

Early Years Foundation Stage and Year 1 Belonging – Guidance for Schools

Context

The Early Years Service and the Educational Psychology Service are developing a new model to support the inclusion of children with complex emotional needs in the Early Years Foundation Stage (EYFS) and Year 1. Deep dives into the factors contributing to the exclusion of children at the beginning of their school careers lead us to believe that focussing our work with the youngest children in school will have long term benefits for both the children and schools. We aim to build schools and families capacity to support children, taking a holistic approach, and maximising the impact of the available support. We anticipate that there will be between 10 and 20 schools during the current academic year that may need this high level of support for children in their schools across Cornwall. The work will be evaluated, and lessons learnt both during and at the end of the project that will further inform the development of the model.

Principles

- We start with a child-centred and whole school approach
- We are trauma informed
- Relationships are central
- Every child has a right to a sense of belonging
- We are outcomes focussed
- Children's rights are core

Expectations

Our expectation is that schools will have completed the following steps and measured impact whilst ensuring that they are meeting all legal statutory duties including the Early Years Foundation Stage framework (2021) and the SEND code of Practice 2015, before they get in touch to discuss a child they are concerned about.

Whole school responses:

- Have we supported a child with similar needs before? If so, what did we do which was successful?
- Ensured that school documents/behaviour/relationship policies reflect the ethos of belonging and ages and stages of the children
- All staff aware of and using either the Early Years Graduated Response to SEND [supporting-early-years-special-needs-inclusion-the-graduated-response-in-](#)

[early-years-foundation-stage.pdf \(cornwall.gov.uk\)](#) or the school Graduated Response to SEND <https://www.cornwall.gov.uk/media/ionl50iw/supporting-children-and-young-people-with-special-educational-needs-the-graduated-response-in-mainstream-schools.pdf>

- Considered staff training and support needs in relation to children's emotional health and wellbeing and a trauma-informed approach, e.g. emotion coaching, Trauma-informed approaches

Class teacher/SENCO:

Assess

- Discussed concerns with parent and gained consent to discuss with other professionals if necessary.
- Obtained copies of assessments, reports and information from previous settings
- Discussed concerns with SENCO of previous setting.
- Contacted professionals who have had recent involvement (last 12 months) including Social Care/Early Help.
- Completed assessment using appropriate tool i.e., Development Matters or Developmental Journal.
- Completed assessment of strengths and needs using appropriate tools/measures depending on need, e.g., speech and language development, social and emotional development, learning needs, sensory difference.
- Made referrals to appropriate external services, e.g., Thriving Together, Bloom, Early Help, etc.
- Consider risk in its widest sense and complete a risk management plan.

Plan/Do

- Planned and implemented developmentally appropriate provision/curriculum to meet individual needs based on all knowledge and assessments from above

Review

- Review provision, consider impact and adapt if necessary

Process

There are 2 different processes depending if the child is in EYFS or Year 1. In the EYFS, the Early Years Service (EYS) will take the lead, involving the Educational Psychology Service (EPS) where appropriate or necessary. This builds on work that the EYS have done in previous years to support the youngest children to remain in school. If the child is in Y1 then the EPS will take lead.

If a child is undergoing an Education Health and Care assessment or has an Education Health and Care Plan (EHCP) in place and the provision is not meeting the child's needs then contact the statutory SEN Service for advice before following this process.

statutorysen@cornwall.gov.uk

To access this project schools will need to make a request through the Early Years inbox for those children in the EYFS and through the Senior Educational Psychologist for their area for those in Y1.

Early Years Foundation Stage

If a headteacher is concerned about supporting a child in the EYFS and have already followed all the steps above then:

1. School emails the Early Years inbox: EYservice@cornwall.gov.uk without including the child's name.
2. A discussion is arranged between the Early Years Consultant PSED, the head teacher, SENCo and the class teacher to explore possible approaches, strategies and solutions.
3. A plan is co-constructed with agreed actions and outcomes for the school and a review date agreed.
4. One outcome could be the involvement of an Educational Psychologist (EP) to support the school. If so, then:
5. The Early Years Consultant PSED contacts the SEP for that area and the SEP allocates the work to an EP.
6. Headteacher, SENCO or class teacher completes an EPS request for involvement form for the child.
7. The EP arranges a consultation with the headteacher, SENCO and class teacher to plan the work. This could include the following:
 - Video interaction guidance (VIG) intervention for the emotionally available adult/s in school for the child
 - VIG for the family (if they have a social worker or early help plan) through the VIG Service
 - Emotion Coaching training and support for implementation
 - Facilitation of a multi-agency meeting, including parents (this could include a PATH).
8. A review meeting is held at the end of the agreed work.

Year 1

If a headteacher is concerned about the supporting a child in Year 1 and has already followed all the steps as outlined above and completed the evidence grid below then:

1. Head teacher and/or SENCO contacts the SEP for the area, via the Educational Psychology Service email educationalpsychology@cornwall.gov.uk who will allocate the work to an EP, following a discussion to establish the need.
2. Headteacher and/or SENCO completes an Educational Psychology Service request for involvement form for the child.
3. The allocated EP arranges a consultation with the headteacher, SENCo and class teacher to plan the work. This could include the following:

- a. Video interaction guidance (VIG) intervention for the emotionally available adult/s in school for the child.
 - b. VIG for the family (if they have a social worker or early help plan) through the VIG Service.
 - c. Emotion Coaching training and support for implementation.
 - d. Facilitation of a multi-agency meeting, including parents (this could include a PATH).
4. A review meeting is held at the end of the agreed piece of work.

Appendices

Appendix 1

Evidence grid – this is intended to be a working document to support the analysis of a child's needs

Evidence Grid		
Action point	Date completed/analysis/impact	Next steps
Discussed concerns with parent and gained consent to discuss with other professionals if necessary		
Obtained copies of assessments, reports and information from previous settings		
Discussed concerns with SENDCO of previous setting		
Contacted professionals who have had recent involvement (last 12 months) including Social Care/Early Help		
Consider risk in its widest sense and complete a risk management plan		
Completed assessment using appropriate tool e.g. Development Matters or		

Developmental Journal		
Completed assessment of strengths and needs using appropriate tools/measures depending on need, e.g. speech and language development, social and emotional development, learning needs, sensory difference		
Made contact with the school nursing service		
Made referrals to appropriate external services		
Other relevant actions/information		