**Inclusion Support**

**Process to support children with additional needs in**

**private, voluntary and independent (PVI) early years settings**

**(Follow the SEN support and graduated approach outlined in the Tower Hamlets Early Years Inclusion Co-ordinators Guidance)**

* The key person and Inclusion Co-ordinator meet with the parent/s to gather information around the child's interests, strengths and needs.
* The setting plans outcomes to support the child's learning and development.
* The setting monitors and reviews the child’s progress with the parent/s and discusses whether additional support has been accessed or is needed from other services e.g. Speech and Language Therapy Service.
* Referrals made to services as needed e.g. Speech and Language Therapy Service, Physiotherapy Service (the Area Inclusion Co-ordinator does not need to be involved for the setting to refer to other services).

If both the setting and parents agree that involvement from the Inclusion Team is needed, contact your link Area Inclusion Co-ordinator

The setting does not need to have made referrals to other services prior to contact with the link Area Inclusion Co-ordinator

If parents do not want the involvement of the link Area Inclusion Coordinator, then the setting can seek generic advice and support from the link Area Inclusion Coordinator

* Complete the Initial Contact Form with the parent/s as this provides parental consent for Area Inclusion Co-ordinator involvement. Email via Egress or post to address on form.
* Person centred planning meeting held by the setting with the parent/s and the Area Inclusion Co-ordinator. My Profile and My Plan completed and review date set.

Share and implement the person centred plans with the relevant staff in the setting.

* Review the effectiveness of planning and impact it has on the child's progress.

Continue cycles of assess, plan, do and review as needed.