We give my/our consent for this <input type="checkbox"/></p> <p>Name/s:</p> <p>Signature/s:</p> <p>Date:</p>	
Is child under a "Child Protection Plan" or "Child in Need?"	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Preferred Language of communication		
Preferred method of communication	<input type="checkbox"/> Email	<input type="checkbox"/> Post

SECTION C:**Pre-school provider (s) / School (s) (if attending)**

Setting address:	
Start date:	
Type of setting:	
Person to contact in setting:	
E-mail:	
Contact number:	
Setting name and address (if attending more than one setting)	
Person to contact in setting 2:	
E-mail	
Contact number	

SECTION D:**Information and evidence****Summary of the child's possible needs**

Possible Areas of Need:

- Cognition and Learning
- Speech, Language and Communication Difficulties
- Behavioural, Emotional and Social Difficulties
- Sensory, Physical and /or Medical

Summary *(Reason for referring to the attention of Local Authority)*

SECTION D:**Who provides current support for the child?**

	Name and contact details
Health Visitor <input type="checkbox"/>	
Speech and Language Therapist <input type="checkbox"/>	
Paediatrician <input type="checkbox"/>	
Clinical psychologist <input type="checkbox"/>	
Neurodevelopmental Team <input type="checkbox"/>	
Hearing Impairment Worker <input type="checkbox"/>	
Vision Impairment Worker <input type="checkbox"/>	
Physiotherapist <input type="checkbox"/>	
Specialist Nurse <input type="checkbox"/>	
Occupational Therapist <input type="checkbox"/>	
Social Worker <input type="checkbox"/>	
Flying Start Service <input type="checkbox"/>	
Play worker <input type="checkbox"/>	
Families First <input type="checkbox"/>	
Portage <input type="checkbox"/>	
Impact <input type="checkbox"/>	
Specialist Children's Service <input type="checkbox"/>	
Other <input type="checkbox"/>	

Evidence and information to support the application (if available)

	Summary
Information from Parent / Guardian <input type="checkbox"/>	
Targeted Universal provision monitoring evidence <input type="checkbox"/>	
Assessment or checklist <input type="checkbox"/> (e.g. Foundation Phase profile, ABC Tracking Profile, WellComm)	
One page Profile <input type="checkbox"/>	
Report from... <input type="checkbox"/>	
Other <input type="checkbox"/>	

SECTION E:

Information about the referrer - If the form is completed by a person who does not have the parental responsibility for the child

Name of Referrer:

Relationship to Child:

Sharing of information:

Only complete this section if you have ticked 'Box 2' (Child has, or probably has, Additional Learning Needs that require Additional Learning Provision) on the first page of this form.

- Parents /carers have been given the opportunity to discuss this referral with a pre-school provider / health professional.
- Parents /carers understand that the pre-school provider / health professional has a duty to bring this to the attention of the local authority if this is in the best interest of their child.
- Parents / carers have been informed that it is the opinion of a pre-school provider / health professional that this child has or probably has ALN.
- Parents / carers agree with this referral
- Parent / carer does not agree with this referral

Service (if relevant):

Address:

Phone number:

Email:

Preferred method of communication: Email Post

Signature:

Date:

SECTION F:

PRIVACY NOTICE

LA consideration of Additional Learning Needs

The data you have provided as parent/carer of your child will be processed by Flintshire County Council only for the specific purposes of considering whether your child has Additional Learning Needs (ALN), Additional Learning Provision (ALP) and placement according to Additional Learning Needs and Education Tribunal Act (ALNET) 2018 and under the Council's public task prescribed by the Education Act 1996. Flintshire County Council may share your data with people professionally involved with your child including Flintshire County Council Inclusion Service and Out of County Panels, Children's Social Services, Educational Psychology Service, Education Welfare Service, School Employees, other Local Authorities and also with the NHS.

Flintshire County Council will retain this information until your child's 30th birthday.

If you move into another area, your information may be shared with the new Local Authority.

If you would like to read more about how Flintshire works to keep your information safe you can go to:

<http://www.flintshire.gov.uk/en/Resident/Contact-Us/Privacy-Notice.aspx>

If you are unhappy with the way in which Flintshire County Council has used this information you can complain at any time to:

Tel: 01352 702802

E-mail: dataprotectionofficer@flintshire.gov.uk.

You can also call the Information Commissioner's Office on:

Tel: 0303 123 1113

(THIS PRIVACY NOTICE IS TO BE RETAINED BY PARENT/CARER)

Flying Start Privacy Notice

The Welsh Government Flying Start programme aims to make a decisive difference to the life chances of children under 4 in the areas in which it runs. It includes four core elements – free quality childcare, parenting support, intensive health visitor support, and support for early language development.

In Flintshire, Health staff from BCUHB work together with Local Authority (Flintshire County Council) staff. This privacy notice explains how we use the personal information you give us when you register for Flying Start Services. This notice provides additional information to that given by the council and the local health board. Under data protection legislation Flying Start is required to tell you what data we collect, store and share in relation to you and your family. The categories of information we collect include:

- Personal information such as name, date of birth, address and NHS numbers
- Characteristics such as ethnicity, home language, nationality and disabilities
- Contact details including telephone number and email address
- Medical information relating to you and your child/ren
- Safeguarding information from other agencies
- Attendance and contact information relating to Flying Start services you have received

The data we collect is used to:

- Contact you about services provided by Flying Start
- Provide you and your child/ren with the appropriate support – this includes BCUHB health staff and council staff sharing written and verbal information as part of a multi-disciplinary team.
- Assess and improve the quality of the services we provide
- Monitor your child's development up to the age of 4
- Refer you to other services or organisations that can support you and your child/ren – we will always ask for your permission to do this first unless we are obliged by law in order to safeguard you or your child/ren
- Arrange childcare provision with Flying Start approved settings

Your data will be processed by Flintshire County Council only for the specific purposes of providing the Flying Start Services detailed above. The processing of your personal data is necessary as part of our Public Task defined by Welsh Government and in substantial public interest in order to deliver the Welsh Government Flying Start programme in Flintshire.

Flintshire County Council may share your personal data with [NWIS \(NHS Wales Informatics Service\)](#) who will anonymise the data before using it to explore the outcomes of families that have been in receipt of Flying Start. This will improve research and analysis of Flying Start services, and thereby inform local, regional and national policy decisions. We are also required to send data relating to the programme to Welsh Government who fund Flying Start although they do not receive any personal information about you. This is used to improve and monitor the impact of the Flying Start Scheme. They also publish statistics about Flying Start on their website.

Flintshire County Council will retain your data until your child's 4th birthday and for a period of 6 years beyond that date. If you feel that Flintshire County Council has mishandled your personal data at any time you can make a complaint to the Information Commissioner's Office by visiting their website or by calling their helpline on 0303 123 1113. For further information about how Flintshire County Council and BCUHB processes personal data and your rights please see their privacy notice online. Please ask your Flying Start team member for a paper copy of these documents if you do not have access to the internet.

<http://www.flintshire.gov.uk/en/Resident/Contact-Us/Privacy-Notice.aspx>
NHS Wales Your Information Your Rights



Privacy Notice

Request for Additional Support Funding from the Early Entitlement Service

The data you have provided as parent/carer of your child will be processed by Flintshire County Council for the specific purposes of determining whether your child requires additional support in an Early Entitlement setting under the Council's public duty prescribed by the Education Act 1996. Your child's health data is being processed for reasons of 'substantial public interest'.

When deciding if your child should access additional support at universal targeted level this application, and any supporting evidence submitted with it, will be discussed with members of Flintshire's Early Years Funding Delegation Panel in order to reach a decision. Members of the Early Years Funding Delegation Panel include Flintshire's Early Years Additional Learning Need Lead Officer and representatives from Early Entitlement, Flying Start and Early Years and Family Support services.

If, at any time, your child is referred to the Pre-School Moderation Panel the Early Entitlement representative will share information with this Panel about your child's strengths and difficulties at their Early Entitlement setting. Members of the Flintshire Pre-School Moderation Panel include representatives from the following services: School Inclusion, Educational Psychology, Speech and Language Therapy, Pre-School Development, Community Nursing, Early Entitlement, Flying Start and Early Years and Family Support. It also includes representatives from schools offering specialist provision within Flintshire.

Flintshire County Council will retain this information until your child's 30th birthday.

If you move into another area, your information may be shared with the new Local Authority.

If you would like to read more about how Flintshire works to keep your information safe you can go to: <http://www.flintshire.gov.uk/en/Resident/Contact-Us/Privacy-Notice.aspx>

If you are unhappy with the way in which Flintshire County Council has used this information you can complain at any time to Tel: 01352 702802 or E-mail: dataprotectionofficer@flintshire.gov.uk

You can also call the Information Commissioner's Office on Tel: 0303 123 1113

You can withdraw your consent at any time by contacting the Early Entitlement Team:

E-mail: eeadditionalssupport@flintshire.gov.uk

GUIDANCE NOTES

Section A

Reason for making this request (Select one option only)

Box 1: To enable the Local Authority (LA) to decide whether a child requires additional financial support to enable targeted/early interventions. Once the form has been completed, it should be emailed to the email address provided for Early Entitlement support or Flying Start support along with all supporting evidence. If neither of these services are appropriate, please contact the Childcare Development Team for further advice (email address included in Section A).

OR

Box 2: This section should be completed if you are notifying the Local Authority that a child under compulsory school age has, or probably has, ALN. This will be the starting point of the 12-week ALN determination and IDP process.

First Test of Determining ALN
For a child under compulsory school age



Does the child under compulsory school age have a learning difficulty or disability (which may or may not arise from a medical condition)?

Or would they:

- when of compulsory school age, is, or would be if no ALP were made, likely to have a significantly greater difficulty in learning than the majority of others the same age and/or
- a disability (within the meaning of the Equality Act 2010) which would prevent or hinder the child from making use of facilities for education of a kind generally provided for others of the same age in a mainstream maintained school? (2.13 ALN Code for Wales 2021)

YES (to either)
Apply Second Test

If NO, the child does not have ALN

Second Test of Determining ALN
For a child under compulsory school age



Does the learning difficulty or disability call for Additional Learning Provision?

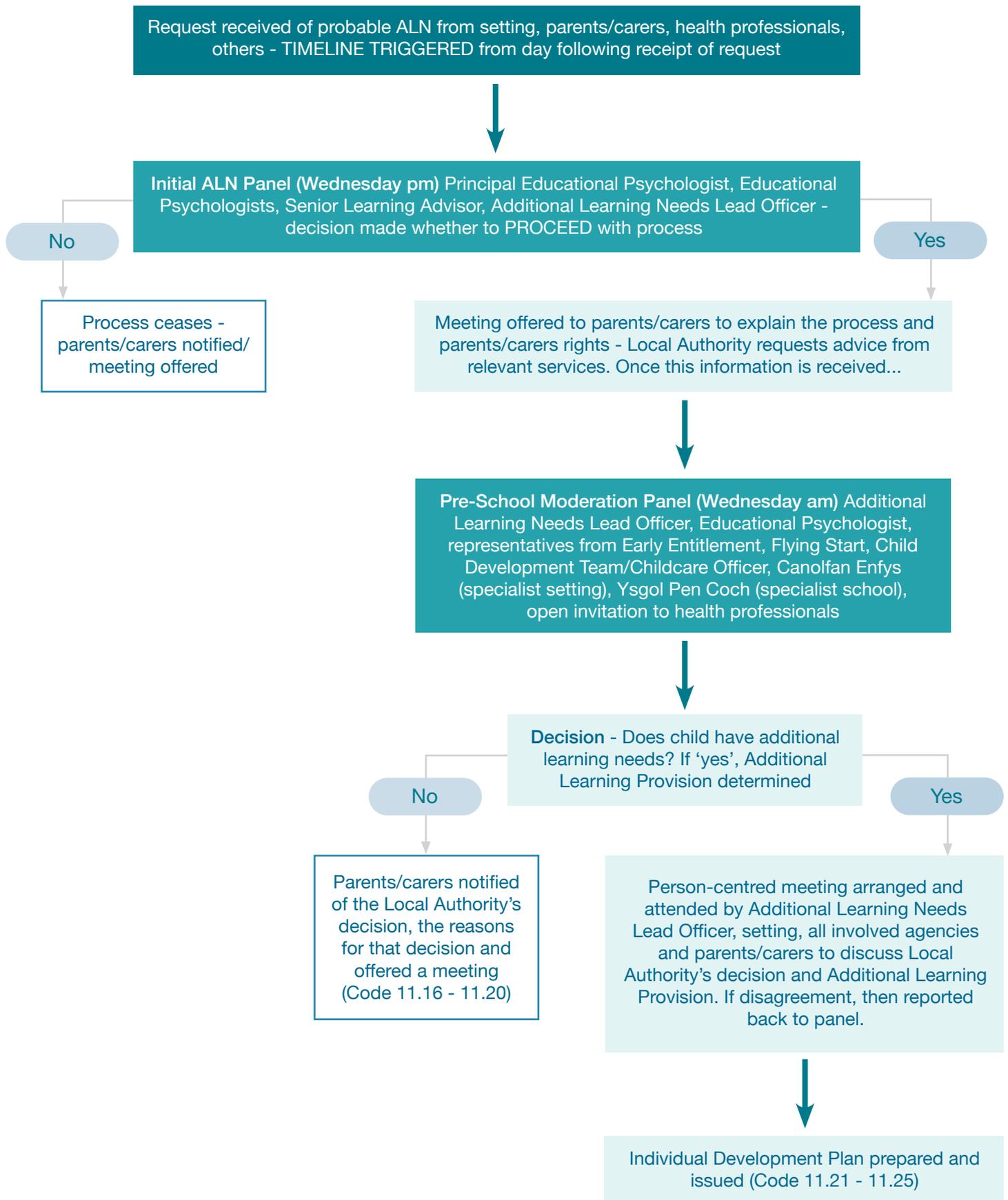
ALP for those aged under three can take many forms; for instance, group work or individual support-where it is **educational provision** of any kind.

This might include **educational provision** in Flying Start or specialist health, physical, communication or sensory support. This can take place in an educational setting or elsewhere

GUIDANCE NOTES	
Section B	Sharing of information:
	<p>*Parent/carer signature/email required as evidence of parental understanding of setting's duty and requirement to share information about their child with the Local Authority.</p> <p>Preferred communication methods.</p>
Section C	Details of pre-school settings
Section D	Information and evidence – please use the drop-boxes to help you.
	<p>Summary of child's area(s) of possible needs.</p> <p>Summary (reason(s) for referring to the attention of the Local Authority).</p> <p>Include the full name and contact details of all involved professionals.</p> <p>Within this section please include the evidence you have used upon which to base your request for:</p> <p>Box 1: Additional financial support to enable targeted/early interventions.</p> <p>Box 2: A child has, or probably has, ALN and you are requesting the LA to determine if this is so.</p> <p>Please attach the most up-to-date documentation and reports that you have available. These can be embedded in the boxes provided or complete a summary.</p> <p>[How to embed a document: Go to 'Insert' - 'Object' - 'Create from file' - 'display as icon' - select - document you want to embed]</p>
Section E	Details of the referrer
	<p>The coloured part of this section should only be completed if you are making a request to the Local Authority for an ALN determination ie 'Option 2' selected in 'Section A'. This section is to help ensure that parents understand why the referral is being made. In exceptional circumstances when a parent does not agree to the referral being made and will not agree to provide written or emailed consent, please contact the EYALNO (EYALNLO@flintshire.gov.uk).</p>
Section F	Privacy notice. *This must be retained by the parent/carer

If notifying the Local Authority that a child has, or probably has ALN (Option 2 & coloured sections of this form completed), this form must be returned with all supporting evidence to: EYALNLO@flintshire.gov.uk

Flintshire County Council ALN Pre-School Notification Process



Person Centred Practice Tools

(Helen Sanderson Associates)

'Appreciations'

One Page Profile

Customised One Page Profile

Communication chart (part 1)

Communication chart (part 2)

Learning log

4 + 1 questions

Working and not working from different perspectives

Relationship circle

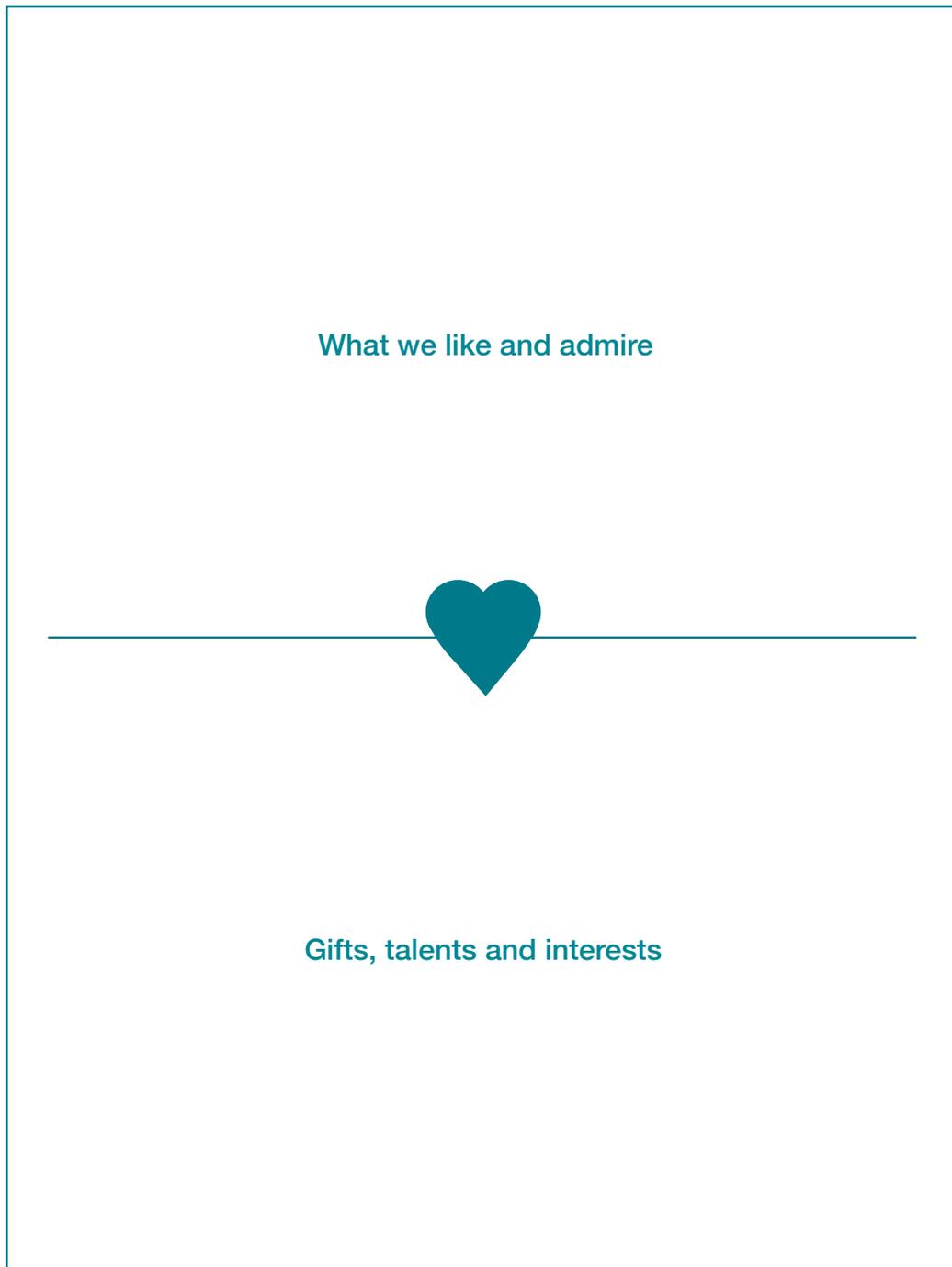
Person-Centred Reviews

What makes a good day / bad day?

Appreciations

What is does

Identifies the child's positive characteristics, talents and gifts, learning what others like and admire about them, and what they value in themselves.



One-Page Profile

What is does

Gives us a summary of:
What others like and admire about the child
What's important to the child
How best to support the child

Picture of child or of something that the child likes

Like and admire

What's important to the child

How best to support

Name's Profile:

Date of Birth:

Date Written:

**What people like and
admire about me**

What is important to me?

What is the best way to support me?

Customised example of a OPP

(for a child who loves animals)

Name's Profile / Proffil
ENW:

Date of birth / Dyddiad Geni:

Date written / Dyddiad wedi ysgrifennu:



What people like and admire about me... Beth mae pobl yn ei hoffi / edmygu amdanaf i ...



What is important to me? / Beth sy'n bwysig i mi?

What is the best way to support me? / Beth yw'r ffordd orau i'm cofnodi?



Communication Chart (Part 1)

What it does

It gives us a way to record how someone communicates through their actions, as well as their words, and describes how others should respond.

At this time	When this happens	We think it means	We need to do this

Communication Chart (Part 2)

What it does

It gives us a way to record how we can communicate effectively with the child.

We want to tell	To do this we	Helped / Supported by

Learning Log

What it does

It gives us a way to record learning and information about a child in order to continuously improve on how we deliver personalised learning and support.

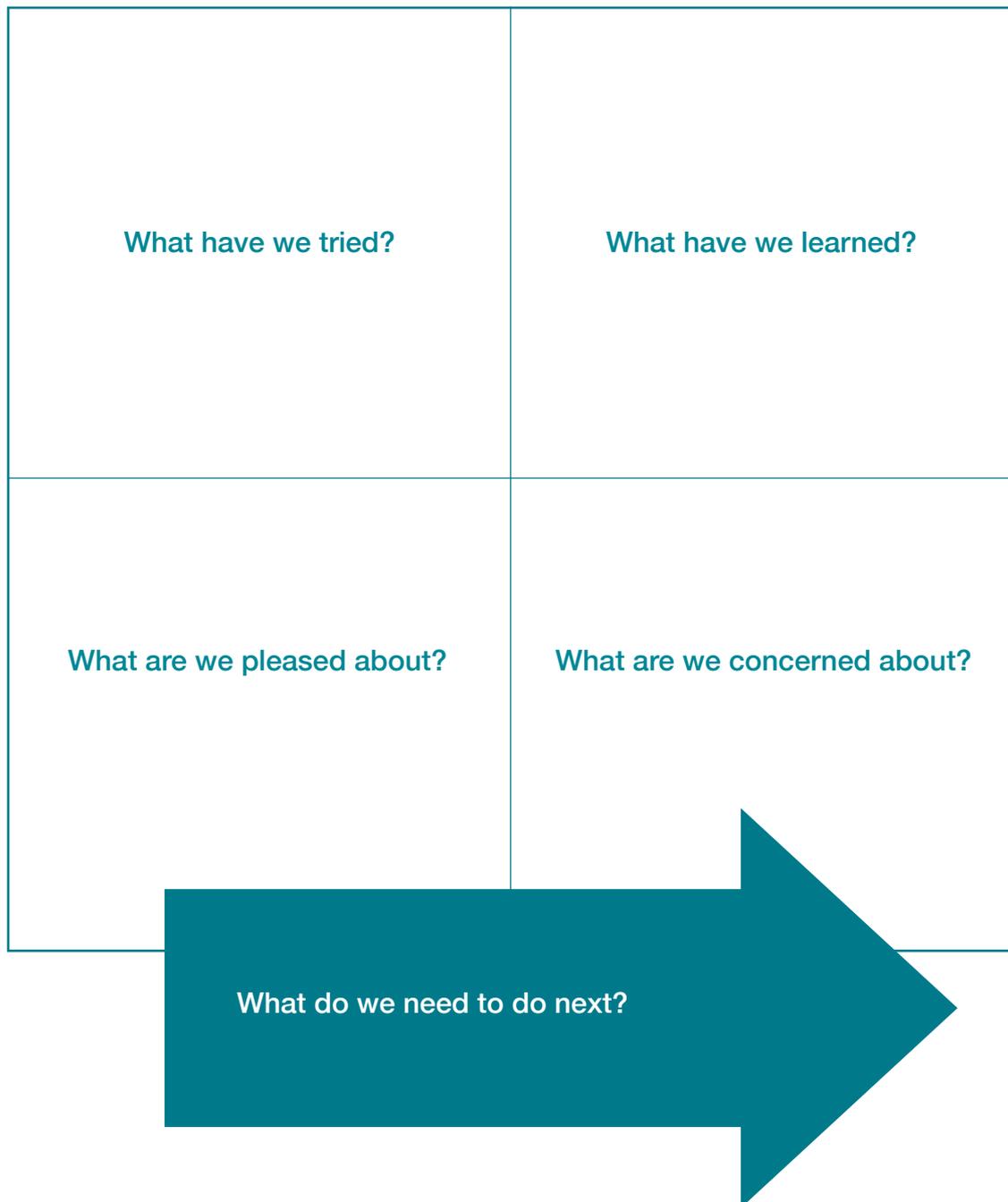
Date	What did the child do?	Who was there?	What did you learn about? What worked well?	What did you learn about? What didn't work?

What does this mean we need to keep doing or do differently?

4+1 Questions

What it does

This helps us to reflect on what has been happening and what has been learned in relation to any situation. It helps us acknowledge what has been working well, as well as providing discussion about any worries or issue and then to action plan.



Working & Not Working from Different Perspectives

What it does

Identifies what is working well and where things need to be different (not working) by looking at an issue from different perspectives.

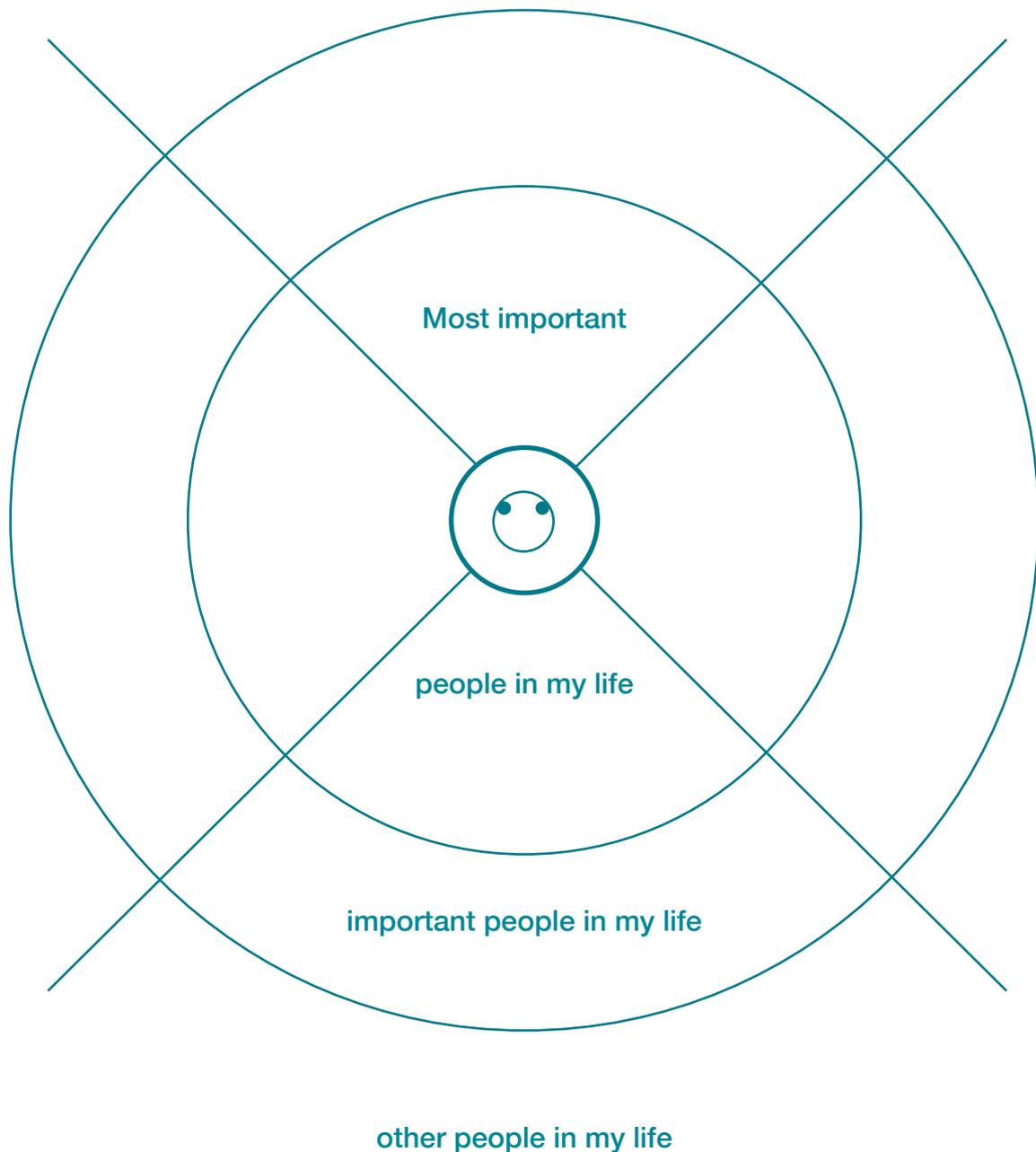
It gives us a snapshot of how things are now, an opportunity to acknowledge what's working well, and to highlight what needs to be different to build into actions.

 What is working?	 What's not working?
Child	
Family	
Setting	

Relationship Circle

What it does

This gives us a visual summary of who is important in the child's life. It is a way to understand the number, depth and spread of relationships a child has, and to then think about how to strengthen existing relationships and develop new ones.



Person-Centred Reviews

What is does

This is a way of learning or updating what is important to and for the pupil, together with the people who are important in the child's life.

The process involves looking at what is working and not working from the child's perspective, the family perspective and the setting's perspective. Outcomes and actions are agreed to build on what is working and change what is not working.

Who's here? 	What we appreciate 	Progress on actions
------------------------------------	---	--

Important now 	Important in the future 	How best to support 	Questions to answer
--------------------------------------	--	--	--

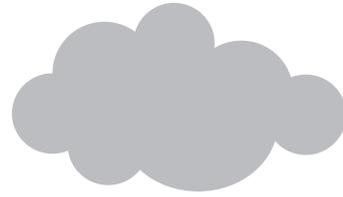
Working	Not Working
Child's Perspective	
Family	
Setting	
Others	

	Outcome	Actions
Working		
Not working		
Important in the future		
Questions to answer		

What makes a good day/bad day?



Good day



Bad day

Blank area for writing about a good day.

Blank area for writing about a bad day.

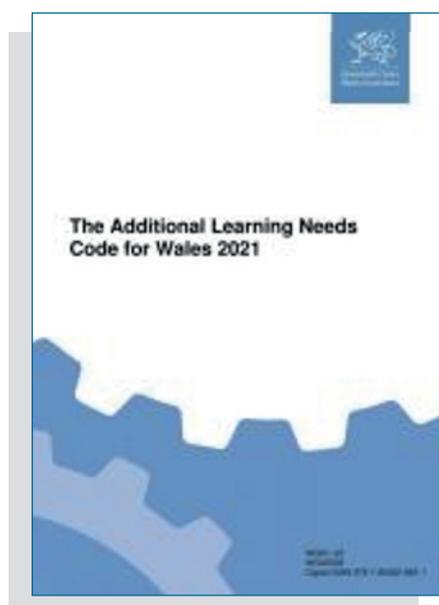
Reflection of Practice

Name of Child		Setting Name		Date			
Concerns							
Date Implemented		Strategies/interventions implemented		Reflections on child's progress		Date of reflection	

Supporting information that settings should include when submitting the 'Request Form (pre-school)' – 'Option 2' only, i.e. 'To notify the Local Authority that a child has, or probably has, Additional Learning Needs that require Additional Learning Provision'.

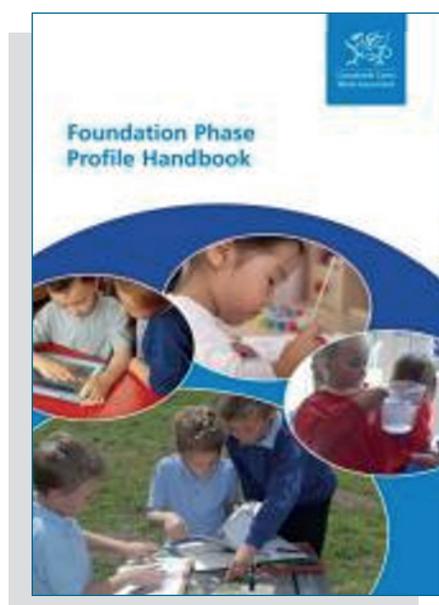
- Dates of first concerns and significant events such as referrals to outside agencies/assessment outcomes, etc.
- Observations and outcomes
- Parental views
- Child's views
- Record of attendance
- Health reports and targets set and reviewed, etc.
- SOGS / EY Profiling / developmental assessments
- One Page Profiles (OPP) including reviewed OPPs
- Comprehensive monitoring evidence of what the setting has done to meet the child's needs and the outcomes of the same
- The use of PCP tools
- Minutes of meetings

Useful documents/resources/links



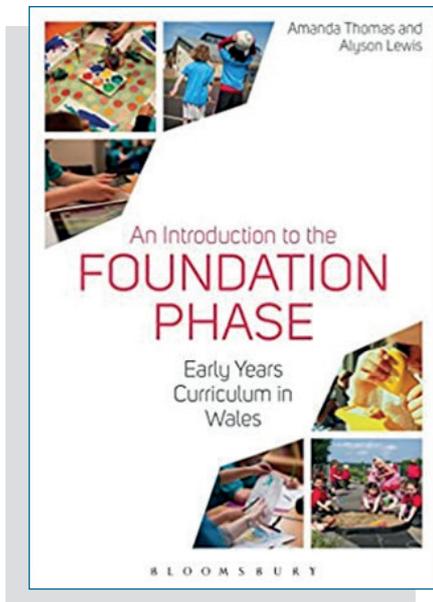
<https://gov.wales/sites/default/files/publications/2021-03/210326-the-additional-learning-needs-code-for-wales-2021.pdf>

<https://hwb.gov.wales/api/storage/d5d8e39c-b534-40cb-a3f5-7e2e126d8077/foundation-phase-framework.pdf>



<https://hwb.gov.wales/api/storage/f9d85dba-85a4-4e87-bb58-a24730ad7e57/foundation-phase-profile-handbook-revised-september-2017.pdf>

Useful documents/resources/links



https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.amazon.co.uk%2FIntroduction-Foundation-Amanda-Thomas-Alyson%2Fdp%2F1474264271&psi=g=AOvVaw3MPcbvCTYzc9SLdxg-s-_h&ust=1634029977527000&source=images&cd=vf-e&ved=0CAkQjhxqFwoTCIjS1IOCwwMCFQAAAAAdAAAAABAO



<https://www.earlyyears.wales/en/care-inspectorate-wales>

<https://gov.wales/sites/default/files/publications/2019-01/person-centred-practice-in-education-a-guide-for-early-years-schools-and-colleges-in-wales.pdf>

One Page Profile animated clip - <https://www.youtube.com/watch?v=fnaKnVWFh44>

Useful documents/resources/links

<https://gov.wales/sites/default/files/publications/2018-12/person-centred-reviews-toolkit.pdf>

<https://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>



https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.diverseecymru.org.uk%2Fprotected-characteristics%2F&psig=AOvVaw0mtni5UBNOAUXrUYt_

To support/develop Communication and Interaction Skills

- <https://ican.org.uk/i-cans-talking-point/professionals/resources/>
- <https://ican.org.uk/i-cans-talking-point/parents/resources/>
- <https://ican.org.uk/i-cans-talking-point/professionals/professionals-faqs/>
- Rhowch Amser <https://gov.wales/parenting-give-it-time/your-childs-development>
- <https://llyw.cymru/magu-plant-rhowch-amser-iddo>
- <https://llyw.cymru/magu-plant-rhowch-amser-iddo>
- Tiny Happy People <https://www.bbc.co.uk/tiny-happy-people>
- <https://gov.wales/talk-me-speech-language-and-communication-slc-delivery-plan>
- <https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations>
- <https://bcuhb.nhs.wales/services/health-services1/services1/services/speech-and-language-therapy/links>
- ASD Wales <https://gov.wales/asdinfo-wales-website>
- National Autistic Society <https://www.autism.org.uk/>
- SPACE4AUTISM (parent support) <https://space4autism.com/>
- May I Join You video link https://www.youtube.com/watch?v=_Lz4xoIW5TM
- <https://www.twinkl.co.uk/resources/home-early-yearsX3Ub&ust=1634032672594000&source=images&cd=vfe&ved=2ahUKEwj38qOZjMLzAhVLIhoKHdT7AmUQr4kDegUIARCyAQ>

Useful documents/resources/links

To support/develop Physical Skills

- Tummy Time https://www.bbc.co.uk/tiny-happy-people/what-is-tummy-time/zm2wrj6?utm_source=google&utm_medium=cpc&utm_campaign=tummy-time
- <https://www.twinkl.co.uk/resources/home-early-years>
- <https://www.wiltshire.gov.uk/media/2347/SPARK-EY-pack/pdf/Sparkey-pack.pdf?m=637127170869570000>
- <https://www.notimeforflashcards.com/category/activities-for-1-3-year-olds>

To support/develop Sensory Skills

- <https://www.wiltshire.gov.uk/media/2347/SPARK-EY-pack/pdf/Sparkey-pack.pdf?m=637127170869570000>

To support/develop Cognition and Learning Skills

- <https://www.twinkl.co.uk/resources/home-early-years>
- <https://www.wiltshire.gov.uk/media/2347/SPARK-EY-pack/pdf/Sparkey-pack.pdf?m=637127170869570000>

To support/develop Social, Emotional and Mental Health

- <https://www.twinkl.co.uk/resources/home-early-years>