Early Education and Childcare for All

Bristol Early Years Service is aware of the challenges for EYFS providers as they strive to provide the very best care and education for all children in their community. The Bristol EY Inclusion team works alongside leaders and practitioners to ensure that all families can access their local services and support settings to meet their legal requirements. This document outlines the responsibilities of EYFS providers together with the support available to help providers meet them.

Statutory and legal responsibilities of settings
• Early Years Providers have responsibilities under the **Equality Act 2010** to ensure that protected groups are not discriminated against, including those with special educational needs and/or disabilities. A really useful guide to the responsibilities of an Early Years provider can be found here: Equality Act Guide for EY - FINAL.pdf (councilfordisabledchildren.org.uk) • *"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances."* Statutory Framework for the Early Years Foundation Stage (2024) • Providers must also demonstrate to Ofsted that *"Leaders act with integrity to ensure that all children, particularly those with SEND, have full access to their entitlement to early education." (*OFSTED Early Years Inspection Handbook (Updated July 2023)

Inclusion is every setting's responsibility: Bristol Early Years is very proud of the number of Early Years Providers that are confident and able to offer early education and childcare placements to all children. We know that this,

- enables vulnerable families to access their local nursery.
- ensures that all providers are seen as inclusive by families, supporting diversity and equity.
- supports the developmental gaps between different demographic groups to reduce.
- supports regular attendance by vulnerable learners and safeguarding needs to be met.
- provides families with much valued respite, even when there is a shared understanding that educational outcomes will be achieved at a slower pace.

Concerns before a Child starts at a setting.

Concern that the setting may be unable to meet identified needs
• If you are worried about being able to meet a child's needs prior to them starting in your setting, contact your Early Years Inclusion Specialist to find out what specific support is available to ensure the child can access their entitlement in the setting of their choice. • We ask that providers reflect on what it is they think the child will need and how that can be provided; asking themselves ***'If not here, then where?***' and ***'If not now, then when?'***

Staffing for inclusion and provision of needs
• We encourage settings to recruit or redeploy practitioners to increase the capacity of the key person and operate an '**enhanced ratio' model** to support needs where possible. This enables all practitioners to have more capacity to oversee the support and development of all children in the room, including those with SEND. • Deployment of a one-to-one support practitioner for a child can create added challenges. Whilst it can offer constant support from a trusted adult trained in the interventions that the child needs, this role is can be hard to recruit to, often leaving the child and family waiting to start their entitlement place. It can create gaps in other practitioners' professional development and may also mean that the child is 'lost' on days when this adult isn't in. It may also result in the child acquiring skills with only one person.

Meeting the needs of a child already attending your setting

When you are worried about continuing to meet the needs of a child who is already in your setting, you must follow a **graduated response**. We recognise that all children and families are unique, and this guidance should not be seen as a list of actions, but is a reminder of considerations which should be made and how you can get help with them.

'Quality first' teaching and reasonable adjustments Settings must ensure that 'quality first' teaching is in place for all children, including reasonable adjustments. Bristol's 'Ordinarily Available Provision' document outlines the provision expected to be made available for children with SEND in all local mainstream schools and settings
We can support by: • *The 'Universal Offer' from our Early Years Inclusion Team includes one visit per year to review the inclusive provision in your setting with you. This increases to three visits under the 'Enhanced Offer' for some providers.* • *We provide online resources*

- *Universally available CPD including Dingley's Promise Early Years Inclusion Programme, self-help sheets, Speech and Language CPD and Bristol Early Years Teaching Hub.*
- *Bespoke in-house training as part of our Early Years Inclusion Team visits*

Parent/Carer Partnerships

Open and honest discussions should take place between parents/carers and practitioners to develop a joint approach and a consistent plan that is relevant for the child.
Where there is a potential of harm to the child or others (physical and/or emotional) a risk assessment should be completed to develop a shared understanding of how to reduce risk.

We can support by: *The 'Targeted Offer' from our Early Years Inclusion team includes*

- *Additional visits and meetings*
- *and/or additional remote support over an agreed period for the implementation of a STAR/ABC chart to identify motivators and challenges so that a plan can be made increase or reduce these accordingly*

Enable parents/carers to access all the support and guidance available to them

. ***We can support by:***

- *Maintaining and signposting the information for families on the Bristol Local Offer.*
- *Colleagues at Sirona also have great guidance and information available: Services-EY – Children and Young People's Services (sirona-cic.org.uk)*
- *Signposting to and helping with, referrals for family support from the locality children's centres and Bristol Family Hubs.*

Ensure the setting is accessing all the available support resources and funding

We can support by:

- *Ensuring that you are aware of the funding available to support children with SEND (here).*
- *Providing guidance and support about the process and documents that need to be submitted through our universal offer.*
- *Children who are accessing their FEEE and who are in receipt of Disability Living Allowance will be eligible for Disability Access Fund.*
- *Multiagency support can also be accessed from other professionals through their universal offers and/or by referring for targeted support if needs meet the criteria: Speech and Language Therapy; Health Visitors; Family Hubs (bristol.gov.uk); Early Support Practitioners; Educational Psychology Service.*

When an Education Health Care Needs Assessment is appropriate

If a child is not making progress, despite everyone's best efforts, consider whether an application should be made.
We can support by: • *ensuring that you are aware of the information about the process [Education, Health and Care (EHC) plans for professionals (bristol.gov.uk)](#).* • *We are able to provide guidance at our SENCo clusters, during our annual inclusion visit, or at individual meetings as part of Targeted Support if needed.*

When shorter or fewer sessions for a child may be considered If it is agreed with parents/carers that it would be beneficial for the child to attend for a period, there must be a plan to increase hours to their full entitlement at the earliest possible opportunity.
We can support by: • *liaising with you about an appropriate timeframe and reviewing support to enable full attendance to be achieved as soon as possible.* • *We can provide guidance during our inclusion visit, or at individual meetings as part of Targeted Support if needed.*

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www.bristol.gov.uk/EarlyYearsInclusionPrivacyNotice

Contact email: earlyyears.sensupport@bristol.gov.uk

Bristol's SEND Local Offer