

## Guidance notes for Early Years Referral

### **Section 1-** Personal Details

### **Section 2-** Setting Details and Referrer person details and key worker

### **Section 3-** Background Information

- Other agencies may include SALT, health visitor, family support, social care, paediatrician, dietician, ASD panel, KIDS, physiotherapist, education psychologist, occupational therapist, IPASS, Tweendykes and Ganton outreach, Northcott outreach, audiology etc.
- Has the child been referred to the setting by other agencies?
- Has the child attended a previous nursery? Are they sharing their funding with another nursery?
- Have any referrals been made prior to this referral?
- Other health information e.g. premature birth, allergies etc
- Family circumstance e.g. domestic violence, bereavement, new to area etc
- Parental needs

### **Section 4-** Category of Need

- 4A Category of Needs- only one box to be ticked to highlight the child's main area of concern
- 4B Prime areas of EYFS- complete as per developmental overview, prime areas only
- 4C What are the child's difficulties requiring additional support? Use bullet points to list the areas of difficulty the child is experiencing and how it affects the child's progress  
E.g. very little spoken language although she has some single words these are not consistent or clear. She has made no progress since her baseline assessment.  
E.g. no understanding of danger for him and others around him  
E.g. needs constant adult supervision to keep him safe due to his delayed reflexes

### **Section 5-** Evidence of graduated approach, in this section include

- Strategies tried and impact
- Make reference to points raised by parents and other professionals

### Examples-

- A variety of strategies have been tried such as using signing to help Jessica get her daily needs met. Jessica has a big interest in books we have been using these in adult focused activities to help gain more language by encouraging her to say what she can see in the pictures. We have also done some word level work with

her and she is fully able to follow simple instructions. As a result of these targets Jessica is able to copy some simple signs such as please, thank you and more. Jessica is able to understand daily routines when these are used. We have been closely monitoring the implementation of these strategies and don't feel any progress has been made.

- Supported Joe to use objects of reference and play alongside Joe using intensive interaction. Joe continues to struggle to make links with objects of reference he requires hand over hand support; positive sensory stories are part of his day to encourage sharing attention and make links to objects. Joe's attention has improved and he anticipates what is coming next such as when the water will be sprayed, smiling and hiding his face.
- Ben's key workers observed him within the areas mention above (prime areas of EYFS). The other staff in the setting have also observed Ben within his areas of development; we have worked closely with mum and shared all relevant information. Ben was put on the cause for concern register to monitor him closely within learning, development and general behaviour. Ben's key workers used high interest toys/activities such as bubble to try and gain his attention and encourage communication however after a short time he would again lose interest and leave the activity. Ben's key workers have put an IEP in place to support Ben within his communication and interaction.

#### **Section 6-** Current targets and Level of Intervention

- To include level of SEND support e.g. targeted intervention or intensive intervention
- Make reference to and attach – IEP, Observations, Cause for Concern Assess, Plan Do, Review cycles, Development Overview
- Refer to current targets of IEP

#### **Section 7-** What support do you think the child needs?

- E.g. a programme to support and develop communication
- E.g. child needs support to recognise and understand a situation that may be unsafe for him and others
- E.g. additional support to initiate interaction and communication

#### **Section 8-** Ethnicity and Other

#### **Section 9-** Parent Permissions

- For parents to cross out any services they do not wish to share information with

#### **Section 10-** Views of parent- Encourage parent/s to put views forward