

Applying for SENIF when the child is open to Portage - to be followed in advance of their start or their first term.

This route can only be implemented before a child starts at an Early Years provider or by the last day of the term in which they joined.

Family	Portage Practitioner	Pre-School Provider
<p>Identifies their choice of pre-school provider. Kent Children's and families Information Services can help with childcare options and early education.</p>		
	<p>Contacts Pre-School Provider to offer a transition. This meeting could include the Portage Practitioner, Pre-School Provider, family, and any other professionals the child is known to. It is considered good practice to have this meeting in advance of a child's start.</p>	<p>Confirm a start date and admission arrangements, this could include:</p> <ul style="list-style-type: none"> • Accessing a Portage Home Learning session/group. • Attending a Portage transition meeting. • Arranging a stay and play/transition session where the child is supported by a family member. <p>The setting can use this evidence to create the Personalised Plan.</p>
	<p>Share with the pre-school provider any strategies or approaches that have been used successfully in Portage sessions, with the last Long Term Aims Achieved (LTAs), Development Profile. Transition meeting notes are sent to the attendees following the meeting. If needed share developmental profile and LTAs with the SENIF Team SENIF@kent.gov.uk</p>	<p>Establish whether the child's needs are such that additional provision is a requirement:</p> <p>Using the Portage evidence establish whether SENIF is going to be a requirement from the child's start₁.</p> <p>OR</p> <p>whether the child is given the time to settle to establish if additional provision is a requirement for them₂.</p>
		<p>Devise a Personalised Plan building on the Portage LTAs to create initial targets, generalising the child's existing skills that have been achieved in the home environment. The setting should use their own observations to assess baseline assessment (MAT). The Portage baseline and assessment levels could be used (this needs to be clear on Personalised Plan).</p> <p>Any training required for the child to start is accessed before confirming a start date.</p>

Family	Portage Practitioner	Pre-School Provider
Child starts at the Early Years Provider	Child starts at the Early Years Provider	Child starts at the Early Years Provider
Participates in the review of the Personalised Plan	Delivers the plan created at the transition meeting this could include: <ul style="list-style-type: none"> • Up to 6 nursery sessions. • A telephone/ video call. • A follow up planning meeting. 	Implements Current Personalised Plan for 6-8 weeks before undertaking a review.
	Portage closes, this decision is taken on a case-by-case basis.	Accesses Early Years LIFT at the earliest opportunity to ensure STLS advice can be accessed. Ensure the outstanding evidence, as detailed on the SENIF outcome note usually: <ul style="list-style-type: none"> • Reviewed Personalised Plan N° 1. • Current Personalised Plan N° 2. • STLS RoV. is submitted to: SENIF@kent.gov.uk to ensure the SENIF agreement can continue.

¹The expectation in this instance would be a request for SENIF is made prior to the child starting at the setting and no later than the last day of the term in which they joined, as per the published term dates calendar: <https://www.kent.gov.uk/education-and-children/schools/term-dates>

²After the child has started and the end of the term they started has passed the expectation would be that the child has been discussed at LIFT, is known to STLS and a request for SENIF is made providing the mandatory evidence (SENIF Request Form, Reviewed Personalised Plan, Current Personalised Plan and STLS RoV).



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