

## Training that may be recommended on occasions

Training that can be offered as part of the wider SENIF offer:

- Autism Awareness for Early Years
- Down Syndrome (bespoke)
- Emotional Regulation
- Prime Importance of Communication and Language
- Prime Importance of Physical Development
- Risk Assessment and Care Plans
- Sensory training
- SENCo training
- Small Steps for Great Gains
- Targeted Level Language training
- Language for Learning (half day training)
- Portage Checklist training (1 day)

On occasion, other training may be agreed if recommended by the Specialist Teacher.

## Following the MAP meeting

- The SEN Inclusion Fund Business Manager updates the agenda to reflect the agreed outcomes from the meeting.
- STLS/Portage will contact the parent/carer within 1 week to verbally confirm the agreement made in relation to the Specialist Nursery Intervention. At this point no specific details are offered. The Specialist Nursery Manager will contact the family within 2 weeks of the MAP Meeting with full details of the Specialist Nursery Intervention offer if agreed.
- SENIF Practitioners contact individual settings to plan support.
- Specialist Teachers inform settings of training recommended.
- If a Specialist Nursery Intervention is not agreed then a block of interventions from a SENIF Practitioner may be offered at the child's mainstream setting. Alternatively a referral for Portage support may be made recommending the child attend the Portage Pre-School Learning Groups or receive support via Home Learning Sessions.

## A Guide to Multi-Agency Planning (MAP) Meetings

working together — improving outcomes



## The purpose of a Multi-Agency Planning Meeting

Children with complex needs will often have many agencies involved with their care and education. The Multi-Agency Planning (MAP) meeting ensures that children and their families have access to a bespoke offer to meet their needs during the Early Years phase of their education.

## When do meetings take place?

MAP meetings are held termly in each area of Kent—North, South, East and West. Each area comprises of three districts.

<b>North</b>	<b>South</b>	<b>East</b>	<b>West</b>
Dartford	Ashford	Canterbury	Maidstone
Gravesham	Dover	Swale	Tonbridge & Malling
Sevenoaks	Folkestone & Hythe	Thanet	Tunbridge Wells

## Who attends MAP meetings?

There is a core membership of people who attend MAP:

- SEN Inclusion Fund Business Manager or Assistant (chair)
- Portage Manager
- Specialist Teaching & Learning Service (STLS) representatives
- Specialist Nursery Managers
- SENIF Practitioner Area Leads
- Children's Care Coordination Team (if children on the agenda are known to this service).

Professionals from Kent County Council Special Educational Needs Team, or NHS health colleagues may also be invited to attend if appropriate.

## Before the meeting

Once a request for SEN Inclusion Funding (SENIF) has been received from the preschool setting, the SEN Inclusion Fund Business Manager adds the child's name to the agenda for discussion around support for the child. Specialist Teachers and Portage Practitioners can request that children access Specialist Interventions at the district special school nursery or have support from SENIF Practitioners in their mainstream nursery or a Portage referral can be made; all with parental agreement.

The agenda is distributed to all attendees one week before the meeting.

## During the meeting

- Multi-Agency colleagues discuss each child's needs to plan the next steps in their education. They have professional conversations with health colleagues regarding any children not known to Portage or STLS.
- Decisions are made by SEN for access to Specialist Nursery Interventions. The roll list is reviewed at each meeting to determine capacity for each Specialist Nursery.
- Transition plans are made for children who, after a 2-term review, may be ceasing the Specialist Intervention which may include transitional support from a SENIF Practitioner.
- SEN colleagues give updates on the Statutory Needs Assessment process for individual children.
- Decisions are made for SENIF Practitioner support for settings.
- Specialist Teachers are able to request training course places for preschool staff in line with the needs of the child.