

Introduction

Each section of the toolkit provides a briefing on a particular aspect of the SEN and disability reforms as they apply to early years providers. Each section is based on the statutory requirements and the guidance from the early years, the SEN and the disability frameworks, and draws on a range of relevant practice guidance and other materials to provide an accessible guide to SEN and disability in the early years, there is some material that is relevant to more than one section. Where this is the case, that material appears more than once.

Towards the end of most of the sections of the toolkit is a useful tool, an activity or a reflective task to support practitioners in applying the particular topic to their own setting.

Contents

[Section 1: Question and answer](#)

This section of the toolkit provides some answers to frequently asked questions about the SEN and disability reforms in the early years.

[Section 2: Statutory requirements](#)

This section of the toolkit is about the law, the regulations and the statutory guidance relating to young disabled children, young children with SEN and young children with medical conditions in early years settings¹.

[Section 3: Universal inclusive practice](#)

This section of the toolkit is about high quality inclusive practice for all children.

[Section 4: First concerns and early identification](#)

This section of the toolkit is about how settings should respond to initial concerns about a child's progress and how to identify special educational needs.

[Section 5: SEN Support in the Early Years – A Graduated Approach](#)

This section of the toolkit describes what settings need to do when parents and practitioners have agreed that a child has a special educational need and requires special educational provision.

[Section 6: The Role of the Early Years SENCO](#)

This section of the toolkit is about the role of the Early Years SENCO (Special Educational Needs Coordinator). It outlines the SENCO's main responsibilities.

¹ In this section and throughout the toolkit, there are excerpts from the *SEN and disability Code of Practice*. The Code of Practice uses '**must**' (in bold) to refer to a statutory requirement under primary legislation, regulations or case law. Where the toolkit quotes directly from the Code, 'musts' are shown in bold, as they appear in the Code.

Section 7: Involving Parents and Carers

This section of the toolkit is about working in partnership with parents and carers. The Code of Practice expects practitioners to engage parents in decision-making throughout the SEN process.

Section 8: Working with other professionals and other sources of information and support

This section of the toolkit is about working with professionals outside the setting. One of the key principles underpinning the Code of Practice is collaboration between education, health and social care services to support children with SEND.

Section 9: Education, Health and Care Needs Assessments and Plans

This section of the toolkit is about Education, Health and Care Plans (EHCP). From September 2014 EHCPs replace Statements of Special Educational Needs.

Section 10: Transitions for children with SEN and disabilities

This section of the toolkit is about transitions for children with SEND: from home into an early years setting, changing settings, or from a setting into school.

Acknowledgements and special thanks to the following settings in York, Rainbow Playgroup, New Earswick Primary School, Quackers, Montessori Strensall & Haxby Road Primary Academy (4Family Childcare Hub) for taking part in producing this document.