

ISL SEND Specialist Advice and Support (SEND SAS) Offer for Emotional Wellbeing and Behaviour in the Early Years (0-5) *September 2021*

This document sits alongside the 'ISL SEND Specialist Advice and Support (SEND SAS) Offer for Children in the Early Years' and supports the Hertfordshire Emotional Wellbeing and Behaviour Strategy (2020 – 2023).

Some children may require specific, specialised support to meet their social and emotional needs. In this instance, the SEND SAS Early Years team will work alongside Early Years providers to ensure their provision reflects Hertfordshire's preferred approach to therapeutic behaviour support. In the majority of cases, this will be focussed on strengthening the processes, policy and practice of settings to ensure a positive, supportive learning environment for all children.

On occasion, children may communicate their wants and needs through sustained, difficult and/or dangerous behaviour. Early Years Emotional Wellbeing and Behaviour Specialists can guide and advise Early Years practitioners to confidently provide effective provision to support these needs.

In line with the Graduated Response to SEND, Early Years practitioners should provide high quality, inclusive learning experiences to all children in their setting. This includes the consideration of Hertfordshire's preferred approach to therapeutic behaviour support when planning and implementing provision, intervention and individual support. It is expected that Early Years providers engage in the lower Tiers of Support, before higher levels of intervention are offered.

The learner profile below should guide Early Years practitioners, professionals and the Early Years SEND team to allocate the most appropriate level of intervention for children with social, emotional and behavioural needs.

	Learner Profile	Offer	Episode of Support
Tier 1	<ul style="list-style-type: none"> The child is broadly working within the appropriate chronological developmental learning phase for Personal, Social and Emotional Development (PSED) 	<ul style="list-style-type: none"> Core Early Years Emotional Wellbeing and Behaviour training programme: - Attachment Aware and Trauma Informed Toolkit, delivered by Inclusion 	Who Identifies Need?
			<ul style="list-style-type: none"> Practitioner(s) in Early Years setting Inclusion Development Officers or other professionals working with Early Years settings (e.g. HfL Early Years Advisors)
			Referral Processes

	<ul style="list-style-type: none"> • The child is developing an awareness of other people's feelings and responds appropriately, on the majority of occasions • The child may have difficulty with listening and maintaining attention, but can be quickly reengaged with adult prompting • They have developed a positive relationship with their key person and, possibly, other adults in the setting • The child is at expected stage in developing social play and interaction with peers and shows developmentally appropriate social interactions with others • They are confident to try new activities and explore their environment. They are able to cope when things do not go to plan and will persevere with an activity. • The child is able to follow setting routines with visual support e.g. using a visual timetable • They are able to remain on task with some additional prompts, (e.g. 'Now and Next' board, timers) • The child is able to show emotions in a range of developmentally appropriate ways • All children in the Early Years need support from adults to regulate their emotions (co-regulation); with adult support, children are able to manage and regulate their emotional responses 	<p>Development Officers and Early Years Emotional Wellbeing and Behaviour Specialists to PVI and Maintained Nursery setting managerial staff/SENCOs. Training should be disseminated to all setting staff following delivery from the Early Years Team. Content can be accessed via Policies and guidance Virtual School (hertfordshire.gov.uk)</p> <ul style="list-style-type: none"> - School Nursery and Reception classes can receive this training via their school SENCO - Once providers have received Attachment Aware and Trauma Informed Toolkit training, and provided a certificate of completion, they can access Therapeutic Approaches to Behaviour (TAB) training modules. This is delivered in cohorts by Inclusion Development Officers and Early Years Emotional Wellbeing and Behaviour Specialists. 	<ul style="list-style-type: none"> ▪ Contact link Inclusion Development Officer ▪ Contact area Lead Teacher <hr/> <p>SEND SAS Intervention Episode</p> <ul style="list-style-type: none"> ▪ Attachment Aware and Trauma Informed Toolkit – one training session, with requirement to disseminate training on completion ▪ TAB modules – one module per term, three modules in total ▪ 'Emotional Wellbeing and Behaviour Supervision Groups' – attendance welcomed as frequently as is needed/appropriate for setting practitioners
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	<ul style="list-style-type: none"> The child may struggle to follow routines if overwhelmed, but can be calmed quickly with adult support They can use a range of coping strategies to remain calm when managing everyday challenges, after initial adult modelling and scaffolding 	<ul style="list-style-type: none"> Early Years practitioners can access 'Emotional Wellbeing and Behaviour Supervision Groups' once they have completed TAB modules. Groups are facilitated by Early Years Emotional Wellbeing and Behaviour Specialists, in local areas. Practitioners can access TAB planning tools, once all modules have been completed. Implementation of tools can be supported by Inclusion Development Officers and Early Years Emotional Wellbeing and Behaviour Specialists. 	
Tier 2	<ul style="list-style-type: none"> The child may have difficulties settling into school/setting despite adult support When overwhelmed, the child may demonstrate unpredictable or unexpected behaviour which may result in the need for adult support 	<ul style="list-style-type: none"> Telephone/virtual consultations for unnamed advice and guidance from an Early Years Emotional Wellbeing and 	Who Identifies Need?
			<ul style="list-style-type: none"> Family Practitioner(s) in Early Years setting Healthcare professional (e.g. Health Visitor) Inclusion Development Officer/Early Years Emotional Wellbeing and Behaviour Specialist

	<ul style="list-style-type: none"> • The child may demonstrate difficulties in age appropriate sharing, turn-taking and participation in group activities • The child shows some difficulty in developing a positive relationship with their key person • They may show some difficulty in building and/or maintaining relationships with peers, which will need additional adult support • The child shows some inappropriate social interactions (in relation to their developmental stage), which may include physical contact • They may appear hesitant or lacking in confidence, which impacts on how they access the learning environment and social times • The child displays difficulty in remaining calm when faced with everyday challenges, and this may impact on their emotional wellbeing • Adult modelling and scaffolding is required to support the child manage and regulate their emotions • The child requires additional adult support to use visual supports to follow setting routines and prompts to remain on task • The child may require adult encouragement to remain engaged in play activities and remain focused during adult led tasks • The child needs adult support to transition from child chosen play to adult led activities or routines 	<p>Behaviour Specialist – consultations will be offered to TAB trained settings only, unless a child is displaying new, dangerous behaviour (including significantly withdrawn behaviour) or is new to the setting and displaying dangerous behaviour</p> <ul style="list-style-type: none"> • Early Years Advice Line (01442 453920 Wednesday 9am -12pm and Thursday 1pm - 4pm) open to families and settings not yet TAB trained or requiring immediate advice (anonymised advice for practitioners at settings) • ‘Drop in’ sessions for families requiring support for concerns regarding emotional wellbeing and behaviour 	<ul style="list-style-type: none"> ▪ SEND Champion at local Family Centre (see ‘SEND SAS Offer for Children in the Early Years’ p.20 for further information) <p>Referral Processes</p> <ul style="list-style-type: none"> ▪ No referral necessary for Early Years Advice Line ▪ Booking required for ‘drop in’ sessions – contact link Early Years Emotional Wellbeing and Behaviour Specialist via email ▪ Contact link Early Years Emotional Wellbeing and Behaviour Specialist to book consultation <p>SEND SAS Intervention</p> <ul style="list-style-type: none"> ▪ Early Years Advice Line – standalone advice. Early Years settings should include guidance given in the child’s SEN Support/Tab planning documents. Advice given is recorded on electronic database in the child’s record (parental advice) or setting record, to provide continuation of advice where necessary ▪ Telephone/virtual consultation – Early Years Emotional Wellbeing and Behaviour Specialist will record advice given on electronic database, to provide continuation of advice where necessary ▪ ‘Drop in’ sessions - advice given recorded on electronic database under the child’s record, to provide continuation of advice where necessary. Families may book an
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			additional appointment in the following term/half term to review progress
Tier 3	<ul style="list-style-type: none"> The child is working below age appropriate chronological developmental learning phase for Personal, Social and Emotional Development (PSED) The child shows considerable difficulty in developmentally appropriate turn taking/sharing and participation in group activities They demonstrate considerable difficulty in building and/or maintaining relationships with others, which may lead to isolation and/or conflict The child expresses emotion, (fear, frustration, excitement etc.) wants/needs through inappropriate physical contact, possibly causing non-deliberate harm to others The child has considerable difficulty in managing and regulating emotions, even with consistent adult support The child demonstrates an inconsistent ability to risk assess their own safety, which may cause them to be overly cautious or have minimal awareness of danger Child sometimes displays behaviours that could cause harm to self, as an emotional response to an overwhelming or anxiety provoking situation 	<ul style="list-style-type: none"> For TAB trained settings: in setting modelling and guidance from Early Years Emotional Wellbeing and Behaviour Specialists, to support and embed practice and ethos where practitioners/other professionals have highlighted difficulties or concerns. Concerns may be related to an individual, unnamed, child or cohort/whole setting practice 	Who Identifies Need?
			<ul style="list-style-type: none"> Early Years Emotional Wellbeing and Behaviour Specialist Practitioner(s) in Early Years setting Inclusion Development Officers or other professionals working with Early Years settings (e.g. HfL Early Years Advisors) Lead Teacher/Specialist Advisory Teacher
			Referral Process <ul style="list-style-type: none"> A single service request should be completed (see '<i>SEND SAS Offer for Children in the Early Years</i>' for further information) The referrer should request support from 'Early Years SEND' and should note the 'reason for request' as 'Tier 3 Emotional Wellbeing and Behaviour Support' Settings will need to ensure that they have attended TAB training and Emotional Wellbeing and Behaviour supervision groups before a referral is made, unless they are able to evidence that a child/children are displaying new, dangerous behaviour or have a new cohort displaying particularly difficult or dangerous behaviour Settings will need to evidence that they have participated in a consultation with an

	<ul style="list-style-type: none"> The child becomes overwhelmed often, requiring planned adult intervention and support The child demonstrates ongoing separation difficulties with primary caregiver or key adults The child, when overwhelmed, may withdraw from activities or the learning environment They display considerable difficulty following setting routines e.g. difficulty coping with boundaries, difficulty during transitions, difficulty in coping with changes in routine/staff etc. 		<p>Early Years Emotional Wellbeing and Behaviour Specialist, for support related to an unnamed child. Evidence of the strategies being implemented should be sent with the service request (APDR/TAB planning documents)</p>
			<p>SEND SAS Intervention</p> <ul style="list-style-type: none"> Initial support - three visits to the setting by an Emotional Wellbeing and Behaviour Specialist; initial assessment with outcomes, advice and actions, followed by a second visit to review progress and offer time for modelling, support and/or guidance. The last visit will assess progress towards outcomes and give final advice and guidance. <p>After review, and in discussion with the Specialism Lead for Early Years, a decision will be made to offer additional visit(s)/support or end the episode of intervention.</p>
Tier 4	<ul style="list-style-type: none"> The child is working significantly below age appropriate chronological developmental learning phase for Personal, Social and Emotional Development (PSED) The child demonstrates distressed behaviours which disrupts their own and others' learning and which staff may find challenging 	<ul style="list-style-type: none"> Setting visits, to a named child, by an Early Years Emotional Wellbeing and Behaviour Specialist to assess need, advise and model strategies Support for individual, named children will be 	<p>Who Identifies Need?</p> <ul style="list-style-type: none"> Emotional Wellbeing and Behaviour Specialist/ Inclusion Development Officer Practitioner(s) in Early Years setting Area Lead Teacher/ Specialist Advisory Teacher Healthcare professional (e.g. health visitor, paediatrician) <p>Referral Process</p>

	<ul style="list-style-type: none"> • There may be concerns regarding, social and emotional health, that require outside agency support • The child experiences daily significant and persistent difficulties with regulating emotions, despite consistent adult support • Child is showing significant difficulties in developing a positive relationship with a keyperson or adults consistently in the setting • The child appears to show no awareness of other people's feelings • The child frequently interacts inappropriately with others, which may lead to harm • They demonstrate significant difficulty in using and reading non-verbal cues, resulting in increasing isolation from peers • The child appears hesitant, lacks confidence and is frequently withdrawn, which significantly impacts on how they access the learning environment and social times • There is significant difficulty managing and regulating emotions, even with planned adult support and interventions • The child frequently indicates low self-esteem, which impacts on their confidence to try new experiences. They find it difficult to cope when things do not go to plan and will give up quickly • The child's behaviour indicates anxiety; they have significant difficulty in remaining calm 	<p>provided for TAB trained settings who have already accessed an unnamed consultation (Tier 2), unless a child is displaying new, dangerous behaviour (including significantly withdrawn behaviour) or is new to the setting and displaying dangerous behaviour</p>	<ul style="list-style-type: none"> ▪ Settings should contact their link Early Years Emotional Wellbeing and Behaviour Specialist before submitting a single service request. A 'triage assessment' will be arranged to discuss TAB planning documents already in place and give additional advice, before deciding on whether a service request is appropriate ▪ Emotional Wellbeing and Behaviour Specialists may suggest Tier 3 support as a more appropriate option at this point ▪ If Tier 4 support is considered appropriate, the practitioner should submit a Single Service Request (see '<i>SEND SAS Offer for Children in the Early Years</i>' for further information) including 'triage assessment' information
			<p>SEND SAS Intervention</p> <ul style="list-style-type: none"> ▪ Initial support - two visits to be offered in the Early Years setting. The Early Years Emotional Wellbeing and Behaviour Specialist will make an initial visit to assess need, make recommendations and set outcomes and a second visit to review progress and give additional advice, where necessary. ▪ After review, and in discussion with the Specialism Lead for Early Years, a decision will be made to offer an additional visit(s), escalate the level of support or end the episode of intervention.

	<p>when faced with everyday challenges, which may impact on their emotional wellbeing</p> <ul style="list-style-type: none"> • They have significant difficulty self-regulating and this impacts on their ability to remain on task during a developmentally appropriate activity, despite ongoing individualised interventions • Child expresses emotions, wants/needs through frequent incidents of anti-social interaction and non-deliberate harm to others; which may put their nursery/setting placement at risk 		
Tier 5	<ul style="list-style-type: none"> • The child is working significantly below age appropriate chronological developmental learning phase for Personal, Social and Emotional Development (PSED), despite ongoing intervention • The child is unable to sustain play-based activities without significant, consistent adult attention and intervention • The child has sustained and significant difficulties regulating emotions and there is evidence of emotional distress and/or unpredictable outbursts, despite consistent adult support and planned interventions • The child frequently demonstrates distress and heightened anxiety, which is displayed through dangerous behaviour • Child displays a high level of anxiety and has persistent difficulties in remaining calm, this may impact on their emotional wellbeing 	<ul style="list-style-type: none"> ▪ Setting and/or home visits by Emotional Wellbeing and Behaviour Specialist to assess need, advise and model strategies ▪ Advice and support for transition points ▪ Support for individual, named children will be provided for TAB trained settings who have already accessed an unnamed consultation (Tier 2), unless a child is displaying new, dangerous behaviour (including significantly withdrawn behaviour) or is new to the setting 	Who Identifies Need? <ul style="list-style-type: none"> ▪ Emotional Wellbeing and Behaviour Specialist/ Inclusion Development Officer ▪ Practitioner(s) in Early Years setting ▪ Area Lead Teacher/ Specialist Advisory Teacher
			Referral Process <ul style="list-style-type: none"> ▪ Settings should contact their link Early Years Emotional Wellbeing and Behaviour Specialist before submitting a single service request. A 'triage assessment' will be arranged to discuss TAB planning documents already in place and give additional advice, before deciding on whether a service request is appropriate ▪ Emotional Wellbeing and Behaviour Specialists may suggest Tier 3/4 support as a more appropriate option at this point ▪ If Tier 5 support is considered appropriate, the practitioner should submit a Single

	<ul style="list-style-type: none">Child persistently lacks ability to risk assess their own safety which may cause them to	and displaying dangerous behaviour	Service Request (see ' <i>SEND SAS Offer for Children in the Early Years</i> ' for further information) including 'triage assessment' information
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	<p>be overly cautious or have little regard for danger</p> <ul style="list-style-type: none"> • The child is extremely vulnerable and there may be additional safeguarding issues • Child expresses emotions, wants/needs through persistent, significant incidents of anti-social interaction and non-deliberate harm to others; which may put their nursery/setting placement at risk; this will put their placement at risk 		<p>SEND SAS Intervention</p> <ul style="list-style-type: none"> ▪ The Early Years Emotional Wellbeing and Behaviour Specialist will make an initial visit to the Early Years setting to assess need, make recommendations and set outcomes. During the first visit, dates will be set for subsequent support. This may take place at the setting and in the home, according to the needs of the child. ▪ Regular review dates will be agreed to monitor the progress of the intervention; the frequency of review dates will be led by the needs of the child and discussed with the family, setting and the Specialism Lead for Early Years • The intervention will continue until the child is settled in the provision (determined by progress towards outcomes and staff confidence), with no further risk to placement, or the child transitions to Key Stage 1. In this instance, support may be transitioned to Behaviour Outreach services, if appropriate.
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