



SEND Support

What parents can expect to see- Early Years



**September 2025
Version 1**



Introduction

The majority of childrens' needs can successfully be met at SEND Support using the graduated approach. This is the same whether they have a diagnosis, or not.

Our Ordinarily Available Provision Document sets out what we can expect to see in our local pre-schools and nurseries to support children with SEND:

[Ordinarily Available Provision Early Years v2.pdf](#)

More information about the support available can be found on our Milton Keynes SEND Local Offer: www.milton-keynes.gov.uk/MKSEND

Involvement of families

As their first educators, your views on your child are important, and will be listened to.

Early Years settings will find out what a child likes/dislikes. They will do this through the use of careful observation and play so that even the voice of a very young child can be heard.

They may also organise:

- Home visits to see the child in their familiar surroundings.
- Stay and play sessions at the early years setting before the child starts, to build a picture.
- 'All About Me' profiles that detail what the child likes/dislikes; may need support with.



Early Identification of need

Your child’s setting will be able to tell you how they monitor the learning of all children, and the steps they take to plan for any needs that may be identified.

As a LA, we will be notified by Health services if they meet a child under 5 who may have additional needs- if the child is not attending a setting then we will then contact parents and introduce ourselves.

We respond to requests for support from Early Years settings where they need help supporting a child with SEND.

The Graduated Approach

Level of support	Description	Examples of provision
Universal Support (also known as Quality First Teaching or Ordinarily Available Provision)	High quality, inclusive teaching is a good starting point for children, regardless of need. For most children, small changes or adaptations (often called ‘reasonable adjustments’) can be made within their setting to ensure that they are appropriately supported and can make progress	<ul style="list-style-type: none"> • A visual timetable that shows all children what is happening during the session • All staff using signing to reinforce their spoken language • The use of carpet spots so all children have their own space to sit for group times <p>The Early Years Foundation Stage curriculum aims to provide appropriate learning experiences for all children aged 0-5yrs</p>
Targeted Support (further adaptation)	For some children, ‘targeted’ SEND support will be provided by the setting, if adequate progress has not been made with Universal Support. This will sometimes be set out in a SEND Support Plan,	<ul style="list-style-type: none"> • Turn taking • Making requests • Playing alongside other children • Sharing attention

	and include the actions and approach needed to help your child make expected progress.	
Personalised (for the individual child)	<p>A small number of children may need personalised SEND support to meet their needs- this involves advice, observation, assessment or support from other professionals and an individualised programme of support across their session or day.</p> <p>A level of personalised support can be provided successfully over time for children using a SEND Support Plan</p>	<ul style="list-style-type: none"> • A specialist chair provided by an Occupational Therapist • A communication device that has been created for the individual child (e.g.: an I Pad, or a communication board) • Individualised support from an adult to help them manoeuvre safely around the environment. • Use of individually planned learning experiences for a child that takes into account their next steps (such as visually clear and structured activities; Intensive Interaction).

Outcomes

An outcome is a description of something your child will be able to do at an agreed point in the future. It will be linked to an area they need help with- and to their interests and aspirations.

For young children, settings often work on outcomes for a short time (no more than six weeks, and sometimes as little as two weeks). They are reviewed regularly as part of a continuous cycle- this is called 'assess, plan, do, review'.

- 'I am able to look at an adult to request more of a motivating activity, on 4 out of 5 occasions'

- 'I am able to make a choice between two activities when given a choice of photographs, on 2 out of 3 occasions'

Impact over time

Progress can look different for different children in the early years, as the range of development is broad. It is helpful to reflect on the progress of any child over time, so that we can understand the child's needs and the impact of the support being given.

We also need to take into account any other important events or changes in your child's life- as these might affect the progress being made. Each child's journey is different:

- A child who is largely on their own agenda and non-verbal may take time to learn how to make a request, as they do not see the value in doing so yet.
- A child who is interested in being with adults in the setting might learn how to sign quickly, as they are keen on having these interactions.
- A child who is a strong visual learner may focus well on completing structured activities.

Key People

Role/Service	Description
Key Worker	Your child's key worker will be able to support you to understand what progress your child is making, and any areas for development.
Special Educational Needs Coordinator (SenCo)	The Special Educational Needs Coordinator (SenCo) has oversight of the needs of the children in the setting and liaises with outside agencies on behalf of the setting.
Local Family Centres	Local Family Centres offer play sessions and support- some of them also have sensory rooms you can book Family Centres Milton Keynes City Council
Health Visitor	Your family Health Visitor is a good source of advice and support Milton Keynes 0-19 Universal Health Service (Health Visitors and School Nurses) :: Central and North West London NHS Foundation Trust
SENDIASS	Special Educational Needs Disabilities Information, Advice and Support Service (SENDIASS) SEND Information, Advice & Support Service MK SENDIAS

PACA MK	PACA MK is a voluntary group of parents/carers who have children with disabilities Home - PACA MK
Contact	Contact: the charity for families with disabled children
Speech and Language Therapy	Milton Keynes Early Years Speech and Language Therapy Advice and resources :: Central and North West London NHS Foundation Trust

Speaking to key people when you have a concern:

If you are concerned that your child is not making progress at SEND Support, you could:

- Arrange a conversation with your child's key worker and/or SenCo to understand how they feel your child is progressing
- Ask them to talk you through your child's SEND Support Plan, so you can see what is in place, and the impact of this on your child's development
- Look at the Ordinarily Available Provision document with staff, so you can work together to consider new strategies that might be useful
- Ask for regular reviews of progress towards any outcomes set- so you can be kept in the loop

