



MONMOUTHSHIRE EARLY YEARS ALN HANDBOOK AND PROVISION MAP



January 2024

CONTENTS PAGE

The Additional Learning Needs and Education Tribunal Act 2018	4
Responsibilities of the Local Authority	5
Definition of Additional Learning Needs (ALN)	6
Definition of Additional Learning Provision (ALP)	7
Person Centred Practice (PCP)	8
One Page Profile	9
Graduated Response	10
SMART Targets	11
Levels of Support	13
Process Flowchart for an Early Years Child in a Non-Maintained Setting	15
Process Flowchart for an Early Years Individual Development Plan (IDP)	16
Provision Map for Universal Offer	17
Provision Map for Targeted Support	21
Provision Map for Specific Support	25
Useful Information	27
Annex 1 – Entry Planning Meeting Template	29
Annex 2 – One Page Profile	33
Annex 3 – EY ALN Advisory Teachers Consent Form	35
Annex 4 – Request for Involvement Form	37
Annex 5 – Early Years & Parenting Gateway Request Form	39

The Additional Learning Needs and Education Tribunal Act 2018 (ALNET)

The Additional Learning Needs and Education Tribunal Act 2018 (ALNET) were implemented in Wales from September 2021.

The principles underpinning the ALN system are:

- (a) A rights-based approach
- (b) Early identification, intervention and prevention
- (c) Collaboration and integration
- (d) Inclusive education
- (e) A bilingual system

The vision of the Welsh Government is to deliver a fully inclusive education system for the learners of Wales. Planning should be flexible and responsive, and professionals should be skilled and confident in identifying needs. The learner should be at the centre of everything we do, and they and their parents or carers seen as equal partners in their learning; this is known as Person Centred Practice (PCP).

There are 11 key changes from the previous legislation:



1. ALN to replace term SEN
2. Act to cover 0 - 25 year olds
3. A unified statutory plan called the Individual Development Plan (IDP)
4. Increased participation of children and young people (PCP)
5. High aspirations and improved outcomes
6. A simpler less adversarial system
7. Increased collaboration
8. Avoiding disagreements and earlier disagreement resolution
9. Clear and consistent rights of appeal
10. The ALN Code
11. A bilingual system

Responsibilities of the Local Authority

The Code sets out the role and responsibilities of the Local Authority in detail and those most relevant to Early Years are as follows:

*10.1. Every local authority **must** designate an officer to have responsibility for coordinating the local authority's functions under the Act in relation to children under compulsory school age who are not attending maintained schools. The designated officer is to be known as the 'Early Years Additional Learning Needs Lead Officer' ('the Early Years ALNLO').*

*6.1. Local authorities **must** make arrangements to provide people with information and advice about ALN and the ALN system. In doing so, they **must** have regard to the principle that information and advice provided under the arrangements must be provided in an impartial manner.*

*11.5. Where it is brought to its attention, or otherwise appears to a local authority, that a child for whom it is responsible may have ALN, the local authority **must** decide whether the child has ALN unless one of the following circumstances applies:*

- (a) an IDP is already being maintained for the child;*
- (b) the local authority has previously decided the issue and is satisfied that the child's needs have not changed materially since that decision and there is no new information which materially affects that decision.*

*11.21. If the local authority decides that the child has ALN, it **must** prepare an IDP for the child.*

1.81. Local authorities are directly responsible for meeting the needs of children and young people with the most complex or severe needs and those who do not attend a maintained school or FEI (including those below school age).

Non-maintained settings have a role in supporting the Local Authority to fulfil their statutory duty around identifying children with ALN.

1.85. Local authority funded non-maintained providers of nursery education have a role in supporting local authorities to identify ALN and in helping local authorities to fulfil their statutory obligations.

Definition of Additional Learning Needs (ALN)

The Additional Learning Needs Code for Wales 2021 provides a clear definition of what constitutes an additional learning need:

2.3. Definition of additional learning needs:

(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 age, or

(b) has a disability for the purposes of the Equality Act 2010 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.

Just because a child or young person has a disability or a medical condition, this doesn't automatically mean that they have ALN. It is only if their disability or medical condition prevents them from accessing mainstream provision and they need ALP that they are considered to have ALN.

2.18. Those children and young people who are considered 'more able and talented' do not have a difficulty in learning on the basis of their enhanced ability or talent. These children and young people may require enhanced opportunities and challenge in order to reach their full potential, but this ought to be provided as part of differentiated teaching.

Definition of Additional Learning Provision (ALP)

2.4. Definition of additional learning provision:

(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.

2.15. 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, for example, educational provision in Flying Start or specialist health, physical, communication or sensory support. This can take place in an education setting or elsewhere.

2.42. In the case of young children, learning ought to provide the opportunity to develop their knowledge, skills and understanding of the world through exploratory play and experiences. Children with ALN might require ALP in the form of exploratory play, or other ALP to enable them to access appropriate play opportunities/activities.

Person Centred Practice (PCP)

Person Centred Practice (PCP) means focusing on the child and keeping them at the centre of everything we do.

A person-centred approach is all about:

- Understanding the child's needs and wishes.
- Thinking about what is important to them and for them.
- Thinking about what is working and not working
- Making sure that the child gets the best support from everyone involved



All meetings that are held in relation to children should be person centred.

If there are concerns that a child may have Additional Learning Needs, a PCP meeting will be arranged to gather and share information on the child. In Monmouthshire, this may be called a school, nursery or setting entry planning meeting. It is an opportunity for parents and any professionals involved with supporting the child to meet to celebrate the child's achievements and to discuss the way forward. It will have a friendly atmosphere and everyone will contribute to develop a realistic action plan for the future of the child.

The areas that will be covered during an entry planning meeting are:

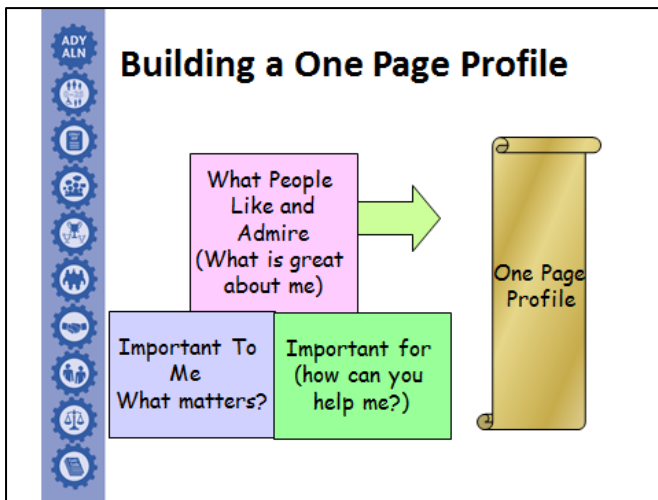
- Relevant background information
- What is unique about your child?
- What is important to your child?
- What is important for your child?
- Parents / carers views
- Child's view
- What currently works well?
- What is not working so well?
- Details of agreed next steps

The template for an entry planning meeting is embedded below and is included at Annex 1



School Entry
Meeting BLANK form

One Page Profile



Every child in the setting should have a One Page Profile that is completed upon entry to the setting.

Ideally, this will be completed with parents following a PCP meeting.

If the child is in the setting for a significant period of time, this may need to be updated when the child moves between age groups.

The information that is included on a One Page Profile is as follows:

- What is great about me? – What do people like and admire about the child? This can include personal attributes such as ‘I am always happy’.
- What and who is important to me? – What and who really matters to the child from their perspective? What is needed for them to have a good day?
- What is unique about me? – Is there anything specific people might need to know about the child? This might include allergies or additional needs.
- What do I need a little help with? How can you help me? – What is needed to keep the child safe, healthy and to help them develop?

All About Me Profile

What is great about me?

Insert Photo

What and who is important to me?

What is unique about me?

What do I need a little help with? How can you help me?

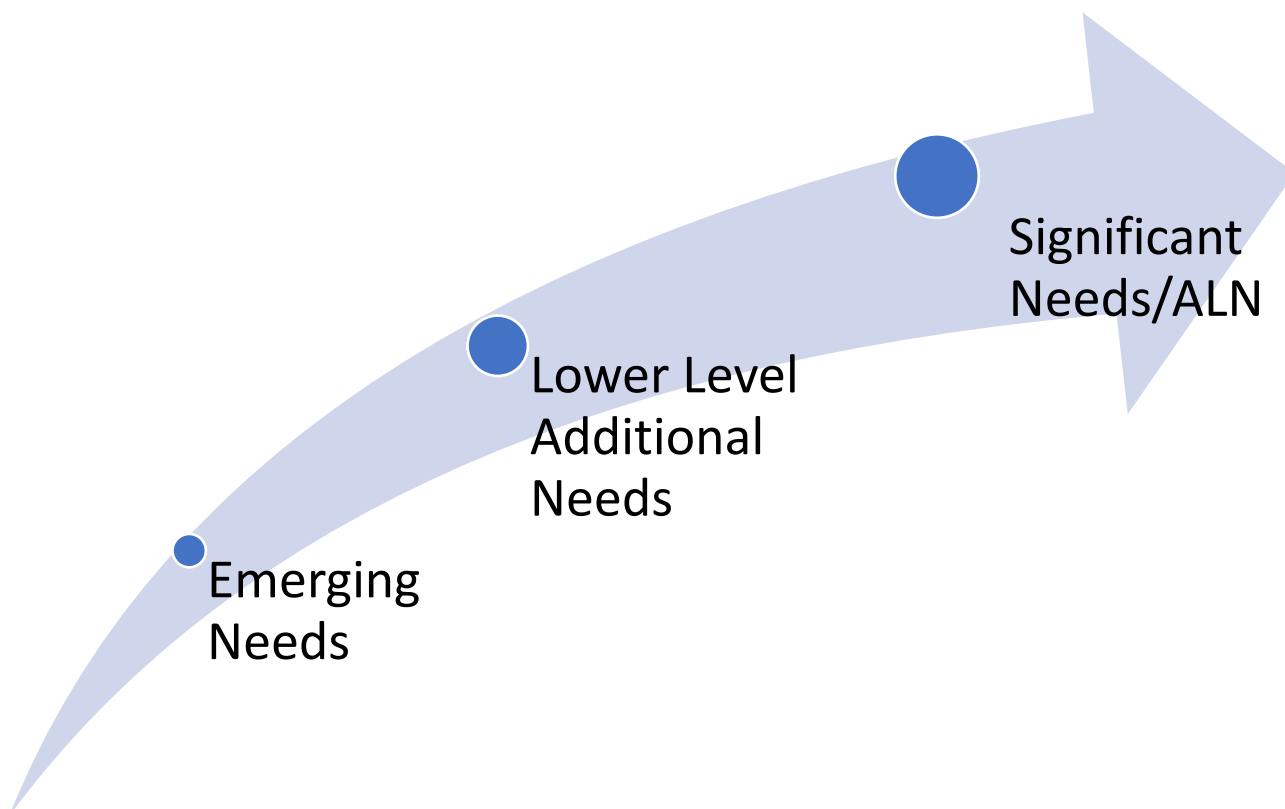
The regional template for the One Page Profile is embedded below and is included at Annex 2



One Page Profile
TEMPLATE.docx

Graduated Response

Early intervention is key in Early Years and we apply a graduated response to supporting children based on the level of need. Support and strategies are put in place when children are exhibiting emerging or lower level needs. This may prevent them from developing significant needs and remove the need for identification of ALN at a later stage.



Observation and assessment are important tools in monitoring the progress of individual children and determining what stage they are at on the graduated response.

Sources of evidence could include the following:

- Standardised screening or assessment tools and frameworks such as the Schedule of Growing Skills (SOGS) or the Foundation Phase Profile (FPP)
- Developmental checklists such as the Early Years Profile;
- Observations and reviewed targets
- Information from parents
- Information from other agencies, such as health professionals

SMART Targets

What is a SMART target?

A SMART target is: **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**imed

Who needs a SMART Target?

- A child who requires 'additional and different action' using a graduated approach to enable them to make progress. This may be in a specific area of development.
- This provision may be something more than the setting's usual differentiated learning and play activities. Remember that 'action' does not mean 1:1 support.
- You should not automatically assume that slow progress means additional needs.

Who writes SMART targets?

- **All** staff should be trained and able to write SMART targets but it is usually the key worker and/or ALNCo who writes them.
- Following a period of monitoring, observing and collating information about the child, the setting staff write SMART targets in collaboration with parents/carers.
- Targets may be provided by outside agencies, e.g. Speech and Language Therapy. These targets may not be SMART and you may need to break them into smaller achievable steps to make them SMART targets.

SMART Target writing

- SMART targets must be discussed with parents and consent obtained.
- There should be no more than 2 or 3 targets on a 'My PCP' document.
- SMART targets should be short term (no longer than a term). If the child is not making progress, then ask yourself if the target is "achievable" and/or "realistic".
- SMART Targets detail exactly what we expect the child to achieve and how they will achieve this. This will also include strategies and resources.

My PCP
Gwent Regional Template

My PCP

Child Name: _____ Date: _____

Age: _____ Sex: _____

Ethnicity: _____

Religion: _____

Dietary requirements: _____

Allergies: _____

Current health conditions: _____

Medicines: _____

Other relevant information: _____

Other relevant information: _____

Target	Strategy	Resources

My PCP

Notes:

How to write a SMART target


A SMART target should include:

Who? - This will be the child's name.

Does what? - Be specific! Think about the tiny steps to achieve the bigger goal. What exactly do we want the child to do at this stage?

Under what conditions? This is the level of support provided or the role of the adult.

To what degree of success? - How do we know if the child has been successful? How do we measure? How many times per session or week do they need to successfully carry out the task to achieve the goal? E.g. on three out of five tries per session.



How to write a SMART target:

Elements of a clear target:


Who?

Does what?

Under what conditions?

To what degree of success?

Example:
Carly will **drink from a cup** when **dad holds the cup to her mouth** on **three out of four occasions** per session.



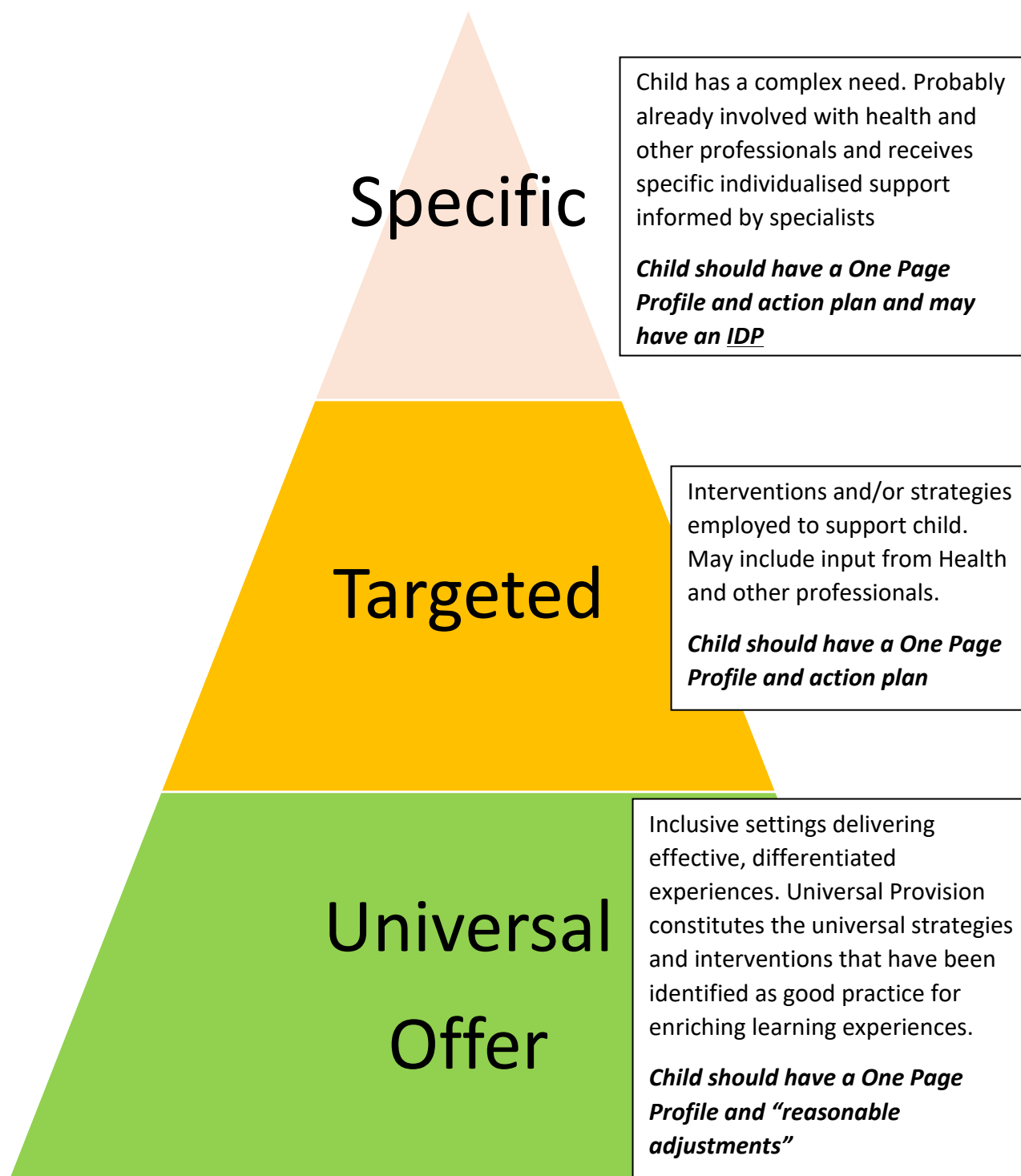
A example of a SMART Target on 'My PCP'

Targets	Activities	Who will help me and how often?
For Danny to respond by looking towards the adult or stopping what he is doing when the adult copies his action or sound. On two out of five tries per session.	<ul style="list-style-type: none"> When the opportunity arises, get down to Danny's level and within his view and mimic the sound that Danny is making. Pause and carefully observe, looking for a slight response. The response maybe Danny stopping, repeating the sound or looking towards you. Repeat until Danny loses interest. Mimic any action or movement that Danny is making (e.g. if Danny is laying down then lay with him, if Danny is running then run with him). 	My keyworker - For 2-3 seconds on 2/5 tries per session

- Staff need to know when to “step in” and when to “step back” to support the child to be as independent as possible.
- It is important to set a SMART target review date; reviews should be recorded.

Levels of Support

The level of support required will differ depending on the individual needs of the child but should fall into one of three categories; universal offer, targeted support or specific support. As the triangle suggests, the majority of children will only need to access the universal offer, some will be receiving targeted support and a relatively small number of children will require specific support (ALP).



Universal Offer

All settings are expected to be inclusive by delivering effective, differentiated experiences where the practitioners have high expectations and aspirations for each individual child. Universal Provision constitutes the universal strategies and interventions that have been identified as good practice for enriching learning experiences.

Reasonable adjustments are changes that have a positive effect on a child's development and well-being. These changes can include practitioners' expectations, accessibility of appropriate resources, flexible practices, staff organisation and environmental adjustments. Many of the reasonable adjustments are low-cost and include a change in practice as opposed to expensive equipment or additional staff.

Targeted Support

Based on sources of evidence of a child's attainment and/or progress, settings are required to provide suitable interventions and/or strategies to respond to the specific areas that are causing concern. Professionals such as the Health Service may also support the targeted universal provision. A targeted universal provision is a statutory requirement within the ALN Code.

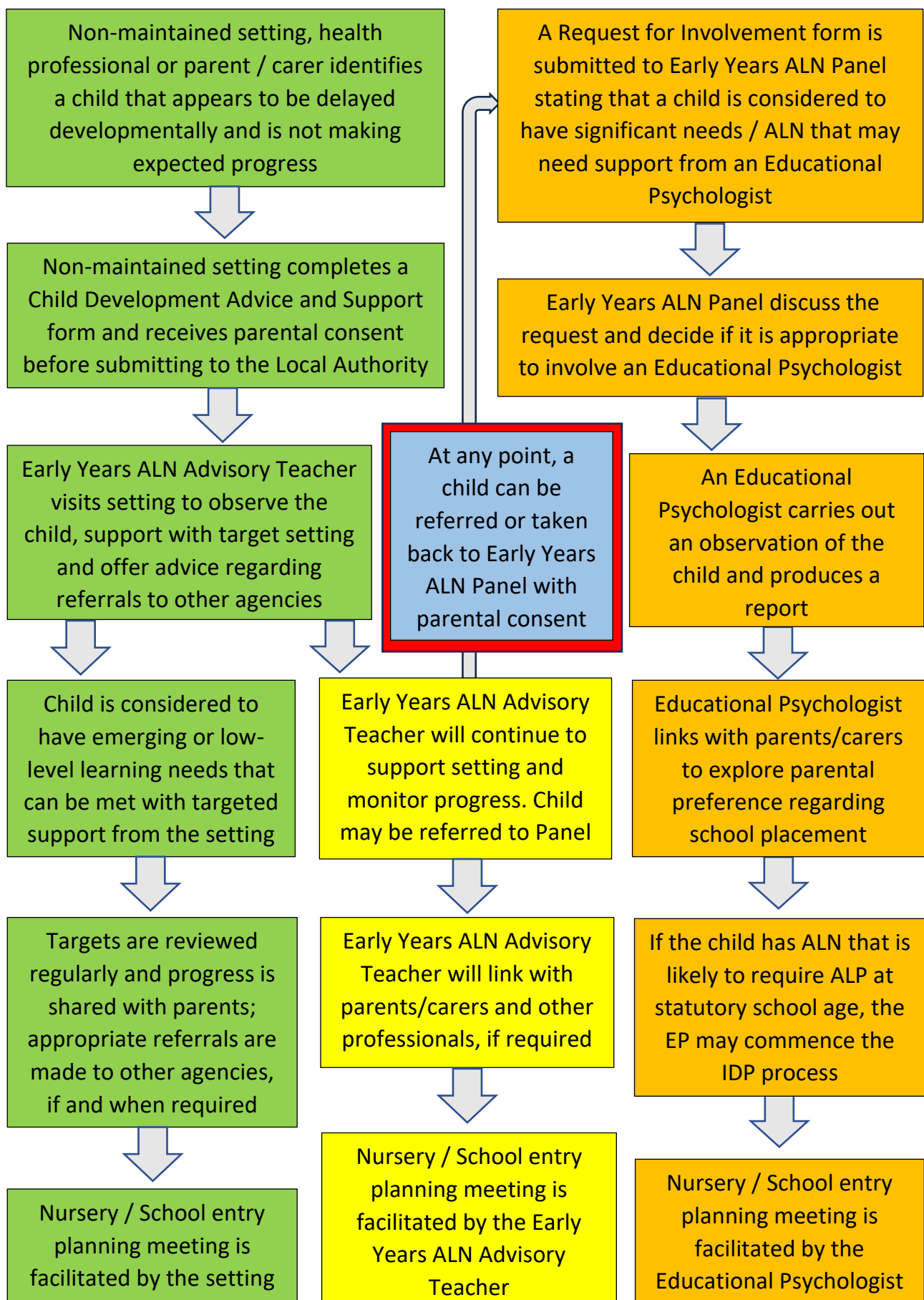
“It may be necessary to take some additional or different action to enable the learner to learn more effectively. The first response to inadequate progress would often be teaching targeted specifically at learners' areas of weakness. All education settings are expected to put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all learners. This is a fundamental element of high quality – but routine – teaching”

Specific Support

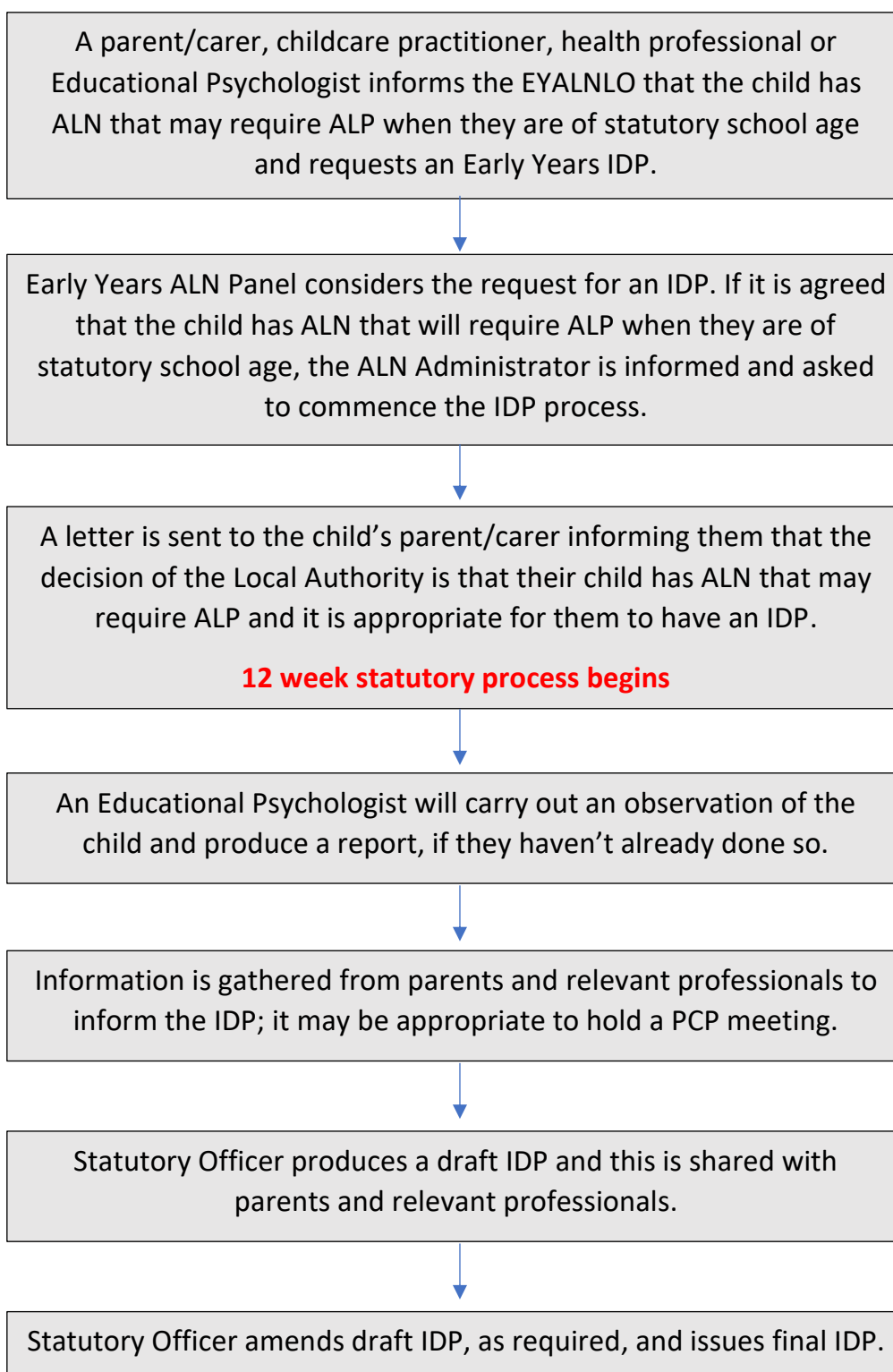
Some children will have a complex additional learning need and/or disability that means, in order to meet needs and/or make progress, they may need specific provision. This may be from a health professional, advisory teacher or specialist service.

It is at this stage that a child may require an **individual development plan (IDP)**. This will always be actioned by the local authority in collaboration with the setting, parents and any other professionals who are involved.

Process Flowchart for an Early Years Child in a Non-Maintained Setting



Process Flowchart for an Early Years Individual Development Plan (IDP)



Provision Map for Universal Offer

Early Education / Childcare Provision	Communication & Interaction	Cognition & Learning	Behaviour, Emotional & Social Development	Sensory and/or Physical
Every child in a pre-school setting will be assigned a key worker and they will be supervised in line with the CIW minimum staffing ratios based on their age: Age 0-2 Ratio of 1:3 Age 2-3 Ratio of 1:4 Age 3-5 Ratio of 1:8	X	X	X	X
All children will access a differentiated curriculum based on their stage of development rather than their age.	X	X	X	X
Early Years ALN Advisory Teachers visit non-maintained settings to provide general support and advice regarding information collecting, strategies, activities and profiles.	X	X	X	X
Settings can access general advice from the Early Years Educational Psychologists and Early Years ALN Advisory Teachers at drop in sessions that are held on Microsoft Teams several times a term.	X	X	X	X
Practitioners attend LA/ALN/EAS training sessions.	X	X	X	X
Observations and assessments are carried out on all children and these are used to identify next steps	X	X	X	X
All children have a One Page Profile completed by setting staff in collaboration with parents.	X	X	X	X
Parent consultations are held and feedback is given to parents on a regular basis (e.g. class dojo, seesaw etc.)	X	X	X	X

Play is mainly child-led with planning focusing on each child's needs and interests.	X	X	X	X
Consistent daily routines allow children to predict, understand and to feel safe.	X	X	X	X
Settings are well organised with clearly defined, labelled resources and areas which promote independence.	X	X	X	X
Opportunities are provided to develop play and social skills.	X	X	X	X
Small group activities and individual focused tasks take place every session.	X	X	X	X
Toddler Yoga / Mindfulness sessions have been introduced in many settings.			X	X
Settings who have received Chatty Chimps training run weekly sessions with the children.	X	X	X	X
All settings are encouraged to use Wellcomm screening to assess children's SLC skills and to identify appropriate activities to support their development.	X	X		
Basic functional sign language is used (Signalong) through play and routines to support communication.	X	X	X	
Differentiation of language is used – simplify language and reduce the use of questioning where required.	X	X	X	
Staff support the understanding of language by repeating words and phrases, and expanding and supporting vocabulary development with the use of props.	X	X	X	
A visual timetable is used to represent the daily routine (objects, photographs, picture cards.)	X	X	X	
Picture cards are available to support understanding at transition times (snack, handwashing, outdoors etc.)	X	X	X	

Background noise is reduced in settings.	X	X	X	X
A quiet area is available to help children to relax and be calm.			X	X
Individual photo/name cards are on display in setting and talked about daily.	X	X		
Family photographs are on display in the setting.	X	X	X	
Each child is greeted individually every day (on entry to setting)	X		X	
Observations are made out loud using descriptive commentary (e.g. I see that...you would like to pour the sand. I notice that... you feel angry as Sam has the doll) to validate the child's thoughts, wants and feelings.	X	X	X	
Positive behaviour and interactions are modelled and reinforced.	X		X	
Children are encouraged to help during activities and routines to promote independence and self-esteem.		X	X	
Clear limits and boundaries are set to ensure children understand what is expected of them and that they feel safe.	X	X	X	
Opportunities are provided for messy/sensory play.	X	X	X	X
Activities are provided to develop listening and attention skills (Big Book of Ideas/Chatty Chimps activities).	X	X	X	
Opportunities are provided for daily outdoor physical activities.	X	X	X	X
Opportunities are provided for healthy eating (snack and meal times).		X		X

Health Provision	Communication & Interaction	Cognition & Learning	Behaviour, Emotional & Social Development	Sensory and/or Physical
Health Visitor - Healthy Children Programme: <ul style="list-style-type: none"> • 15 & 27 months -Development and Growth Assessment • 41 months home visit • 4 years old - transfer to School Nurse 	X	X	X	X
Core Health Visiting Programme (Flying Start)	X	X	X	X
Early Development				
Walkers and Talkers Group (Flying Start)	X	X	X	X
Talking Tots (Flying Start)	X	X	X	X
Parenting Programmes				
Parenting programmes: (Incredible Years, Circle of Security etc.)	X	X	X	X
Parents As First Teachers (PAFT) (Flying Start)	X	X	X	X
Baby and Toddler groups (Flying Start)	X	X	X	X

Provision Map for Targeted Support

Early Education / Childcare Provision	Communication & Interaction	Cognition & Learning	Behaviour, Emotional & Social Development	Sensory and/or Physical
Settings carry out targeted interventions during the session with individuals or small groups of children to support their development.	X	X	X	X
Early Years ALN Advisory Teachers visit non-maintained settings to carry out child development support observations. Reports providing recommendations and advice are provided. They support setting staff with completing profiles, target setting and monitoring and modelling strategies and interventions. They also provide support with referrals and facilitate PCP meetings.	X	X	X	X
Settings can access general advice from the Early Years Educational Psychologists and Early Years ALN Advisory Teachers at drop-in sessions that are held on Microsoft Teams several times a term. They can also contact the EPs or ATs by phone or email at any time if they have concerns.	X	X	X	X
Nursery/School entry planning support from EY ALN Advisory Teachers or Early Years Educational Psychologists.	X	X	X	X
Setting staff to complete a One Page Profile with My PCP targets and an Early Years developmental profile.	X	X	X	X
Visual timetables should be utilised with individual children where appropriate.	X	X	X	X
Sensory resources are available to loan from the Resource Library.		X	X	X

Specialist equipment is provided, as required, based on a child's needs and interests.	X	X	X	X
Settings can refer children to SALT and work closely with Speech Therapists to support the children whilst they are in the setting.	X	X	X	
Settings have received ERIC training and are able to refer into the Continence Programme.			X	X
Relevant training is provided for practitioners that is linked to identified individual needs e.g. Signalong, Speech and Language courses etc.	X	X	X	
Settings support communication and understanding of language by regularly using objects of reference, photographs or symbols.	X	X	X	
Environmental factors are considered in relation to how they affect children's hearing and steps are taken to implement advice from the Hearing Impairment service.	X	X	X	X
Settings use a 'Now and Next' or 'First and Then' approach with visuals to support understanding and the expectation to follow simple instructions most of the time.	X	X	X	
A choice or communication board with photographs is used daily for identified individuals with prompting/support.	X	X	X	
Regular use of sign language through play and routines to develop vocabulary and support understanding daily.	X	X	X	
Regular commenting and modelling or hand over hand support during activities.	X	X	X	X
Wellcomm activities from the Big Book of Ideas are carried out with individuals or pairs of children (with amber/red scores)	X	X	X	

Practice daily listening and attention activities (Big book of Ideas, Chatty Chimps, and the Attention Bucket) Two-four children.	X	X	X	X
Regularly refer to and use the COMiT resource pack.	X	X	X	
Regular Speech and Language Therapy Episode of Care activities.	X	X	X	
Regular Physiotherapy/ Occupational Therapy programme activities.				X
Transition support from ABUHB Child Development Advisory Service.	X	X	X	X
Yoga sessions are planned for and carried out when required.			X	X
Supporting appropriate use of sensory/calming activities in the quiet/sensory area to support emotional regulation – most sessions.			X	X
Reminding of clear limits and boundaries before and during an activity. Use of visual prompts to support understanding – most sessions.	X	X	X	
Provide opportunities to model turn taking skills and interactions through play to support social and emotional development daily.	X	X	X	
Consistently modelling, reinforcing and praising a child's positive interactions by using praise and positive reinforcement.		X	X	
Prompts and visual supports used through routines daily to learn new skills e.g. snack, handwashing, toileting etc.	X	X	X	X
Sensory/messy activities provided daily to facilitate engagement and calm the senses.			X	X
Risk assessment and Care Plan in place for children with physical/medical needs.	X			X

Health	Communication & Interaction	Cognition & Learning	Behaviour, Emotional & Social Development	Sensory and/or Physical
Health Visitor – Additional visits and developmental assessments on request.	X	X	X	X
Bespoke support (Flying Start): <ul style="list-style-type: none"> • Sleep • Nutrition • Toileting 	X	X	X	X
Early Development				
Play Therapy (Flying Start or Early Help referral)	X		X	
Baby Elklan Group (Flying Start or Early Help referral)	X	X	X	X
Chatty Chimps Parent Programme (Flying Start or Early Help referral)	X	X	X	X
Stepping Stones Child Development Support Service (Flying Start or Early Help referral)	X	X	X	X
Speech and Language Therapist support and advice (Flying Start or Early Help referral)	X	X	X	
Continence Programme (Flying Start or Early Help referral)	X	X	X	X
Parenting				
Incredible Years ASD Parenting Programme	X	X	X	X
National Autistic Society courses	X	X	X	X
ASD services in Monmouthshire	X	X	X	X

Provision Map for Specific Support

Early Education / Childcare Provision	Communication & Interaction	Cognition & Learning	Behaviour, Emotional & Social Development	Sensory and/or Physical
Continued support from the Early Years ALN Advisory Teachers on implementing programmes and training and seeking additional support, if required.	X	X	X	X
Specific advice and support for individual children from an Early Years Educational Psychologist following an Early Years ALN request for involvement.	X	X	X	X
Health Services - advice, support and programmes carried out on a regular basis/when required (e.g. daily).	X	X	X	X
Nursery/School entry planning support from EY Educational Psychologist.	X	X	X	X
Transition support from ABUHB e.g. Child Development Service, ISCAN Care Coordination Team, Family Liaison Officer (if involved).	X	X	X	X
Input from the Flying Start Portage Service (Flying Start settings only).	X	X	X	X
Consistent use of a range of visual supports i.e. objects of reference, photographs, symbols and visual timetables.	X	X	X	X
Daily use of a visual timer to count down to the end of an activity or transition. It can also be used to support turn taking activities.	X	X	X	
PECS (Picture Exchange Communication System) training – Provided by Speech and Language Therapy for individual children identified.	X	X	X	

Practitioners to attend Early Communication Strategy Training so support children with social communication difficulties and use strategies with specific children.	X	X	X	
Sign Language used with identified children on a daily basis through play and routines as part of a Speech and Language Therapy programme.	X	X	X	
Individualised activities such as 'Attention Autism Bucket' with specified stages – training provided by SALT.	X	X	X	
Now and Next/First and Then (visual strategy to support a child's SLC and self-help skills) ongoing.	X	X	X	
Consistent use of intensive interaction strategies by key staff working with the child.	X			X
Personal risk assessment in place supported by health professionals and the Monmouthshire EY Team.			X	X
Care Plan in place for complex physical/medical needs.				X
Provision/strategies in place to meet complex sensory needs throughout each session.	X		X	X
Occupational Therapist Programmes - most sessions.				X
Physiotherapist programmes - most sessions.				X

Useful Information

Early Years Additional Learning Needs Lead Officer (ALNLO)

Contact susanhall@monmouthshire.gov.uk

Monmouthshire County Council, County Hall, The Rhadyr, Usk NP15 1GA

Early Years Advisory Teachers

Contact emmapitt@monmouthshire.gov.uk or ruthdavies@monmouthshire.gov.uk

To request Child Development Advice and Support for a child, complete the consent form that is embedded below and is included at Annex 3



EY ALN Teachers
Consent Blank.docx

Early Years ALN Panel – Request for Support

EY Team, Monmouthshire County Council, County Hall, The Rhadyr, Usk NP15 1GA

Contact childcare@monmouthshire.gov.uk or 01633 644527

The Request for Involvement form is embedded below and is included at Annex 4



RFI EY ALN Team Jan
2024.docx

Acorn Project – Referrals for Early Years Intervention and Parenting Support

Acorn Project Administrator, Acorn Centre, Deri View Primary, Llwynu Lane, Abergavenny, Monmouthshire. NP7 6AR

Contact: parenting@monmouthshire.gov.uk

The Early Years and Parenting Gateway request form is embedded below and is included at Annex 5



EYandParentingGate
wayRequestforSupport

ISCAN – Referrals for Other Developmental Concerns or Complex Health Needs

ISCAN North, Nevill Hall Children's Centre, Brecon Road, Abergavenny, NP7 7EG

ISCAN South, Serennu Children's Centre, Cwrt Camlas, High Cross, Rogerstone, NP10 9LY

ISCAN West, Caerphilly Children's Centre, Heol Las, Cwrt Llanfabon, Caerphilly CF83 2WP

North: ABB.ISCANSectorNorth@wales.nhs.uk, 01873 733163 / 01873 733163

South: ABB.ISCANSectorSouth@wales.nhs.uk, 01633 748003 / 01633 748004

West: ABB.ISCANSectorWest@wales.nhs.uk, 02920 867447

[ISCAN Referral Form](#) [ISCAN Parent Questionnaire](#)

SPACE Wellbeing ND – Referrals for Neuro-Developmental Concerns

For more information contact ABB.SPACWellbeingND@wales.nhs.uk

The ISCAN and SPACE Wellbeing ND form can be found using the link below:

<https://abbhealthiertogether.cymru.nhs.uk>

SALT Referral

SALT referral form and information can be accessed using the link below:

<https://abuhb.nhs.wales/hospitals/a-z-of-services/speech-and-language-therapy/childrens-services/childrens-services-accordian/referral-to-childrens-services/>

Any questions about how to refer, please email enquiries.SLT.ABB@wales.nhs.uk

SNAP Cymru

This is a national charity that provides free, confidential and impartial information, advice and support for parents, children and young people who have, or may have, additional learning needs or disabilities.

www.snapcymru.org

Helpline: 0808 801 0608



National Deaf Children's Society Cymru (NSDC)

This is a national charity that offers a range of resources, services and support including access to an Advice & Guidance Officer for deaf children and young people, their families or professionals working with them

www.ndcs.org.uk

Helpline: 0808 800 8880



Speech, Language & Communication and Parenting Support Websites:

<https://gov.wales/talkwithme>

<https://llyw.cymru/siaradgydafi>

<https://www.bbc.co.uk/tiny-happy-people>

<https://gov.wales/parenting-give-it-time>

ANNEX 1 – Entry Planning Meeting Template



Nursery/School Entry Planning Meeting

Using a Person-Centred Planning (PCP) approach

To be completed by the receiving school or nursery

Name of child:			
DoB:		School entry date:	
Date of this meeting:		Location of this meeting:	
Current Setting:		Flying Start: Y/N	Under the care of: parents/ local authority
Intended nursery/school:		Nursery/School place confirmed: Y/N	
Attended by/ Circulation List:	Role:	Ongoing Involvement? Y/ N	Okay to email Y/N (If so, include email address)
Apologies:			

1. **Relevant Background Information** (e.g., family context, setting or child-care context, health and medical information, support in place, targets (the One Page Profile and any action plans should be attached))

-
-
-
-

2. **What is unique about <child's name>?** (Include their **strengths** and areas of **need**)

-
-
-
-



3. **What is Important to <child's name>?** *(What motivates and interests them)*

-
-
-

4. **What is important for <child's name>?** *(What helps to meet their needs, refer to specific interventions/strategies, e.g., adults understanding that when I begin to whine I need a cuddle/warning me that an activity I like is coming to an end by saying "XX, 5 minutes and water play is finished/say my name first before they give me an instruction...etc.)*

-
-
-
-

5. **Parents/Carers Views** *(from their perspective, e.g. I/we feel/think/are pleased about/concerned about....)*

6. **<Child's name> Views** *(from the child's perspectives, can include photos/video. e.g., I am/I think/I like/I feel/I want/I worry that...)*

7. **What currently works well?** *(What are you doing, specifically, that helps the child to make progress/access the curriculum & play, and develop relationships? What intervention and/or provision is in place and what does it look like?)*

-
-
-
-

8. **What is not working so well?** *(And therefore we need to do differently)*

-
-
-

9. Is there any further information which would be relevant to share at this point? For example:

- Appropriate courses?

- Relevant websites/sources of information?

- Any other sources of support for parents or school staff?

10. Details of agreed next steps – be specific *(Prompts are in red, you may wish to delete these once the form is completed)*

Next Steps	By whom	When
Issues arising from today's discussion, if not covered below?		
Issues arising from today's discussion, if not covered below?		
Issues arising from today's discussion, if not covered below?		
How is information going to be shared between settings/professionals/parents?		
When and how often will the child visit the setting before they start (specific dates if poss)? Who will arrange this?		
When and how often will the settings staff visit the child before they start? Who will arrange this?		
Do other agencies need to be involved? Who will do that and when?		
Are there any training needs? Who will request that? When will that need to take place?		

Resources (e.g., photo book) which need preparing/to be given to the child before they start at the setting. Who will do this and when?		
Resources which need preparing for when the child starts. Who will do this and when?		
What is the plan for the first day? How will the child and their parents know this?		
How will communication between school staff and parents take place when the child starts?		
Is there anything else that need to be done to help this transition succeed?		
Date/ Time of Nursery/School Entry Review meeting (in approx. 6 weeks)		

Notes taken by:

Role:

Date:

This document is to be circulated to all attendees and those who sent apologies.

One Page Profile

Name of Child:	DOB:
Date Completed:	

What is great about me?

Insert Photo

What and who is important to me?

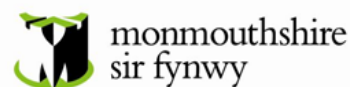
What is unique about me?

What do I need a little help with? How can you help me?

ANNEX 3 – Early Years Request for Child Development Advice and Support



Early Years Request for Child Development Advice and Support



Name of Setting:			Child's full name:		
Sessions Child Attends: (tick below):			Child's address:		
	AM	PM			
Mon					
Tues					
Weds					
Fri					
Name of any other setting attended (if known):			Date of Birth:		Current Age:
			Date due to start school - Reception:		
			School Preference, if known:		
Family Health Visitor:					
Any other professionals involved:					
Main areas of concern:					

Dear Parent/Carer,

The Monmouthshire Early Years Advisory Teachers work with settings across Monmouthshire to offer a range of child development support and advice such as:

- Setting visits
- Training
- Advice and modelling of specific strategies and activities
- Facilitating meetings
- Play-based observations

Please read the information below and, if you are happy for the involvement of the Monmouthshire Early Years Advisory Teachers in relation to your child please sign to give your consent.

I agree to the Monmouthshire Early Years Advisory Teachers discussing my child with preschool/ nursery staff & observing &/or working with my child in the setting.

I agree to the Monmouthshire Early Years Advisory Teachers sharing information with other professionals known to my child (e.g. Paediatrician, Speech and Language Therapy).

I agree to the Monmouthshire Early Years Advisory Teachers sharing information with relevant professionals within Monmouthshire County Council (MCC) with regards to their preschool/educational placement.

I agree to the Monmouthshire Early Years Advisory Teachers discussing my child at relevant panel meetings.

I agree to the Monmouthshire Early Years Advisory Teacher seeking information from other professionals known to my child.

I agree to the Monmouthshire Early Years Advisory Teacher securely storing & processing my child's personal data in order to complete work relating to my child.

I am aware that I have the right of access to information MCC hold about my child and the right to complain if unhappy with the way the information is being processed. I can find further information at www.monmouthshire.gov.uk/your-privacy. If I need to make a complaint about the way the data has been processed, I can contact dataprotection@monmouthshire.gov.uk or if not fully satisfied I can contact the Information Commissioner's Office online at www.ico.org.uk/concerns or via their helpline 0303 123 1113.

Parent/ Carer Signature:

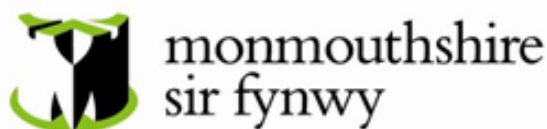
Please print your name:

Relationship to child:

Date:

Please return the completed form to:
Ruth Davies & Emma Pitt,
Monmouthshire Early Years, County Hall, The Rhadyr, Usk, NP15 1GA
Ruthd Davies@monmouthshire.gov.uk & EmmaPitt@monmouthshire.gov.uk

ANNEX 4 – Request for Involvement Form



Request for Involvement - Monmouthshire Early Years ALN Team

To be completed by setting staff/other professionals AND parents/carers.

Name of Pre-school/ Nursery:		Child's full name:																			
Sessions Child Attends: (tick below): <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>AM</th> <th>PM</th> </tr> </thead> <tbody> <tr> <td>Mon</td> <td></td> <td></td> </tr> <tr> <td>Tues</td> <td></td> <td></td> </tr> <tr> <td>Weds</td> <td></td> <td></td> </tr> <tr> <td>Thurs</td> <td></td> <td></td> </tr> <tr> <td>Fri</td> <td></td> <td></td> </tr> </tbody> </table>			AM	PM	Mon			Tues			Weds			Thurs			Fri			Child's address: Parent/Carer name: Telephone/s: Email:	
	AM	PM																			
Mon																					
Tues																					
Weds																					
Thurs																					
Fri																					
Name of any other setting attended (if known):		Date of Birth:	Current Age:																		
		Date due to start school - Reception:																			

Other agencies recently involved (e.g. Speech and Language Therapist, Social Services, Paediatrician, Health Visitor, Portage). **Please give full details of names, contact details and attach any recent reports:**

What are your concerns?

What strategies/interventions have already been tried?

What changes have been noted as a result?

How would you like things to change?

What do you hope to get from the involvement of the Early Years ALN Team?

Is there anything else which may be relevant?

Parents/Carers:

Our concerns and views are as follows:

I agree to the Early Years ALN Team (EYALNT) discussing my child at the Early Years ALN Panel.
I agree to a member of the EYALNT discussing my child with preschool/ nursery staff & observing &/or working with my child in the setting.
I agree to the EYALNT sharing information with other professionals known to my child (e.g. paediatrician, SALT).
I agree to the EYALNT sharing information with relevant professionals within Monmouthshire County Council (MCC) with regards to their preschool/educational placement.
I agree to the EYALNT seeking information from other professionals known to my child.
I agree to the EYALNT securely storing & processing my child's personal data in order to complete work relating to my child.
I am aware that I have the right of access to information MCC hold about my child and the right to complain if unhappy with the way the information is being processed. I can find further information at www.monmouthshire.gov.uk/your-privacy. If I need to make a complaint about the way the data has been processed, I can contact dataprotection@monmouthshire.gov.uk or if not fully satisfied I can contact the Information Commissioner's Office online at www.ico.org.uk/concerns or via their helpline 0303 123 1113.

Please sign below if you consent to the above.

Parent/ Carer Signature:

Please print your name:

Relationship to child:

Date:



Thank you for completing this form. Please send to the **Early Years Team, MCC, The Rhadyr, Usk NP15 1GA** or email to childcare@monmouthshire.gov.uk
Please refer to the Guidance document to ensure all relevant information is included.

Name of the member of staff completing this form:

Contact details (email & phone):

Role in Setting:

Date:

ANNEX 5 – Request for Early Years and Parenting Gateway Request Form



Early Years and Parenting Support Gateway – Request for Support Form

Child's Details			
Name:			Date of Birth:
Sex:	Male <input type="checkbox"/> Female <input type="checkbox"/>		
Address:			
First Language:			Ethnicity:
Disability:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Pre-School, Nursery, School:
Name of Health Visitor/School Nurse:			GP Name and address:
Contact details for family:	Name of parent/carer to contact:	Contact Tel No:	Email Address:

Sibling Details							
Sibling Name:		Date of Birth:		Sibling Name:		Date of Birth:	
Sibling Name:		Date of Birth:		Sibling Name:		Date of Birth:	
Sibling Name:		Date of Birth:		Sibling Name:		Date of Birth:	

Main Carers											
Name:	Date of Birth:	Parental responsibility		Lives in household		Disability		Relationship to child	Ethnicity and Language	Previously served/currently serving in the UK armed forces	
		Yes	No	Yes	No	Yes	No			Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Family member in prison? Yes <input type="checkbox"/> No <input type="checkbox"/>											

Information			
Person Completing Form			
Name:			Job Title:
Contact Address:			
Organisation:			Tel:
Email:			Date:
What are the parents/carers hoping for from the referral/ What matters to the family?			

Agencies previously or already involved:
Family composition and background information:

Parent/Carer Consent	
<p>Parental Consent: I give my consent for the referral to be made to Early Years and Parenting Support Gateway and understand the information on this referral form will be used to provide Early Years and Parenting Support Gateway with relevant information about my family. I agree to the sharing of relevant information between services as appropriate and necessary as outlined in:</p>	
<p>Monmouthshire Early Years/Flying Start Privacy Notice https://www.monmouthshire.gov.uk/your-privacy/children-young-people/ (Referrals for children under 7 years)</p>	
<p>Monmouthshire Acorns Project Privacy Notice https://www.monmouthshire.gov.uk/your-privacy/children-young-people/ (Referrals for children over 7 years)</p>	
<p>I understand information will be stored securely about my family and treated confidentially unless there is a requirement by law because an infant, child or young person has been harmed, abused or is at risk of being harmed or abused. I understand I can withdraw this consent at any time and disengage with the service.</p>	
<p><i>Please send referrals to: Early Years and Parenting Gateway Administrator, Acorn Centre, Deri View Primary, Llwynu Lane, Abergavenny, Monmouthshire. NP7 6AR. Email: parenting@monmouthshire.gov.uk</i></p>	
Parent/Carer Signature:	
Name:	Date:
<i>Without parental/carers consent, we are unable to action a referral</i>	

This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg

Revised April 23
