



EY SENCO Briefing Summer Term 2025

earlyyears@buckinghamshire.gov.uk

Early Years Evaluation



Welcome everyone – especially new SENCOs
Last term's information and updates are on website

[Early Years SENCO Updates](#)

Early Years

What are you looking for?

Setting up and Running your Childcare Business
To help you set up and maintain a high quality and thriving business, we have pulled together some information to guide you through the process of setting up and running childcare provision. Please click here for further information.

All categories | **SEND and Inclusion Tools and Forms (including Funding)** | **Early Years News** | **Contact the Early Years Team**

Welcome to the NEW Early Years Website.
The Early Years team provides a service that ensures the Local Authority meets its statutory duty to ensure sufficient high quality Funded Early Education places for 3 months to 4-year-olds, and sufficient childcare for 3-14/18 year olds whose parents are in work or training to return to work.

Early Years SEND
About our team | How to request an SEND consultation | Useful Websites | SENDCO Updates | [SENCO briefings](#)

SEND and Inclusion Tools and Forms (including Funding)
General guidance, documents to help with the Graduated Approach, Funding and EHCP Assessment

SEND Training for Practitioners
Level 3 Qualification for Early Years SENCOs

SEND Training for Practitioners
[Autism Education Trust Transition](#)
[Early Years SEN Training](#)

Early Years Autism
Supporting families and settings together in Buckinghamshire

SEND Resources
Ordinarily Available Provision and Visual support packs for Early Years and Out of School Settings


Early Years SEN Inclusion Fund
Information about the Early Years SEN Inclusion Fund (EYSEIF)


SEND Local Offer
[Additional SEND training for Parents and Practitioners as part of the Local Offer](#)

Planning Effective Transitions in the Early Years
Guidance for supporting transitions for children moving into school who are likely to need a supported or enhanced

Portage Service
Portage is an Early Intervention programme that supports children within their own home, working in partnership with parents and carers

Have you seen?
[Thinking of working in Early Years and SENCO updates](#)


Menu



Early Years

[Home](#)
[Networks, Meetings and Events](#)
[SENCO Briefings](#)

NEW Early Years SENCO Briefings 2024 – 2025

NEW Early Years SENCO Briefings 2024 – 2025

This academic year the Early Years SEN Team have launched new 'EY SENCO Briefings' to replace the EY SENCO Liaison groups

EY SENCO Briefings are online webinars run by members of the Early Years Service who have specialisms and expertise in supporting children with additional needs. There will be an opportunity to hear the latest local and national SEND updates, access SEND related training and share information and ideas with other EY SENCOs.

If your SENCO is unable to attend, please try and allocate someone to attend in their place.

This term's focus will be on Key SEND updates and Assessment and Transition guidance.

[Click here to book on to one of the EY SENCO Briefings](#)

Summer 2025	
Wednesday 11 th June 2025	6.30 – 8.00 pm
Thursday 12 th June 2025	9.30 – 11.00 am
Tuesday 17 th June 2025	1.00 – 2.30 pm
Wednesday 18 th June 2025	4.00 – 5.30 pm

BUCKINGHAMSHIRE COUNCIL

SEND Advice and Consultations


SENCO Updates

- [Spring Term 2025 SENCO Updates](#)
- [Autumn SENCO Update 2024](#)
- [Summer Term 2024 SENCO Updates](#)

SENDCO Liaison Group Presentations

- [Summer Term 2024 SENDCO Liaison Group Presentation](#)
- [Spring Term 2024 SENDCO Liaison Group Presentation](#)
- [Autumn Term 2023 SENDCO Liaison Group Presentation](#)

Agenda



- National and Local picture
- New DfE/Assessment guidance Early Years - Dingley's Promise
- Preparing for Forum – APDR Guidance
- Transition information
- SENCo qualification plans
- Speech and language update – 'chat health'
- Training calendar
- Evaluations
- Local Area Inspection

BUCKINGHAMSHIRE COUNCIL

Context for 23-24 – (based on census data National and Local)

- Nationally 18.4 % of learners now have an identified SEN (4.8 % EHCPs or 13.6% SEN Support) – Buckinghamshire 16.6%
- More new EHCPs than ever before and more than doubled for under 5s in recent years

Main areas of need (top 5) nationally reflects what we also find through our consultations

EY SEND consultations focus	No of children discussed on consultations 23/34	No of children discussed on consultations so far 24/25
Autism	392	378
Speech, Language and Communication Needs	164	160
Social, Emotional and Mental Health	82	129
Cognition and Learning	20	26
Physical/Sensory/Medical	44	22
Total number of children discussed	702	715

BUCKINGHAMSHIRE COUNCIL

Ofsted in Buckinghamshire 2024/25



Some, of many, positive experiences recorded in reports

'Staff provide a highly inclusive environment where they value all children and understand their individual needs'

'Staff adapt their approaches to make sure that learning is accessible to pupils with special educational needs and/or disabilities (SEND).'

'They observe children closely and alert parents to any early concerns about development that they might have. Staff offer advice and support to parents and liaise effectively with other professionals, such as speech and language therapists, to best meet individual needs'

'The school has very high ambitions for all pupils, including those with special educational needs and/or disabilities (SEND).'
'They work extremely closely with parents to promote consistent practices at home. This results in significant improvements in children's confidence to use their voice and the words that they know'

'Staff have a deep knowledge of children's unique personalities and needs, and inclusiveness is at the centre of their practice'

'They work closely alongside other professionals involved in their care, to ensure first rate interventions'

BUCKINGHAMSHIRE COUNCIL

'A strong and inclusive ethos is at the heart of this school. The school identifies pupils' individual needs accurately. Staff then make precise, individual adaptations for pupils with special educational needs and/or disabilities (SEND). Consequently, pupils with SEND achieve well.'



'Leaders ensure that timely referrals are made to other agencies, when appropriate, and work closely with other professionals. Leaders develop specific, targeted learning plans for children with SEND, to help close the gaps in their learning'

'On arrival at the setting, all children, including those with special educational needs and/or disabilities (SEND), demonstrate they feel safe and secure, and confidently transition into activities alongside their peers'

'The skilful staff support children with SEND. Some staff have completed specialist training. These staff provide high-quality teaching and activities. Staff implement strategies successfully, including visual communication cards to promote children's communication and understanding.'

'Staff work closely with parents to provide targeted support that allows children to make the progress they are capable of'

BUCKINGHAMSHIRE COUNCIL

1. DfE SEND assessment guidance and resources

Four Assessment tools that reflect the broad areas of need, with a focus on the core skills children with SEND may gain in each area. You can use them at any stage of supporting a child and they are designed to be used individually or together based on the needs of a child.

- Communication and Interaction
- Cognition and Learning
- Social and Emotional
- Sensory and Physical



Don't forget to consider other assessments that may have already taken place e.g. progress check at 2

[Early Years Child Development Training](#)

BUCKINGHAMSHIRE COUNCIL

DfE SEND assessment guidance and resources

Communication and Interaction

Communication and interaction

My name is: _____ My key person is: _____
My date of birth is: _____ My communication method: _____

Interaction	Expressive communication	Receptive communication
I show excitement during one-to-one turn taking games	I can use my method of communication to demonstrate a need or want	I can join in with familiar rhymes, songs or books using my method of communication
E S I E S I	E S I E S I	E S I E S I
I seek interaction through movements or vocalisations	I can request more during a highly motivating activity	I can combine two or three words when communicating this may include signs or symbols
E S I E S I	E S I E S I	E S I E S I
I demonstrate dishes when left alone	I can complete a back-and-forth interaction using my method of communication	I attempt to copy actions or sounds in familiar rhymes, songs or books
E S I E S I	E S I E S I	E S I E S I
I react in anticipation of familiar play or interactions	I can imitate the communication of others	I can wait for "our" during ready, steady, go games
E S I E S I	E S I E S I	E S I E S I

(E) Emerging (1 mark) (S) Supported (2 marks) (I) Independent (3 marks)

Department for Education

Social and Emotional

Social skills	Regulation	Awareness of self
I recognise when others are engaging with the same experience as me	I can initiate interaction with other children	I can play contentfully on my own
E S I E S I	E S I E S I	E S I E S I
I can initiate interaction with a familiar adult	I am comfortable engaging in a group of more than 2	I can show preference for people or tasks
E S I E S I	E S I E S I	E S I E S I
I look in the direction of the person or object I am interacting with (not necessarily making eye contact)	I can play alongside others in my space	I can copy the facial expressions of others
E S I E S I	E S I E S I	E S I E S I
I show awareness of familiar people	I can approach an activity where others are already playing	I show enjoyment when looking in a mirror
E S I E S I	E S I E S I	E S I E S I

Cognition and Learning

Play skills	Reasoning skills	Problem-solving
I can copy actions or sounds in familiar rhymes, songs or books	I can use my method of communication to demonstrate a need or want	I can join in with familiar rhymes, songs or books using my method of communication
E S I E S I	E S I E S I	E S I E S I
I seek interaction through movements or vocalisations	I can request more during a highly motivating activity	I can combine two or three words when communicating this may include signs or symbols
E S I E S I	E S I E S I	E S I E S I
I demonstrate dishes when left alone	I can complete a back-and-forth interaction using my method of communication	I attempt to copy actions or sounds in familiar rhymes, songs or books
E S I E S I	E S I E S I	E S I E S I
I react in anticipation of familiar play or interactions	I can imitate the communication of others	I can wait for "our" during ready, steady, go games
E S I E S I	E S I E S I	E S I E S I

(E) Emerging (1 mark) (S) Supported (2 marks) (I) Independent (3 marks)



Sensory and Physical

Motor skills	Life skills	Reasoning
I can copy actions or sounds in familiar rhymes, songs or books	I can use my method of communication to demonstrate a need or want	I can join in with familiar rhymes, songs or books using my method of communication
E S I E S I	E S I E S I	E S I E S I
I seek interaction through movements or vocalisations	I can request more during a highly motivating activity	I can combine two or three words when communicating this may include signs or symbols
E S I E S I	E S I E S I	E S I E S I
I demonstrate dishes when left alone	I can complete a back-and-forth interaction using my method of communication	I attempt to copy actions or sounds in familiar rhymes, songs or books
E S I E S I	E S I E S I	E S I E S I
I react in anticipation of familiar play or interactions	I can imitate the communication of others	I can wait for "our" during ready, steady, go games
E S I E S I	E S I E S I	E S I E S I

Help for early years providers : SEND assessment guidance and resources

Social and emotional

My name is: _____ My key person is: _____
My date of birth is: _____ My communication method: _____

Social skills	Regulation	Awareness of self
I recognise when others are engaging with the same experience as me	I can initiate interaction with other children	I can play contentfully on my own
E S I E S I	E S I E S I	E S I E S I
I can initiate interaction with a familiar adult	I am comfortable engaging in a group of more than 2	I can show preference for people or tasks
E S I E S I	E S I E S I	E S I E S I
I look in the direction of the person or object I am interacting with (not necessarily making eye contact)	I can play alongside others in my space	I can copy the facial expressions of others
E S I E S I	E S I E S I	E S I E S I
I show awareness of familiar people	I can approach an activity where others are already playing	I show enjoyment when looking in a mirror
E S I E S I	E S I E S I	E S I E S I

(E) Emerging (1 mark) (S) Supported (2 marks) (I) Independent (3 marks)

Department for Education



Each statement is broken down into three levels:

- Unmarked** – Not yet showing awareness of this skill
- emerging** – the child is showing some interest or awareness of this skill - 1 mark
- supported** – the child can achieve this skill with support from another (adult or child) – 2 marks
- independently** – the child can consistently achieve this skill on their own without additional support from an adult or child - 3-marks

Social and emotional

My name is: Gianna My key person is: Shakila

My date of birth is: 26/09/2020 My communication method: Verbal with Makaton sign

Social skills		Regulation		Awareness of self	
I recognise when others are engaging with the same experience as me	I can initiate an interaction with other children	I can recognise strategies which support my emotional regulation	I can use strategies to wait my turn with peers	I can play contently on my own	I can wear personalised aids and equipment that support me to access the environment
(E) (S) (I)	(E) (S) (I)	(E) (S) (I)	(E) (S) (I)	(E) (S) (I)	(E) (S) (I)
I can initiate interaction with a familiar adult	I am comfortable engaging in a group of more than 2	I seek comfort when emotionally dysregulated	I can recognise some consistent boundaries	I can show preference for people or tasks	I can label some of my own emotions verbally or by using signs or visuals
(E) (S) (I)	(E) (S) (I)	(E) (S) (I)	(E) (S) (I)	(E) (S) (I)	(E) (S) (I)
I look in the direction of the person or object I am interacting with (not necessarily making eye contact)	I can play alongside others or allow others in my space	I demonstrate my emotions through my behaviour and actions	I can wait my turn with a familiar adult	I can copy the facial expressions of others	I can recognise when an adult is sharing language about emotions with me
(E) (S) (I)	(E) (S) (I)	(E) (S) (I)	(E) (S) (I)	(E) (S) (I)	(E) (S) (I)
I show awareness of familiar people	I can approach an activity where others are already playing	I react to the emotions of those around me	I can be encouraged to change activities using a now and next approach	I show enjoyment when looking in a mirror	I demonstrate a want to do things independently
(E) (S) (I)	(E) (S) (I)	(E) (S) (I)	(E) (S) (I)	(E) (S) (I)	(E) (S) (I)

(E) Emerging (1 mark) (S) Supported (2 marks) (I) Independent (3 marks)

This is the initial completed assessment for Social and Emotional

Where is the progress?

Where should your support be focussed?

Other options - Make your circles grow!

Or

Department for Education

Example of progress over time

[Stages of Play - Tiny Happy people](#)

[Leuven Wellbeing Scales](#)

BUCKINGHAMSHIRE COUNCIL

Social and emotional

My name is: Gianna My key person is: Shakila

My date of birth is: 26/09/2020 My communication method: Verbal with Makaton sign

	Date completed	Completed by	Development growth	How I play (Play types, CoETL, Leuven levels)
Start point	25/03/2023	Shakila	19 / 72	Focus on specific objects and repeating actions until satisfied.
30 months				
Review 1	14/07/2023	Shakila	25 / 72	High levels of engagement with specific toys, especially ball run!
34 months				
Review 2	9/12/2023	Shakila	34 / 72	Showing more willingness to have a go or try new things independently
38 months				
Review 3			/ 72	
Review 4			/ 72	
Review 5			/ 72	

Department for Education

Webinar to explain how to use it in more detail

Introduction to the Early Years SEND Assessment Tool recorded Webinar



[Dingley's Promise SEND Assessment Framework Guidance - YouTube](https://www.youtube.com/watch?v=dingley.org.uk)

BUCKINGHAMSHIRE COUNCIL

This guide will support you through writing an Assess, plan, Do, Review.



This guide will support you to create meaningful Assess, Plan, Do Reviews (APDRs) to monitor and track progress over time for children with SEND

The DfE have collaborated with [Dingley's Promise](#)¹ to create a practical, strength based [Early Years SEND assessment resource](#)² that you can use to support children with SEND.



Before you start considering a child's needs, remember to **celebrate what your child can do**, their strengths and interests.



A [ONE PAGE PROFILE](#)³ is a good starting point and can be completed with parents. Remember, this is the voice of the child.

Complete a One-page profile³ for your child. Ideally with parents. You can

BUCKINGHAMSHIRE COUNCIL

Preparing for SEND forums



- Once your application has been submitted through the Professional Portal, look out for your invite to the Forum.
- The SEND EY Forum is currently held on a Thursday pm.
- Be prepared:
 - Review the child's file/SEN Support plan before the meeting
 - Have the child's file available on the day.
 - Have a summary of the child's development to refer to.
 - Be prepared to explain the support you have put in place, progress along outcomes etc.
 - Don't worry!

BUCKINGHAMSHIRE COUNCIL

Preparing for SEND forums



- You will usually be asked to give an overview of the child's development, including their progress and how you have supported them.
- What would be helpful in the overview?
- Members of the forum may ask you some questions about the information you have given/sent in.
- You know your children, be confident in your knowledge!

BUCKINGHAMSHIRE COUNCIL

Transitions

Following our transition pilot last year we have updated our transitions section of the website and there are a range of documents to help you support effective transitions.

The following key factors in the transition process have been highlighted by the pilot:

- Being prepared
- Understanding the unique child
- Working closely with families
- Building relationships
- Effective information sharing and effective use of shared information
- Ensuring that transition arrangements are flexible

Thank you again to all the settings that took part - we appreciate the time and effort you put into this work



BUCKINGHAMSHIRE COUNCIL

Transitions

New information on the website:

All About Me

[Buckinghamshire Good Practice in Transitions - Moving to](#)

Reception

[Families guide - transitions](#)

NEW Record of Transition – Moving into to an EY Setting

[NEW Record of Transition Form – entering Reception](#)

[NEW Record of Transition to Year One form](#)

[One Page Profile](#)

Ordinarily Available Provision – Transitions

Personalised Transition Plan Crib Sheet

Personalised Transition Plan Form

Starting School Social Story

Starting a Setting Social Story

[illegible][illegible]

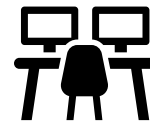
BUCKINGHAMSHIRE COUNCIL

How are your transition Plans going?

- Do you know where all your children are moving on to?
- Have you identified the children who will need an enhanced transition?
- What have you done so far?
- What have you got planned?
- How are you working with parents?
- What is working well? Any barriers to transition plans?



Level 3 Qualification



We are currently reviewing our processes:

- We are considering ideas, such as enrolling practitioners in an online Level 3 qualification to improve their skills and knowledge.
- Additionally, we plan to provide bursary contributions directly to the training providers to facilitate this process.
- Some of our SENCOs are actively trialing these new procedures and providing feedback on their experiences. This feedback will be invaluable in helping us make informed decisions and plan.
- Please let us know if you have completed your SENCO qualification.

[BHT Therapy Link -
Buckinghamshire Healthcare
NHS Trust - CYP Website](#)

[Home Page - ChatHealth](#)

BUCKINGHAMSHIRE COUNCIL

BHT THERAPY LINK

THERAPY ADVICE AT YOUR FINGER TIPS

Confidential messaging service for parents, carers, young people and professionals.

Get advice and support from the Trust's Children and Young People's Integrated Therapies team.

• Occupational Therapy
• Physiotherapy
• Speech and Language Therapy.



Send a text message to **07312 263754**.
Or scan the QR code.

A Children and Young People's Integrated Therapy Link Worker will reply to the message within 2 working days.

The messaging service is available Monday to Friday 9am to 4pm (excluding bank holidays).

<https://chathealth.nhs.uk/start-a-chat/h/TherapyLink>

Disclaimer: We might inform someone if we were concerned about your safety but we would usually speak to you first. Your messages are stored and can be seen by other health care staff who follow the same confidentiality rules. We aim to reply to you within one working day and you should get an immediate message back to confirm we have received your text. Text will only be seen between (9am and 4pm). If you need help before you hear back from us contact your GP, nearest walk in centre or dial 111. Our text number does not receive voice calls or MMS picture messages. We support messaging from UK mobile numbers only (which does not include messages sent from landlines, international mobile numbers and some 'number masking' mobile apps).
To prevent the health professional from sending messages to you, text STOP to our number. Messages are charged at your usual rates.



OUTSTANDING CARE

HEALTHY COMMUNITIES

AND A GREAT PLACE TO WORK



SEND Training
eycpd.buckinghamshire.gov.uk

Last chance to book Training Opportunities

Date	Course Title	Time	Venue
26 th Jun 2025	SEN Support and Emerging Needs	1 – 3	Microsoft Teams
1 st July 2025	Curiosity Programme	9.30 – 4.30	The Gateway
24 Sep 25 + 8 Oct 2025	SENCO Training New & Aspiring SENCO's	9:30 – 3	Hazlemere Golf Club
1 st October 2025	Curiosity Programme	9.30 – 4.30	Stokenchurch – Betty Messenger Building
20 th October 2025	I'm not the SENCO	10 - 12	Microsoft Teams
5 th November 2025	Seeing Beyond Behaviour	1 – 3	Microsoft Teams

Curiosity Programme

Tuesday 1st July 2025
The Gateway—Aylesbury
OR
Wednesday 1st October
Betty Messenger –
Stokenchurch
9.30 – 4.30

BUCKINGHAMSHIRE COUNCIL



Curiosity Programme Training

Tuesday 1st July 2025

The Gateway—Aylesbury

OR

Wednesday 1st October

Betty Messenger Building Stokenchurch

The Curiosity Programme targets creating interest and delight in interaction and communication exchanges. The programme introduces strategies for building connections with trusted adults, non-speaking social communication skills, curiosity and early play.

On this course you will learn:

- How to establish an intervention that is mutually enjoyable and builds a way forward that feels successful and productive
- How to teach to the early stages of shared attention
- How to teach, encourage and support the earliest stages in communication using intonation, rhythm, sounds and voice as a sensory tool.
- How to create curiosity and delight in early social exchanges
- How to use 1:1 shared good times with highly engaging activities to build relationships and trust

Cost: £100 (subsidised)

(completion through Attention Autism would be over £200)



Average Rating



Really engaging and fun!

It was an enjoyable, motivating and inspiring and very practical session

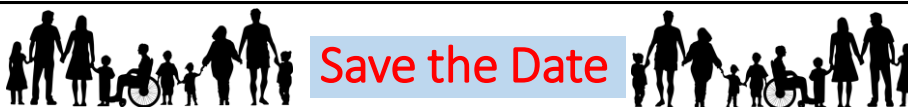
A very inspiring training course with some excellent examples.

I was completely inspired by the day.

I really enjoyed this course, the trainer was incredible and I left feeling incredibly excited to start using the Creating Curiosity in our setting.

Absolutely amazing delivery. Had my undivided attention from start to finish

The 'visualness' and practical element brought the understanding of the training to life.



Save the Date

Buckinghamshire Early Years Conference

Starting Strong - Well-being and Inclusion across the EYFS

Friday 14th November 2025

share best practice

network with early years colleagues

explore key topics

engage in interactive practical sessions

hear from early years experts

be inspired by keynote speeches

Check Sector updates for more information

Don't miss this opportunity to connect, learn, and be inspired!

SENIF Evaluations

Early Years SEN Inclusion Fund (SENIF) Evaluations

- Have you had SENIF this year? If so, you will be required to complete an evaluation form for each time you have been allocated SENIF. This is a requirement of allocation of funding and detailed in your decision letter. Please refer to this when completing the evaluation as we will be unable to allocate future SENIF to settings who haven't.



[Early Years Inclusion Fund Evaluation](#)

Early Years
SEND, Access
and Inclusion
Team
Evaluation.



We really value your feedback – it enables us to evaluate our work and make plans and prioritise for the coming year.



BUCKINGHAMSHIRE COUNCIL

We would like to take this opportunity to
say

'thank you'

for all your hard work and dedication this year, working to support the children with SEND in your settings.

Local Area SEND Inspection



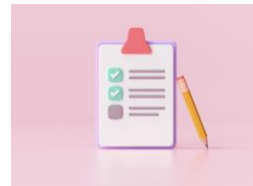
Last inspection- March 2022

Areas of strength

'There is a good track record of identifying SEND in early years. Notifications from health practitioners ensure that children with additional needs are identified early and supported into settings that can provide well for them.'

'Early years practitioners are confident and knowledgeable about how to identify potential needs and how to act on these initial concerns. Providers are very positive about the support they receive from the early years SEND team. Support for children identified through the 'assess, plan, do, review' process is led by children's needs rather than formal diagnosis. This means children get the support they need when they need it.'

Out of School sector/Childminder Conference was also mentioned in the strengths section



BUCKINGHAMSHIRE COUNCIL